

## **BIBLIOGRAPHY**

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## **ABSTRACT**

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.

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.

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).

According to age, the grammatical competence of fourth year English major students were competent. Both age groups were highly competent on the use of subject verb agreement, moderately 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 from the 2 tailed value of .41. It means that there is no significant difference when it comes to age along their performance level.

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. 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.

According to school graduated, the overall performance of public and private school was competent with the computed mean of 14.01. Moreover, the public schools performed better in the area of subject -verb agreement and preposition than in the private school based on the computed mean. In addition, both schools were competent on the areas of modals and active and passive voice. However, both schools were moderately competent on the use of verb tenses but with different mean. Public got a mean of 14.73 while private got 16.00.

Based from the results, the conclusions, deduced were: (1) fourth year English major students showed a level of competency that needs to be developed especially in the area of preposition; (2) age, gender, and school graduated from did not affect their grammatical competence.

From the results of the study, the following are being recommended:

- 1.) Teachers from tertiary level need to enhance and develop grammar handbooks for students that will enhance their learning especially in the use of prepositions and this should be given importance.
- 2.) The authorities in schools should provide adequate instructional materials and enough training for teachers.
- 3.) Students should be taught the proper grammatical usage and its applications.
- 4.) Moreover, English majors need to speak and practice English in their daily encounters.
- 5.) On the other hand, since grammatical competence is not affected by age, gender,

school graduated from. Students should be graded objectively basing on their grammatical competence.

6.) Moreover, further studies should be done and influence other variables from grammar areas like the use of infinitives and gerunds, clauses, phrases, and other variables like teacher factor, environmental factor, economic status affecting their study habits. Finally, the researcher hopes the study is conducted in other schools in the region.



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## INTRODUCTION

### Background of the study

Language is an instrument people shape their ideas and communicate to others. For communication to be meaningful, a speaker or writer must choose suitable words and put them in sequence so the hearer or reader can follow and understand. Moreover, many things can intervene with the process. A speaker, for example, may use words a listener does not understand. The outcome in communication is easily repaired if a listener takes the time to use dictionary or book but if the speaker fails to put words in comprehensible manner, the listener is most likely to be confused.

In language, the basic order of words that expresses meaning is the sentence. In English, every sentence has two essential parts. Being aware of these parts and of how they are related can help in speaking and writing. This is also a way of avoiding mistakes and the order of your words get in the way of your ideas. When infants begin to speak, they utter a single word to convey their needs. Later, children begin to compose sentence containing both subject and action. By the age of four or five, most children have become familiar with the basic patterns. With time, their sentences take on greater complexity and finesse. These grammatical concepts are first learned through oral speech through the immersion process that allows children to develop language (Moffett and Wagon 1992). In studying a language, it often helps to view it from a child, when he first learns the basic parts of a sentence. Using that knowledge will examine more difficult sentence patterns. Learning the



meaning of words and phrases is necessary, but not enough. One must also understand how words function together to form correct thoughts which constitute grammar. Its application must be deliberately learned in the beginning and applied properly in speaking, and writing.

In addition, English is the second language for Filipinos. It is used as a medium of instruction in most subjects. As future educators, we provide learner a taste of grammar, its usage, function, and application of the skills in speaking and writing (Bogayao, 1996).

Acquisition is characterized by the lack of conscious awareness of linguistic rules which the native speaker has acquired. Native speakers when asked are unable to state the rules or explain the use of certain rules, yet they have the sense of correctness of grammatical utterances (Krashen, 1988).

In addition, Huda (1988) believed that acquisition of universal language is governed by universal language strategy available to learners.

Second Language Learner acquired the grammatical rules or structure of the language in a predictable way. Certain structures might be acquired earlier while others are acquired later. It can be said that some structures might be less difficult than the others (Higashi, 1988).

The availability of mental structure is also claimed by cognitive-code learning theory which states that learning a language is learning the rules of the language (Boey, 1975).

Grammar is also a task or activity oriented that students must perform to evaluate level of consciousness as they understand meanings conveyed





and as they express their message to others and to upgrade their communicative competence. This is because they are made to use language appropriately as required by particular discourse function they have to do. They don't only learn and acquire language forms but use it to communicate effectively and clearly their ideas. (Pablo,1956).

Grammatical competence as defined by Noam Chomsky is the ability to recognize and produced the distinctive grammatical structure of a language and used them effectively in communication.

Furthermore, according to Canale, It is the understanding and mastery of the language code, for example spelling, word and sentence formation, pronunciation, vocabulary, and meaning. This competence focuses on correctness and accuracy.

This also reflects knowledge of the linguistic code itself and includes knowledge of vocabulary and rules of word formation, pronunciation, spelling, and sentence formation (Swain, 1984). Freeman (1987) maintains that human beings come into the world with innate language-learning activities in a form of language acquisition device that proceeds to hypothesis about the form of grammar of the language. They learn and compare their innate knowledge of possible grammar based on the principles of universal grammar. This way, the internalized knowledge of the grammar of a language is built up in one's competence which makes language use or performances possible. Language use is a rule ground behavior that enables the speaker to create



new utterances which conform to the rules they have internalized. (Chomsky, 1976).

Communicative competence coined by sociolinguist Hymes (1971) include knowledge of sociolinguistic rules of appropriateness of an utterance, In addition to knowledge of grammar rules, the term communicative competence has come to be used in language teaching contexts to refer to the ability to negotiate meaning, to successfully combine knowledge of linguistic and sociolinguistic rules in communicative interactions. Savignon (1972) stated that the term applies to both oral and written communication, in academic as well as in non-academic settings. Grammatical competence is the aspect of communicative competence that encompasses knowledge of lexical items and the rules of phonology (Canale and Swain, 1980). It is the code of the language or the competence associated with mastering the linguistic competence of Hymes. It focuses on sentence level grammar. Longman dictionary (1985) includes communicative competence knowledge of grammar and vocabulary of the language.

According to Alcantara and Cabanilla (1986). It is not for a good speaker of English to have mastered grammatical features of the English language. The student should likewise know the effective use of words, their appropriateness and their acceptability in their grammatical construction. Mastery of English Grammar, knowledge and understanding of its usage are basic in our everyday communications with other people. A good knowledge



of English grammar enables the Filipino to communicate better his ideas to others.

Communicative competence maybe defined as the ability to function in a truly communicative setting that is, in dynamic exchange in which linguistic competence must adapt itself to the total information input, both linguistic and paralinguistic, of one or more interlocutors. Successful communication would depend largely on individuals' willingness to take risks and expresses themselves in the foreign language, and on their resourcefulness in using the vocabulary and structures under their control to be understood. According to Savignon (1997) the use of gestures, intonation, and facial expression also contributes to communication, but linguistic accuracy, though of some importance, should be considered as only one of the major constituents of communicative exchange. Communication takes place in an infinite variety of situations, and success in a particular role depends on one's understanding of the context and on prior experience of the same kind. Success requires making appropriate choices of register and style in terms of the situation and other participants.

Most of the definitions of communicative competence discussed include slightly different components or view the relationship or importance of components to be somewhat different. As mentioned, the role of grammatical competence seems to be the most controversial. Munby (1978) contends that the term communicative competence should include the notion of grammatical competence. Failure to include it in definition might lead one to conclude that



grammatical competence and communicative competence need to be developed separately usually with attention given first to grammar and that grammar competence is not essential component of communicative competence. (Canale and Swain 1980) in terms of Munby's second point, Canale and Swain agree that both grammatical competence and sociolinguistic competence are important elements in any theoretical framework of communicative competence. Just as Hymes (1972) was able to say that there are rules of grammar that would be useless without rules of language use, so we feel there are rules of language use that would be useless without rules of grammar.

Grammatical Competence is indeed an important part of communicative competence that could still prefer to address some aspects of grammatical competence separately from or prior to the teaching of sociolinguistic rules of language use, especially in the early stages of language learning. However, second language learning will proceed more effectively when grammatical usage is not abstracted from meaningful context and that facilitating the integration of various competencies should be the primary goal of language teaching in any communicative approach, an outcome that is not likely to result from overemphasis on one form of competence over the others throughout a second language program.

On the other hand, grammar should be given emphasis in the teaching process. Students who major in English need to be competent in all the macro skills in English not just to be competent locally but globally.



### Statement of the Problem

Specifically, this study intended to answer the following questions:

1. What is the level of grammatical competence of fourth year English major students?
2. Are there significant differences in the competence level considering:
  - a. age
  - b. gender
  - c. school graduated from
3. Are there significant differences in respondents performance along the different areas of grammar:
  - a. prepositions
  - b. subject-verb agreement
  - c. verb Tenses
  - d. modals
  - e. active and passive voices

### Objectives of the Study

The objectives of the study are the following:

1. Identify the level of grammatical competence of fourth year English major students.
2. Determine the significant differences in their grammatical competence considering their:
  - a. age
  - b. gender



c. school graduated form

3. Determine the level of performance of the fourth year English major students in the different areas of grammar:

- a. prepositions
- b. subject-verb agreement
- c. verb Tenses
- d. modals
- e. active and passive voice

#### Importance of the Study

This study attempted to determine the grammatical competence of fourth year English majors. Findings of this may reveal the weakness in grammar and how to enhance grammar learning for students.

Findings may yield significant insights for supervisors and administrators. It is hoped that administrative support will be given to English teachers to develop and construct effective English grammar materials to make it interesting. Curriculum makers should support and encourage English and content teachers to include more grammar materials that can help students develop their grammar skills. Results may show how much the students have learned grammar rules from their elementary, high school and tertiary level. In view of this, English teachers especially in high school and elementary will find the result necessary to enhance their teaching. Moreover, results may motivate English majors to improve their skills not only in



grammar but on all the macro skills needed to become competent English Teachers internationally.

Moreover, it is hoped that results of this study may contribute to the resources for evaluating grammatical competence of students in the second language.

Finally, to future researchers, the results of this study may be replicated and be studied further and find more ways to enhance grammatical competence of students.

#### Scope and Delimitation of the Study

Respondents of the study consisted of 50 fourth year English major students enrolled during the second semester, 2006-2007 from Benguet State University.

The test was administered during the second semester. It is a multiple choice type consisting of 100 items, and was taken for an hour. The test included 20 items for subject-verb agreement, 20 items for verb tenses, 20 items for prepositions, 20 items for modals, and 20 items for active-passive voices.

Finally, it also tested the significant differences of variables in the competence of the respondents along age, gender, and school graduated from. Moreover, teacher performance or teaching style was not being tested or teacher evaluation on the grammar of students was not included.





## REVIEW OF RELATED LITERATURE

The following are some foreign and local researches that have been undertaken to trace competency of students in English

### Grammar

Grammar is the study of rules governing the use of language. The set of rules governing all languages and part of the general study of language called linguistics. It is also important because it standardizes the language into easy to understand patterns and it improves people credibility, helps organize arguments and thoughts and can be applied in both speaking and writing.

In its broadest sense, grammar is the way a language works. It is the method which small units of meaning, usually known as words, are organized into larger units, such as sentences. Although, each word in a language is a symbol of an idea, it does communicate fully unless it is grammatically related to other words. For example, the words have haphazard sequence such as “brown jump over fox big the lazy dog” have very little meaning unless they are organized according to the principles of English grammar into the sentence. “The big brown fox jump over the lazy dog.”

Each language has its own way of communicating, which is its own grammar. Therefore, it can be expected that the grammar of any given language will differ somewhat from other grammars of all other languages.

Grammar is closely related to usage but those two are not the same





thing. The grammar is often used precisely in statement about proper and improper usage. An important distinction between grammar and usage is that the grammar of language remains basically the same for long periods of time, where as usage varies from age to age and place to place in speech and in writing, and according to formal and informal situations.

No language works only by grammatical principle. In any language, there are usually several grammatical devices by which words or syllables of a sentence in English can be drastically altered by changing the word order.

Another principle that governs English grammar is inflection. Inflection can be described as the change in form of a word that shows how the word is grammatically related to other words.

In the Canale and Swain framework (1980) grammatical competence refers to the degree to which the language user has mastered the linguistic code, including knowledge of vocabulary, rules of pronunciation and spelling, word formation, and sentence structure. Canale and Swain (1980b) maintain that such competence is an essential concern for any communicative approach that is oriented toward the eventual attainment of higher levels of proficiency, in which accuracy and precision of understanding and expression are important goals.

Sociolinguistic competence addresses the extent to which the second language can be used or understood appropriately in various contexts to convey specific communicative functions, such as describing, narrating,



persuading, eliciting information, and the like. Such factors as topic, role of the participants, and setting will determine the appropriateness of the attitude conveyed by speakers and their choice of style or register. Brown (1980) uses the term “register” to refer to the many styles available to proficient speakers of a language. Speakers can vary their choice of vocabulary, syntax, pronunciation, intonation, and even nonverbal features to tailor their message for a particular person or social context. Registers range from very informal to very formal styles and apply to both spoken and written discourse. Brown points out that the skilled use of appropriate registers requires sensitivity to cross-cultural differences, making this type of competence especially difficult to attain.

Discourse competence, the third component of the Canale and Swain framework, involves the ability to combine ideas to achieve cohesion in form and coherence in thought. A person who has a highly developed degree of discourse competence will know how to use cohesive devices, such as pronouns and grammatical connectors (i.e. conjunctions, adverbs, and transitional phrases), to achieve unity of thought and continuity in a text. The competent language user will also be skilled in expressing and judging the relationships among the different ideas in a text (coherence).

Strategic competence, the final component of the framework, involves the use of verbal and nonverbal communication strategies to compensate for gaps in the language user’s knowledge of the code or for breakdown in



communication because of performance factors. Canale (1983) adds that strategic competence can also be used to enhance the rhetorical effectiveness of one's communication. This component is qualitatively different from the other three in that it emphasizes the use of effective strategies in negotiating meaning. Students at lower levels of proficiency can benefit from learning effective communication strategies such as paraphrasing through circumlocution or approximations, using gestures, and asking others to repeat or to speak more slowly.

Transformational grammar is a means of dealing with constituent structures like active and passive forms. This is done through a set of rules that are based on the phrase structure, the horizontal structures and the vertical or tree structures. Those rules transform phrase structures into other forms and provide a more economical explanation of how language functions. (Chomsky 1957)

Descriptive grammars attempt to precisely describe the linguistic processes a particular user employs. It does not tell the user how to speak or understand. In Descriptive Grammars, there is no right or wrong ways to speak or write except as the language itself allows. (Zeigler, 1996).

Rhetorical grammar is the most common structures in English language. (Kolln 1996)

Prescriptive grammar is taught in schools and describes rules that are used in speaking and writing. (Hartwell 1996)



On the other hand, Glen (1995) interprets the role of grammar as one of the style more than rules of correctness.

Lexical Functional Grammar Theory was initiated by Joan Bresnan and Ronald Kaplan in the 1970's. It mainly focuses on syntax, including its relation with morphology and semantics. It also views language as being made up of multiple dimensions of relations. Each dimensions is represented as a distinct structure with its own rules, concepts, and forms which contradicts the Chomskian theories, which have always involved separate levels of constituents structure representation being mapped onto each other via transformations.

In addition, LFG is that grammatical-function changing operations like passivization are said lexical. This means that active-passive relation between two types of verb rather than two trees. Active and passive verbs are both listed in the lexicon, and involve alternative mapping of the grammatical functions.

Moreover, B.F Skinner proposed two Theories: First, The Behaviorist theory states that children learn their first language through the same process of stimulus, response, and reinforcement. Children language comes as a result of imitating and associating.

Second, The Innatist Theory, that infants were born with a biological language acquisition device (LAD) and possess an innate grammar template that allows them to select out the grammatical rules of the language they hear



or spoken around them. Children construct grammar through a process.

Integrationist Theory by Piaget, Bloom, and Slobin. They said that language is directly related to cognitive development of language. Great importance on social interactions in the development of the language and innate ability to acquire language. The proponents of the said theory believed that language cannot develop fully without the child's innate ability and the sociolinguistic interaction that occur as the child grows and develops. On the other hand, Stephen Krashen says that Language acquisition does not require extensive use of conscious grammatical rules, and does not require tedious drill. It does not occur overnight, however. Real language acquisition develops slowly, and speaking skills emerge significantly later than listening skills, even when conditions are perfect. The best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear. These methods do not force early production in the second language, but allow students to produce when they are 'ready', recognizing that improvement comes from supplying communicative and comprehensible input, and not from forcing and correcting production. According to the Second Language Acquisition Theory there are five hypotheses:



## THE ACQUISITION-LEARNING DISTINCTION

Adults have two different ways to develop competence in a language: language acquisition and language learning. Language acquisition is a subconscious process not unlike the way a child learns language. Language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a "feel" for correctness. "In non-technical language, acquisition is 'picking-up' a language." Language learning, on the other hand, refers to the "conscious knowledge of a second language, knowing the rules, being aware of them, and being able to talk about them." Thus language learning can be compared to learning about a language. The acquisition-learning distinction hypothesis claims that adults do not lose the ability to acquire languages the way that children do. Just as research shows that error correction has little effect on children learning a first language, so too error correction has little effect on language acquisition.

## THE NATURAL ORDER HYPOTHESIS

The natural order hypothesis states that "the acquisition of grammatical structures proceeds in a predictable order." For a given language, some grammatical structures tend to be acquired early, others late, regardless of the first language of a speaker. However, as will be discussed later on in the book, this does not mean that grammar should be taught in this natural order of acquisition.



## THE MONITOR HYPOTHESIS

The language that one has subconsciously acquired "initiates our utterances in a second language and is responsible for our fluency," whereas the language that we have consciously learned acts as an editor in situations where the learner has enough time to edit, is focused on form, and knows the rule, such as on a grammar test in a language classroom or when carefully writing a composition. This conscious editor is called the Monitor. Different individuals use their monitors in different ways, with different degrees of success. Monitor Over-users try to always use their Monitor, and end up "so concerned with correctness that they cannot speak with any real fluency." Monitor Under-users either have not consciously learned or choose to not use their conscious knowledge of the language. Although error correction by others has little influence on them, they can often correct themselves based on a "feel" for correctness. Teachers should aim to produce Optimal Monitor users, who "use the Monitor when it is appropriate and when it does not interfere with communication." They do not use their conscious knowledge of grammar in normal conversation, but will use it in writing and planned speech. "Optimal Monitor users can therefore use their learned competence as a supplement to their acquired competence."





## THE INPUT HYPOTHESIS

The input hypothesis answers the question of how a language acquirer develops competency over time. It states that a language acquirer who is at "level" must receive comprehensible input that is at "level  $i+1$ ." "We acquire, in other words, only when we understand language that contains structure that is 'a little beyond' where we are now." This understanding is possible due to using the context of the language we are hearing or reading and our knowledge of the world. However, instead of aiming to receive input that is exactly at our  $i+1$  level, or instead of having a teacher aim to teach us grammatical structure that is at our  $i+1$  level, we should instead just focus on communication that is understandable. If we do this, and if we get enough of that kind of input, then we will in effect be receiving and thus acquiring out  $i+1$ . "Production ability emerges. It is not taught directly." Evidences for the input hypothesis can be found in the effectiveness of caretaker speech from an adult to a child, of teacher-talk from a teacher to a language student, and of foreigner-talk from a sympathetic conversation partner to a language learner/acquirer.

One result of this hypothesis is that language students should be given a initial "silent period" where they are building up acquired competence in a language before they begin to produce it. Whenever language acquirers try to produce language beyond what they have acquired, they tend to use the rules they have already acquired from their first language, thus allowing them to





communicate but not really progress in the second language.

## THE AFFECTIVE FILTER HYPOTHESIS

Motivation, self-confidence, and anxiety all affect language acquisition, in effect raising or lowering the "stickiness" or "penetration" of any comprehensible input that is received. These five hypotheses of second language acquisition can be summarized: "1. Acquisition is more important than learning. 2. In order to acquire, two conditions are necessary. The first is comprehensible (or even better, comprehended) input containing  $i+1$ , structures a bit beyond the acquirer's current level, and second, a low or weak affective filter to allow the input 'in'." In view of these findings, question is raised: does classroom language teaching help? Classroom teaching helps when it provides the necessary comprehensible input to those students who are not at a level yet which allows them to receive comprehensible input from "the real world" or who do not have access to "real world" language speakers. It can also help when it provides students communication tools to make better use of the outside world, and it can provide beneficial conscious learning for optimal Monitor users. Various research studies have been done comparing the amount of language competence and the amount of exposure to the language either in classroom-years or length of residence, the age of the language acquirer, and the acculturation of the language acquirer. The results of these studies are consistent with the above acquisition hypotheses: the



more comprehensible input one receives in low-stress situations, the more language competence that one will have.

Canale and Swain as Cited by Bito (2006) assert that there should be a distinction between knowledge of use and demonstration of this knowledge. Knowledge of use is often referred to as communicative competence and the demonstration of this knowledge as performance. Communicative competence includes; 1) Grammatical Competence: The use of appropriate vocabulary, pronunciation and grammar, 2) Socio-linguistic competence: The use of style, register and intonation in appropriate contexts and settings; 3) Discourse competence: The ability to combine language elements to show cohesion in the form and coherence of thought and, 4) Strategic Competence: The use of verbal and non-verbal communication strategies, such as gestures and circumlocution, to compensate for unknown language.

### Related Studies

Pascasio (1997) found in her study that on the elementary level, the aspects of grammatical constituents which included nouns, verbs, adjectives, adverbs, conjunctions, prepositions, pronouns, sentences, and clauses that sentence type according to meaning and use was the common emphasis of both old and new textbooks. Statements and questions were the most popular topic. Other common features were direct and indirect object and the agreement of subject and verb.

In the elementary level, most of the textbooks are still grammar based



although the lessons begin with a dialog that tries to simulate real life situations relevant to the grade level. Oral and written exercises are included but hardly interactive. Much of the content still focuses on knowledge of the language rather than its use. Materials, which appear authentic, are exploited in order to develop general comprehension or to extend awareness of particular grammatical structures while meaningful context are frequently not established and the information gap and task-dependency principles remain only principles.

For the secondary level, most of the textbook try to present a balance between structural and communicative/functional approaches. Exercises materials, functional activities are included in the textbooks together with the four macro- skills of listening and free from unnecessary details. The physical make-up of the textbooks is appropriate and acceptable to students but there is need for further evaluation of the English materials.

Bautista(1997) revealed in her findings that the students' teachers have a higher proficiency in vocabulary than in grammar.

Hufana (1982) presented significant finding in her study on the evaluation of composition errors in rhetorical arts used in agricultural science by freshmen college students. She revealed that the highest percentage of lexical errors was on verbs, syntactic errors were attributed to both the mother tongue and second language interference.

Harmer (1995) stated that language is not a form of behavior but it is an



intricate rule-based system and a large part of language acquisition in the learning of this system. There is a need for roughly tuned input where students have to deal with language that is at a higher level they are capable of producing. It is a kind of input that helps students acquire new language. It is the knowledge of the grammar rules that the child becomes creative as a language user.

Castillo(1978) bared that students who are competent in the language can produce grammatically correct utterances better than students who lacked competence in the use of language communication.

Maranan's (1994) study revealed that the level of proficiency in written English Communication of student teachers in state colleges and universities of region 2, are as follows: capitalization, good ; sentence structure, good; general vocabulary, fair; punctuation, fair; grammar, fair; The over all level of proficiency in written English among the students teacher of SUC's is fair. They were most proficient in capitalization and least proficient in grammar.

Bergonia (1977) revealed in her studies on the English grammar of the senior high school students of Abra that: 1. On the use of pronouns the students committed the most common errors in the use of infinite pronouns and predicate nominations and in making pronouns agree with their antecedent, 2. The most common errors committed by the students in the use of objectives and adverbs are n the frequent use of double comparison and of adjectives in the place of adverbs, as well as in the use of predicate adjective,



the comparative and superlative degree, 3. In the use of prepositions and conjunctions, the students used wrong prepositions and confused prepositions and conjunctions and vice versa, 4. The students showed weakness in tenses, emphatic forms, verbs, and irregular verbs, and in the agreement in number between subject and verb.

In an evaluation of English grammar difficulties Maran (1978) found out that most of the senior high school students respondents of Nueva Vizcaya had the most difficulties on punctuation wherein respondents were weak especially in written communication. This was followed by capitalization. The third problem was on the construction of sentence, and was closely followed by capitalization. And the use of correct verb forms. The other remaining difficulties were on vocabulary, the use of prepositions, conjunctions and pronouns. The least difficult were on the use of adjective and adverb. She added that the level of significance causes by the students was generally serious. This was on the teachers' incompetence in teaching the subject.

A New Zealand study conducted by Elley, Barham, Lamb and Willie (1975) found that English grammar instruction, whether it was traditional or transformational grammar, had "virtually no influence on the language growth of typical secondary students".

A study conducted by Harris (1962) found after two years of traditional grammar instruction, five high school classes of students performed worse on an assessment piece that looked at sentence complexity and surface errors



than a similar group who did not study grammar.

### Communicative Competence

Communicative competence may be defined as the ability to function in a truly communicative setting—that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors” She went on to point out that successful communication would depend largely on individuals’ willingness to take risks and express themselves to the foreign language, and on their resourcefulness in using the vocabulary and structures under their control to make themselves understood. According to Savignon (1997) the use of gestures, intonation, and facial expression also contributes to communication, but linguistic accuracy, though of some importance, should be considered as only one of the major constituents of a communicative exchange.

In later discussions of communicative competence, Savignon (1997) emphasizes again its dynamic nature, pointing out that it is an “interpersonal” Trait that involves two or more persons negotiating meaning together, whether through oral or written communication. She further emphasizes the contextual dimension of language use and that one’s success in communicating may vary from situation to situation. Communication takes place in an infinite variety of situations, and success in a particular role depends on one’s understanding of the context and on prior experience of a similar kind. Success requires making appropriate choices of register and style in terms of



the situation and the other participants (Savignon 1997).

On the other hand, Canale and Swain (1980) as cited by Dacanay (2000) states that communicative competence is made up of four major strands: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

Grammatical competence is the mastery of the language code which focuses on the knowledge and skill required to understand and express accurately the literal meaning of utterances.

Discourse competence, is the ability of combining meanings with unified and acceptable spoken or the written texts in different genres like a scientific report, newspaper article, news broadcast, and casual conversation. In a written discourse, Widdowson(1978:52) avers that understanding how such non-verbal devices work is an essential part of learning. That is, there are illustrations and diagrams which learners have to interpret as part of their learning.

Strategic competence relates to the verbal and non-verbal strategies which the learners may need to use either to compensate for breakdowns in communication or to enhance the effectiveness of communication. This competence uses verbal and non-verbal information. Used together, verbal and non-verbal information support each other. For example, an obscure section of a text may be clarified by studying a diagram or the significance of a diagram may become clear from the text.





## Theoretical Framework

Learning style is one aspect of a student's innate uniqueness so we must learn to recognize, acknowledge and respect every student's learning style. As a future educators we have to learn what affects the student's competence or performance.

Moreover, as future educators we have to be well-equipped with the different method to explain a better learning attitude and atmosphere. According to (Huda, 1988) language learning is governed by universal language strategy which is available for learners. It is also claimed by the cognitive-code leaning theory which states that learning a language is learning the rules of a language (Boey, 1975).

Further, (Dunn, 1984) stated that learning style is the biological and developmental set of characteristics that make the identical instructional environments, methods and resources effective for some learners and ineffective for others.

According to Canale and Swain (1980) competence is necessary concern for communicative approach that is oriented toward the attainment of higher level of proficiency, in which accuracy and precision of understanding and expression are important goals.

As, illustrated in the paradigm of the study (Figure 1), the first phase was theories in language learning. Next is the test on prepositions, modals, verb tenses, subject-verb agreement, and active and passive voices.





Moreover, the profile of the respondents includes the following variables age, gender, and school graduated from.

Second, were the process on the test results and the learner variables on grammatical competence.

Third, was the level of performance and effect of learner's variables. It contains the improved grammatical competence of the fourth year English major students on the five areas of grammar whether they are highly competent (HC), moderately competent (MC), competent (C), fairly incompetent (FC), and incompetent (IC).



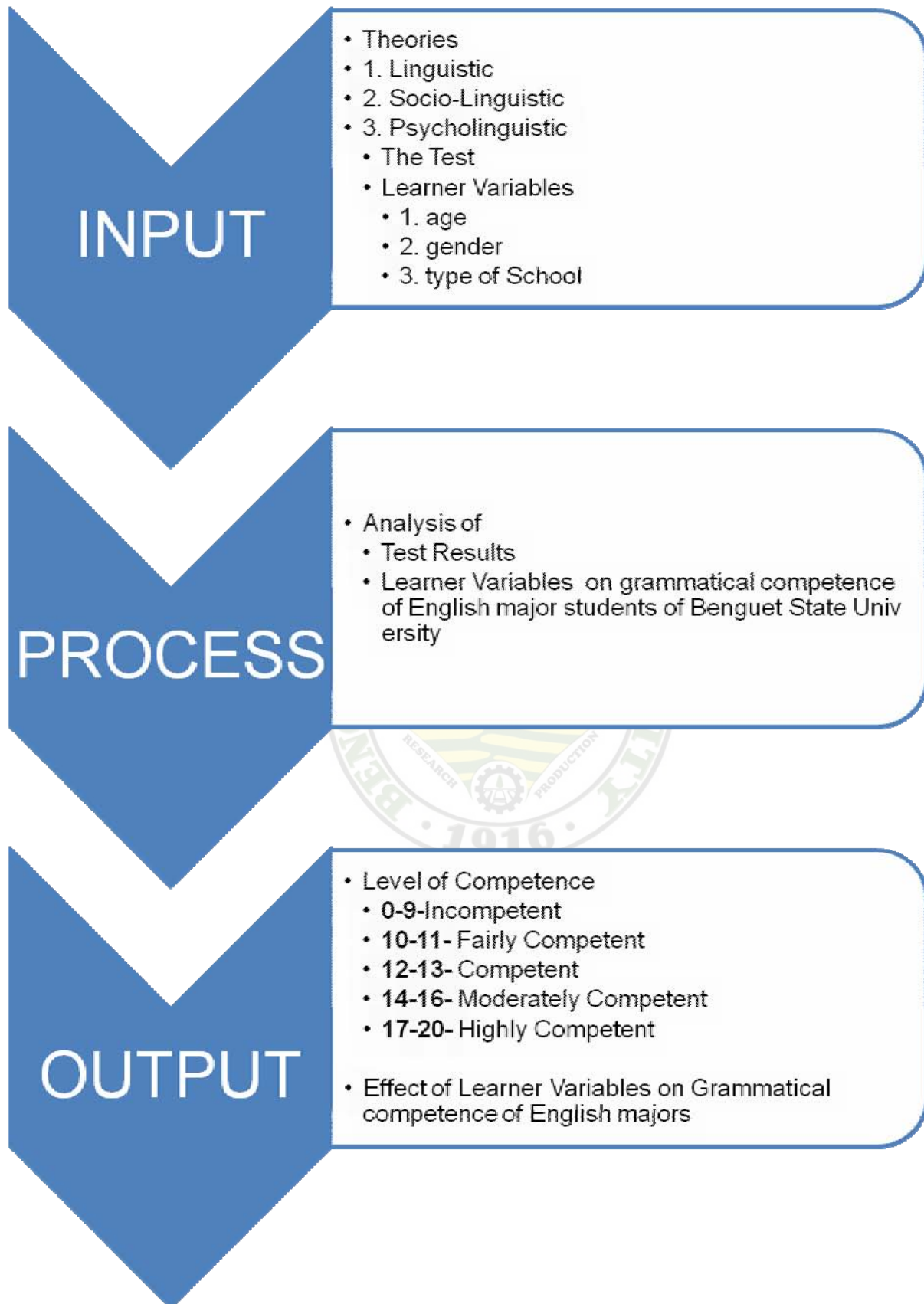


Figure 1. Paradigm of the study



### Operational Definition of Terms

The following are defined for the purpose of the study

Competence is the ability to do something well or effectively.

Communicative Competence is the ability to communicate effectively in a language.

Grammar is the ways that words can be put together in order to make sentences.

Grammatical Competence is the general knowledge of rules in grammar.

Incompetent has a computed mean below 9 from the computed normal standard normal scoring.

Fairly Competent-has a computed mean of 10 to 11 from the normal standard scoring.

Competent has a computed mean of 12 to 13 from the normal standard scoring.

Moderately Competent-has a computed mean of 14 to 16 from the normal standard scoring.

Highly Competent has a computed mean of 17 to 20 from the standard normal scoring.

Gender is a word to classify the respondents either they are male or female.

Fourth Year is the last term of College years.

Modal is used in main verb to express ideas such as possibility,



intention, or necessity.

Preposition is use to indicate place and time followed by a noun.

Proficiency is the ability or skill for something or mastery.

Sociolinguistic Competence is the appropriateness of communication including the rules of interaction.

Subject is the main topic of the sentence.

Verb is used with a subject to say what someone or something does. It is also indicates action or occurrence or being.

### Hypotheses of the Study

The following are the hypotheses of the study:

1. There are different levels of competence among the fourth year English major students of Benguet State University.
2. There are significant differences in the competence of English major student

considering the different variables.

- a. age
  - b. gender
  - c. school graduated from
3. There are significant differences among their performance in grammar.



## **METHODOLOGY**

This chapter presents the method and procedures that was used in the study. It includes locale and time of the study, respondents of the study, data gathering tools and statistical analysis of data. Moreover, the study used descriptive method as it intends to find out the grammar proficiency of English majors.

### Locale and Time of the Study

The study was conducted in Benguet State University during the School Year 2006-2007. The school is located six kilometers north of Baguio City-the gateway of mountain province.

Historically, the university was originally known as La Trinidad Benguet, Experiment Station in 1916. On June 15 of the same year, the school was named La Trinidad Farm School. Four years later, the School's named was changed into Trinidad Agricultural School (TAS).

In 1946, the school was named La Trinidad High School with high school curriculum added to its agricultural education program. In 1953, a two-year post high school certificate in agricultural education was offered. In the same year, the school was renamed and was called La Trinidad National Agricultural School (LTNAS). Four months after, it was named Mountain



National Agricultural College (MSAC) gaining a college status in 1957, From 1962 to 1969, the school was called Mountain Agricultural College (MAC). Few years after, it became the Mountain State Agricultural College (MSAC).

Finally, on January 12, 1986, former President Ferdinand E. Marcos elevated the college to state university by virtue of PD 2010. Today, Benguet State University is recognized as one of the Centers of Excellence (COES) in the country in Agricultural Education. It is also considered as one of the institution in the Cordillera.

### Respondents of the Study

The respondents of the study consisted of 50 English major students enrolled in Benguet State University during the second semester of 2006-2007. There were six males and 44 female respondents. The English majors were selected because they are the concentration of the study and were tested to determine their grammatical competence.

### Instrumentation

A teacher made test and a survey questionnaire were used as the primary tools in gathering the data needed particularly in assessing the grammatical competence of the respondents. The first part of the questionnaire was the personal profile of the respondents like age, gender, and school graduated from; the second part was the test on the five areas of grammar. The test has a total of 100 items and all multiple choice questions. The questions used were taken from some grammar books and others were



made by the researcher herself.

### Gathering of Data

A 100 item grammar test was constructed by the researcher to determine the competence of English major students. The constructed test was a multiple choice type in which every correct answer was given a score of "1". The test composed of 20 prepositions, 20 subject verb agreement, 20 verb tenses, 20 modals, and 20 active and passive voices.

The researcher pre-tested a 120 questionnaire to 15 English majors of BSU but was not part of the respondents. The responses were analyzed to determine the reliability of the test. Item analysis was used to discriminate the items that were difficult.

Lado's criterion was used as a basis to determine the level of difficulty and index of discrimination. The first test on passive and voice was a paragraph completion wherein, the respondents were not able to answer, hence, found to be difficult. The 20 items of passive and active voice were changed to a multiple choice item.

A questionnaire was used to gather the needed information about the respondents' age, gender, and school graduated from. Before the respondents answered the questionnaire, the researcher explained the purpose of the questionnaire and assisted them during the test proper. The



respondents were given one hour to finish the test. The researcher personally collected the questionnaire.

### Statistical Treatment

Frequency and tally were used to determine the number and exact population of the respondents.

T-test was used to determine the significant differences of students competence. T-test  $T_c = \frac{X_1 - X_2}{S}$

$T_c$  = T-value computed

$X_1$  = computed mean

$X_0$  = hypothesized mean

S = standard deviation

N = number of cases

An interpretation scale was used to determine the grammatical competence of the respondents. The standard normal scoring was used in each areas of grammar and used to interpret the differences in the level considering the age, gender, and school graduated and interpreted as follows:

0-9 = incompetent

10-12 = fairly competent

13-14 = competent

15-16 = moderately competent

17-20 = highly competent

The computation of the said Standard Normal Scoring is based on its

formula which is:

Mean - 2sigma

Mean - 1sigma

Mean

Mean + 1sigma

Mean + 2sigma





## RESULTS AND DISCUSSIONS

This section presents the data gathered, tabulated, analyzed and interpreted to answer the specific problems of the study. It includes tables showing the level of grammatical competence of the fourth year college students in the parts of grammar selected such as prepositions, subject verb agreement, passive and active voice, verb tenses and modals. The following variables: age, gender, and school graduated from in relation with their grammatical competence.

### Grammatical Competence of Students

Table 1 presents the grammatical competence of fourth year English major students on the uses of prepositions, subject-verb agreement, verb tenses, modals, and active and passive voice. Subject-verb agreement had the highest obtained mean of 16.64 or highly competent, followed by verb-tenses with 14.96 or moderately competent. Moreover, modals and active and passive voices obtained a mean of 12.94 and 12.34 respectively or competent.

However, preposition obtained a mean of 12.34 or fairly competent.

The overall performance of fourth year English major students on the different areas of grammar was competent (14.09) as shown from the computed mean that the student differ significantly in their grammatical competence. In view of the above, the hypothesis that there are different levels of competence among the fourth year English major is accepted.

This further implied that students need to be taught more and



familiarized with the proper usage of prepositions.

The findings corroborate with the study of Alsiyang (1997). It revealed on her studies that students have an average level of performance in the grammatical aspects of written English communication. It was also supported by the study of Millan (1981) on the grammar competency of first year high school students. She revealed that the level of proficiency was average.

In addition, Calsiyao (2000) stated, on her study on English grammar of fourth year students that they got an average weighted mean in their overall performance.

In contrast with the study of Bito (2006), where she found that the grammatical competency of freshman high school students was fairly competent. The same is true with the study of Del Rosario (1981) in her study of communicative competence of freshman students that majority obtained a fair and poor competency.

The results of these studies imply that students need to be equipped and be taught the correct use of the different areas in grammar. Moreover, it is also an eye opener for the teachers and administrators to check and evaluate the materials being used in teaching grammar, to enhance the materials. Teachers need to undergo trainings for professional growth.



Table1. Level of grammatical competence of fourth year English major students in the five areas of grammar

Areas of Grammar	Mean	Description
Prepositions	12.34	Fairly Competent
Subject-Verb Agreement	16.64	Highly Competent
Verb Tenses	14.96	Moderately Competent
Modals	12.94	Competent
Active and Passive Voices	13.56	Competent
Total	70.44	
Mean	14.08	Competent

### Level of Grammatical Competence According to Age

Table 2 shows the grammatical competence according to age. The age was divided into two groups. Group 1 ranges from 19-21 years old while group 2 ranges from 21-23. Group 1 got the highest mean of 16.73 in the area of subject-verb agreement which is highly competent, followed by verb tenses with a mean of 15.11 or moderately competent. Moreover, preposition, modals, and active and passive voice obtained a mean of 12.57, 12.96, and 13.53 respectively or competent.

Furthermore, group 2 obtained the highest mean in subject-verb agreement with a mean of 16.54 or highly competent followed by verb tenses with 14.79 or moderately competent. Both modals and active voice obtained a mean of 12.91 and 13.58 or competent. However, the second group obtained a mean of 12.08 or fairly competent on preposition while the first group obtained a 12.57 mean or competent.

The age group does not have a significant difference on the grammatical performance of the fourth year English major students based on



the t. value of 0.05 from the two-tailed test result of .509. The hypothesis that there are significant differences of fourth year English major student considering the age is rejected.

The finding corroborates with the study of Alsiyang (1997) that students' age do not affect their English communication proficiency. It was also supported by the study of Marquez (1996) that the level of proficiency of English teachers of University of Baguio is not influence by age.

Moreover, Magtalas(1998) stated on her study of English proficiency of freshman students of Iba Zambales that age has no significant differences in their proficiency level. Furthermore, the study conducted by Fermin (2001) states that age did not affect the linguistic performance of the English high school teachers of Tarlac.

However, from the findings of Lopez (1987) stated that age caused a significant differences. His findings indicated that the early adolescent group got highest mean than the adolescent group and performed better in the written communication.

Table2. Shows the grammatical competence according to age

Areas of Grammar	Mean	D	Mean	D
Preposition	12.57	C	12.08	FC
Subject-verb Agreement	16.73	HC	16.54	HC
Verb Tenses	15.11	MC	14.79	MC
Modals	12.96	C	12.91	C
Active and passive voice	13.53	C	13.58	C
Total	71.03		69.91	
Mean	14.20	C	13.98	C

Legend:

Group 1= Ages 19-20

Group 2= Ages 21-23



### Level of Grammatical Competence According to Gender

Table 3 shows the level of grammatical competence of fourth year English major according to gender.

The males got the highest mean on the use of subject verb agreement with a mean of 17.00 or highly competent followed by verb tenses with a mean of 14.16 and passive and active voices with 13.50, both competent. In addition, with the use of modals and prepositions the result was fairly competent with means of 12.16 and 11.83 respectively.

The females got the highest mean in the use of subject verb agreement with 16.59 or highly competent and obtained 15.06 in the use of verb tenses or moderately competent. Furthermore, females got 13.04 and 13.56 or competent in the areas of modals and active voices. In the preposition category, both genders were fairly competent but with different means. Females had 12.40 while males with 11.83.

The t-test, however showed no significant differences between the male and female students' performance based on the computed t-value of 0.05 from the two-tailed result of .425. The hypothesis that there are significant differences of fourth year English major student considering the gender is rejected.

The findings complement with the study of Bautista (1995) that gender did not affect the proficiency of the student teachers. Moreover, it is also supported by the study of Estepa (1999) when she determined the oral facility



of BCF senior mass communication students in English. She revealed that there are no significant differences in the oral facility level of male and female respondent. Altamarino (2000) revealed in her study on the phonological errors of college students that gender doesn't affect their linguistic errors in public speaking.

However, it is in contrast with the study of Calsiyao (2000), Bito (2000), and Bagano (1995) that females perform better than male respondents. In the findings of Cotiw-an (1995), she stated that females committed few errors than males in all aspects of English grammar. Millan(1998) further stipulated that females performed slightly well than their male counterparts in the test of competence in English grammar and composition.

Table3. Grammatical competence according to gender.

Areas of Grammar	Males	D	Females	D
Preposition	11.83	FC	12.40	FC
Subject-verb Agreement	17.00	HC	16.59	HC
Verb Tenses	14.16	C	15.06	MC
Modals	12.16	FC	13.04	C
Active and passive voice	13.50	C	13.56	C
Total	68.66		70.75	
Mean	13.73	C	14.15	C

#### Grammatical Competence According to School Graduated From

Table 4 shows the grammatical competence according to the school graduated from, either from public or private school. The overall performance of both public and private school was competent. The Public school is highly competent in the subject-verb agreement than those in the private schools.



However, private schools and public school were both competent with the use of verb tenses but with a different mean. Public school with 16.00 and private school with 14.73. Both schools were competent on the use of modals and active voice. However, with the use of preposition the public school obtained a mean of 12.56 or competent but the private school obtained a mean of 11.33 or fairly competent. From the result of the two tailed test of .481 and computed t.test of 0.05 level of significance implies that no significant difference in their performance. Therefore the hypothesis that there are significant differences of fourth year English major student considering the school graduated from is rejected.

Bautista (1995) revealed in her study of the proficiency level of student teachers that gender and high school graduated from does not affect the performance of the student teachers.

In contrast with the study of Bagano (1986) she posited that private schools performed better in most of the reading skills than in the public schools and attained a higher performance. It is also supported by Sison (1997). She found out that students from private schools were more competent in the comprehension of news story. She also presented that there was a direct significant relationship in the reading performance and the reading competence between private and public school students.





Table4. Level of grammatical competence according to school

Areas of Grammar	Public	D	Private	D
Preposition	12.56	C	11.33	FC
Subject-verb Agreement	16.90	HC	15.44	MC
Verb Tenses	14.73	MC	16.00	MC
Modals	12.90	C	13.11	C
Active and passive voice	13.60	C	13.33	C
Total	70.78		69.22	
Mean	14.15	C	13.86	C

#### Grammatical Competence along the different areas of Grammar

Table 5 shows the grammatical competence in the different areas of grammar. Students perform well on the subject-verb agreement with a mean of 16.64 or highly competent but did not do well in the use of prepositions with a mean of 12.34 or fairly competent. Moreover, on the other areas of grammar, students were moderately competent on the verb tenses and both competent on the use of modals and active and passive voice. From the computed F-value of 58.93 and a probability of 0.00 they obtained a mean of 14.01. It shows that the student differ significantly on the different areas of grammar. Students were better in the areas of subject-verb agreement but poor on the use of preposition due to the following reason: 1) Prepositions are not given importance, 2) there are no clear rules in the uses of preposition, 3) there are no theories to support the rules. As shown on the table, subject-verb agreement is ranked one followed by verb tenses, third, active and passive voice, fourth, modals and last prepositions. The hypothesis that there are significant differences among their performance is accepted.



The present findings corroborate with the study of Magtalas (1998) on the English proficiency of freshman students that among the four areas, the students are weak in grammar than in listening, reading, and writing skills. Moreover, it also supported the research of As-il (1997) that prepositions and conjunctions were the students had difficulty.

However, the findings of Simoen (1997) states that vocabulary is difficult than grammar. She found out that using vocabulary in context is more difficult than constructing sentences. Moreover, in her findings that preposition and sentence construction is considered as moderately difficult. Furthermore, from the findings of Cacap (1996) revealed that the common errors of grade six pupil were subject agreement as the first, followed by pronoun and lastly was the uses of preposition and conjunctions.

Calsiyao (2000) reveals that the uses of nouns found out to be difficult by the fourth year students of Tabuk Kalinga followed by verbs, subject-verb agreement, adjective and adverb and prepositions.



Table5. Level of grammatical competence according to the different areas of grammar.

Areas of Grammar	Mean	D	Rank
Preposition	12.34	FC	5
Subject-Verb Agreement	16.64	HC	1
Verb Tenses	14.96	MC	2
Modals	12.94	C	4
Active and Passive Voice	13.56	C	3
Mean	14.01	C	

F-Value=58.93  
 Probability=0.00  
 \*\*-highly significant

Legend:

Interval	Description	Symbol
0-9	Incompetent	IC
10-12	Fairly Competent	FC
13-14	Competent	C
15-16	Moderately Competent	MC
17-20	Highly Competent	HC



## SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

### Summary

This study assessed the grammatical competence of fourth year English Major Students on the application of the five different areas in grammar of Benguet State University. The answers to the following questions were sought:

1. The overall performance was competent. Respondents had the highest mean on the use of subject-verb agreement with 16.64 or highly competent, verb tenses with 14.96 or moderately competent, followed by modals and active and passive voices obtained 12.94 and 12.34 respectively or competent while with the use of preposition with 12.34 or fairly competent.
2. According to age, it was divided into two groups. Group 1 ranges from 19-20 years old while group 2 ranges from 21-23. Both groups were highly competent in subject-verb agreement, moderately competent in verb tenses, competent in modals and passive and active voice but group 1 was competent in preposition while group 2 was fairly competent. The computed t-value showed no significant differences between the ages.
3. According to gender, both gender were highly competent in preposition but with different mean. Males got 17.00 while its counterpart got 16.59. Females got higher than males on the computed mean in the four



different areas of grammar but from the computed F-value of 58.93 and Probability of 0.00, it showed that there is no significant difference.

4. According to school graduated from, the overall performances of both public and private schools were competent. Moreover, from the computed mean, public obtained higher mean than the private school but based on the computed F-value and normal standard scoring, there was no significant differences on the school graduated from.
5. Different areas grammatical level, showed that students obtained the highest mean in subject-verb agreement with 16.64 ranks 1, followed by verb tenses, active and passive, modals and preposition. It showed that students need to improve on the use of preposition.

### Conclusions

Based on the result of the study the following conclusions were deduced:

1. The fourth year English major students manifested a competent grammatical competence. However, they need to enhance their knowledge in the use of prepositions.
2. The age, did not affect their grammatical competence and performance
3. The gender of the students did not affect their grammatical competence.
4. The school graduated from did not affect their grammatical competence
5. The overall performance of the English major students was competent.



## Recommendations

Based from the salient findings of the study, the following are recommended:

1. Teachers of Tertiary level need to enhance and develop more grammar handbooks this is to develop and enhance among the students the use of prepositions. Prepositions should be given importance because this is the weakness of the students.
2. The authorities or administrators of schools should provide adequate instructional materials and enough training for English Teachers.
3. Students should be taught the proper usage of grammar and its application.
4. A student who plans to major in English should try to speak and practice English in his/her daily encounters.
5. Students should learn more on grammar for mastery.
6. Similar studies should be conducted and other variables like infinitive and gerunds, clauses, phrases and other areas of grammar. Other variables such as teacher factor, economic status, environmental factor affecting their study habits.
7. Similar studies should be conducted in other schools in the region.



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Appendices A

LETTER TO THE DEAN TO ADMINISTER QUESTIONNAIRE

16-B Sgt. Floresca St. Aurora Hill  
Baguio City 2600  
April 3,2007

TESSIE M. MERESTELA  
Dean, Graduate School  
Benguet State University

Madam:

This is to request your good office to administer questionnaire among the English Major Students of Benguet State University enrolled for the School year 2006-2007.

This research is entitled: THE GRAMMAR COMPETENCE OF FOURTH YEAR ENGLISH MAJOR STUDENTS OF BENGUET STATE UNIVERSITY. This is in partial fulfillment of the Master of Arts in English as a Second language.

The purpose of this study is to determine the extent of students' knowledge in grammar. It is hope that the findings of this will serve as a significant input toward the improvement of English majors as well as the teachers.

Thank you for your kind consideration in this matter.

Truly yours,

JEANNE A. YAN  
Researcher

JOSEFINA A. DACANAY  
Adviser

Approved:  
TESSIE M. MERESTELA



Appendices B

LETTER TO ADMINISTER QUESTIONNAIRE

16-B Sgt. Floresca St. Aurora Hill  
Baguio City 2600  
April 3,2007

PERCYVERANDA B. LUBRICA  
Dean, College of Teacher Education  
Benguet State University

Madam:

This is to request your good office to administer questionnaires among the Fourth year English Major students of College of Teacher Education who are enrolled for the Second semester of School year 2006-2007.

This research is entitled: THE GRAMMAR COMPETENCE OF FOURTH YEAR ENGLISH MAJOR STUDENTS OF BENGUET STATE UNIVERSITY. This is in partial fulfillment of the Master of Arts in English as a Second language.

The purpose of this study is to determine the extent of students' knowledge in grammar. It is hope that the findings of this will serve as a significant input toward the improvement of English majors as well as the teachers.

Thank you for your kind consideration in this matter.

Truly yours,

JEANNE A. YAN  
Researcher

JOSEFINA A. DACANAY  
Adviser

Approved:  
PERCYVERANDA B. LUBRICA



## Appendices C

## COVER LETTER

16-B Sgt. Floresca St. Aurora Hill  
Baguio City 2600  
April 10, 2007

Dear Respondents,

The researcher is conducting a study on Grammatical Competence of Fourth Year English Majors of Benguet State University.

In view of this, the researcher is soliciting your cooperation and your time by answering the questions completely and honestly.

Rest assured that whatever answers written will be taken confidentially.

Thank you very much and God Bless!

Respectfully yours,

Jeanne A. Yan





## Appendices D

AGE Equal variances assumed	Levene's Test for Equality of Variances		t-test for equality of Means						
	F	Sig	t	df	Sig.(2- tailed)	Mean difference	Std. Error difference	95% Confidence	
								Lower	Upper
PART 1	.088	.768	.822	48	.415	.4936	.6007	-7143	1.7014
PART 2	.477	.493	.316	48	.754	.1891	.5992	-1.0157	1.3939
PART 3	1.699	.199	.583	48	.563	.3237	.5551	-.7925	1.4399
PART 4	.536	.468	.091	48	.928	4.487E- 02	.4950	-.9505	1.0402
PART 5	2.569	.116	-.070	48	.945	-4.4872 E-02	.6412	-1.3341	1.2444
Total	.041	.841	.665	48	.509	1.1218	1.6880	-2.2721	4.5157

## Appendices E



GENDER	Levene's Test for Equality of Variances		t-test for equality of Means						
	F	Sig	T	df	Sig.(2-tailed)	Mean difference	Std. Error difference	95% Confidence	
								Lower	Upper
PART 1	4.768	.034	.622	48	.537	-.5758	.9263	-2.4383	1.2867
PART 2	1.295	.261	.445	48	.659	.4091	.9203	-1.4412	2.2594
PART 3	480	.492	-1.065	48	.292	-.9015	.8466	-2.6036	.8006
PART 4	1.334	.254	-1.171	48	.247	-.8788	.7505	-2.3877	.6302
PART 5	120	.730	-.069	48	.945	-6.8182E-02	.9858	-2.0503	1.9139
Total	.071	.790	-.804	48	.455	-2.0833	2.5896	-7.2901	3.1234

## Appendices F



SCHOOL GRADUATED FROM	Levene's Test for Equality of Variances		t-test for equality of Means						
	F	Sig	T	df	Sig.(2-tailed)	Mean difference	Std. Error difference	95% Confidence	
								Lower	Upper
PART 1 Equal variances assumed	2.333	.133	-1.602	48	.116	-1.2276	.7665	-2.7687	.3134
PART 2	1.144	.290	-1.941	48	.058	-1.4580	.7511	-2.9681	5.214E-02
PART 3	3.851	.056	1.809	48	.077	1.2683.	.7009	-.1411	2.6776
PART 4	.052	.820	.324	48	.747	.2087	.6431	-1.0843	1.5017
PART	.207	.651	-.332	48	.741	-.2764	.8329	-1.9511	1.3983
Total	.047	.829	-.710	48	.481	-1.5583	2.1936	-5.9688	2.8523

## Appendices G

OVERALL	N	Minimum	Maximum	Mean	Std.
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COMPETENCE	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
PART1	50	6.00	16.00	12.3400	.2991	2.1152
PART2	50	10.00	20.00	16.6400	.2966	2.0972
PART3	50	11.00	18.00	14.9600	.2755	1.9479
PART4	50	10.00	18.00	12.9400	.2448	1.7310
PART5	50	5.00	18.00	13.5600	.3171	2.2421
Total	50	57.00	81.00	70.5000	.8385	5.9290
Average	50	11.40	16.20	14.0880	.1691	1.1960
Valid N (listwise)	50					

### Descriptive statistics

Variable	Obs	Mean	Std. Dev.	Min	Max
D1	50	-4.30	2.261027	-8	0
D2	50	1.68	2.477985	-4	7
D3	50	2.02	2.494811	-3	6
D4	50	-0.62	2.530548	-7	8

1- group Hotelling's T-squared = 251.1158

F test statistic :  $((50-4)/(50-1)(4)) \times 251.1158 = 58.935341$

H0 : Vector of means is equal to a vector of zeros

F(4.46) = 58.9353

Prob > F(4.46) = 0.0000



## I. Socio-economic Profile

Name: (optional) \_\_\_\_\_

Age: \_\_\_\_\_

Gender: \_\_\_\_\_

School Graduated From High School: \_\_\_\_ Private \_\_\_\_ Public

II. Test Proper: This test is consisted the five basic common errors committed in grammar. You are given 1 hour to finish this test. Please answer everything. Don't leave any blanks if possible.

INSTRUCTIONS: Circle the letter of your choice

1. Ms. Chiday was disappointed \_\_\_\_\_ the results of the advertising campaign.
  - a. for
  - b. of
  - c. on
  - d. with
2. The cheapest way to move overseas is \_\_\_\_\_, but that is also the slowest way.
  - a. by ship
  - b. on ship
  - c. at ship
  - d. to ship
3. \_\_\_\_\_ the next few months, we hope to arrange a joint venture with a company in the Czech Republic.
  - a. Within
  - b. With
  - c. Since
  - d. At
4. Justin was hired because he is familiar \_\_\_\_\_ the latest development in biotechnology.
  - a. to
  - b. with
  - c. in
  - d. about
5. The store is open \_\_\_\_\_ nine to six.
  - a. from
  - b. at
  - c. by
  - d. between



6. Bonnie has been married \_\_\_\_\_ Steve for two years.
- with
  - at
  - by
  - to
7. When did they arrive \_\_\_\_\_ the hotel?
- to
  - at
  - from
  - in
8. We traveled \_\_\_\_\_ 6:45 train, which arrived at 8:30.
- in the
  - on the
  - by the
  - by
9. Have you read anything \_\_\_\_\_ Ernest Hemingway? "NO, what sort of books did he write?"
- of
  - from
  - by
  - on
10. If you're worried about the problem, you should do something \_\_\_\_\_ it.
- for
  - from
  - about
  - of
11. Who is Tom Hart? "I have no idea." I've never heard \_\_\_\_\_ him.
- about
  - from
  - after
  - of
12. I prefer tea \_\_\_\_\_ coffee.
- to
  - against
  - over
  - of



13. I'm going away \_\_\_\_\_ the end of January.  
a. at  
b. on  
c. in  
d. by
14. What time will you be home? "I don't know." It depends \_\_\_\_\_ the traffic.  
a. of  
b. for  
c. from  
d. on
15. They have always been very nice \_\_\_\_\_ me.  
a. of  
b. for  
c. with  
d. to
16. Jan is not very good \_\_\_\_\_ repairing things.  
a. in  
b. at  
c. for  
d. about
17. I'm taking a trip \_\_\_\_\_ June.  
a. in  
b. at  
c. on  
d. from
18. I will be married \_\_\_\_\_ June 6.  
a. in  
b. at  
c. on  
d. from
19. The train leaves \_\_\_\_\_ five minutes.  
a. in  
b. at  
c. on  
d. from





20. We didn't speak \_\_\_\_\_ we were eating.  
a. for  
b. during  
c. while  
d. after
21. Economics \_\_\_\_\_ my favorite subject.  
a. am  
b. is  
c. are  
d. have
22. The British \_\_\_\_\_ diligent people.  
a. am  
b. is  
c. are  
d. have
23. Crystal \_\_\_\_\_ teaching.  
a. loves  
b. love  
c. has love  
d. be love
24. Daniel \_\_\_\_\_ been promoted as supervisor.  
a. is  
b. have  
c. be  
d. has
25. The meeting \_\_\_\_\_ at nine o'clock.  
a. started  
b. starts  
c. has starts  
d. have starts
26. The shipments that we received by overnight mail \_\_\_\_\_ damaged.  
a. was  
b. were  
c. has  
d. have



27. Alexis \_\_\_\_ considered to be a good Doctor.  
a. is  
b. am  
c. are  
d. has
28. The boy \_\_\_\_ in the lake  
a. swim  
b. swims  
c. have swim  
d. are swimming
29. Julie \_\_\_\_ beautiful houses and cars.  
a. have  
b. has  
c. is  
d. are
30. Olin \_\_\_\_ English, Math, and Science subjects.  
a. teach  
b. teaches  
c. teaching  
d. has teach
31. Police \_\_\_\_ observant these days because of the threat.  
a. is  
b. are  
c. has  
d. have
32. Everybody \_\_\_\_ having a Party.  
a. am  
b. is  
c. are  
d. has
33. Children \_\_\_\_ considered by their parents as a valuable thing.  
a. has been  
b. was being  
c. are being  
d. is being



34. One of the policies of the School \_\_\_\_ to be prompt.  
a. am  
b. is  
c. are  
d. were
35. The sheep \_\_\_\_ wandering in the forest.  
a. has  
b. have  
c. is  
d. are
36. My jeans \_\_\_\_soak for five days now.  
a. is been  
b. are been  
c. has been  
d. have been
37. The man with a blue shirt \_\_\_\_\_, the room.  
a. enters  
b. enter  
c. is entered  
d. entering
38. Someone \_\_\_\_ my wallet.  
a. steal  
b. steals  
c. stealing  
d. are stealing
39. The Swedish \_\_\_\_\_ proud of their ancestors.  
a. are  
b. have  
c. is being  
d. has been
40. The news \_\_\_\_\_ so terrible that it causes me to tremble.  
a. is  
b. has  
c. are  
d. have



41. \_\_\_\_ Can you close the window, Please?  
a. I cold  
b. I'm cold  
c. I've cold  
d. It has cold
42. We \_\_\_\_ television very often.  
a. not watch  
b. doesn't watch  
c. don't watch  
d. don't watching
43. Look at Hazel! \_\_\_\_ her new hat.  
a. She wearing  
b. She has wearing  
c. She is wearing  
d. She have worn
44. The weather \_\_\_\_ last week.  
a. is nice  
b. was nice  
c. were nice  
d. had nice
45. Terry \_\_\_\_ in a bank from 1987 to 1998.  
a. work  
b. working  
c. worked  
d. has been worked
46. I \_\_\_\_ television yesterday.  
a. didn't watched  
b. didn't watch  
c. wasn't watch  
d. don't watch
47. My mother \_\_\_\_ by plane.  
a. has never travel  
b. has never traveled  
c. is never traveled  
d. hasn't never been traveled



48. \_\_\_\_ that woman before, but I can't remember where.
- I see
  - I seen
  - I've seen
  - I've saw
49. Where \_\_\_\_ on Sunday afternoon? I couldn't find you.
- you were
  - you have been
  - were you
  - have you been
50. I think that weather \_\_\_\_ nice this afternoon.
- will be
  - shall be
  - is going to be
  - has been
51. Sally has been working here \_\_\_\_.
- for six month
  - since six months
  - six months ago
  - six months
52. Ann is in the hospital. "Yes, I know \_\_\_\_ her this evening.
- I visit
  - I will visit
  - I'm going to visit
  - I will be visit
53. When we were in Italy, We \_\_\_\_ a few days in Venice.
- spent
  - are spend
  - were spent
  - are spending
54. \_\_\_\_ any books by Agatha Christie.
- Has you read
  - Have you read
  - Did you read
  - Doesn't you read



55. At first I didn't like my job, but \_\_\_\_\_ to enjoy it now.
- I'm beginning
  - I begun
  - I begin
  - began
56. How \_\_\_ now? Better than before?
- you are feeling
  - do you feel
  - is your feel
  - are you feeling
57. You're out of breath. \_\_\_?
- Are you running
  - Have you run
  - Have you been running
  - Did you run
58. Justin \_\_\_ away two or three times a year.
- is going usually
  - usually goes
  - is usually going
  - goes usually
59. I'm tired \_\_\_ now. Goodnight
- I go
  - I will go
  - I'm going
  - I'm will go
60. \_\_\_\_\_ a car when you're in London?
- Did you have
  - Have you had
  - Had you
  - Do you have
61. The fire spread through the building very quickly, but fortunately everybody \_\_\_\_.
- was able to escape
  - could escape
  - managed to escape
  - will escape



62. I'm so tired I \_\_\_ for a week.
- can slept
  - could have slept
  - may sleep
  - could sleep
63. The story \_\_\_ be true, but I don't think it is.
- might
  - can
  - could
  - may
64. Why did you stay at a hotel when you were in Paris? You \_\_\_ with Julia.
- can stay
  - could stay
  - could have stayed
  - may stay
65. 'I've lost one of my gloves.' You \_\_\_ it somewhere.'
- must drop
  - must be dropping
  - must have dropped
  - must have been dropping
66. 'I was surprised that Kate wasn't at the meeting yesterday.' She \_\_\_ about it.'
- might not know
  - might not have known
  - may not know
  - may known
67. What was the problem? Why \_\_\_ leave early?
- had you to
  - must you
  - did you have to
  - you had to
68. We've got plenty of time. We \_\_\_ hurry.
- don't need to
  - needn't
  - mustn't
  - may





69. You missed a great party last night. You \_\_\_\_. Why didn't you?  
a. must have come  
b. might to have come  
c. should have come  
d. had to come
70. Jane \_\_\_\_ a car with the money I'd won in the lottery.  
a. suggested that I bought  
b. suggested that I should buy  
c. suggested me to buy  
d. suggested that I bought
71. You're always at home. You \_\_\_\_ out more often.  
a. should go  
b. had better to go  
c. had better go  
d. may have gone
72. It's late. It's time \_\_\_\_ home.  
a. we go  
b. we should go  
c. we must go  
d. to go
73. \_\_\_\_ A bit longer, I but really have to go now.  
a. I'd stay  
b. I can stay  
c. I'll stay  
d. d. I'd have stayed
74. You look tired. You \_\_\_\_ to bed now.  
a. should go  
b. go to  
c. should gone  
d. can go
75. You \_\_\_\_ keep it a secret.  
a. should  
b. can  
c. must  
d. might



76. I \_\_\_ be late this evening.  
a. can  
b. may  
c. must  
d. should
77. I \_\_\_ in a big city. I hate it.  
a. couldn't live  
b. can live  
c. shouldn't live  
d. should live
78. It \_\_\_ nice to buy a new car, but we can't afford it.  
a. would be  
b. could  
c. would  
d. should
79. \_\_\_ you please be quiet? I'm trying to concentrate.  
a. Can  
b. Would  
c. Can be  
d. May
80. You \_\_\_ up too late. You'll be tired tomorrow.  
a. shouldn't stay  
b. may stay  
c. should stay  
d. can't stay
81. This house \_\_\_\_\_ 100 years ago.  
a. was built  
b. is building  
c. was building  
d. built
82. We \_\_\_\_\_ to the party last week.  
a. didn't invite  
b. didn't invited  
c. weren't invited  
d. wasn't invited



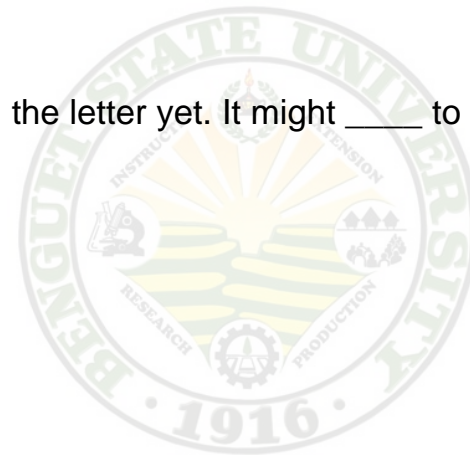
83. "Where \_\_\_ Born? " In Los Angeles."  
a. you are  
b. you were  
c. are you  
d. were you
84. I took the bus this morning because my car \_\_\_\_\_.  
a. is being repaired  
b. is repairing  
c. has been repaired  
d. repaired
85. I can't find my keys. I think \_\_\_\_\_.  
a. they've been stolen  
b. they're being stolen  
c. they're stolen  
d. they've stolen
86. We \_\_\_ by a loud noise during the night.  
a. woke up  
b. are woken up  
c. were woken up  
d. were waking up
87. A new supermarket is going to \_\_\_ next year.  
a. build  
b. be built  
c. be building  
d. building
88. There was a fight at the party, but nobody \_\_\_\_\_.  
a. was hurt  
b. got hurt  
c. hurt  
d. was being hurt
89. Jack \_\_\_ to phone me last night, but he didn't.  
a. supposed  
b. is supposed  
c. Was supposed  
d. Did you have your hair cut



90. Where \_\_\_\_? Which hairdresser did you go to?  
a. did you cut your hair  
b. have you cut your hair  
c. did you have your hair cut  
d. did you have haircut
91. The room looks nice. It \_\_\_\_\_.  
a. was painted  
b. painted  
c. has painted  
d. is being painted
92. We were scared because we thought we \_\_\_\_ by a ghost.  
a. have been followed  
b. were being followed  
c. will be followed  
d. follow
93. This car is \_\_\_\_ by a wealthy man.  
a. owns  
b. own  
c. is owned  
d. is being owned
94. Two hundred people \_\_\_\_\_ employed by the company.  
a. is employed  
b. was employed  
c. are employed  
d. are employ
95. A lot of money \_\_\_\_ in the robbery.  
a. stolen  
b. is steal  
c. are stolen  
d. was stolen
96. Many accidents \_\_\_\_\_ by careless driving.  
a. is cause  
b. are cause  
c. is caused  
d. are caused



97. How \_\_\_\_ this word \_\_\_\_?
- is-pronounce
  - was-pronounced
  - are-pronounced
  - is-pronounced
98. \_\_\_\_ often \_\_\_\_ to parties.
- I'm not-invited
  - I'm not-invite
  - I'm not-invites
  - I'm not-has invited
99. A mystery is something that can't \_\_\_\_\_.
- is explain
  - is explained
  - be explained
  - has explained
100. I haven't received the letter yet. It might \_\_\_\_\_ to the wrong address.
- has been sent
  - have been sent
  - is being sent
  - are been sent



## **BIOGRAPHICAL SKETCH**

Jeanne or Jan as they called her was born on the 25<sup>th</sup> of June 1980. She is the second child among the four siblings of Mr. John S. Yan and Jane A. Yan.

The author grew up in La Trinidad Benguet wherein, she finished her Elementary at La Trinidad Central School and Graduated in March 1993. She also finished her Secondary Education at the University of Baguio in March 1998. Finally she obtained her degree of Bachelor of Secondary Education in Benguet State University in March 2002 and passed her LET in the same year.

Moreover, the author is not satisfied with her educational attainment so she decided to continue her education and enrolled in the Master program and took a major of ESL English as a second Language on the same institution.

She taught at Baguio Benguet Christian College –ESL as contractual Teacher for six months. In November 2003, she was hired as a teacher at International Master of English Center for 3 years. At present, she is working as assistant manager to the school they build for foreign students.

