FOSSILIZATION-CORRECTION STRATEGIES (FCS) FOR THE DISCOURSE COMPETENCE OF GRADE 7 LEARNERS' GRAMMATICAL ERRORS

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Completed 2024

Fossilization-Correction Strategies (FCS) for the Discourse Competence of Grade 7

Learners' Grammatical Errors

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February 2024

Abstract

Learning grammar is a crucial aspect of language acquisition, and addressing fossilized grammatical errors is essential to improving language proficiency. This study focused on measuring the effect of Fossilization-Correction Strategies (FCS) on the grammatical errors of the learners. The study utilized a quasi-experimental research design to investigate the effectiveness of employing Fossilization-Correction Strategies (FCS) on Grade 7 learners' discourse competence. Two class sections comprising a total of 90 participants, were designated as control and experimental groups, respectively. Data gathering involved pre- and post-assessments using grammar tests aligned with Most Essential Learning Competencies (MELCs), with data analyzed using Mean Percentage Score (MPS) and paired t-tests to evaluate discourse competency levels before and after FCS implementation. The study found that learners in both the control and experimental groups initially exhibited "Low Mastery" in discourse grammar competence, which improved to "Moving Towards Mastery" after the intervention. Significant differences in discourse grammar mastery were observed between the pretest and post-test within and between both groups, highlighting the effectiveness of the Fossilization-Correction Strategies (FCS) intervention in enhancing learners' grammar skills and discourse competence. These findings underscore the importance of targeted interventions in addressing specific language challenges and promoting overall language proficiency in educational settings. The study concludes that the implementation of Fossilization-Correction Strategies (FCS) and Self-Learning Modules (SLMs) effectively enhances the grammatical discourse competence of Grade 7 learners, with FCS demonstrating greater efficacy in addressing and correcting learners' fossilized errors compared to SLMs.

Keywords: language acquisition, class correction, language proficiency

Acknowledgment

I would like to extend my sincere appreciation to the individuals who contributed significantly beyond the completion of this academic endeavor. Their expertise, support, and invaluable contributions have propelled this research to new heights; thus, they warrant recognition.

Foremost, my profound gratitude to the **Basic Education Research Fund** (BERF) through the facilitation of the Policy, Planning, and Research Division of DepEd CAR (PPRD). Their extensive knowledge and insightful guidance have been instrumental in shaping the outcomes of this study.

A debt of gratitude is also given to the esteemed Chairman of the Schools Division Research Committee (SDRC), **Samuel T. Egsaen Jr., EdD,** and **Rhoda P. Asencio**, the erudite SDO Planning and Research Coordinator. Their meticulous attention to detail, intellectual acumen, and expertise in research intricacies have greatly enhanced the quality and rigor of this study.

A special acknowledgment is owed to **Lino V. Queza**, the respected Principal II, whose unparalleled support has played a crucial role in successfully executing this research. His understanding of educational systems has been invaluable in obtaining the necessary approvals and permissions.

My immense gratitude to the **Grade 7 learners**, particularly those in sections Finch and Chickadee, and their **parents**, for their active participation and cooperation in this study. Their involvement in the data collection has provided invaluable inputs for the analysis, interpretation of the findings, and obtaining reliable results.

I reserve a special place for my **family**. Their unwavering encouragement, steadfast belief in my abilities, and unconditional love have been the bedrock upon which this research endeavor was built. Lastly, to the **Almighty God** for His blessings, guidance, and inspiration throughout this research journey. His grace has sustained me and given me the strength and wisdom to overcome challenges and achieve the goals outlined in this study.

Context and Rationale

One of the guiding principles of the K to 12 Basic Education Curriculum for Language Arts and Multiliteracies (LAM) in the Philippines is that language learning should include many strategies and activities that help students focus on meaning and accuracy. It extends to language learning that involves recognizing, accepting, valuing, and building on students' existing language competence, including the use of non-standard forms of the language. Through English language learning, learners develop functional and critical literacy skills such that they need to develop thinking and language through interactive learning; develop communicative competence; draw on literature to develop students' understanding of their literary heritage; draw on informational texts and multimedia to build academic vocabulary and strong content knowledge (K to 12 Basic Education Curriculum).

Thus, its ultimate goal is to produce graduates who apply the language conventions, principles, strategies, and skills in (1) interacting with others, (2) understanding and learning other content areas, and (3) fending for themselves in whatever field of endeavor they may engage in (K to 12 English Curriculum Guide, 2016). In general, it aims to develop the learners' communicative competence and multiliteracies.

Communicative competence, as defined in the K to 12 English Curriculum Guide (2016), is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social settings to perform communicative functions, and how knowledge of utterances and communicative functions can be combined according to the principles of discourse. It is classified into the following competencies: Grammatical/Linguistic Competence, Sociolinguistic Competence, Discourse Competence, and Strategic Competence.

The researcher focused on communicative discourse competence in the study, driven by a firm presumption that English Language Learners (ELL) face challenges highlighted in various studies. It also drew insights from personal recounts of learners experiencing difficulties both before and beyond the pandemic education. Discourse competence, as discussed by Celce-Murcia (2017), pertains to the knowledge of rules

governing cohesion (grammatical links) and coherence (appropriate combination of communicative actions) in various types of discourse (oral and written) and textual pieces of knowledge (concepts and skills).

Notwithstanding, after the COVID-19 pandemic forced schools to close their doors, impacting an unprecedented number of learners worldwide (Loo, 2020), distance education became a precious tool for all countries to continue educational activities. In particular, the pandemic has caused people to understand the value of knowing a foreign language, for it is becoming more significant to take jobs in the globally competitive job markets. Burke (2020) postulates that language education is important today because the world has been transforming in digitalization, which also requires good foreign language knowledge. Learning a second language not only connects a person to the entire world as a world citizen but also allows finding a home office work that any company offers in the world.

Corresponding to the study done by Hartshorn, (2021), the effects of the pandemic increased academic stress for both students and teachers across an array of contexts. The failure rate in remote foreign language learning in the pandemic process depends on the motivation of the learners. Moreover, he added that their inabilities in oral language and literacy through appropriately challenging learning; writing arguments, explanatory or informative texts, and narratives; explicit skill instruction in reading and writing; language content and themes, experiences, knowledge, and interests that students bring to school; their sense of common ground in using language/s for communication as present or future global citizens to prepare them to participate in school and civic life, and; to interpret and/or communicate in the target language.

On the other hand, the study of Zhang, Wang, & Yang (2022) affirms that after the pandemic, there are learning disparities in the consistency with the rules of different forms of discourse, on using grammatical links and appropriate combination of communicative actions in both oral and written particularly when the literal meaning of an utterance does not lead directly to the speaker's intention, sociolinguistic rules which become crucial in interpreting utterances for social meaning.

Relating to the grammatical gaps that students demonstrate is the occurrence of fossilization, which according to the British Council (2021), refers to the process in which incorrect language becomes a habit and cannot easily be corrected. Dickson (2020) posits that the term fossilization in language learning refers to errors that a non-native speaker makes so often in the target language they become ingrained over time. It refers to an error that is made so often that it has become a natural part of the person's speech. In congruence with Dickson (2020) and British Council (2021), fossilization is common in learners of English. This phenomenon is defined in terms of typical persistent errors as opposed to occasional mistakes (Lopurini, 2020). It hinders the process of acquiring language skills in the target language due to the "fossilized errors" committed with grammar, vocabulary, and, pronunciation.

Also, Miller (2021) asserts that there are many reasons why fossilization occurs, most notably first language interference, which includes the use of false cognates, and the overgeneralization of rules. Whereas, Anton-Mendez (2020) contends that regular use of the word in the wrong context without correction leads to a fossilized error. This error concept can also be seen in the use of the present perfect. Many languages have a tense resembling the present perfect (i.e., has/have and the past participle). However, most languages use this tense in different ways than in English.

TESOL Corner (2020) asserts that although fossilization doesn't prevent learners from being understood, it can have some genuine negative consequences. Perhaps most importantly, fossilization can make non-native speakers seem less educated and/or less fluent than they are. Miller (2021), a TESOL Grader for Diagnostic Speaking and Writing, states fossilized mistakes are a major cause of "stuck" TOEFL scores that until test takers master their mistakes, their TOEFL scores will not move beyond the passing score. He added that test takers usually make dozens of mistakes in 4 tasks with grammar, vocabulary, and pronunciation.

Meanwhile, as the Department of Education (DepEd) mandates the full implementation of in-person classes in November 2022, for the school reopening, some

private and public schools opted to implement the hybrid learning modality, a type of blended learning in which students spend at least half of their time learning online and the rest of their time learning in physical classrooms, of which the Abra High School (AHS) Main Campus also applies. The AHS Main Campus employs blended learning that focuses more on bridging the physical and virtual learning spaces closer together into a more complete education.

Contingent on the definitions presented, the researcher can attest to the existence of these "fossilized or ossified grammatical errors" particularly among her students across all levels that she handles in Abra High School. During the three-month transition period from August to October in a hybrid learning model, much has been experienced by language teachers in the delivery of English language learning. During a Learning Action Cell (LAC) session, two English teachers shared their struggles in terms of comprehension, vocabulary, writing mechanics, and discourse abilities. Many students' written and oral abilities show a competency gap. For instance, instead of saying, "*Mary is cleaning the classroom*", a student says, "*Mary is write the classroom*". "*Did you go outside*"? to "*Did you went outside*"? Some have trouble adding or removing "s" like, '*The childrens come to school*" or "*the teacher say*", "*The students was reading*" instead of "*The students were reading*", or "*Ben play computer games yesterday*". Most alarming is the inability of the students to compose or construct paragraphs.

In oral activities, just like some of the learners from other grade levels, the Grade 7 learners also commit "fossilized errors" or "ossified errors" that they tend to repeat the same mistakes even if they or their classmates are corrected. For example, these errors are seen in students' use of auxiliary and modal verbs, tenses of verbs, and subject-verb agreement. Further, for written works, one evidence of monitoring and assessing if students are learning and progressing, the teacher-researcher collects learners' portfolios. Most students' works are filled with many fossilized errors. Because the learners have repeatedly repeated the same mistakes, the inaccuracies may sound correct. However, the product in dealing with

textual pieces of knowledge, such as concepts and skills, grammar, and vocabulary, does not achieve a degree of communicative competence.

After the first quarter of the current school year, from the item analysis results as based on the Table of Specifications (TOS), it came out that the least mastered competency is grammatical competence, particularly in discourse, sociolinguistics, and linguistics. For a total of 92 students from two sections in Grade 7, 89% showed low mastery in using direct and reported speech appropriately in varied contexts, analogy to show relationships, and past and perfect tenses, where the rules of subject-verb agreement are also incorporated, all of which were competencies taken in the first quarter of SY 2022-2023.

As a result, data taken from the BEIS office for the first quarter in English revealed that among the 10 sections of Grade 7 learners, 6 sections were under the low mastery level, as shown in their Overall Mean Percentage Score per section with a range of 59% and below. As the learners show a competency gap demonstrated by their low level of mastery, it is can be said that their level of proficiency also is low. This can be confirmed by the reports on Levels of Proficiency (LOP) for Grade 7 in the same quarter with 597 total enrolments, 87 learners fall under Not Proficient, while 113 are recorded as Low Proficient.

Subsequently, the researcher, together with other language teachers in the context of AHS main campus experienced similar major issues in language learning as learners transitioned to in-person classes in a post-pandemic setting. Formative and summative assessments, learners' portfolios, and real-time classroom interactions show evidence of fossilization among learners. Hence, understanding how language is used in social contexts for communicative purposes and how information can be combined following the principles of discourse are brought together in this study area. The researcher asserts that students should overcome fossilized errors so that by the time they get to the upper-intermediate and advanced levels, their functionality is adequate for their purposes.

Further, the researcher supposed that the interference of the first language in the learning of a second language is a major source of errors. Students, especially beginners, draw from the system of their first language to use and understand their second language.

This reliance may lead students to utter wrong statements. For instance, many students say," I *have 17 years old*", as an alternative to "I'm 17 years old".

Thornbury (2020) recommends techniques that best treat fossilization such as showing that teachers value accuracy, and right from day one, outright correction should be done, but not to the point that they inhibit their communicativeness. Another technique is taking notes on errors for later feedback to "keep the learner in the right state of anxiety". Grammatical error correction is the task of correcting grammatical and other related errors in text (Rothe et al., 2023). It has been the subject of several modeling efforts in recent years due to its ability to improve the grammaticality and readability of user-generated texts. Thus, this is of particular importance to non-native speakers, children, and individuals with language impairments, who may be more prone to producing texts with grammatical errors.

Anton-Mendez (2020) contends that when students are aware of the error and the teacher has checked to ensure they understand the language point, correction is needed each time the error is made. Parker (2021) supports this idea for academic competencies especially since the pandemic is exacerbating existing inequities; thus, teachers face a challenge, and addressing those inequities should be prioritized. Krusemann (2020) also bears the idea that it can take a long time to redress a fossilized error but the easiest way to deal with them is by prevention. Teachers should correct these most common errors before they become entrenched and fossilized. Moreover, British English (2021) suggests that errors in general take time to correct, but a fossilized error may never be corrected unless the learner sees a reason to do so more so if it is seriously hindering communication. Teachers can help learners notice their fossilized errors by for example recording them speaking, or by asking them to keep a record of written errors as part of a language portfolio.

With the alarming existence of fossilized errors in language learning in the context of AHS main campus, the purpose of this action research study is to help English language Grade 7 students tackle fossilized grammatical errors in their speech and written works to improve their discourse competence. To do so, the researcher employed visual inputs such as the Fossilization-Correction Strategies (FCS) in teaching grammar. It will be a set of

techniques correction techniques that includes self-monitoring purposes, as well as self-evaluation charts for participants to follow up on their process; additionally, voice recordings and field notes will be used to help learners keep track of progress. It is assumed that the results will lead to more awareness and attentiveness towards their fossilized mistakes which will be reflected in the repairs they can make along the implementation process. Thus, it will describe the level of discourse competence of Grade 7 students before applying the Fossilization-Correction Strategies (FCS) in teaching grammar.

Additionally, the research identifies a significant gap in addressing fossilized grammatical errors among Grade 7 English language learners. Despite acknowledging the existence and impact of these errors on students' discourse competence, prior studies lack specific strategies tailored to effectively mitigate them. Consequently, there is a need for research focusing on detailed, targeted approaches to address fossilization in learners' language development, particularly within the Grade 7 context. This gap underscores the necessity for innovative interventions like the FCS proposed in this study to enhance discourse competence and reduce fossilized errors among learners.

Considerably, since previous research analyzed had not focused more on specific or detailed strategies effective for enhancing the fossilized grammar errors evident to the Grade 7 learners, teachers, not only English language teachers, especially those handling the Grade 7 level, may employ them in their classes since subject areas need to be integrative. The learners may also find the FCS uncomplicated and reduce the occurrence of fossilization in their discourse competence. On this note, this study is significant as it addresses the pressing issue of fossilized grammatical errors among Grade 7 English language learners at Abra High School Main Campus. By evaluating the effectiveness of the Fossilization-Correction Strategies (FCS), it aims to provide practical insights for educators to enhance students' discourse competence and overall language proficiency. The findings of this research have implications for improving language teaching practices and curriculum development, ultimately contributing to students' academic success.

Action Research Questions

This action research sought to determine the effectiveness of the Fossilization-Correction Strategies (FCS) as an enhancer to students' fossilized grammatical errors in the discourse competence of Grade 7 learners in Abra High School Main Campus for the School Year 2022-2023. It specifically answered the following questions:

1. What is the mastery level of the learners' discourse grammar in their pretest and posttest scores?

2. Is there a significant difference in the mastery level of the learners' discourse grammar between the pretest and posttest scores of the control group and experimental group?

H_o: There is no significant difference in the mastery level of the learners' discourse grammar between the pretest and posttest scores of the control group and experimental group.

3. Is there a significant difference in the mastery level of the learners' discourse grammar in the pretest and posttest scores between the control group and experimental group?

H_o: There is no significant difference in the mastery level of the learners' discourse grammar in the pretest and posttest scores between the control group and experimental group.

Innovation, Intervention, and Strategy

Fossilization-Correction Strategies (FCS)

As the proposed innovation, the study utilized the Fossilization-Correction Strategies (FCS) as an enhancer to students' fossilized grammatical errors to enable them to fully achieve a higher level of discourse competence, leading them to become communicatively competent users of the English language. The Fossilization-Correction Strategies (FCS), devised by the researcher, is a collection of step-by-step processes on how to correct these errors both spoken and written grammar from a plethora of research-based correction techniques strategies. The researcher will adapt suggested techniques, make modifications, and arrange them in sequential order with assessments or learning activities given to the learners.

However, the idea of fossilization originated from the study of Han (2003) which explains that in linguistics and second language acquisition (SLA), it refers to the often-observed loss of progress in the acquisition of a second language (L2), following a period where learning occurred, despite regular exposure to and interaction with the L2 and regardless of any learner motivation to continue. In this case, Han & Zelinker (2005) argued that though fossilization is inevitable, nativelike fluency in an L2 is not possible beyond a certain age through employing a set of various correction strategies. This proposition enabled the researcher to conceptualize an innovative correction strategy to address the pressing issue in this study.

The first set of the FCS would be Video Chunks on grammar concepts and story segments, Error Detection, Sentence Improvement, Sentence Formation, Sentence Connectors, Phrase Replacement, and Sentence Correction Practice Questions. The learners were asked to watch video chunks for every section to activate or introduce grammatical links and concepts. After watching, they were provided with printed materials where they worked on worksheets. For every section accomplished, practice tests were the final activity to assess their literacy and application.

Video Chunks

The learners watched videos on grammar concepts based on the Grade 7 English competencies. In this case, 3 videos were utilized for grammar and another 2 videos for story segments, and after viewing, they were asked to answer comprehension questions where their answers were checked whether these were grammatically correct or not through the error detection process by underlining the sentences. As they perceived, they employed the self-correction technique.

Error Detection on learners' outputs

Continuing with Error Detection, it formed a subsection of the reading comprehension and on correct sentences. The main aim of the error detection was to be able to identify sentences that could be corrected or that needed correction. The learners were asked to underline sentences they thought were constructed following the grammar rules presented.

Sentence Improvement and Formation

Next was Sentence Improvement, where these questions checked the knowledge about the rules of grammar. The learner had to expect questions that checked the concepts of tenses, verbs, suppositories, adjectives, modals, conjunctions, prepositions, articles, etc. The questions were presented in a multiple-choice format. Following Sentence Improvement was Sentence Formation, which was a subsection of the correct sentence section. In this section, students read various types of sentences to form new sentences. They also detected and checked for errors in the sentences concerning sentence formation. In the section below, they were provided with different types of sentences and the various types of errors that could be present in them.

Sentence Connectors and Phrase Replacements

In Sentence Connectors, some of these sentences could be connected to form a more complex but grammatically correct sentence. Here, they studied tips and tricks to identify such sentence connectors. There were several options; each option was a sentence or a clause. Their task was to identify these sentences or clauses and determine which could be written together. In the Phrase Replacement sections, a learner's knowledge of the English language was put to the test. A learner was asked to replace a phrase from a given

sentence. The printed worksheets were provided for them. This phrase could be replaced by one of the phrases present in the options.

Sentence Correction Practice Questions

In Sentence Connectors, some of these sentences could be connected to form a more complex but grammatically correct sentence. Here, they studied tips and tricks to identify such sentence connectors. There were several options; each option was a sentence or a clause. Their task was to identify these sentences or clauses and figure out which of these sentences could be written together. In the Phrase Replacement sections, a learner's knowledge of the English language was put to the test. A learner was asked to replace a phrase from a given sentence. The printed worksheets were provided for them. This phrase could be replaced by one of the phrases present in the options.

Written and Spoken learning tasks

For the second set of FCS, the students worked on written and spoken learning tasks. They were given a topic and developed paragraphs depending on the forms of writing and genres. The teacher checked and gave feedback on individual learners' outputs by asking them to keep a record of written errors as part of a language portfolio. For spoken discourse, they responded to some questions or situations orally and recorded themselves as they spoke. Correction processes were done again.
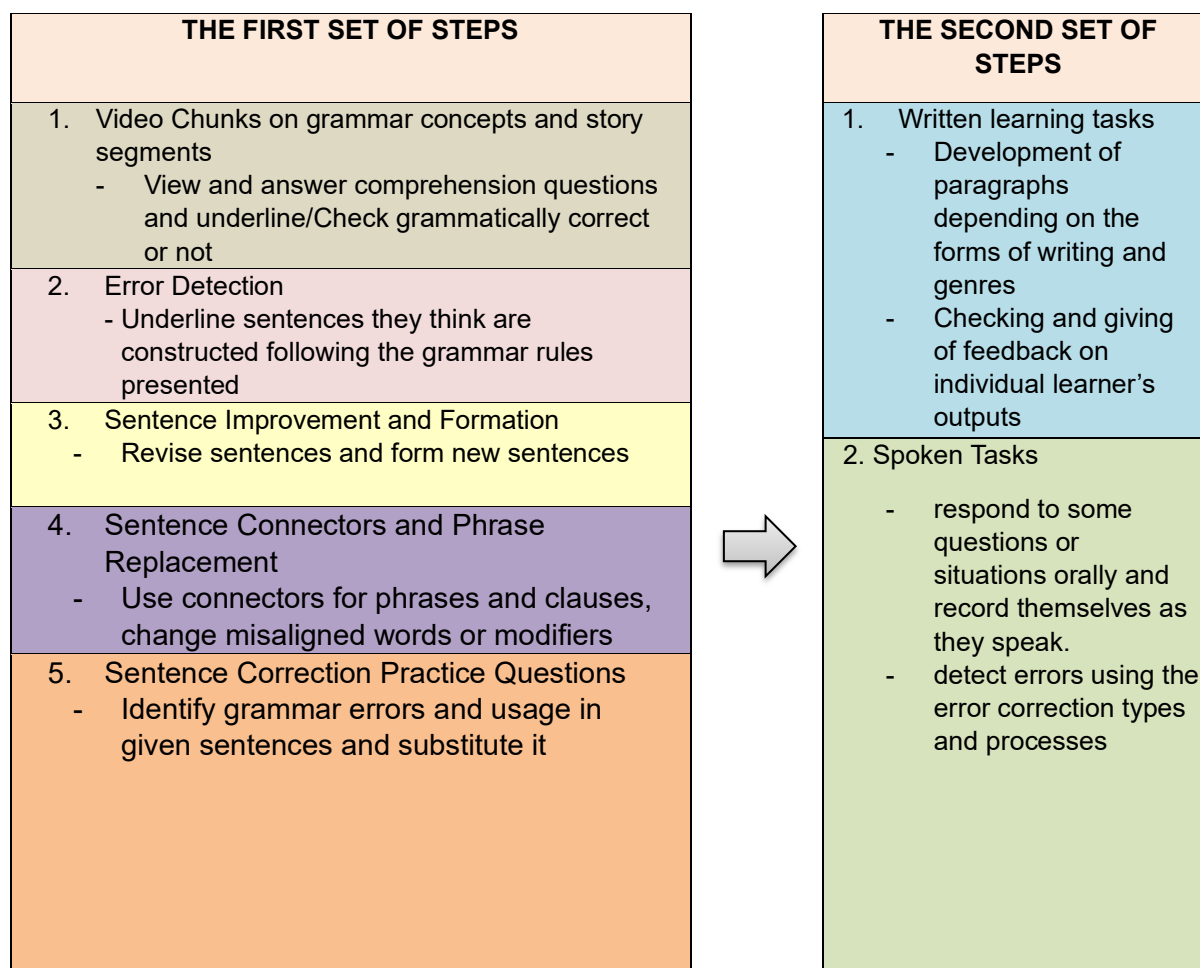
Error Correction types and processes

To correct the mistakes, the researcher applied various types of error correction methods. First, self-correction was employed, where the teacher helped students recognize their mistakes and guided them in making corrections. Additionally, peer correction was implemented, allowing students to assist each other in identifying and rectifying errors in their work. Furthermore, the entire class engaged in class correction sessions, during which they collectively focused on identifying mistakes in students' utterances and collaboratively corrected them. Lastly, teacher correction played a crucial role as well, with teachers intervening when they spotted errors made by students, providing necessary guidance and

corrections. These correction methods were systematically employed to enhance the learning process and improve overall language proficiency.

Figure 1

Fossilization-Correction Strategies (FCS) Model

THE FIRST SET OF STEPS
1. Video Chunks on grammar concepts and story segments   - View and answer comprehension questions and underline/Check grammatically correct or not
2. Error Detection   - Underline sentences they think are constructed following the grammar rules presented
3. Sentence Improvement and Formation   - Revise sentences and form new sentences
4. Sentence Connectors and Phrase Replacement   - Use connectors for phrases and clauses, change misaligned words or modifiers
5. Sentence Correction Practice Questions   - Identify grammar errors and usage in given sentences and substitute it

THE SECOND SET OF STEPS

1. Written learning tasks
   - Development of paragraphs depending on the forms of writing and genres
   - Checking and giving of feedback on individual learner's outputs

2. Spoken Tasks
   - respond to some questions or situations orally and record themselves as they speak.
   - detect errors using the error correction types and processes

Implementation of the FCS

For the intervention, the researcher scheduled three sessions of 40 minutes each over two months. These sessions were referred to as the Fossilization Enhancer Program (FEP), where the proposed innovation was put into practice using specific implementation strategies. Referring to the Calendar of Activities stipulated in DepEd Order no. 17, s 2022, 'the school ensured that learning remediation/intervention was part of the regular class schedule and daily teaching time. Remediation/intervention lasted a minimum of one hour

depending on the needs of the learners.' The researcher made necessary arrangements for a 40-minute schedule for the FEP, three times a week.

Regarding the implementation strategies, digital video chunks were used to explain grammatical links and concepts, printed worksheets were provided, and voice recorders were used for individual tasks. Learners worked individually, and with peers, and engaged in class group interactions to complete tasks. Immediate feedback was given by the teacher to help learners deepen their understanding. Instant feedback served to reinforce knowledge by correcting mistakes, affirming competence, or debunking misconceptions on the topic. The more frequent and consistent the feedback was provided, the better.

In his study on error correction techniques, Ferlazzo (2016) asserted that error correction was a double-edged concept due to the different grammar errors of ELLs. Correcting for perfection could stifle fluency and cripple motivation. Yet, to strive for growth and improvement, it was necessary to seek and identify errors; the English language should address these errors, such as the fossilized errors common to non-native language speakers.

Moreover, given the study by Vishnevskaya et al. (2021), to prevent the fossilization process, it was suggested to present these ossification processes by relying on the comparative contrast of the features in the native, the first, and second foreign languages, and then employ compensatory strategies and specific teaching methods, thus combining rational techniques of traditional and communicative methods as well as creative technologies. The fossilization correction process prevented and timely fixed fossilized mistakes as well as filled the gaps in grammatical knowledge and students' skills.

Action Research Methods

Research Design

The quasi-experimental non-equivalent group research design was used in this action research. As described by Creswell (2014), a quasi-experimental research design involves manipulating an independent variable without random participant assignment. It relies on pre-existing groups, lacks randomization, and often employs statistical controls to address confounding variables. While offering insights into causal relationships, quasi-experimental designs face challenges in establishing substantial causation due to the absence of randomization. This meant that the researcher chose existing groups that appeared similar, but only one of the groups experienced the treatment. It involved two groups: the experimental and the control groups, where one group was observed for the effect of the application of an independent variable, which was presumed to cause change. On the other hand, the control group did not receive any treatment.

Hence, this action research sought to describe the difference in the level of discourse competence of Grade 7 learners before and after the utilization of the study's proposed innovation, which was to employ Fossilization-Correction Strategies (FCS). It was assumed that this helped students overcome their grammatical mistakes that had become fossilized, paving the way for them to become more competent communicators in English.

Participants and/or other Sources of Data and Information

Two sections of Grade 7 learners participated in the study, comprising a total of ninety (90) participants enrolled in Grade 7 during the school year 2022-2023. The Chickadee and Finch sections each had 45 students, consisting of 44 boys and 46 females. Chickadee was designated as the control group, while Finch was assigned as the experimental group. These learners were officially enrolled in the Basic Enrolment Information System (BEIS) for SY 2022-2023, and they belonged to the regular classes of the school. These samples were determined based on inclusion and exclusion criteria in research, considering demographic characteristics such as age, gender identity, ethnicity, and competency level.

On the other hand, purposive sampling was employed, which refers to a group of non-probability sampling techniques where units are selected because they possess the specific characteristics needed for the sample. In other words, units were selected 'on purpose' in purposive sampling (Nikopoulou, 2022). Hence, the study made use of this sampling technique, also known as judgmental sampling, because it relied on the researcher's judgment to identify and select individuals, cases, or events that could provide the most relevant information to achieve the study's objectives. This approach was preferred by the researcher as it minimized selection bias and ensured that the entire population group was represented effectively.

Data Gathering Methods

The Self-Learning Modules (SLMs) were utilized in the previous school year. These SLMs were generated through the division or regional portals of the Learning Resources Management System (LRMS). It is worth noting that learning resource materials posted on these official DepEd portals had undergone quality assurance following the Most Essential Competencies (MELCs) for each quarter. Thus, the data gathering tools for this study were the pre-assessment and post-assessments conducted across the quarters for grammar lessons, serving as the pretest and post-test of the study.

The instruments included a grammar test consisting of 50 items based on the Most Essential Learning Competencies (MELCs) in English 7, covering grammar lessons within the quarters, especially on the tenses of verbs, subject-verb agreement, usage of phrases and clauses, and transition devices. The pretest was divided into three parts, with 10 items for Part 1 (True or False about grammar concepts), 10 items for Part 2 (Gap Fill, where students fill in missing words from a given passage), and 30 items for Part 3 (Multiple Choice type of test). All types of tests were scored with one point equivalent. The post-test consisted of Part 1, with 10 items on Word Formation, Part II, with another 10 items on sentence building; and Part III, which was a Multiple-choice type of test.

Given that English 7 emphasized communicative competencies in all quarters, the researcher carefully selected items aligned with discourse competence without

modifications. This test also measured a student's ability to spontaneously demonstrate the skills targeted in a particular learning competency.

It is also important to note that the Schools Division Offices (SDOs) in CAR were responsible for developing and reviewing test items before sending them to the Regional Offices (RO) for additional review, quality assurance, and item analysis. Additionally, pilot tests were conducted by the RO on the instruments before they were made generally available. In light of these considerations, the researcher relied on the assumption that the test's instruments were trustworthy and reliable, requiring no additional tools to check their internal consistency and validity.

The study was carried out following specific milestones to ensure appropriate procedures, accurate data, and high ethical standards. The first stage was Planning and Design, which included communicating the study to the school principal, obtaining approval from the Schools Division Research Committee (SDRC) for implementation, conducting orientation and briefings for parents or guardians, and obtaining their written informed consent forms. Parents or guardians were present during an in-person briefing to understand the procedures and ethical standards of data collection and implementation. This stage also involved preparing data-gathering tools, lessons, worksheets, and resources.

The second major milestone was the Data Collection stage. It involved administering the pretest using teacher-compiled tests from the SDO/RO/CO SLMs. A pretest was conducted before implementing the Fossilization-Correction Strategies (FCS) to assess Grade 7 learners' current competence in discourse. Following the pretest, the results were collected and recorded. The FCS, including predefined intervention and implementation strategies, followed the pretest. The post-test was administered after implementing the FCS to measure students' progress.

The third milestone in the data-gathering method was Data Analysis. When dealing with data, the researcher worked through it in three steps: Analyzed, Interpreted, and Presented. Each component of the data was examined to conclude, explaining the findings' significance within the given context with implications and corroborations. Ideas and

evidence were selected, organized, and grouped logically or tabulated with conclusions and recommendations.

The final stage consisted of completing the research paper and developing a plan for its future application, presentation, and dissemination. After completing the final report and incorporating all suggestions and recommendations, actions will be taken to implement plans for utilization, presentation, and dissemination. The findings will be shared with educators, policymakers, and curriculum developers to inform instructional practices. Presentations at conferences and workshops, along with publications in academic journals and online platforms, will disseminate key insights.

Data Analysis

The Mean Percentage Score (MPS) was used to measure the learners' level of discourse competency before and after the application of Fossilization-Correction Strategies (FCS). The paired t-test was employed to compare the means of two sets of data and determine the difference between the levels of the learners' discourse competency in the experimental and control groups before and after the application of FCS.

Additionally, the test items were evaluated based on the DepEd standards' five different levels of proficiency, as stipulated in DO_s2020_031 Interim Guidelines for Assessment and Grading in Light of the Basic Education Learning Continuity Plan and DO 55, S. 2016 – Policy Guidelines on the National Assessment of Student Learning for the K to 12 Basic Education Program. Scale or numerical equivalents (MPS), descriptive levels, and descriptors for each level of mastery were used (Table 1).

Table 1

Level of Mastery in Discourse Competency

Statistical Limit	Descriptive Equivalent	Descriptors
90% - 100%	Mastered	Demonstrates exceptional command of grammar in discourse. Consistently uses correct grammar structures and conventions. Expresses ideas with precision and clarity. Displays a high level of fluency and accuracy in written and spoken language.
80%-89%	Moving Towards Mastery	Strong grasp of grammar with occasional errors. Learners have a deep understanding of the language, grammar usage, and can communicate effortlessly in various contexts. They may encounter challenges in maintaining fluency, advanced vocabulary, and adapting to different registers and dialects.
60%- 79%	Low Mastery	Learners possess a good command of the language and can express themselves fluently on a wide range of topics. They may face challenges with idiomatic expressions, nuanced vocabulary, and complex grammar rules.
59% and below	Very Low Mastery	Learners have limited knowledge of the language, struggling with basic grammar and forming simple sentences. They require improvement in various areas and may face difficulties with more complex grammar structures and expressions.

Ethical Issues

To address the ethical considerations aspect of the study effectively, it was essential for the researcher to consider the following: 1) Voluntary participation of participants in the research was important. Moreover, participants had the right to withdraw from the study at any stage if they wished to do so; 2) The participants should have participated based on informed consent. The principle of informed consent involved researchers providing sufficient information and assurances about taking part to allow individuals to understand the implications of participation and to reach a fully informed, considered, and freely given decision about whether or not to do so, without the exercise of any pressure or coercion;3) The use of offensive, discriminatory, or other unacceptable language needed to be avoided

in the conduct of intervention sessions; 4) Privacy and anonymity of participants were of paramount importance; 5) Acknowledgement of works of other authors used in any part of the research using APA styles was given importance, and the highest level of objectivity in discussions and analyses throughout the research was observed.

Discussion of Results and Reflection

Level of Mastery in Grammar Discourse Competence of 7 Learners

The provided data in Table 2 presents the mean scores of learners in a control group and an experimental group, both before and after an intervention aimed at improving grammar discourse competence. The scores are categorized into descriptive ratings based on the given statistical limits: "Mastered," "Moving Towards Mastery," "Low Mastery," and "Very Low Mastery."

In the pretest, both the control and experimental groups had mean scores falling within the "Low Mastery" level. The control group had a mean score of 77.15, and the experimental group had a mean score of 77.24, suggesting that learners possess a good command of the language and can express themselves fluently on a wide range of topics. They may face challenges with idiomatic expressions, nuanced vocabulary, and complex grammar rules.

Learners in the "Low Mastery" level of grammar competence demonstrate a basic understanding of grammar in discourse, but still struggle with certain aspects and may exhibit noticeable errors and inconsistencies. In terms of grammar competence, learners typically exhibit various characteristics. First, learners in this level tend to make noticeable errors in their use of grammar structures and conventions. These errors may include incorrect verb tenses, subject-verb agreement issues, incorrect word order, or inappropriate use of punctuation. While they may have some understanding of grammar rules, they have difficulty applying them consistently. Second, they may have a somewhat limited vocabulary, which can restrict their ability to express ideas with precision and nuance. They may rely on

simpler sentence structures and vocabulary, resulting in less varied and less sophisticated language use. Third, despite the errors and limitations, learners at the "Low Mastery" level can still communicate their ideas adequately. They can convey basic information and opinions, though with noticeable flaws in grammar usage. Their communication may require effort from the listener or reader to interpret their intended meaning due to inaccuracies. Fourth, they may demonstrate a moderate level of fluency in producing and understanding sentences and short texts. While they may experience pauses and hesitations at times, they can generally maintain a conversation or comprehend written passages on familiar topics. The findings imply that those at the "Low Mastery" level would benefit from targeted instruction and practice to address their specific grammar weaknesses. They require guidance and feedback to improve their grasp of grammar rules, reinforce correct usage, and expand their vocabulary and expressive range. It is important to note that being at the "Low Mastery" level is not a fixed state, and with appropriate instruction and continued practice, learners can progress towards higher levels of grammar competence.

After the intervention, both groups demonstrated improvement in their grammar discourse competence. The control group's mean score in the pretest (77.15) increased to 84.29. The experimental group's mean score in the pretest (77.24) further increased to 88.66. This score falls within the "Moving Towards Mastery" range, signifying a notable advancement in grammar discourse competence wherein the learners have a strong grasp of grammar with occasional errors. Learners have a deep understanding of the language, and grammar usage, and can communicate effortlessly in various contexts. They may encounter challenges in maintaining fluency, advanced vocabulary, and adapting to different registers and dialects.

The data shows that both the control and experimental groups attained the same level of mastery regardless of the intervention. This means that the use of SLMs in the control group has the same effect as that of the use of the FCS applied to the experimental group. Natividad's (2021) study uncovered a significant positive correlation between the perceived effectiveness of Student Learning Materials (SLM) based on teacher evaluation

and three key factors: quality of content, usability, and teacher-implemented interventions. Furthermore, the research highlighted that the quality of content and usability serve as reliable predictors for the effectiveness of SLM in implementing Modern Distance Learning (MDL), as assessed by teachers. Yet, one notable finding of the study was that the experimental group, which received the intervention, showed a higher mean score (88.66) in the post-test compared to the control group (84.29). This suggests that the intervention had a positive impact on enhancing learners' grammar discourse competence. The experimental group's mean score surpassing the control group's score in the post-test indicates that the intervention was effective in promoting better grammar skills.

However, it is important to recognize that even after the intervention, both groups remained within the "Moving Towards Mastery" range. This implies that although there was progress, learners in both groups still had room for improvement. Achieving a "Mastered" level of grammar discourse competence requires further effort and development of skills.

Overall, the data implies that the intervention had a positive effect on learners' grammar discourse competence. It signifies that the applied instructional strategies or techniques in the experimental group contributed to a higher level of improvement compared to the control group. To fully master grammar discourse competence, additional interventions or ongoing support may be necessary to address the remaining gaps and refine learners' language skills.

Research in the field of second language acquisition and language teaching has highlighted the importance of interventions and appropriate correction strategies in fostering grammar competence among learners. Studies have indicated that targeted interventions, such as explicit grammar instruction, can effectively enhance learners' grammar skills. For instance, research by Ellis (2016) and Norris and Ortega (2019) supports the effectiveness of explicit instruction in improving learners' grammar competence. Furthermore, error analysis studies conducted by James (2012) and Ferris (2012) have emphasized the necessity of systematic intervention to address learners' specific grammar weaknesses. In terms of correction strategies, studies by Lyster and Ranta (2007) and Sheen (2006) have

explored various approaches, such as explicit error correction, recasts, prompts, and reformulation, in the context of grammar instruction. The research indicates that effective use of corrective feedback can have a positive impact on learners' grammar accuracy and development, as demonstrated by studies conducted by Ferris (2009) and Russell and Spada (2006).

The study also revealed that the specific activities and designed tasks incorporated in the Fossilization-Correction Strategies (FCS) play a significant role in its effectiveness. The effectiveness of Fossilization-Correction Strategies (FCS) relies on various activities. Video Chunks introduce grammar concepts and story segments, followed by comprehension questions and error detection tasks. Error Detection prompts learners to underline sentences for correction, fostering metalinguistic awareness. Sentence Improvement offers multiple-choice questions to reinforce grammar rules. Sentence Connectors tasks enhance coherence and vocabulary. Sentence Correction Practice allows learners to identify errors and practice correction. The inclusion of written and spoken learning tasks in the FCS further contributes to its effectiveness. By engaging in writing tasks, such as developing paragraphs based on given topics and genres, learners have the opportunity to apply grammar rules in a meaningful context. The teacher's feedback and the record of written errors in the language portfolio support learners in recognizing and correcting their fossilized grammar errors. Similarly, participating in spoken discourse tasks and recording themselves speaking allows learners to analyze and reflect on their oral production, leading to further self-correction and improvement.

Overall, combining these specific activities and designed tasks in the Fossilization-Correction Strategies provides learners with a comprehensive approach to identifying, analyzing, and correcting grammar errors. By actively engaging in error correction and practicing grammar in various contexts, learners develop their grammatical competence and work towards overcoming fossilized errors in the English language.

Several studies affirm the impact of specific language learning activities on learners' grammatical accuracy and error correction. Hirvela and Pierson (2000) explored the role of

video in grammar instruction for advanced ESL writers and found that incorporating video chunks into instruction enhanced learners' noticing of grammatical errors and facilitated their improvement in writing. Kim and McDonough (2008) investigated the effects of textual enhancement, including video-based activities, on the noticing and intake of past tense morphology. Their findings indicated that video chunks contributed to increased awareness and understanding of grammatical structures.

Lee (2004) studied error correction in L2 secondary writing classrooms and observed that activities like sentence improvement and formation helped students enhance their understanding of grammar rules and improve their writing accuracy. Nassaji and Swain (2000) examined the effect of negotiated help, which includes collaborative error correction activities, on the learning of English articles. They found that such activities promoted error awareness and language improvement among learners.

Bitchener, Young, and Cameron (2005) investigated the efficacy of different types of corrective feedback, including activities related to sentence connectors and phrase replacements, on ESL student writing. Their findings suggested that explicit correction and focused practice with sentence connectors contributed to improved grammatical accuracy in student writing. Chandler (2003) explored the effects of various types of error feedback on the accuracy and fluency of L2 student writing and found that activities targeting sentence-level errors, such as phrase replacements, led to enhanced language proficiency.

Studies by Ferris and Roberts (2001) and Hyland and Hyland (2006) focused on error feedback and writing improvement. Although not specifically addressing the mentioned activities, they shed light on the importance of providing explicit corrective feedback and engaging learners in targeted practice activities, such as sentence correction practice questions, to enhance grammatical accuracy and writing skills. In brief, these studies indicate that incorporating video chunks, sentence improvement, and formation tasks, sentence connectors, phrase replacements, and sentence correction practice questions into language learning activities can have a positive impact on learners' grammatical accuracy, error awareness, and language improvement.

Table 2

Mean Scores in the Pretest and Post-Test of Learners

Testing	No. of Participants	Control Group		Experimental Group	
		Mean	Descriptive Rating (DR)	Mean	Descriptive Rating (DR)
Pretest	45	77. 15	Low Mastery	77.24	Low Mastery
Post Test	45	84. 29	Moving Towards Mastery	88. 66	Moving Towards Mastery

Legend:

Statistical Limit	Descriptive Equivalent
90%-100%	Mastered
80%-89%	Moving Towards Mastery
60%- 79%	Low Mastery
59% and below	Very Low Mastery

Difference in the Level of Discourse Grammar Competence of the Learners

The provided results in Table 3 reveal significant differences between the pre-test and post-test scores of both the control and experimental groups. For the control group, the pre-test mean score was 77.15, with a t-computed value of -4.58 compared to a t-critical value of 2.19. This discrepancy led to the rejection of the null hypothesis, indicating a statistically significant difference between pre-test and post-test scores. The post-test mean score for the control group was 84.29. This suggests that the intervention implemented within the control group had a notable impact, resulting in a significant improvement in mean scores from the pre-test to the post-test assessment.

In contrast, for the experimental group, the pre-test mean score was 77.24, with a t-computed value of -4.795 compared to a t-critical value of 2.67. Similarly to the control group, this discrepancy led to the rejection of the null hypothesis, indicating a significant difference between pre-test and post-test scores. The post-test mean score for the experimental group was 88.66. These findings suggest that the intervention implemented within the experimental group also had a significant positive effect, resulting in a substantial improvement in mean scores from the pre-test to the post-test assessment.

Overall, the results for both the control and experimental groups indicate significant differences between pre-test and post-test scores, as evidenced by the rejection of the null hypothesis in both cases. This suggests that both interventions were effective in improving student performance. The post-test means scores for both groups also indicate a notable increase compared to the pre-test scores, further supporting the effectiveness of the interventions. These findings underscore the value of targeted interventions in enhancing student outcomes and highlight the importance of ongoing assessment and evaluation in educational settings.

On this note, the significant improvement in grammar discourse competence observed in both the control and experimental groups, along with the rejection of the null hypothesis, indicates the effectiveness of implementing Fossilization Correction Strategies (FCS) in Grade 7 education. These findings underscore the value of FCS in enhancing students' grammatical skills and suggest its importance in language teaching methodologies for this age group.

However, opposing the study of Truscott (2006), it presents arguments against the use of grammar correction in second language (L2) classes, suggesting that it may not lead to significant improvements in accuracy or language development. It challenges the common belief that error correction is essential for language learning.

However, Ellis & Erlam (2006) compared the effects of different types of feedback and examined how learners respond to and internalize corrective input in their language development. They found that error correction techniques are paramount to enhancing fossilized errors of learners in language learning.

Furthermore, Bitchener & Ferris (2012) provided a comprehensive overview of written corrective feedback (WCF) in second language acquisition and writing. It reviewed various types of feedback, such as direct correction, indirect feedback, and metalinguistic explanation, and examined their effectiveness in improving learners' accuracy and language proficiency.

The application of Fossilization-Correction Strategies (FCS) effectively improved the discourse competence of Grade 7 learners, as seen in higher post-test achievement scores in the experimental group compared to the control group. Self-correction strategies, integral to FCS, promote learner autonomy, metalinguistic awareness, and language reflection. Barkaoui (2010) noted higher proficiency learners were more successful in self-correcting grammar errors. However, guidance from teachers or language resources is beneficial for all learners. Peer correction emerged as an effective method for improving fossilized errors, fostering collaborative learning environments, and promoting language awareness (Sheen, 2007; Kowal & Swain, 2004). Likewise, class correction tailored to learners' specific needs allows focused improvement in grammar skills as a group (Nassaji & Swain, 2015). Teacher correction techniques contribute to immediate feedback, error awareness, and language development, fostering learner confidence (Han & Odlin, 2006). These findings underscore the significance of targeted error correction strategies, emphasizing the role of collaborative learning environments and individualized instruction in enhancing grammar skills and language proficiency (Li, 2010; Tsui, 2006; Sato & Kleinsasser, 2009).

In summary, employing a balanced approach that integrates self-correction, peer correction, class correction, and teacher correction strategies optimizes grammar error enhancement and facilitates second language acquisition.

Table 3

Differences within the Pre-Test and Post-test of the Control and Experimental Groups

Group		Mean	t-computed	t-critical	p-value	Decision
Control	Pretest	77.15				**Reject the Null**
			-4.58	2.19	0.0075	
	Post-test	84.29				**Hypothesis**
Experimental	Pretest	77.24				**Reject the Null**
			-4.795	2.67	0.0098	
	Post-test	88.66				**Hypothesis**

*p>.05

Difference in the Mastery Level of the Learners' Discourse Grammar

The findings presented in Table 4 highlight a significant difference in the mastery level of learners' discourse grammar between the Control Group and the Experimental Group, both before and after the application of Fossilization-Correction Strategies (FCS).

The results reveal that learners in the Experimental Group experienced a more pronounced improvement in discourse grammar mastery compared to those in the Control Group. The mean pretest scores were 77.15 for the Control Group and 77.24 for the Experimental Group, while the mean posttest scores were 80.19 and 86.76, respectively. This indicates a notable change in discourse grammar mastery, with a slightly higher effect size (η) of 45 in the Experimental Group, emphasizing the impact of FCS.

Furthermore, the statistical significance (p-value) of 0.0041 indicates that the observed differences in both groups' scores are not random occurrences but rather the result of the FCS intervention. This underscores the practical effectiveness of FCS in addressing and correcting ingrained grammatical errors.

The significant improvement in discourse grammar skills implies that learners who underwent FCS are likely to experience enhanced confidence and competence in using English for communication. They are better equipped to express themselves accurately, which is crucial for effective communication in various contexts.

These findings suggest that FCS is a valuable pedagogical tool for language educators to consider incorporating into their teaching methods. The success of FCS in improving learners' grammar skills highlights the potential of targeted interventions in addressing specific language challenges and elevating overall language proficiency.

Moreover, the study's methodology, including pretests and posttests, serves as a valuable model for future research in language acquisition and pedagogy. It underscores the importance of using statistically sound methods to accurately assess the impact of teaching interventions.

Overall, the data in Table 4 not only reveals the significant difference in discourse grammar mastery between the Control and Experimental Groups but also highlights the

potential for enhancing language instruction through well-designed interventions. These findings encourage continued exploration of effective teaching strategies and assessment methods in the realm of language learning.

The significant improvement in discourse grammar skills implies that learners who underwent FCS are likely to experience enhanced confidence and competence in using English for communication. They are more equipped to express themselves accurately, which is vital for effective communication in various contexts, including academic, professional, and everyday life.

These findings suggest that FCS is a valuable pedagogical tool that language educators should consider incorporating into their teaching methods. The success of FCS in improving learners' grammar skills highlights the potential of targeted interventions in addressing specific language challenges. Educators can use this strategy to help learners overcome common grammatical errors and elevate their overall language proficiency.

Further, the implications of these findings are multifaceted. Firstly, they emphasize the effectiveness of targeted interventions like FCS in language instruction. Language educators should consider incorporating similar strategies into their teaching methods to help learners overcome common grammatical challenges and achieve higher levels of competence in discourse grammar.

Moreover, this study's methodology, which includes pretests and posttests, can serve as a valuable model for future research in language acquisition and pedagogy. It underscores the importance of using statistically sound methods to assess the impact of teaching interventions accurately.

Thus, the data in Table 4 not only reveals the significant difference in discourse grammar mastery between the Control and Experimental Groups but also highlights the potential for enhancing language instruction through well-designed interventions. These findings encourage continued exploration of effective teaching strategies and assessment methods in the realm of language learning.

These related studies offer a foundation of research supporting the effectiveness of corrective feedback and targeted language interventions in enhancing language proficiency. The findings of this study conform with a body of related research, reinforcing the effectiveness of targeted language interventions such as Fossilization-Correction Strategies (FCS). As Ferris (2014) suggests, the impact of error correction in second-language writing is substantial. Teachers' correction strategies and students' perceptions play pivotal roles in language development. Similarly, Li and Vuono's meta-analysis (2019) aligns with our findings, demonstrating that focused correction methods lead to improved language accuracy and overall writing performance.

Moreover, Ellis (2019) contributes theoretical support, emphasizing the significance of corrective feedback in language acquisition. This perspective resonates with our study's emphasis on the role of targeted strategies like FCS in enhancing language proficiency. Additionally, Long's exploration (2015) into corrective feedback processes underscores the importance of learners' responses to interventions, a theme that echoes in our research on how learners benefit from FCS.

Bitchener's investigation (2018) into focused written corrective feedback in second-language writing development provides a strong parallel to our study's goals. His research highlights the positive impact of focused correction strategies, a finding that closely aligns with the observed outcomes of FCS in our study.

Meanwhile, a body of related studies underscores the pivotal role of discourse competence as a vital component in the process of learning and using grammar effectively. Canale's seminal work in 1983 (Hyland, 2015) laid the groundwork by highlighting that language proficiency extends beyond mere grammatical knowledge to encompass the ability to use grammar in context, emphasizing the importance of discourse competence. Flowerdew's (2013) research further illuminated this concept, demonstrating how comprehension and use of grammar in academic listening hinge on an understanding of discourse structures and patterns.

In 2015, Hyland's study explored how discourse competence is crucial in academic peer review, emphasizing the connection between effective communication in academic discourse and the appropriate use of grammar. Nassaji & Fotos (2014), in their study, discussed the intricate relationship between grammar instruction and discourse competence in communicative language teaching, asserting that grammar plays an integral role in effective discourse. Furthermore, Li (2020) examined how grammar competence, when viewed through a discourse lens, can alleviate second language writing anxiety.

Collectively, these studies support the notion that discourse competence is indispensable in grammar learning. They emphasize that grammar is not an isolated entity but rather an integral part of meaningful communication, underscoring the significance of discourse competence in language acquisition and use. In conjunction with our research findings, emphasize the tangible benefits of strategies like FCS in enhancing discourse competence and grammar proficiency. They reinforce the idea that discourse competence is a dynamic skill that can be effectively developed and targeted interventions like FCS play a pivotal role in achieving this goal.

Table 4

Significant Difference in the Mastery Level of the Learners' Discourse Grammar

Groups	η	Pretest Mean Score	Posttest Mean Score	df	t-crit	p-value	Decision
Control	45	77.15	84.29				**Reject the**
Experimental	45	77.24	88.66	71	5.21	0.0041	**Null Hypothesis**

*p>.05

Reflection

Conducting this research on the effectiveness of various correction strategies and learning activities in language learning has been an enlightening and enriching experience. The study aimed to explore the impact of different correction techniques, such as peer-correction, teacher-correction, and self-correction, on learners' grammar accuracy and language improvement. Additionally, it examined the effectiveness of specific learning activities like video chunks, sentence improvement and formation tasks, sentence connectors and phrase replacements, and sentence correction practice questions.

Throughout the research process, I witnessed the potential of these correction strategies and learning activities in promoting learners' grammatical awareness, error identification, and language development. The findings from previous studies supported the idea that incorporating video chunks into instruction helps learners notice and understand grammatical errors in context, facilitating their improvement in writing. Moreover, activities such as sentence improvement and formation allowed learners to apply their knowledge of grammar rules and enhance their writing accuracy.

The inclusion of collaborative tasks, like peer-correction and class-correction, fostered a supportive learning environment and encouraged learners to actively engage in error detection and correction. These activities not only promoted error awareness but also provided opportunities for learners to discuss and reflect on grammar rules, resulting in improved grammatical accuracy.

The use of sentence connectors and phrase replacements as learning activities proved to be effective in enhancing learners' understanding and usage of these structures. By engaging in exercises that required them to identify sentence connectors and replace phrases, learners developed a better grasp of grammatical structures and their appropriate usage.

The incorporation of sentence correction practice questions further reinforced learners' understanding of grammar rules and provided them with targeted practice in

identifying and correcting errors. These activities allowed learners to apply their knowledge in a practical context, which is crucial for language acquisition and improvement.

Overall, this research highlights the significance of employing a variety of correction strategies and learning activities in language learning. By combining peer-correction, teacher-correction, and self-correction techniques with engaging tasks such as video chunks, sentence improvement and formation tasks, sentence connectors and phrase replacements, and sentence correction practice questions, language learners can benefit from increased grammatical awareness, improved accuracy, and enhanced language proficiency.

As a researcher, this study has deepened my understanding of the importance of learner engagement, collaboration, and targeted practice in language learning. It has emphasized the need for a balanced approach that combines correction strategies and interactive activities to optimize learners' language development. Moving forward, I believe that further research and exploration in this area will continue to contribute to the field of language education and provide valuable insights for effective language teaching practices.

Summary of Findings

1. In both the control and experimental groups, learners demonstrated "Low Mastery" in the pretest and progressed to "Moving Towards Mastery" in the post-test.

2. There is a significant difference observed in the mastery level of discourse grammar competence among learners between the pretest and post-test within both the control and experimental groups.

3. There is a significant difference in the mastery level of discourse grammar competence observed between the pretest and post-test for both the control and experimental groups.

Conclusions and Recommendations

Conclusions

After conducting the research and analyzing the data, the researcher can conclude based on the findings that:

1. The implementation of Fossilization-Correction Strategies (FCS) and SLMs enhances the grammatical discourse competence of Grade 7 learners.

2. Both FCS (Fossilization Correction Strategies) and SLMs (Self-Learning Modules) are effective pedagogical tools for addressing and correcting learners' fossilized errors in grammar.

3. The FCS (Fossilization Correction Strategies) proved to be a more effective teaching tool than the SLMs (Self-Learning Modules) in enhancing learners' grammatical competence, as evidenced by a significant difference in the post-test scores between the Control and Experimental groups.

Recommendations

Based on the conclusions drawn from the research findings, the following recommendations can be made:

1. Incorporate FCS into language learning curricula to effectively address ossified grammatical errors and enhance learners' grammatical competence.

2. Conduct further studies to explore the potential integration of technology in delivering FCS interventions, aiming to enhance learner engagement and motivation.

3. Provide language educators with professional development opportunities focused on effective strategies for addressing fossilized errors, including the implementation of FCS.

Action Plan

To ensure the effective utilization, presentation, and dissemination of the research on Fossilization-Correction Strategies (FCS) in language learning, several key actions can be taken. Firstly, the researcher will utilize the innovation in her grammar lessons, especially in correcting grammar errors, and extend its use to other topics or lessons that are appropriate in the context of the innovation FCS. Second, the research findings should be compiled into a comprehensive manuscript for publication in reputable academic journals, highlighting the study's objectives, methodology, findings, and implications for language education. Third, the research should be presented at national and international conferences, symposiums, and workshops to share insights, methodologies, and practical implications with educators, researchers, and stakeholders in the field.

Additionally, professional development workshops can be conducted to provide language educators with hands-on activities, resources, and examples for implementing FCS in their classrooms. Collaboration with schools and institutions is crucial, where the research outcomes can be shared with administrators, teachers, and language coordinators, emphasizing the benefits and strategies of integrating FCS into curricula. An online platform or website can be developed to provide educators with easy access to research findings, instructional materials, and guidelines for utilizing FCS. Engaging with educational policymakers and decision-makers to advocate for the integration of FCS in language education policies and curricular frameworks is also important. Collaboration with other researchers and institutions can lead to follow-up studies and larger-scale research projects, expanding the understanding and application of FCS.

Finally, the research should be disseminated through various channels such as social media, educational forums, and online communities to reach a wider audience and facilitate knowledge sharing. By implementing this action plan, the research findings can be effectively utilized, presented, and disseminated, ultimately enhancing language instruction and learning outcomes.

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Financial Report

A. Supplies and Materials							
Activity	Item	Unit	Quantity	Estimated Cost	Total	Actual Cost	TOTAL ACTUAL COST
Implementation of the study and Preparation of Research Papers, Instructional Materials/Worksheets, and other documents	A4 Bond Paper	ream	10	250.00	2,500.00	250.00	2,500
	A4 Folder Tag Board with Fastener	Pc	20	10.00	200.00	10.00	200
	Printer Ink Black	bottle	5	300.00	1,500.00	300.00	1,500
	Printer Ink Cyan	bottle	2	300.00	600.00	300.00	600
	Printer Ink Magenta	bottle	2	300.00	600.00	300.00	600
	Printer Ink Yellow	bottle	2	300.00	600.00	300.00	600
	USB Flash Drive	Pc	1	1,000.00	1,000.00	1,000.00	1,000
B. Domestic Travel Expenses							
Submission of deliverables- First Tranche with wet signatures	Courier		1	300.00	300.00	300	300
C. Food and other incurred expenses during the conduct of research							
Validation of Pretest and Posttest Materials	Meal and snacks of Evaluation Team	pax	5	500	2,500.00	500	2500
Implementation of the intervention	Snack of Learners/Participants (Control and Experimental Group)	pax	90	100	9,000.00	100	9000
E. Communication Expenses for the Implementation / Conduct of the Study							
Implementation of the Study - Data Gathering/Collection, Preparation and Submission of Research Papers and other documents.	Cellphone and Internet Load	Card	6	1,000.00	6,000.00	1000	6000
F. Other Expenses							
					24,800.00		24,800.00

Prepared by:

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