

PROPOSED WORK TEXT IN TEACHING/LEARNING COMMUNICATION ARTS FOR FRESHMAN COLLEGE STUDENTS

ROMEL R. COSTALES

Faculty Member, College of Education and Graduate School Isabela State University-Ilagan Campus, Isabela, Philippines. Email: costales.romel@yahoo.com, ORCID ID 0000-0002-8349-9761

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.

Key words: Communication Arts and Skills, Grammatical Competence, Modules, Teaching and Learning, Worktext

INTRODUCTION

With the 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 (Am Cham) 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 Worktext 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 Worktext 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 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 (Worktext) 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 Worktext in teaching communication arts in English. Worktext is the most appropriate and timely instructional material to make because of the following reasons:

First, the Worktext 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 Worktext 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 Worktext is also beneficial to teachers as they may no longer need to re-teach lessons previously discussed in class. With Worktext, students can study lessons they have missed anywhere and anytime. The Worktext provides simple and adequate explanations of lessons as well as sufficient examples or illustrations. Moreover, individual differences among learners are supported by the Worktext 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 Worktext, 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 Worktexts.

OBJECTIVES OF THE STUDY

This study investigated the grammatical competencies of freshman students of ISU-Illagan, Isabela with the end-in-view of proposing a Worktext 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 Worktext.

RESEARCH METHODS

In order to determine the grammatical competencies of freshman students of ISU-Illagan, Isabela with the end-in-view of proposing a worktext 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

A. 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 worktext 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.

B. 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.

C. The Module (Worktext)

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 worktext.
2. After the worktext 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 worktext 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 worktext 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 worktext.

Interpretation Used in the Study

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

Scores		Qualitative Description
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
Total	64	100.0

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
Total	64	100.0

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
Total	64	100.0

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
Total	64	100.0

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
Total	64	100.0

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
WFO	3	4.7
Businesswoman	13	20.3
Private employee	1	1.6
Teaching	3	4.7
Others	1	1.6
Total	64	100.0

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 worktext.

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	%	
MODULE 1 (Nouns)	TEST I. Directions: Read carefully each statement/question below and select the best answer from the given choices. Encircle the letter of your choice. 1. Which of the following nouns has incorrectly formed its plural? a. boy – boys c. man – men b. belief – beliefs d. ox – oxs	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 plants.</i>	33	0.5156	37	0.5781	0.0625

	<p>a. nominative case c. possessive case b. objective case d. none of the above</p>					
	<p>4. Read the following dialogue and select which expression is best to fill-up the blank.</p> <p>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.</p> <p>a. intelligent c. intelligently b. intelligence d. all of the above</p>	36	0.5625	55	0.8593	0.2968
	<p>5. To which gender does the noun <i>employee</i> belong?</p> <p>a. feminine c. common b. masculine d. neuter</p>	35	0.5468	59	0.9218	0.375
MODULE 2 (Pronouns)	<p>6. _____ of the boys participated in the sports fest last week?</p> <p>a. Whose c. Which b. Whom d. Who</p>	38	0.5937	54	0.8437	0.25
	<p>7. Read the following dialogue and select which expression is best to fill-up the blank.</p> <p>Girl: To whom was the letter addressed? Boy: It was addressed to Rodel, Juanito and _____.</p> <p>a. her c. hers b. she d. herself</p>	15	0.2343	28	0.4375	0.2031
	<p>8. <i>God wants his people to love one another.</i> The underlined pronoun is _____.</p> <p>a. reflexive c. intensive b. indefinite d. reciprocal</p>	7	0.1093	33	0.5156	0.4062
	<p>9. <i>I love you with all my heart.</i> The pronoun <i>you</i> is used as:</p> <p>a. direct object of a verb b. subject c. object of a preposition d. indirect object of a verb</p>	22	0.3437	45	0.7031	0.3593
	<p>10. She is the girl _____ I wish to marry.</p> <p>a. whom c. who</p>	31	0.4843	52	0.8125	0.3281

	b. which d. whose					
MODULE 3 (Verbs)	11. When I was a child I _____ to go to the movie house. a. uses b. use c. used d. using	51	0.7968	58	0.9062	0.1093
	12. What kind of verb is the underlined in the following statement? Though at his forties, he looked very young. a. transitive b. linking c. intransitive d. helping	11	0.1718	25	0.3906	0.21875
	13. Mabini _____ "The Philippine Revolution" before he died. a. finished b. had finished c. has finished d. would finish	24	0.375	38	0.5937	0.21875
	14. The fire _____ put out when the firemen arrived. a. had been b. will be c. was d. will have been	35	0.5468	57	0.8906	0.34375
	15. <i>The evidence was planted in the suspect's car.</i> The underlined verb is in the _____ voice. a. passive b. active c. both a & b d. no answer	25	0.3906	35	0.5468	0.15625
MODULE 4 (Verbals)	16. I like this work for the reasons _____ above. a. mentioned b. to mention c. mentions d. mentioning	26	0.4062	43	0.6718	0.26562
	17. I will help you _____ your room. a. cleaning b. cleans c. cleaned d. clean	19	0.2968	37	0.5781	0.28125
	18. Kathryn: It's educational <i>to browse</i> 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 _____. a. gerund b. participle c. infinitive d. none of the above	24	0.375	26	0.4062	0.03125

	19. _____ keeps the body trim. a. swims b. swim c. swam d. swimming	42	0.6562	54	0.8437	0.1875
	20. I submitted a _____ copy of my composition. a. revise b. revises c. revised d. revising	30	0.4687	51	0.7968	0.32812
MODULE 5 (Adjectives)	21. This green box is _____ than the brown one. a. lightest b. light c. lighter 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 b. the c. fierce d. hot	18	0.2812	23	0.3593	0.07812
	23. <i>These cars are on sale.</i> The underlined word is _____. a. adjective b. pronoun c. both a & b d. neither a & b	25	0.3906	54	0.8437	0.453125
	24. We are dealing with a very difficult situation. The word very is _____. a. an adverb b. a noun c. an adjective d. conjunction	27	0.4218	47	0.7343	0.3125
	25. Kim works _____. a. quick b. quicker c. quickness d. quickly	55	0.8593	61	0.9531	0.09375
MODULE 6 & 7 (Adverbs; Comparison of Adjectives and	26. Teddy listens _____ than Satur. a. eagerly b. more eagerly c. most eagerly d. all of the above	24	0.375	54	0.8437	0.46875
	27. <i>Uncle Ray has not met my soccer coach.</i> What is the underlined word? a. noun b. pronoun c. adjective d. adverb	22	0.3437	29	0.4531	0.10937
	28. <i>He has packed the dishes carefully.</i> What word does carefully modify in the sentence? a. dishes c. he	20	0.3125	42	0.6562	0.34375

	b. has packed above	d. none of the above					
	29. The actors were extremely nervous. What word does the adverb extremely modify? a. were b. actors	c. the d. nervous	13	0.2031	45	0.7031	0.5
	30. <i>He is truly sincere in his promise.</i> What word does <i>truly</i> modify in the sentence? a. his b. promise	c. sincere d. he	15	0.2343	45	0.7031	0.46875
MODULE 8 (Conjunctions)	31. Law and order are important to society. In the preceding sentence the conjunction <i>and</i> is used to connect_____. a. phrases b. clauses	c. words d. sentences	33	0.5156	40	0.625	0.10937
	32. Ben was rushed to the hospital for he was weak. What type of conjunction is the underlined word? a. correlative b. subordinating	c. coordinating d. none of the above	37	0.5781	38	0.5937	0.015625
	33. _____he studied well in college, he succeeded in getting a good job abroad. Select the best conjunction to fill in the blank. a. Because b. If	c. Although d. For	33	0.5156	37	0.5781	0.0625
	34. The issue is_____serious_____to affect his name. Choose the appropriate conjunction. a. as.....as b. both.....and	c. not only.....but also d. so.....as	10	0.1562	15	0.2343	0.078125
	35. John is <i>staying home or going to the farm.</i> The conjunction <i>or</i> joins two_____. a. clauses b. words	c. phrases d. none of the above	28	0.4375	33	0.5156	0.07812
	36. Not only.....but also.....is an example of_____. a. correlative conjunction b. subordinating conjunction c. coordinating conjunction d. all of the above		30	0.4687	43	0.6718	0.20312

MODULE 9 (Prepositions)	37. He lives _____ Sta. Ana St., Ilagan, Isabela. a. to c. in b. within d. at	29	0.4531	56	0.875	0.42187
	38. The hostage-taker was a policeman who was dismissed by the Ombudsman _____ 2009. a. at c. to b. in d. on	10	0.1562	50	0.7812	0.625
	39. Sheila was absent _____ class yesterday. a. in c. from b. at d. with	7	0.1093	47	0.7343	0.625
	40. She prevented me _____ leaving early. a. from c. to b. toward d. for	18	0.2812	45	0.7031	0.42187
41. <i>Great!</i> <u>We can leave now.</u> What part of speech is the underlined word in the preceding sentence? a. preposition c. conjunction b. interjection d. noun	25	0.3906	57	0.8906	0.5	
MODULE 10 (Interjections)	42. <i>Alas</i> <u>The house is burning.</u> 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
	Test II. Directions: Underline the interjections in the following sentences.					
	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)	Test III. Directions: Complete the following sentences by underlining the correct form of the verb in the parentheses.					
	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 worktext 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 Worktext

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 worktext. 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 worktext. The worktext 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 worktext

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 worktext, 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 worktext.

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. 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.

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

Grouping		X	SD	T Computed value	df	t Tabular value	Decision	Interpretation
School graduated from	Private Elem. School	26.33	8.50	0.77	62	1.67	Accept Ho	There is No Significant Difference
	Public Elem. School	24.39	4.04					
	National High Sch.	24.22	3.75					
	Private/Rural/ Voc. High Sch.	25.11	5.30	0.76	62	1.67	Accept Ho	There is No Significant Difference
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	There is Significant Difference
	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	23.47	4.14	2.91	62	1.67	Reject Ho	There is Significant Difference
Non- 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					

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 worktext.

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 worktext, 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 worktext 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.

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 worktext.

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 worktext. Since the worktext 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.

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

Grouping		X	SD	T Computed value	df	T Tabular Value	Decision	Interpretation
School graduated From	Private Elem. School Public Elem. School	39.67 34.10	6.03 5.14	1.82	62	1.67	Reject Ho	There is Significant Difference
	National High Sch. Private/Rural/ Voc. High Sch.	24.22 25.11	3.75 5.30	1.05	62	1.67	Accept Ho	There is No Significant Difference
Gross monthly income of parents	Php 8,000 and below Php 8,001 and above	32.44 36.28	4.52 5.32	3.12	62	1.67	Reject Ho	There is Significant Difference
Educational background of parents	(Father) College level/graduate High sch. level/graduate	34.14 34.47	5.66 5.13	0.23	62	1.67	Accept Ho	There is No Significant Difference
	(Mother) College level/graduate High sch. level/graduate	35.30 35.55	3.83 5.09	1.08	62	1.67	Accept Ho	There is No Significant Difference
Occupation of parents	(Father) Farming Non-farming	34.43 34.29	5.59 5.05	0.10	62	1.67	Accept Ho	There is No Significant Difference
	(Mother) Housekeeping Non- housekeeping	34.30 34.48	4.64 6.49	0.12	62	1.67	Accept Ho	There is No Significant Difference
Educational facilities at home	5 and below 6 and above	33.95 34.96	4.96 5.73	0.75	62	1.67	Accept Ho	There is No Significant Difference

Correspondingly, after exposure to the worktext, 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 worktext, 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 worktext, the number of educational facilities at home had no impact on the respondents' competency level because the

worktext *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	11.68	126	1.96	Reject Ho	There is Significant Difference
Posttest	34.36	5.27					

The above findings indicate the difference in the competency level in grammar of the respondents before and after exposure to the worktext. This means that after using or getting exposed to the worktext, the respondents' level of competence in grammar significantly improved. Thus, the worktext 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 Worktext

The following table indicates the factors or criteria considered by the researcher in designing the worktext. 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.

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 worktext 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 worktext in terms of both pedagogical and cultural appropriateness was considered. This means that the content of the worktext was aptly designed to suit the age, level, background, and interests of the students. Thus, the worktext contains oral practices, dialogues and situations meaningfully presenting the context and/or culture of Filipinos, particularly those of people of Region 02.

Table 16: Factors or Criteria Considered in the Design of the Worktext

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

The pronunciation was the third criterion considered. Whereas the worktext 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 worktext 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 worktext 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 worktext. He made it sure that for simplicity’s sake, the worktext 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 worktext.

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 worktext contributed to.

Also considered in the design of the worktext 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 worktext would be worth its price. He ensured that the price of the worktext is just right for its value or quality.

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

CONCLUSION AND RECOMMENDATION

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-Illagan Campus, a public tertiary institution where tuition fees are affordable. The worktext 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 worktext. The worktext 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 worktext is suited to the age, level, background and interests of the students with these criteria being considered: Grammar, Content, Pronunciation and General.

Pedagogical Implication

Because the worktext 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 worktext 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.

REFERENCES

- Alcantara, Rebecca D. 1988. *Teaching Strategies I For The Teaching of the Communication Arts: Listening, Speaking, Reading and Writing*. Katha Publishing Co., Inc., Quezon City.
- Baltazar, Lina. 1990. *Modules: A Strategy in Teaching Home Economics*. Rex Bookstore. Quezon City
- Bonvillain, Nancy. 2003. *Language Culture and Communication: The Meaning of Messages*. Prentice Hall, New Jersey
- Bustos, Alicia S. Ed.D. And Espiritu, Socorro C. Ph.D. 1996. *Psychological Anthropological, and Sociological Foundations of Education*. Katha Publishing Co., Inc. Quezon City
- Cortes, Irene R. 1994. "Essay on Legal Education"
- De Leon, Hector S. 2008, *Textbook on the Philippine Constitution*. Rex Bookstore, Inc. Manila, Philippines.
- Dwyer, Margaret A...1978. "A Preliminary Checklist for Materials Development".
- Ganjanawirod, Pumipa. 1980. "The Problem of Prospects of Instructional Media Utilization in Pitbulsonghand Teachers College, Pitsomuloke, Thailand." Master's Thesis, University of the Philippines, Diliman Quezon City. 1980.
- Garcia, Marichu U. and Ortega, Ma. Graciella D. 2010. "The Grammatical Competencies of Education Students of Our Lady of the Pillar College-Cauayan, S.Y. 2009- 2010." Undergraduate Thesis, Our Lady of the Pillar College-Cauayan City. March 2010.
- Goldschmid, Barbara and Goldshmid, Marcel L. 1973. "Modular Instruction in Higher Education: A Review", (Higher Education 2)
- Gregorio, Herman C. 1976. *Principles and Methods of Teaching*. R.P. Garcia Publishing Co. Quezon City
- Hidalgo, Lina S.J. 1994. *Tips on How to Teach Effectivel*. Rex Printing Company. Quezon City
- Lardizabal, Amparo S. et.al.1991. *Principles and Methods of Teaching*. Phoenix Publishing House, Inc. Quezon City.
- Lazo, Paulino M. 1996. "Personalized Education-A Democratized Way of Teaching," *The Modern Teacher*. Vol.XLIV No.8, January 1996
- Macapuy, Rodelio Villanueva. 2005. "The Modular Approach in Teaching English 1: Its Effectiveness and Its Relation to Students' Academic Performance in St. Ferdinand College." Master's Thesis, St. Ferdinand College. March 2005.
- Matutino, Cornelia Elizabeth B. 2008. "Proposed Remedial Materials in Checking Common Errors in Written Composition Committed by Fourth Year High School Students of the Our Lady of the Pillar College-Cauayan City, Isabela." Master's Thesis, Our Lady of the Pillar College-Cauayan City. March 2008.

Mufanti, R., Susilo, A., Gestanti, R. A., & Nimasan, E. P. (2019, May). A Constructing and Analyzing Model for the Teaching of Grammar. (D. P. Robertson, Ed.) *Asian EFL Journal*, 23(3.2), 159-169.

Ornstein, Allan C. 1992. *Strategies for Effective Teaching*. Harper Collins Publishers, Inc. New York.

Osborn, Jean. "The Purpose, Uses, and Contents of Workbooks."

Palma, Jesus C. 2009. *Curriculum Development System: A Handbook for Practitioners in Basic Education*. National Book Store. Mandaluyong City.

Panerio, Azucena E. 2004. "Decline in English Sills Noted," *Educators Journal*, Vol.23, No. 8, January 2004.

Russell, James D. 1974. *Modular Instruction*. Burgess Publishing Company, Minneapolis, USA.

Sakdisri, Kamala. 1991. "A Study of Utilization of Instructional Media Materials and a Proposed Instructional Media Center in Pranakorn College, Bangkok Thailand." Master's Thesis, Pranakorn College, Bangkok Thailand.1991.

Salama, Mohammed A. 1990. "Student-Teachers' Competencies in Skills Needed for the Practical Work in Biology in Egyptian Secondary Schools," *Dissertation Abstracts International* Vol.52, No.8, Feb.1990

Savignon, Sandra J. *Communicative Language Teaching for the Twenty-First Century*. 2006. ed. Marianne Celce-Murcia. Heinle & Heinle of Thomson Learning. Singapore.

Sipayung, T. K., & Pangaribuan, T. (2019, November). Developing Teaching Materials on English for Specific Purpose on Tourism Program of HKBP Grade Eleven. *Asian EFL Journal*, 23(6.3), 94-106.

Soriano, Franklin Lucas. 1998. "The Effectiveness of the Personalized Module in Teaching Statistics to College Students of the Our Lady of the Pillar Institution Cauayan, Isabela School Year 1997-1998: A Pilot Study." Doctor's Dissertation, University of La Salette. March 1998.

Tucker, Allen C. 1975. "Evaluating Beginning Textbooks". Ed. Anne Covell Newton. *English Teaching Forum : A Journal for the Teacher of English Outside the United States* Vol.XIII No.3 & 4, 1975.

Ulep, Mauricio C. 2002. *Basic Legal Writing*. Rex Bookstore, Inc.Manila, Philippines.