

GRAMMATICAL COMPETENCE OF TEACHER EDUCATION STUDENTS

Maria Leonora M. Cagurangan
SEAS Faculty

ABSTRACT

This descriptive-correlational study assessed the grammatical competence of the Teacher Education students of University of Saint Louis using a Diagnostic test and on-the-spot essay. The findings revealed that the students were grammatically competent on Words and Sentences and Prepositions; but, they were not competent on the combined uses of Verbs, Prepositions and Adverbs, and Conditionals and Wish. However, they were intermediate on the use of Verbs, Modal verbs, Passive, Pronouns, Adjectives and Adverbs. Also, they need to improve more on these areas: on the combinations of Verbs, Prepositions and Adverbs, Conditionals and Wish, Questions, Negatives and Answers. It was further revealed that the grammatical competence of students does not vary regardless of sex and year levels; however, a significant difference on the grammatical competence exists when grouped according to specialization. The English major students were more competent as compared to the other fields. With respect to dialect, significant difference was seen on area of Modal Verbs and Reported speech. Lastly, there was a significant relationship between the GPA and the communicative competence of the students on both Grammar and Sentence Structure.

Keywords: *grammatical competence, linguistic competence, teacher education students*

INTRODUCTION

Language is a means of communication by which members of a community can communicate and interact with one another. In order to communicate well, the speakers should have communicative competence. Hymes (1972) coins this term in order to contrast a communicative view of language and Chomsky's theory of competence. For Chomsky (1955), the focus of linguistic theory was to characterize the abstract abilities speakers possess and enable them to produce grammatically correct sentences (Safran, 2009). The nature of communication as a form of social interaction involves a high degree of unpredictability and creativity in form and message. By following Canale and Savignon (1983) as cited by Fernandez (2011), communication takes place in discourse and socio - cultural context and is carried out under limiting conditions. It is dynamic and relative. Also, it always has a purpose and involves authentic as opposed to textbook-contrived language. Success in communication is judged on the basis of actual outcomes.

Grammatical competence is concerned with mastery of language code. It is linguistic competence as described by Chomsky (1955). This competence refers to the mastery of linguistic code, ability to recognize lexical, morphological, syntactic and phonological description of a language and to manipulate these features to produce

words and sentences. Knowledge of grammar is not linked to a certain theory of grammar only nor is it concerned with the ability to express rules of grammar explicitly. When a person can explain and demonstrate how rules of a language work, it does not mean that he has acquired grammatical competence of the language. He is said to have grammatical competence when he is able to apply the rules to produce grammatically acceptable sentences and to determine whether sentences are grammatically acceptable or not. This means that grammatical competence focuses directly on the knowledge and skill required to produce and understand grammatical sentences and literal meanings of utterances. Furthermore, grammatical competence is one of four areas of the communicative competence theory put forward by Canale and Swain (1983) which work together in language production (Fernandez, 2011). They identified four dimensions of communicative competence: namely *grammatical competence* which refers to what Chomsky calls as *linguistic competence*. It is the domain of grammatical and lexical capacity. Other dimensions were sociolinguistic, discourse and strategic competence (Safranji, 2009).

In addition, grammatical competence focuses on command of the language code, including such things as the rules of word and sentence formation, meanings, spelling and pronunciation. The goal is to acquire knowledge of, and ability to use forms of expression that are grammatically correct and accurate (Díaz-Rico & Weed, 2010). This means that this type of competence focuses on the skills and knowledge necessary to speak and write accurately, and becomes increasingly important to the English learner in more advanced stages of proficiency (Diaz - Rico & Weed, 2010). As students travel through the stages of language proficiency, grammatical competence becomes more important. Freeman and Freeman (2004) suggest that grammar is a set of prescriptive rules that were taught in school. In addition, grammar is the glue that binds the English language together (Schmeller, 2017). Lastly, Tuan (2017) mentioned that grammatical competence acts to promote accuracy and fluency in second language production (Gao, 2001) as cited by Schmeller (2017). Believing that practice is the sole criterion for testing truth in terms of the practical effects of English language teaching, ignoring and neglecting the teaching of English grammar is not conducive to the promotion of the teaching of English as a whole, and even affects students' correct use of English. Because of the lack of correct grammar, many students inside and outside the class cannot express accurate sentences (Diaz- Rico, et. al, 2010).

Students of the University of Saint Louis is one among the schools in the region that participated in the Global Competitiveness Assessment Tool (GCAT) in partnership with the Cagayan Economic Zone Authority (CEZA), and the IT & Business Processing Association of the Philippines (IBPAP) which aims to identify the baseline competency profile of the students tested. The GCAT measures four basic skills and the candidate's service orientation. It has the following components: Total Cognitive Ability, English Proficiency, Computer Literacy and Perceptual Speed and Accuracy. The English Proficiency test measures the candidate's knowledge of grammar and reading comprehension. Designed for experienced users, the test covers the following topics: Articles, Comparisons, Conjunctions, General Questions, Misused Words, Nouns, Parallel Structure, Prepositions, Pronouns, Specific Questions and Verbs. Results showed that student- participants of the region performed below the industry benchmark

in the English Proficiency competency. However, with regard to the given assessment, the overall result showed that participants from USL made good in the said endeavor.

Even prior to the result of the GCAT, USL among other institutions, looks after the preparation of the teacher education students academically and professionally. As such, it assures its graduates that they should have the required competencies before leaving the institution and going to the professional world. One of the most critical competencies that teacher education graduates should have is the communicative competencies. Further, past studies conducted on communicative/ grammatical competence among teacher education students revealed a fair competency especially along verb tenses, sentence structure, punctuation, word choice, spelling, use of prepositions and articles which fall under grammatical, mechanics/ substance and syntactic aspects of writing English (Batang, 2014; Lasaten, 2014; Uthman, 2015).

As its way of preparing its graduates, the University of Saint Louis, conducts in-service training to teacher education students in order to provide them these competencies to enable them to communicate effectively and appropriately. As such, this study focused on the written grammatical competence, which covers language convention and sentence structure, of the Bachelor of Science in Secondary Education (BSEd) and Bachelor in Elementary Education (BEEd) students. These basic skills are indeed important to be honed among them as future educators.

Research Objective/Questions

This study aimed to assess the grammatical competence of the Teacher Education students as bases in coming up with an intervention program. Specifically, it tried to answer the following questions:

1. What is the profile of the respondents along the following:
 - a. Sex
 - b. Year level
 - c. Program Specialization
 - d. Major/ Field/ Specialization
 - e. Local dialect
 - f. GPA in all General Education English courses
2. What is the level of grammatical competence of the respondents?
3. Is there a significant difference on the level of grammatical competence of the respondents when grouped according to their profile variables?
4. Is there a significant relationship between the grammatical competence of the students and their GPA in all General Education English courses?

Significance of the Study

This study which identified the written grammatical competence of the teacher education students aimed at improving their competence by suggesting intervention programs. Also, the findings can be considered in updating and or improving the curriculum to fit to the needs of the future educators.

Literature Review

Underpinning Theory

This study is anchored on Chomsky's "Aspects of the Theory of Syntax" or linguistic theory. The basis to Chomsky's linguistic theories, which are the principles underlying the structure of language, are biologically determined in the human mind; hence, genetically transmitted. He therefore argues that all humans share the same underlying linguistic structure, irrespective of socio - cultural difference. In this, he opposes the radical behaviorist psychology of B.F. Skinner, instead arguing that human language is unlike modes of communication used by any other animal species.

Chomskyan linguistics, beginning with his *Syntactic Structures*, a distillation of his *Logical Structure of Linguistic Theory* (1955), challenges structural linguistics and introduces transformational grammar. This approach takes utterances (sequences of words) to have a syntax characterized by a formal grammar; in particular, a context-free grammar extended with transformational rules. Noam Chomsky believes that children are born with an inherited ability to learn any human language. He claims that certain linguistic structures which children use so accurately must be already imprinted on the child's mind. Chomsky believes that every child has a 'language acquisition device' or LAD which encodes the major principles of a language and its grammatical structures into the child's brain. Children have then only to learn new vocabulary and apply the syntactic structures from the LAD to form sentences.

A child could not possibly learn a language through imitation alone because the language spoken around them is highly irregular – adult's speech is often broken up and even sometimes ungrammatical. Chomsky's theory (1955) applies to all languages as they all contain nouns, verbs, consonants and vowels and children appear to be 'hard-wired' to acquire the grammar. Every language is extremely complex, often with subtle distinctions which even native speakers are unaware of. However, all children, regardless of their intellectual ability, become fluent in their native language within five or six years.

Grammatical Competence of Students in the Light of Scientific Concepts

In the most general form, grammatical (linguistic) competence was defined by N. Chomsky, as theoretical and practical knowledge of a limited number of grammatical rules, which allow generating an unlimited number of correct sentences (Chomsky, 1965). It can be assumed that the grammatical competence in the context of learning a foreign language is a set of theoretical knowledge (rules) and language skills that are necessary and sufficient for students to construct correct sentences, to understand them, to monitor grammatical errors, to pass judgments about right and wrong linguistic forms, and to perform language testing tasks. In the 80s, the American linguist R.

Langacker put forward the idea of space grammar. He claimed that the grammatical structures are closely related to lexical semantics and, together, constitute a single space of interrelated elements (Fodor, 2010). The idea of the interconnectedness of the elements of language knowledge gradually led to the development of scientific ideas, dubbed “connectionism” (McClelland & Rumelhart, 1986). The essence of the idea of connectionism with respect to grammatical competence was the fact that the grammatical competence can be represented as a network of elements interacting in the intertwining connections (Millrood, 2014).

Grammar is an effective way to train students’ communicative competence in English language teaching. Grammar and communicative competence should not be in opposition. With a good knowledge of grammar, students can fully improve their integrated English proficiency and promote the overall levels of their English. Therefore, teachers who teach the foreign language should try to reform the current conditions on neglecting grammar teaching in English education, and strive to explore grammar teaching methods to fully promote students’ English level.

Mastering grammar is the foundation in the proficiency of a language. Grammar teaching is also an essential part of language teaching. Grammar, as a set of rules for choosing words and putting words together to make sense, plays a significant role in language teaching. Without grammar, language does not exist. Also, it is difficult for students to speak English well without learning English grammar. In addition, one of the basic features of language is that language is a creative system, that is, learners can employ limited rules of language to create unlimited language forms of expressing meaning (Yu, 2008).

Majority of prospective English teachers regard grammatical knowledge as important and useful especially for fostering students’ writing and reading abilities (Basoz, 2014).

Grammatical Programming of Sentences

The most common and persistent grammatical rules for constructing sentences in each language were called by N. Chomsky as grammar principles, which corresponds to the principle of constructing sentences with the third person singular according to the rules of English grammar. To make the picture of grammar principles more complicated, the grammar of any language is characterized by “switches”. A grammatical switch is usually an exception to the rule in forming a relationship between words in a sentence, which is not always consistent with the principles of a particular language. As a result of principles and switches merging together certain “acceptable norms” surface up in the language that N. Chomsky called “language parameters” (Chomsky & Lasnik, 1993). Language users have the right to deviate from grammar principles and to perform switches within certain socially acceptable parameters. Native speakers do not always comply with the “principles of language.” In their speech there are numerous deviations from formal rules and language “liberties” in such cases characterize authentic speech. Note that the parameters of grammatical correctness in oral communication are generally broader and wider than in writing, where strict and narrow linguistic principles prevail. The wider the students employ authentic grammar, the more advanced they are

in their grammatical competence and the more their grammar parameters approach the standards of authenticity (Millrood, 2014).

Understanding the Structure of the Grammatical Competence of Students

Grammatical instances (exemplars) – are specific examples of language used in natural communicative situations. Language instances stored in the memory of native or trained speakers are an integral part of their grammatical competence, which is the ability to understand and express meaning, producing and recognizing phrases and sentences correctly executed in accordance with set of principles that govern the amount of elements that are arranged in a meaningful and complete series or sentence (Amelina, 2014).

By grammatical concepts in linguistic competence of students we mean notions that can be used to describe the correct English sentence. Important concepts for learning English grammar are parts of speech (noun, verb, adjective, etc.), their function in the sentence (subject, predicate, minor sentence), the order of words in the English sentence (direct order and inversion), morphological features of grammatically correct statements and many others. Grammatical categories are used not just to name but to describe and to explain grammatical phenomena using appropriate concepts and instances (exemplars). Therefore, a category always consists of concepts, instances (exemplars) and rules that make up the little theory as part of the theoretical fabric of grammatical competence of students. For example, the most important grammatical category for students who study English language grammar is grammar tense. Without this knowledge, the formation of grammatical competence of students in English is impossible (Millrood, 2014).

In evaluating the formation of foreign language communicative competence in addition to content, coherence, lexical adequacy, sufficiency phonetic rules, the grammatical correctness (compliance with the rules of spelling and punctuation, correct use of different grammatical structures) is also taken into account. Thus, working with grammar should not be a separate purpose, but linked to the practical use of language as aid to successful communication. Therefore, the formation of grammatical competence is not considered withdrawn from the context, and embedded in the communicative situation or communicative context (Amelina, 2014).

Grammatical Competence and Profile Variables

As to gender, the fourth year English major students were competent. The males were highly competent on the usage of subject verb agreement, competent on the usage of verb tenses and active and passive voice, fairly competent on the uses of prepositions and modals. On the other hand, females were highly competent on the use of subject-verb agreement, moderately competent on verb-tenses, competent both on the use of modals and active voice but fair on the use of prepositions (Yan, 2017); but female participants recorded more incorrect English prepositions as compared with their male counterpart (Chua, et.al, 2015). However, neither gender, nor age played an important role in his study with regard to grammatical errors incurred by the students (Murad, 2015). On the other hand, results of the study showed that the English writing skill of the secondary male students need more reinforcement and development (Hourani, 2008).

Lastly, the study of Larranaga (2013), showed that gender had nothing to do with the grammatical competence of the studied children.

According to age, the fourth year English major students were competent and as to gender, still the same group of students was competent (Yan, 20017). In addition, it is a general finding that the fourth year students are linguistically competent on the whole system and structure of a language (consisting of syntax, morphology, inflections, phonology and semantics). They have the tendency to speak or write authoritatively about a topic or engage in conversation (Tuan, 2017). The findings of the study indicated that learners who received pragmatics instruction performed better and improved their communicative competence in their second language classes (Tchoutezo, 2010). Similarly, the results of the study indicated that differences in Self Perceived Communicative Competence (SPCC) between the year levels do exist. The SPCC gradually improved the first, second and the third year (Safran, 2009).

In addition, there were significant gender effects in all categories of private education experience on speaking scores. Private tutoring experiences and group tutoring experiences did not yield a gender effect on reading-and writing scores (Su, 2005). Findings indicated that there was a significant difference between the communicative competence pre-test and post-test scores of pupils in each of the groups. Furthermore, across the groups, there was a significant difference in pupils' communicative competence post-test scores based on the teaching strategy. Multiple regression analysis results revealed that the variance of pupils' communicative competence was accounted for by a combination of the predictor variables. Speaking skills was the potent contributor while gender did not make a significant contribution to the prediction of pupils' communicative competence in ESL classrooms (Agbatogun, 2013).

Moreover, learners developed their ICC as they (1) gained deeper cultural knowledge of Spanish-speaking countries; (2) developed critical thinking skills and skills to interpret cultural differences in a more ethnorelative perspective; (3) showed intercultural attitudes of understanding other perspectives, interest in engaging in conversation with Spanish speakers and willingness to question their worldviews; (4) raised self-cultural-awareness; and (5) improved their language proficiency (Guerrero, 2009). Results revealed that group work greatly improved their English communicative competence in terms of grammatical competence, socio - linguistic competence and strategic competence (Xue, 2013).

Meanwhile, the findings revealed low abilities of the students in understanding and using syntactical rules properly which was reflected in the enormous grammatical errors made by the respondents in the study of Uthman (2015). Wrong tense, errors such as prepositions and articles were found to be the most frequent ones. The findings also revealed that negative transfer from the mother tongue language is the major cause of most of the syntactical errors made by the students in the written text. Results indicate that that performance problems committed were due to mother – tongue interference, lack of grammatical knowledge (Ngangbam, 2016). Further, the most frequent errors made by Swedish students are not only probably caused by lack of grammatical knowledge, but also by incorrect transfer from Swedish into English (Taher, 2011). Still,

the grammatical errors in the study of Murad (2015), are attributed to interlingual factors especially in cases of differences between English and Arabic (L1 and L2 positive transfer). In addition, majority of the errors are caused by learners' poor knowledge of the target language (English), specifically ignorance of rule restrictions. Others are attributed to the learners' carelessness, first language transfer for interference and limited vocabulary in the target language (Lasaten, 2014).

In their study, it is observed that not a significant correlation at a considerable degree exists in the communicative competence of the participants from different nationalities, gender and levels (Hursen, et.al. 2011). In the same way that the findings demonstrate that the learners generally increased their communicative competence as measured by the essay and oral interview tests, and have improved their scores in an English proficiency test (Fraser, 2010). The major findings of the study generally reveal that the students' level of communicative/ grammatical competencies helped by their chance for formal and intensive learning, conversing with a native speaker of the English language, rich exposure to social media networks, and reading materials written in English (Tuan, 2017). Results showed that the children demonstrated communicative competence skills in all settings, through the variety of quantity of skills in English, Spanish or mixed code increased in settings with a positive affective climate and in settings where their home language(s) was acknowledges and valued (Valdivia, 2005).

Hypotheses

1. There is no significant difference on the grammatical competence of the respondents when grouped according to their profile variables.
2. There is no significant relationship between the grammatical competence and the GPA of students.

Research Paradigm

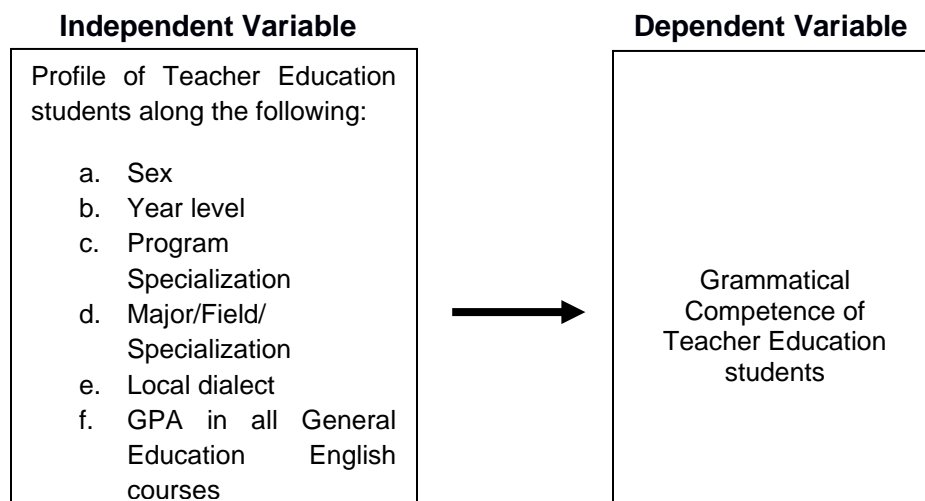


Figure 1. Paradigm of the Study

The research paradigm shows that differences in sex, year level, program specialization, field of specialization and dialect could result to differences in their grammatical competence; while the higher the GPA of the students in the General English courses, the better is their grammatical competence.

METHODS

Research Design

This study made use of the descriptive and correlational methods of research.

Locale of the Study

The study was conducted at the University of Saint Louis, Tuguegarao City, a private Catholic institution and one among the schools established by the Congregatio Immaculate Cordis Mariae (CICM).

Respondents of the Study

The respondents were the 319 teacher education students of the University of Saint Louis who enrolled for School Year 2016-2017. There was supposedly 373 enrolled student - participants; however, due to conflict of schedules, there were those who did not attend their classes during the administration of the questionnaire. Also, as the grades of the respondents were included in the treated data, six (6) out of the 325 were no longer included because of the difference in terms of grading system.

Research Instruments

To gather the data of the study, the Oxford Practice Grammar Intermediate Diagnostic Test by Oxford University Press, (2010) was used. This is a standard test which is usually administered by Oxford University to non- speakers of English. Validation was no longer conducted.

The Diagnostic Test composed of 100 items which covered the following skills in grammar and sentence structure: 1) Words and sentences (1- 5), 2) Verbs (6-15), 3) Questions, Negatives and Answers (16- 20), 4) Modal verbs (21- 25) 5)The Passive Voice (26 - 35), 6)The Infinitive and – ing form of Verbs (36 - 45), 7) Verbs, Nouns and Articles (46 – 50) , 8) Determiners (This, my, some, lot, etc.), (51 – 55), 9) Pronouns (56-65), 10) Adjectives and Adverbs (66-70), 11) Prepositions (71 – 75), 12) Verbs with prepositions and Adverbs (76 – 80), 13) Reported Speech (81 -85), 14) Relative clauses (86 – 90), 15) Conditionals and wish (91 – 95), and 16) Linking words (96 – 100).

The following adjectival values were used in interpreting the results of the questionnaire:
5 for Very Proficient

- 4 for Proficient
- 3 for Intermediate
- 2 for Not Proficient
- 1 for Not Very Proficient
- 0 for No Learning.

An on- the- spot essay question was also given to the students, regardless of their field of specialization/ major to substantiate the results of the test being administered. A Communicative Competence Rubric adapted from Bayucan (2015) was used in treating the results of the essay which are as follows:

- 5 for Very Proficient
- 4 for Proficient
- 3 for Intermediate
- 2 for Not Proficient, and
- 1 for Not Very Proficient

Data Gathering Procedure

The researcher sought permission from the office of the Academic Dean to conduct the study. After its approval, the researcher personally administered the test to the concerned students.

Secondly, as the GPA in General Education English courses, specifically English 1- 3 were needed, the researcher also sought consent from the office of the University Registrar to release the copy of the grades of the respondents.

Data Analysis

Frequency counts and Percentage were employed to determine the profile of the respondents.

Weighted Mean was used to interpret the scores of the respondents in answering the Oxford Practice Grammar Intermediate Diagnostic Test.

Independent sample T- tests and One Way Analysis of Variance (ANOVA) were utilized for the significant difference on the grammatical competence of respondents when grouped according to their profile variables.

Lastly, Pearson- r was used to test the significant relationship between the grammatical competence and the GPA of the respondents in all General Education English courses.

RESULTS

Table 1. Profile of the Respondents

Variables	Categories	Frequency	Percentage
Sex	Male	85	26.60
	Female	234	73.40
	Total	319	100.00
Year Level	2nd Year	88	27.60
	3rd Year	116	36.40
	4th Year	115	36.10
	Total	319	100.00
Program Specialization	Biological/General Science	37	11.60
	English	98	30.70
	Filipino	19	6.00
	Music, Arts, Physical Education, and Health	52	16.30
	Mathematics	36	11.30
	Social Studies	28	8.80
	Bachelor in Elementary Education	49	15.30
Total	319	100.00	
Local Dialect	Gaddang	2	.60
	Ibanag	31	9.70
	Ilokano	140	43.90
	Itawes	98	30.70
	Isneg	4	1.30
	Kalinga	9	2.80
	Malaweg	4	1.30
	Tagalog	29	9.10
	Igorot/Kankanaey	1	0.30
	Ivatan	1	0.30
	Total	319	100.00
Grade Point Average in English Subjects	95-100 (Distinguished)	0	0.00
	90-94 (Excellent)	25	7.84
	85-89 (Very Good)	174	54.55
	80-84 (Good)	106	33.23
	75-79 (Passing)	14	4.39
	<75 (Failed)	0	0.00
Total	319	100.00	

Table 1 shows the profile of the respondents where most of them are female. Also, there was almost the same number of respondents from the third and fourth year groups. In addition, majority of the respondents were English major students while half of the total respondents speak Ilokano as their L1 or mother tongue. Lastly, in terms of Grade Point Average (GPA) most of them have very good grades (85%-89%).

Table 2a. Level of Grammatical Competence on the Parts of Speech of the Teacher Education Students

Areas of Grammatical Competence	Mean	Standard Deviation	Descriptive Value
Words and sentences	4.42	0.735	Very Proficient
Verbs	6.39	1.399	Intermediate
Questions, negatives and answers	2.35	1.191	Not Proficient
Modal verbs	3.45	0.923	Intermediate
The passive	6.81	1.358	Intermediate
The infinitive & the "ing" form	7.29	1.342	Proficient
Nouns and articles	3.87	0.875	Proficient
This, my, some, a lot of	4.03	0.792	Proficient
Pronouns	6.04	1.557	Intermediate
Adjectives and adverbs	2.95	1.073	Intermediate
Prepositions	4.72	0.728	Very Proficient
Verbs and prepositions and adverbs	1.09	0.804	Not Very Proficient
Reported speech	3.92	- 0.656	Proficient
Conditionals and wish	1.84	0.896	Not Very Proficient
Linking words	3.50	0.974	Proficient

Table 2a presents the level of grammatical competence of the respondents. The Teacher Education students were very proficient on 2 areas: Words and Sentences and Prepositions. Furthermore, they were proficient on "The Infinitive & the "ing" form, Nouns and Articles, on the use of This, my, some, a lot of, Reported Speech and Linking words. They were only intermediate on Verbs, Modal Verbs, The Passive, Pronouns, and Adjectives and Adverbs. Finally, they were Not Proficient on Questions, Negatives and Answers, Verbs and Prepositions.

Generally, the students somehow lacked competence on Verbs and Prepositions, when combined with other parts of speech, and Adjectives and Adverbs. These areas were looked into through the essay question which was part of the questionnaire that was administered to them.

This shows that the overall grammatical competency of the students lie on the effective use of words and sentences and prepositions; however, they were incompetent on the combined usages of verbs, prepositions and adverbs and conditionals and wish.

Table 2b: Level of Communicative Competence on Essay Writing

Areas of Communicative Competence	Mean	Description	
Grammar	Tenses	4.34	Very Proficient
	Number	4.25	Proficient
	Faulty	4.19	Proficient
Sentence Structure	Sentence Construction	3.25	Intermediate
	Conventions of English Language	3.16	Intermediate
	Idea/Content	4.17	Proficient

Table 2b shows the results of the essay question given to the respondents which covered two areas of grammatical competence, namely: Grammar and Sentence Structure respectively. As indicated the students were very proficient on Tenses and proficient on Idea/ Content; however, they were intermediate on Conventions of English Language.

Table3. Test of Significant Difference on the Grammatical Competence of the Teacher Education Students when Grouped According to their Profile Variables

Areas of Grammatical Competence	Grouping Variables			
	Sex	Year Level	Specialization	Dialect
Words and sentences	0.960	0.701	4.023	1.583
Verbs	0.494	0.263	2.453	1.607
Questions, negatives and answers	0.604	0.104	4.499	.931
Modal verbs	0.090	0.751	4.496	1.917
The passive	0.306	0.716	2.566	1.578
The infinitive & the "ing" form	0.230	0.259	3.548*	.477
Nouns and articles	0.344	0.169	2.231*	.951
This, my, some, a lot of	0.366	0.643	2.403*	.685
Pronouns	0.405	0.176	3.5*	.990
Adjectives and adverbs	0.100	0.577	6.4*	1.004
Prepositions	0.485	0.106	1.957	.234
Verbs and prepositions and adverbs	0.475	0.602	4.299*	.620
Reported speech	0.589	0.608	1.233	2.023
Relative Clauses	0.559	0.019*	3.21*	.593
Conditionals and wish	0.859	0.221	3.123*	1.143
Linking words	0.551	0.055	1.799	.844

* Significant at 0.05 level of significance

Table 3 presents the grammatical competence of students when grouped according to their profile. As gleaned from the table, they don't have significant difference in their grammatical competence when grouped according to sex. Also, there is not much of significant difference in their grammatical competence when grouped according to year level, except on the area of Relative Clauses. Moreover, there is significant difference in their grammatical competence when grouped according to specialization, particularly on these areas: Words and Sentences, the Infinitives and "ing" form, Nouns and Articles, This, my, a lot of, Pronouns, Adjectives and Adverbs, Verbs and Prepositions and Adverbs, Relative Clauses, Conditionals and Wish. As revealed, the 3 areas where there are no significant differences are on: Prepositions, Reported Speech and Linking Words. As to the dialects, significant difference was seen on the use of Modal Verbs and Reported Speech.

Table 3a: Least Significant Mean Difference on the Grammatical Competence on Relative Clauses of the Students when grouped according to Year Level

Groups	Mean	2 nd Year	3 rd Year
2 nd year	1.64		
3 rd Year	1.99	-.355*	
4 th Year	1.83	-.198	.157

*Mean Difference is significant at 0.05 level of significance

Table 3a displays that there is a significant mean difference on the grammatical competence of the students, when grouped according to year level along the area of Relative Clauses. This means that the third year students were more competent than the second year; while there was no significant difference between the third and fourth year students in terms of competency on said area.

Table 3b: Mean Performance of the Different Fields of Specialization on the Different Areas of Grammatical Competence of the Teacher Education Students

Grammatical areas	Biology	English	Filipino	MAPEH	Math.	Soc. Sci.	BEEEd
The infinitive & the "ing" form	7.54	7.62	6.58	7.40	6.81	7.14	7.00
Nouns and articles	3.81	4.12	3.68	3.75	3.75	3.64	3.80
This, my, some, a lot of	3.97	4.17	4.21	3.94	3.67	3.93	4.14
Pronouns	6.14	6.58	5.74	5.88	5.64	5.86	5.59
Adjectives and adverbs	3.08	3.35	2.37	2.62	3.25	2.71	2.57
Verbs and prepositions and adverbs	1.22	1.38	0.79	0.98	0.92	0.96	0.84
Relative Clauses	1.95	2.09	1.63	1.63	1.92	1.46	1.69
Conditionals and wish	3.46	3.79	3.21	3.40	3.64	3.14	3.27

Table 3b presents the mean of the different groups of student teachers on the different areas of grammatical competence where they were tested to significantly differ.

The table shows that in all grammatical areas covered, the English major students were the most competent in almost all areas except in the use of *This, my, some, a lot of*, as the Filipino group was the most competent. The good performance of the English group is expected of them considering the number of English subjects that they enrolled and the thorough training or exposures given them. For the other field of specialization, the same number of English subjects was taken by them; however, the students manifested certain areas of competency. For instance, the Filipino group was the least competent in the uses of *The infinitive & the "ing" form*, *Adjectives and adverbs*, and that of *Verbs and prepositions and adverbs*. In terms of the use of *This, my, some*,

a lot of , the mathematics group was the least competent. On Pronouns, the Bachelor in Elementary Education was the least competent. Also, on *Nouns* and *articles*, *Relative Clauses* and *Conditionals* and *wish* the Social Studies group was the least competent.

Table 3c: Test of Significant Difference on Communicative Competence

Areas of Communicative Competence		Grouping Variables			
		Sex	Year Level	Specialization	Dialect
Grammar	Tenses	.298	.9012	0.585	.915
	Number	-.261	4.2208	0.965	.679
	Faulty	-.979	.7872	1.195	.675
Sentence Structure	Sentence Construction	-1.221	2.5741	1.803	1.925*
	Conventions of English Language	-1.293	8.6922*	1.097	1.885
	Idea/Content	.192	2.7082	2.529*	.872

Table 3c shows the test of significant difference on the communicative competence of the students based on how they constructed their sentences for an essay question. As indicated, the communicative performance of the students does not differ when they are grouped according to sex. Moreover, when grouped according to year level, there was significant difference on their competence on *Conventions of English Language* under *Sentence Structure*. Also, when grouped according to specialization, their competence significantly differ on *Idea/ Content* under *Sentence Structure*; while in terms of *Dialect* or *L1*, their competence differ on *Sentence Construction*, which was still under *Sentence Structure*.

Table 3d: Least Significant Mean Difference on Conventions of English Language when grouped according to Year Level

Groups	2 nd	3 rd
3 rd	-.963*	
4 th	-.863*	.100

Evidently, there was significant difference on the grammatical competence of the respondents specifically on *Conventions of English Language* when grouped according to year level. As specified on the table, there is significant difference between the second and the third year students, who were more competent in terms of the area cited. The fourth year students were more competent than the second year.

Table 3e: Least Significant Mean Difference on Idea/Content when Grouped According to Field of Specialization

Areas	Group	Mean	Bio./ Gen.Sci.	English	Filipino	MAPEH	Math.	Social Studies
Idea/ Content	Bio./ GenSci.	4.51						
	English	4.34	.177					
	Filipino	3.79	.724*	.547*				
	MAPEH	3.92	.590*	.414*	-.134			
	Math.	4.08	.430*	.253	-.294	-.160		
	Social Studies	4.21	.299	.122	-.425	-.291	-.131	
	BEEEd	4.10	.411*	0.235	-0.313	-0.179	-0.019	0.112

As seen on the table, there was significant mean difference on Idea/ Content when grouped according to field of specialization. The table clearly signifies that the Biology/ General Science group was the most competent, with a mean of 4. 51, while the least was the Filipino major students with a mean of 3. 79. Similarly, the Biology/ General Science group was more proficient than the Filipino, MAPEH, Mathematics and the Bachelor in Elementary Education (BEEEd). On the other hand, the English group was more proficient than the Filipino and MAPEH groups; thus, this result shows that the Biology/ General Science group was more competent than the English group in relation to how they were able to express their ideas in answering the essay question which was given them along with the Diagnostic Test administered.

Table 4a. Test of Significant Relationship between the GPA and the Grammatical Competence of the Teacher Education Students

Areas of Grammatical Competence	r- value	p- value	Description
Words and sentences	.214**	.000	significant
Verbs	.250**	.000	Significant
Questions, negatives and answers	.219**	.000	Significant
Modal verbs	.308**	.000	Significant
The passive	.300**	.000	Significant
The infinitive & the "ing" form	.316**	.000	Significant
Nouns and articles	.263**	.000	Significant
This, my, some, a lot of	.103	.067	Not significant
Pronouns	.328**	.000	Significant
Adjectives and adverbs	.358**	.000	Significant
Prepositions	.110*	.049	Significant
Verbs and prepositions and adverbs	.276**	.000	significant
Reported speech	.113*	.044	Significant
Relative Clauses	.302**	.000	Significant
Conditionals and wish	.163**	.004	Significant
Linking words	.174**	.002	Significant
Total Grammatical Competence	.539*	.000	Significant

As confirmed by Table 4a, there is a significant relationship between the GPA and the grammatical competence of the students on the 14 areas diagnosed with the use of the questionnaire being administered to them; thus, the hypothesis is rejected. Generally, the grammatical competence of the students can moderately affect the academic performance of the students, as implied by the general r - vale of 0. 539.

Table 4b: Test of Significant Relationship between the GPA and the communicative competence of the Students

Areas of Communicative Competence		r-value	p-value	description
Grammar	Tenses	.162**	.004	Significant
	Number	.124*	.027	Significant
	Faulty	.167**	.003	Significant
Sentence Structure	Sentence Construction	.232**	.000	Significant
	Conventions of English Language	.210**	.000	Significant
	Idea/Content	.133*	.018	Significant
Total Communicative Competence		.214**	.000	Significant

Table 4b reveals that there is a significant relationship between the GPA and the communicative competence of the students on both Grammar and Sentence Structure.

DISCUSSION

Grammatical Competence of Teacher Education Students

The Teacher Education students are grammatically competent as reflected by the results of the 100 questions given to the participants. As manifested, they were very proficient in Words and Sentences. This implies that the students were able to identify correctly the different parts of speech and the parts of sentences – subject and predicate respectively. Also, they have the knowledge, ability and skills in using the appropriate words to complete the meaning of the given sentences. This finding of the current study contradicts the results of previous studies since the students committed errors including word order (Al - Khasawneh, 2014); had difficulty in understanding and using syntactical rules (Uthman, 2015); had errors in word choice (Lasaten,2014) and poor sentence construction (Ibrahim, 2009). Such results of previous studies were arrived at due to these reasons: participants came from non- English speaking communities, test was administered to students who did not major in English language, ignorance of rule restrictions, learners' carelessness, first language transfer or interference and limited vocabulary in the target language.

Also the students manifested their strength in the use of Prepositions, which are words that give introduction to readers. This means that the respondents of the current study were able to identify information which include where something takes place, when or why something takes place or general description information. This implies that the

Teacher Education students of USL were conscious on the use of prepositions. As compared with previous studies, the participants in their studies recorded the occurrences of incorrect preposition use (Chua et.al, 2015; Tse, 2014; Mungungu, 2011) and unnecessary use of prepositional phrases (Sudkaharan, 2015). Besides, preposition was among the most common language problems manifested by students in their writing (Younes et.al, 2015). The participants had more incorrect English prepositions which are predominantly incurred by females; and from the result of the study conducted, it implied that both males and females need improvement in the use of prepositions (Chua et.al., 2015).

Furthermore, the Teacher Education students were proficient in the following areas: The Infinitives and “ing” (gerund) forms, Nouns and Articles and the Use of This, My, Some and a lot of which was in contradiction with the results of the study of Unggul et.al (2017), who concluded that their students had difficulty to use gerunds and infinitives.

It should be noted that of all the parts of speech, nouns are perhaps the most important as they identify a person, animal, place, thing or idea. In this current study, the students showed competence in its use. This finding is supported by Tuan (2017) where the students’ greatest strength along linguistic competence is on the function of noun; however, the study of Tse (2014) contradicts it as nouns appeared among the significant errors incurred by students.

In addition, the Education students displayed proficiency on Articles, which are words that modify a noun, which is a person, place, thing or an idea. The students were skillful in identifying that articles were used to point out or refer to nouns. Also, they were able to name the different types of articles that were used in writing - definite and indefinite respectively. This finding negates other studies previously conducted as articles were often misused in students’ free- writing (Fhonna, 2014), articles were the most difficult (Han, 2017), improper use of English articles (Al-Khasawneh, 2014; Hourani, 2008; Tse, 2014; Mungungu, 2011). These studies cited showed the difficulties of students in the use of articles, as compared with the proficiency which was manifested by the respondents of this current study.

Also, the respondents were proficient in the use of the demonstrative and possessive pronouns and the quantifiers. Further, another area where the respondents showed proficiency was on Reported Speech. The Teacher Education students showed mastery on the uses of the earlier mentioned areas. These findings negate the results of previous studies that reported speech is difficult. Most of the students’ deficiency was associated with reported speech (Shatta, 2008 and Elturki, 2014). The poor performance of the respondents in the cited studies could be largely attributed to their low awareness of the relevant English, as a Foreign Language (EFL) and grammatical and composing rules.

The last area where the student- respondents displayed proficiency was on linking words that can really help one to be fluent in English, as they help create longer sentences. This implies that the Teacher Education students are competent in using the

linking words when constructing clauses or sentences or when adding ideas together, contrasting them or showing reason for something.

With regard to the use of Verbs, the respondents were intermediate users along grammatical competence particularly linguistic competence and good knowledge on the parts of speech that is necessary (Kroeger, 2005 as cited by Tuan, 2017). As such, there must be correct use of verbs; however, verb tense was often misused in students' free – writing (Fhonna, 2014; Mustafa, 2017). Similarly, previous studies found out that verb tenses are the most common errors of the students (Lasaten, 2014; Bejaan et.al, 2012; Mungungu, 2011; Hourani, 2008). Reasons for unfavorable results were caused by learners' poor knowledge of the target language (English), ignorance of rule restrictions, first language transfer or interference and limited vocabulary in the target language.

Also, the Teacher Education students were Intermediate in the use of Modal verbs. This means that the students in this current study were confused on the use of modals. The results of the study of Iranmanesh (2015) indicated that teaching modal verbs through task – based approaches has been more effective than teaching them in traditional ways. Also, the findings showed that the preferred modals for the two levels are modals, *can*, *will* and *could* which were used to express ability and certainty. Modals of probability/ possibility showed lower frequencies of use in written tasks (Vethamani, 2008). Meanwhile, in the study of Yan (2007) with the fourth year English major students, they were competent on modals.

Furthermore, the respondents were intermediate in the use of The Passive, which is one of the two voices of Verbs, that is, when the subject of the sentence is acted on by the verb. In other words, the student - respondents were more competent on the use of the Active voice, where the subject is the doer of the action. This result negates the findings of previous studies as passive voice was among the grammar topics that the participants identified as difficult (Han, et.al, 2017; Elturki, 2014; Shatta, 2008; Hourani, 2008). The fourth year English major students were competent on active and passive voice (Yan, 2007); however, passive voice was among the grammar topics that participants consider as difficult (Elturki, 2014).

Moreover, the respondents were also intermediate in the use of pronouns. In short, the students were able to identify that pronouns can replace a noun and its function in the sentence such as subject, direct object, indirect object, object of the preposition and more. This finding is similar to the result of the study which was conducted among the pre- service elementary teachers who committed more errors on pronouns (Ocampo, et. Al., 2016 and Fhonna , 2014) that were often misused in the students' free – writing; yet, in other studies the students' greatest strength along linguistic competence includes the use of pronouns (Tuan, 2017 and Hizbullah, 2014).

The students were intermediate on the combined use of Adjectives and Adverbs. This means that they had the difficulty but not excelling in distinguishing whether the words modify or describe a noun or if the words do not modify verbs, adverbs or other adjectives. This finding also relates to other studies where the functions of adverbs were among the weaknesses of the 4th year students who were respondents of his study (Tuan, 2017). Besides, persistent errors could arise due to incomplete linguistic rule

formation and transfer from the students' first language (L1). There were instances of other words like adverbs being used instead of prepositions (Sudhakaran, 2015). Additionally, the use of adjectives was among the 6 significant errors that appeared in the study of Tse (2014).

The results in this current study reveal that the teacher education students were not proficient in the use of Questions, Negatives and Answer. This implies that the students were not competent in the art of questioning. Lastly, the respondents were not very proficient on the combinations of Verbs, Prepositions and Adverbs, Conditionals and Wish, which are used to express a wish or to talk about possible present or future situations and their result.

On the contrary, a substantial number of studies contradict the study stressing that tenses of verbs were the commonly committed errors (Ocampo et.al, 2016; Shatta, 2008; Taher, 2011; Younes, et.al, 2015; Ngangbam, 2016). Finally, the results from the questionnaires revealed the main obstacle faced by the students in producing free – writing were their lack of ideas/ difficulties in organizing ideas as well as their errors in grammar. Results have shown that the poor register of students' performance can be largely attributed to their low awareness of the relevant EFL grammatical to knowledge and incorrect transfer from Swedish into English.

Grammatical Competence of Students according to Profile Variables

As revealed by the results of this study, sex and year level don't have significant difference with the grammatical competence of the students. This may imply that the University of Saint Louis provides equal opportunities for the development of written grammar competence of students. This finding supports the studies of Agbatogun (2013) and Hursen et.al. (2011), where gender did not make a significant contribution to the prediction of pupils' communicative competence in ESL classrooms. However, as to gender, the fourth year male English major students were highly competent along certain areas in grammar (Yan, 2007), while neither gender nor age played an important role (Murad, 2015).

Nevertheless, there was significant difference on the grammatical competence of the respondents when grouped according to specialization except for areas of prepositions, reported speech and linking words. This means that the respondents have difficulty in the combined uses of the grammatical areas cited.

With respect to dialect, significant difference was seen on area of Modal verbs and Reported speech. This shows that the students were not proficient on the use of auxiliary verb which expresses necessity and possibility. They were not really knowledgeable in the use of the English modal verbs that include: must, shall, will, should, would, can, could, may and might. As to reported speech, they were not good at the presenting the speech of other people. Transfer from the mother tongue language is the major cause of syntactical errors made by the students (Uthman, et. al, 2015). In the current study, Ilocano is the first language of majority of the respondents, although English is the preferred medium of communication in the classroom; hence, the result of

this study and the study of Barrientos et.al. (2008) have similar results as regards the role of mother tongue language in relation to syntactical errors in the English language.

In summary, the Teacher Education students are grammatically competent along the following areas: *words and sentences, prepositions, infinitives and gerunds, nouns and articles, possessive and demonstrative pronouns, quantifiers, reported speech and linking words*; however, they were intermediate on the use of *verbs, modal verbs, the passive, pronouns, adjectives and adverbs*; likewise, they need to improve more on these areas: combinations of *verbs, preposition and adverbs, conditionals and wish, questions, negatives and answers*.

CONCLUSION

The Teacher Education students were very proficient on areas covered namely: grammar and sentence structure. This means that the students are confident in integrating grammar instruction and seeing the relevance of grammar to their own writing. This finding is supported by the previous studies that among the different indicators of communicative competence, pre- service teachers are competent on grammar and sentence structure (Fraser, 2010; Hizbullah, 2014; Lasala, 2014; Li, 2014; Yan, 2017). This implies that teacher education institutions provide grammar instruction that guide their students in their attempt to identify and correct their problems in sentence structure and usage, so that they will be able to express themselves well by composing meaningful sentences.

Mastery of grammar is a significant aspect in fostering second language competence. In this study, the grammatical competence of the teacher education students is influenced by their English language exposure; the more exposed the students are in the English language, the higher is their grammatical competence. However, the students have to improve on these areas: combinations of *verbs, preposition and adverbs, conditionals and wish, questions, negatives and answers*. The weakness of students along the areas cited can be attributed to carelessness and mother tongue interference, which are common to other studies previously conducted; thus, working with grammar should not be a separate purpose, but linked to the practical use of language as aid to successful communication. Hence, language teachers are challenged to strive to explore grammar teaching methods to fully promote students' English proficiency level.

RECOMMENDATIONS

In the light of the findings and the conclusions, the following are recommended:

The University should intensify its English Enhancement Competency Program (ECCP) as an intervention activity where English instructors will not only be the facilitators of said undertaking but the English major students may also be tapped to facilitate. In this way, cooperative learning will take place among the involved during the learning sessions provided them. At the same time, teachers in the languages

Department can design modules to address the identified weaknesses of the students in grammar.

The University should institutionalize a policy on “No code switching” in English subjects and in other subjects taught in English as medium of instruction. This is to ensure that teachers and students are able to practice the use of the English language in their discussion and or their conversation.

The Teacher Education Department of the University should adopt a more practical instructional policy providing more English language exposure to the students.

The Teacher Education Department of the University should conduct an enrichment program or sessions that focus on the art of questioning.

A similar study may be conducted among the graduating students of the two schools in the college considering that one of the attributes of a USL graduate is an effective communicator.

Another research that will look into the oral grammatical competence of the teacher education students may also be conducted.

REFERENCES

- Agbatogun, A. O. (2013). *Developing learners' second language communicative competence through active learning clickers or communicative approach* (Doctoral Dissertation, University of Edinburgh, Moray House School of Education, 2013). Retrieved from: [https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3leIAw&gws_rd=ssl#q=Developing+learners%E2%80%99+second+language+communicative+competence+through+active+learning+clickers+or+communicative+approach+\(Doctoral+Dissertation](https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3leIAw&gws_rd=ssl#q=Developing+learners%E2%80%99+second+language+communicative+competence+through+active+learning+clickers+or+communicative+approach+(Doctoral+Dissertation)
- Ahmetoglu, E. (2016). The correlates of Turkish preschool preservice teachers' social competence, empathy and communication skills Faculty Publications, Department of Child, Youth and Family Studies Trakya University, Edirne, Turkey University of Nebraska – Lincoln Digital Commons@University of Nebraska – Lincoln. Retrieved from : <http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1138&context=famconfacpub>
- Al-Khasawneh, F. M. (2014). *Error analysis of written English paragraphs by Jordanian undergraduate students: a case study* University Ajloun Jordan International Journal of English Language, Literature and Humanities Volume II, Issue VIII, December 2014 - ISSN 2321-7065. Retrieved from: https://www.researchgate.net/profile/Fadi_Al_

khasawneh/publication/281864190_Error_Analysis_of_Written_English_Paragraphs_by_Jordanian_Undergraduate_Students_A_Case_Study/links/55fc3fb808aeafc8ac442957.pdf

- Alyan, A. A. (2011) *Exploring teachers' beliefs regarding the concepts of culture and intercultural communicative competence in efl palestinian university context: a case study* (Doctoral Dissertation, University of Massachusetts Amherst, 2011). Retrieved from: https://scholar.google.com.ph/scholar?q=Developing+learners%E2%80%99+second+language+communicative+competence+through+active+learning+clickers+or+communicative+approach&hl=en&as_sdt=0&as_vis=1&oi=scholar&sa=X&ved=0ahUKEwj_ILeRguzUAhVMG5QKHQRGD2AQgQMIHjAA
- Amelina, R.N. (2014). *Formation of grammatical competence in training future translators*. Retrieved from: https://www.google.com.ph/search?ei=qDUmWtfiloLG0AS10aQY&q=FORMATION+OF+GRAMMATICAL+COMPETENCE+IN+TRAINING+FUTURE+TRANSLATORS&oq=FORMATION+OF+GRAMMATICAL+COMPETENCE+IN+TRAINING+FUTURE+TRANSLATORS&gs_l=psy-ab.3...3160.6538.0.8758.1.1.0.0.0.0.95.95.1.1.0....0...1c.1j2.64.psy-ab..0.0.0....0.G6Z7gshEUg
- Barrientos, E.M.C.S and Garin, D. S. (2008). *Readiness and competencies of students in teacher education institutions of the cordillera administrative region* Research Journal, Volume XVI - 2008 Edition. Retrieved from: <http://www.eisrjc.com/documents/Readiness & Competencies Of Students In Teacher Education 1325747160.pdf>
- Basoz, T. (2014). *Through the eyes of prospective teachers of English: explicit or implicit grammar instruction?* Volume 158, 19 December 2014, Pages 377-382. Retrieved from: http://ac.els-cdn.com/S1877042814061965/1-s2.0-S1877042814061965-main.pdf?_tid=42dfc350-62d8-11e7-a58d-00000aab0f27&acdnat=1499406843_feb6f6c2a425f8e1989a25e54c198e1
- Batang, B. L. (2014) *Communicative competence and language learning styles of prospective teachers of English* International Refereed Research Journal ■ www.researchersworld.com ■ Vol.-V, Issue - 4, Oct. 2014. Retrieved from: https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&qws_r d=ssl#q=Communicative+competence+and+language+learning+styles+of+prospective+teachers+of+English+International+Refereed+
- Beckman, K. (2005). *Communicative competence and second language abilities in the justice system: a forensic linguistic analysis of a chinese immigrant's run-in with the law* (Doctoral Dissertation, The University of Arizona, 2005). Retrieved from: https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&g

ws_rd=ssl#q=Communicative+competence+and+second+language+abilities+in+the+justice+system:+a+forensic+linguistic+analysis+of+a+chinese+immigrant%E2%80%99s+run-in+with+the+law+

Bejaan, et. al. (2012). *Level of grammatical competence among fourth year high school students*. Retrieved from: https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3leIAw&gws_rd=ssl#q=levels+of+grammatical+competence

Chua, R. M. et.al (2015). *Interference between filipino and english prepositions: a comparative analysis of male and female filipino bilingual learners in the world englishes paradigm in the philippine setting* DLSU Research Congress Vol. 3 2015. Retrieved from: http://www.dlsu.edu.ph/conferences/dlsu_research_congress/2015/proceedings/LLI/013LLI_Chua_R_etall.pdf

De Rezende, S. (2012). *Developing communicative competence through participation in an international teaching assistant program* (Doctoral Dissertation, University of Texas at San Antonio, 2012). Retrieved from: https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3leIAw&gws_rd=ssl#q=Developing+communicative+competence+through+participation+in+an+international+teaching+assistant+program

Elturki, E. (2014). *An Investigation of grammar problems facing English language learners in the united states*. Retrieved from: <http://www.hltnmag.co.uk/apr14/mart04.htm>, Year 16; Issue 2; April 2014, ISSN 1755-9715

Fernandez, E. M. et.al. (2011). *Fundamentals of psycholinguistics*. Wiley-Blackwell, 2011). Chichester, West Sussex [England] ; Malden, MA : Wiley-Blackwell, - Fundamentals of linguistics. Retrieved from: https://www.google.com.ph/search?ei=qDUmWtfiloLG0AS10aQY&q=fundamentals+of+psycholinguistics+fernandez&oq=Fundamentals+of+Psycholinguistics&gs_l=psy-ab..1.3.0l4j0i22i30k1l2.2482.4764.0.11974.1.1.0.0.0.96.96.1.1.0....0...1c.1j2.64.psy-ab..0.1.95....0.wM737LWXIVk

Fhonna, R. (2014). *The difficulties faced by students in producing free-writing: A study at STKIP Bina Bangsa Getsempena* Studies in English Language and Education, No.1, VOI.1 (2014). Retrieved from: <http://www.jurnal.unsyiah.ac.id/SiELE/article/view/1117>

- Fraser, S. (2010). *'Different courses, different outcomes?' a comparative study of communicative competence in english language learners following 'academic' and international understanding' courses at high schools in japan* (Doctoral Dissertation, University of Durham, 2010). Retrieved from https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=%E2%80%98Different+courses,+different+outcomes?%E2%80%99++a+comparative+study+of+communicative+competence+in++english+language+learners+following+%E2%80%98academic%E2%80%99+and++international+understanding%E2%80%99+courses+at+high+schools+in++japan++
- Guerrero, E. A. (2009). *Assessing the development of learners' international sensitivity and communicative competence: the international Spanish course* (Doctoral Dissertation, University of Maryland, 2009). Retrieved from; https://www.google.com.ph/?gfe_rd=cr&ei=uVniV9O6EsrA9AW5r6-YAg&gws_rd=ssl#q=Assessing+the+development+of+learners%E2%80%99+i+nternational+sensitivity+and+communicative+competence:+the+international+Spanish+course
- Han, K.I. et.al (2017). *An investigation into the gap between Korean university students' grammatical awareness and perception* *INDONESIAN Journal of Applied Linguistics* Vol.7, No.1 (2017). Retrieved from: <http://ejournal.upi.edu/index.php/IJAL/article/view/6864>
- Hizbullah (2014). *Improving students' grammatical competence to understand English texts using instruction: (a classroom action research in the tenth grade students of gerung in academic year of 2013/2014)* (Doctoral Thesis, Sebelas Maret University, Surakarta, 2014). Retrieved from: <https://digilib.uns.ac.id/dokumen/detail/36800/Improving-Students-Grammatical-Competence-To-Understand-English-Texts-Using-Self-Instruction-A-Classroom-Action-Research-In-The-Tenth-Grade-Students-Of-Sman-1-Gerung-In-Academic-Year-Of-20132014>
- Hourani, T. M. (2008). *An analysis of the common grammatical errors in the english essay writing made by 3rd secondary male students in the eastern coast of the uae.* (Doctoral Dissertation ,British University in Dubai). Retrieved from: <https://bspace.buid.ac.ae/bitstream/1234/225/1/20050055.pdf>
- Hürsen, Ç., Özçınar, Z., Özdamlı, F. et al. (2011) *The communicative competences of students and teachers in different levels of education in north Cyprus Asia Pacific Educ. Rev.* (2011). Retrieved from: <https://link.springer.com/article/10.1007/s12564-010-9120->

- Ibrahim, A. H.B. (2009). *Construction of english grammar syllabus: focus on the construction of simple sentences.*(Doctoral Dissertation, University Sultan Idris 2009.Retrieved from: <http://pustaka2.upsi.edu.my/eprints/444/1/CONSTRUCTION%20OF%20ENGLISH%20GRAMMAR%20SYLLABUS-FOCUS%20ON%20THE%20CONSTRUCTION%20OF%20SIMPLE%20SENTENCES.pdf>
- Iranmanesh, H. (2015). *Teaching modal verbs: task – based vs. traditional approaches* International Journal of Foreign Language Teaching & Research –Volume 3, Issue 11, Autumn 2015. Retrieved from: https://www.google.com.ph/?gfe_rd=cr&ei=uVniV9O6EsrA9AW5r6-YAg&gws_rd=ssl#q=Teaching+Modal+Verbs:+Task+-based+vs.+traditional+approaches
- Larranaga P., et. al. (2013). *The linguistic competence of early basque-spanish bilingual child.* Retrieved from:https://www.google.com.ph/?gfe_rd=cr&ei=uVniV9O6EsrA9AW5r6-YAg&gws_rd=ssl#q=The+linguistic+competence+of+early+basque-spanish+bilingual+children+and+a+spanish+monolingual+child.+nd+a+spanish+monolingual+child. (International Journal of Bilingualism,2013).
- Lasala, C. B. (2014). *Communicative competence of secondary senior students: Language instructional pocket* University of the Visayas, Colon St., Cebu City 6000, Philippines Procedia - Social and Behavioral Sciences Volume 134, 15 May 2014, Pages 226-237.Retrieved from: <http://www.sciencedirect.com/science/article/pii/S187704281403153X>
- Lasaten, R.C. S. (2014). Analysis of errors in the English writings of teacher education students Mariano Marcos State University College of Teacher Education, Laoag City, Philippine- Journal of Arts, Science &Commerce ■E-ISSN2229-4686■ISSN2231-417. Retrieved from: http://www.researchersworld.com/vol5/issue4/Paper_10.pdf
- Li, H. P. (2014). *Examining Taiwanese nursing students at the junior level college level's communicative competence when interacting with English speaking patients for medical purposes* (Doctoral Dissertation, University of Massachussetts Lowell, 2014). Retrieved from: https://www.google.com.ph/?gfe_rd=cr&ei=uVniV9O6EsrA9AW5r6-YAg&gws_rd=ssl#q=Examining+Taiwanese+nursing+students+at+the+junior+level+college+level%E2%80%99s+communicative+competence+when+interacting+with+English+speaking+patients+for+medical+purposes

- Luo, F. (2013) *Developing adults' oral English communicative competence in an efl environment: collaborative studies of a Chinese efl teacher and her students.* (Doctoral Dissertation, The University of New Mexico Albuquerque, New Mexico May, 2013). Retrieved from: https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3leIAw&gs_rd=ssl#q=Developing+adults%E2%80%99+oral+English+communicative+competence+in+an+efl+environment:collaborative+studies+of+a+Chinese+efl+teacher+and+her+students.++
- Mateu, F.R. L. (2006). *Development of Spanish L2 competence in a synchronous cmc (chat room) environment: the role of visually- enhanced recasts in fostering grammatical knowledge and changes in communicative language use* (Doctoral Dissertation, Louisiana State University and Agricultural and Mechanical College) 2006. Retrieved from: [https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3leIAw&gs_rd=ssl#q=Development+of+Spanish+L2+competence+in+a+synchronous+cmc+\(chat+room\)+environment:+the+role+of+visually-enhanced+recasts+in+fostering+grammatical+knowledge+and+changes+in+communicative+language+use](https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3leIAw&gs_rd=ssl#q=Development+of+Spanish+L2+competence+in+a+synchronous+cmc+(chat+room)+environment:+the+role+of+visually-enhanced+recasts+in+fostering+grammatical+knowledge+and+changes+in+communicative+language+use)
- Mathers, C. (2008). *The role of single- sex and coeducational instruction on boy's attitudes and self- perceptions of competence in French language communicative activities* (Doctoral Dissertation, Boston College Lynch of Education, 2008). Retrieved from: http://gradworks.proquest.com/browse/BOSTON_COLLEGE/Language_arts.html
- Millrood, R. (2014). *Cognitive models of grammatical competence of students.* THE XXV ANNUAL INTERNATIONAL ACADEMIC CONFERENCE, LANGUAGE AND CULTURE, 20-22 October 2014. Procedia - Social and Behavioral Sciences 154 (2014) 259 – 262 Retrieved from: <https://www.sciencedirect.com/science/article/pii/S1877042814055979>
- Mungungu, S. S. (2011). *Error analysis: investigating the writing of esl namibian learners* (Dissertation, URI). Retrieved from: <http://uir.unisa.ac.za/handle/10500/4893>
- Murad, T.M. et. al (2015). *Analysis of errors in english writings committed by arab first-year college students of efl in israel* Journal of Language Teaching and Research. Retrieved from: (JLTR, ISSN 1798 – 4769 <http://www.academypublication.com/ojs/index.php/jltr/article/view/jltr0603475481>
- Mustafa, F. et. al (2017). *Errors in efl writing by junior high students in Indonesia* Syiah Kuala University, Indonesia International Journal of Research Studies in Language

Learning2017 January, Volume 6 Number 1, 38-52. Retrieved from:
https://www.researchgate.net/profile/Faisal_Mustafa4/publication/306346383_Errors_in_EFL_writing_by_junior_high_students_in_Indonesia/links/57b94fc308aedfe0ec94add0.pdf

Ngangbam, H. (2016). Hail University, KSA *An analysis of syntactic errors committed by students of the English language class in the written composition of mutah university: a case study* European Journal of English Language, Linguistics and Literature Vol. 3, No. 1, 2016. Retrieved from:
<http://www.idpublications.org/wp-content/uploads/2016/01/Full-Paper-AN-ANALYSIS-OF-SYNTACTIC-ERRORS-COMMITTED-BY-STUDENTS-OF-ENGLISH-LANGUAGE.pdf>

Nghi, T.T. (2014). *Cognition and language transfers: acognitive study of preposition errors* Ho Chi Minh City University of Food Industry. Retrieved from:
https://www.researchgate.net/profile/Tran_Nghi2/publication/315380198_Cognition_and_language_transfers_acognitive_study_of_preposition_errors/links/58ce7cfeca272335517c852/Cognition-and-language-transfers-acognitive-study-of-preposition-errors.pdf

Ocampo, R., et.al. (2016). *Content- based assessment in English structure of pre-service elementary teachers of apayao state college, Philippines* Apayao State College-Luna Campus, San Isidro Sur, Luna, Apayao International Journal of Social Science and Humanities Research ISSN 2348-3164 (online) Vol. 4, Issue 3, pp: (31-38), Month: July - September 2016.

Opoola B.T. et. al. and F. O. F. (2014) . *On communicative competence and students' performance in english language* Department Of General Studies Education School of Education Federal College of Education (Sp), Oyo The International Journal Of Engineering And Science (IJES)|| Volume || 3|| Issue || 8|| Pages || 65-68|| 2014 || ISSN (e):2319 –1813ISSN (p):2319 –1805. Retrieved from:
<http://theijes.com/papers/v3-i8/Version-1/L0381065068.pdf>

Origie, D. F. (2015). *Communicative competence: enhancement of English language teacher education in tertiary institutions*. (Doctoral Dissertation, Journal of Research Development, Volume 24 No.1, July, 2015. Retrieved from:
<http://globalacademicgroup.com/journals/nard/COMMUNICATIVE%20COMPETENCE.pdf>

Park, M. (2006) *A relational study of intercultural sensitivity with linguistic competence as a foreign language (efl) pre service teachers in korea*. (Doctoral Dissertation The University of Mississippi 2006). Retrieved from:

- <https://link.springer.com/content/pdf/bbm%3A978-0-230-27708-3%2F1.pdf>
Pelaez, M. (2008) *English teachers' beliefs about communicative competence and their relationship with classroom practices* (ICFES & Universidad Nacional de Colombia – Sede Bogotá, Colombia ICFES & Universidad Nacional de Colombia – Sede Bogotá, Colombia 2008). Retrieved from:
http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902008000200005.
- Refnita, L. (2014). *Students' grammatical problems in writing simple paragraphs: lack of grammatical competency or language carelessness?* The English Department of Bung Hatta University, Padang. Retrieved from:
ejournal.unp.ac.id/index.php/selt/article/download/6716/5257
- Safranji, J. (2009). *Students' communicative competence. Article*. Retrieved from:
https://www.researchgate.net/publication/258518951_Students%27_communicative_competence
- Sani, A. (2010). *Teaching conditional sentence type 1 through communicative approach (a pre experimental study at eight grade in smp islam al ikhlas State Islamic University Jakarta*. Retrieved from:
<http://repository.uinjkt.ac.id/dspace/bitstream/123456789/374/1/AHMAD%20SANI-FITK.pdf>
- Shatta, A.I.A (2008). *Investigating the relationship between grammatical competence and EFL (English as a Foreign Language) Learners' Writing Quality* A thesis Submitted to the Graduate College, University of Khartoum M.A. in English Language. Retrieved from:
khartoumspace.uofk.edu/bitstream/handle/123456789/11109/Investigating%20the%20Relationship%20between%20Grammatical%20Competence%20and%20EFL%20%28English%20as%20a%20Foreign%20Language%29%20Learners%E2%80%99%20Writing%20Quality%20.pdf?sequence=1&isAllowed=y
- Su, S. (2005). *Globalization and English language education in Korea: communicative competence in English as an international language through private sector education* (Doctoral Dissertation). Retrieved from:
https://www.google.com.ph/?qfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=Globalization+and+English+language+education+in+korea:+communicative++competence+in+English+as+an+international+language+through+private+sector+education
- Sudhakaran, B. (2014). *The use of prepositions among Malay adults ESL learners* International Journal of English Language and Linguistics Research Vol.3, No.4,

pp.8 – 22, June 2014. Retrieved from: <http://www.eajournals.org/wp-content/uploads/The-Use-of-Prepositions-among-Malay-Adult-ESL-Learners.pdf>

Sudhakaran, B. (2015). *Acquisition of english prepositions among malaysian learners: A case study* International Journal of English Linguistics; Vol. 5, No. 3; 2015
ISSN 1923-869X E-ISSN 1923-8703 Published by Canadian Center of Science and Education. Retrieved from: http://irep.iium.edu.my/42806/4/42806_beena_45714-170767-1-PB.pdf

Taher, A. (2011). *Error analysis: A study of Swedish junior high school students' texts and grammar knowledge* (Thesis, Uppsala University, 2011). Retrieved from: <http://www.diva-portal.org/smash/record.jsf?pid=diva2%3A496190&dswid=5049#sthash.ru1zZNVw.dpbs>

Tchoutezo, E. (2010). *Instruction and development of second language acquisition pragmatics: an investigation to the sociolinguistic communicative competence* (Doctoral Dissertation, 2010). Retrieved from: https://www.google.com.ph/?qfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=Instruction+and+development+of+second+language+acquisition+pragmatics:+an+investigation+to+the+sociolinguistic+communicative+

Tse, A.Y.H.A Case (2014). *Study of grammatical errors made by Malaysian students* Universiti Tunku Abdul Rahman Kampar, Malaysia International Journal of Science Commerce and Humanities Volume No 2 No 5. Retrieved from: https://www.google.com.ph/?qfe_rd=cr&ei=uVniV9O6EsrA9AW5r6-YAq&gws_rd=ssl#q=grammatical+errors+made+by+Malaysian+students+

Tuan, V. V.(2017). *Communicative competence of the fourth year students: basis for proposed english language program* Hanoi University of Business and Technology, Vietnam English Language Teaching; Vol. 10, No. 7. ISSN 1916-4742 E-ISSN 1916-4750 Published by Canadian Center of Science and Education. Retrieved from: https://www.google.com.ph/?qfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=Communicative+competence+of+the+fourth+year+students:+basis+for+proposed+english+language+program+

Unggul, G. et. al (2017). *An analysis of gerund and the infinitive in argumentative essays* Universitas Teknokrat Indonesia Vol.15, No.1. Retrieved August 1, 2017 <http://ejournal.teknokrat.ac.id/index.php/teknosastik/article/view/14/0>

- Uthman, A. A. et.al (2015). *An analysis of common grammatical errors made by Saudi Arabia students in writing* Sudan University of Science & Technology–College of Languages Express, an International Journal of Multi Disciplinary Research ISSN: 2348 –2052 ,Vol. 2, Issue3.Retrieved from: [http://express-journal.com/pdf/march2015Issue3/An AnalysisofCommonGrammatical_adam.pdf](http://express-journal.com/pdf/march2015Issue3/An%20Analysis%20of%20Common%20Grammatical%20adam.pdf)
- Valdivia, Rebecca, A. N. (2005). *Documenting the communicative competence of bilingual preschoolers with down syndrome* (Doctoral Dissertation, University of Illinois at Urbana-Champaign, 2005).Retrieved from: <https://www.ideals.illinois.edu/handle/2142/79876>
- Valeeva, et. al. (2016) *Foreign language professional communicative competence as a component of the academic science teachers' professional competence.* (International Journal of Environmental and Science Education, v11 n3 p173-181 2016).Retrieved from: https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=Foreign+language+professional+communicative+competence+as+a+component+of+the+academic+science+teachers%E2%80%99+professional+competence.
- Vethamani, M. E. et.al (2008). *Students' use of modals in narrative compositions: forms and functions* Faculty of Educational Studies University Putra Malaysia 43400 Serdang, Selangor, Malaysia English Language Teaching www.ccsend.or/journal.htmlVol.1,No.1. Retrieved from:<http://files.eric.ed.gov/fulltext/EJ1082604.pdf>
- Waite, B. (2006). *The role of communicative competence and culture in current foreign language teaching* (Doctoral Dissertation, University of Colorado, 2006).Retrieved from: https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=The+role+of+communicative+competence+and+culture+in+current+foreign+language+teaching+
- Younes, Z. B. et. al (2015). *Exploring the most common types of writing problems among English language and translation major sophomore female students at tabuk university* Asian Journal of Basic and Applied Sciences Vol. 3, No. 2. Retrieved from: nt.search.myway.com/search/GGmain.jhtml?n=783a3458&p2=^BSB^xdm014^TTAB02^ph&pg=GGmain&pn=1&ptb=6F73869C-9F46-476E-933C-1769900AE53B&qs=&searchfor=EXPLORING+THE+MOST+COMMON+TYPES+OF+WRITING+PROBLEMS+AMONG+ENGLISH+LANGUAGE+AND+TRANSLATION+MAJOR+SOPHOMORE+FEMALE+STUDENTS+AT+TABUK+UNIVERSI

TY+%2F+2015&si=CKGkuuedvNUCFZQGKgodn5YM8g&ss=sub&st=tab&tpr=hst
&trs=wtt&ots=1501912236611

- Xue, Mo. (2013). *Effects of group work on english communicative competence of chinese international graduates in united states institutions of higher education*(Qualitative Report,2013).Retrieved from:
https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=Effects+of+group+work+on+english+communicative+competence+of+chinese+international+graduates+in+united+states+institutions+of+higher+education
- Yan, J. A. (2007).*Grammatical competence of fourth year English majors of benguet state university*Benguet State University, La Trinidad, Benguet. Retrieved from:igilib.bsu.edu.ph/greenstone/collect/masterth/index/assoc/HASH01f9.dir/doc.pdf,
- Zeng, M. (2014). *The role of grammatical instruction within communicative language teaching among Chinese esl students* (Doctoral Dissertation, University of Windsor Windsor, Ontario, Canada 2004). Retrieved from:
https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=The+role+of+grammatical+instruction+within+communicative+language+teaching+among+Chinese+esl+students

APPENDICES

PROPOSED TRAINING PROGRAM								
Objectives	Target Groups	Initiatives	Activities	People Involved	Partners	Time Frame	Desired Outcomes	Logistics
To provide an avenue for students to improve their communicative/ grammatical skills through a specialized diagnostic test	Education students	Administer a diagnostic test to identify the strengths and weaknesses of the students in written grammar	Test analysis to identify problematic areas One - on - one workshops with teachers - in - charge of the training to address the problematic areas in grammar/ communication	Department Head Academic Dean Supervising Instructor	Teachers in English Academic Dean Vice President for Academics	Second Saturday of the School year	80% of the students learn practical knowledge in English	P1,000.00
To achieve fluency and accuracy in	Education students	Maximize speaking and writing	Daily presentations by	Department Head	Teachers in English	Every second Friday of the	85% of the students write about practical	P 500.00

grammar		opportunities	composing and observing correct grammar in speaking Reading for structure, comprehension and summary	Supervising Instructor	Academic Dean Vice President for Academics	month	and interesting topics, have improved accent, intonation and pronunciation through individual feedback	
To hone students' English skills in speaking, writing, reading and listening through a more enhanced enrichment program	Education students	Conducting vocabulary quiz, one-on-one essay writing Checking and improving pronunciation	Conduct of grammar tests every week	Department Head Supervising Instructor	Teachers in English Academic Dean Vice President for Academics	Every second Friday of the month	95 % of the group has improved English skills to prepare them for immersion/ practice teaching	P 500.00

		on and intonation by recording						
To evaluate the level of grammatical/communicative competence of the students after the implementation of the training program	Education students	Conduct of a summative test	Conduct of exit grammar test	Department Head Supervising Instructor	Teachers in English Academic Dean Vice President for Academics	Last month of the first semester	Grammatical/communicative competent future teachers	P 1000.00

LITERATURE MATRIX

BIBLIOGRAPHY	MAJOR OBJECTIVES	VARIABLES	METHOD (LOCUS, SUBJECTS, DATA, MEASURE, INSTRUMENTATION)	FINDINGS
<p>Agbatogun, A. O. (2013). <i>Developing learners' second language communicative competence through active learning clickers or communicative approach</i> (Doctoral Dissertation, University of Edinburgh, Moray House School of Education, 2013). Retrieved on August 24, 2016 from</p>	<p>The purpose of this study was to compare the impact of clickers, the communicative approach and the lecture method on the communicative competence development of learners who were taught English a second language (ESL).</p>	<p>Second language Active learning Clickers Interaction Communicative competence</p>	<p>Ninety nine pupils from three primary schools participated in the study. Quasi-experimental non-randomized pre-test post test control group design was adopted for the study. A battery of English Language Listening Tests and English Language Speaking Tests were used to measure pupils' communicative Competence. Study's data were analysed using box plot, paired</p>	<p>Findings indicated that, there was a significant difference between the communicative competence pre-test and post-test scores of pupils in each of the groups. Furthermore, across the groups, there was a significant difference in pupils' communicative competence post-test scores based on the teaching strategy.</p> <p>Multiple regression analysis results revealed that 84.9% of the variance of pupils' communicative competence was accounted for by a combination of the predictor</p>

<p>https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=Developing+learners%E2%80%99+second+language+communicative+competence+through+active+learning+clickers+or+communicative+approach+(Doctoral+Dissertation</p>			<p>samples t-test, Analysis of covariance and multiple regression analyses.</p>	<p>variables. Speaking skills was the potent contributor while gender did not make a significant contribution to the prediction of pupils' communicative competence in ESL classrooms.</p>
<p>Ahmetoglu, E. (2016). <i>The correlates of turkish preschool preservice teachers' social competence, empathy and communication</i></p>	<p>The purpose of the current study was to examine the associations between Turkish preschool pre-service teacher's personal and educational</p>	<p>pre-service teacher social relationship teacher training college students</p>	<p>A total of 385 state university Turkish pre-service teachers (age range 18 to 32 years) from the early childhood education field completed a Demographic</p>	<p>Results indicated that women scored higher on empathy and communication skills, and having more friends was related to higher social competence and empathy. Pre-service teachers who were members of a social club scored higher on</p>

<p><i>skills</i> Faculty Publications, Department of Child, Youth and Family Studies Trakya University, Edirne, Turkey University of Nebraska – Lincoln Digital Commons@Universit y of Nebraska – Lincoln Retrieved on July 12, 2017 from http://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1138&context=famconfacpub</p>	<p>characteristics, and their social competence, empathy, and communication skills.</p>	<p>educational characteristics</p>	<p>Information Form on personal and educational characteristics, the Social Skills Inventory (SSI) Scale measuring their social competence, The Scales of Empathic Tendency for measuring empathy skills, and a Communication Skills Evaluation Scale measuring communication skills. Bivariate Pearson - correlations, Independent t tests, and one-way ANOVAs were used to test study hypotheses.</p>	<p>communication skills than their peers. Additional associations among variables, limitations, and future directions are discussed.</p>
---	---	--	---	--

<p>Alyan, A. A. (2011). <i>Exploring teachers' beliefs regarding the concepts of culture and intercultural communicative competence in efl palestinian university context: a case study</i> (Doctoral Dissertation, University of Massachusetts Amherst, 2011). Retrieved on August 24, 2016 from https://scholar.google.com.ph/scholar?q=Developing+learners%E2%80%99+second+language+communicative+competence+through+active+learning+clickers+or+communicative+approach&hl=en&as_sdt=0&as_vis=1&oi=scholar&sa=X</p>	<p>This study explored Palestinian university teachers' beliefs regarding the concepts of culture and intercultural communicative competence (ICC) and the impact of their perception on classroom teaching practices.</p>	<p>English as a <i>lingua franca</i>, concept of intercultural communicative cultural/intercultural goals in EFL classes cultural/intercultural competence</p>	<p>In this study, the participants were ten faculty members in the English department at IUG. Case study design and procedures were used to conduct this research with the purpose of exploring EFL Palestinian university teachers' beliefs regarding the concepts of culture and ICC, and how these beliefs were reflected in their teaching practices</p>	<p>Data analyses disclosed that the linguistic competence had the upper hand in classroom teaching practices, and that the target culture(s) was used as a background to assist language learning. However, ICC was absent in EFL Palestinian university classes, and it was perceived, to some extent, as an equivalent to communicative competence.</p> <p>The study concluded with sets of recommendations to local Palestinian English departments, teachers, international textbooks designers, and future research.</p>
---	--	--	--	---

<p>&ved=0ahUKEwj_ILe RguzUAhVMG5QKH QRGD2AQgQMIHjAA</p>				
---	--	--	--	--

<p>Al-Khasawneh, F. M. (2014). <i>Error analysis of written English paragraphs by Jordanian undergraduate students: a case study</i>. University Ajloun Jordan International Journal of English Language, Literature and Humanities Volume II, Issue VIII, December 2014 - ISSN 2321-7065. Retrieved July 25, 2017</p> <p>https://www.researchgate.net/profile/Fadi_Al-Khasawneh/publication/281864190_Error_Analysis_of_Written_English_Paragraphs_b</p>	<p>The present study aims at analyzing in a corpus of 26 English paragraphs written by 26 participants. The participants are from different academic majors who are studying at Ajloun National University in Jordan.</p>	<p>error analysis writing paragraphs in English grammatical errors</p>	<p>The participants were 16 female students and 10 male students. All of the participants come from non-English speaking environment and hardly communicate in English outside the university campus. The instruments used in the present study were the participants' written paragraphs. All the errors committed by the students were checked and categorized into different categorizations.</p>	<p>The findings of the study reveal that that the students of Ajloun National University have committed several errors such as: spelling, word order, and subject-verb agreement. The results also showed that the most frequent error committed by the students was the improper use of English articles. In light of the obtained results, several recommendations and pedagogical implications were suggested in order to help EFL teachers in their attempt to reduce the difficulties concerning writing English paragraphs among English learners.</p>
---	---	--	--	--

y_Jordanian_Undergraduate_Students_A_Case_Study/links/55fc3fb808aeafc8ac442957.pdf				
--	--	--	--	--

<p>Barrientos, E.M.C.S and Garin, D. S. (2008). <i>Readiness and competencies of students in teacher education institutions of the cordillera administrative region</i> Research Journal, Volume XVI - 2008 Edition Retrieved on July 7, 2017 http://www.eisrjc.com/documents/Readiness_&_Competencies_Of_Students_In_Teacher_Education_1325747160.pdf</p>	<p>The study analyzed the readiness and competencies of CAR Senior Bachelor of Science in Secondary Education (BSEd) English Majors to teach the skill and competencies that secondary students must learn as specified in the Revitalized Basic Education Curriculum.</p>	<p>Readiness and competency Revitalized Basic Education Curriculum secondary students</p>	<p>The study was conducted in Baguio City and in La Trinidad, Benguet where the respondents were enrolled. There are five teacher education institutions (TEI) in Baguio City: the University of the Cordilleras (UC-BCF), Saint Louis University (SLU), University of Baguio (UB), Baguio Central University (BCU) and Easter College Incorporated (ECI). In La Trinidad the two TEIs are Benguet State University (BSU) and Cordillera Career Development College (CCDC). All the senior BSEd students majoring in English in the following institutions</p>	<p>The findings of the study revealed the following: 1) The respondents come from varied language backgrounds. They use English in the classroom, the Filipino or Ilocano outside the classroom. Ilocano is the first language of majority of the respondents, although English is the preferred medium of communication in the classroom. 2) The respondents assessed their level of readiness in teaching in the following tasks as neither easy nor difficult. These tasks were: presenting a report, summarizing ideas orally, summarizing ideas in writing, participating in oral discussions, and understanding rules of grammar. The same tasks when done in Filipino resulted as easy. 3) The respondents rated their skills in following are as: Reading and Literature, Listening and Speaking as</p>
---	--	---	--	---

		<p>were respondents in the study: Survey Questionnaire which was divided into two parts. The first is the demographic profile which established age, sex, social status and elementary and high schools attended. It also established their language background, language usage and preferences. The second is the self-assessment survey which asked for their proficiency in tasks required in communication arts, areas in the communication arts program which they considered difficult and</p>	<p>Average. 4) The scores on the content of communication arts revealed that the respondents have poor to unsatisfactory performance in Reading and Language. The following are the competency levels in Reading: Poor – Vocabulary, Diction, Recognizing Supporting Ideas, Identifying Figures of Speech. Satisfactory – Interpreting Graphs, Locating Information, Story Elements, Sequence and Paragraph Comprehension. The Competency levels of students in language are: Unsatisfactory – Grammar, Capitalization, Punctuation Marks. Poor – Sentence Structure, Subject Verb Agreement. Very Satisfactory – End Marks.</p>
--	--	--	--

			<p>specific skills which they had to indicate their readiness to teach. The other tool was the Communication Arts Assessment Test (CAAT). The CAAT is a constructed assessment test on the skills enumerated in the Revitalized Basic Education Curriculum or RBEC.</p>	
--	--	--	---	--

<p>Basoz, T. (2014). <i>Through the eyes of prospective teachers of English: explicit or implicit grammar instruction?</i> Volume 158, 19 December 2014, Pages 377-382 Retrieved on July 7, 2017</p> <p>http://ac.els-cdn.com/S1877042814061965/1-s2.0-S1877042814061965-main.pdf?_tid=42dfc350-62d8-11e7-a58d-00000aab0f27&acdnat=1499406843_feb6f6c2a425f8e1989a25e54c198e17</p>	<p>The purpose of the present study is to probe the general perceptions of Turkish prospective teachers of English about grammar and their preferences for the type of grammar instruction (i.e., implicit or explicit).</p>	<p>Implicit grammar instruction explicit grammar instruction prospective teachers of English perceptions teaching practice</p>	<p>The participants of the study include 86 pre-service EFL Teaching Practice in the spring semester of 2013-2014 academic year. In this descriptive study which employs a quantitative research design, a four-point Likert type questionnaire adapted from a previous study is used for data collection. The data obtained from the questionnaires are analyzed descriptively using the Statistical Package for Social Sciences (SPSS) version 16.</p>	<p>The findings of the study show that the majority of prospective English teachers regard grammatical knowledge as important and useful especially for fostering students' English writing and reading abilities. With regard to the type of grammar instruction, they seem to favor the implicit instruction over the explicit one. Hence, it can be suggested that language teaching should center on authentic and real-life oriented tasks rather than superficial practices that are consciously designed with the aim of teaching grammar. The results of the study provide some pedagogical implications for both pre- and in-service English teachers. Grammar study should definitely be included in the teaching of English in an appropriate amount and it should not be disconnected from actual language use. In</p>
---	--	--	--	--

				accordance with prospective English teachers' beliefs, grammar instruction should not take the form of separate grammar lessons. It should be integrated into communicative activities.

<p>Batang, B. L. (2014). <i>Communicative competence and language learning styles of prospective teachers of English</i></p> <p>International Refereed Research Journal ■www.researchersworld.com■Vol.–V, Issue – 4, Oct. 2014 Retrieved on August 24, 2016 from</p> <p>https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=Communicative+competence+and+language+learning+styles+of+prospective+teachers+of+English+International+Refereed+</p>	<p>This paper is aimed at exploring the possible relationship between the level of communicative competence and language learning styles of prospective teachers of English.</p>	<p>Communicative competence</p> <p>language learning style</p> <p>prospective teachers of English</p> <p>language performance</p>	<p>The study made use of a survey research design. Data of the study were analyzed both quantitatively and qualitatively using correlation technique, multiple regression, percentages, mean score, average, and standard deviation. This study also made use of standardized tests for the language learning style (Oxford, 1990b) and the communicative competence (Danao, 1987).</p> <p>A total of 56 prospective teachers of English consisting of 31 junior Bachelor of Secondary Education (BSEd) English majors</p>	<p>Results of the study on over all competence show that the prospective teachers of English are fairly competent users of English with a total mean of 23.97 with standard deviation of 5.44.</p> <p>In terms of their language learning styles, results of the study also show that their style of orientation belonged to sensory orientation scale with a frequency of 39 or 69%. Correlation analysis, however, shows the insignificant relationship between the level of communicative competence and language learning styles of prospective teachers of English.</p>
---	--	---	--	--

			<p>and 25 senior Bachelor of Secondary Education (BSEd) English majors were drawn purposively from the College of Teacher Education of the Isabela State University from the cluster campuses of Cabagan, Echague, and Cauayan, Isabela, Philippines.</p>	

<p>Beckman, K. (2005). <i>Communicative competence and second language abilities in the justice system: a forensic linguistic analysis of a chinese immigrant's run-in with the law</i> (Doctoral Dissertation, The University of Arizona, 2005). Retrieved on August 24, 2016 from https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=Communicative+competence+and+second+language+abilities+in+the+justice+system:+a+forensic+linguistic+analysis+of+a+chinese+immigrant%E2%80%99s+run-</p>	<p>This study explored whether the defendant's English language abilities were sufficient to understand the government's requisite weapon sales report forms.</p>	<p>communicative competence language proficiency level level of proficiency forensic linguistics legal language language and law second language acquisition</p>	<p>This was the case for Chinese immigrant, LK, a licensed gun dealer who was criminally charged with selling weapons to ineligible buyers. In his defense, LK claimed that, as an English language learner, he did not possess the sufficient language skills required to adequately complete the complex administrative forms that accompany gun purchases. Data collection came from three sources: audio body bug (wiretap) tapes, written court transcripts, and the Alcohol, Tobacco, and Firearms' sales transaction forms.</p>	<p>The following findings of the study showed that: first LK's functional, linguistic; discourse, sociolinguistic, and strategic competencies were addressed. The second part drew on his competencies (as well as additional examples) to evaluate and assess his language proficiency. Third, LK's abilities were compared with the language found in the ATF Form 4473 Firearms Transaction Record. Although this current project focused on communicative competence and assessment, other avenues were also available for a forensic linguist to study. As no forensic linguist testified at LK's trial, it was purely hypothetical.</p>
---	---	--	--	---

in+with+the+law+				

<p>Bejaan, et. al. (2012). <i>Level of grammatical competence among fourth year high school students</i> Retrieved on June 6, 2017 from https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3leIAw&gws_rd=ssl#q=levels+of+grammatical+competence,</p>	<p>The study endeavored to determine the level of grammatical competence test the significant difference in the level of students' grammatical competence when grouped according to home factors.</p>	<p>Communicative competence grammatical competence</p>	<p>The study used the descriptive correlation design. A total of 316 fourth year students and 6 teachers from public and private schools were chosen as the respondents. The commonly used teaching strategies are oral recitation and vocabulary drill, followed by lecture, group discussion, reporting, panel discussion and journal writing. The common facilities found in the school are computer laboratory and library.</p>	<p>The grammatical competence of the students was based on the seven parts of the administered test. Oral recitation and vocabulary drill are effective strategies towards grammatical competence. Added to the list are lecture, group discussion, reporting, panel discussion, and journal writing. The occupation and income of their parents affect their knowledge in the aspect of grammatical usage; as to idiomatic expressions, parents' occupation affects students' learning; occupation and parents' income influence students' knowledge concerning parts of speech; all factors except income have some being on the aspect of prefixes and suffixes; in terms of tenses of verbs; parents' occupation and father's education affect students' learning; all factors do not affect students' learning in terms of verbals; lastly, in terms</p>
---	---	---	---	---

				of identifying errors, father's education and income influence their learning.
Chua, R. M. et.al (2015). <i>Interference between filipino and english prepositions: a comparative analysis of male and female</i>	The present study aimed at establishing the common errors in the preposition in written narratives, identify the difference in the rate of	Interference Interlanguage Hypothesis World Englishes	This paper employed an explorative-descriptive design with 40 secondary students from Reedley International School (10 males and 10 females)	Findings show that participants from Sta. Isabel College participants recorded more incorrect English prepositions which are predominantly incurred by females as compared with the Reedley

<p><i>filipino bilingual learners in the world englishes paradigm in the philippine setting</i> DLSU Research Congress Vol. 3 2015 Retrieved on July 7, 2017 from http://www.dlsu.edu.ph/conferences/dlsu_research_congress/2015/proceedings/LLI/013/LLI_Chua_R_etall.pdf</p>	<p>preponderance of preposition errors of language learners who acquired English as either their first or second language, and determine the compensation strategies used in English to Filipino and vice versa.</p>	<p>Concentric Circle</p>	<p>and Sta. Isabel College (10 males and 10 females). In carrying out the study, two wordless picture story sequences as used by Shapiro and Hudson (1991) was adopted.</p>	<p>International's list which appears to be consistent with the incorrect Filipino prepositions. As regards the preponderance of preposition errors, the data revealed a 3.2 mean across the twenty narratives. The same mean shows for the occurrences of incorrect preposition use. In terms of the compensations strategies, the participants used overgeneralization, elaboration simplification, and contextualization.</p>
--	--	--------------------------	---	--

<p>De Rezende, S. (2012). <i>Developing communicative competence through participation in an international teaching assistant program</i></p> <p>(Doctoral Dissertation, University of Texas at San Antonio, 2012). Retrieved on August 26, 2016 from https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=Developing+communicative+competence+through+participation+in+an+international+teaching+assistant+program</p>	<p>The main purpose of this study was to better understand how ITAs develop communicative competence through their participation in the ITA course. Currently, the ITA Program has the following goals: to enhance participants' language skills, presentation skills and understanding of norms of interaction in the American university classroom.</p>	<p>grammatical competence</p> <p>aspects of grammatical competence</p> <p>socio cultural competence</p> <p>oral presentations</p>	<p>Six (6) participants took part in the study. Data and analysis are based on participant observations and video-recorded presentations of ITAs, focusing on their communicative competence. The following procedures were used in the data collection. Interviews with participants, Classroom Observations, Presentations recorded on DVD, Essays.</p>	<p>Findings suggested that while the division of communicative competence into four components was a useful heuristic for second language educator; it proved problematic when one uses it as an analytical tool, since the intertwined nature of language competence is constantly complicating any attempt to interpret communication in discrete categories.</p> <p>The findings also showed that communicative competence for International Teaching Assistant/s (ITAs) was wrapped up with what counted as good teaching, or at least organizing a good presentation or lecture, and this may vary by department or discipline.</p>
<p>Elturki, E. (2014). <i>An Investigation of grammar problems facing English</i></p>	<p>Accordingly, this paper aims at mainly determining the most</p>	<p>common grammar problems</p>	<p>The participants of this study consisted of 61 EFL students who were</p>	<p>To conclude, this paper tried to gain some understanding of the grammar topics that upper-</p>

<p><i>language learners</i> United States , Retrieved July 19, 2017 from http://www.hlomag.co.uk/apr14/mart04.htm, Year 16; Issue 2; April 2014, ISSN 1755-9715</p>	<p>common grammar problems that upper intermediate ELLs have. A secondary goal is to provide some applications to ESL teachers that might help students overcome these issues. These recommendations are based on studies, methodologies, and theories in Second Language Acquisition (SLA) and English Language Teaching (ELT).</p>	<p>English language learners</p>	<p>enrolled in a language center for teaching English to international students in the West Coast of the United States. A questionnaire was the main research instrument. Using questionnaires is assumed to be “one of the most common methods of data collection in second language research” (Dörnyei, 2003, p. xiii).The questionnaire (Appendix A) was designed by the researcher who was also one of the teachers of the four grammar class sections. Data was collected through a questionnaire offered to 61 students enrolled in a level 4 grammar class</p>	<p>intermediate ELLs find challenging. The findings revealed that <i>unreal conditions</i>, <i>reported speech</i>, and <i>passive voice</i> were among the grammar topics that participants identified as difficult. In order to assist ELLs in classes that require explicit grammar teaching, this paper had also touched on CR grammar tasks as an approach to grammar teaching that focuses on generating awareness of grammar rules and at the same time developing communicative competence. The findings of this study might not be generalizable because of some limitations. The population was not randomly selected. It was limited to ELLs from level 4 who studied at the same language center. Also, the grammar topics listed on the questionnaire were limited to the topics covered in level 4 in this particular center.</p>
--	--	----------------------------------	---	---

			at a language center in the U.S.	Other grammatical points were not on the questionnaire such as prepositions and articles which may still pose some difficulties to even proficient EFL/ESL students.
<p>Fhonna, R. (2014). <i>The difficulties faced by students in producing free-writing: A study at STKIP Bina Bangsa Getsempena</i> Studies in English Language and Education, No.1, VOI.1 (2014). Retrieved on July 25, 2017 http://www.jurnal.unsyiah.ac.id/SiELE/article/view/1117</p>	<p>This study was conducted to identify errors and mistakes made in free-writing by students at STKIP Bina Bangsa Getsempena and to investigate the reasons they faced numerous difficulties in producing good free-writing as well as to investigate the students' opinions towards the activity of writing in general and also the comments of their lecturers on their free-writing assignments.</p>	<p>Free-writing form feedback</p> <p>Grammatical errors</p>	<p>18 free-writing assignments were collected from 18 students as samples for this study. A questionnaire was also distributed to strengthen the data obtained from the writings. The written assignments were then analyzed by using the form feedback framework, in terms of conventional grammatical errors, adapted from Ashwell (2000).</p>	<p>The findings showed 6 categories of grammar that were often misused in the students' free-writing, namely agreement/verb-tense, spelling, articles/determiners/plurals, lexical choice, pronoun and preposition/collocation. The results from the questionnaires revealed that the main obstacles faced by the students in producing free-writing were their lack of ideas/difficulties in organizing ideas as well as their problems with grammar.</p>

<p>Fraser, S. (2010). <i>'Different courses, different outcomes?' a comparative study of communicative competence in english language learners following 'academic' and international understanding' courses at high schools in japan</i></p> <p>(Doctoral Dissertation, University of Durham, 2010). Retrieved on June 15, 2017 from https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=%E2%80%98Different+courses,+different+outcomes?%E2%8</p>	<p>This thesis examines how much communicative ability depends on classroom input, and how important other factors are in achieving success in written and spoken English.</p>	<p>Communicative competence</p> <p>Communicative ability</p> <p>Classroom inputs</p>	<p>Two different English courses currently offered in Japanese high schools – 'International Understanding' and general/academic – are examined, and their effect on communicative competence, language knowledge, motivation and attitudes to teaching and learning English are analysed. A mixed-method approach was taken to gather data on the teaching and learning process on the two courses, employing questionnaires, interviews, classroom observation and tests of written and spoken communicative competence and</p>	<p>The findings demonstrate that those learners following the International Understanding course have generally increased their communicative competence as measured by essay and oral interview tests, and have improved their scores in an English proficiency test recognised in Japan as a marker of academic achievement, to a statistically greater degree over those learners following a traditional EFL course. Significant differences were also confirmed in motivation.</p>
---	--	--	---	---

<p>0%99++a+comparativ e+study+of+communi cative+competence+i n++english+language +learners+following+ %E2%80%98academi c%E2%80%99+and+ +international+unders tanding%E2%80%99 +courses+at+high+sc hools+in++japan++</p>			<p>overall proficiency in English.</p>	

<p>Guerrero, E. A. (2009). <i>Assessing the development of learners' international sensitivity and communicative competence: the international Spanish course</i> (Doctoral Dissertation, University of Maryland, 2009). Retrieved on June 15, 2017 from https://www.google.com.ph/?gfe_rd=cr&ei=uVniV9O6EsrA9AW5r6-YAg&gws_rd=ssl#q=Assessing+the+development+of+learners%E2%80%99+international+sensitivity+and+communicative+competence:+the+internatio</p>	<p>The purpose of this study was to describe and assess the development of the intercultural sensitivity and intercultural communicative competence (ICC) of college students enrolled in an advanced Spanish composition and conversation course at a Mid-Atlantic university in the United States.</p>	<p>intercultural sensitivity intercultural communicative competence intercultural communicative skills culture awareness <i>Intercultural Communication:</i> <i>Intercultural Sensitivity:</i> <i>Spanish Speaker:</i></p>	<p>The participants in this study were university students enrolled in one section of the first semester of an advanced undergraduate conversation and composition Spanish course in Spring 2007 at a middle Atlantic university in the US. A mixed methods design was used: Quantitative instruments, like: Hammer & Bennett's (2001) <i>Intercultural Development Inventory</i> (IDI); Qualitative instruments: Pre/post learners' questionnaires Pre/post learners' journals Bennett's, (Developmental Model</p>	<p>The results of the study showed that 50% of the learners developed their intercultural sensitivity toward an ethno relative orientation whereas 50% moved toward an ethnocentric orientation. Learners developed their ICC as they (1) gained deeper cultural knowledge of Spanish-speaking countries; (2) developed critical thinking skills and skills to interpret cultural differences in a more ethnorelative perspective; (3) showed intercultural attitudes of understanding other perspectives, interest in engaging in conversation with Spanish speakers and willingness to question their worldviews; (4) raised self-cultural-awareness; and (5) improved their language proficiency.</p>
--	--	--	--	--

<p>nal+Spanish+course</p>			<p>of Intercultural Sensitivity (DMIS) were used to analyze the IDI pre/post results. For the qualitative data analysis themes were categorized following Byram's (1997) Model of Intercultural communicative Competecen (MICC).</p>	
---------------------------	--	--	--	--

<p>Gutierrez, E. A. T. (2017). <i>Competency level of college students on the use of articles in written discourse</i>. De La Salle University, Manila Philippine. . Retrieved on July 21, 2017 from http://www.academia.edu/3791079/Competency_level_of_college_students_ON_THE_USE_OF_ARTICLES_IN_WRITTEN_DISCOURSE</p>	<p>The study aims to discover the competency level of students in grammar, particularly in the use of articles. This research intends to find out whether the background of the students contributes to their competency.</p>	<p>competency level articles discourse</p>	<p>A total of 1,150 students were enrolled in ENGN12A (Writing in the Discipline) first semester A.Y. 2012-2013. The researcher used 298 students representing 25% percent of the total population. They were group as CTIHM (75) and the Non-CTIHM (223), to compare the competence level of both colleges. The researcher used the Slovins Technique in identifying the number of respondents needed for the study. Sections were randomly selected to get the exact sample size of respondents to be tested. The student's age ranges from 16 to 20 years old.</p>	<p>Respondents from the study usually show errors in questions related to indefinites and zero article, this result assumed students may have transfer the semantic knowledge from L1article system which only have “ang” that can be interpreted as the counterpart of the. However, the profiles of the students (e.g. age and gender) did not have significance in the use of articles or the competency level that they have. Furthermore, the difference between the article proficiency of CTIHM and Non-CTIHM is due to their diverse exposure to English. Thus, this study is only limited to the competency level on the use of articles, particularly in written discourse. Factors such as the L1 background and semantic role of L1 transfer into L2 were not part of the study.</p>
--	---	--	---	--

<p>Han, K.I. et.al (2017). <i>An investigation into the gap between Korean university students' grammatical awareness and perception</i> INDONESIAN Journal of Applied Linguistics Vol.7, No.1 (2017) Retrieved on July 25,</p>	<p>The present study aims to discover the gap between learners' grammatical awareness and their perception of major grammatical items.</p>	<p>grammatical awareness grammatical errors learner perception</p>	<p>A total of 60 EFL learners from two local universities in South Korea participated in the study and were divided into two groups, a high-level and a low-level group. A set of tests was utilized to</p>	<p>The results demonstrated that there was a significant difference in the scores of tense, article, and voice for grammatical awareness between the high-level and the low-level group. Also, both groups scored high for the category of voice while they received low scores for vocabulary and morphology. In</p>

<p>2017 from http://ejournal.upi.edu/index.php/IJAL/article/view/6864</p>		<p>different linguistic proficiency level</p>	<p>examine learners' grammatical awareness and their perception of six major grammatical items—tense, prepositions, articles, voices, morphology, and vocabulary.</p>	<p>addition, they showed a significant difference in the scores for the perceived difficulty of articles and voice. The high-level group perceived voice as the most difficult, whereas the low-level group perceived articles as the most difficult.</p>
<p>Hizbullah (2014). <i>Improving students' grammatical competence to understand English texts using instruction: (a classroom action research in the tenth grade students of gerung in academic year of 2013/2014)</i> (Doctoral Thesis, Sebelas Maret University, Surakarta, 2014). Retrieved on June 14, 2017 from https://digilib.uns.ac.id/dokumen/detail/3680</p>	<p>The objectives of this study are : (1) to know whether Self-Instruction can improve grammatical competence and understand English texts at SMAM I Gerung especially at Class X – 7 or not; (2) to describe the situation when the Self- Instruction is implemented in teaching grammar to understand English texts.</p>	<p>grammatical competence English texts Self- Instruction method classroom action research</p>	<p>The method of the research is Classroom Action Research. The subject of the research is the tenth grade students of SMAN especially X – 7 class- West Lombook. The research was conducted from July to September and it was carried out in 3 cycles with 9 meetings. The procedures of the research consist of planning, action, observation, questionnaire, interview and test. To analyze</p>	<p>The result of the research showed that Self- Instruction could improve students' grammatical competence in (1) identifying errors (simple present and past tense) related to texts; (b) identifying voice from (passive voice) related to texts; (c) finding the noun (subject) and verb in texts; and (d) finding reference of pronouns in texts. From the classroom situation, the researcher found that (a) the students were motivated to work harder and harder in the classroom; (b) the students were more active during teaching and learning process;</p>

<p>0/Improving-Students-Grammatical-Competence-To-Understand-English-Texts-Using-Self-Instruction-A-Classroom-Action-Research-In-The-Tenth-Grade-Students-Of-Sman-1-Gerung-In-Academic-Year-Of-20132014</p>			<p>the quantitative data, the researcher used descriptive statistics to compare the scores and means of pre- test and post- test. The pre- test was conducted in the pre- research while the post- test was conducted at the end of each cycle. The result of the test was used to know how well the students understand the grammatical competence. To analyze the qualitative data, the researcher analyzed the improvement of teaching- learning process based on the result of observation, questionnaire, and interview by using Constant Comparative Method which is</p>	<p>(c) Self- Instruction gave students responsibility in teaching and learning process; and (d) students felt enthusiastic when the researcher implemented Self- Instruction during teaching and learning process.</p> <p>Based on the result of the research, it can be concluded that Self- Instruction method can improve students' grammatical competence to understand English texts. Therefore, the researcher recommended teachers and students, and other researchers to use Self- Instruction method in teaching and learning process.</p>
---	--	--	--	---

			suggested by Glaser and Strauss in Hopkins (2008:31)	
--	--	--	--	--

<p>Hourani, T. M. (2008). <i>An analysis of the common grammatical errors in the english essay writing made by 3rd secondary male students in the eastern coast of the uae.</i> (Doctoral Dissertation British University in Dubai) Retrieved on July 19, 2018 from https://bspace.buid.ac.ae/bitstream/1234/225/1/20050055.pdf</p>	<p>The purpose of this study is to explore The common types of grammatical errors made by Emirati secondary male students in their English essay writing.</p>	<p>grammatical errors English essay writing Intralingual transfer Interlingual transfer</p>	<p>The study was conducted in five leading schools on the Eastern Coast of the UAE. The most common and salient grammatical errors which were found in the students Essays included: passivization, verb tense and form, subject-verb agreement, word order, prepositions, articles, plurality and auxiliaries. These errors were classified and tabulated according to their number of frequency in the students' essays. 105 students and 20 teachers participated in completing two separate questionnaires</p>	<p>The data revealed that the UAE students make different types of grammatical errors, and most of these errors were due to intralingual transfer. In this study, intralingual transfer errors were more frequent than interlingual ones. Furthermore, the findings and the results of this study also showed that the English writing skill of the secondary male students in the UAE state schools needs more reinforcement and development.</p>
--	---	---	--	--

			reflecting their attitudes and opinion towards the English writing skill.	
Hürsen, Ç., Özçınar, Z., Özdamlı, F. et al. (2011) <i>The communicative competences of students and teachers in different levels of education in north cyprus</i> Asia Pacific Educ. Rev. (2011) 12: 59. doi:10.1007/s12564-010-9120-2 Retrieved on July 5, 17 from https://link.springer.com/article/10.1007/s12	This study was conducted in order to determine the beliefs of students and teachers in different levels of education about their communicative competences.	teacher student verbal communication non-verbal communication communicative competences	The study group of this research is consisted of 600 secondary school, high school and undergraduate students and 41 of their teachers.	In this study, it is observed that not a significant correlation at a considerable degree exists in the communicative competences of students with their teachers, who are from different nationalities, gender and levels. Furthermore, regarding students, educated at different levels, no relation has been observed in their communicative competences with their teachers. Moreover, while students consider their communicative competences with their teachers to be

564-010-9120-				moderately adequate, teachers consider their communicative competences with their students to be adequate in general.
Ibrahim, A. H.B. (2009). <i>Construction of english grammar syllabus: focus on the construction of simple sentences.</i> (Doctoral Dissertation, University Sultan Idris 2009. Retrieved on July 21, 2017 from http://pustaka2.upsi.edu.my/eprints/444/1/CONSTRUCTION%20	The ability to produce and understand sentences is prerequisite to learning but many Malaysian students face serious problem in producing and understanding them.	simple sentences sentence pattern	In this study, the knowledge and skills of simple sentence construction among 600 rural/urban students were investigated; observation and interviews with their teachers were carried out to investigate whether teachers taught sentence building. The students	The results show that students' ability to construct sentences was very poor. The easiest sentence pattern was NP + be + NP and the most difficult pattern was NP + VP in the perfect. Their skills in forming all question forms were poor especially in using correct auxiliaries. The poor ability to construct simple sentences was evident due to the negligence of teachers in teaching the skills.

<p>OF%20ENGLISH%20GRAMMAR%20SYLLABUS- FOCUS%20ON%20THE%20CONSTRUCTION%20OF%20SIMPLE%20SENTENCES. pdf</p>			<p>were asked to translate 80 Bahasa Melayu sentences into English. Their sentences were analyzed for accuracy and errors based on 8 different sentence patterns and different forms such as questions and passive.</p>	
<p>Iranmanesh, H. (2015). <i>Teaching modal verbs: task – based vs. traditional approaches</i> International Journal of Foreign Language Teaching & Research –Volume 3, Issue 11, Autumn 2015, Retrieved on July 18, 2017 from https://www.google.com.ph/?gfe_rd=cr&ei=uVniV9O6EsrA9AW5r6-YAg&gws_rd=ssl#q=Te</p>	<p>The present study investigates two different ways of teaching modal verbs: task-based versus traditional approaches</p>	<p>tasks task-based teaching modal verbs traditional approaches</p>	<p>To this purpose, an Oxford Placement Test was administered to select 40 homogeneous participants out of a larger population who took this test. The selected participants were randomly divided into experimental and control groups of 20 students each. Those in the experimental group attended an English class six days a week, practicing</p>	<p>The results of this study indicated that there is a statistically significant difference between the experimental group and the control group, meaning that teaching modal verbs through task -based approaches has been more effective than teaching them in traditional ways. It was also revealed that the modal verb can was improved much more, while have to and must were improved less. The results of the study may have a significant implication for teaching modal verbs in particular and language</p>

<p>aching+Modal+Verbs:+ Task+- based+vs.+traditional+ approaches</p>			<p>grammar through tasked- based approach, while the control group did not receive any task-based work.</p>	<p>learning in general.</p>
<p>Larranaga P., et. al. (2013). <i>The linguistic competence of early basque-spanish bilingual children and a spanish monolingual child.</i> (International Journal of Bilingualism,2013). Retrieved on August 24, 2016 from https://www.google.co</p>	<p>The study sought to investigate the acquisition of gender features by two Basque-Spanish bilingual children when compared to a Spanish monolingual child. Basque is a language that lacks gender features and nominal agreement, whereas</p>	<p>Basque gender linguistic competence Spanish syntactic features</p>	<p>One monolingual child and two Basque-- Spanish bilingual children have been analysed. The monolingual child MAG(in) belongs to the corpus of Aguirre available in Child Language Data Exchange System (CHILDES) All subjects</p>	<p>The article has been able to show that phonological cues are not as important as it has been claimed in the previous literature acquisition of Spanish. In line with other studies, all studied children seem to be aware of the grammatical category of gender very early on. The few errors with animate nouns have shown that the children ignore natural gender completely. As</p>

<p>m.ph/?gfe_rd=cr&ei=uVniV9O6EsrA9AW5r6 - YAg&gws_rd=ssl#q=The+linguistic+competence+of+early+basque-spanish+bilingual+children+and+a+spanish+monolingual+child.+</p>	<p>Spanish classifies nouns into two classes, that is, masculine and feminine, and has determiner phrase internal agreement. The internal architecture of Basque and Spanish differ on two crucial ways: the presence or absence of agreement and the presence or absence of the syntactic projection ClassP.</p>		<p>are male. Both bilinguals have been raised following the 'one parent, one language' method going back to Ronjat (1916). The bilingual children are balanced bilinguals as the following mean length of utterance (MLU) charts show. MLU in morphemes (MLU(m)) was calculated by hand in the case of the bilinguals excluding the words 'yes', 'no', imitations and repetitions. The MLU by MAG (In) was calculated using the tools available in CLAN.</p>	<p>opposed to some studies, it could not be confirmed that the masculine is the default case for all subjects. The surface overlap between Basque and Spanish nouns leads to an unexpected type of overgeneralization. Moreover, we were able to show that a Class P is plausible on empirical as well as theoretical grounds.</p>
--	---	--	--	--

<p>Lasala, C. B. (2014). <i>Communicative competence of secondary senior students: Language instructional pocket</i> University of the Visayas, Colon St., Cebu City 6000, Philippines Procedia - Social and Behavioral Sciences Volume 134, 15 May 2014, Pages 226-237 Retrieved on July 7, 2017 from http://www.sciencedirect.com/science/article/pii/S187704281403153X</p>	<p>This study sought to assess the communicative competence of the secondary senior students of Mandaue City as basis of proposed English Language Module.</p>	<p>communicative competence linguistics languages</p>	<p>This study included both qualitative and quantitative research approaches and utilized two general instruments. Making use of focus group discussions and a structured oral interview with an American native speaker. Once the transcriptions of the interview were ready, the researcher forwarded it to three expert raters. The selected graduating high school students were utilized as the research respondents and cluster sampling was used. A total of 12 informants from the four districts of Mandaue Division: North, South, East and</p>	<p>Findings show that the level of communicative competence in oral and writing skills of the students is both acceptable; however, they differ in their numerical values. In terms of grammatical competence in oral skill, the average rate is 3.10 while the respondents obtained an average rate of 2.91 in their writing skill. In terms of discourse competence in oral skill, the average rate is 3.10, while the respondents obtained an average rate of 2.68 in their writing skill. In sociolinguistic competence in their oral skill, the respondents obtained an average rate of 3.29 and 3.01 in their speaking skill. For the strategic competence, the respondents got an average rate of 3.12 in their oral skill and an average rate of 2.73 in their writing skill. Based on the findings of the study, it can be disclosed that the</p>
--	--	--	---	--

			West were involved in the study. Each school with the approval of the school principals and the help of the guidance counselors and the English teachers chose three students to be the respondents wherein one of them was categorized as a Superior Student, one an Average Student and the other one as a Regular Student.	communicative competence of the students both in speaking and writing skills is acceptable, having an average rate of 3.15 and 2.84 respectively. Their communicative and sociolinguistic competence could still be improved. Based on the foregoing conclusion, it is recommended that the module created by the researcher be used in their English classes since the topics included in the module were relevant to the actual findings.
Lasaten, R.C. S. (2014). <i>Analysis of errors in the English writings of teacher education students</i> Mariano Marcos State University College of Teacher Education, Laoag City,	Using the qualitative research design, the study aimed to analyze the common linguistic errors in the English writings of teacher education students. This paper specifically sought to identify and	error analysis linguistic errors linguistic skills language transfer	Using random sampling, the written compositions of the students were subjected to error analysis using the Taxonomy of Errors patterned after the model of Darus and	The study found out that errors in verb tenses are the most common linguistic errors of the students, followed by error in sentence structure, punctuations, word choice, spelling, use of prepositions and articles. These errors fall under the grammatical,

<p>Philippine- Journal of Arts, Science &Commerce ■E-ISSN2229- 4686■ISSN2231-417 Retrieved on July 20, 2017 from <a href="http://www.researcher
 sworld.com/vol5/issue
 4/Paper_10.pdf">http://www.researcher sworld.com/vol5/issue 4/Paper_10.pdf</p>	<p>describe the prevailing linguistic errors in the English writings of the students. Moreover, it investigated the possible causes of these errors and drew out implications to language learning and teaching.</p>		<p>Ching (2009.)</p>	<p>mechanics/substance and syntactic aspects of writing English. Majority of these errors are caused by learners' poor knowledge of the target language (English), specifically ignorance of rule restrictions. Others are attributed to the learners' carelessness, first language transfer or interference and limited vocabulary in the target language.</p>
---	---	--	----------------------	---

<p>Li, H. P. (2014). <i>Examining Taiwanese nursing students at the junior level college level's communicative competence when interacting with English speaking patients for medical purposes</i> (Doctoral Dissertation, University of Massachussets Lowell, 2014). Retrieved on August 26, 2016 from https://www.google.com.ph/?gfe_rd=cr&ei=uVniV9O6EsrA9AW5r6-YAg&gws_rd=ssl#q=Examining+Taiwanese+nursing+students+at+the+junior+level+college+level%E2%80%99s+communicative+competence+when+in</p>	<p>The purpose of this study was to examine Taiwanese nursing students at the junior college level's communicative competence when interacting with English-speaking patients for medical purposes.</p>	<p>junior college level ESP conversation competent to communicate English-speaking patients medical purposes</p>	<p>The study used a mixed methods research approach to collect both quantitative and qualitative data from 192 nursing students at two junior colleges and four nursing and English language professionals. The quantitative aspect of the study asked the students to self-evaluate their ability to communicate orally with English-speaking patients using the adapted version of Communicative Competence Questionnaire (CCQ). The qualitative aspect of the study used focus groups and in-depth interviews.</p>	<p>The results showed that the students as a whole felt slightly competent to communicate orally with the patients. The major findings included grammatical competence, competence of producing utterances clearly, strategic competence, and competence of using appropriate language. The qualitative data also revealed that the nursing students were not quite competent at conversing with English-speaking patients when providing health care services to them, which supports the survey results in general.</p>
---	---	---	--	--

teracting+with+Englis h+speaking+patients+ for+medical+purposes				

<p>Luo, F. (2013). <i>Developing adults' oral English communicative competence in an efl environment: collaborative studies of a Chinese efl teacher and her students.</i> (Doctoral Dissertation, The University of New Mexico Albuquerque, New Mexico May, 2013). Retrieved on August 26, 2016 from https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=Developing+adults%E2%80%99+oral+English+communicative+competence+in+an+efl+environment:col</p>	<p>This research aimed at investigating effective teaching pedagogy suitable for large-sized college classes of students developing oral communicative competence in an EFL environment. With Vygotsky' sociocultural theory as a foundation, the researcher applied practitioner action research to conduct two phases of study.</p>	<p>oral communicative competence</p> <p>communicative approach class</p> <p>diverse backgrounds (rural, urban and minority) experience</p> <p>oral English learning process</p>	<p>The action applies a collaborative, communication-oriented pedagogy in a large-sized oral English class. In phase one of the study, students' group or pair work on communicative activities promotes and facilitates their social interactions in Phase one of the study covered the entire Fall semester of 2010.</p> <p>For phase one, there were 39 college freshmen in my class: 26 from rural areas and 13 from urban areas, three females and 36 males, all of them majoring in Mechanical Engineering. 39 students were divided into seven groups: four</p>	<p>The results showed that 32 students never had or had little oral English training before entering college; "reciting English articles" and "reading aloud" were the main experience that they had had for their oral English learning. The survey also showed that most students did have strong expectations to develop their English speaking ability.</p> <p>According to the survey, 36 students said they hoped to improve their oral English development.</p>
---	---	---	--	--

<p>laborative+studies+of +a+Chinese+efl+teac her+and+her+student s.++</p>			<p>groups with six students and three groups with five students.</p>	
<p>Mateu, F.R. L. (2006). <i>Development of Spanish L2 competence in a synchronous cmc (chat room)</i></p>	<p>The study sought to address whether the different types of feedback provided to learners while in the course of interaction in</p>	<p>learner background academic background</p>	<p>The study was conducted among 12 advanced FL Spanish learners to assess whether and how, by communicating with a</p>	<p>The findings revealed that verb tense-mood-aspect assignation in non-conditional contexts (subordinate adverbial clauses of time and subordinate noun clauses) were particularly</p>

<p><i>environment: the role of visually- enhanced recasts in fostering grammatical knowledge and changes in communicative language use</i> (Doctoral Dissertation, Louisiana State University and Agricultural and Mechanical College) 2006. Retrieved on August 24, 2016 from https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=Development+of+Spanish+L2+competence+in+a+synchronou s+cmc+(chat+room)+environment:+the+role+of+visually-+enhanced+recasts+i</p>	<p>a written chat room session result in noticeable and differential uptake in the acquisition of conditional sentences, subordinate noun clauses and subordinate adverbial time clauses. The study also sought to measure the development in communication strategies, and communicative acts.</p>	<p>self-assessment of L2 proficiency grammatical performance communicative language use</p>	<p>Spanish native speaker in 5 written chat-room sessions, their language competence by taking into consideration some gaps observed in SLA research –noticing, recasts, input enhancement. Instruments used in the study were Grammatical Knowledge Tests, Dialog Completion Tasks Learner Background Questionnaires Language Use in Chat Room Sessions.</p>	<p>problematic. Specifically, the greatest rate of difficulty was attested to in the subjects' use of verb morphology in the case of subordinate noun clauses, but it was particularly evident when it came contexts in which those clauses were part of sentences involving past-time reference In particular, three communicative acts dominated in the session. The remaining communicative acts were much less frequently used. The first finding that was worth noting was a sharp decrease in the total raw number of communicative acts under investigation that were produced by the subjects across the chat room sessions as well as a narrowing in the range/scope and variety of communicative</p>
--	---	---	--	--

<p>n+fostering+grammatical+knowledge+and+changes+in+communicative+language+use</p>				<p>act types used when comparing the overall results of communicative act usage across the three sessions analyzed.</p>
<p>Mathers, C. (2008). <i>The role of single-sex and coeducational instruction on boy's attitudes and self-perceptions of competence in French language communicative activities</i> (Doctoral Dissertation, Boston College Lynch of Education, 2008). Retrieved on August 26, 2016 from http://gradworks.proquest.com/browse/BOSTON_COLLEGE/Language_arts.html</p>	<p>This study looked at the role of the single-sex versus the coeducational school environment as a key factor in determining boys' perceptions of success in French communicative activities.</p>	<p>male and female cognition pedagogy foreign language pedagogy socio-cultural ramification</p>	<p>Using comparative-qualitative research method, a total of twenty-four boys (twelve from a single-sex high school and twelve from a coeducational institution) were observed in class and subsequently interviewed</p>	<p>The findings indicated that the single-sex sample's self-perceptions of competence were healthier in the single-sex environment for a variety of reasons. The single-sex school boys were more willing to work hard against the perception held by both sample sets that girls may possess an innate advantage in the speaking skill, they held a wider definition of what is appropriate male behavior (which included high achievement in French), and they (together with their coed counterparts) found the all boys environment more accepting of errors and more risk-friendly in general – crucial ingredients for developing the French speaking skill.</p>

<p>Mungungu, S. S. (2011). <i>Error analysis: investigating the writing of esl namibian learners</i> (Dissertation, URI: http://hdl.handle.net/10500/4893 http://uir.unisa.ac.za/handle/10500/4893)</p>	<p>This study investigated common English language errors made by Oshiwambo, Afrikaans and Silozi First Language speakers.</p>	<p>English language errors material developer ESL Namibian learners</p>	<p>The study examined errors in a corpus of 360 essays written by 180 participants. Errors were identified and classified into various categories.</p>	<p>The four most common errors committed by the participants were tenses, prepositions, articles and spelling. The study is important to educators and study material developers who should become aware of the kind of errors that their target learners make, so that they are in a better position to put appropriate intervention strategies into place. For learners, error analysis is important as it shows the areas of difficulty in their writing.</p>
<p>Murad, T.M. et. al (2015). <i>Analysis of errors in english writings committed by arab first-year college students of efl in israel</i> Journal of Language Teaching and Research Retrieved July 25, 2017 (JLTR, ISSN 1798 – 4769)</p>	<p>This study is conducted as an attempt to examine the errors in English writings committed by Arab learners who live in Israel. These students were required to write an essay in English.</p>	<p>Errors EFL ELT Interference Over generalization</p>	<p>The participants were 22 students, four males and 18 females. For error identifications and categorizations, the researchers developed, based on the Israeli matriculation (Bagrut), and on the literature (Ellis, 2004; Fries, 1974 and Robertson, 2000), a table of categories</p>	<p>The findings of the current study reveal that the participants committed four types of errors in varying degrees, they are: Errors in content and organization, vocabulary, language use and mechanism. The most frequent error type is 'language use'. This type of errors consists of word order, negation, copula and auxiliary omission, subject-verb</p>

<p>http://www.academypublication.com/ojs/index.php/jltr/article/view/jltr0603475481</p>			<p>and subcategories.</p>	<p>agreement and prepositions. The causes of these errors are attributed to interlingual factors, i.e. negative transfer of interference and overgeneralization, especially in cases of differences between English and Arabic (negative interference. In cases of similarities between L1 and L2 (positive transfer), errors are less frequent. Neither gender, nor age played an important role in this study. Finally the researcher recommended conducting another study to investigate the types of errors in speaking skill committed by Arab learners of English in Israel.</p>
--	--	--	---------------------------	--

<p>Mustafa, F. et. al (2017). <i>Errors in efl writing by junior high students in Indonesia</i> Syiah Kuala University, Indonesia International Journal of Research Studies in Language Learning 2017 January, Volume 6 Number 1, 38-52 Retrieved July 25, 2017</p> <p>https://www.researchgate.net/profile/Faisal_Mustafa4/publication/306346383_Errors_in_EFL_writing_by_junior_high_students_in_Indonesia/links/57b94fc308aedfe0ec94add0.pdf</p>	<p>This research was aimed at finding the most serious errors produced by student s at one of the junior high schools in Indonesia, i.e. State Junior High School No 7 in Banda Aceh.</p>	<p>most serious errors surface strategy taxonomy linguistic category taxonomy</p>	<p>The data were collected from recount texts produced by 19 students who were known to make errors in writing. The data was analyzed by calculating the percentage of errors based on the total cumulative errors for surface strategy taxonomy, but based on the number of attempts in the same grammatical elements for linguistic category taxonomy.</p>	<p>The results of data analysis showed that the dominant errors for surface strategy taxonomy were selection (72%) followed by omission (14.4%), and addition (10.6%). In the linguistic category taxonomy, the most dominant types were word forms (48.4%), followed by articles (35%), nonfinite verbs (34.9%), verb tenses (34.3%), plurals (33.3%), and prepositions (30%). It is suggested that teachers pay more serious attention to the most serious problems because solving these problems will hasten the students' progress in learning.</p>
--	---	---	--	--

<p>Ngangbam, H. (2016). <i>An analysis of syntactic errors committed by students of the English language class in the written composition of mutah university: a case study</i> Hail University, KSA European Journal of English Language, Linguistics and Literature Vol. 3 No. 1, 2016 ISSN 2059-2027 Progressive Academic Publishing, www.idpublications.org Retrieved July 25, 2017 http://www.idpublications.org/wp-content/uploads/2016/01/Full-Paper-AN-ANALYSIS-OF-SYNTACTIC-</p>	<p>Examine the English syntactic problems persistent in the written performance of freshmen English language class of Mutah University.</p>	<p>Error Analysis Syntactic Error English as a Foreign Language Learners (EFL)</p>	<p>Subjects were 60 native Arabic speaking students. 15 categories of errors were classified to find out the causes of syntactic error, which type of errors are more frequent, areas of weaknesses and problems tend to occur in writing compositions.</p>	<p>Results indicate performance problems committed in this study were due to mother – tongue interference, misuse sentence fragment, overuse, lack of grammatical knowledge, formation and developmental errors.</p>
---	---	--	---	--

<u>ERRORS-</u> <u>COMMITTED-BY-</u> <u>STUDENTS-OF-</u> <u>ENGLISH-</u> <u>LANGUAGE.pdf</u>				
---	--	--	--	--

<p>Nghi, T.T. (2014). <i>Cognition and language transfers: acognitive study of preposition errors</i> Ho Chi Minh City University of Food Industry. Retrieved on July 21, 2017 from https://www.researchgate.net/profile/Tran_Nghi2/publication/315380198_Cognition_and_language_transfers_acognitive_study_of_preposition_errors/links/58ce7cfeaca272335517c852/Cognition-and-language-transfers-acognitive-study-of-preposition-errors.pdf</p>	<p>In this article, the author points out the traditional ways that prepositions are defined and taken into consideration, and compares with the ways they are paid much attention to the assumptions that they reflects patterns of thought.</p>	<p>Cognitive Linguistics prepositional errors domain schema image containment</p>	<p>The author makes an attempt to point out the serious prepositional errors made by Vietnamese people and gives the pedagogic implications in helping students to avoid making such kinds of errors via the process of learning and teaching.</p>	<p>In other words, the prepositions are viewed under the cognitive perspective basing on the experiences and cognitions of human beings about the world objectively as well as their ways cognizing and conceptualizing everything in the world.</p>
---	---	---	--	--

<p>Ocampo, R., et.al. (2016). <i>Content-based assessment in English structure of pre-service elementary teachers of apayao state college, philippines</i> Apayao State College-Luna Campus, San Isidro Sur, Luna, Apayao</p> <p>International Journal of Social Science and Humanities Research ISSN 2348-3164 (online) Vol. 4, Issue 3, pp: (31-38), Month: July - September 2016,</p>	<p>This study was conducted to assess the content-based needs of pre-service elementary teachers in English structure.</p>	<p>English structure content-based English proficiency Elementary pre-service Teachers</p>	<p>The Descriptive analysis method of research was used with questionnaire as the main data-gathering tool.</p>	<p>The content-based needs of the pre-service elementary teachers are on verbs, sentence correction and the use of pronouns. On content words, specifically on verbs, sentence correction and pronouns, most errors are committed on tenses, pronouns, conjunctions and prepositions. Tenses of verbs are commonly committed error on verbs while the use of possessive pronouns on pronominal errors.</p>
--	--	--	---	--

<p>Opoola B.T. et. al. and F. O. F. (2014) . <i>On communicative competence and students' performance in english language</i> Department Of General Studies Education School of Education Federal College of Education (Sp), Oyo The International Journal Of Engineering And Science (IJES) Volume 3 Issue 8 Pages 65-68 2014 ISSN (e):2319 – 1813 ISSN (p):2319 – 1805</p> <p>Retrieved on July 3, 2017 from http://theijes.com/</p>	<p>This paper focuses attention on exposition of students to basic communicative competence in English using comparative and pedagogical approaches. The linguistics features of students' mother tongues in terms of phonetics and phonological systems as well as syntactic structures are compared with those of English.</p>	<p>communicative competence performance English Language</p>	<p>Thorough drilling in the identical similar and different speech sounds of the students" mother tongue and English assisted in no small way in fortifying the students</p> <p>"communicative competency in English.</p>	<p>This paper supports the notion that any competent user of a language should demonstrate accuracy of the grammatical and vocabulary aspects and also use such linguistic knowledge appropriately. To achieve this, the paper recommends among other things, communicative approach to teaching of English language which enables learners to understand and use utterances rightly in different contexts; also that learners should be exposed to consonant and vowel sounds which are absent from their mother tongues (MT) and also mentions the need for the teacher to drill the taught in extensive reading.</p>
---	--	---	---	---

papers/v3-i8/Version-1/L0381065068.pdf				
<p>Origie, D. F. (2015). <i>Communicative competence: enhancement of English language teacher education in tertiary institutions.</i> (Doctoral Dissertation, Journal of Research</p>	<p>This paper examined communicative competence: enhancement of English language teacher education in tertiary institutions. One of the problems identified was English language teacher</p>	<p>communicative competence enhancement of English language language teacher education</p>	<p>The methodology employed was observation and analytical. It was discovered that communicative competence will assist learners to take care of: confusion that may</p>	<p>It was concluded that successful English language study should not centre on acquisition of grammatical rules and pronunciation alone but on communicative competence which is the ability to use language in actual performance. It was recommended that communicative competence</p>

<p>Development, Volume 24 No.1, July, 2015 Retrieved on July 3, 2017 http://globalacademicgroup.com/journals/nard/COMMUNICATIVE%20COMPETENCE.pdf</p>	<p>education was geared towards acquisition of syntactic structures rather than communicative competence. This paper x-rayed: concepts of communication and communicative competence with its components and ways to incorporate communicative competence into English language teacher education programme.</p>	<p>tertiary institutions</p>	<p>arise between speaker-listener due to improper pronunciation, grammar and vocabulary, ill communication with others by engaging in socially inappropriate patterns and strategies to cope with breakdown in communication.</p>	<p>approach should be adopted in teaching English language in higher institutions.</p>
--	--	------------------------------	---	--

<p>Park, M. (2006). <i>A relational study of intercultural sensitivity with linguistic competence as a foreign language (efl) pre service teachers in korea.</i> (Doctoral Dissertation The University of Mississippi 2006). Retrieved on August 24, 2016 from https://link.springer.com/content/pdf/bbm%3A978-0-230-27708-3%2F1.pdf</p>	<p>The study examined the relationship between intercultural sensitivity and linguistic competence in English-as-Foreign-Language (EFL) pre-service teachers in Korea.</p>	<p>intercultural sensitivity linguistic competence pre- service teachers</p>	<p>One hundred and four pre-service teachers, enrolled at the two national universities in Korea, participated in the study. The data were collected by administering two instruments: the Intercultural Development Inventory (IDI) to measure the development of the participants' intercultural competence; and the Michigan English Language Assessment Battery (MELAB) to measure the levels of the participants' language competence. Correlation analysis and independent samples t-tests were used to address the research questions.</p>	<p>The results indicated that little correlation was found between the level of intercultural sensitivity and linguistic competence. That is, while a significant mean difference was found in linguistic competence between primary and secondary pre-service teachers in Korea, the same participants still did not show a significant mean difference in the level of intercultural sensitivity. The results may imply that the development of intercultural competence can be shown relatively slower than the linguistic development.</p>
--	--	--	---	--

<p>Pelaez, M. (2008). <i>English teachers' beliefs about communicative competence and their relationship with classroom practices</i> (ICFES & Universidad Nacional de Colombia – Sede Bogotá, Colombia ICFES & Universidad Nacional de Colombia – Sede Bogotá, Colombia 2008). Retrieved on August 24, 2016 from http://www.scielo.org.co/scielo.php?script=sci_arttext&pid=S1657-07902008000200005</p>	<p>The purpose of the study was to establish the relationship between what English teachers understand on communicative competence and what they actually do in their English classes.</p>	<p>Communicative competence</p> <p>English teacher's beliefs and reflections</p> <p>classroom practices</p> <p>English students' roles</p> <p>decision making</p>	<p>This article described a research project conducted with two English Teachers from the Extension Program at Foreign Language Department, National University in Bogotá.</p> <p>The teachers were observed during 4 months, and they were also interviewed.</p>	<p>The findings showed how hard it is to define what communicative competence is in teachers' own words. Data also show how important students are in the English classrooms. English teachers should make careful decisions to help them develop their language competence.</p>
<p>Refnita, L. (2014). <i>Students' grammatical problems in writing simple paragraphs: lack of grammatical competency or</i></p>	<p>This paper was developed based on a part of research results conducted in 2013/2014 academic year at the</p>	<p>grammatical problems</p> <p>writing paragraph</p> <p>grammatical</p>	<p>The data are students' grammatical problems found in their written simple paragraphs. The data</p>	<p>It is believed that the lack of grammatical competency and language carelessness may academically give —bad effects to the quality of sentence</p>

<p><i>language carelessness?</i> The English Department of Bung Hatta University, Padang Retrieved on July 5, 2017 from ejournal.unp.ac.id/index.php/selt/article/download/6716/5257</p>	<p>English Department of FKIP Universitas Bung Hatta, Padang, discusses the forms and types of students' grammatical problems in writing simple paragraphs.</p> <p>In addition, the discussion continues to analyze whether the grammatical problems found in the learners' simple paragraphs can be academically assigned as lack of grammatical competency and/or their own language carelessness.</p>	<p>competency language carelessness</p>	<p>analysis may reasonably come to the conclusion that most of the grammatical problems belong to student's lack of grammatical competency and the others to their language carelessness.</p>	<p>constructions written by EFL learners, particularly in Indonesia. The lack of grammatical competency and language carelessness, of course, are not the expected condition in any programs of EFL learning. Particularly, writing skill needs sufficient language awareness and grammatical competency. In accordance with this, it is really suggested that all programs of English grammar and writing instructions should be addressed to build and develop students' grammatical competency and language awareness. By doing so, grammar instructions really help develop and improve students' linguistic and communicative competences which can be practically seen in writing and other language skills.</p>
--	--	--	---	--

<p>Safran, J. (2009). <i>Students' communicative competence. Article</i>. Retrieved Sept. 2, 2017. https://www.researchgate.net/publication/258518951_Students%27_communicative_competence ,</p>	<p>The aim of this research was to investigate self-perceived communicative competence (SPCC) of students of Engineering Management in General English and English for Specific Purposes (ESP).</p>	<p>self-perceived communicative competence</p> <p>English for Specific Purposes</p>	<p>A longitudinal study was carried out starting with the first year students at the Faculty of Technical Sciences in Novi Sad and was repeated with the same sample of students during their second and third year of study. Participation was voluntary and took place during regular class time. The measure of communicative competence employed was the Self-perceived Communication Competence Scale (McCroskey, J.C. and McCroskey, L.L., 1988b).</p>	<p>The results of the study indicated that differences in SPCC between the years do exist. The SPCC gradually improved between the first, the second and the third year. The research was also motivated by gaining better overview of the teaching activity. An anonymous questionnaire provided many useful hints and ideas for further work and thus, language teacher made a thorough analysis of the overall teaching procedure. However, it is essential to get some feedback and talk to students in order to evaluate them and ourselves as well as the teaching syllabus.</p>
--	---	---	--	--

<p>Sani, A.(2010).<i>Teaching conditional sentence type 1 through communicative approach</i>(a pre experimental study at eight grade in smp islam al ikhlas State Islamic University Jakarta. Retrieved August 1, 2017 http://repository.uinjkt.ac.id/dspace/bitstream/123456789/374/1/HMAD%20SANI-FITK.pdf</p>	<p>The purpose of this study is to know whether or not the communicative approach is effective in teaching conditional sentence type 1 at Eight Grade in SMP Islam AL IKHLAS JAKARTA.</p>	<p>Conditional Sentence Communicative Approach EIGHT GRADE of SMP ISLAM AL IKHLAS JAKARTA.</p>	<p>The population of this research is 120 students of Eight Grade of SMP ISLAM AL IKHLAS JAKARTA, and the sample is 30 students taken by using cluster random sampling technique. The writer did a pre experimental study as the method of the study,to know the result of the score, the writer gave the test about conditional sentence type 1.</p>	<p>According to data of the test result, the t-test showed that it is higher than t table (tt). It could be concluded from the result of the score that it is effective to teach conditional sentence type 1 through communicative approach at Eight Grade in SMP ISLAM AL IKHLAS.</p>
--	---	--	---	--

<p>Shatta, A.I.A (2008). <i>Investigating the relationship between grammatical competence and EFL (English as a Foreign Language) Learners' Writing Quality</i>. A thesis Submitted to the Graduate College, University of Khartoum M.A. in English Language Retrieved on July 4, 2017 from khartoumspace.uofk.edu/bitstream/handle/123456789/11109/Investigating%20the%20Relationship%20between%20Grammatical%20Competence%20and%20EFL%20%28English%20as%20a%20Foreign%20Language%29%20Learners%E2%80%99%20Writing%20Quality%20.pdf?squence=1&isAllowed</p>	<p>It has been an attempt to investigate the correlation between grammatical competence of some Sudanese university students and their overall writing quality in English. This study has endeavored to shed some light on the impact of grammatical adequacy on the writing standard of the university students in English.</p> <p>The main objective of the study is introducing the major causes of learners' textual and grammatical weakness in the light of their integration with a purpose of proposing appropriate learning</p>	<p>grammatical competence</p> <p>overall writing quality</p> <p>writing standard</p> <p>learning strategies</p> <p>learner- centered activities</p>	<p>The research data have been obtained from two sources of instruments: grammatical competence test and writing competence test both of which have been conducted among the fourth year students of English departments of three academic faculties of two national universities, including Faculty of Arts, University of Juba, Faculty of Education, University of Juba and Faculty of Education of Sudan University of Science and Technology. The research sample consisted of 134 English major students enrolled as full-time learners in the above university faculties. The</p>	<p>The result have shown that although the overall performance of all the students on both tests was found to be poor, the most grammatically competent students have proved to be the best student-writers, in that, they have written better essays than their peers. The result have also shown that this poor register of students' performance in both tests can be largely attributed to their low awareness of the relevant EFL grammatical and composing rules and, that, students' writing proficiency would not be improved by learning only grammatical items, rather, other aspects of language have to be considered. The research findings have also revealed that most of the students' deficiency in the grammatical test was associated with the grammatical areas of tensing affixation, passivisation, reported</p>
--	--	---	--	--

=y	strategies based on learner-centered activities as well as establishing writing-oriented and grammar-directed courses in order to overcome students' disabilities.		data have been computed and statistically analyzed by using the Statistical Package for Social Science (SPSS) program, version 10.5.	sentences and phrasal verbs whereas most of their problematic aspects of the written test have focused on the major composing conventions as regards punctuation, connectives, grammar knowledge, lexicon, spelling and handwriting, and that only the most competent students were able to deal appropriately with such grammatical and composing properties. Similarly, the findings did confirm the research hypotheses.
Su, S. (2005). <i>Globalization and English language education in Korea: communicative competence in English as an international language through private sector education</i>	The purpose of this research was to address the impact of the new policy of English language education, focusing on examining whether private sector education contributed to improving students'	interaction of gender group tutoring experience communicative competence	The population participating in the study was defined as 10th grade students, aged 15-16 years old (freshmen in high school), the first cohort students who have studied English as a regular subject from the	This study found that private English education experience resulted in significant effects on reading-writing scores and listening scores. Students tended to have higher scores once they had experiences on private English education. However, as far as speaking scores are concerned, more

<p>(Doctoral Dissertation, Arizona State University, 2005). Retrieved on August 24, 2016 from https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=Globalization+and+English+language+education+in+korea:+communicative++competence+in+English+as+an+international+language+through+private+sector+education</p>	<p>communicative competence.</p>	<p>private education experience</p> <p>perceptions of students about English education</p>	<p>third grade in the Gangwondo province. A total of 353 (number of male students were 162 and female students were 191) of these students represented the sample and they were randomly selected to participate in this study. The Key English Test (KET) was administered with attached English language private sector participation survey.</p> <p>Two-way analyses of variances were used to determine statistically significant differences between four types of private English education experiences: private tutoring, group tutoring, <i>Hagwon</i>, and</p>	<p>than four years of experience in one type of the private education sector, <i>Hagwon</i>, demonstrated a significant effect.</p> <p>As for gender effect, there were significant gender effects in all categories of private education experience on speaking scores. Private tutoring experiences and group tutoring experiences did not yield a gender effect on reading-and writing scores.</p> <p>Nonetheless, this study also revealed that public English education strived to improve students communicative competence in terms of English as an international language under the government's globalization policy, while the private English education impacted only score-bound instruction.</p>
---	----------------------------------	--	---	--

			a weekly worksheet, gender and the three test scores.	
<p>Sudhakaran, B.(2014). <i>The use of prepositions among malay adults esl learners</i> International Journal of English Language and Linguistics Research Vol.3, No.4, pp.8 – 22, June 2014. Retrieved on July 17, 2017 from http://www.eajournals.org/wp-content/uploads/The-Use-of-Prepositions-among-Malay-Adult-</p>	<p>This study focuses on the ultimate attainment of mastering prepositions by Malay ESL learners, in the absence of formal teaching focused on prepositions.</p>	<p>prepositions Malay Adult ESL Learners</p>	<p>A protracted case study was carried out on seven Malay students from the International Islamic University Malaysia to determine the extent to which students acquired English prepositions in the naturalistic setting. Data from students' interviews and presentations were collected initially and subsequently at six monthly intervals over three years. An analysis of students'</p>	<p>Results showed that although errors persist, most subjects showed improvements in their use of prepositions. These findings imply that grammar should be taught in a way that is compatible with the natural processes of acquisition. Language instructors should also be equipped with special skills to be able to teach prepositions. Learners should also be developmentally ready to acquire prepositions, and changes have to be made in the curriculum for instruction of prepositions.</p>

ESL-Learners.pdf			use of prepositions was carried out.	
<p>Sudhakaran, B. (2015). <i>Acquisition of english prepositions among malaysian learners: A case study</i> International Journal of English Linguistics; Vol. 5, No. 3; 2015 ISSN 1923-869X E-ISSN 1923-8703 Published by Canadian Center of Science and Education http://irep.iium.edu.my</p>	<p>The study sought to determine the extent to which students acquired English prepositions in the naturalistic setting in the written mode, the different types of errors, the use of alternative locative frames, and whether there was a specific pattern in the learning of prepositions. The study used writing tasks where students were required to write</p>	<p>natural acquisition grammar teaching prepositions</p>	<p>A prospective case study was carried out on seven Malay students from the International Islamic University Malaysia. Data was collected at six monthly intervals over three years. An analysis of students' use of prepositions was carried out to monitor progress.</p>	<p>It was found that most subjects had improvements in their use of prepositions, with more errors of commission than omission. One of the most common errors was the unnecessary use of the phrase involving a preposition, 'for me'. Persistent errors could arise due to incomplete linguistic rule formation and transfer from the students' first language (L1). There were also instances of other words like adverbs being used instead of prepositions. The best improvement was seen in the</p>

<p>/42806/4/42806_been a_45714-170767-1- PB.pdf</p>	<p>essays as well as make journal entries.</p>			<p>prepositions 'for', 'in' and 'about'. These findings necessitate the need for corrective feedback on errors, and for grammar instruction to be compatible with the natural processes of acquisition.</p>
---	---	--	--	---

<p>Ta her, A. (2011). <i>Error analysis: A study of Swedish junior high school students' texts and grammar knowledge</i> (Thesis, Uppsala University, 2011) Retrieved on July 20, 2017 from http://www.diva-portal.org/smash/record.jsf?pid=diva2%3A496190&dswid=5049#shash.ru1zZNvw.dpbs</p>	<p>This study is an investigation of Swedish junior high school students' English grammar knowledge, based on their written production. The Swedish students' written productions were analyzed using error analysis as a method to find the most frequent errors that the students make. The errors were identified in texts that were produced in two different ways (free and controlled), and these texts were then compared.</p>	<p>Second language acquisition error analysis form-focused grammar teaching the zero option</p>	<p>The study was conducted through (a) identifying the most frequent grammatical errors in Swedish students' written production, (b) analyzing what causes the errors to be made, and (c) distinguishing if there is any difference between free written or controlled written production. The students' grammatical knowledge was discussed on the basis of the results of these procedures.</p>	<p>The results show that the most frequent errors made by Swedish junior high school students are errors of verb tense, verb inflection and subject-verb agreement. The errors are probably caused by lack of grammatical knowledge, but also by incorrect transfer from Swedish into English. Furthermore, the results show that the students from the two target groups to some extent make the same type of errors regardless of their productions were free written or more controlled.</p>
--	---	--	---	---

<p>Tchoutezo, E. (2010). <i>Instruction and development of second language acquisition pragmatics: an investigation to the sociolinguistic communicative competence</i> (Doctoral Dissertation, 2010). Retrieved on August 26, 2016 from https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=Instruction+and+development+of+second+language+acquisition+pragmatics:+an+investigation+to+the+sociolinguistic+communicative+</p>	<p>The purpose of this study was first to explore the perceptions and attitudes of ESL instructors regarding pragmatics instruction in second language classes. Second, this study is also designed to add to the scholarly literature regarding the importance of pragmatics instruction in developing second language communicative competence. And third, this study on the impact of pragmatics instruction helps to illuminate how aspects of pragmatic features can be taught.</p>	<p>communicative competence sociolinguistic competence pragmatics pragmatics competence pragmatics and grammar pragmalinguistic and socio pragmatic competence pragmatics and Second Language acquisition instruction</p>	<p>The study site of this project was in Southern California Community College. Five participants of this project were ESL instructors from different backgrounds. Participants included one male and four females, aged between 47 and 62 years old. The participants were from both the United States and other countries.</p> <p>The present study used a qualitative research method to obtain data in the instruction and development of second language acquisition pragmatics.</p>	<p>The findings of this study indicated that the instructors attached a high level of importance to the integration of pragmatics instruction in their second language classes. This included the instructors who took into account learners' socio-cultural and linguistic backgrounds, learning styles, proficiency levels, and socio-economic and political traits of learners, as the classes contained Asian, European, and Latin American students.</p> <p>In total, the instructors believed that there were positive impacts in the pragmatics instruction and that learners who received pragmatics instruction perform better and improve their communicative competence.</p>
--	--	--	---	---

<p>Tse, A.Y.H.A Case (2014). <i>Study of grammatical errors made by Malaysian students</i> Universiti Tunku Abdul Rahman Kampar, Malaysia International Journal of Science Commerce and Humanities Volume No 2 No 5 July 2014. Retrieved on July 20, 2017 from https://www.google.com.ph/?gfe_rd=cr&ei=uVniV9O6EsrA9AW5r6-YAg&gws_rd=ssl#q=grammatical+errors+made+by+Malaysian+students+</p>	<p>The goal of this study is twofold: a) to detect the grammatical errors made by university students and b) to propose ways to help them avoid making errors.</p>	<p>error analysis contrastive analysis second language acquisition</p>	<p>Sixty samples of paragraphs written by first year university students from the Department of Languages and Linguistics from a private university in Malaysia were collected and analysed. A total of 797 errors were discovered in the findings.</p>	<p>Six significant errors appeared in the sample were a) singular/plural; b) articles; c) prepositions; d) adjective/noun; e) subject-verb agreement; and f) tenses. Various ways to cope with errors, for instance, 'process writing' and 'peer correction', are recommended to help the learners avoid making errors. To conclude, errors are significant and unavoidable but there are measures to aid the learners to ameliorate their writing skills and acquire grammar accuracy.</p>
--	--	--	---	---

<p>Tuan, V. V.(2017). <i>Communicative competence of the fourth year students: basis for proposed english language program</i> Hanoi University of Business and Technology, Vietnam English Language Teaching; Vol. 10, No. 7; 2017 ISSN 1916-4742 E- ISSN 1916-4750 Published by Canadian Center of Science and Education. Retrieved on June 28, 2017 from https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=Communicative+competence+of+the+fo</p>	<p>This study on level of communicative competence covering linguistic/grammatical and discourse has aimed at constructing a proposed English language program for 5 key universities in Vietnam.</p>	<p>communicative competence performance linguistic competence discourse competence</p>	<p>The descriptive method utilized was scientifically employed with comparative techniques and correlational analysis. The researcher treated the surveyed data through frequency counts, means and percentage computations, and analysis of variance/t-test to compare two main area variables. The respondents were 221 students from 5 universities randomly chosen.</p>	<p>The major findings of the study generally reveal that the students' level of communicative competence is a factor of their parents' academic influence. Their linguistic/grammatical and discourse competence is helped by their chance for formal and intensive learning, conversing with a native speaker of the English language, rich exposure to social media networks, and reading materials written in English. Moreover, the students' greatest strength along linguistic competence is on the use and function of noun, pronoun and preposition, while their weaknesses are on the use and function of conjunction, adverb, interjection, and verb. It is a general finding that the 4th year students who are linguistically competent on the whole system and structure of a language or of languages in general (consisting of syntax,</p>
---	---	---	---	--

<p>urth+year+students:+ basis+for+proposed+ english+language+pro gram+</p>				<p>morphology, inflections, phonology and semantics) have the tendency to speak or write authoritatively about a topic or to engage in conversation.</p>
<p>Unggul, G. et. al (2017). <i>An analysis of gerund and the infinitive in argumentative essays</i> Universitas Teknokrat Indonesia Vol.15, No. 1, 2017 Teknosastik, Jurnal Bahasa dan Sastra Retrieved August 1, 2017 http://ejurnal.teknokrat.ac.id/index.php/tekno_sastik/article/view/14/0</p>	<p>This article is about gerund and to infinitive usages made by students in their argumentative essays. The research identified grammatical problems occurred in argumentative essays. The theories of Dulay about errors and Harmer about grammar were used.</p>	<p>Gerund grammatical problem to infinitive</p>	<p>The writers used taxonomies in classifying errors into four types which are omission, addition, misformation and misordering. The method used was library research. In collecting the data, the researchers used students' papers taken from two classes of a university.</p>	<p>The writers concluded that the most common problem in using gerund and to infinitive is misformation. Students found it difficult to use gerunds and to infinitives. It also showed that practice is needed to solve the grammatical problems faced by the students.</p>

<p>Uthman, A. A. et.al (2015). <i>An analysis of common grammatical errors made by saudi Arabia students in writing</i> Sudan University of Science & Technology–College of Languages Express, an International Journal of Multi Disciplinary Research ISSN: 2348 –2052 ,Vol. 2, Issue3, March 2015 Retrieved July 25, 2017</p> <p>http://express-journal.com/pdf/march2015Issue3/AnAnalysisofCommonGrammatical_adam.pdf</p>	<p>The study aims at investigating the possible causes of grammatical errors made by Saudi university students in composition writing.</p>	<p>grammatical errors writing error analysis</p>	<p>The study adopted the descriptive analytic research method. The data of the study was collected from a composition writing test for the students. The test was administered to a total sample of 250 first year Saudi students, not majoring in English language at Jazan University in Saudi Arabia. The above mentioned tool satisfied the criteria of validity and reliability.</p>	<p>The findings revealed low abilities of the students in understanding and using syntactical rules properly which was reflected in the enormous number of grammatical errors made the respondents in the test. Wrong tense errors, prepositions, articles errors were found to be the most frequent ones. The findings also revealed that negative transfer from the mother tongue language is the major cause of most of the syntactical errors made by the students in the written text.</p>
--	--	--	---	---

<p>Valdivia, R, A. N. (2005). <i>Documenting the communicative competence of bilingual preschoolers with down syndrome</i> (Doctoral Dissertation, University of Illinois at Urbana-Champaign, 2005). Retrieved on August 26, 2017 from https://www.ideals.illinois.edu/handle/2142/79876</p>	<p>The purpose of this case study was to document and examine the communicative competence of Mexican American preschoolers with Down syndrome growing up in bilingual contexts.</p>	<p>Communicative competence individuals with disabilities English Language Learners (with disabilities) referral assessment instruction</p>	<p>The focal participants of this study were one boy and three girls: All four focal participants were of Mexican origin, second-generation immigrants, and diagnosed with Down syndrome. Field notes were used to document interview and observation data. Supplemental data including school accountability reports, parent brochures, Individualized Education Plans, and assessment reports also were collected.</p>	<p>Findings showed that the children demonstrated communicative competence skills in all settings, though the variety and quantity of skills in English, Spanish, or mixed code increased in settings with a positive affective climate and in settings where their home language(s) was acknowledged and valued.</p> <p>All four participants performed comparatively to other same-age peers with Down syndrome who come from monolingual homes and community contexts. A number of implications for research and practice are formulated based on the findings.</p>
---	--	---	--	--

<p>Valeeva, et.al. (2016). <i>Foreign language professional communicative competence as a component of the academic science teachers' professional competence.</i> (International Journal of Environmental and Science Education, v11 n3 p173-181 2016) International Consortium for the Advancement of Academic Publication. Abant Izzet Baysal University, Faculty of Education, 14280 Golkoy-Bolu, Turkey. Retrieved on August 26, 2016 from https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl</p>	<p>The article discussed the problem of developing the foreign language communicative competence of academic science researchers and lecturers within the framework of international education and integration into the united European educational area.</p>	<p>Second Language Learning Second Language Instruction Specialists communicative competence (languages) teaching Methods international cooperation Instructional Innovation Theory Practice Relationship</p>	<p>The research methods are studying and summarizing innovative pedagogical experience, reviewing the results of educational activities of academic science teachers in the sphere of improving the foreign language communicative competence which allow to reveal the status of this scientific problem in the pedagogical theory and practice. To test the hypothesis a series of mutually reinforcing methods was used: - theoretical methods – surveying of publications on the research problem;</p>	<p>The article described a project aimed at development of the foreign language communicative competence--a system of personal characteristics and skills--which creates perfect conditions to encourage educational and scientific activities of academic science teachers. The materials of this article may be of use to higher school lecturers and researchers who are interested in mastering their foreign language skills to develop their foreign language communicative competence. In the process of teaching a foreign language to the academic teaching staff of the Kazan Federal University and Vyatka State Humanities University an integrated program was developed and</p>
---	---	---	---	---

<p>#q=Foreign+language +professional+commu nicative+competence +as+a+component+of +the+academic+scien ce+teachers%E2%80 %99+professional+co mpetence.</p>			<p>studying and summarizing innovative pedagogical experience;</p> <p>- empirical methods – participant observation, testing, questioning, studying the results of the learning activity of the academic teaching staff.</p>	<p>implemented in the education process. The main task of the program was to improve the basic professionally significant knowledge of a foreign language and motivate the staff to acquire such knowledge.</p>
--	--	--	---	---

<p>Vethamani, M. E. et.al (2008). <i>Students' use of modals in narrative compositions: forms and functions</i> Faculty of Educational Studies University Putra Malaysia 43400 Serdang, Selangor, Malaysia English Language Teaching www.ccsend.or/journal.html Vol.1,No.1 June 2008</p> <p>Retrieved on July 18, 2017 from http://files4.pdf</p>	<p>The aim of the study was to investigate the distribution and functions of modals used in the students' writing.</p>	<p>modals modality corpus discourse analysis narrative compositions</p>	<p>This article presents the findings of a corpus based research that investigated Malaysian ESL learners' use of modals in two written tasks. The research design comprised a qualitative technique through discourse analysis supplemented with some descriptive statistics derived from a concordance which identified modals used by the students at two different levels.</p>	<p>The findings showed that the preferred modals for the two levels are modals can, will and could which were used to express ability and certainty. Modals of probability/possibility showed lower frequencies of use in the writing. Also, students at the lower level were less competent in using past form modals as compared to those at the higher level. This study indicates that the students were able to perceive the conceptual meaning of each modal and their communicative function.</p>
---	--	--	--	--

<p>Waite, B. (2006). <i>The role of communicative competence and culture in current foreign language teaching</i> (Doctoral Dissertation, University of Colorado, 2006). Retrieved on August 24, 2017 from https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3leIAw&gws_rd=ssl#q=The+role+of+communicative+competence+and+culture+in+current+foreign+language+teaching+</p>	<p>The researcher examined language acquisition theory and how the role of communication and culture fit into what it meant to actually become proficient in a language. She then discussed what was being done in the foreign language classroom with regard to providing students with real-life exposures of the target language through incorporating communicative competence and cultural aspects</p>	<p>language Acquisition linguistic competence communicative competence cultural Competence</p>	<p>In this study, the researcher examined how instructors of Spanish as a second language were actually teaching their students, how they were balancing the requirements of their particular institution with the guidelines for teaching foreign language found in the National Standards for Foreign Language (1999). The study made use of observations/ field notes of three Spanish foreign language classrooms, interviews, document and assignment analysis, and student surveys</p>	<p><u>On Communicative Competence</u> There was more of a focus on linguistic competence rather than communicative competence. Some communicative activities were implemented, but the English language dominated those activities; thus, not aligning to the national standards with regard to communication. <u>On Culture</u> Department lacked a standard on how culture would be integrated into the Spanish classes. Instructors had an overwhelming strong desire to teach culture and make it part of their language classrooms. There was a disconnect</p>
--	---	---	--	---

				<p>between what teachers said they wanted to do and what they did to integrate culture into their teaching.</p> <p>Cultural teaching observed included culture as 'information' and culture as 'process'.</p>
<p>Younes, Z. B. et. al (2015). <i>Exploring the most common types of writing problems among English language and translation major sophomore female students at tabuk university</i> Asian Journal of Basic and Applied Sciences Vol. 3, No. 2, 2015 ISSN 2313-7797 Retrieved July 25, 2017</p>	<p>The purpose of this study is to explore the most common types of writing problems among English language and translation major sophomore female students at Tabuk University. The study was conducted in the Department of English and Translation at Tabuk University.</p>	<p>English –Major Undergraduate Writing Writing Problems</p>	<p>Forty students participated in this study; they were asked to give a sample of their own writing modules and to answer a questionnaire about what they think the reasons behind the types of writing problems they face when they write in English.</p>	<p>The data revealed that there are different types of writing problems among English language and translation major sophomore female students at Tabuk University. The findings of the study showed that most language problems which manifested themselves in the students' writing were as follows: 1-grammatical problems in the field of tenses, prepositions, syntactic, subject – verb agreement and the use of articles. 2-Punctuation problems at the level of the absence, the</p>

<p>nt.search.myway.com /search/GGmain.jhtml ?n=783a3458&p2=^B SB^x dm014^TTAB02 ^ph&pg=GGmain&pn =1&ptb=6F73869C- 9F46-476E-933C- 1769900AE53B&qs= &searchfor=EXPLORI NG+THE+MOST+CO MMON+TYPES+OF+ WRITING+PROBLEM S+AMONG+ENGLIS H+LANGUAGE+AND +TRANSLATION+MA JOR+SOPHOMORE+ FEMALE+STUDENT S+AT+TABUK+UNIV ERSITY+%2F+2015& si=CKGkuuedvNUCF ZQGKgodn5YM8g&ss =sub&st=tab&tpr=hst &trs=wt&ots=150191 2236611</p>				<p>misuse or the addition of punctuation marks.³ -Spelling problems in the field of substitution, omission, addition, disordering, segmentation and recognizable words. The findings also revealed the reasons behind students' writing weaknesses from their perspectives.</p>
--	--	--	--	---

<p>Xue, Mo. (2013). <i>Effects of group work on english communicative competence of chinese international graduates in united states institutions of higher education</i></p> <p>(Qualitative Report, 2013). Retrieved on August 24, 2016 from https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3leIAw&gws_rd=ssl#q=Effects+of+group+work+on+english+communicative+competence+of+chinese+international+graduates+in+united+states+institutions+of+higher+education</p>	<p>This qualitative study investigated 14 Chinese international graduate students' lived experiences with group work and the effects of English communicative competence.</p>	<p>graduate students foreign Students Asians student experience group activities Cooperative Learning, English (Second Language), communicative competence (Languages), interviews student attitudes student behavior behavior change attitude change student adjustment</p>	<p>A qualitative phenomenological approach (Husserl, 1931) was employed to gain an in-depth insight into Chinese international graduate students' lived experiences with group work in a real L2 context and the effects of group work on their English communicative competence from their perspective. Fourteen Chinese graduate students in the disciplines of English, communication, education, business, human science, and computer science were selected to participate in this study through</p>	<p>The results revealed that group work greatly improved their English communicative competence in terms of grammatical competence, sociolinguistic competence, and strategic competence. Suggestions for educational researchers, international students, and Chinese EFL instructors were provided.</p> <p>The interview results showed that these participants' attitudes towards group work went through changes from initial inadaptation or dislike to later adaptation or acceptance, and the time for their adjustment ranged from half a year to one year.</p>
--	---	---	---	---

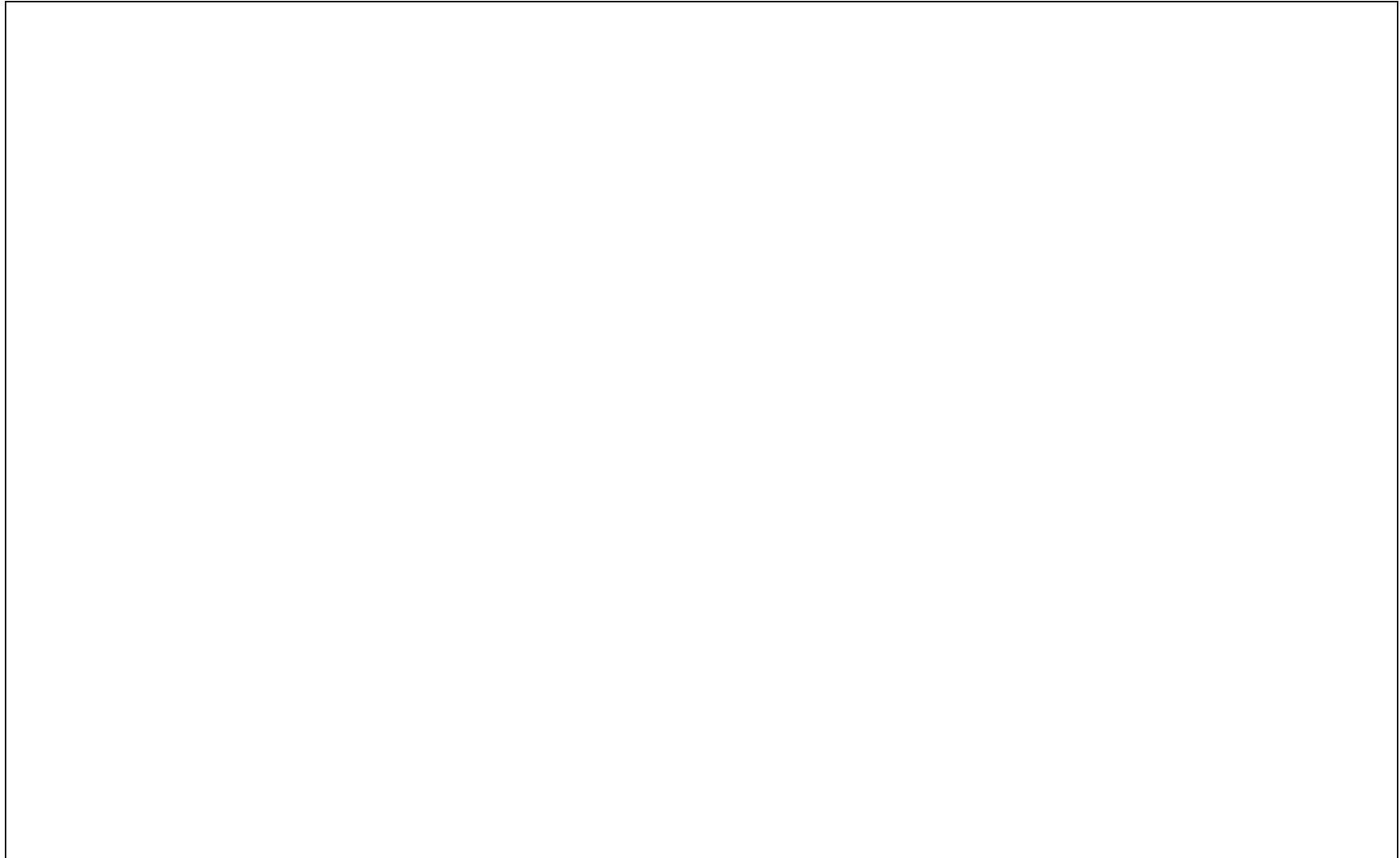
			purposeful sampling	
--	--	--	---------------------	--

<p>Yan, J. A. (2007). <i>Grammatical competence of fourth year English majors of benguet state university</i> Benguet State University, La Trinidad, Benguet. Retrieved on June 6, 2017 from digilib.bsu.edu.ph/greystone/collect/master/index/assoc/HASH01f9.dir/doc.pdf,</p>	<p>This study assessed the level of grammatical competence of the fourth year English Major Students of Benguet State University. It studied the level of grammatical competence along the five areas of grammar and compared the competence of the respondent according to age, gender, and school graduated from.</p>	<p>level of grammatical competence five areas of grammar age gender school graduated from</p>	<p>The data were gathered by administering 100 item teacher made test to fourth year English major students of the Benguet State University. The T-test and The Normal Standard Scoring were used to test the hypothesis of the study.</p>	<p>The result showed that the overall level of grammatical competence of the fourth year English major students was 14.08 or competent. With regard to the different areas of grammar, the fourth year English Major students were highly competent on the area of subject verb-agreement (16.64) but they were moderately competent on the area of verb tenses (14.96). Moreover, they are competent on modals (12.94) and on active and passive voice (13.56). However, with the use of preposition, they were fairly competent with a computed mean of (12.34).</p> <p>According to age, the grammatical competence of fourth year English major students was competent. Both age groups were highly competent on the use of subject verb agreement, moderately</p>
--	---	---	--	--

				<p>competent on the area of verb tenses, competent on the use of modals and active and passive voices. However, in the use of prepositions, the second group (ages 21-23) got a mean of 12.57 or competent while the first group (ages 19-20) got a mean of 12.08 or fairly competent from the computed t. value of 0.05 based on the 2 tailed value of .41. It means that there is no significant difference when it comes to age along their performance level.</p> <p>As to gender, the fourth year English major students obtained a mean of 13.94 or competent. The males were highly competent on the usage of subject verb agreement, competent on the usage of verb tenses and active and passive voice, fairly competent on the uses of prepositions and modals.</p>
--	--	--	--	---

				<p>On the other hand, females were highly competent on the use of subject-verb agreement, moderately competent on verb-tenses, competent both on the use of modals and active voice but fair on the use of prepositions. From the result, it implied that both males and females need improvement in the use of prepositions.</p>
--	--	--	--	---

<p>Zeng, M. (2004). <i>The role of grammatical instruction within communicative language teaching among Chinese esl students</i> (Doctoral Dissertation, University of Windsor Windsor, Ontario, Canada 2004). Retrieved on August 26, 2016 from https://www.google.com.ph/?gfe_rd=cr&ei=N5KzWMySMbDz8AeD3lelAw&gws_rd=ssl#q=The+role+of+grammatical+instruction+within+communicative+language+teaching+among+Chinese+esl+students</p>	<p>This thesis examined the important role of grammatical instruction within Communicative Language Teaching from the perspectives of fifteen Chinese ESL adult students.</p>	<p>overview of communicative activities</p> <p>CLT classroom</p> <p>grammatical competence</p>	<p>By observing four ESL classes that use CLT and interviewing fifteen Chinese ESL students and four ESL teachers.</p>	<p>The case study found that Chinese ESL students regard grammar instruction within CLT as a linking tool, which helps them to realize the functional purpose of grammar knowledge and to achieve communicative competence.</p> <p>The findings from the case study suggest that it is better to combine and balance explicit and implicit grammar instruction within meaningful, authentic and communicative context, so that Chinese students can benefit from grammar instruction within the context of Communicative Language Teaching.</p>
--	---	--	--	---



Dear Students,

The undersigned is currently conducting a study entitled: *Communicative Competence of Teacher Education Students*. Through the result of this study, it will serve as basis for an intervention program to be conducted with the future educators.

Rest assured, the results of the test will be taken with utmost confidentiality.

Thank you.

Yours truly,

Mrs. Ma. Leonora M. Cagurangan

SEAS Faculty/ Researcher

Profile of the Respondents:

I.D. # _____ Course and Year: _____ Major: _____

Sex: _____ Age: _____ Local dialect: _____

I. Read and answer correctly the items that follow. Encircle the letter of your answer or write your answer on the space provided for.

Choose the best way to complete the sentences.

- 1 The word 'really' is an .
A adverb B adjective
- 2 The word 'that' is a _____.
A determiner B preposition
- 3 The subject of a sentence usually comes _____ the object.
A after B before

4 Tess bought some flowers ____her mother.

A to B for

5 Sara bought a pen and gave _____ to Claire.

A it B them

Write one word in each gap to complete the sentences.

- 6 William is ____a white shirt.
- 7 I ____ like watching scary films.
- 8 What _____you do last night?
- 9 When my alarm went off I _____ dreaming about work!
- 10 He hasn't _____all of his lunch.

Choose the best way to complete the sentences.

11 _____ been waiting to see a doctor for ages.

A I'm B I've

12 I was late because _____ got stuck in traffic.

A I'd B I've

13 She was tired because she'd _____ all day.

A been working B was working

14 I think _____ stay in tonight.

A I'll B I'll going to

15 By the time you get home I'll _____ my work.

A be finished B have finished

Write one word in each gap to complete the sentences.

16 The contracted form of 'we would' is _____.

17 _____ Wei Jun got a girlfriend?

18 _____ gave you those chocolates?

19 _____ was the film like?

20 _____ color looks better, blue or green?

Choose the best way to complete the sentences.

21 Students _____ to take drinks into class.

A aren't allowed B can't

22 You've been sleeping all day. You _____ be tired.

A can't B mustn't

23 I've written the report so you _____ do it.

A mustn't B needn't

24 Would you _____ picking me up?

A like

B mind

25 We lost the match. We _____ played better.

A should B should have

Write one word in each gap to complete the sentences.

26 Hyundai cars _____ made in South Korea.

27 When I got to the garage, my car _____ been repaired.

28 The winner should _____ chosen very soon.

29 The criminals were caught _____ the police.

30 The passive is more common in than in _____ speech.

Choose the best way to complete the sentences.

31 A trophy _____ to the winning team.

A gave B was given

32 It is _____ that the company is losing money.

A said B told

33 I must _____ a suit made for the wedding.

A have B had

34 The cars have _____ to the USA.

A to be shipped B shipped

35 Zenip loves _____ to expensive restaurants.

A being taken B taking

Write one word in each gap to complete the sentences.

36 The students promised _____ do their homework.

37 Would you _____ helping me?

38 I didn't _____ to break the mirror!

39 Can you remember ____ your keys in your bag?

40 I asked my manager _____ give me the day off.

Choose the best way to complete the sentences.

41 We couldn't decide where ____ for lunch.

A to go **B** shall we go

42 It is important ____ your name.

A to sign **B** signing

43 I might ____ a new PC next week.

A buy **B** to buy

44 Are you afraid of ____ in a helicopter?

A fly **B** flying

45 Are you in favor of ____ smoking in public places?

A ban **B** banning

Write one word in each gap to complete the sentences.

46 How ____ money have you got in your pocket?

47 All the doors ____ open!

48 Politics ____ an interesting subject.

49 It's raining so we will need ____ umbrella.

50 We are going to ____ UK on holiday.

Choose the best way to complete the sentences.

51 Look at ____ birds in the tree over there.

A these **B** those

52 Are these tickets ____?

A yours **B** your

53 There isn't ____ milk in the fridge!

A some **B** any

54 A ____ people were feeding the ducks.

A little

B few

55 I didn't like ____ of the books you lent me.

A either

B neither

Write one word in each gap to complete the sentences.

56 When will you give ____ our homework?

57 Is ____ a train that goes to Oxford?

58 Eating fish is good for your health, isn't ____?

59 I made ____ a salad because I'm on a diet.

60 Please make ____ at home.

Choose the best way to complete the sentences.

61 It is obvious that they really like ____ other.

A each

B one

62 I've got a mobile phone but ____ is broken.

A it

B one

63 I've got some sweets. Would you like ____?

A it

B one

64 Everyone ____ really enjoying the party.

A are

B is

65 Is there ____ good on TV?

A something **B** anything

Write one word in each gap to complete the sentences.

66 A holiday is 'relaxing'. A person feels ____.

67 We form many adverbs by adding 'ly' to an ____.

68 The results are good. You all did ____

in the test.

- 69** The opposite of 'more' is ____ .
70 My brother is much taller than ____ am.

Choose the best way to complete the sentences.

- 71** I started working for this company two years ____ .
A ago **B** before
72 The house was burgled ____ the night.
A while **B** during
73 I'll pick you up ____ to the conference.
A on the way **B** in the way
74 This is an example ____ a good essay.
A in **B** of
75 I'm really worried ____ my best friend.
A of **B** about

Write one word in each gap to complete the sentences.

- 76** I'm sorry but I don't agree ____ you.
77 My manager congratulated me ____ my performance.
78 A ____ verb is a verb plus an adverb.
79 The phrasal verb 'give ' ____ means 'stop'.
80 When I'm in town I'll call ____ on you.

Choose the best way to complete the sentences.

- 81** Yin Tao ____ me he was busy tonight.
A said **B** told
82 Suzi says ____ meeting a friend after work.
A I'm **B** she's

- 83** Mika said it ____ raining all week.
A has been **B** had been
84 In the interview they asked ____ I could drive.
A if **B** me
85 I offered ____ her a cup of coffee.
A to buy **B** to bought

Write one word in each gap to complete the sentences.

- 86** The book ____ I read on the plane was excellent.
87 Daniel is the student ____ sister is famous.
88 There are ____ kinds of relative clause.
89 We can't leave the pronoun out of an ____ clause.
90 The woman ____ a hat is my aunt.

Choose the best way to complete the sentences.

- 91** If the weather is good, ____ have a picnic.
A we'll **B** we'd
92 If I worked harder, ____ get better results.
A I'll **B** I'd
93 If he'd driven more carefully, he ____ crashed.
A wouldn't **B** wouldn't have
94 You won't get fat ____ you eat lots of junk food.
A unless **B** if
95 I ____ I hadn't spent so much money!
A wish **B** if only

Write one word in each gap to complete the sentences.

96 ____ taking the medicine, I still
feel ill.

97 I'm going on holiday ____ relax.

98 This machine is used ____ cutting
metal.

99 Federica likes cats and I like them
_____.

100 Tara is going to India. She is _____
going to Nepal.

**II. Essay: In 5- 10 sentences, answer
the question that follows.**

How do you see yourself as a teacher
five (5) years from now?

