



## **Filipino to English Transfer Errors in Writing Among College Students: Implications for the Senior High School English Curriculum**

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### **Abstract**

Language transfer is an invasive term that has led to varied interpretations and research practices of it. This paper attempted to find out interlanguage transfer errors evident in the written outputs of CEU's three bigger schools/colleges and their implications to the new educational program of the Philippines, the Senior High School of the K to 12.

Oral communication makes sense in a dialogue; it is a back and forth negotiation of meanings between the communicators. On the other hand, written communication is read; therefore, misinterpretations of the meanings of the message being transferred are unavoidable and sometimes worsened (Penman, 1998). This paved a way for the researcher to explore lapses in students' written discourse, particularly, those which are transferred from L1 to L2.

This study determined the types and extent of transfer errors in the written compositions of the student-respondents through Error Analysis (EA) and was found out to have been contaminated with errors in grammar, lexical choice, semantics and mechanics.

Grammatical errors were found to be most prevalent especially in verb, pronoun and preposition usage; the other types of transfer errors such as lexical, semantics, and mechanics do not show much problem; students enrolled in different programs showed varying language needs as revealed by the type and extent of occurrence of transfer errors in their written compositions.

Through the findings and conclusions drawn from this study, the researcher recommends that curriculum planners of the K to 12 program consider the implications yielded by the result of analysis of this study in their preparation/ revision of the basic education curriculum for the Senior High School. Furthermore, the researcher encourages the basic

education teachers and college instructors of English to intensify the teaching of grammar, reading comprehension to reconcile meanings and enrich vocabulary loading, and improve spelling to avoid recurring transfer errors among their students' written outputs.

**Keywords:** *Transfer Errors; Error Analysis (EA); Senior High School; K to 12*

## **Introduction**

The story of English in the Philippines can be traced to 1898 when the American teachers called the *Thomasites* (named after the ship, S.S. Thomas) came to the Philippine soil towards the end of the Philippine-American War. Filipinos were taught how to read, speak and write in the English language. It is a surprising fact that within a short span of 41 years, the language had spread rapidly and steadily across the country compared to the 333 years of Spanish colonization that made only 2 percent of the populace to speak the “then” second language (L2)- Spanish. (Gonzalez, 2004)

Over the years, the English language has continued to flourish as it has become the language of commerce, education and industry. Today, the language has remained a comfortable tongue among the Filipinos. After learning the nuances of the English language straight from the native speakers, most Filipinos have been using it as their second language.

Even after the Philippine Independence, Filipinos continued to use English despite the fact that there was no formal-language planning agency that set direction for the language. It was not until the formation of the 1987 Philippine Constitution that dictates the use of both Filipino and English as media of instruction in Philippine schools. This was later on intensified through DECS Order No. 52 series of 1987 dubbed as “Bilingual Education Program” (BEP) (Martin, 2012).

The use of both languages as media of instruction in Philippine schools was assumed, in most studies, to have contributed to the deterioration of proficiency in the second language (referring to English) since the vernacular was used extensively in the country with an estimate of 21.5 million speakers, according to the 2000 Census.

The deterioration of the use of the English language among Filipino learners, especially in written form, has become evident at present. Errors in grammar, vocabulary, punctuation,

capitalization, and transition of thoughts, among others, have become the concerns of English educators, curriculum planners, and even the government.

In 2003, former President Gloria Macapagal-Arroyo issued Executive Order No. 210 which aimed at establishing a policy to strengthen the use of English as medium of instruction. She believed that, through enhancing and giving more emphases on both written and oral communication in English, the economy could be great again. It is through the efficient use of the second language that an average Filipino can establish connection and friendship with anyone in the world.

Despite the efforts exerted by the Department of Education and even the Philippine Government itself, the poor use of the English language has become an object of great concern in the country. This concern is aptly articulated by Sandlin (2008), thus:

“The Philippines has terrible talent shortage, and the government and the press are in denial. English is the only thing that can save the country, and no one here cares or even understands that the Filipinos have a crisis... God save the Philippines. I hate to see the country falling ever deeper into an English-deprived-abys.”

In 2008, Education Secretary Jesli Lapus launched DepEd’s flagship program known as Project “Turning Around Low Performance in English” or TURN. The program recognized the importance of English proficiency as an important building block in learning. (DepEd, 2008). The project aimed at giving English proficiency trainings to teachers in the Basic Education whose medium of instruction is English, especially those whose schools’ performances are significantly low. Through this training of basic education teachers, transfer of the second language proficiency to students could be more effective.

In the new K to 12 Program, the primary school system is turned into a mother-tongue-based multilingual education (Cruz and Mahboob, 2008), a measure supported by the findings of Rillo et al (2019) that children have good grasps of things in the language where they are first exposed to from and including baby talk. This is also to gain more confidence in speaking the vernacular (Khati, 2011), which is often a problem because of socio-cultural factors (Rillo and Alieto, 2018).

## **Materials and Methods**

This study dealt with the analysis of the present conditions of the student-respondents’ transfer errors from Filipino to English in their written compositions, by identifying what types of errors and how often do these errors occur. From the findings, certain measures may be

suggested to correct these errors, which may provide valuable inputs to the K to 12 language program for senior high school or grades 11 and 12 of the basic education.

### *Method of Research*

This study made use of the descriptive method content analysis because it deals with the analysis of errors in the written discourse of the student-respondents.

Furthermore, according to Patten and Newhart (2017), the descriptive research is a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making adequate and accurate interpretation about such data with or without or sometimes minimal aid of statistical methods. He also reiterated that it ascertains prevailing conditions of facts in a group under study. It also gives either qualitative or quantitative, or both, descriptions of the general characteristics of the group. In addition, comparisons of the characteristics of two groups or cases may be made to determine their similarities and differences. The variables or conditions studied are not usually controlled because there is no variable manipulated.

### *Respondents of the Study*

The respondents of the study were freshman college students of health-allied programs, who are speakers of Filipino (Tagalog).

### *Sampling Technique*

The researcher made use of purposive sampling technique with stratified sampling method, where *Tagalog-speaking* student-respondents were randomly selected from each of the three bigger schools/colleges of the university prorating their number according to their

respective population. To elaborate further, the researchers used the Slovin's formula in determining the sample size they needed in the study.

Table 1 illustrates how this was carried out.

Table 1

Distribution of Student-Respondents of the Three Bigger Schools/Colleges

<b>School/College</b>	<b>Total Population</b>	<b>Proportional Allocation Percentage</b>	<b>Sample Size</b>
<b>Dentistry</b>	596	33.81	110
<b>Medical Technology</b>	574	32.56	106
<b>Pharmacy</b>	593	33.63	110
<b>TOTAL</b>	1763	100.00	326

The table reveals that there are 596 total freshman college students taking up dentistry, 574 Medical Technology students, and 593 Pharmacy students. The proportional allocations for each School/College were computed to assign individual sample size for each. Thus, a total of 326 student-respondents as total sample size corresponding to 110 for each School of Dentistry and School of Pharmacy and 106 for the College of Medical Technology were computed following the Slovin's formula with proportional allocation.

### *Research Instruments*

The instruments that were used to analyze the data needed in this study were survey forms and written outputs of the student-respondents. Contrastive Hypothesis Analysis with Error analysis are the most direct ways and the most widely used instruments in studying errors in any written discourse. Corder (1967, 1974) as cited in Abi Samra (2003) mentioned that in diagnosing errors in L2 learners' written outputs should be governed by the fact that "errors" should be true or absolute. In realizing this, there should be a clear distinction between the L2 learners' mistakes or slips and errors. The process of drawing out the distinctions between slips and errors could be carried out through Contrastive Analysis Hypothesis. On the other hand, Error Analysis technique is an explicit method of examining, describing, and interpreting the errors. Error analysis is an alternative to descriptive analysis (Corder, et al., 1974). James's

Method (1988) on error analysis concentrates on three categories of error, namely: Interlanguage interference, Intralingual Errors, and Induced Errors. The first type was the basis of the researcher in identifying the errors in the written outputs of the student-respondents since what are determined are Filipino to English transfer errors.

### *Data Gathering Procedure*

There are basically two types of data collection procedures namely: Spontaneous or unplanned data and elicited procedures (Ellis, 2008). The researcher used the former for it dwells on free written compositions while the latter on controlled written compositions (translation).

The following steps in the data gathering and analysis were carried out in this research:

1. The survey forms and paragraph composition paper were distributed to the Communication Skills 12 teachers of the three bigger schools/colleges.
2. The students were asked to fill in the survey form and accomplish writing task sheet 1. The researcher did not give a specific topic to write about to allow student-respondents to freely write their ideas in a spontaneous manner.
3. On the second meeting, the CS 12 teachers returned to their students the accomplished writing task sheet 1 with the writing task sheet 2 for rewriting and checking of possible errors committed in the first writing task.
4. The survey forms and the accomplished writing task sheets were returned to the researcher for analysis. The two written compositions were checked and analyzed to discriminate between slips and true errors and for possible transfer errors.
5. The researcher identified the different types of transfer errors present, which were recurring in the student-respondents' outputs. Frequency of occurrence is regarded as a distinctive point in error analysis (Ellis, 2008) Frequency is crucial in EA since it is the recurring errors that are perceived to be correct by second language learners.
6. The identified errors were tabulated to identify their extent of occurrence in the written outputs of the student-respondents. Factors that could possibly explain the occurrence of these transfer errors were also described according to student-respondents' characteristics.
7. From the findings, the researcher suggested possible implications of the study to the Senior High School English Curriculum of the K to 12 Program.

## Results

### *Characteristics of the Student- Respondents*

The respondents were randomly and purposely selected from the freshman college students of the School of Dentistry, the College of Medical Technology, and the School of Pharmacy enrolled for the second semester.

### *Gender*

Out of 326 respondents, 252 or 77.3 percent were female while only 74 or 22.7 percent were male. This shows that majority of the respondents were female which is a reflection of the actual characteristic of the students in the university, which is female dominated.

### *Type of high school*

Majority of the respondents of the study completed high school from private institutions with 265 or 81.3 percent out of 326-sample population. Only 61 or 18.7 percent came from public schools. Since the university, where the samples were from is a private institution, majority of the students enrolled are from private high schools, too. This is indicative of the kind of clientele the university caters mostly to.

### *School/ College*

Table 2

Distribution of the Student-Respondents According to School/College

<b>School/College</b>	<b>f</b>	<b>%</b>
<b>Dentistry</b>	110	33.81
<b>Med Tech</b>	106	32.56
<b>Pharmacy</b>	110	33.63
<b>Total</b>	326	100.0

As shown in Table 2, the School of Dentistry and the College of Medical Technology had both 110 students and 33.7 percent each of the total number of respondents while the School of Pharmacy consisted of 106 students or 32.5 percent.

Both the College of Dentistry and the School of Pharmacy have a total number of populations of 596 and 593 respectively, closely followed by the College of Medical

Technology with 574. When these numbers were statistically treated following proportional allocations, both the College of Dentistry and School of Pharmacy yielded the same number of sample size of 110 while the College of Medical Technology had only 106.

### *Types of Transfer Errors*

After reading and analyzing the respondents' written outputs, four types of transfer errors emerged as shown in Table 3.

It can be gleaned from the table that there are four identified types of transfer errors from the student-respondents compositions namely: Grammatical, Lexical, Semantic and Mechanics. Two examples for each subtype/description have been provided to further understand how the two languages differ in terms of their nature and distinct features.

Language transfers in the compositions of second language learners are only one-third of their deviant sentences (George, 1971, as cited in Richards, 2015). Grammatical errors that have generally shown three subtypes speak highly of the innate nature and features of L1 in contrast to L2.

Table 3

Types of Transfer Errors in the Student-Respondents' Compositions

<b>Types</b>	<b>Sub-Types/ Description of Errors</b>	<b>Examples</b>
<b>Grammatical</b>	1. Affixing verbs	1. <i>It amaze and amuse me at the same time.</i>
	2. Shift in pronoun use in terms of gender	2. <i>They giving advice...</i>
	3. Use of preposition	3. <i>My mother... He has plenty of things to do...</i>
		4. <i>Robert has her notebook.</i>

		<p>5. <i>Sometimes, we face problems regarding to our friend.</i></p> <p>6. <i>...we are on the classroom.</i></p>
<b>Lexical</b>	Wrong choice of word	<p>1. <i>I want to take care of people who have sick.</i></p> <p>2. <i>... blaming the government because of their slow leadership.</i></p>
	Literal translation	<p>1. <i>I love working out myself.</i></p> <p>2. <i>where all my sacrifices and hardwork will be just a trash.</i></p>
<b>Semantic</b>		
<b>Mechanics</b>	Error in spelling brought about by phonological difference	<p>1. <i>I am pond of doing it, especially when I'm bored.</i></p> <p>2. <i>I feel comfortable with my classmates.</i></p>

Since grammatical items are generic in almost all languages, it is observable that both L1 and L2 have these similarities; however, these items when put into use as in a written discourse could be evident of certain linguistic transfers.

For instance, affixation of verbs in L1 is different in L2. L1's inflection of verbs is through repeating a syllable of the prefix coupled with a change of a grapheme, dependent of the present tense or the future tense; for example, the basic form *laba* when in the past form is *naglaba* or *nilabahan*; future form is *maglalaba*. On the other hand, it is distinct in L2 that

inflection is only done through the process of adding or replacement. Addition is applicable for regular verbs, while for irregular ones, replacement. For instance, the verbs *dance* and *interpret* to *danced* and *interpreted*, respectively. Replacement is selective; verbs such as *run* to *ran*, *come* to *came*, *do* to *did* among others form their past by replacing the original with an entirely new form. Moreover, the examples cited show that in L2, affixation is only suffixing while in L1, it is prefixing and in some instances, both prefixing and suffixing. Compounding of verbs in L2 is also indicative of a change in aspect such as the perfect, the progressive and the perfect-progressive. Aspects are used in L2 to further specify tense. In L1, tense intensification is brought about by inclusion of words that indicate time. A sentence in English that contains two past actions, one in the earlier past and the other, a later past is illustrated in this sentence: *Zeny had washed the clothes when she heard Rica's cry*. The sentence shows that *Zeny* was already done washing the clothes when she heard *Rica* crying. In L1, this is illustrated in this sentence: *Tapos nang maglaba si Zeny nang marinig niya ang pag-iyak ni Rica*. The words, *tapos nang*, *and nang* are conjunctions in L1 that are not part of the verbs but are used to specify time of actions. The examples and explanations implicitly explain that most Filipino learners of English may commit malformation of verbs considering the simplicity in inflecting and changing tense and aspects in L1 compared to L2 and in other circumstances, absent categories.

As to pronouns, L1's pronoun is not gender sensitive and rather generic, thus the L2 learner was found to have committed of this confusing use in their written compositions such as the noun *mother* expressed as *he* and *Robert* as *her*.

Prepositions in L1 are very few compared to L2 wherein the variety and specificity of the use of prepositions in L2 is contributory to the Filipino L2 learner's difficulty in using prepositions, thus, leading to erroneous use. The prepositions, *in*, *on* and *at*, can be used in three varied ways to determine the position of an object placed in a corner; thus, the combinations: *in a corner*; *at a corner*; *and on a corner*. On the contrary, in L1, this is only expressible in *sa* as in, *sa sulok*.

Wrong choice of word is attributed to the fact that when an L2 learner is vocabulary deficient, he/she may have the tendency to use a "more" familiar word or one that sounds similar to the correct word to express a thought, and thus, neglect accuracy of the proper use of the word. In table two, the words; *sick* and *slow* were inappropriately used for *illnesses* and *poor* respectively.

Language equivalence perhaps is the issue behind literal translations in the written compositions of student respondents. What is expressed idiomatically in L1 may be expressed

literally in L2 or vice versa (Larson, 2008). The idiom *magbuhat ng sariling bangko* is translated by most Filipinos as *carry my own bench*, when it is instead, *tooting my own horn*, in Standard English. Another is the idiomatic expression for *matigas ang ulo* to *hardheaded*, when it is apparently, *stubborn* or *bullheaded*.

Sound production differences of certain graphemes or total absence of phonological sounds from L1 to L2 could be attributed to malformation of words, when writing in L2. Examples cited in Table 2 are common in the student-respondents' written outputs.

#### *Extent of Occurrence of Transfer Errors*

The frequency and percentage distribution of the extent of occurrence and non-occurrence of each type of transfer errors in the student-respondents written outputs are shown in Table 4 below.

Table 4

Extent of Occurrence of Each Type of Transfer Errors in the Student-Respondents' Compositions

Extent of Occurrence	Type of Transfer Errors							
	Grammatical		Lexical		Semantic		Mechanics	
	f	%	f	%	f	%	f	%
Occurrence	2	7	1	3	1	4	6	1
Non-Occurrence	9	7	1	6	3	2	9	8
	8	.	9	.	9	.	.	.
		3		5		6		1
Non-Occurrence	3	1	2	6	1	5		8
	8	1	0	3	8	7	2	1
		.	7	.	7	.	6	.
		7		5		4	7	9

<b>Total</b>	3	1	3	1	3	1	3	1
	2	0	2	0	2	0	2	0
	6	0	6	0	6	0	6	0
		.		.		.		.
		0		0		0		0

Evidently, most of the students' transfer errors were grammatical in nature with 298 or 77.3 percent of occurrence followed by Semantic with 139 or 42.6 percent of occurrence, then Lexical with 119 or 36.5 percent. The least number occurred in Mechanics with only 69 or 18.1 percent.

Grammatical errors were significantly shown to be most occurring of the four types of errors. It could be inferred through the samples cited in Table 3 that Filipino L2 learners frequently commit these kinds of errors.

James (1988) mentioned in his study that the most prevalent errors in writing in the target language (TL) committed by learners are grammatical in nature. These grammar points include: the use of prepositions and subject verb agreement.

### *1.3. Comparison of the Extent of Occurrence of Each Type of Transfer Errors of the Student-Respondents When Grouped According to their Characteristics.*

The frequency and percentage distribution of the extent of occurrence of each type of transfer errors found in the student-respondents' outputs were compared according to their characteristics and shown in Table 5.

#### *By gender*

Table 5

Comparison of the Extent of Occurrence of Each Type of Transfer Errors by Gender

Type of Error	Gender	Mean	S.D.	t-value	p-value	Sig
Grammatical Error	Male	2.973	2.2993	-1.522	P = 0.129> 0.05	NS
	Female	3.579	3.1920			
Lexical Error	Male	.473	.6869	.137	P = 0.891> 0.05	NS
	Female	.460	.6989			
Semantic Error	Male	.905	1.1955	.855	P = 0.393> 0.05	NS
	Female	.766	1.2452			

Error in Mechanics	Male	.203	.4373	-1.176	P = 0.861 > 0.05	NS
	Female	.214	.5144			

Tabular values show that there is no significant difference in the number or extent of errors committed by the males and females as shown by the p-values that are greater than 0.05 level of significance. However, the females yielded an obtained mean of 3.579 while males an obtained mean of 2.973 on grammatical errors and the males with an obtained mean of .905 while the females with an obtained mean of .766 on semantic errors.

Irawan (2003), Greensdale and Felix-Brasdefer (2006), and Sanchez-Lobato, et al. (2002) as cited by Ibañez-Moreno and Cerezo (2011), showed that females obtained better results in their English production than the males. The same was opined by Bacang et al (2019) in their discourse analysis study with gender as construct. However, this was contradicted by Agustín-Lach (2009), who said that gender is not a determining factor that could affect English language proficiency.

*By type of high school*

Table 6

Comparison of the Extent of Occurrence of Each Type of Transfer Errors by Type of High School

Type of Error	Type of High School	Mean	S.D.	t-value	p-value	Sig
Grammatical Error	Private	3.419	3.0380	-.284	P = 0.776 > 0.05	NS
	Public	3.541	2.9641			
Lexical Error	Private	.442	.6610	-1.174	P = 0.241 > 0.05	NS
	Public	.557	.8271			
Semantic Error	Private	.804	1.2640	.190	P = 0.850 > 0.05	NS
	Public	.770	1.1014			
Mechanics	Private	.211	.5155	-.025	P = 0.980 > 0.05	NS
	Public	.213	.4129			

Table 6 shows that there is no significant difference in the number or extent of errors committed by student- respondents based on the type of high school they graduated from through the p-values that are greater than the 0.05 level of significance. This implies that both graduates of the two types of high schools had the same extent of transfer errors in their written outputs.

*By school/college*

Table 7

Comparison of the Extent of Errors of the Student-Respondents by School/College

Type of Error	School/College	Mean	S.D.	F-value	p-value	Sig
Grammatical Error	Dentistry	2.518	2.0973	12.538	P = 0.000	VS
	Med. Tech.	4.500	3.1510			
	Pharmacy	3.345	3.3577			
	Total	3.442	3.0201			
						Dent vs Med. Tech. vs Dent. vs Pharmacy Med. Tech. Vs Pharmacy
Lexical Error	Dentistry	.427	.6561	1.441	P = 0.238	NS
	Med. Tech.	.557	.7182			
	Pharmacy	.409	.7077			
	Total	.463	.6952			
Semantic Error	Dentistry	1.100	1.3877	5.263	P = 0.006	VS
	Med. Tech.	.689	1.1072			
	Pharmacy	.600	1.1349			
	Total	.798	1.2337			
						Dent vs Pharmacy vs Dent. vs Med. Tech
Errors in Mechanics	Dentistry	.227	.5851	.332	P = 0.718	NS
	Med. Tech.	.179	.4093			
	Pharmacy	.227	.4820			
	Total	.212	.4974			

The table reveals that there is a very significant difference among the three bigger schools/colleges of the university in the extent of errors in the areas of Grammar and Semantics since p-values are less than 0.01 level of significance. These are evident between the School of Dentistry and the School of Pharmacy, School of Dentistry and College of Medical Technology, and School of Pharmacy and College of Medical Technology for Grammatical Errors. Under Semantic Errors, there is a very significant difference between the School of Dentistry and the School of Pharmacy and the School of Dentistry and the College of Medical Technology.

The student-respondents from the College of Medical Technology yielded 4.500 as average extent of transfer errors in grammar; and the School of Dentistry with an average of 1.100 as mean on semantic errors.

These three bigger schools/colleges are known in the university as having competent students. Despite the notion, they, like all other second language learners, also have deviations in their English sentence constructions. However, it poses the idea that these three schools/colleges may have varying needs in the reinforcement of their second language learning. The School of Dentistry students should receive more instruction and improved instructional materials for appropriate meaning construction and spelling, the College of Medical Technology on grammar and vocabulary building, while the School of Pharmacy on grammar and spelling.

### **Implications of the Findings of the Study for the English Curriculum of the Senior High School Program of the K to 12**

This study identified, categorized, analyzed and explained the extent of occurrence of these transfer errors found existing in freshman college students' written compositions from the three bigger colleges of the CEU, to identify possible implications to the new K to 12 senior high school basic education curriculum. One of the mantras of this new curriculum states that a K to 12 graduate of the basic education should be ready for the world.

Today, Filipinos are known to have become citizens of the world. In every country there is a Filipino. Since English is the universal language, proficient and accurate use of it is a prime consideration for effective communication.

Equally important are the kind and characteristics of the 21<sup>st</sup> Century learners. 21<sup>st</sup> century learners are increasingly comfortable with globalization and its influence on work and

socialization. They are the most likely of any age group to identify that there are benefits and limitations to an ever-changing global and technological environment.

The 21<sup>st</sup> Century learner has an intimate relationship with the Internet. For them, the Internet is the gateway to their world – for communication, entertainment, relationship maintenance, social networking, and information gathering.

Lastly, the 21<sup>st</sup> Century learner is learning 21<sup>st</sup> century skills. The knowledge that students are increasingly expected to demonstrate is transforming. 21<sup>st</sup> century skills include: information and communication technology (ICT) literacy, the ability to think and solve problems, interpersonal and self-directional skills, global awareness, and financial, economic, business, and civic literacy. Most importantly, students are learning “how to *keep learning* continually throughout their lives.” (Learning for the 21<sup>st</sup> Century: A Report and Mile Guide for 21<sup>st</sup> Century Skills,” Tuscan, Arizona, 2002), then requiring English as a Second Language to be more responsive in improving the students’ level of motivation and self-efficacy (Torres and Alieto, 2019).

This study posed the following implications that may be useful in strengthening the curriculum for the added two years of Basic Education as stipulated in the list of competencies for grades 11 and 12:

1. The need for subjects in Senior High School English to start with a review of the basic rules of using verbs, pronouns and prepositions, focusing on inflections, in the case of verbs; gender substitution for pronouns; and situations that dictate the use of specific prepositions in sentences. All these are basic in any lesson on writing especially professional correspondence
2. The need for textbooks and other instructional materials on these subjects to include comprehensive activities and exercises on the application of these rules to achieve accuracy for better proficiency.
3. The need for teachers handling the subjects to undergo re-training on the teaching of grammar and in-service seminars on second language acquisition and learning to gain insights on how to deal with language teaching to ESL learners
4. The importance of support from School administrators and other stakeholders of activities geared towards mastery/improved proficiency in English such as Grammar Accuracy Contests, Essay Writing Contests among others.
5. The need to further strengthen these areas in the syllabus, textbooks, and actual teaching, especially in relation to academic and professional writing where Mechanics

is important, as well as appropriate choice of technical terms and expressions.

6. The benefit of administering a senior high school English proficiency test to classify students according to their level of knowledge on L2. This may form as part of a general admission test. Classifying students by English proficiency will provide teachers handling each group definite directions as to the strategies they need to adopt in their classes

## **Insights**

### **Conclusion**

Based on the findings, the following conclusions were drawn:

1. Transfer errors from Filipino to English do occur in writing among college students.
2. The first year college students have only an average skill in grammar.
3. Students' language skills may vary according to the course they are taking.

### **Recommendations**

In the light of the conclusions made in this study, the researcher recommends the following:

1. For language curriculum planners of the K to 12 program, to consider the implications in this study in their preparation/ revision of the Senior High School curriculum.
2. For the Basic Education teachers and college instructors of English to intensify the teaching of grammar, reading comprehension to reconcile meanings and enrich vocabulary loading, and drill students on correct pronunciation to reconcile lapses in spelling.
3. For the Filipino learners to device strategies that would help in the efficient acquisition and learning of L2.
4. For instructional materials developers, to utilize the findings of this study in developing IM's that are relevant to the needs of the learners to be more linguistically equipped and competent in the Senior High School English.
5. Finally, for the future researchers to explore also the intralingual errors that comprise the majority of the errors of the ESL learners' written compositions. Moreover, the researcher recommends the expert utilization of Contrastive Analysis in order to create a clear cut between slips and true errors through administration of a series of writing tasks to learners.

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