

## Proposed Work Text in Teaching and Learning Communication Arts for Freshman College Students

DOI: <https://doi.org/10.47175/rielsj.v3i3.535>

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### ABSTRACT

Teaching and learning English can be most successful with developed instructional materials that are research-based. This study investigated the grammatical competencies of college freshman students with the end-in-view of proposing a worktext in teaching/learning communication arts. The study used descriptive analysis method. 64 freshman students enrolled in English 11a (Communication Arts and Skills 1) were used as participants. Results revealed that the freshman students' grammatical competencies improved from "fairly competent" before exposure to the modules to "competent" after exposure. Moreover, findings indicated that there was significant difference in the competency level in grammar of the respondents before and after exposure to the worktext. This means that after using the worktext, the students' level of competence in grammar greatly improved. Hence, the worktext as an instructional material in teaching/learning communication arts is effective.

### KEYWORDS

Communication arts and skills; grammatical competence; modules; teaching and learning; work text

### INTRODUCTION

Philippines now being part of the global village, its citizens, Filipinos face more challenges requiring them to be more competitive. To be able to survive in this business and electronically driven world, they need not only be equipped with relevant technical skills but also possess good communication skills in English, it being the *global lingua franca*. It is lamentable, however, that they are now wanting in the skills to communicate in the international language. This phenomenon is ascribed to the Filipinos' weakening English proficiency. Indeed, this has become one serious problem that besets the Philippine education system today.

The Department of Education (DepEd), to address the decay in the Filipinos' English proficiency, has vigorously taken some steps to remedy the problem like re-training language teachers and subjecting teacher applicants to stricter screening or evaluation processes. The Commission of Higher Education (CHED) has also initiated some steps like organizing in-service trainings for teachers along language instruction and continuously revisiting college curricula for Higher Education Institutions (HEIs). Although concerned agencies have been doing something to solve the English erosion of Filipinos, the bigger responsibility in combating the problem is left to classroom teachers. In the final analysis, it is the teacher who is at the forefront of finding solutions to the problem. With the language teacher being committed, competent and creative he can truly contribute in the effort to regain the losing English proficiency of Filipinos. But why is really important for Filipinos to be skillful in the English language?

The following are several reasons why proficiency in English is a *sine qua non* for the Filipinos:

First, Paragraph 1, Section 7 of Article XIV of the Philippine Constitution provides that “*for purposes of communication and instruction, the official languages of the Philippines are Filipino and, until otherwise provided by law, English.*” (De Leon, 2008). This means that the importance of English is recognized in our fundamental law. It even mandates its use on our land. The English language, along with Filipino, is used as the medium of communication and instruction in both public and private institutions. Thus, Filipinos should learn to use the language.

In fact, in view of the marked decline in the ability of Filipinos to communicate in English, then former President Gloria Macapagal Arroyo issued Executive Order No. 210 on March 7, 2003 “establishing the policy to strengthen the use of the English as a medium of instruction in all public and private institutions of learning in the secondary and tertiary levels” (De Leon, 2008).

Second, English is the language of professions. Filipino workers particularly those in the government sector are required to obtain working knowledge in English as it is necessary in the practice of their professions. Moreover, English is the accepted universal language of commerce, and media, science and economic political discourse. It is the language of cyberspace or information technology (De Leon, 2008). Today, two very promising jobs to Filipinos are the *business process outsourcing* (BPO) and call centers. These jobs are lucrative but require excellent English skill. Recently, some reports have revealed that only few Filipinos qualify for call center jobs because they lack the required competence level demanded by the job.

And finally, as they live now in a global village, the Filipinos must communicate well in the international language – English. Foreign relations are carried on in English. In international conferences, the language used by delegates is English. Filipino overseas workers use the language. In fact, it is strictly required of them to speak and write good English before they can get work overseas.

Hence, considering the above reasons, the ability to communicate in English has certainly become indispensable for Filipinos. If one truly desires to improve his life status, he has to know English.

For a number of decades the Filipinos had enjoyed a legacy of English proficiency. At the end of the 1980’s the Philippines continued to be on top of its Asian neighbors in speaking and writing English (De Leon, 2002). However, years thereafter have seen the deterioration of Filipinos’ English proficiency.

In a study entitled “Roadmap to More Foreign Investments”, the American Chamber of Commerce (AmCham) reported extensive erosion in the Filipino’s ability to speak, read and write English. This takes toll on their competitive edge as an English proficient, well-educated, and readily trainable workforce (Panerio, 2004).

A related study made by the Asian Development Bank (ADB) stated that “while the Philippines has a higher number of college graduates than other countries in Southeast Asia, its quality of education at the secondary and tertiary levels fails in comparison with its neighboring countries” (Panerio, 2004).

Another glaring evidence of Filipinos’ English deficiency is the low percentage of passers in bar examinations every year. Despite the continued use of English as medium of instruction, English proficiency among Filipinos has generally declined. A common observation among bar examiners is that examinees reveal not only a lack of ability to communicate their ideas in English which is the language used in the bar examinations. (Cortes, 1994)

In his book “Basic Legal Writing”, Atty. Mauricio C. Ulep (2002) wrote his observation, thus: “in the College of Law, it is safe to say that at least sixty percent of those who are enrolled possess only the abilities of high school student when it comes to the correct use of grammar and the English language.

*And most recently,*

In his almost seventeen-year stint as a language instructor at Isabela State University-Ilagan Campus, the researcher himself has his own account of experiences with respect to dealing with students’ English deficiency. Teaching English 13 (Communication Art and Skills I), he has witnessed how poor his students are in expressing their ideas both in spoken and written English. He has found them weak in these areas: parts of speech, subject-verb agreement, vocabulary, spelling, mechanics, and use of idiomatic expressions. Knowing English grammar is basic to achieving *communicative competence* in English. That his students are wanting in this fundamental knowledge is truly regrettable to the researcher.

The issues discussed above are indeed reflective of how bad the status of English communication skills of the Filipinos is today. While Filipinos tend to go global, they have been losing their most potent tool to survive the stiff competition – their English proficiency. Therefore, cognizant of this serious problem, the researcher has taken the responsibility of conceptualizing a possible solution, using his own creativity. He saw the need to assess the grammatical competencies of his freshman students at ISU-Ilagan enrolled in English 11 (Communication Arts I). Purposely, he did it to design an Instructional Material (IM), a work text in particular which, he thinks, shall be very useful in improving students’ English proficiency. A survey of the entry knowledge of freshmen in English grammar is vital because it will reveal what particular areas these students are weak in. This shall allow him to design his work text in such a way that it can strengthen these weaknesses.

It is the researcher’s belief that mastery of the English grammar is a must for college students to excel academically. As pointed out by (Mufanti, Susilo, Gestanti, & Nimasan, 2019), English grammar is a vital component of language which students have to learn and master in order to learn English being the target language. Additionally, they emphasized that at the university level, the curriculum is designed in such a way that grammar is taught in the early semester because it serves as foundation in learning the four basic skills of listening, speaking, reading, and writing.

This study is therefore hoped to help address the deterioration in English proficiency of freshman college students at ISU-Ilagan Campus.

### *Conceptual Framework*

This study focused on the development of a teacher-made instructional material (work text) whose main objective is to improve the grammatical competencies of students. Designing teaching materials particularly has numerous advantages to both language teachers and students.

Giving advantages of teacher-produced materials, Sipayung & Pangaribuan (2019) stressed that teachers shall improve their literacy as they produce materials based on context; students’ heterogeneity inside the classroom will be overcome; the teacher shall have ‘personalisation’ in designing the material in that he or she can freely add personal touch based on the students’ culture, personality, and learning styles. Furthermore, teacher-designed materials could avoid the idea of “one-size-fits-all” instruction (Sipayung & Pangaribuan, 2019).

Teaching English as a Second Language (TESL) is truly a difficult task for language teachers. The sad status of Filipinos' English proficiency tells that something should really be done to improve language instruction in the country. A language teacher himself, the researcher had to know his starting point to find a solution to the problem. And he found it proper to begin with an assessment of his students' grammatical skills. By administering a language test, he could determine his students' grammatical competence level identify their weaknesses. Then, the researcher could aptly design an instructional material (IM) to enhance language instruction. This instructional material is a work text in teaching communication arts in English. Work text is the most appropriate and timely instructional material to make because of the following reasons:

First, the work text as IM provides for *programmed instruction* whereby the teacher can select and sequence lessons to be taught. Programmed instruction is a method of presenting new subject matter to students in a graded sequence of controlled steps. Students work through the programmed material by themselves at their own speed and after each step test their comprehension by answering an examination question or filling in a diagram (Edutech Wiki, 2007).

Second, the work text shall consist of lessons or topics arranged into *modules*. Module is defined as "an instructional package dealing with a single conceptual unit of a subject-matter" (Russel, 1974). Modules are important because: (1) they take into account individual learning styles, (2) they are flexible to meet variable learner needs, (3) place maximum responsibility on the learner, and (4) they provide for active participation by the learner, reinforcing the theorem (Russel, 1974) of *learning by doing*. Today, the use of modules in teaching or what is aptly called modular instruction (MI) has emerged as one of the most promising alternatives in higher education given its emphasis on individualized learning and its adaptability to large number of students (Goldschmid, 1973).

Third, with the provision of copious drills and exercises to strengthen what has been learned after each lesson in the workbook, Edward Lee Thorndike's learning principle of *law of exercise* is met (Bustos and Espiritu, 1996). This law states that constant repetition of a response strengthens its connection with the stimulus and disuse of a response weakens it.

Fourth, a work text is also beneficial to teachers as they may no longer need to re-teach lessons previously discussed in class. With work text, students can study lessons they have missed anywhere and anytime. The work text provides simple and adequate explanations of lessons as well as sufficient examples or illustrations. Moreover, individual differences among learners are supported by the work text since it caters to both slow and fast learners giving them equal opportunities to learn at their own pace.

Finally, the researcher, by making and designing his own work text, is able to respond to and comply with the requirement of Isabela State University that every faculty member thereat prepare instructional materials which include among others workbooks or work texts.

### ***Objectives of the Study***

This study investigated the grammatical competencies of freshman students of ISU-Ilagan, Isabela with the end-in-view of proposing a work text in teaching/learning Communication Arts. Furthermore, it looked into the profile of the students, determined the competency level in grammar of the students, compared the competency level (pretest- posttest) in grammar of the respondents when grouped according to profile, compared the results of the pretest and posttest, and determined factors or criteria to be considered in the design of the work text.

## **RESEARCH METHODS**

In order to determine the grammatical competencies of freshman students of ISU-Ilagan, Isabela with the end-in-view of proposing a work text in teaching/learning Communication Arts, the researcher utilized the descriptive analysis method. As defined by Calmorin and Calmorin (2005), this method determines or describes the nature of an object by separating it into its parts. Its purpose is to discover the nature of things. This method of research has been used in many researches along various areas of knowledge.

### ***Subjects of the Study***

The subjects of this study were the freshman students enrolled in English 11a (Communication Arts and Skills 1). There were three sections handled by the researcher and he took 50 percent of students from each section to be his subjects. This was composed of 64 students drawn from the total population of 129 English 11a students. The sample size was selected through lottery.

### ***Instruments Used***

#### ***The Teacher-Made Achievement Test***

The achievement test was the main instrument used by the researcher in determining the grammatical competencies of the freshman students which served as the basis for the design and development of the proposed work text in teaching/learning communication arts. It was constructed and validated by the researcher himself using his freshman students. The test was modified based on item analysis. The most difficult items were either revised or discarded by the researcher and so were the easiest items. In discarding easy and difficult questions in the achievement test without sacrificing content validity and reliability, the discrimination index formula was used.

#### ***The Questionnaire***

In investigating the profile of the respondents along school graduated from (elementary and high school), gross monthly income of parents, parents' educational background, parents' occupation, and educational facilities at home, the researcher made use of a questionnaire which he made himself.

#### ***The Module (Work text)***

The module was prepared by the researcher himself, following these steps:

1. The researcher prepared the module using a number of references. He read extensively on English grammar books, scholarly journals and magazines to cull important information or lessons to be incorporated in the work text.
2. After the work text was completed, the researcher constructed a pretest which he tried out with second year students who had taken English 11a. Using the discrimination index formula, he either revised or eliminated too difficult and too easy items. Questions of average difficulty were finally included in the pretest.
3. The researcher administered the pretest to the subjects before he exposed them to the module.
4. After the subjects' exposure to the module, they took an achievement test (posttest).
5. Considering posttest results, the researcher made necessary revisions like adding more topics and examples. Appropriate activities were also added to further enhance learning especially in areas where students were found to have performed poorly, hence the final proposed work text in communication arts.

**Data Gathering Procedure**

To gather the needed data for the study, the researcher employed the pretest-post test method. The pretest was constructed by the researcher himself and he administered it to the subjects before exposing them to the module. After getting instructed using the module, the subjects took the posttest which was similar to the pretest. The results of the pretest and posttest were then carefully analyzed to see whether there was significant difference in the subjects’ performance in communication arts before and after exposure to the module. The pretest-posttest results also provided an assessment of the grammatical competency level of the subjects which were necessary in the researcher’s design and development of his proposed work text in teaching/learning communication arts.

To obtain data about the profile of the respondents, the researcher employed a questionnaire which he designed himself. He administered the questionnaire to the respondents after permission was granted to him by the Executive Officer of ISU-Ilagan.

**Statistical Tools Used**

To seek answers to the questions raised in this study, the researcher employed the following statistical tools in treating the data: (1) Simple Percentage and Frequency Distribution was used to analyze and interpret the data on the respondent’s profile; (2) Mean to compute and analyze the number of respondents and the sum of their scores; and (3) t-test was employed in comparing the competency level in grammar of the respondents when grouped by profile before and after exposure to the work text.

**Interpretation Used in the Study**

To determine the competency level of the respondents in grammar before and after exposure to the work text, the average scores for pretest and posttest were computed using the following category as basis for analysis and interpretation:

<u>Scores</u>	–	<u>Qualitative Description</u>
41-50	–	Very Competent
31-40	–	Competent
21-31	–	Less Competent/Fairly Competent
11-20	–	Poor
1-10	–	Not Competent

**RESULTS AND DISCUSSION**

**Profile of the Students**

The table below presents the types of school from which the respondents graduated in elementary. As shown in the table, 61 or 95.3% of the respondents finished elementary in public schools whereas only 3 or 4.7% graduated from private schools. There are two possible reasons that can account for this. First, public elementary schools offer free education, thus majority of the respondents enrolled there. And second, public elementary schools now abound in the barangays where most of the respondents live.

**Table 2.** Frequency distribution of the respondents according to types of elementary school graduated from.

Elementary School	Frequency	Percentage
Public	61	95.3
Private	3	4.7
TOTAL	64	100.0

Table 3 presents the types of secondary schools attended by the respondents. As indicated in the table, majority of the respondents or 45 (70.3%) of them graduated from a national high school. The rest finished secondary in private, rural and vocational high schools. It can be inferred from the data that the respondents preferred to enroll in national high schools because of free secondary education and accessibility. National high schools like public elementary schools are now also found in the barrios and they have higher ratio than rural and vocational high schools and private secondary schools.

**Table 3.** Frequency distribution of the respondents according to types of secondary school graduated from.

Secondary School	Frequency	Percentage
National High School	45	70.3
Private High School	9	14.1
Rural High School	3	4.7
Vocational High School	7	10.9
<b>TOTAL</b>	<b>64</b>	<b>100.0</b>

Table 4 shows the gross monthly income of the parents of the respondents. Based on the above data, majority of the respondents belonged to families whose gross monthly earnings of parents range from five thousand pesos to ten thousand pesos with 18 or 28.1 % of them having a monthly income of five to six thousand pesos. The rest of the respondents were from families whose monthly income of parents ranged from 10 thousand pesos to 14 thousand plus. From the above data, it can be figured out that a great majority of the respondents came from families living way below the poverty threshold. The poverty threshold refers to the minimum income/expenditure required for a family to meet the basic food/non-food requirements (clothing and footwear; fuel, light, and water; housing maintenance and other minor repairs; rentals or occupied dwelling units; medical care; education transportation and communications; non-durable furnishing; household operations; and personal care and effects.)

In 2008, according to the statistical data released by the National Statistical Coordination Board (NSCB), the poverty line (poverty threshold) for family a month is P10, 000.00. Apparently, based on the data above, 48 of the respondents were from families living below the poverty threshold. Thus, this economic status of the respondents prompted them to matriculate at ISU-Ilagan where tuition fees are relatively minimal compared to those of private institutions.

**Table 4.** Frequency distribution of the respondents according to parents' gross monthly income.

Gross Monthly Income	Frequency	Percentage
Php 5,000 – Php 6,000	18	28.1
Php 6,000 – Php 7,000	8	12.5
Php 7,000 – Php 8,000	6	9.4
Php 8,000 – Php 9,000	7	10.9
Php 9,000 – Php 10,000	9	14.1
Php 10,000 – Php 11,000	5	7.8
Php 11,000 – Php 12,000	1	1.6
Php 12,000 – Php 13,000	1	1.6
Php 13,000 – Php 14,000	0	0.0
Php 14,000 and above	9	14.1
<b>TOTAL</b>	<b>64</b>	<b>100.0</b>

The educational background of the fathers of the respondents is presented in Table 5. The respondents were almost equally distributed to different educational attainments. It can be figured out from the data that only few of the respondents had fathers who completed college. A great majority of the respondents' fathers had basic education, that is, they finished only elementary and high school.

**Table 5.** Frequency distribution of the respondents according to father's educational background.

Father's Educational Background	Frequency	Percentage
Elementary level	9	14.1
Elementary graduate	9	14.1
High school level	11	17.2
High school graduate	14	21.9
College level	12	18.8
College graduate	9	14.1
<b>TOTAL</b>	<b>64</b>	<b>100.0</b>

The table below shows the educational background of the respondents' mothers. As revealed by the data, the respondents' mothers were distributed almost equally to the different educational attainments. However, it can be deduced that most of the mothers obtained only basic education (elementary and high school). The rest either reached or finished college.

**Table 6.** Frequency distribution of the respondents according to mother's educational background.

Mother's Educational Background	Frequency	Percentage
Elementary level	5	7.8
Elementary graduate	12	18.8
High school level	13	20.3
High school graduate	11	17.2
College level	12	18.8
College graduate	11	17.2
<b>TOTAL</b>	<b>64</b>	<b>100.0</b>

Table 7 discloses the occupations of the respondents' fathers. It can be gleaned that almost half the number of the respondents' fathers were into farming. The other fathers were non-farmers and worked as drivers, businessmen, private employees, government employees and others. It can be inferred from these data that the respondents enrolled at ISU-Ilagan because their fathers could not afford to send them to private colleges and universities where tuition fees are that high.

**Table 7.** Frequency distribution of the respondents according to father's occupation.

Father's Occupation	Frequency	Percentage
Farming	30	46.9
Government employee	4	6.3
Private employee	5	7.8
Driving	8	12.5
Businessman	7	10.9
Others	10	15.6
<b>TOTAL</b>	<b>64</b>	<b>100.0</b>

As shown by the data in Table 8, majority of the mothers were housekeepers while the rest were working mothers who were into business, overseas work, teaching, private employment, and other jobs. The data suggest that most of the mothers are housekeepers; thus, they have more time to attend to their children's need.

**Table 8.** Frequency distribution of the respondents according to mother's occupation.

Mother's Occupation	Frequency	Percentage
Housekeeping	43	67.2
OFW	3	4.7
Businesswoman	13	20.3
Private Employee	1	1.6
Teaching	3	4.7
Others	1	1.6
<b>TOTAL</b>	<b>64</b>	<b>100.0</b>

In regard to the kinds of educational facilities available in the homes of the respondents, television (95.3%) is the foremost educational facility present in the respondents' home followed by books (92.18%), pocket books (57.81%), magazines (56.25%) and newspapers (54.68%). Conversely, the least educational facilities found were personal computer/internet (9.37%) and encyclopedia (25%).

From the data, it can be deduced that the educational facilities found in the respondents' homes could somehow help in the acquisition of the language and development of the grammatical competencies of the respondents. Through watching televisions and reading books, magazines, pocketbooks, and newspapers, the respondents learn to use the language but only to some extent.

**Table 9.** Frequency distribution of respondents according to educational facilities at home.

Educational Facilities at Home	Frequency	Percentage
Encyclopedia	16	25.0
Personal Computer (PC)/Internet	6	9.37
Television	61	95.3
Pamphlets	23	35.9
Journals	20	31.25
Books	59	92.18
Pocket books	37	57.81
Brochures	29	45.31
Magazines	36	56.25
Newspapers	35	54.68

### **Competency Level in Grammar of Freshman Students**

The table below indicates the frequency and percentage of the respondents who correctly answered each item of the achievement test in both the pretest and posttest. The discrimination index formula was used to obtain the above data. Every item of the achievement test (pretest and posttest) was analyzed to determine the students' competency level in grammar. Furthermore, difference in percentage *per* item between pretest and posttest was taken to find out the increase in the level of competence of the respondents after exposure to the work text.

**Table 10.** Frequency and percentage of respondents who answered correctly each item of the achievement test (pretest and posttest).

	Test Items	Pretest		Posttest		Difference
		f	%	f	%	
	<b>Test I. Directions: Read carefully each statement/question below and select the best answer from the given choices. Encircle the letter of your choice.</b>					
MODULE 1 (Nouns)	1. Which of the following nouns has incorrectly formed its plural? a. boy – boys                      c. man – men b. belief – beliefs                d. ox – ox	22	0.3437	55	0.8593	0.51562
	2. What kind of noun is <i>democracy</i> ? a. mass noun                      c. concrete b. abstract                         d. collective	15	0.2343	36	0.5625	0.3281
	3. In which case is the underlined noun in the following sentence? <i>He trimmed the boundary <u>plants</u>.</i> a. nominative case                c. possessive case b. objective case                 d. none of the above	33	0.5156	37	0.5781	0.0625
	4. Read the following dialogue and select which expression is best to fill-up the blank. Student A: Have you heard of Mr. Santos, the new English club president? Student B: Yes, of course. He is known for his _____ and kindness. a. intelligent                      c. intelligently b. intelligence                    d. all of the above	36	0.5625	55	0.8593	0.2968
	5. To which gender does the noun <i>employee</i> belong? a. feminine                        c. common b. masculine                        d. neuter	35	0.5468	59	0.9218	0.375
	6. _____ of the boys participated in the sports fest last week? a. Whose                            c. Which b. Whom                            d. Who	38	0.5937	54	0.8437	0.25
MODULE 2 (Pronouns)	7. Read the following dialogue and select which expression is best to fill-up the blank. Girl: To whom was the letter addressed? Boy: It was addressed to Rodel, Juanito and _____. a. her                                c. hers b. she                                d. herself	15	0.2343	28	0.4375	0.2031
	8. <i>God wants his people to love <u>one another</u>.</i> The underlined pronoun is _____. a. reflexive                        c. intensive b. indefinite                        d. reciprocal	7	0.1093	33	0.5156	0.4062
	9. <i>I love <u>you</u> with all my heart.</i> The pronoun <i>you</i> is	22	0.3437	45	0.7031	0.3593

	used as:					
	a. direct object of a verb					
	b. subject					
	c. object of a preposition					
	d. indirect object of a verb					
MODULE 3 (Verbs)	10. She is the girl_____I wish to marry.	31	0.4843	52	0.8125	0.3281
	a. whom					
	b. which					
	c. who					
	d. whose					
	11. When I was a child I_____to go to the movie house.	51	0.7968	58	0.9062	0.1093
	a. uses					
	b. use					
	c. used					
	d. using					
12. What kind of verb is the underlined in the following statement? Though at his forties, he <u>looked</u> very young.	11	0.1718	25	0.3906	0.21875	
a. transitive						
b. linking						
c. intransitive						
d. helping						
13. Mabini_____“The Philippine Revolution” before he died.	24	0.375	38	0.5937	0.21875	
a. finished						
b. had finished						
c. has finished						
d. would finish						
14. The fire_____put out when the firemen arrived.	35	0.5468	57	0.8906	0.34375	
a. had been						
b. will be						
c. was						
d. will have been						
15. <i>The evidence was <u>planted</u> in the suspect’s car.</i> The underlined verb is in the_____voice.	25	0.3906	35	0.5468	0.15625	
a. passive						
b. active						
c. both a & b						
d. no answer						
16. I like this work for the reasons_____above.	26	0.4062	43	0.6718	0.26562	
a. mentioned						
b. to mention						
c. mentions						
d. mentioning						
MODULE 4 (Verbals)	17. I will help you_____ your room.	19	0.2968	37	0.5781	0.28125
	a. cleaning					
	b. cleans					
	c. cleaned					
	d. clean					
18. Kathryn: It’s educational <u>to browse</u> in a library. Daniel: That’s true. Come on let’s go to the library now to read some books. The underlined verbal is called_____.	24	0.375	26	0.4062	0.03125	
a. gerund						
b. participle						
c. infinitive						
d. none of the above						
19. _____keeps the body trim.	42	0.6562	54	0.8437	0.1875	
a. swims						
b. swim						
c. swam						
d. swimming						

MODULE 5 (Adjectives)	20. I submitted a _____ copy of my composition. a. revise                      c. revised b. revises                      d. revising	30	0.4687	51	0.7968	0.32812
	21. This green box is _____ than the brown one. a. lightest                      c. lighter b. light                      d. all of the above	46	0.7187	63	0.9843	0.26562
	22. <i>A fierce hurricane begins over the ocean in the hot parts of the world.</i> Which of the following is not an adjective? a. hurricane                      c. fierce b. the                      d. hot	18	0.2812	23	0.3593	0.07812
	23. <u>These</u> cars are on sale. The underlined word is _____. a. adjective                      c. both a & b b. pronoun                      d. neither a & b	25	0.3906	54	0.8437	0.453125
	24. We are dealing with a <u>very</u> difficult situation. The word <i>very</i> is _____. a. an adverb                      c. an adjective b. a noun                      d. conjunction	27	0.4218	47	0.7343	0.3125
	25. Kim works _____. a. quick                      c. quickness b. quicker                      d. quickly	55	0.8593	61	0.9531	0.09375
	26. Teddy listens _____ than Satur. a. eagerly                      c. most eagerly b. more eagerly d. all of the above	24	0.375	54	0.8437	0.46875
	27. <i>Uncle Ray has <u>not</u> met my soccer coach.</i> What is the underlined word? a. noun                      c. adjective b. pronoun                      d. adverb	22	0.3437	29	0.4531	0.10937
	28. <i>He has packed the dishes <u>carefully</u>.</i> What word does <i>carefully</i> modify in the sentence? a. dishes                      c. he b. has packed                      d. none of the above	20	0.3125	42	0.6562	0.34375
	29. The actors were extremely nervous. What word does the adverb <i>extremely</i> modify? a. were                      c. the b. actors                      d. nervous	13	0.2031	45	0.7031	0.5
MODULE 6 & 7 (Adverbs; Comparison of Adjectives and Adverbs)	30. <i>He is <u>truly</u> sincere in his promise.</i> What word does <i>truly</i> modify in the sentence? a. his                      c. sincere b. promise                      d. he	15	0.2343	45	0.7031	0.46875
	31. Law <u>and</u> order are important to society. In the	33	0.5156	40	0.625	0.10937

	preceding sentence the conjunction <i>and</i> is used to connect_____.					
	a. phrases            c. words b. clauses            d. sentences					
	32. Ben was rushed to the hospital <u>for</u> he was weak. What type of conjunction is the underlined word?	37	0.5781	38	0.5937	0.015625
	a. correlative            c. coordinating b. subordinating        d. none of the above					
	33. _____he studied well in college, he succeeded in getting a good job abroad. Select the best conjunction to fill in the blank.	33	0.5156	37	0.5781	0.0625
	a. Because                c. Although b. If                        d. For					
	34. The issue is_____serious_____to affect his name. Choose the appropriate conjunction.	10	0.1562	15	0.2343	0.078125
	a. as.....as                c. not only.....but also b. both.....and            d. so.....as					
	35. John is <i>staying home</i> <u>or</u> <i>going to the farm</i> . The conjunction <u>or</u> joins two_____.	28	0.4375	33	0.5156	0.07812
	a. clauses                c. phrases b. words                 d. none of the above					
	36. Not only.....but also.....is an example of_____.	30	0.4687	43	0.6718	0.20312
	a. correlative conjunction b. subordinating conjunction c. coordinating conjunction d. all of the above					
	37. He lives_____Sta. Ana St., Ilagan, Isabela.	29	0.4531	56	0.875	0.42187
	a. to                        c. in b. within                 d. at					
MODULE 9 (Prepositions)	38. The hostage-taker was a policeman who was dismissed by the Ombudsman _____2009.	10	0.1562	50	0.7812	0.625
	a. at                        c. to b. in                        d. on					
	39. Sheila was absent _____ class yesterday.	7	0.1093	47	0.7343	0.625
	a. in                        c. from b. at                        d. with					
	40. She prevented me _____leaving early.	18	0.2812	45	0.7031	0.42187
a. from                    c. to b. toward                d. for						
41. <u>Great!</u> <i>We can leave now</i> . What part of speech is the underlined word in the preceding sentence?	25	0.3906	57	0.8906	0.5	
a. preposition            c. conjunction b. interjection          d. noun						

MODULE 10 (Interjections)	42. <i>Alas</i> The house is burning. Which of the following punctuations should be used after the word <i>Alas</i> to indicate strong feeling in the sentence above? a. exclamation point (!)      c. period (.) b. comma (,)                      d. colon (:)	50	0.7812	58	0.9062	0.125	
	<b>Test II. Directions: Underline the interjections in the following sentences.</b>						
	43. Ouch! A snake bit me on my leg.	59	0.9218	64	1	0.07812	
	44. You won the 2019 Miss Universe, Pia. Congratulations!	46	0.7187	62	0.9687	0.25	
	45. Well, I didn't expect you until this afternoon.	51	0.7968	64	1	0.20312	
MODULE 11 (Subject and Verb Agreement)	<b>Test III. Directions: Complete the following sentences by underlining the correct form of the verb in the parentheses.</b>						
	46. The number of people in the audience (was, were) never determined.	36	0.5625	44	0.6875	0.125	
	47. A number of guests (has, have) arrived very early.	27	0.4218	52	0.8125	0.39062	
	48. Some of the sugar (was, were) spilled on the floor.	35	0.5468	51	0.7968	0.25	
	49. One of the answers (is, are) wrong.	37	0.5781	52	0.8125	0.23437	
	50. Measles (is, are) sometimes fatal.	30	0.4687	48	0.75	0.28125	

As can be figured out from the data, the competency level in grammar of the respondents improved significantly in the posttest. This is indicated by the increase of the number and percentage of students who obtained correct answer for every item. Based on the data, the following test items recorded very high difference in the percentage of students who answered correctly: item nos.1, 29, 41, 38, and 39. Meanwhile, test item numbers 8, 23, 26, 30, 37, and 40 showed high difference. Moderately high difference is seen in items 2, 4, 5, 6, 7, 9, 10, 12, 13, 14, 16, 17, 20, 21, 24, 28, 36, 44, 45, 47, 48, 49, and 50. Average difference is found in item numbers 11, 15, 19, 27, 31, 42, and 46. And low or slight difference is noted on items 3, 18, 22, 25, 32, 33, 34, 35, and 43.

On the whole, the figures seen in the table show certainly an improved performance or competency level of the students in grammar in the 50-item achievement test.

In Table 11, the scores of the respondents before they were exposed to the work text are shown. As can be interpreted from the above data, the average score of 24.42 in pretest means that the respondents were “*less competent or fairly competent*” in grammar particularly in the eight parts of speech and subject and verb agreement.

**Table 11.** The Average Score and Competency Level of the Respondents in Grammar Before Exposure to the Work text

Pretest SCORES	F	%
10-14	1	1.6

15-19	6	9.4
20-24	25	39.1
25-29	26	40.6
30-34	5	7.8
35-39	1	1.6
n = 64		100%
Average		24.42
Qualitative Description		Less Competent/ Fairly Competent

The following table presents the respondents' scores after exposure to the work text. As revealed by the data, the respondents had an average score of 34.42 in posttest indicating that they became "*competent*" in grammar after they used the work text. The work text proves effective in enhancing the grammatical competencies of the freshmen college students.

**Table 12.** The average score and competency level of the respondents in grammar after exposure to the work text.

SCORE	F	%
20-24	3	4.7
25-29	7	10.9
30-34	21	32.8
35-39	24	37.5
40-44	7	10.9
45-49	2	3.1
n = 64		100%
Average		34.42
Qualitative Description		Competent

These results are similar with the findings of Macapuy (2009) that after exposure to the work text, the mean scores of his respondents greatly increased from their mean scores in the pretest, indicating significant improvement in the performance level in English of students after using modules.

### ***Comparison in the Competency Level (pretest-posttest) in Grammar of the Respondents Grouped by Profile***

The table presents the t-test analyses done on the differences in the competency level of the respondents when grouped according to profile before exposure to the work text.

Results revealed no significant difference in the competency level of the respondents when grouped according to types of elementary schools graduated from as evidenced by the t-computed value of 0.77 which is less than the t-tabular value of 1.67. This led to the acceptance of the null hypothesis. The data thus imply that the types of elementary schools where the respondents graduated whether public or private had nothing to do with their level of competence in grammar.

After t-test was employed, it was similarly found out that the types of secondary schools where the respondents graduated had no effect whatsoever on their competency level in grammar as shown by the acceptance of the null hypothesis as evidenced by the yielded t-computed value of 0.76 which is less than the critical value of 1.67.

However, there was significant difference in the respondents' level of competency in grammar as to the gross monthly income of parents. This was supported by the t-computed value of 2.55 which was greater than the t-tabular value of 1.67 at 5% level of significance. This suggests that the monthly gross income of parents somehow affect the performance of the respondents in school particularly their competency in English grammar. Hence, it can be inferred that financial support given by the parents of the respondents matters in the latter's performance in school.

**Table 13.** T-test analyses on the significant differences in competency level of respondents in grammar when grouped by profile before exposure to the work text (pretest).

Grouping		X	Sd	T Computed value	df	T Tabular value	Decision	Interpretation
School graduated from	Private Elem. School	26.33	8.50				Accept Ho	There is No Significant Difference
	Public Elem. School	24.39	4.04	0.77	62	1.67		
	National High Sch.	24.22	3.75	0.76	62	1.67	Accept Ho	
	Private/Rural/ Voc. High Sch.	25.11	5.30					
Gross monthly income of parents	Php 8,000 and below	23.19	4.22	2.55	62	1.67	Reject Ho	There is Significant Difference
	Php 8,001 and Above	25.78	3.92					
Educational background of parents	(Father) College level/graduate	25.67	4.50	1.58	62	1.67	Accept Ho	There is No Significant Difference
	High sch. level/graduate	23.91	4.04					
	(Mother) College level/graduate	25.96	4.23	2.14	62	1.67	Reject Ho	
	High sch. level/graduate	23.66	4.07					
Occupation of parents	(Father) Farming	23.73	4.29	1.34	62	1.67	Accept Ho	There is No Significant Difference
	Non-farming	25.15	4.15					
	(Mother) Housekeeping Non-	23.47	4.14	2.91	62	1.67	Reject Ho	
	Housekeeping	26.57	3.74					
Educational facilities at home	5 and below	23.68	4.22	1.86	62	1.67	Accept Ho	There is Significant Difference
	6 and above	25.65	4.07					

As regards the educational attainment of the respondents' fathers, a non-significant difference was found in the respondents' competency level. This is proved by the t-computed value of 1.58 which is less than the critical value of 1.67 leading to the

acceptance of the null hypothesis. These data indicate that the fathers' educational background had no effect on the respondents' competency level.

In contrast, the t-computed value of 2.14 which is greater than the t-tabular value of 1.67 at 5% level of significance led to the rejection of the null hypothesis that there is significant difference in the competency level of the respondents according to the educational background of their mothers. The data imply that the mothers' educational attainments had bearing on the performance or competence of the respondents in grammar. It is an established knowledge that in the home mothers are the first teachers of children thus they have great influence in their children's scholastic achievement.

It is also revealed in the table the fathers' occupations having no effect on the competency level in grammar of the respondents. The t-computed value of 1.34 which is less than the t-tabular value of 1.67 led to the acceptance of the null hypothesis. This means that the occupations of the fathers had nothing to do with the performance or competency of the respondents.

On the contrary, the respondents' mother's occupations significantly affect the level of competency of the respondents as evinced by the t-computed value of 2.91 which is greater than the critical value of 1.67 at 5% level of significance. Thus the null hypothesis is rejected. Again, it can be inferred from the data that mothers have an influence on their children specifically on their performance at school.

Lastly, it is indicated in the table that the number of facilities at home had significant effect on the competency level in grammar of the respondents. This fact is supported by the t-computed value of 1.86 being more than the t-tabular value of 1.67 at 5% level of significance. Thus, the null hypothesis is rejected. The data suggest that the presence or availability of educational facilities at home is a factor to the respondents' competency level in grammar.

Table 14 shows the t-test analyses done on the differences in the competency level of the respondents when grouped according to profile after exposure to the work text.

As indicated in the table, the t-computed value of 1.82 is greater than the t-value of 1.67. This means that there exists a significant difference in the respondents' level of competency in grammar when grouped according to types of elementary schools graduated from. These data suggest that after the respondents used the work text, the types of school where they (respondents) finished elementary had an impact on their grammatical competency. One possible reason for this is the differing quality of instruction provided by public and private schools.

As regards the types of secondary schools where the respondents graduated, the yielded t-computed value of 1.05 which is less than the t-tabular value of 1.67 indicates the acceptance of the null hypothesis. This means that the respondents' grammatical competencies even after using the work text were not influenced whatsoever by the types of schools where they finished secondary education.

The gross monthly income of the respondents' parents had a bearing on the respondents' level of competence as evinced by the t-value of 3.12 being greater than the t-value of 1.67 which led to the rejection of the null hypothesis stating that there is significant difference in the competency level of respondents in grammar when grouped according to parents' gross monthly income. These data denote that even after exposure to the module, the income of the parents of the respondents still had an impact on their scholastic performance particularly in their language acquisition and development.

**Table 14.** T-test analyses on the significant differences in competency level of respondents in grammar when grouped by profile after exposure to the work text (posttest).

Grouping		X	Sd	T Computed value	df	T Tabular Value	Decision	Interpretation
School graduated From	Private Elem. School	39.67	6.03	1.82	62	1.67	Reject Ho	There is Significant Difference
	Public Elem. School	34.10	5.14					
Gross monthly income of parents	National High Sch.	24.22	3.75	1.05	62	1.67	Accept Ho	There is No Significant Difference
	Private/Rural/ Voc. High Sch.	25.11	5.30					
Educational background of parents	Php 8,000 and below	32.44	4.52	3.12	62	1.67	Reject Ho	There is Significant Difference
	Php 8,001 and above	36.28	5.32					
Occupation of parents	(Father) College level/graduate	34.14	5.66	0.23	62	1.67	Accept Ho	There is No Significant Difference
	(Mother) College level/graduate	34.47	5.13					
Educational facilities at home	(Father) Farming	34.43	5.59	0.10	62	1.67	Accept Ho	There is No Significant Difference
	(Mother) Housekeeping	34.30	4.64					
Occupation of parents	Non-farming	34.29	5.05	0.12	62	1.67	Accept Ho	There is No Significant Difference
	Non- housekeeping	34.48	6.49					
Educational facilities at home	5 and below	33.95	4.96	0.75	62	1.67	Accept Ho	There is No Significant Difference
	6 and above	34.96	5.73					

In the above table, the employment of t-test on the difference of students' competency level in grammar when grouped by fathers' educational background yielded a t-computed value of 0.23 which is less than the t-tabular value of 1.67. This led to the acceptance of the null hypothesis. The data imply that the educational background of the respondents' fathers had no influence on the competency level of the respondents in grammar before and even after using the work text.

Similarly, after exposure to the module, the educational background of the respondents' mothers had no effect on the formers' competency level in grammar as shown by the yielded t-computed value of 1.08 which is less than the t-tabular value of 1.67. Thus, the null hypothesis is likewise accepted. The data suggest that the respondents studied and learned grammar through the work text. Since the work text was made simple for them, they no longer needed the help and guidance of their mothers in their study of communication arts. Hence, the educational attainments of their mothers were no longer relevant.

Also reflected in the table are the occupations of the fathers of the respondents having no significant effect on the latter's competency level in grammar. Such is evidenced by the t-computed value of 0.10 being less than the t-tabular value of 1.67 at 5% level of significance. This caused the acceptance of the null hypothesis. These data are analogous to the t-test result done in pretest on the occupations of the respondents' fathers' occupations showing no impact on the level of competence of the respondents in grammar.

Correspondingly, after exposure to the work text, the occupations of the respondents' mothers had no impact on the respondents' level of competence or performance in English grammar as evidenced by the t-computed value of 0.12 being less than the t-tabular value of 1.67 which resulted in the acceptance of the null hypothesis. It can be inferred from these data that with the provision of the work text, the students proceeded to learning communication arts on their own. Whether or not their mothers had time to guide them in their studies (because of their work) no longer mattered.

In regard to the number of educational facilities found in the respondents' homes, the t-computed value of 0.75 which is less than the t-tabular value of 1.67 indicates that there exists no significant difference in the level of competence in grammar of the respondents when grouped according to the number of educational facilities available at home. These data imply that after exposure to the work text, the number of educational facilities at home had no impact on the respondents' competency level because the work text *per se* became a complete instructional material for the respondents. It was a self-learning kit that helped the students learn communication arts.

**Comparison between the Results of the Pretest and Posttest**

The table presents the t-test analysis done on the results of the pretest and posttest of the respondents. As shown by the above data, the application of t-test yielded a t-computed value of 11.68 which is greater than the t-tabular value of 1.96 at 1% level of significance. Hence, the null hypothesis that there is no significant difference between the results of the pretest and posttest is rejected.

**Table 15.** T-test Analysis on the Significant Difference Between the Results of Pretest and Posttest

Test	X	Sd	T Computed Value	df	T Tabular Value	Decision	Interpretation
Pretest	24.48	4.24				Reject	There is
Posttest	34.36	5.27	11.68	126	1.96	Ho	Significant Difference

The above findings indicate the difference in the competency level in grammar of the respondents before and after exposure to the work text. This means that after using or getting exposed to the work text, the respondents' level of competence in grammar significantly improved. Thus, the work text as an instructional material in teaching/learning communication arts is effective.

These findings are similar to Macapuy's findings that the performance of freshman college students in posttest or after exposure to the module is significantly higher than the pretest or before exposure to the module.

**Factors or Criteria Considered in the Design of the Work text**

The following table indicates the factors or criteria considered by the researcher in designing the work text. Grammar, Content, Pronunciation and General were criteria or

factors adopted from Tucker (1975) of the University of California, Los Angeles. These are ranked according to their degree of importance.

**Table 16.** Factors or Criteria Considered in the Design of the Work text

	Factors/Criteria	Rank
Grammar Criteria	Adequacy of pattern inventory Appropriate sequencing Adequacy of drill model and pattern display Adequacy of practice	1
Content Criteria	Functional load Rate and manner of entry and re-entry Appropriateness of contexts and situations	2
Pronunciation Criteria	Completeness of presentation Appropriateness of presentation Adequacy of practice=	3
General Criteria	Authenticity of language Availability of supplementary materials Appropriate level for integration Durability Quality of editing and publishing Price and value	4

As revealed in the table, the grammar criteria are ranked first because the researcher focused on the development of grammatical skills of the students. In this area, the adequacy of drill model and pattern display, the appropriateness of sequencing of lessons and adequacy of practice or exercises was included.

Ranked second was the content criteria. The content of the work text is an important factor in the development of the communication skills of the students. In these criteria the presentation, sequencing (functional load) and frequency (rate and manner of entry or re-entry) and degree of difficulty of grammatical structures, sentence patterns and idiomatic expressions as well as grammatical rules and exceptions thereto were carefully given attention by the researcher. Moreover, the content of the work text in terms of both pedagogical and cultural appropriateness was considered. This means that the content of the work text was aptly designed to suit the age, level, background, and interests of the students. Thus, the work text contains oral practices, dialogues and situations meaningfully presenting the context and/or culture of Filipinos, particularly those of people of Region 02.

The pronunciation was the third criterion considered. Whereas the work text chiefly concerns the enhancement of the grammatical skills of students, it likewise aims at improving their speaking ability adhering to the language teaching principle “language is speech not writing” (Alcantara, 1988). Hence, the work text provides students with adequate exercises on English pronunciation with two essential ingredients: the sounds and the suprasegmental signals (stress, pitch, intonation and juncture). All pronunciation practice is presented in a context, *i.e.*, such practice is in sentences, conversations and dialogues. It is because the target learners in the work text are from a specific language background—they are non-native speakers of English. English is only their second language.

Though it placed last in the rank, the general criteria were as equally important as the first three other criteria. Under these criteria, the researcher considered the authenticity of the language used in the work text. He made it sure that for simplicity’s sake, the work

text is confined to a narrow range of style and functional variation. He ensured that Standard English was used in the text and this is seen or found in idioms and idiomatic usage. The availability of supplementary materials such as tape recorder, record player, CD, OHP, DVD player was also considered in the design of the text. These materials are useful in enhancing further the communication skills of the learners who use the work text.

Another thing that was checked by the researcher was the appropriate level for integration in which the competency level of the students in grammar was determined in order to find their entry behavior or knowledge. The students' competence became the measure of a suitable level of instruction which the work text contributed to.

Also considered in the design of the work text was its durability. The researcher checked that the instructional material would be of durable type which may stand many a semester's use or may even last a lifetime. It is made of quality materials (good quality of bond paper and good soft-cover with plastic). The researcher saw to it that the quality of the work text would be worth its price. He ensured that the price of the work text is just right for its value or quality.

Finally, the researcher checked the quality of editing and publishing. He carefully examined the work text, checking for typographical errors and oversights. He made sure that the lessons followed logical organization and presentation with correct pagination. Meanwhile, to make the work text worth publishing, the researcher ensured its attractiveness and durability.

## **CONCLUSION**

In the light of the aforementioned findings, the study concludes that the respondents' parents' gross monthly income and occupation explain the respondents' preference to study at Isabela State University-Ilagan Campus, a public tertiary institution where tuition fees are affordable. The work text is an effective instructional material as evidenced by the significant improvement in the competency level of the students in grammar, *i.e.*, from "less competent" or "fairly competent" before exposure to the module (pretest) to "competent" after exposure to the module (posttest). The profile of the respondents with respect to school graduated from in elementary and high school, parents' educational background, parents' occupation, and educational facilities at home have bearing on the respondents' level of competence in grammar before exposure to the module or work text. The work text is a very valuable and complete self- instructional tool that provides for independent learning and allows students to proceed and progress at their own pace. Finally, the work text is suited to the age, level, background and interests of the students with these criteria being considered: Grammar, Content, Pronunciation and General.

Because the work text is found useful and effective instructional material at increasing the grammatical competence of the learners, its adoption and use by language teachers is recommended to allow students to study communication arts at their own pace and level. Language teachers as well as those teaching other fields in tertiary schools are strongly encouraged to design their own work text or module to improve quality of instruction. Hence, school heads or administrators should give support to teachers by sending them to trainings and seminars on module making to enhance the teachers' knowledge vis-à-vis development of instructional materials.

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