

## **Accuracy Order of Selected Grammatical Morphemes in the Monitored Written Compositions of Filipino Adult Language Learners**

Jessie S. Barrot

*De La Salle University, Manila, Philippines*

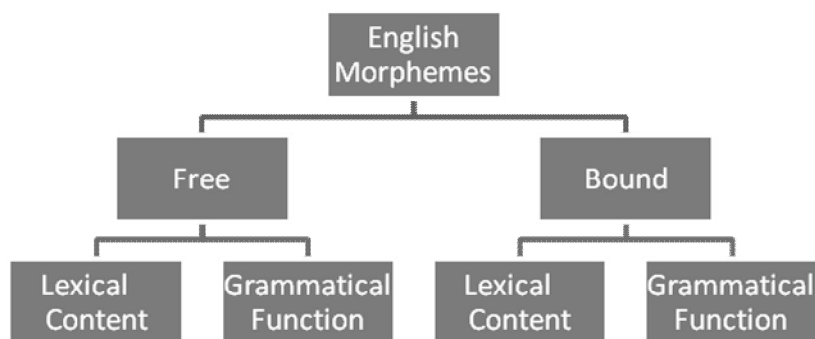
### **Abstract**

Studies about morpheme have excited researchers in discovering a “built-in syllabus”. Although accuracy order on the “unmonitored language use” has been established, some variations were obtained depending on the task where the data was elicited (Ellis, 1994). This article asserts that there might be an accuracy order for the “monitored language use”. Very few have tried to identify and establish an accuracy order for the “monitored language use” particularly of the adult Filipino language learners. Thus, an investigation such as this was conducted. Specifically, this paper presents the accuracy order of selected grammatical morphemes in the students’ narrative and expository essays and their implications for language teaching. Data elicitation was through text reconstruction. In this procedure, the participants watched a movie and were asked to retell the film producing a narrative essay and to write a film review producing an expository essay. These essays were then analyzed with focus on specific grammatical morphemes in obligatory context. The criterion level of “acquired” accuracy for each grammatical morpheme is 80 percent which was based on the definition that Brown (1973) used in L1 acquisition research (Ellis, 1994). The results reveal that the accuracy order of selected morphemes in the monitored written compositions of Filipino adult language learners displayed variation from the established accuracy order in unmonitored language use (Villiers and de Villiers, 1973, Dulay and Burt, 1973/1974, and Bailey, Madden and Krashen, 1974). Further, this paper presents the pedagogical implications of the

accuracy order for syllabus design and national curriculum development.

### ***Background of the Study***

A morpheme is the smallest unit of grammar consisting either of a word or part of a word. Morphemes are divided into two basic categories: free and bound. Bound morphemes consist of two kinds of affixes: derivational and inflectional morphemes. On the other hand, free morphemes with lexical content represent the major parts of speech, which include nouns, verbs, adjectives and adverbs while the free grammatical functional morphemes include articles, prepositions, and conjunctions (Celce-Murcia and Larsen-Freeman, 1999).



Studies about morpheme have attracted and excited the researchers in trying to discover a “built-in syllabus” (Corder, 1967); The concept of “built-in syllabus means that learners not only work on the input with processes such as generalization, transfer, simplification, and imitation, but are also disposed to develop their internal grammar in natural, predictable sequences. Furthermore, these same sequences have been observed even in the spontaneous output of classroom learners who have been taught the correct target forms, suggesting that the internal syllabus often overrides the external syllabus which the teacher or coursebook tries to impose (Littlewood, 1984). One of the pioneers in studying English morphemes is H.D. Brown (1973) and Cazden (1968). They looked at 14 morphemes in the English language. Their study revealed that children acquiring English as first language show a similar order of acquisition for grammatical morphemes in obligatory contexts. The

same order of acquisition was revealed in de Villiers and de Villiers' (1973) cross-sectional study of 20 children. This order is shown in the following table:

Order	Morpheme	Examples
1	Present Progressive	I driving
2	Preposition "in"	The ball is in the box.
3	Preposition "on"	The pen is on the table.
4	Plural	balls
5	Irregular Past Tense	broke, fell, threw
6	Possessive -s	daddy's chair
7	Uncontractible Copula "be"	This is hot.
8	Articles "a" / "the"	a, the
9	Regular Past Tense -ed	She walked.
10	Third Person Present Tense, regular -s	He works.
11	Third Person Present Tense, irregular e.g. has/does	She does.
12	Uncontractible Auxiliary "be"	The horse is winning.
13	Contractible Copula "be"	He's a clown.
14	Contractible Auxiliary "be"	She's drinking.

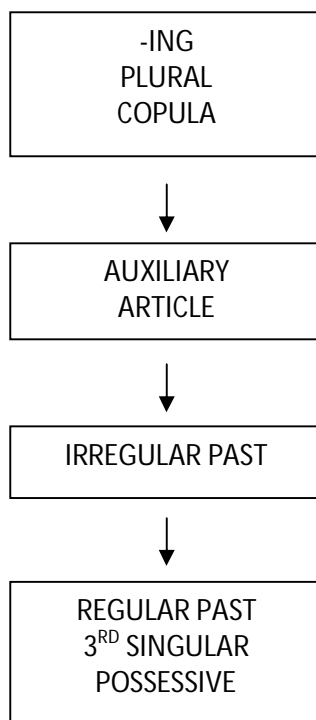
Source: *A First Language: The Early Stages* by Brown, p.275, Harvard University Press, 1973; and *Language Acquisition* by J.G. de Villiers and P.A. de Villiers, pp.86-88, Harvard University Press, 1978.

Further studies on how English morphemes are acquired were conducted by Dulay and Burt (1973, 1974). They found out that 250 Spanish- and Chinese-speaking children, aged six to eight, learning English in the United States exhibited significantly related acquisition

order using Bilingual Syntax Measure (BSM) through picture-cued description. These are as follows:

Order	Morpheme
1	Plural '-s'
2	Progressive '-ing'
3	Copula forms of 'be'
4	Auxiliary form of 'be'
5	Definite and indefinite articles 'the' and 'a'
6	Irregular past tense
7	Third person '-s'
8	Possessive '-s'

Similarly, Bailey, Madden and Krashen (1974) conducted a grammatical morpheme study with adult second language learners (ESL students) at Queens College. The findings show an order for the eight grammatical morphemes similar to that found in child second language acquirers by Dulay and Burt. Thus, after reviewing several English morpheme studies, Krashen (1977) hypothesized a "natural order" as shown in the following figure:



According to Long and Larsen-Freeman (1991), accuracy order and developmental sequences have been established empirically in various second languages for different grammatical domains. One of these studies includes the Zweitsprachenwerb Italienischer und Spanischer Arbeiter (ZISA) project in Germany (Larsen-Freeman and Long, 1991). This project started in the late 1970s. It was made up of a major cross-sectional study of 45 adults and a two-year longitudinal study of 12 adults that looked at German as a second language (GSL) acquisition by speakers of Spanish and Italian. Word-order was the main focus of this study. The project discovered a set of constraints that “are claimed to control all developmental sequences in ILs, not just word order, and to work for any SL, not just GSL” (Larsen-Freeman and Long, 1991, p. 275), and formed the basis for the Multidimensional Model proposed by Meisel, Clahsen, and Pienemann (1981). This theory predicts that instruction will only succeed in teaching a new developmental structure if the learner is “ready” to acquire it. This notion led to the advancement of Pienemann’s (1985) *teachability hypothesis* which “predicts that instruction can only promote language acquisition if the

interlanguage is close to the point when the structure to be taught is acquired in the natural setting." This hypothesis was supported by Lightbown's (1983) study which shows that formal instruction only temporarily succeeded in altering accuracy orders and can possibly delay the start of the learner's passage through the natural sequence. Another study on the effects of instruction on accuracy orders and developmental sequence was conducted by Perkins and Larsen-Freeman (1975). They compared the accuracy orders of the subjects' morphemes before and after an intensive two-month ESL instruction. Based on the results, they interpreted that instruction does not change the order of accuracy. Other studies produced the same findings (Fatham, 1978; Makino, 1980; Pica, 1983).

A number of researches during the 1980s argued that grammatical items can be sequenced into a series of stages, each more complex than the last. However, this complexity is determined by the demands made on short-term memory (Nunan, 1999). However, not enough is known about the learnability or students' readiness to "learn" (conscious effort in learning the language) a particular aspect of the target language which has significant implications for the selection and sequencing of the content for ESL/EFL classes. Although accuracy order on the "acquired language" (as defined by Krashen) has been established, some differences in the order happened as shown in the study conducted by Larsen-Freeman in 1975. She tested 24 adults, six speakers from four different L1 backgrounds (Spanish, Japanese, Arabic, and Farsi) using BSM, a picture-cued repetition test, a listening comprehension test, a modified reading cloze passage, and a writing test. The results show an order significantly similar to the "accuracy order" in the BSM, listening, and repetition tasks. However, a different order was obtained from the reading and writing tasks. Plural *s* and third-person *s* rose in the accuracy rank. She hypothesized that frequency of input might be one of the factors for these variations. However, it is contradicted by the fact that articles are the most frequent item in the input but posted a lower score in the accuracy order (Long and Larsen-Freeman, 1991). Further, Ellis (1994) on his article entitled *Variability and the Natural Order Hypothesis* postulated that two different accuracy orders may arise depending on the performance where the data was elicited. The first is the order taken to be "natural" which is associated with unmonitored language use. The

second is the order for monitored language use also known as the “learned competence.”

With this, the researcher has hypothesized that there might be an accuracy order for the “monitored language use” which is different from that of the “acquired or unmonitored language use”. Very few have tried to identify and establish an accuracy order for the “monitored language use” particularly of the Filipino language learners. Thus, this gap has instigated the researcher to conduct an investigation on the accuracy order of selected grammatical morphemes in a monitored language use specifically in the written compositions of Filipino adult learners. This study would partly answer which grammatical items have higher “learnability” and thus higher teachability. The results of this study would have an enormous impact on the sequencing of grammatical structures to be taught.

### ***Statement of the Problem***

This study aimed to determine the accuracy order of selected grammatical morphemes in the written compositions of Filipino adult learners and its implications for the teaching of grammar.

Specifically, this study sought to answer the following questions:

1. What is the accuracy level of selected grammatical items in the students’ narrative and expository essays?
2. What is the accuracy order of selected grammatical items in the students’ narrative and expository essays?
3. What are the implications of the accuracy order for the teaching of grammar?

### **Method**

The participants of the study included twenty-five (25) Level 3 Nursing students at De La Salle Health Sciences Institute (DLSHSI). Level 3 students were selected because this group does not have English classes anymore that might affect their writing performance. The researcher used a purposive sampling. The subjects were selected through the following criteria: (1) are adult Filipinos, (2) took their elementary and high school education in the Philippines, and (3)

underwent at least two years of formal college English education including grammar and writing.

The researcher used a descriptive type of research. Descriptive research involves the description of a given state of affairs as fully and as carefully as possible. It is an attempt to describe existing conditions without analyzing relationships among variables (Fraenkel & Wallen, 2000). Thus, manipulation, influence, and control of variables will not be attempted (Wiseman, 1999).

### **Data Collection**

This study involves performance analysis (PA). Data elicitation will be done through text reconstruction also known as story retelling (Larsen-Freeman and Long, 1991). Text reconstruction was chosen because it is the most successful in drawing the learners' attention to a range of grammatical items (Storch, 2001). In this data elicitation procedure, the participants watched a movie and they were asked to retell or reconstruct the story in writing producing a narrative essay and a film review producing expository essay. After viewing the film, they were given ample time to write and edit their narrative and the expository essays at home to be submitted the next session which is after one week.

The movie used for viewing was the Chinese film "The Road Home." It was selected because of the following reasons: (1) the story represents Asian culture which the participants can better relate; (2) the dialogue is in Chinese to avoid direct translation which encourage a word-for-word rendition that yield a higher proportion of errors which can be traced back to the influence of L1 (Burmeister and Ufert, 1980). However, an English subtitle is provided for better comprehension; (3) the content and theme of the story were what the participants were familiar with, so that the participants would have fewer barriers in retelling the story.

Specifically, this study focused on the following grammatical morphemes in obligatory context. An obligatory context is where a morpheme is needed in order for the utterance to be grammatical. For example the utterance, "More shoes are in the closet" requires a plural morpheme on the word 'shoe' otherwise the utterance would be ungrammatical (Cloutier, 2002):



1. Subject-Verb Agreement
  - a. Copula *be*
  - b. Auxiliary verbs
  - c. Third person singular present
2. Past Tense
  - a. Simple Past Regular
  - b. Simple Past Irregular
3. Articles (a, an, the)
4. Pronoun Reference
  - a. Subjective
  - b. Objective
  - c. Possessive
  - d. Relative
5. Past Participles

The selected grammatical items were selected based on their frequency in the selected written compositions. The criterion level of acquired accuracy for each grammatical morpheme is 80 percent which was based on the definition that Brown (1973) used in L1 acquisition research (Ellis, 1994).

### **Results and Discussion**

#### **Problem No. 1. What is the accuracy level of selected grammatical items in the students' narrative and expository essays?**

The following table shows the accuracy level of selected grammatical items in the students' narrative and expository essays.

Table 1  
*Accuracy Level of Selected Grammatical Items*

Grammatical Morphemes	Correct Usage	Incorrect Usage
Subject-Verb Agreement		
Copula <i>be</i>	96.61	3.39
Auxiliary verbs	95.57	4.43
Third person singular present	76.66	23.34
Past Tense		
Simple Past Regular	76.08	23.92
Simple Past Irregular	71.17	28.83
Articles		
A/An	88.69	11.31
The	97.90	2.10
Pronoun Reference		
Subjective	98.04	1.96
Objective	96.23	3.77
Possessive	98.63	1.37
Relative	91.11	8.89
Past Participles	93.26	6.74

Based on Brown's (1973) criterion level, Table 1 shows that the Level 3 Nursing students of DLSHSI attained accuracy on the following grammatical items: Copula *be* with 96.61 percent accuracy, Auxiliary Verbs with 95.57 percent accuracy, Articles *An/A* with 88.69 percent accuracy, Article *The* with 97.90 percent accuracy, Subjective

Pronoun with 98.04 percent accuracy order, Objective Pronoun with 96.23 percent accuracy, Possessive Pronoun with 98.63 percent accuracy, Possessive Pronoun with 91.11 percent accuracy, and Past Participles with 93.26 percent accuracy.

However, the grammatical items that did not reach the accuracy level were the following: Third Person –s with 76.66 percent accuracy, Simple Regular Past with 76.08 percent accuracy, and Simple Irregular Past with 71.17 percent accuracy. This means that the Level 3 Nursing students of DLSHSI committed errors most frequently in Simple Irregular Past with 28.83 percent inaccuracy followed by Simple Regular Past with 23.92 percent inaccuracy and Third Person –s with 23.34 percent inaccuracy.

It was observed that the students frequently committed errors in the use of *be* verbs and modal auxiliaries in a form of conditionals which can be attributed to L1 interference as shown in the following examples:

- *They have a child named Yusheng who is very obedient and respectful.*
- *When the men in the village is building the school.*
- *His mother is asking him about the tradition of carrying the coffin back to the remote village by foot.*
- *There is a problem about the funeral of his father.*
- *There is a girl who is the most beautiful in her town, she is only 18 years old.*
- *Changyu don't really remember but out of respect he says that he like the dishes.*
- *She even use the old well near the school in fetching water hoping that she can catch a glimpse of the teacher.*
- *She always prepares foods for the worker but hoping he will choose her dish.*
- *A sign of promise that he will return.*
- *She always hoped that her dish will be picked by Changyu.*
- *Changyu was gone for a long and when it was rumored that he 'll be back, Di waited.*

Errors in the use of regular and irregular main verbs were also recorded. However, errors were more frequent in regular verbs. Some of these are as follows:

Regular Verbs

- *He rush to go back to his hometown.*
- *Di passes everyday at the school just to hear Changyu's voice.*
- *She always prepares food.*
- *Di expresses her feelings to Changyu.*
- *He return to their house just to help his mother about burying his dead father.*

Irregular Verbs

- *His mother spend the day sitting in front of the school where his father was the teacher for 40 long years.*
- *He saw her mother Zhao Di at the school where her husband teaches.*
- *She immediately goes to schoolhouse for she knew that he visited her last night.*
- *Their love leads them to marriage.*
- *Di feels love at first sight.*

In some instances, overuse of past tense was observed particularly when attached to infinitive *to* and auxiliary verb *did* as shown in the following examples:

- *She just want to had a glimpse to the young teacher.*
- *But he didn't came.*
- *The hired men did not accepted the money.*
- *Di learned about it and tried to ran.*

In the use of third person *-s*, it shows that proximity does affect the production of correct subject-verb agreement. That is, the farther the subject from the verb, the higher the tendency to commit errors in subject-verb agreement. This phenomenon frequently appears in the relative-clause antecedents and adverbial phrase as shown in the following examples.

- *She is a kind of girl who never give up.*
- *She still continue what she is doing.*
- *The movie proves me that first impression really last.*

- *Because it not only show the romantic side, it shows an educational side.*

In some instances, overuse of morpheme 's was observed as shown in the following examples:

- *I recommend all those people who loves movies movies to watch the film.*
- *There are some points that catches my attention.*
- *Simple gestures, smiles, and actions greatly contributes to the simplicity of the movie.*
- *It does not only focuses on romantic love but also the parental love and dedication to serve others.*
- *Women this time really sacrifices everything for love and family.*
- *There were more houses that presents high population.*

The accuracy in the use of *be* verbs in relation to subject-verb agreement was also affected by the proximity of the subject from the verb, when a sentence has compound subjects, and when the subject being referred to by the verb is cataphorically present, that is, the subject being referred to is written after the verb.

- *The men in the village is building the school.*
- *This courtship and love between them was then tested when Changyu had to go back to the city.*
- *The views or scenes and places where they shot the film was very much old-Chinese community.*
- *The best part of the movie is the symbolisms used to give importance to the things, decisions, and choices of the characters in the movie.*
- *I also like about is the different Chinese cultures, practices and traditions showed in the scenes.*

**Problem No. 2. What is the accuracy order of selected grammatical items in the students' narrative and expository essays?**

The following table shows the accuracy order of selected grammatical morphemes in the written compositions of Level 3 Nursing students of DLSHSI.

Table 2  
*Accuracy Order of Selected Grammatical Morphemes*

Rank	Grammatical Morpheme	Accuracy Level
1	Possessive	98.63
2	Subjective	98.04
3	The	97.90
4	Copula <i>be</i>	96.61
5	Objective	96.23
6	Auxiliary verbs	95.57
7	Past Participles	93.26
8	Relative	91.11
9	A/An	88.69
10	Third person singular present	76.66
11	Simple Past Regular	76.08
12	Simple Past Irregular	71.17

Table 2 shows that the possessive pronouns are on the top of accuracy order with 98.63 percent accuracy. It is followed by subjective pronouns with 98.04 percent accuracy, article *the* with 97.90 percent accuracy, Copula *be* (S-V agreement) with 96.61 percent accuracy, objective pronoun with 96.23 percent accuracy, auxiliary verbs (S-V agreement) with 95.57 percent accuracy, past participles with 93.26 percent accuracy, relative pronouns with 91.11 percent accuracy, articles *A/An* with 88.69 percent accuracy, third person singular present with 76.66 percent accuracy, simple past regular with 76.08 percent accuracy, and simple past irregular with 71.17 percent accuracy.

By comparing the accuracy order of selected grammatical morphemes in a monitored language use specifically in the written compositions of Filipino adult learners, it shows that the monitored and unmonitored language post variations in their accuracy order. However, these variations are only minimal. Further, the findings of this study and of Villiers and de Villiers' (1973), Dulay and Burt (1973, 1974), and Bailey, Madden and Krashen (1974) show that the Third Person -s, Simple Regular Past, and Simple Irregular Past are in the lower rank of the accuracy order, whether monitored or unmonitored.

**Problem No. 3. What are the implications of the accuracy order for the teaching of grammar?**

Based on the findings of this study, the following implications for the teaching of grammar were drawn:

1. The findings of this study can provide insights in revising the syllabus to be implemented in a grammar-based class. By arranging the contents of the syllabus following the accuracy order generated from this study, learning could better be facilitated.
2. Teachers of intermediate and advanced language learners may exclude those grammatical items that obtain high accuracy level. Hence, they may start from those grammatical items that are near the desired accuracy level.
3. Based on the error analysis made in this study, the teachers can focus on structures where grammatical errors are frequently committed such as in the case of past tense and third person -s. This could be achieved by developing instructional materials focusing on such structures and spending more time on writing tasks.

### **Conclusions**

Based on the finding of the study, the following conclusions were drawn:

1. The Level 3 nursing students attained accuracy level on pronoun usage, articles, past participle, and subject-verb agreement excluding the third person –s and have posted low accuracy on the use of third person –s and simple past tense whether regular or irregular.
2. The accuracy order obtained from this study displayed minimal variations compared to the established accuracy order on unmonitored language use.
3. The results of this study have great implications for the teaching and learning of grammar.

### **Recommendations**

Based on the findings of the study and the conclusions drawn, the following recommendations are offered:

1. Future researchers may conduct similar studies using the same or different writing genres, and different contexts and modalities to falsify the results of this study.
2. Future researchers may conduct a follow-up study on the same subjects to ensure that these subjects had acquired a particular structure.
3. A syllabus following the accuracy order stated in this study may be developed and experimented if learners have long-term retention on the grammatical items taught to them.
4. Further studies should be conducted using wider scope in terms of covered grammatical items, student's educational institution both public and private, student age group, proficiency level, and geographical locations. This would be helpful in formulating generalizations useful for national curriculum development.



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## Appendices

### Appendix A

#### *Detailed Table on the Student's Level of Correct Usage on Selected Grammatical Items*

No.	Subject-Verb Agreement			Past Tense		Articles		Pronoun				Past Participle
	Copula be	Auxiliary Verbs	3 <sup>rd</sup> person -s	Simple Regular	Simple Irregular	An/A	The	Subjective	Objective	Possessive	Relative	
1	100.00	50.00	63.16	68.00	71.43	76.19	97.83	97.50	90.48	100.00	100.00	100.00
2	97.96	84.62	40.63	38.46	58.33	58.33	97.78	100.00	96.67	91.67	100.00	83.33
3	96.30	100.00	55.56	75.00	76.67	66.67	98.21	100.00	97.67	94.12	81.82	81.25
4	92.86	100.00	80.00	80.00	69.57	73.33	98.39	100.00	100.00	100.00	100.00	100.00
5	98.15	100.00	57.14	100.00	91.67	82.61	96.91	98.08	90.91	100.00	100.00	100.00
6	89.19	100.00	48.00	68.42	61.90	94.44	98.15	100.00	95.45	100.00	80.00	100.00
7	93.94	100.00	62.50	76.47	60.00	90.00	98.53	100.00	88.00	100.00	100.00	100.00
8	100.00	90.91	88.24	66.67	63.33	94.44	96.30	100.00	93.33	100.00	87.50	100.00
9	100.00	100.00	95.45	88.89	90.63	94.74	97.00	100.00	96.15	100.00	92.86	100.00
10	97.14	100.00	100.00	100.00	87.10	96.00	100.00	100.00	100.00	100.00	100.00	100.00
11	100.00	100.00	25.00	100.00	96.77	89.47	100.00	100.00	100.00	100.00	100.00	100.00
12	94.59	100.00	82.61	91.67	72.22	93.10	94.57	98.00	100.00	100.00	100.00	92.31
13	90.00	100.00	100.00	88.89	86.96	100.00	100.00	94.74	100.00	100.00	100.00	100.00
14	100.00	88.89	100.00	90.00	88.46	89.29	100.00	96.00	100.00	80.00	92.31	100.00
15	94.74	100.00	70.59	28.57	11.11	91.30	95.92	97.06	94.44	100.00	66.67	85.71
16	100.00	100.00	85.00	90.00	69.77	70.00	97.53	100.00	97.44	100.00	83.33	100.00
17	100.00	100.00	66.67	66.67	80.00	100.00	96.55	97.73	95.83	100.00	100.00	100.00
18	100.00	100.00	92.59	66.67	33.33	90.00	98.21	97.50	100.00	100.00	75.00	100.00
19	94.12	100.00	100.00	83.33	75.56	86.67	93.94	100.00	96.00	100.00	66.67	100.00
20	95.24	100.00	100.00	80.00	80.00	100.00	98.11	84.85	100.00	100.00	100.00	100.00
21	93.55	92.86	80.00	88.24	88.89	94.44	100.00	97.50	90.32	100.00	100.00	93.33
22	93.55	96.15	91.67	83.33	57.14	92.00	98.73	93.55	96.67	100.00	100.00	95.45
23	93.88	100.00	86.67	72.73	90.32	100.00	100.00	98.39	95.24	100.00	77.78	100.00
24	100.00	100.00	100.00	86.36	77.55	94.29	96.39	100.00	96.67	100.00	93.75	100.00
25	100.00	85.71	45.00	23.53	40.63	100.00	98.44	100.00	94.44	100.00	80.00	0.00
<b>AVE</b>	<b>96.61</b>	<b>95.57</b>	<b>76.66</b>	<b>76.08</b>	<b>71.17</b>	<b>88.69</b>	<b>97.90</b>	<b>98.04</b>	<b>96.23</b>	<b>98.63</b>	<b>91.11</b>	<b>93.26</b>

## Appendix B

*Detailed Table on the Student's Level of Incorrect Usage on Selected Grammatical Items*

No.	Subject-Verb Agreement			Past Tense		Articles		Pronoun				Past Participle
	Copula be	Auxiliary Verbs	3 <sup>rd</sup> person -s	Simple Regular	Simple Irregular	An/A	The	Subjective	Objective	Possessive	Relative	
1	0.00	50.00	36.84	32.00	28.57	23.81	2.17	2.50	9.52	0.00	0.00	0.00
2	2.04	15.38	59.38	61.54	41.67	41.67	2.22	0.00	3.33	8.33	0.00	16.67
3	3.70	0.00	44.44	25.00	23.33	33.33	1.79	0.00	2.33	5.88	18.18	18.75
4	7.14	0.00	20.00	20.00	30.43	26.67	1.61	0.00	0.00	0.00	0.00	0.00
5	1.85	0.00	42.86	0.00	8.33	17.39	3.09	1.92	9.09	0.00	0.00	0.00
6	10.81	0.00	52.00	31.58	38.10	5.56	1.85	0.00	4.55	0.00	20.00	0.00
7	6.06	0.00	37.50	23.53	40.00	10.00	1.47	0.00	12.00	0.00	0.00	0.00
8	0.00	9.09	11.76	33.33	36.67	5.56	3.70	0.00	6.67	0.00	12.50	0.00
9	0.00	0.00	4.55	11.11	9.38	5.26	3.00	0.00	3.85	0.00	7.14	0.00
10	2.86	0.00	0.00	0.00	12.90	4.00	0.00	0.00	0.00	0.00	0.00	0.00
11	0.00	0.00	75.00	0.00	3.23	10.53	0.00	0.00	0.00	0.00	0.00	0.00
12	5.41	0.00	17.39	8.33	27.78	6.90	5.43	2.00	0.00	0.00	0.00	7.69
13	10.00	0.00	0.00	11.11	13.04	0.00	0.00	5.26	0.00	0.00	0.00	0.00
14	0.00	11.11	0.00	10.00	11.54	10.71	0.00	4.00	0.00	20.00	7.69	0.00
15	5.26	0.00	29.41	71.43	88.89	8.70	4.08	2.94	5.56	0.00	33.33	14.29
16	0.00	0.00	15.00	10.00	30.23	30.00	2.47	0.00	2.56	0.00	16.67	0.00
17	0.00	0.00	33.33	33.33	20.00	0.00	3.45	2.27	4.17	0.00	0.00	0.00
18	0.00	0.00	7.41	33.33	66.67	10.00	1.79	2.50	0.00	0.00	25.00	0.00
19	5.88	0.00	0.00	16.67	24.44	13.33	6.06	0.00	4.00	0.00	33.33	0.00
20	4.76	0.00	0.00	20.00	20.00	0.00	1.89	15.15	0.00	0.00	0.00	0.00
21	6.45	7.14	20.00	11.76	11.11	5.56	0.00	2.50	9.68	0.00	0.00	6.67
22	6.45	3.85	8.33	16.67	42.86	8.00	1.27	6.45	3.33	0.00	0.00	4.55
23	6.12	0.00	13.33	27.27	9.68	0.00	0.00	1.61	4.76	0.00	22.22	0.00
24	0.00	0.00	0.00	13.64	22.45	5.71	3.61	0.00	3.33	0.00	6.25	0.00
25	0.00	14.29	55.00	76.47	59.38	0.00	1.56	0.00	5.56	0.00	20.00	100.00
<b>AVE</b>	<b>3.39</b>	<b>4.43</b>	<b>23.34</b>	<b>23.92</b>	<b>28.83</b>	<b>11.31</b>	<b>2.10</b>	<b>1.96</b>	<b>3.77</b>	<b>1.37</b>	<b>8.89</b>	<b>6.74</b>

### **About the Author**

Jessie S. Barrot is a faculty of De La Salle University – Manila, Philippines. He obtained his MA in Teaching English from De La Salle University – Dasmariñas and is taking up Ph.D. in Applied Linguistics at Philippine Normal University. Currently, he works as the Chief Editor at Rex Publishing. His research interests include language acquisition, psycholinguistics, sociolinguistics, and instructional materials development.