

# Proficiency of Sophomore English Majors on the Pronunciation of the Structural Variants of “Read” towards Improved Oral Performance

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## ABSTRACT

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*The first language speakers of English (L1) who have naturally and informally acquired the language may not find the “read” variants complicated. Speakers who acquired English as a second language (L2) may not also be bothered in the oral variants of this word as “rid” or “red” as they don’t usually utter the word many times. But will it make a difference if this problem is addressed to other L2 speakers who are taking up English as their major area of specialization? This study conducted in one of the tertiary institutions in the Philippines attempts to report results of the classroom-based and a pre-experimental research with 49 Sophomore English majors as the participants. The results reveal unfavorable performance of the participant in their initial oral test on the variants of “read.” After exposure to the remedial grammar instruction, their awareness, knowledge on the shifting rules, and oral execution of the verb under study are enhanced as shown by the gained difference between the pre and post tests. It is imperative that L2 speakers of English particularly the English majors need to manifest proficiency in the oral variants of “read” since these are proofs of their grammatical competence, an essential component in a communicative curriculum.*

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## Introduction

Grammar Instruction, which is heavily focused on form has become a controversial issue among language educators and researchers. (Bergsleithmer, 2006). Some insist that learners need not pay too much

attention to grammar rules and mechanics to learn and acquire a second language. They believe that vocabulary, pronunciation, and practice drills to gain mastery of the structure may not help in the acquisition, proficiency, and communicative features of a target language.

Others, however, claim that grammatical competence is the root in molding competencies among learners to communicate in a Non-native language such as English which comprises the nuts and bolts of communication enabling speakers and learners to know “when, where, and how” to use the language appropriately. Competence in grammar requires command of the language code such as word and sentence formation, meanings, spelling and pronunciation. (Diaz-Rico & Weed, 2010)

For several decades, Form-focused instruction has dominated language teaching classrooms in the world. It loomed out eventually, upon the arrival of communicative approach, which promotes instructional techniques that provide learners more opportunities to use the language in the communicative setting. (Murcia & Freeman, 2008).

Simultaneously with the approach, a need for Form-focused instruction re-emerges. Ellis (2006) introduces activities to make learners notice structures, integrate communication, and pay attention to rules and corrective feedbacks in the process. The efficacy of these two kinds of instruction depends on the linguistic items being taught, the difficulty level, participants’ proficiency level, and individual differences on language learning preferences and experiences. Bergsleithmer (2006) has relatively pointed out in his study two vital issues contributory to second language development: the use of implicit grammar instruction; and, the use of interactive feedback.

Learning and acquiring the correct oral production of the “read” variants in this study are not a matter of articulation of an accent, but rather the ability of the learners to recognize the embedded rules in the target word every time readers are confronted with pronunciation shifting. A mere change of its sound from “red” to “rid” indicates changes in meaning and structure as well.

Thus, this study aimed to determine the reasons why the sophomore English majors repeatedly mispronounce this word in their utterances. It is hoped to glean from the results their awareness of the word’s linguistic features, and whether chance and lack of regard for the application of structural rules in every variant were factors.

Larsen-Freeman (2006) conceptualizes grammar as a higher order concept within linguistics. Her three dimensional framework—form, meaning, and use can be comparatively associated with Bloom’s cognitive learning domains—knowledge, comprehension, and application whose apparent interrelated features are vital in any input-output acquisition of a language. This present study expects the participants to gain knowledge of the forms (variants of “read”) prior to comprehension of their meanings once merged in the context. With appropriate recognition of the forms and meanings as well, the participating learners can now apply shifting of “rid” to “red” with competence. (Anderson & Krathwol, 2001; Bilash, 2011)

#### *On Grammar Instruction*

Over the past years, English language educators have come to realize that grammar instruction, also termed as Form-focused teaching, plays a key role in helping learners to speak and write English clearly and effectively. The instructional technique used in grammar tends to lead learners’ attention to some specific forms to help them either to understand such meta-linguistically or utilize these for comprehension and production for further internalization. (Ellis, 2006).

While grammar instruction may facilitate the process of learning English, other language researchers have not reached any conclusions on how to best teach it, particularly in spoken English (Gugin, 2014). In the same light, some authors have also expressed uncertainties as to what type of formal instruction works best since several

studies continue to investigate relationship between grammar instruction and learner's language acquisition. Doughty and Williams as cited by Fotos (2006) have pointed out that grammar instruction has never left the classroom. The presence of a form-focused instruction in EFL pedagogy is deemed essential. Besides, there have been attempts to integrate this approach with the communicative language teaching. As Palmer (2012) strongly adhered that in an entire language course, pronunciation should be a significant concern in the beginning phase of the course. The teachers, he added, must also pay attention to grammar and vocabulary, and communication practice, not mere pattern practice.

### *On Acquisition and Proficiency*

Brinton (2006) affirms that language acquisition and proficiency are achieved when the speakers are interested in the subject and the target language is used as a medium of instruction. He added that once all these materialize in the process both teachers and students are convinced that grammar is a must for second language acquisition.

Shanklin (2003) has made it clear in his study that grammatical proficiency will be used to mean the explicit awareness of how language works. The expression "proficiency" is chosen over "competence" to avoid the confusion caused by the competence/ performance distinction. Proficiency is the ability to make use of competence which further means to make judgments about the acceptability and appropriateness of an utterance in reference to grammatical notions.

Different studies have been conducted to determine and analyze learners' grammatical errors in either oral or written way. Bitchener, Young, and Cameron (2005) had to locate the most frequent grammar errors in the first writing drafts of adult post-intermediate English language users. They found that the three most recurrent

grammatical errors include prepositions, the past simple tense, and definite article. Another related study revealed almost similar errors in writing among EFL Arab learners such as the misuse of prepositions, subject verb agreement, articles, verbs, active and passive, and tenses. Others asserted that even after many years of L2 learning and use, advanced Non-native speakers would still confront difficulties with the tenses, aspects and the passive voice in their academic discourse.

Acquisition of a new skill is generally associated with a decrease in the need for effort for control over performance, leading to the development of automaticity which is linked with fluency in language learning. Proficient readers have certain features in common; they not only read accurately, but their recognition of words becomes automatic. The more a reader gets to associate with, the easier it is for him or her to read the word accurately. The brain just automatically recognizes the word even if it is jumbled or switched (Kuhn & Stahl, 2016). Learners' proficiency level may also be linked to grammar instruction. In fact,

Krashen (1988) advocates that learners possess an "acquired system" and a "learned system." The former is developed by means of acquisition, a subconscious process used by the learners for communication. The latter is the process of paying conscious attention to language in an effort to understand and memorize rules. Krashen adds that "acquired knowledge" can only be developed when the learner's attention is focused on conveying messages and utterances. The "learned" system comes into play when learners monitor the output from it, specifically when they focus on form rather than meaning.

### *Grammar in Communication*

It is beyond question that the English language is dynamic and ever changing but the formal grammar of Standard English changes less frequently. The grammar rules

of today will still be acceptable in the future. In fact, many attempted to codify English to explain its basic operating principles of use as guidelines to help ensure clear communication. These do not remain completely unchanged as the language evolves, so do the approaches in the teaching of grammar (Chih, 2013; Nunan, 2009).

Larsen-Freeman (2006; 2009) sees grammar as a higher-order concept within linguistics with three interrelated dimensions: form, meaning and use. Her model attempts to integrate three aspects of linguistics that have traditionally been kept separate. As emphasized, grammar should be learned and mastered for it would help boost the learners' confidence in communicating to other people in other countries. Nunan (2009), likewise agreed that the study of how syntax (form), semantics (meaning) and pragmatics (use) work hand in hand to stabilize communication through language.

Grammar then, refers to the fundamentals such as clear and correct sentence construction and proper forms of words. This basic knowledge applies in differentiating the use of transitive and intransitive verbs (such as "lie" vs. "lay"), interchanging some pronouns (such as "who" vs. "whom"), and the use of verb that disagrees with its subject (as in "Everyone are joining the trip). There are confusing words that sound alike (such as "affect" vs. "effect"), mixing up words whose meanings are related (such as "imply" vs. "infer"), using made-up words (as "irregardless"), and so-called cluttering expressions that may not clarify meanings ("at that point in time"). (Batko, 2004).

Quite a number of studies confirming that form-focused instruction and corrective feedback provided within the context of communicative interaction can contribute more favorably to ESL development on a long term basis. (Spada 2007). In fact, Stathis (2013) added that a central premise of Grammar Gallery is that it is more important that students know where to place an adverb

in a sentence rather than to be proficient in defining it or by constructing adverbial phases and clauses.

Consequently, Filipinos as Non-native speakers of English have little difficulty in speaking it correctly (Barcelon, 2015). Fifty percent of the problems in English grammar lie on changes in the ending of words. Due to the fact that Filipino languages do not have words that change their endings. Usually, the beginning syllable changes or a middle syllable doubles, but not the last syllable. It is true that grammatical accuracy is not always required for an L2 learner to perfect acquisition and use, however, in language teaching, educators must give attention to forms because these are the basics in ESL and EFL settings. Quite intricate in English are words spelled similarly but are pronounced differently like the "read" variants. Once mixed up in the discourse they sound alike but meanings differ.

This present study on "read" variants expects the participants to acquire both the learning and acquisition system to achieve mastery of this target word . No matter how it is used in oral discourse, its correct pronunciation is automatically uttered by them in accordance with the rules.

The illustration that follows indicate the relationship of the two variables in the study after undertaking the input, process, output procedural flow of this research.

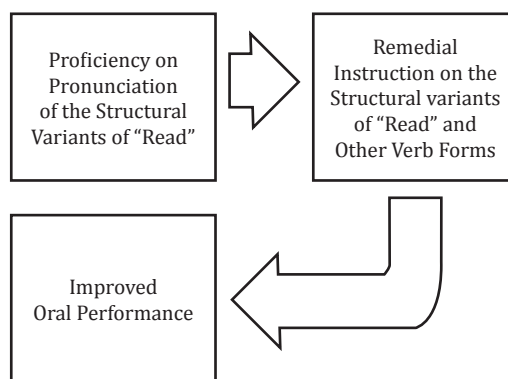


Figure 1. Conceptual Framework.

## Purpose of the Study

This paper attempted to study the results of the oral exam of the identified participants (pre-service English education students) to determine the linguistic factors as reasons affecting the mispronunciation of the participants on the structural variants of “read.”

Specifically, it sought answers to the following questions:

1. What is the oral performance level of the students in their initial test on the variants of “read”?
2. For purposes of remedial instruction, which of the variants are commonly mispronounced?
3. What is the oral performance level of the students on the variants of “read” after the remedial program?
4. Is there any gained difference in the given pre- and post-tests on the oral performance of the students?

## Methodology

### *Method and Design*

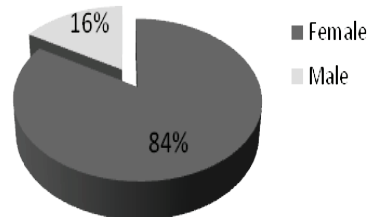
The chosen pre-experimental research design, one group pretest and posttest intended to compare any progress made by the same participants in the oral performance of “read variants” before and after the treatment program. The oral scores at the beginning would be compared with the oral scores at the end. This design may indicate either higher or lower gained scores between the two tests. If the post test shows higher scores than the pretest, a positive effect in conclusive in the treatment made.

Only one-group design is used to show individual progress made by each of the participants after comparing the scores at the beginning and the end of the training.

This work relies on a purposive sampling as it limits its participants to a specific group only, the Sophomore English majors.

### *Participants’ Profile*

The participants of this study were the second year pre-service English education on students of a Technological university in the city capital of Philippines.



*Figure 2. Gender Profile.*

Figure 2 indicates that 84% (41) of the class of 49 students, belong to the feminine gender. Only 16% (8) are males. The majority are clustered within the 17-19 bracket, which is generally common to any sophomore in the tertiary level. The smaller percentages were distributed to 20-22; 23-35; and, 26-28 years of age respectively. As to their academic performance, 39 of them received good grades and seven obtained fair standings. Only three of the participants got very good rating in their academics.

In an attempt to include regionalism as a potential factor for misreading “read,” the survey asked for the local tongues of the participants. Notably, it was Filipino, a Tagalog- based vernacular, which stood out as the mostly used first language. About 57% or 28 students spoke this language. Visayan and Bicolano were second and third in the lineup with 17% and 10% users. Ilocano, Ilongo, and Pangasinense got the last three lower percentages. The figures are too minimal to cause major effect on the pronunciation of the variants.

### *The Instruments*

An individual background questionnaire was formulated to collect data and

information of the subjects in the study particularly their age, gender, academic performance and language spoken as mother tongue.

Another researcher-made instrument was constructed and validated with 30 item test highlighting the structural variants of read. Two lines (1 and 10) in the original 32 are not marked as test items but are needed in the context. The variants are equally spread as to the different structural uses of “read” through a table of specifications (TOS). The items vary as to inflections of the verb under study—past, present, base, modal, progressive, infinitive, passive, and aspect. The test requires a discourse to facilitate and justify distribution of the various properties of “read” in the different lines of the text but with unified thought. (Figure 3)

The test also carries the looks of a narrative to achieve communicative efficiency by complying with the three essential elements: language input, structural output, and communicative output. The researcher-made test underwent dry-run to some sophomores who were not included in the actual number of the participants in the study. Likewise, some language faculty reviewed and suggested modifications in the material. Oral pre-test results were tabulated based on the TOS list where the verb categories are shown with the corresponding correct or incorrect pronunciation. This facilitates assessment and treatment of the test items.

#### *Preliminaries*

Having read the narrative silently within a limit of two to three minutes prior to oral reading, each participant (one at a time) was called upon to orally read the test material. The oral reading was recorded for transcription and analysis. The tape-recorded oral test was checked using the TOS sheet as the score guide. The results of the pre-assessment were presented in tabular form to facilitate recognition of the most number of mispronounced variants

being the weak points and the basis as well for a remedial program.

<i>Read <b>READ</b></i>	
1	I read; we read; you read
2	She reads; he <b>reads</b> , they read
3	I read yesterday. You <b>read</b> too, didn't you?
4	A week ago, the mentor <b>read</b> it.
5	In fact, he <b>read</b> it with rhythmic effect.
6	But who will <b>read</b> the poem this time?
7	Have you read it? Has she <b>read</b> it?
8	Could they <b>read</b> it?
9	She must have <b>read</b> it!
10	Well, I'm not so sure of it.
11	But did you <b>read</b> it?
12	If not, then they could have probably <b>read</b> it.
13	No, it must be you who shall <b>read</b> it?
14	How come? Were you not assigned to <b>read</b> it?
15	I was but I lost the copy to be <b>read</b> .
16	Somebody must <b>read</b> it for me.
17	Once <b>read</b> , everything must have been alright.
18	<b>Reading</b> the poem is indeed fun and pleasure!
19	No matter how it is <b>read</b> ,
20	Whether you <b>read</b> it aloud
21	Or prefer to <b>read</b> it in mind
22	It should be <b>read</b> with just and craft.
23	Never fail to <b>read</b> any single thought.
24	Lest you mar the images it conveys while you <b>read</b> it.
25	Poems are actually not <b>read</b> by the eyes only
26	Try <b>reading</b> them at heart. For sure,
27	the poetic lines will have been <b>read</b> by the soul and mind.
28	Remember the past you <b>read</b> for her a poem across miles?
29	Hasn't she in return <b>read</b> it with her deep feelings?
30	She had. In fact, you even <b>read</b> her mind those past days.
31	Now, it bothers you so much whether to <b>read</b>
32	or, not to <b>read</b> more about her. That is the big question!

*Figure 3. Thirty two (32) lines bearing the 30-item test on the “read” variants.*

## Implementation

The proponent conducted a remedial program on the variants of read. Six sessions, each with one-and-a-half-hour allotment, covered the following activities: reorientation and discussion on the various inflections of verbs (session 1); Verb Practice 1 on modals, infinitive, simple present and progressive (session 2); Verb Practice 2 on simple past (session 3); Verb Practice 3 on past aspect/perfect (session 4); Verb Practice 4 on passives (session 5); and, lastly, reinforcement practices (session 6).

The verb practice materials considered three areas to achieve communicative efficiency: Language input (forms and meanings; grammar input especially the variants of read); structural output (through presentation and practice); communicative output (dialogues, interactions, question and answer exchanges).

## Post Implementation

After the remedial sessions, the participants (one at a time) were again called upon to read orally the 30-item test for another recording. The recorded performance was replayed and checked individually using a score sheet. The results were again tabulated for further analysis.

Summation, mean, and percentages determined frequency of errors in both the pre-oral and post oral tests. Z-test compared the two sets of scores and ascertained any obtained significant difference between the pre and posttest. Significant here does not necessarily mean "important" but rather an indicative or gained difference as a favorable result of the treatment program.

## Results and Discussion

### Initial Test Oral Performance Level

Based on the analysis of recorded pronunciation of the 30-item test on "read"

variants, almost 24 students, were assessed to have performed "below average" level. This performance rating as shown by the table that follows is computed using the mean of 18.57. All raw scores below the mean, being average level, are simply described in this study as "below average" and those categorized above the mean are labeled above average.

**Table 1**

*Students' Performance Level (Pre-test)*

Scores	f	%	Description
20-27	19	39	Above Average
18-19	6	12	Average
14-17	24	49	Below Average
Total	49	100	Mean= 18.57

Six of them obtained the "average" level while 19 obtained average level. This trend indicates the distribution of raw scores in three varying categories using the mean as the basis in assessing the initial oral performance of the participants. It is quite alarming to note that almost half of them misread the variants which is indicative of unawareness of rules or even lack of knowledge which consequently results to inappropriate production of the word under study.

### Oral Pre-Test Item Analysis

Table 2 shows results of the initial recorded reading on the variants of "read" as to specific correct and incorrect responses. The data were arranged from highest to lowest to facilitate recognition of items pronounced with ease or difficulty. As shown, the top part of the results under correct responses would mean the easy variants read by the participants since the percentages from 67% through 92% (33-45 correct points) indicate higher scores. The bottom points from 24 down to 10 points are indicative of utterances with difficulty as shown by the lower percentages of 49 down to 20. The average score of 23.93 rounded as 24 is the center point, or the so-called

dividing line between the easy and difficult utterances.

The utterances on “rid” variant were dominantly pronounced with ease by the students. The said grammar structures included infinitive, modal, progressive, and simple present. For sure, without the variants and shifting rules in saying this word, all these words might have been said by them as “rid” since this is the base form, seemingly the most natural way, and the least complicated to produce orally. Mispronouncing it to some may not be a big deal but to those who knew it such faulty utterance is an inadequacy from an authority in a high-levelled position. Although others may find some coping strategies to get rid of the variants, the lack of it remains a deficiency, an obstacle towards efficient delivery of thoughts and ideas.

#### *The Mispronounced Variants*

As gleaned from Table 2 , the bottom scores from 21 down to 10 are evidently the lowest scores which reflect difficulties of the students in reading the variants. Based on the corresponding test items, the grammar structures embedded in each number are 14 and grouped as passive, perfect or aspect in all tenses, and simple past. These, however, are the common forms where the shifting from “rid” to “red” is expected. Except for just one number which is seven (7) as center point between easy and difficult, all the rest in the bottom part of Table 5 were observed as erroneous utterances by the students. Thus, the students should be warned of these shifting perspectives which in the discourse fell into numbers 3, 4, 5, 9, 12, 15, 17, 19, 22, 25, 27, 28, 29, and 30.

As earlier mentioned, these are the same numbers clustered as the “red” variants and therefore, become the take off points for the remedial instruction. The lessons in the training would underscore irregular verbs and their inflections combined with constant, correct practice. The right portion of the TOS is thus drawn

**Table 2**

*Students’ Pre Test Utterances on the Variants (Arranged from Highest to Lowest Number of Correct Answers)*

Item	Correct		Incorrect	
	F	%	F	%
31. RID (Base, Infinitive)	45	92	4	8
13. RID (Base, Modal)	44	90	5	10
18. RID +ing ( Present Progressive)	44	90	5	10
6. RID (Base,Modal)	43	88	6	12
32. RID (Base, Infinitive)	43	88	6	12
14. RID (Base, Infinitive)	42	86	7	14
26. RID+ing (Present Progressive)	41	84	8	16
2. RID+s (Simple Present)	40	82	9	18
20. RID (Simple Present)	40	82	9	18
8. RID (Base,Modal)	39	80	10	20
16. RID (Base, Modal)	38	78	11	22
24. RID (Simple Present)	38	78	11	22
11. RID (Base, Modal)	37	76	12	24
23. RID (Base, Infinitive)	37	76	12	24
21. RID (Base, Infinitive)	33	67	16	33
7. RED (Perfect/Aspect)	24	49	25	51
29. RED (Perfect/ Aspect)	21	43	28	57
27. RED (Perfect/Aspect)	19	39	30	61
30. RED (Simple Past)	19	39	30	61
9. RED (Perfect/Aspect)	18	37	31	63
25. RED (Passive)	16	33	33	67
5. RED (Simple Past)	15	31	34	69
12. RED (Perfect /Aspect)	15	31	34	69
17. RED (Passive)	14	29	35	71
3. RED (Simple Past)	13	27	36	73
4. RED (Simple Past)	11	22	38	78
15. RED (Passive)	11	22	38	78
19. RED (Passive)	11	22	38	78
28. RED (Simple Past)	11	22	38	78
22. RED (Passive)	10	20	39	80

out and highlighted below to confirm on the items that need further instruction through several approaches and strategies.



**Table 3**  
*Commonly Mispronounced Variants*

Read as "red"		
	Content	Placement
Past	Simple	3, 4, 5, 28, 30
All Forms	Aspect/Perfect	7, 9, 12, 27, 29
	Passive	15, 17, 19, 22, 25

The "red" variants in Table 3 seemed to hinder appropriate production of the sounds as "rid" or "red." These common errors are the realistic reasons why the participants mispronounced the variants other than the lack of communicative practice. Canilao and De Jesus (2011) assert the same line of thought that critical language awareness is a prime component to attain communicative competence. Burkhart (2004) and Nam (2006) expressed similar concern on faulty pronunciation as a consequence of any miscommunication. They added that abilities to communicate in either oral or written form require fluency and proficiency in any target language. Some proponents advocate related theories and principles that since language is primarily oral and secondarily written, an emphasis in teaching the former more than the latter must be observed in many language classes.

*Post Test Oral Performance Level*

After the short termed remedial training, the students were asked to re-read The results of the recorded utterances were tabulated and arranged from highest to lowest, to assess performance level of the students as shown in the table that follows:

**Table 4**  
*Students' Performance Level (Post-test)*

Scores	F	%	Description
27-30	9	19	Above average
22-26	19	39	Average
17-21	21	42	Below average
Total	49	100	Mean=22

In the post-test, 39% (19) of the participants performed on the average level. As compared in the pre-test where only 12% (6) belonged to this level. Twenty-four percent (21) were rated below average in the pre-test against twenty-one percent in the post-test. The decrease in the number of above average performers is apparently covered by the increase in the average performer. The comparison of the mean scores between the pre-test and the post-test shows a higher score in favor of the post-test. Though minimal, the obtained difference is indicative of an improved performance to the participants after exposure in the remedial instruction.

Table 5 shows post test results and marked changes on the variants previously mispronounced during the pre-test.

As noted in the pre test, the easy variants produced by the participants were all in the "rid" categories. The "red" variants were described as the common errors made in the initial reading. Glancing over the post test results this time, --- a mixture of "rid" and "red" variants occupied easy categories. Some of the simple past forms and a few of the perfect/aspect and passive began to be less difficult in the utterances of the variants. Admittedly, the complexity in the pronunciation of "read" as shown in the post test results was still found among the "red" variants. It is imperative then that a more vigorous grammar training on these variants should be undertaken.

**Table 5**  
*Students' Utterances on the Variants (Post test)*

(Arranged from Highest to Lowest Number of Correct Answers)		Correct		Incorrect	
Item	F	%	F	%	
18. RID +ing ( Present Progressive)	48	98	1	2	
27. RED (Perfect/Aspect)	48	98	1	2	
2. RID (Simple Present)	47	96	2	4	
20. RID (Simple Present)	47	96	2	4	
23. RID (Base, Infinitive)	47	96	2	4	
26. RID+ ing (Present Progressive)	47	96	2	4	
31. RID (Base, Infinitive)	45	92	4	8	
32. RID (Base, Infinitive)	45	92	4	8	
4. RED (Simple Past)	43	88	6	12	
6. RID (Base, Modal)	43	88	6	12	
15. RED (Passive)	43	88	6	12	
21. RID (Base, Infinitive)	43	88	6	12	
24. RID (Simple Present)	43	88	6	12	
7. RED (Perfect/Aspect)	41	84	8	16	
17. RED (Passive)	41	84	8	16	
8. RID (Base, Modal)	40	82	9	18	
14. RID (Base, Infinitive)	40	82	9	18	
16. RID (Base, Modal)	40	82	9	18	
29. RED (Perfect /Aspect)	39	80	10	20	
13. RID (Base, Modal)	38	78	11	22	
25. RED (Passive)	38	78	11	22	
3. RED (Simple Past)	37	76	12	24	
22. RED (Passive)	35	71	14	29	
9. RED (Perfect/Aspect)	34	69	15	31	
19. RED (Passive)	34	69	15	31	
11. RID (Base, Modal)	33	67	16	33	
30. RED (Simple Past)	32	65	17	34	
12. RED (Perfect /Aspect)	31	63	18	37	
5. RED (Simple Past)	27	55	22	45	
28. RED (Simple Past)	24	49	25	51	

**Table 9**  
*Differences in the Pre test and Post test Scores*

Test	Mean	Standard Deviation	Z-value		Decision	Remarks
			Computed	Tabulated		
Pre-test	18.57	3.70	-5.33	1.96	Reject	Significant
Post-test	22.46	3.54				

Table 9 reflects differences between the pre and post results on mean, standard deviations, and the computed value of z- test at .05 level of significance.

The null hypothesis is thus rejected since the computed z-value of -5.33 is found lower than the tabulated value of 1.96. This further means of an acceptance in the alternate hypothesis that there is a statistically obtained difference between the pre test and post scores of the utterances made by the respondents on the variants of "read." A marked difference in the scores indicates improved performance of the students after undergoing remedial instruction as the treatment program.

## Conclusion

Any spoken or written discourse in English sounds grammatical if it conforms to the rules in grammar. Otherwise, the discourse becomes ungrammatical if it deviates from the rules in some way. This assumption has prompted the researcher to make a study on the oral variants of "read," with the thought that any mispronunciation of the word in the sentence is considered ungrammatical. The shifting of "rid" to "red" should conform to the rules of grammar.

This study aims to determine if the participants are aware of these shifting rules. Through oral test results and remediation program, the study attempts to enhance their oral performance on the variants since these are proofs of their proficiency in English.

As noted, in the obtained statistical difference between the mean scores of the pre-test and post-test, the participants show

improved performance in the execution of the variants. The higher scores in the post-test, though minimal confirm positive effect of the treatment program.

The inclusion of Form-focused instruction as well as communicative approach is essential in the language training. Proficiency is thus obtained by the learners once appropriate learning and acquisition of the rules in grammar are significantly applied within the communicative setting. Thus, awareness on the shifting rules of “read” and correct practice of such in oral discourse remain observable evidences of proficiency in the target language.

### Recommendations

From the given conclusions and similar findings, this study suggests that a relative study using combined implicit and explicit teaching of grammar be done to achieve proficiency in the language. Also the traditional approaches such as form-focused instruction through pattern drills, repeated exercises, aural-oral, audio lingual, if found useful and relevant in the teaching-learning process must still be considered and applied simultaneously with the trending of communicative approach.

It is the hope of the researcher to reconsider any essential points of this work as significant contribution to the curriculum review and evaluation of the English program in Education.

This study emphasizes language enhancement through communicative and interactive activities and meaningful classroom activities without abandoning the grammar or form-focused instruction.



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