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Features of Filipino Infant Directed Speech (IDS) and Maternal Input

Richard M. Rillo
Centro Escolar University, Philippines
De La Salle University, Philippines

Jimmylen Z. Tonio
Catanduanes State University, Philippines
De La Salle University, Philippines

Rochelle Irene G. Lucas
De La Salle University, Philippines

Bioprofile

Richard Medina Rillo is an Assistant Professor III of the School of Education and the Graduate School of the Centro Escolar University-Manila. He holds a Master of Arts in Applied Linguistics degree and is currently pursuing his Doctor of Philosophy in Applied Linguistics at the De La Salle University, Manila, Philippines. His research interests include: Sociolinguistics, Psycholinguistics, Discourse Analysis, and World Englishes. He could be reached through his e-mail address rmrillo@ceu.edu.ph or richard_rillo@dlsu.edu.ph.

Jimmylen Zuñiga-Tonio is an English instructor at the Catanduanes State University, Philippines. Her research interests focus on Philippine languages, sociolinguistics and discourse analysis. She received her BA in communication Arts degree at the University of the Philippines – Los Baños and MA in ESL degree at the Benguet State University. She is currently pursuing her PhD in Applied Linguistics at the De La Salle University-Manila. She could be reached through his e-mail address at jimmylen_tonio@dlsu.edu.ph.

Rochelle Irene G. Lucas is an Associate Professor and Chair of the Department of English and Applied Linguistics and former Vice Dean of the Br. Andrew Gonzalez FSC College of Education, De La Salle University-Manila. She has completed her Bachelor in Secondary Education major in English (cum laude) and Master of Arts in Literature (magna cum laude) at the University of Santo Tomas. She has a Doctor of Philosophy in Applied Linguistics degree from De La Salle University. She has published, presented and conducted research on psycholinguistics, bilingualism, language learning in children, motivation, alternative assessment, language documentation and discourse analysis. She has completed a competitive leadership training program called the International Deans' Course under the DAAD *(German Academic Exchange Service)* in 2010-2011. She is a member of the Board of the Linguistics Society of the Philippines (LSP) and the Summer Institute of Linguistics (SIL). She has served as the Philippine secretariat of the Resource Distribution and Training Centre (RDTC) UNESCO Bangkok. Recently she has been appointed as Field Contributor for *Ethnologue* (Languages of the World) Language Documentation website. She could be reached through her e-mail address at rochelle.lucas@dlsu.edu.ph.

Abstract

When talking to infants, adults, especially mothers, espouse a particular type of speech known as Infant-directed Speech (IDS) or "babytalk" or "babytalking" , which contains a set of specialized speech with simplified grammatical construction; more repetitive; and more grammatical than adult-directed speech. Specifically, this study reports on the lexical repertoire of Filipino mothers' IDS enriched by the inclusion of code switching as a linguistic strategy in optimizing language development among multilingual Filipino infants. This study has found out that Filipino mothers use as many nouns as verbs in their IDS more than any other lexical categories; and explored inter-sentential code switching as a strategy in their IDS. The findings of this study generate baseline information in part by recent cross-linguistic studies on early lexical development, contrary to the universal noun-bias hypothesis among young children, and the use of a single language in addressing young children to optimize language development.

Keywords: *Infant-directed Speech (IDS), babytalk, Filipino mothers, lexical repertoire, code switching.*

1 Introduction

Infant Directed Speech also known as 'motherese' or 'baby talk' is a crucial part to infant's language acquisition. The way mothers speak to their children gives them information about the world around them as well as social cues to help their own language development. To acquire a human language, children must not only learn individual words, but must also discover the distinct kinds of words that are represented in their language (or grammatical categories, e.g. nouns, verbs, determiners) and how they map to meaning. Even within their first years, infants make significant advancement in this area. According to Shi, Werker and Morgan (1999) by age 0:9, infants distinguish between two very broad kinds of words: content words (e.g. nouns, verbs, adjectives) vs. function words (e.g. determiners, prepositions). By age 1:1, they begin to make finer distinctions among the content words, teasing apart the grammatical form noun (e.g. 'cat') and mapping this form specifically to objects and object categories (e.g. cats). Over the next several months, they make finer distinctions still, teasing apart the forms adjective and verb, and mapping each to its associated range of meanings (properties and events, respectively) (Waxman & Lidz, 2006). In the absence of a developmental disorder, children can accomplish all these successfully. Although prelinguistic infants eventually learn a language that is indistinguishable from that of other members of their linguistic community, they are exposed, during their formative years to examples of language that are often quite unique and those are in the form of the 'baby talk, ' which are often provided by mothers.

1.2 Review of Related Literature

This subsection presents the related literature and studies, which serve as the foundation in designing the conceptual framework of the study.

1.2.1 Infant-Directed Speech (IDS)

Infant-directed speech (IDS) also known as motherese (Newport, Gleitman, & Gleitman, 1977) parentese, or child-directed speech (CDS) (Pine, 1994) is defined by de Boer (2005) as a special way of speaking that is used when caretakers address infants. In other words, IDS take into consideration that the infant/child receives input from many sources – mother, father, relatives, friends, etc. (Bavin 1992). Likewise, Hoff (2009) argued that IDS is a style of speech different from the way adults talk to other adult, that is, IDS consists of meaningful utterances directed to

the infant/child, and these utterances include most or all of the following properties: first, prosodic characteristics of IDS include higher pitch, greater pitch range, shorter total length, slower rate of speech, and longer pauses (Fernald and Mazzie, 1991; Fernald and Simon, 1984; Grieser and Kuhl, 1988), second, speech directed to children by adults tends to consist of short sentences with simple rather than complex structures (Snow, 1972), and third, the vocabulary of IDS is typically simple and restricted (Philips, 1973), where words with simplified phonology and structure are often used (Ferguson, 1977; De Paulo & Bonvillian, 1978). Overall, IDS/CDS tends to be simplified, more grammatical, and more repetitive than adult-directed speech (Pine, 1994).

Furthermore, de Boer (2005) argued that there are at least three different kinds of infant-directed speech, first, to get the infant's attention, second, to soothe the infant, and lastly, to address the infant with linguistically meaningful utterances. Likewise, Fernald (1992) suggested that the special attention-getting properties of IDS have a unique basis, that is, IDS is not just talk; it is also a system of calls that have effects on infants entirely separate from the meaning of the words uttered.

1.2.2 Baby Talk

de Boer (2005) claimed that baby talk is different from IDS in a way that the former is characterized by meaningless vocalizing towards very young infants, while the latter consists of meaningful utterances directed to the infant. To further explicate the claim of de Boer, Casagrande (1948) and Ferguson (1964) determine that "babytalk" refers to the registers used primarily when talking with children and infants; however, it was found out in some studies that the same registers were also used when talking with the family "pet" (Hirsh-Pasek & Treiman, 1982; Mitchell, 2001, 2004; Mitchell & Edmonson, 1999) or when talking with the sick (Levin, Snow & Lee, 1984) or the elderly (Corporael & Culbertson, 1986; Ryan, Hamilton, & See, 1994) to show compassion and affection. The studies with the use of "babytalk" as also employed when talking to a family pet or a sick or an elderly person has prompted for the creation of a more neutral term, Infant-Directed Speech (IDS) to disambiguate it from the former.   In contrast, Steinberg and Sciarini (2013) defined baby talk as "a form of parentese but with its own characteristics" (p. 29), these characteristics involve the use of vocabulary and syntax that is overly simplified and reduced (i.e. vocabulary and syntax which was culturally transmitted over generations and has already been coined and accepted by others).

1.2.3 Lexical Content of IDS

Humans are remarkably accustomed at learning lexicons, far exceeding the capabilities of other species in this respect. Hoff (2009) offered two factors underlying individual differences in vocabulary development, and these include: environmental factors and child factors. As regards environmental factors, these factors specifically refer to children's language experience. The language experience that a child encounters can also be examined along four subcategories – the amount of talk that children hear, the nature of the speech children hear, the informativeness of the context in presenting new words, and the speech children hear that is responsiveness to their own behavior, attention, or verbalization. In short, enviromental factors are exhibited in the quantity, quality and manner by which language input or language experience is provided to children.

With reference to lexical content of IDS/CDS, some lexical content features of IDS include the absence of inflectional endings and omission of the copula, e.g. baby hungry; invariant question tags are common and pronouns are used with different referents (Ferguson, 1978); the use of first person plural "we" for second person singular "you" as a result of the here and now semantics of adult-child discourse (Wills, 1977); lexicon is reduced and special lexical items are added, such as "gee-gee" for "horse" that tend to refer particularly to food, body parts, kin, animals, toys and games (Ferguson & De Bose, 1977); use of diminutives ("doggie"), onomatopoeia ("bow-wow") and reduplicated words ("din-din" for "food," "wee-wee" for "urinate") are common (Ferguson, 1978).

Early studies of IDS in the 1970s investigated how Western middle-class adults speak to young children and found that lexical content of IDS are found to have correlations between (i) the way individual mothers used noun phrases and the number of inflections per noun phrase their children produced, and (ii) the way mothers used auxiliary-fronted questions and the number of auxiliaries per verb phrase their children produced (Newport, 1977). Likewise, Broen's (1972) study also indicated clearly the very lexically specific nature of mothers' IDS showing, for instance that three verbs, *look*, *put* and *see*, accounted for 53% of all imperative sentences in the sample.

However, cross-linguistic studies conducted to examine caregivers' input in a variety of languages revealed conflicting results as above mentioned studies. For example, Kim, McGregor and Thompson (2000) examined caregivers' input in English and Korean and their findings showed that Korean-speaking caregivers used more verb types than noun types, while English-speaking caregivers did the opposite. These observations were supported by Choi and Gopnik

(1995) who also found out that Korean-speaking mothers provide more action verbs but fewer object nouns than English-speaking mothers, and Korean-speaking mothers engage in activity-oriented conversation more than English-speaking mothers. Meanwhile, local studies, for instance, Lucas and Bernardo (2008) suggested that there is a noun bias in children's early vocabularies brought about by features of adults' child-directed utterances. They further claimed that the noun bias in English of Filipino-English bilingual children was associated with the frequency of nouns in the caregivers' utterances and the proportion of nouns in the initial positions of the caregivers' utterances. Hence, these contrasting results suggest that the lexical content of IDS appears to be language dependent and not universal.

1.2.4 Code-switching

Numerous definitions of the term "code- switching" had emerged. According to Cook (2000), code- switching refers to the process of "going from one language to the other in mid-speech when both speakers know the same languages" (p.59). Code- switching, as defined by Li (2008), is the alternate use of two or more languages in an extended stretch of discourse, where the switch takes place at sentence or clause boundaries. Moreover, Hymes' (1976) perspective stressed that it is a common term for alternative use of two or more language, varieties of a language or even speech styles.

Notably, researchers like Duran, Kan, Khnert, Nett, and Yim, (2005) and Rosario and Maguddayao (2019) pointed out that code- switching is an effective communication mode available to adept bilingual speakers for interface with other individuals who share both languages. With respect, therefore, to some definitions aforementioned, it indicates that code-switching becomes one of the expanding areas evidently observed not only in bilingual but also in multilingual contexts.

The categories of code- switching have been presented by Poplack (1980) in terms of linguistic features. He recognized four types of code- switching, specifically inter- sentential, intra-sentential, tag- switching, and intra- word code- switching. Poplack (1980) also described these types as follows: *inter- sentential switching* takes place *outside* the sentence or the clause level (i.e. at sentence or clause boundaries). At times, it is also known as *extra- sentential switching; intra-sentential switching* comes about *within* a sentence or a clause; *tag-switching* is the switching of either a tag phrase or a word, or both, from language-B to language-A, (common

intra-sentential switches); and *intra-word switching* occurs *within* a word, itself, such as at a morpheme boundary.

When bilinguals switch or mix two languages, there might be motivation and reasons for code-switching and code-mixing (Then &Ting, 2009). Grosjean (1982) puts forward some reasons for code-switching. For instance, some bilinguals mix two languages when they cannot find proper words or expressions or when there is no appropriate translation for the language being used. Also, their interlocutors, situations, messages, attitudes, and emotions generate code mixing. In addition, Bhatia and Ritchie (2004) explained that bilinguals make their language choice based from a number of factors, such as *with whom* (participants: their backgrounds and relationships), *about what* (topic, content), and *when and where a speech act occurs*. Lastly, Bautista (2009) claimed that one main reason why people code-switch is for communicative efficiency. She further asserted that Filipino-English bilinguals choose the most concise and most expressive ways of delivering their words and feelings.

Also, throughout the years, although there is an increasing number of research studies recorded focusing along the area of infant-directed speech, studies involving code-switching in IDS appear to be limited. The study of de Houwer and Bornstein (2016) on bilingual mothers' language choice in child-directed speech found that most mothers reported addressing children in the same single language. Also, observational data confirmed mothers' use of mainly a single language in interactions with their children, but also showed the occasional use of the other language in over half the sample when children were 20 months and once children were 53 months, mothers again used only the same language they reported speaking to children. Another study on code-switching focused on child-directed speech in a Sinhala-English bilingual household (Herat, 2016). The study revealed that code switching is used by Sri Lankan parents to make them understand and to clarify things that the child might otherwise not know. Finally, another study conducted along this line is the code-switching in speech to toddlers carried out by Bail, Morini, and Newman (2015) where they found out all parents code-switched at least once in a short play session, and some code-switched quite often (over 1/3 of utterances). This code-switch included both inter-sentential and intra-sentential switches, suggesting that at least some children are frequently exposed to mixed-language sentences. Also, parents often repeated words across their two languages, but this did not appear to increase the likelihood of children having translation equivalents in their vocabulary.

1.3 Research Questions

Thus, this study explored and answered the following research questions:

1. What are the Filipino Mothers' IDS (lexical content, and code switching) in terms of infants' age?
   a. 0-12 months; and
   b. 13-24 months
2. Is there a significant difference between the features of Filipino mothers IDS with their infants' age?
3. Is there a significant difference between the features of Filipino mothers' IDS in terms of their—
   a. age; and
   b. socio-economic status (SES)?

2 Methodology

In this study, we analyzed fifteen (15), ten-minute recordings of Filipino mothers' interactions with their infants aging from 0-12 months and 13-24 months; seven (7) of which are mothers with 0-12 month-old infants and eight (8) with infants 13-24 months (mean age 14 months, 7 days). Both the mothers and infants were chosen from Metro Manila (National Capital Region) and Catanduanes (Region V) in the Philippines. Each recording was transcribed following the transcription notation system adapted from Atkinson and Heritage (1984). The transcribed recordings were analyzed through hand-tagging.

3 Results and Discussion

This section presents the analysis and discussion of Filipino mothers' IDS, in general. Specifically, we looked into the features of Filipino mothers' IDS in relation to infants' age, as well as the significant difference between the features of mothers' IDS with infants' age and between IDS and mother's age and socio-economic status (SES)

Table 1. *Lexical Content of Filipino Mothers' IDS with Infants 0-12 months old*

Lexical Category	Frequency	Percentage
Noun	627	21.45
Verb	605	20.70
Adjective	171	5.85
Preposition	76	2.60
Pronoun	250	8.55
Determiner	187	6.40
Conjunction	36	1.23
Interjection	220	7.53
Pragmatic particle	408	13.96
Demonstrative	118	4.04
Adverb	225	7.70
TOTAL	*2923*	*100.00*

Table 1 shows that Filipino mothers with 0-12 month-old infants use more nouns [f=627 (21.45%)] and verbs [f=605 (20.70%)] in their IDS and use conjunctions [f=36 (1.23%)] less.

The results show the prevalent use of nouns by mothers that can be attributed to how Filipino mothers center their conversation with infants on objects and names. This observation lend support to Gentner's (1982) claim that nouns are mapped onto cohesive perceptual entities and allow for the partitioning of objects into natural categories more so than verbs, while verbs are more complex in that they label more language-specific categories, and thus require language input and more time to acquire them. Also, despite the fact that Tagalog and Bicol languages follow the VSO structure, Filipino mothers appear to use more naming words particularly English nouns when speaking to their infants, hence producing more nouns in their utterances.

Along local studies conducted, these findings are also in accordance to Lucas and Bernardo's (2008) claim that there is a noun bias in children's early vocabularies brought about by features of adults' child-directed utterances. The results of this present study support the high frequency of nouns in the caregivers' utterances and the proportion of nouns in the initial positions of the caregivers' utterances.

Table 2. *Lexical Content of Filipino Mothers' IDS with Infants 13-24 months old*

Lexical Category	Frequency	Percentage
Noun	616	24.01
Verb	472	18.39
Adjective	197	7.68
Preposition	107	4.17
Pronoun	311	12.12
Determiner	208	8.11
Conjunction	36	1.40
Interjection	77	3.00
Pragmatic Particle	174	6.78
Demonstrative	122	4.75
Adverb	246	9.59
TOTAL	*2566*	*100.00*

Table 2 presents that the Filipino mothers with 13-24 month old infants IDS contains more nouns [f=616 (24.01)] than any other lexical categories. As seen in IDS of mothers with 0-12 month old infants, Filipino mothers with 13-24 month old infants use nouns more than other lexical categories. This only suggests that despite the age of the infants, noun bias disregarding verb bias in some oriental languages' early lexical acquisition through adult input is also observed. The prevalent use of nouns among Filipino mothers' IDS supports the idea that much of mothers' speech to their young children revolves around a particular subset of such items and expressions, in this case nouns and so, quite naturally, this is what children learn and use first.

Table 3. *Code Switching Strategies of Filipino Mothers' IDS with Infants 0-12 months old*

Code Switching Strategy	Frequency	Percentage
Intersentential	77	30.56
Intrasentential	128	50.79
Tag Switching	5	1.98
Intra-word	42	16.67
TOTAL	*252*	*100.00*

Table 3 shows that intra-sentential code switching [f= 77 (30.56%)] was used by the Filipino mothers with infants 0-12 month-old infants as a strategy while tag-switching [f=5 (1.98%)] being the least. This result indicates that the frequent occurrences of intra-sentential switching in mothers' utterances suggest that Filipino mothers have acquired a certain level of fluency and communicative competence in using the English language (Bautista, 2009). It may then be claimed that the ease of access of the word/s in the second language, which is English marks fluency and greatly contributes to the high incidence of intra-sentential switching. Also, this suggests that words in the second language tend to provide a quick and rich resource for their expressions, filling what might be the gap during interactions. It may likewise be inferred that mothers' implicit teaching or telling of the important details about a particular topic is done through intra-sentential switching where the mothers are required to switch to the rules of syntax mid-sentence to get an assurance that the communication will not be cut and the message will be conveyed effectively. In support, the following exemplars are provided below.

Mom 1: *Ayaw mong magpalit **not yet**↑ para mag-sleep na ikaw.*

'You don't like to change your clothes yet so you can now sleep.'

Mom 9: *gatulo na ang **nose** mo↑ ta galuwas ang **teeth**.*

'You have a runny nose because you are teething.'

Given the above utterances, it can be observed that intra-sentential code switching by Filipino mothers with 0-12 month-old infants occurs in the middle and final positions of the sentence and is usually done without interruptions, hesitations and pauses.

This result lends support to the study of Kobari (2013) on intra-sentential and inter-sentential code switching in Turkish-English bilinguals in New York, where it was found out that intra-sentential code switching occurred at a higher rate than inter-sentential code-switching. The same can be observed to Iqbal's (2011) study, which found that in a bilingual setting, intra-sentential code switching is the most common lexical feature used by speakers. Lastly, these findings lend support to Bail, Morini, and Newman (2015) assumptions that all parents code-switched at least once in a short play session, and some code-switched quite often (over 1/3 of utterances). This code-switch included both inter-sentential and intra-sentential switches, suggesting that at least some children are frequently exposed to mixed-language sentences.

Table 4. *Code Switching Strategies of Filipino Mothers' IDS with Infants 13-24 months old*

Code Switching Strategy	Frequency	Percentage
Inter-sentential	123	44.09
Intra-sentential	93	33.33
Tag Switching	6	2.15
Intra-word	57	20.43
TOTAL	*279*	*100.00*

Similarly, it can be observed from Table 4 that the mostly used code switching strategy among Filipino mothers with infants aging from 13 to 24 months is inter-sentential code switching [f=123 (44.09)] and the least, tag switching [f=6 (2.15%)].

This means that Filipino mothers with infants aging from 13 to 24 months employ code switching that occurs outside the sentence or the clause level. This indicates that these mothers exhibit greater fluency in both languages as each utterance must agree with the rules of the corresponding language being spoken (Zirker, 2007). In the case of Filipino mothers with 13-24 month-old babies, they probably resort to inter-sentential switching because they wanted to emphasize the message of their utterance to their infants. This observation is similar to Bail, Morini, and Newman's (2015) claim that parents often repeated words across their two languages, but this did not appear to increase the likelihood of children having translation equivalents in their vocabulary. In short, parents appear to code-switch fairly often to young children, even within sentences. Furthermore, these findings also support Herat's (2016) study where it was found that code switching is used by Sri Lankan parents to make them understood and to clarify things that the child might otherwise not know. The utterances below are some of the examples of inter-sentential switch that we transcribed and analyzed:

Mom 3:   *apodan mo na dun dada mo, call na.*
          'Call your daddy, call him now.'

Mom 11:   *Ano ang sasabihin mo?* Lolo can I have a penny?
          'What are you going to say?'

Based on the excerpts, it can be inferred that Filipino mothers tend to code-switch due to what Bhatia and Ritchie (2004) explained that bilinguals make their language choice based from a number of factors, such as *with whom* (participants: their backgrounds and relationships), *about*

what (topic, content), and *when and where a speech act occurs*. This further suggests that Filipino mothers employ inter-sentential code-switching to 13-24 month-old infants to establish personal contact with the infant by praise or by other forms of verbal feedback, and in turn indicates the mothers' desire to provide infants with as comprehensible input as possible.

Difference between Features of Filipino Mothers' IDS and Infant Age

Table 5. *Difference between the Filipino Mothers' Lexical Content in IDS and Infants' Age*

Lexical Category	Significant Difference	p-value	Interpretation
Noun	0.653		
Verb	0.653		
Adjective	1.00		
Preposition	0.562		
Pronoun	0.384		
Determiner	0.602	>0.05	Not significant
Conjunction	0.953		
Interjection	0.270		
Pragmatic Particle	0.325		
Demonstrative	0.862		
Adverb	0.562		

p-value= 0.05

It can be gleaned from Table 5 that the there is no significant difference between the Filipino mothers' lexical content in IDS and their infants' age since the significant values for each lexical category is greater than the p-value at alpha 0.05. Therefore, both Filipino mothers with infants aging from 0 to 12 and 13-24 use the same extent of lexical categories in their IDS.

The result implies that Filipino mothers maintain the shorter and often grammatically simplified sentences (Newport, Gleitman, & Gleitman, 1977) and use of more repetitive words and phrases (Fernald & Morikawa, 1993) of IDS without varying them according to their infants' age as opposed to the claim of Kitamura and Burnham's (2003) that as babies grow older and appear to understand more, parents will use less and less of the typical characteristics of IDS.

Table 6. *Difference between the Filipino Mothers' Code Switching Strategies in IDS and Infants' Age*

Code Switching Strategies	Significant Difference	p-value	Interpretation
Intersentential	0.884		
Intrasentential	0.933	>0.05	Not significant
Tag switching	0.160		
Intra-word	0.477		

p-value= 0.05

Table 6 reveals that there is no significant difference between the Filipino mothers' code switching strategies in terms of their infants' age since the significant difference values for each code switching strategy is greater than alpha 0.05. Thus, both Filipino mothers with infants aging from 0 to 12 and 13-24 employ the same varying extent of code switching strategies as established in Table 4.

These findings suggest that the practice of code switching in infant directed speech is by and large believed to be an effective communication strategy that facilitates mother-infant communication. It appears that Filipino mothers find code-switching favorable, and they support the judicious use of the first language as an alternate to the second language and vice versa. It is likewise interesting to note that code switching is practiced by mothers across age levels of the infants indicating how code switching and code mixing can be considered as an ordinary phenomenon in the area of bilingualism (Kim, 2006).

Difference between Filipino Mothers' IDS Features and their Age

Table 7. *Difference between the Filipino Mothers' Lexical Content and their Age*

Lexical Category	Significant Difference	p-value	Interpretation
Noun	0.464		
Verb	0.121		
Adjective	0.540		
Preposition	0.141		
Pronoun	0.187		
Determiner	0.494	>0.05	Not significant
Conjunction	0.204		

Interjection	0.355
Pragmatic Particle	0.212
Demonstrative	0.716
Adverb	0.553

p-value= 0.05

Table 7 presents that the significant difference values for each lexical category is greater than the alpha (p-value) 0.05, hence, no significant difference in terms of their relationships with the Filipino mothers' age. However, the mean scores reveal that mothers aging from 26-30 use more nouns, verbs, adjectives, prepositions, determiners, conjunctions, pragmatic particles, demonstratives, and adverbs; 31-35 use more pronouns; and 36-40 use more interjections.

The use of varied lexical category among Filipino mothers' IDS regardless of age seems to indicate the breadth and depth of vocabulary of these mothers. Clearly, nouns and verbs with general meanings make up the largest proportion in terms of tokens, while other categories appear to be lower than those obtained for general nouns and verbs.

Furthermore, the observed predominance of noun over other word-types in 26-30 years old mothers may be associated to the maternal construction types used by these mothers within this age bracket that show a fair amount of lexical diversity, whereas others have much more lexical consistency. The one-word utterances of these mothers obviously showed much lexical diversity (since they were mostly content words), with about half of these being nouns and the other half being distributed among various other word types. Hence, these findings somehow present a clear description that Filipino mothers' IDS contains many cues to syntactic constituency at the level of what adults choose to use as complete utterances which according to Brent and Siskind (2001) are the kind of fragments that beginning language learners often use as utterances with some regularity. Lastly, the result also suggests that the relative accessibility of noun meanings by contrast to verb meanings (Tomasello, 2000) can be one of the possible reasons for its dominace in Filipino mothers' IDS.

In contrast, the prevalent use of pronouns among 31-35 year-old mothers may somehow provide insights into the extent to which these mothers talk about themselves, about third parties or about their infants. This finding indicates that 31-35 year-old mothers talk frequently about themselves and the babies, suggesting their inclination to talk about their own personal experiences and their babies' experiences, thereby addressing their babies directly or generically during their

mother-infant interactions. Finally, the finding showing that 36-40 years old mothers use more interjections suggests that the IDS of these mothers highlights the characteristic of spoken language, thereby producing highly monologic or dialogic speech. One possible explanation of this could be attributed to the nature of mother-child interaction, which provides a favorable environment for the context of use that trigger the production of these interjections. This is in accordance to Stange's (2016) claim that interjections are common in IDS than in adult directed speech and that interjections function as a mechanism that helps the child build confidence, encouraging the child to repeatedly try things or to get and to sustain the child's attention.

Table 8. *Difference between the Filipino Mothers' Code Switching Strategies and their Age*

Code Switching Strategies	Significant Difference	p-value	Interpretation
Intersentential	0.884		
Intrasentential	0.933	>0.05	Not significant
Tag switching	0.160		
Intra-word	0.477		

p-value= 0.05

It can be observed from Table 8 that the significant difference of the code switching strategies across Filipino-mothers' age are greater than the p-value at alpha (0.05). This implies that there is no significant difference between the two variables. On the other hand, the mean scores reveal that Filipino mothers aging from 26-30 utilize all the code switching strategies more than the rest of the other groups.

As discussed above, all Filipino mothers' utilize code-switching strategies in their infant-directed speech. The practice of code switching in infant directed speech is by and large believed to be an effective communication strategy that facilitates mother-infant communication, thereby considering the code-switching in IDS as favorable. Further, Filipino mothers' tend to the support the use of the first language as an alternate to the second language or third language and vice versa.

Difference between Filipino Mothers' IDS Features and SES

Table 9. *Difference between the Filipino Mothers' Lexical Content and their SES*

Lexical Category	Significant Difference	p-value	Interpretation
Noun	0.648		
Verb	0.598		
Adjective	0.891		
Preposition	0.804		
Pronoun	0.303		
Determiner	0.365	>0.05	Not Significant
Conjunction	0.361		
Interjection	0.305		
Pragmatic Particle	0.399		
Demonstrative	0.227		
Adverb	0.791		

p-value= 0.05

Table 9 shows that the significant values of the Filipino mothers' lexical content are greater than the p-value (0.05) alpha. This implies that there is no significant difference between the two. Despite the insignificant difference between the variables, the obtained mean scores discloses that high earning mothers use more nouns, verbs, pronouns, determiners, interjections, and pragmatic particles; middle- income Filipino mothers use more conjunctions, and adverbs; and low-income Filipino-mothers use more adjectives, prepositions, and demonstratives.

This result contradicts Davis, Rubinstein, and Teplow's (2016) study where they found that high SES mothers spoke marginally more to their infants than low SES mothers, regardless of task type or infant sex. In addition, Ninio (1979) also argued that socio-economic status has an impact on parents' naïve theories about children's cognitive stimulation. For instance, he found that there is a significant relationship between children's cognitive development and socio-economic status which can be attributed to the belief of low SES mothers that children develop certain cognitive skills much later than high SES mothers. The findings of Ninio appear to be not the case among Filipino mothers who belong to high or low SES. Filipino mothers in general employ relatively similar linguistic contents when talking to their children, regardless of their socio economic status.

Table 10. *Difference between the Filipino Mothers' Code Switching Strategies and their SES*

Code Switching Strategies	Significant Difference	p-value	Interpretation
Intersentential	0.839		
Intrasentential	0.267	>0.05	Not significant
Tag switching	0.075		
Intra-word	0.893		

p-value= 0.05

It can be gleaned from Table 10 that there is no significant difference between the code switching strategies employed by the Filipino mothers with respect to their SES since the significant values are greater than the p-value at alpha 0.05. However, the obtained mean scores divulges that the high income Filipino mothers employ intra-sentential code switching the most; middle-income Filipino mothers with inter-sentential code switching, and tag-switching; and the low-income Filipino mothers with intra-word code switching.

It is generally agreed that there is no predictive value associated with the interpretation of code switching events. However, the result here correlates the findings of the study conducted by Bergen (1990) among Spanish-English bilinguals, which reveals that the utterances of middle SES speakers had become grammatically more complex, in the sense that one could recognize a shift from intra-sentential to inter-sentential code switching. Also, the study further revealed that low SES members preferred Spanish sentences with English elements as compared to the low middle class.

The differences in the mean scores of Filipino mothers' code switching patterns indicates that the ability of high income Filipino mothers to employ relatively frequent intra-sentential code switching may be attributed to Poplack's (1980) claim that intra-sentential is the most complex type of code switching hence implies that mothers belonging to high SES have acquired a certain level of fluency and communicative competence in using either the English, Filipino or Bicol languages. Meanwhile, middle-income Filipino mothers' frequent utilization of inter-sentential code switching may then be attributed to the mothers' level of proficiency on the languages used. According to Poplack (1980), inter-sentential code switching that occurs within same sentence or between speaker turns requires its speaker to be fluent in both languages in order to conform to the rules of languages. This means that middle SES mothers are knowledgeable to some extent about the syntactic, morphological and semantic rules governing the languages, which of course

can be attributed as well to their educational background and level of exposure to the languages. Lastly, the observed prevalent use of tag-switching with intra-word code switching among low-income Filipino mothers implies a lower level of proficiency of the languages in this group in such a way that code switching can only occur either as a tag phrase or a word, or both, from Language B to Language A (Poplack, 1980). Although tag switching may also be used to check understanding, to emphasize, or to conform what has been said, mothers belonging to low SES could possibly attributed its use from their limited linguistic inputs (i.e., education level or level of exposure) hence lesser degree of code switching.

5 Implications of the Study

Infant directed speech is essential in the child's language development. Early discrimination of the sound patterns of the language in which an infant is exposed to influence the development of their phonological awareness and lexical production. This will later affect their acquisition and production of their vocabulary. Teachers handling pre-school children may realize the differences as regards the lexical abilities of their students because of the richness of the linguistic inputs the learners have received from their caregivers. In cases where learners are exposed to limited linguistic inputs, teachers may provide the necessary opportunities to augment what have been missed in the course of initial language learning.

6 Conclusions

In light of the findings of the study, the following conclusions are drawn:

1.a. In terms of lexical content, Filipino mothers with infants 0-12 month-old and 13-24 month-old use more nouns and verbs in their IDS and use conjunctions less.

1.b. In terms of code switching, intra-sentential code switching was used by the Filipino mothers with 0-12 month-old infants as a strategy while tag-switching being the least. In contrast, Filipino mothers with 13-24 month-old infants employ inter-sentential code switching and the least, tag switching.

2. In terms of infants' age, it was found that there is no significant difference between the Filipino mothers' lexical content and between the Filipino mothers' code-switching strategies.

3.a. Lexical content of Filipino mothers' IDS was found to have no significant difference as regards mothers' age and socio-economic status.

3.b. Code switching strategies in Filipino mothers' IDS was also found to have no significant difference as regards mothers' age and socio-economic status.

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Interdisciplinary Approach of Teaching Grammar
to ESL Business Students

Assoc. Prof. JULIA T. CARDONA, Ph.D.
Cagayan State University-Andrews
Tuguegarao City, Cagayan, Philippines
julia_sharjah@yahoo.com

Abstract

This classroom study focused on interdisciplinary teaching of grammar to business students. At the onset of facilitating the English grammar lessons, the researcher noted that students do not have considerable knowledge and mastery of the rules applied in utilizing the language in any of the skills. The learners do not perform confidently to explain ideas using the target language both in oral and written. All the observed difficulties were noted. To determine the proficiency level of students in the early part of the semester, diagnostic tests in the different parts of speech were given. After identifying the lowest percentages of correct responses, I used business text as a springboard for teaching the parts of speech. The results were tabulated and compared after the achievement tests were administered towards the end of the semester. The same parts of speech were tested using new sets of test questions. The Paired T-test results showed that there is an increase in learning after the intervention given to students by using business texts in teaching the different parts of speech. The interdisciplinary method of teaching the language structure as an intervention of teaching grammar to students is effective.

Keywords: *diagnostic test, achievement test, interdisciplinary teaching, intervention*

Introduction

In today's competitive business activities, the training of students to communicate with business contacts is challenging. The process would test one's ability to exchange information in a universal language everyone understands. In Cagayan State University Andrews Campus, it is imperative to do curriculum reviews. The reviews will be used as guides in upgrading the content of a curriculum to improve instruction. In the study of Bongancisco (2016), he stressed the importance of contextualized teaching and learning (CTL) which is known to have a great impact on students' performance. The result of the study promotes positive learners' participation and learning skills among learners improves. Contextualization as the core idea in the teaching and learning relates to the content of a subject matter in the real-world setup. An interdisciplinary approach in teaching grammar is called for to take account of the target language, interpersonal communication skills, business know-how, and cultural issues. Gungor, et.al (2016) claimed that in recent years, globalization prepared a ground for English to be the lingua franca of the academia. In the business context, it is imperative for any business trader to have a grasp of the language in preparation for the highly competitive business activities.

Communication is significant in any such learning encounter: it is in the process of negotiating to mean across disciplines that its rewards and challenges lie. Its importance and impact to learners is what is being characterized in interdisciplinary classroom communication in the education sector which is little researched about and little understood. There are models of Communicative Competence as a conceptual tool to shape thinking in developing and researching interdisciplinary teaching and learning in the university classroom. Canale (2014) emphasized the worthiness of communicative competence includes not only the mastery of grammar and lexicon but also the rules of speaking. In the case of Cagayano learners from different ethnic origin who wish to learn a new language must be ready to acquire new vocabulary and a new set of phonological and syntactic rules.

The teaching of grammar to business students requires many skills for classroom activities that learners would benefit in all areas to develop in the target language. Since English is the core language that brings understanding amongst peoples all over the world, it is imperative for learners to undergo rigid training. Training that would be more enjoyable if grammar lessons are integrated with the discipline the learners are familiar with. The results would be advantageous and beneficial. Ho and Seow (2017) emphasized on comparative methods both Singapore and the Philippines have

exercised interdisciplinary teaching about climate change. This method has been applied to Singapore teaching and it demonstrates the strengths and limitations of relying on one discipline such as geography as the sole vehicle for teaching such a complex socio-scientific issue. The Philippine case on climate change indicates the advantages and constraints to engaging the issue of climate change from an interdisciplinary social studies perspective. Vilbar (2016) stresses that in the 21st-century educational trend there is a need to focus on using texts across disciplines to teach and emphasize the importance of subject matter. It is also a way to promote interdisciplinary teaching, contextualized learning, and sustainable development. Through using business text springboard, many valued skills in the business like creativity, adaptability, critical reasoning, and collaboration are developed and enhanced among learners. In fostering those skills in the classroom, students develop expertise in the field that can play a vital role in the real business world.

In using Interdisciplinary studies, the students develop a meaningful understanding of the complex associations and influences within a topic that bring together diverse disciplines in a comprehensive manner. A very rewarding result of this approach is often coupled with project-based learning that makes school more interesting and productive for students and teachers. Poonpon (2017) utilized interdisciplinary teaching with students who have limited knowledge of target language stressing on most critical problems in teaching and learning English at the tertiary level in Thailand. The students lack adequate language background to carry out tasks required in studying English. The study investigated on learners' level of proficiency in the four skills of English. (i.e., listening, speaking, reading and writing). As an offshoot to test the success of the approach, forty-seven undergraduate students taking an English course on Information Science were required to work in groups to complete an interdisciplinary-based project.

There are many reasons why schools should embrace integrated studies because it fosters a way of learning that mimics real life. Maida (2018) in her book entitled, "Common Worlds: Paths toward Sustainable Urbanism" used the principles around Larry Rosenstock on interdisciplinary approaches educators have to use to train their learners. Overland (2013) in her study proved that the integration of other diverse disciplines in one learning to the other is evident. The frequent collaboration of classroom educators paves the way in the pursuit of common educational goals. The result of sophisticated interdisciplinary teaching can be found in nearly every classroom. Some examples would be when teachers use music to provide context for social movements, dancers to

demonstrate various types of movement, or paintings to illustrate proportion. The collaborative teaching of arts educators has resulted in tangible benefits and these were demonstrated and proven through research and pilot programs.

The interdisciplinary approach in the experimental study of Ardianto and Rubini (2017) proves the impact on students' achievement. They used scientific lessons being done in public debates and decision making in social practices. The topic undertaken in skills like debate would make balanced information and decision about socio-scientific issues affecting their lives. Connecting scientific literacy or using it as contextual learning is a successful avenue to mastering other skills in the learning process of students. Many complex issues in many fields of profession nowadays would need a cross-disciplinary approach to facilitate a better understanding. While developing other skills in some fields of interest, the content in a particular field of knowledge is heightened and assimilated. This integration or synthesis of knowledge is seen as the defining characteristic of interdisciplinary teaching and learning. As a result, the ability to synthesize or integrate is considered as a beneficial learning outcome of interdisciplinary training in higher education. The interdisciplinary approach can be considered as a complex cognitive skill that consists of a number of sub-skills, such as the ability to change disciplinary perspectives and create meaningful connections across disciplines. The result may not be instant but there is a greater chance for learners to grasp and enjoy learning. The simultaneous and more complex knowledge enables learners to synthesize two or more disciplines. As a consequence of using familiar spring-board in teaching grammar lessons to students, they will develop the ability to integrate theories and principles of business and keep them as a guide in participating how to run enterprises in the world market.

In using familiar materials to learners, they do not only learn the simple rules in learning the target language. They also retain some of the important principles they need to remember to be able to apply in the field of business. Jones (2010) asserts in his study that interdisciplinary approach has become an important and challenging technique in the modern curriculum. The approach synthesizes more than one discipline and creates teams of teachers and students that enrich the overall educational experience. It also provides many benefits that develop into much needed lifelong learning skills that are essential to a student's future learning.

Interdisciplinary approach of teaching grammar to learners who are non-native speakers of the target language is considered an avenue for easier and enjoyable learning. Giacalone (2016)

stresses that enhancing students learning with case-based teaching and audience response system in an interdisciplinary food science course opens a learning experience resulting to an excellent outcome. The paper focuses on interdisciplinary teaching and learning through moving away from traditional lecturing. In this manner, it is providing an opportunity to leaners to apply the knowledge and analytical skills to complex, real-life situations relevant to subject matter. The system of intervention further facilitated class discussions which kept the students participating actively and that it has created an enjoyable classroom experience.

The paper of BraBler (2016) on interdisciplinary problem-based learning – a student centered pedagogy to teach social sustainable development in higher education presents a combination of two different teaching methods: problem-based learning and interdisciplinary learning. The research focused on fostering a multi-perspective approach to highly complex problems like corruption, health inequality, and social inequity. The students worked in interdisciplinary team consisting of members with different backgrounds on fields of specialization. The technique promotes critical thinking to develop innovative solutions and enhance understanding of and competence in social sustainability.

Methodology

In the class, it is observed that learners have a low interest in learning the target language. At some point, their attitude in exploring and applying the rules in the different skills fall short because they tend to worry whether they are right or wrong in language use. As an educator, measures in which we could facilitate innovation in teaching are essential to the progress of the learners. The prescribed lessons in the syllabus are taken according to objectives and timetables. In the traditional manner of teaching the grammar subject, the teacher/facilitator teaches the lessons using real-life examples to emphasize a grammar point. The interest of the students seems to stay on a platonic level that has not progressed at a higher level. The idea of using familiar text to teach grammar in the target language was conceived when a diagnostic test was administered. In doing this, the students show interest in the subject matter by assimilating both the rules of grammar and on some principles they get to master in the business class. This study focused on finding out the level of students' learning by employing diagnostic and achievement examinations. to ascertain if the measures used to facilitate better learning experience are

suitable to the learners or not. The total number of students in the two grammar classes is ninety-eight (98).

Specifically, this classroom research focused on identifying if there is an improvement in students' learning with the intervention done in the classroom. There is a set of pre-test and post-test on all the prescribed lessons in the syllabus.

1. What is the score/percentage of students' pre-test in the different parts of speech?
2. What is the score/percentage of students' post-test in the different parts of speech?
3. Is there a significant difference between the student's performance in the Diagnostic and Achievement Test?

At the end of the semester, all the lessons in the syllabus were covered. The post-tests were constructed in the same manner as the pre-tests. The results were analyzed between pre-tests and post-test. The percentages of both the diagnostic tests and achievement tests were compared.

Along the teaching of all the grammar lessons of the target language, the teacher/facilitator made use of authentic business text as a springboard. The grammar rules and reviews were closely explained. The familiar context of the springboard to learners was an added interest to motivate them while learning the complexities of grammar points.

Table 1 shows the summary of students' correct responses in the diagnostic test of the items tested in the different parts of speech

Items	Nouns (N=98)	Pronouns (N=98)	Verbs (N=98)	Adjectives (N=98)	Adverbs (N=98)	Prepositions (N=98)	Conjunctions (N=98)	Interjections (N=98)
1	82.65%	84.69%	91.84%	92.86%	88.77%	87.75%	88.77%	92.85%
2	80.61%	91.84%	87.75%	88.77%	85.71%	89.80%	86.73%	91.84%
3	84.69%	88.77%	79.59%	84.69%	89.80%	90.81%	90.81%	93.88%
4	88.77%	90.82%	65.31%	86.73%	82.65%	86.73&	89.79%	96.93%
5	86.73%	86.73%	77.55%	90.82%	87.75%	84.69%	79.59%	93.87%
6	83.67%	82.65%	88.77%	91.84%	90.81%	80.61%	84.69%	90.81%
7	91.84%	84.69%	74.49%	89.79%	71.42%	88.77%	86.73%	97.96%

8	81.63%	87.75%	86.73%	87.75%	92.86%	91.84%	87.75%	95.91%
9	79.59%	85.71%	90.81%	92.86%	75.51%	90.81%	91.84%	91.84%
10	89.80%	80.61%	84.69%	94.90%	79.59%	92.86%	80.61%	93.88%
11	87.75%	74.49%	71.42%	89.79%	90.82%			
12	82.65%	77.55%	92.86%	88.77%	85.71%			
13	87.22%	85.71%	69.39%	90.81%	74.49%			
14	93.88%	89.80%	80.61%	93.87%	82.65%			
15	95.92%	91.84%	87.76%	95.92%	72.45%			

Table 2 shows the summary of students' correct responses in the achievement test of the items tested in   the different parts of speech

Items	Nouns (N=98)	Pronouns (N=98)	Verbs (N=98)	Adjectives (N=98)	Adverbs (N=98)	Prepositions (N=98)	Conjunctions (N=98)	Interjections (N=98)
1	91.84%	88.77%	95.92%	91.83%	92.86%	91.84%	90.81%	96.94%
2	89.79%	95.92%	91.84%	92.86%	90.81%	94.90%	89.80%	94.90%
3	87.75%	91.84%	86.73%	89.80%	94.90%	92.86%	93.88%	97.96%
4	93.88%	92.86%	87.75%	88.77%	91.84%	93.88%	92.86%	98.97%
5	91.84%	89.80%	86.73%	93.88%	93.88%	91.84%	88.78%	96.94%
6	88.77%	87.75%	91.84%	94.90%	95.91%	89.80%	91.84%	93.88%
7	95.92%	86.73%	88.77%	91.84%	89.80%	91.84%	89.80%	100%
8	91.84%	90.82%	91.84%	90.82%	96.94%	95.92%	93.88%	97.96%
9	88.77%	91.84%	91.92%	95.92%	91.84%	92.86%	96.94%	91.84%
10	94.89%	89.80%	91.84%	94.90%	90.82%	94.90%	89.80%	93.87%
11	92.85%	87.75%	89.80%	93.88%	95.92%			
12	91.84%	89.79%	96.94%	95.92%	97.96%			
13	96.94%	88.77%	88.77%	92.86%	89.80%			
14	95.92%	93.88%	87.75%	93.88%	88.78%			
15	100%	95.92%	94.89%	94.90%	91.84%			

Figure 1 shows that percentage comparison of student's responses in diagnostic and achievement test in different parts of speech.

Fig.1 Comparison of Student's Responses in Diagnostics and Achievement Test in Different Parts of Speech
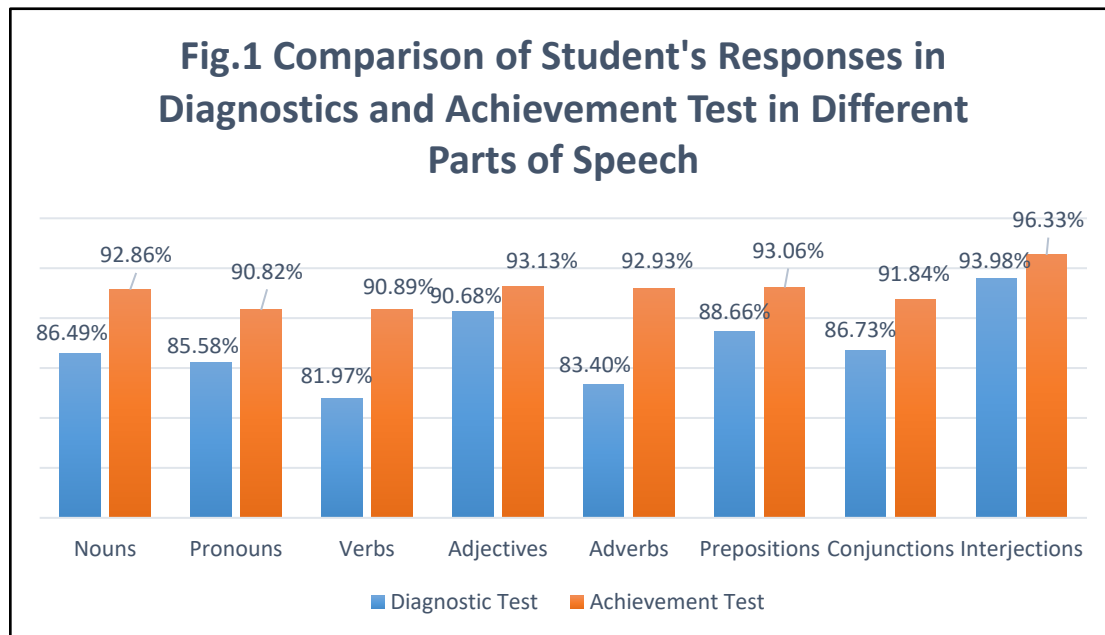
Results and Discussion

The percentages of the test results in Table 1 show the students' correct responses in the test questions. The sets of the test were administered to measure the learners' abilities after taking the same lessons in all levels of learning. It is seen that the results are low considering that the tests which are administered would supposedly measure the learners' ability in the target language. The two grammar classes were noted of the purpose of the study. The method and intervention were explained to them.

In table 2, the results as shown in the percentages in the different parts of speech raised considerably. Though some items have not improved impressively, there were additional points in each of the items that could be considered additional learning after the intervention was done. The few meetings that interventions were done, there was progress in the achievements of students.

Table 3 shows the test of Difference between Student's Performance in Diagnostic and Achievement Test Using Paired t-test. The figures exhibit the difference between the two tests taken by learners. The significance of giving intervention in terms of teaching the subject using business texts is commendable. The learners have easier grasps at taking the lessons at hand with the intervention used in the class.

Figure 1 shows the percentage comparison of student's responses in diagnostic and achievement tests in different parts of speech. The Figure shows that there was an increase in the mean assessment test of the students from pre-test to post-test. This means that the intervention of teaching the language through familiar texts in business lessons was adept to learning the rigorous rules when familiar subjects were used as a springboard for teaching. Further, as the students have undergone extensive drills and practices, they already have a grasp of the business context. A mental preparation that before even formally taking the course, the students already gained considerable ideas of what has to be learned in the business subjects. The impact of using business texts as a springboard in teaching grammar is advantageous. While the lessons are in application to writing simple sentences, mastery in business content is progressing.

Table 3 shows the test of Difference between Student's Performance in Diagnostic and Achievement Test Using Paired t-test

Pair	Mean	Std. Deviation	Mean Difference	t	df	Sig. (2-tailed)
Diagnostic	0.871863	0.0387945	0.0554625	-5.909	7	0.001
Achievement	0.93	0.017				

A paired t-test was used to test a significant difference between a student's performance in the Diagnostic and Achievement Test. It can be seen on the table that the computed significant value is less than 0.05, hence, statistically, there is a difference in the performance of the students in the different parts of speech. This further implies that the intervention mechanism given to the students is effective in the teaching of grammar.

Based on the comparison table result there was an increase in the achievement test results of the students in the different parts of speech.

Conclusions

The difficulties of learners in any areas of mastery in the grammar lessons are best taught using springboard which is familiar to the field or discipline they are enrolled. The significance of looking for interventions to assist students in an easier and enjoyable learning experience is up to the teacher/facilitator. The learning pace no matter how slow it may take once it is introduced with

aided familiar springboard would bring successful results and fulfillment on the part of the learners. The result in the diagnostic tests as a starting point to find solutions for classroom problems was used as the motivating idea to conceptualize methods to use as class activities. The comparison of the achievement test results to that of the diagnostic result is evidenced by the T-test done. The technique used in the classroom to teach grammar to business students is successful. There is an improvement in the test achievement of the same group of students who were taught the grammar subject using an interdisciplinary method. This means that the springboard used in the teaching of the different parts of speech is a laudable accomplishment not only by the learners but to the teacher as well.

Recommendations

Students from many different ethnic origins who are considered as learners of English as second or foreign language have limited knowledge of the target language use in many areas. It is recommended that professors will design tools to find out the level of proficiency of learners and plan what methods to use that could be adaptable in the classroom setting. Integrating lessons in the discipline in which students are enrolled to teach lessons in English grammar is highly beneficial. All the learning principles are retained while having a better understanding of the numerous rules to follow to achieve higher proficiency in the target language. Integration or interdisciplinary teaching is an enjoyable experience student should endeavour.

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The composing strategies of Chabacano speakers in English writing tasks: A process-product approach

Claire A. Madrazo
Western Mindanao State University
camadrazo75@gmail.com
cce@wmsu.edu.ph

Bioprofile

Dr. Claire A. Madrazo is an associate professor in the English Department of the College of Liberal Arts, Western Mindanao State University. She is the current Director of Center for Continuing Education. Her research interests include second language writing, language teaching and sociolinguistics.

Author Notes

Abstract

Drawn from Castro's (2004) Filipino-English bilinguals' composing behavior- categories: text evaluation, brainstorming, lexical insertion or substitution, idea evaluation, organizational decision, instruction to self, metacomment, and elicited idea, this study analyzed how L1 Chabacano speakers wrote an argumentative essay in L2 English. It attempted to utilize a more holistic approach in analyzing L2 writing strategies— to determine the link or interaction between the process and the product (Cumming, 1989; Raoofi, Binandeh, & Rahmani,2017; Roca de

Larios, Coyle & Nicolas-Conesa, 2016; Sasaki, 2000) . Data on the participants' composing behaviors showed the use of Chabacano helped novice-writers generate ideas, continue their task and finish writing the essay. Consistent with the hypothesis, their writing strategies statistically correlated with some of the writing proficiency components based on Spearman rank correlation test.

Keywords: *composing strategies, L1 Chabacano, L2 English writing, process-product approach, and writing proficiency*

Introduction

Writing is the most difficult and challenging skill to impart on our students. It involves processing of multiple intricacies of knowledge, comprehension, application, analysis, synthesis, and evaluation in dealing with the lexicon, semantics, syntax and discourse comprising the English language. In actual fact, Listyani (2018) sees second language writing to be highly complex as there are new schemes and conventions, for example the forms and components of the new language that young learners need to process regularly.

In the overarching reviews conducted by Castro (2004), Manchon (2001, 2018) , Manchon, de Larios and Murphy (2007), and Sasaki (2000) on L2 writing processes, it was generally synthesized that research on composing strategies include scholarly perspectives on linguistic , discoursal and cognitive processing. Of note, there are various approaches in problematizing writing processes. These varied approaches are classified into general and specific categories of writing strategies. The general conceptual category refers to the random action or protocol performed in the act of writing while the specific conceptual characterization of strategies entails the definite observable writing manifestations. Taking into account the cognitive dimensions of bilingual, trilingual and multilingual writers, the composing process and product were theorized as psycholinguistics variables (Madrazo & Bernardo, 2012, 2018; Manchon, 2013, 2014; Olson & Land, 2007; Ong, 2014; Ong & Zhang, 2010; Robinson, 2011; Roca de Larios, 2013; Van Gelderen, Oostdam, & Van Shooten, 2011).

In theorizing composing behaviors, the writer should be the focal point of discussion There are two schools of thought regarding process writing: the expressivists' view and the cognitivists' position. Teachers practicing the expressivists' view are non-authoritative. Writing instruction is

more facilitative in nature framed to emphasized writing accuracy and control over the composing behaviors. Discovering the self, journaling significant events and narrating personal episodes are competencies included in textbooks so students can write unrestrictedly (Faigley, 1986; Johns, 1993). In contrast, cognitivists view writing as a problem-solving task which took interest among ESL teachers and researchers. Two concepts generated in cognitivism: thinking and process. The former refers to higher order thinking skills such as problem- solving (Flower, 1986. 1989; Johns, 1993; Matsuda, 2003).

Further, interactive approaches view the writer as an individual taking part of the communication with the reader. The social constructionist view postulates the other role of the writer in a social context. The writer being part of the discourse community is considered an interactant who communicates with the reader (Johns, 1993). The ability to write is not only about mastering the automatic competence in orthography, but it is also considered a complex cognitive and social associations involved in various pragmatic circumstances. It can be used for a higher cognitive processing at a discourse level to negotiate, persuade, and to argue with the reader (Listyani, 2018; Tribble, 2012).

The link between reading and writing has already been established in the literature as showing a positive correlation. Students who process reading text well also do perform satisfactorily in writing task (Eisterhold, 1993 Grainger, 2004; Listyani, 2018; Olson & Land, 2007). The present study deems it essential to theorize on the L2 process writing as it can provide measures to students struggling in language proficiency as shown in the Filipino students' poor English proficiency based on past results of National Secondary Achievement Test reported in the 2009 Asian Development Bank (Reyes, 2017). In a current research conducted by Government-Academe-Industry Network (GAIN) Incorporated disclosed in Business World (2018) , out of 10,000 Filipino university graduates, the respondents achieved only a Common European Framework of Reference of Language (CEFR) rating of B1. This B1 grade is lower than CEFR B2 proficiency of Thailand and Vietnam high school graduates. The CEFR B1 grade for Filipino university graduates has an equivalent competence level of Grade 5 and 6 pupils in native English speaking countries like the UK and USA.

Hence, there is clearly a declining performance of Filipino graduates as regards their English language proficiency. This study could help provide language learning strategies underscoring the writing component in both process and product, to help improve the Filipino

learners' English language proficiency. The most appropriate pedagogical step to help students improve their language proficiency is to develop their writing skills as writing has proven to be closely associated with critical reading skills.

L2 writing process to product

Some notable L2 writing scholarship theorized on the beneficial influence of writing strategies to novice and expert writers' composition (De Silva, 2015; Johns, 1993; Leki, 1995, Bosher, 1998; Castro, 2004; Leki, 2011; Maartor & Murat, 2013; Manchon, 2011, 2013, 2016, 2018; Manchon, Roca de Larios & Murphy, 2007; Manchon & Williams, 2016; Matsuda, 2003; Zhang, 2013). Process writing is connected with the setting or context and the composer's previous episodes. The expected interactive tasks in writing are reviewing, evaluating, revising, planning, drafting or editing. Thus, process writing incorporates several cognitive activities that happen in the actual process of writing. Perhaps, this can be gleaned by the interactive collaboration of sub-processes involved (Hyland , 2002; Listyani, 2018).

Focusing on the process alone and excluding the product may have left the theorizing in the past suggestive rather than conclusive. Addressing this limitation, studies using a more holistic approach probed into the correspondence between writing strategies and writing proficiency and found significant interaction between these variables (Cumming, 1989; Raoofi, Binandeh, & Rahmani,2017; Roca de Larios,, Coyle & Nicolas-Conesa, 2016; Sasaki, 2000). In this current study, the association of process and product was established in order to provide more holistic descriptions of novice-writers' manifestations during the actual composing of an argumentation.

The present study

This study determined the role of L1 Chabacano in the college students' L2 English writing of an argumentative essay. It also attempted to correlate the novice-writers' composing strategies to their writing proficiency. In particular, the following research questions were addressed:

1. What composing behaviors are elicited in Chabacano while the students write an essay in English ?

2. What is the writing proficiency of students in the following components: content, vocabulary, organization, language use and mechanics?

3. Do the college students' composing behaviors correlate with their writing proficiency?

The study hypothesized that college students' composing strategies would correlate with their writing proficiency in the following components: content, vocabulary, organization, language use, and mechanics.

The current study utilized a qualitative-quantitative research design. Category-process analysis was used to determine the writing strategies verbalized in their L1 Chabacano while composing an argumentative essay in English. The argumentative essay produced was correlated to their composing behaviors through an appropriate inferential statistic.

Participants

The target participants were the 20 Chabacano first year college students of Western Mindanao State University coming from various colleges such as College of Education, College of Nursing, College of Liberal Arts and College of Engineering and Technology. The mean age was $M= 16.4$ ($SD= .60$) years old. The participants were equally distributed by gender: 10 (50%) males and 10 (50%) females.

The participants were Chabacano speakers from Southern most part of the Philippines, particularly located at Zamboanga City, Western Mindanao. They are exposed to Filipino-English bilingual educational system (Bernardo, 2004, 2007; Madrazo & Bernardo, 2012). Chabacano is a discrete language compared to Filipino or Tagalog because it is considered a Philippine Creole Spanish as evidenced by the superstrate or lexifier language of Spanish in Chabacano (Barrios, 2006; Crowle, 1997; De Los Reyes, 2017; Lipski, 1987; Madrazo & Bernardo, 2012). It is safe to say that Chabacano is different from both Filipino, belonging to the Austronesian language family and English, being a language of Germanic decent.

Data collection and analysis

Data collection commenced right after the practice exercise. Students rehearsed with a preliminary activity so they were comfortable at doing the actual think-aloud task. The writing prompt was adapted from Castro (2004) as the stimulus for the writing task. The students were instructed to verbalize whatever they thought during the writing process. They were also reminded that they can speak in their L1 Chabacano while writing an argumentative essay in English. All verbalized composing behaviors were recorded. These were later transcribed and coded according to T- units composed of a main clause and its subordinate elements (Hunt, 1970).

The recorded data from 20 novice-writers was transcribed verbatim following a simplified transcription convention. Then, the whole transcription was categorized   following Castro's (2004) think-aloud components: *text evaluation*, *brainstorming, lexical insertion, idea evaluation, organizational decision, instruction to self metacomments, and elicited idea*.   Part of the reliability procedures were to submit the three inter-raters' coding of composing behaviors to Spearman rank correlation test. There was a high positive correlation between Rater 1 and Rater 2, r (20)= .83, p < .001 and Rater 1 and Rater 3, r (20) = .77, p < .001. The inter-raters agreed in almost all the categories coded except for a few orthography such as *kabar* and *kuando* where Rater 1 and Rater 3 agreed to follow the lexifier Spanish language's spelling *cabar* and *cuando*. Spearman rank correlation was also utilized to determine the relationship between the novice-writers' composing behaviors and their writing proficiency.

The argumentative essay, produced out of the think-aloud protocol, was graded based on 5 components of writing: content, vocabulary, organization, language use and mechanics (Heaton, 1989) and evaluated by three raters who were English teachers and Ph.D. graduates of language teaching. The following score card   was used to rate the essay test per component: 4 3, 2, 1 (4 being the highest). Based on the scale that follows, the total score (20 points being the highest out of 5 components , is interpreted as *very good* (17-20), *good* (13-16), *average* (9-12), *poor* (5-8) and *very poor* (1-4). The total score obtained by a participant is the average of three raters.

Results and Discussion

The prominent composing behaviors of college students

Out of 1,247 T-units generated, the college students verbalized   557 composing behaviors in Chabacano. These were classified into the following categories: *text evaluation, brainstorming, lexical insertion, idea evaluation, organizational decision, instruction to self, metacomments and elicited idea*. The frequency and percentage are summarized in Table 1 below.

Table 1 *Frequency and Percentage of Composing Behaviors Verbalized in Chabacano*

Composing Behaviors	Frequency	Percentage
Text Evaluation	130	23.34
Brainstorming	112	20.11
Lexical Insertion/ Substitution	28	5.03
Idea Evaluation	79	14.18
Organizational Decision	35	6.28
Instruction to Self	79	14.18
Metacomment	68	12.21
Elicited Idea	26	4.67
TOTAL	557	100

Text evaluation

Text evaluation pertains to the novice-writers' personal judgment. It can either be favorable or unfavorable evaluation about the text's substance and clarity. A favorable text evaluation expresses one's fulfillment with the text produced or read. Consider the following examples uttered by Participant 3. In T-unit 10, Participant 3 was positively evaluating the text in Chabacano *Amo se, amo* [Right, right!]. In T-unit 29, participant 4 was strongly affirming the correctness of the text in Chabacano *Amo este gayot! Amo!* [This is definitely right! Right!]

Participant 3

[6] *Hende man se tan* [It doesn't] mean that T.V. now will destroy moral values.//

[7] Because it depends in the show *ya ase el gente* [made by people]. //

[8] *Amo se na barkada*. //[Just like among friends]

[9] So *na gente lang se syempre se na gente lang se syempre* [it depends only on the person. //]

[10] ***Amo se, amo****!* // [Right, right!]

Participant 4

(F) [28] In it, we can get… _get _values get values that we can … we…can brings in life... bring in life. //

[29] *Amo este gayot! Amo!* // [This is definitely right! Right!]

In like manner, Participant 1 below repeatedly uttered the Chabacano expression De *ba?* [Right?] which was a trace of the Filipino tag question *Hindi ba?* [. This tag question is uttered to affirm that the text is correct. The recurrence of tag question, De *ba?* can be a case of translanguaging, particularly code-switching or borrowing (Reyes, 2017).

Participant 1

[31] It's not that…its not that eehm.. it's that the technology also is not the technology uhhm.. *hende kasi kita pwede abla na el technology el tiene kulpa na cosa ta pasa aqui na di aton mundo* [we cannot also say that technology is to be blamed on what is happening in our world.]//

[32] (F) *De ba?*// [Right?]

[34] *Sabe tamen kita.. na* [we lalso know …that] mostly *malisud tamen ara* [times are hard nowadays] .//

[35] *De ba?*// [Right?]

[56] Television *kasi* [because] ara [now] is too different than before.//

In the above excerpts, all writers expressed satisfaction with their success in the composing process. Participant 3 thought she had adequately addressed the writing prompt as signaled *by Amo se amo* [Right! Right!] and *Amo este gayot amo* [This is right! Right!]. This was also evident in the transcript of Participant 4. Similarly, participant 1 repeated tag question *De ba?* [Right?] somehow verbalized her satisfaction at being able to continue with the writing task.

In contrast, unfavorable text evaluation shows the writer's discontentment with the text. For example, Participant 2 below asked a question in Chabacano *Ancina ba este?* [Is this correct?]. The intention was actually revealing that something was wrong.

Participant 2

[35] *Aquel…aquel basta* [that…that when] cartoons *salida hende hende hende…(S) ya sila ta kome y ta _estudya.*[are shown they don't don't don't eat and study //

(F)[36] Nuay ya time to study [No more time to study]//

[37] ***Ancina ba este?*** // [Is this correct?]

In the excerpts below, Participant 2 was expressing the positive effects of television by sharing her own experience. Analyzing this transcript, the novice- writer preferred to stay home to study because there was TV as the source of entertainment. TV according to Participant 2 addressed the feeling of boredom. Hence, t-unit 67, *Baliskat nu?* [It's the reverse, right?] somehow evaluated his notes by comparing and assuming that the other writers may be taking the negative effects of TV considering that it can distract the children's attention to study.

Participant 2

[56] For example, aquel [that] time _time we have cable type cable type at home//

[57] but _but *alto mio grade na* [my grades are high in school].//

[58] *Kasi, tiene yo* [because I have] time to study//

[59] *y tiene tamen yo* [and I have] time *para para estudya* [to to study].//

[60] So, it happen to me.//

[61] When the cable was cut, *mio* [my] grade *ta <u>abaja abaja</u> man kasi* [went down]//

[62] *Ta queda ya tamad* [lazy] [I am becoming lazy.]//

[63] Ansina!// [That's it!]

[64] Ansina!// [That's it!]

[65] *Pero okay man*.// [But this is okay.]

[66] *Ya pwede man man* [I was able to to] manage.//

[67] ***Baliskat nu?*** //[It's the reverse, right?]

Brainstorming

It is a form of reaccess involving self-introspection to produce ideas and to proceed to the process of composition as shown in the utterance   of Participant 5 below. Chabacano expressions *una-una* [firstly] and *necesita anay yo sabe el cosa ba gayot* [I need to know what really is] set the mood in composing. With these Chabacano expressions, Participant 5 moved on to utter the English phrase, the use or role of television in the world. This part was crucial as it established the topic sentence in the writing process.

Participant 5

[8] (S) Well… **_una una_** [firstly] *mmm…. **necesita anay yo sabe el cosa ba gayot el*** [I need to know what really is] television?//

[9] *Abla anay iyo cosa disuyo*[I'll first tell what its] role *na mundo*[in the world].// Questions in Chabacano such as …*cuanto ya ba quel* or *Cosa ba se?*

[13] *Poreso* [that's why] ... since.. *antes pa* [long before] **... cuanto** years *ba quel*? [how many was that?] 100?150?//

[14] **Cuanto** [how many] **years ba** [was it]? //

[15] Uhm.. *man* [Iwill] *guess ya lang yo* [only].//

[16] Uhmmm .. *pensa* [think] … let's say *mga* [about] 150 years *nah* [already].//

Transitional devices in Chabacano such as *cabar* can generate more ideas. As shown in the excerpt of Participant 5, she used *cabar* to generate more ideas. This led her to utter *immoralidad* [immorality] then the English words follow like *violence* which later triggered TV as a bad influence to the innocent children. In t-unit 47, Participant 5 said *cabar* [then] and moved on to state the assumption in English that the blame should not be on the man-made machine but on the human beings who created it. Although machine appeared to be an inappropriate term here, perhaps she was referring to a home appliance, Participant 5 had a point in her claim that humans were responsible for the negative effects of TV.

Participant 5

[28] **Cabar** *… hende ta abla mga hente…ta abla mga hente kay malo daw el televicion*.// [Then, people don't say … people say that television is bad.]

[29] It … has a warned a bad… *malo* [bad] fruit that a man..man.. foster.. that at ahm… fosters *mmoralidad* [immorality] like violence and uhm.. evil.. last evil and evil and *immoralidad* [immorality].//

[30] *Cosa ba quel*?// [What was that?]

[31] Violence and evil *aquel cosa ta pasa… tan man impluensya kunel mga inosente* [that what happened … influenced the innocents].//

[47] **Cabar** [Then]*, so.. bale* [nice].. *cosa el* [what is the] next?.//

[48] However.. this result cannot be blame on this man-made machinery.//

[49] This is for the fact that television is the product of human beings.//

Lexical search

Word installing and replacing are the two forms of editing at a surface-level uttered in Chabacano. These composing behaviors involved locating the English equivalent of a Chabacano word or expressing the process of making a decision on selecting the right term to use in the essay writing proper. As shown in the excerpt below, Participant 11 uttered the Chabacano word *precioso* [precious]. In searching for the English equivalent *precioso*, he verbalized a Chabacano question, *Cosa ba el precioso.* Then, Participant 11 expressed the correct lexical item, *precious* in English.

Participant 11

[22] I_think, I think that that when T.V. started or maybe is in almost all of the television or maybe taken most of our *precioso ora*. [precious time] //

[23] *Cosa ba precioso*? [What is precious?] //

[24] *Ay...ay!* [Oops… oops!] Precious *gale quel* [it]. //

Participant 10, in uttering Chabacano phrase *parang aquel ta abla sila* [they are like what they say] led her to search the English words *world-wide community*. This was an example of a decision-making process of choosing the right word to use. Same is true with Participant 14, Chabacano expression *ay* [oops] triggered him to search and utter the correct lexical item *progressive* instead of progress. Participant 17 below also displayed similar composing behavior. The novice-writer uttered the word *effective and* was quite tentative as evidenced by the Chabacano *no anay* [for a while] in t-unit 14. Then, Participant 17 searched and uttered the right lexical item *effectively*.

Participant 10

[27] *Cabar* [Then] those disadvantage that development our society, we say helps shall we say… ***parang aquel ba abla sila*** [they are like what they say] … made world- wide community.//

Participant 14

[35] The… the the hope for one nation can be more what we call progress *ay* [oops] progressive *gale* [instead] .//

Participant 17

[13] And some educational shows that _that help young people… help young people understand more **effective** that one taught in the show.//

[14] Again *no anay*! [for a while] //

[15] help young people to understand more **effectively** *ya lang yo usa* [just use].//

Idea evaluation

When a thought was generated, the novice-writer either articulates it and includes it in the composition or assesses the functionality of the manifested notion first before engaging in actual composing. This strategy of judging an elicited thought is considered idea evaluation. The judgment may be favorable or unfavorable thereby leading to the insertion or elimination of the elicited idea. Some instances of this account were Chabacano expressions of Participant 18 such as *de mali* , *De man amo* as negative idea evaluation. Consider the following excerpt below:

Participant 18

(S) [35] It gives knowledge to people.//

[36] For example are having read ah… *haay!* [Ohh my!] ah_news_programs.//

(S) [37] Another is also that is also that ***de mali!***//

[38] ***De man amo***.// [This is not right]

[39] Some of its shows…. that are shown ah .. on television.. are.. are needed with values moral values.//

In the above excerpt, Participant 18 noted that his idea was incorrect when he verbalized the verb phrase *are having read* in t-unit 36. Viewers of TV watch not merely read. After noting his error, he moved on to state that TV shows with moral values were needed. Hence, negative evaluation in Chabacano was helpful to rectify the on-going formulation of ideas in the composing process. In contrast, positive evaluation is shown in the utterance of Participant 19 below. She uttered the question *De ba?* [Isn't it?] to affirm his idea was correct in that some TV shows can be beneficial to the viewers, the cooking show in particular.

Participant 19

[47] We have channels and that that…. helps mothers help mothers quien quiere *cosa maga espesyal dishes* [Who really lke the special dishes] .//

[48] Uhm, there are shows that _that help us to explore the world *el mundo* [the world] .//

[49] *De ba?* [Isn't it?] , Right! [Amo!]//

Another example of positive idea evaluation was uttered by Participant 18. When he said *Ok ya ese ya!* [This is okay!], he was strongly affirming that the ideas were correct. This novice-writer was struggling to present the negative outcome of watching TV. So, he used positive evaluation to push the writing process forward. This could somehow be a motivation for him to keep on writing even if the ideas uttered were quite perplexing.

Organizational decision

A process of making decision is its form. Organizational decision is an expression declaring that something is needed to be done on that particular idea being articulated in the composition. As observed by Castro (2004) in the novice-writers' Tagalog-English composing behaviors. Organizational decision usually consisted of following orderly steps in developing their essay: introduction, body and conclusion. Similar composing behavior was observed in the present study.

For example, Participant 1 started the essay by an introduction in Chabacano *Ara ay escribi kita el cosa el el cosa el ta pwede ase el television na di aton mundo* [Now we will write the what the what the television can do in our world]. Then, this is followed by a discussion. In the middle of discussion, Participant 1 decided to regress to previous notes as evidenced by t-unit 18, *Anda kita olet* and verified that the order was correct, *Amo ya*. She ended her essay with a conclusion as shown in the t-unit 97, *Hende kita pwede abla hende kita pwede menta kunel technology na cosa ta pasa canaton* [We can never tell we cannot blame the technology on what is happening to us] and t-unit 98, *Kulpa gad se tamen syempre del maga gente* [It's the fault of course of the human beings] .

Participant 01

[1] (S) *Ara ay escribi kita el_ cosa el _el cosa el ta <u>pwede ase</u> el television na di aton mundo*.// [Now we will write the_what the what the television can do in our world.]

(S) [2] *Komo.. televicion… uno ya este ele de mga.._ de mga media_ media.* // [as …television…it is one of those… of those media media]

[18] *Anda kita olet*.// [Let's go back.]

[19] *Amo ya*.// [Right.]

[60] *Onde ya yo ta ginda?*// [Where am I heading?]

[97] *Hende kita pwede abla _ hende kita pwede menta kunel technology na cosa ta pasa canaton*.//[We can never tell we cannot blame the technology on what is happening to us.]

[98] *Kulpa gad se tamen syempre del maga gente*.// [It's the fault of course of the human beings]

In the case of Participant 6 below, she noted that the order of sentences is correct. Commenting on the organizational structure of the text in Chabacano somehow helped the writers keep track of the order of sentences and rectify the misplaced elements. This composing behavior is crucial in the writing process because the order of sentences determines how coherent and cohesive the essay would be.

Participant 06

[32] *Igual* redundant [it seems redundant.//]

(S) [33] But, it is now parents come it for guidance.//

[34] **Parallel** *ya este ta queda* [It is becoming parallel].//

[35] **Parallel parallel…*ya!*** [it is] //

[36] Television too has negative effects.//

Instruction to self

When a writer verbalizes a direction to oneself, one is thinking-aloud. Directing oneself allows the continuous flow of thoughts as evidenced by Participant 2's Chabacano expressions below. In t-unit 6, Participant 2 uttered *Mira ba…mira* [Look...look]. Here, she was telling herself *to look*. It did set the mood to continue on thinking. This composing behavior was effective in producing relevant ideas. For example, the novice-writer uttered with conviction that *television has a great impact in our society*.

Another example was *ara ya ara ya lang*… [wait…just wait]. Here, Participant 2 paused and mentally processed her ideas. In doing so, she generated the thought that TV shows have a negative effect on the viewers because these shows lack values. Same behavior was shown when she said *ara ya ara ya ara ya* and *ara ya mira anay yo na* [The other one also, wait I will take a look] because here she instructed herself to stop and consult the dictionary. This act was

also helpful to be able to search for relevant concepts and ideas as evidenced by her thoughts that TV can allow the viewers to obtain ideas quickly. However, her point is relevant but the double comparative adjectives *more faster* is grammatically incorrect. This is a normal scenario when writers commit grammatical errors in their think-aloud task as they are instructed not to focus so much on the grammatical errors during the think-aloud writing processes. Writers are expected to address these errors during the final revision stage where they are given ample time to revise their essay.

Participant 2

[6] ***Mira ba…mira*** [Look...look] that is why we _we can say that say that <u>television has</u>…has really a great impact in our society our society today [read sentence again].//

[7] *El umalin kasi na televicion kase el mga programa na hende debe na mga bata*// [What is wrong with the television is that the programs are not intended for children]

[26] Wait! wait ***ara ya… ara ya… lang***. [wait…just wait]//

[27] The disadvantages mostly programs or shows that shows that that… is … is showing on T.V., *<u>abla sila</u> si hende or nuay ese bueno* [they say if not or it does no good] values *ta dale* [given] .[read repeated sentences]//

[28] *Cosa ya gayot!*// [What is this!]

[29] Um….um…for example, the illegal things done *del mga gente*. [by the people]//

[41] I <u>believe </u>that I believe that….***ara ya..ara ya!*** [wait..wait] and _and some also had advantages.//

[42] *El uno tamen,* ***ara ya mira anay yo na*** [The other one also, wait I will take a look] dictionary *ole…oo* [again…yes] .//

[43] The advantage of television is *aquel* [that] some *ta pwede sila saka el* [they can get the] information more faster.//

In the transcript below, Participant 3 expresses an indirect way of instructing oneself. He is basically telling himself not to take side.

Participant 03

[23] So, (F) *sabe ya kita tan* [we already know that] destroy este morality!//

[24] *Na… na este* [this]<u> essay</u>, for me *de yo tan* [I am not taking] side which is which.//

[25] ***Con man*** [If] side ***yo*** [I] ***queda este*** [this will be] one sided.//

Metacomment

      The writer's expression of opinions or feelings is categorized as metacomments. The two types of metacomments in Chabacano were identified in the students' think-aloud task: unfavorable expressions, directed at the essay or the composing process, and interjections verbalizing the writer's exasperation or astonishment. An unfavorable metacomment is an expression of discontent or complication. It might be pointing at the process of composition in general or thought-building in particular. Consider the excerpt of Participant 1 below. Her Chabacano utterance *Cosa ya gayot!* [What is this?] indicated a feeling of mental struggle to search for the right ideas. After expressing this metacomment, she moved on to verbalize that TV can expose the illegal acts done by people in relation to her previous idea that TV has a negative effect on the viewers.

      Participant 1

[27] The disadvantages mostly programs or shows that shows that that… is … is showing on T.V., <u>*abla sila*</u> *si hende or nuay ese bueno* [they say if not or it does no good] values *ta dale* [given] .[read repeated sentences]//

[28] ***Cosa ya gayot!***// [What is this!]

[29] Um….um…for example, the illegal things done *del mga gente*. [by the people]//

      In Participant 3's transcript below, he expressed negative metacomment, *Ay cansao ya man!* [Oh, I am tired]. Apparently, the novice-writer was tired and struggling. But, the composing process continued. He struggled because in the initial stage, he refused to take stance on whether TV was advantageous or disadvantageous to the viewers. However, in the succeeding utterance, she revealed her stance on the issue wherein people should not think negatively about TV since it can be a reliable source of information. Similarly, in T-unit 41, Participant 3 uttered a negative expression *Trambulicao ya man este!* [This is messy]. But he was still able to produce relevant ideas to continue the writing process wherein he suggested that viewers should be responsible enough to choose shows that uphold morality and provides relevant information.

      Participant 3

[25] *Con man* [If] side *yo* [I] *queda este* [this will be] one sided.//

[26] **Ay!** [Oh!] … ***Ah cansao man!*** [Oh, I am tired] Nose bleed.//

[27] For _ every _ disadvantage, there is also advantage.//

[30] Because… because… quan [what's this], because if they will remove _remove the television what will happen man gane, our source will not reliable na what is happening to us.//

[31] *Nuay man ya!* [No more] //

(S) [32] So, *poreso gane*[that is why] they should not think negatively on television.//

(F) [41] **Trambulicao ya man este!** [This is messy] that T.V. is not malo [bad]//

[42] but it is what it is shown in T.V.!//

[43] *Cosa este…. el* …. [What is this….the….] so …. uhm.. choose shows that have morality, have information.//

The importance of verbalizing one' s negative thoughts or emotions such as the feeling of discomfort or despair in the writing processes is not to make the writer more discouraged but to vent out one's negative thoughts or emotions to make the student feel a bit better and continue with the think-aloud task. Psychologists delineate this attribute as emotional catharsis, the venting out of one's negative emotions such as anger to reduce emotional baggage from within a problematic individual (Bushman, 2002; Bushman & Baumeister, 1999; Verona & Sullivan, 2008). When patients voice out their negative emotions, they would feel better. Perhaps, this psychological account could also be applicable to some ESL novice writers here who are struggling during the composing process.

In Participant 3's transcript below, he verbalized *Ay amo gale!* [Ooops that's right]. The novice-writer was surprised. Expressing an astonishment led him to trigger the relevant ideas when he stated that TV was the product of technology. In similar vein, Participant 10 below uttered *Ay!*. Then, she moved on to state her assumption that we can use TV in a productive way whereby some people cannot live without TV.

Participant 03

[1] *Este ara* [Now this] essay is about con tan [if it] destroy _ba _ el _ television of the morality//

[2] or it improves peoples live.//

(F) [3] **Ay, amo gale!** [Ooops that's right]//

[4] So, there are two *dos* [two] positions. Well, well for me, the television is the root….what I mean the _product of technology el product del technology.//

Participant 10

[25] We_ we can use it in more uhm… uhm appropriate in more *ya olvida yo cosa abla*. [I forget what to say]//

[26] *Ay!* [Oops]... we… <u>we can use it </u>in more productive way.//

[27] Some people can't live without T.V. maybe …maybe without T.V., because I know a lot of people who can't live without it.//

Elicited idea

An elicited idea is the result of an effective self-instruction, word search, brainstorming and tentative interruption. For example, Participant 5, from t-unit 29 to 31, pointed out the negative effect of television. She uttered Chabacano word *malo* [bad] when she was searching for the English words *bad fruit*. Then, he uttered *immoralidad* [immorality]. However, the novice-writer was unsatisfied yet of the phrase *bad fruit*. She asked a question in Chabacano, *Cosa ba quel?* [What was that?]. Consequently, she elicited the correct English phrase, *bad influence.*

Participant 05

[29] It … has a warned a bad… ***malo*** [bad] fruit that a man..man.. foster.. that at ahm… fosters ***immoralidad*** [immorality] like violence and uhm.. evil.. last evil and evil and *immoralidad* [immorality].//

[30] ***Cosa ba quel***?// [What was that?]

[31] Violence and evil *aquel cosa ta pasa… tan man impluensya kunel mga inosente*, cuan aquel, bad bad influence, *di ba*? [that what happened … influenced the innocents..right?] //

[43] We are the one's who ahm… who.. *taman cosa ba se?* [that is, what is it?] //

[44] We profit from it.//

Further, it is interesting to underscore the recurring Chabacano lexical items that emerged out of the data. First is *de* or *de ba?*. This linguistic feature could be a trace or an influence of Filipino tag question *hindi* [not] or *hindi ba?* [right?]. The second occurrence of this trace is an adverb *olet* from Filipino word *ulit* [again]. As regards Chabacano orthography, there seems to be a consonant phonetic split from /f/ to /p/ such as *inpluensia* instead of *influencia* [influence], *inpormacion* instead of informacion [information]. This could also be caused by the Filipino

influence in Chabacano. Other borrowed Filipino words appear to have emerged in the composing behaviors of the participants: *baka, kasi, pati, pero, para, daw, kita, lang* and *hende*. The influence of an Austronesian language, Filipino to Chabacano has already been well-established in the literature (Barrios, 2006; Reyes, 2017; Rubino, 2005).

The results on text evaluation, being the most frequently occurring composing behavior bear resemblance to Castro's (2004) data involving Tagalog-English writers. Castro found that text evaluation was the most frequently occurring composing behavior. It is possible that the traces or influences of Tagalog or Filipino in Chabacano speakers could be the factor for this similarity in the novice-writers' manifestations.

The writing proficiency of college students

The students' writing proficiency are summarized by components: *content, organization, vocabulary, language use, mechanics and overall performance* in Table 2 below. Apparently, the participants were *good* in all the components except for mechanics where students performed only at an *average* level.

Table 2 *The Writing Proficiency of the Select College Students*

Writing Components	Mean	Standard Deviation	Descriptor
Content	3.43	.38	Good
Organization	3.15	.49	Good
Vocabulary	3.50	.37	Good
Language Use	3.23	.52	Good
Mechanics	2.66	.58	Average
Overall	15.90	1.76	Good

moderate positive correlation between *instruction to self* and *content*. The other composing behaviors when associated with the writing proficiency components did not reveal a significant relationship as evidenced by the statistical values. Hence, consistent with the hypothesis, there was an indication that the novice-writers' composing strategies would correlate to their writing proficiency components.

The novice-writers recurring manifestation of organizational decision would indicate that they were conscious of the arrangement of their sentences in a paragraph and their paragraphs in

an entire essay. In other words, organizational decision corresponds to the organization component of their writing proficiency. Instruction to self, being the epitome of the concept think-aloud, is statistically associated with their writing proficiency, particularly in the content component. In essence, the positive correlation between the novice-writers' composing strategies and their writing proficiency components is underpinned by relevant studies that theorized on the correspondence between these variables (Cumming, 1989; Raoofi, Binandeh, & Rahmani,2017; Roca de Larios,, Coyle & Nicolas-Conesa, 2016; Sasaki, 2000).

Table 3 *Correlation: The Novice-Writers' Composing Behaviors and their Writing Proficiency*

	Variables	C	O	V	LU	ME	OA
Spearman's rho r-values	TE	.442	-.009	-.105	-.029	.326	.264
	B	-.174	.225	.247	-.223	.168	.127
	LI	.371	-.124	-.385	.139	.125	.026
	IE	.118	.135	-.096	-.025	-.255	-.009
	OD	-.071	.571**	.076	.243	-.032	.376
	IS	.547*	-.021	.000	-.055	.346	.319
	MC	-.363	-.018	-.215	.401	-.274	-.198
	EI	-.220	.039	.230	-.021	.021	.038

TE-Text Evaluation; Brainstorming; LI-Lexical Insertion; IE-Idea Evaluation; OD-Organizational Decision; IS-Instruction to Self; MC-Metacomments; EI-Elicited Idea
C Content; O-Organization; V- Vocabulary ; LU-Language Use; M-Mechanics; OA- Overall

verbalized in Chabacano, namely text evaluation, brainstorming, lexical search, organizational decision, idea evaluation, metacomment , instruction to self and elicited idea. These composing behaviors represent the main processes retrieving, organizing , and revising in writing. This means that the novice-writers used Chabacano to generate ideas and evaluate the text. The results therefore support the findings reported by Castro (2004) that L1 can facilitate ESL writing.

The novice-writers' recurring manifestation of organizational decision was an indication of the students' awareness of the syntactic order in a paragraph. This finding corresponds to the organization component of the writing proficiency. The positive correlation between the novice-writers' composing strategies and their writing proficiency is underpinned by relevant studies that theorized on the correspondence between these variables (Cumming, 1989; Raoofi, Binandeh, & Rahmani,2017; Roca de Larios,, Coyle & Nicolas-Conesa, 2016; Sasaki, 2000)

I subscribe to Manchon's (2018) comprehensive review that prospects for L2 writing research is geared towards cognitive dimensions. Current research on bilingualism and trilingualism would prove that the additional language representation can help boost executive control (Madrazo & Bernardo, 2012, 2018), a cognitive ability that directs bilinguals and trilinguals to decide to choose a relevant stimulus and inhibit irrelevant ones in a given complicated experimental tasks. In an actual application to students' behavior, executive control can help L2 writers to decide to follow instructions with much prudence. Bilinguals who have high language proficiency elicited better executive control compared to the less proficient bilinguals (Xie, 2018). Individuals with higher executive function can control their emotions and self-regulate their behavioral tendencies well (Center on the Developing Child, 2018).

However, most of the studies involving executive control and language proficiency may have only incorporated lexical processing or vocabulary test. There may not have been studies that measured L2 writing process and linked it to the novice-writers' executive functioning. Of note, a scant attention has been given to theorizing trilingualsm in the field of L2 writing process. These are the possible variables for future research in order to provide answers to the declining language proficiency of Filipino graduates.

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English Reading Comprehension Skills of Grade IV Pupils in Selected Schools in Zamboanga Peninsula

Dr. Cheryl Pambid-Barredo
Western Mindanao State University,
Normal Road, Baliwasan,
Zamboanga City, Philippines

Bioprofile

Associate Professor I, Dr. Cheryl Pambid-Barredo is a full-time faculty of the College of Liberal Arts, Western Mindanao State University in Zamboanga City, Philippines. She is the current coordinator for ISMP and adviser of Kapisanang Filipino.

Abstract

The primary purpose of this study is to determine the English reading comprehension skills among Grade IV pupils in selected schools in the Zamboanga Peninsula. A cross-sectional survey was utilized in gathering the needed data for the English reading comprehension of the 299 Grade IV pupils in the Zamboanga Peninsula. Findings revealed that the level of English reading comprehension skills among Grade IV pupils is between instruction-independent levels. Based on the result of the findings of the study, the following are hereby recommended: (1) school administrators should introduce a reading intervention program; (2) provide opportunities professional development among reading teachers; (3) improvise localized and contextualized reading materials, texts, and selection; (4) ensure the participation of the parents and community in uplifting the reading proficiency of the pupils; (5) regularly monitor the reading proficiency of the pupils and develop reward system for those who have achieved the highest percentage of reading proficiency acquisition at the end of every reading remediation program; (6) pupils as

beneficiaries of the reading intervention program should be evaluated at the end of each quarter to assess their level; and (7) other researches related to reading proficiency may be conducted to address other recurring problems in reading.

1. Introduction

Reading signifies many things to many persons. It can be a rewarding, preoccupation of the individual within his horizons and making it possible to partake as means of accumulated experiences and achievements through the ages. It also has a vital role in ones' success in school.

Reading is one of the most critical skills in English that an individual must need to master. It is a toll subject for it is prerequisite of all learning areas. It serves as a gateway to every student to learn the different subject because students have difficulty in reading; he may also encounter difficulties in all subject areas.

Reading is an essential skill which should not be compromised in a humane society. Reading instruction should be given emphasis and must be prioritized by a responsible government. In this age of information where oral is not enough to communicate to the world anymore, quality reading instruction among public schools should be a top priority.

Six to seven-year-old children should be sensitive to such characteristics of stories as the main character, the order of events, inferences, motives, and feelings of characters, and sentence order. When they get older, these children should be efficient in recalling facts and recognizing, drawing conclusions, inferring main themes and relationships, making judgments and generalizations, predicting outcomes, applying what has been learned, and following directions.

The comprehension objectives address these abilities as well as those required for independent study such as skimming, referencing materials, outlining, summarizing, altering the reading rate and focus as the purpose of reading changes, use of headings, note-taking, and so on. For many students, reading comprehension is a significant problem. There are mainly three causes of poor reading comprehension

such as if the learner has a problem in the language since it is a vital role in reading. The learner cannot read a book in a language unless one knows that particular language. If a learner's knowledge of English is weak, then his reading will also be poor, and naturally also his reading comprehension.

Another is if the foundational skills in reading. When a learner attempts to speak a language in which he has not been accustomed, he will have to split his attention connecting the content of his message and the language itself. He will, therefore, speak falteringly and with great difficulty.

The same thing applies to reading. The learner will read haltingly and with great difficulty. The weak reader is forced to focus all his concentration to word recognition, and therefore, has no time left to decode the written word, and as a result, he will not be able to read with appropriate comprehension.

Lastly, the reader is not able to decode the written word since the decoding of the written word is a vital feature of the reading process. Inability to decode the written word, reading comprehension is unthinkable. It explains why some children can read without understanding what they are reading. Many students do not perceive how important it is to be able to comprehend what they read thoroughly. Being able to totally and completely comprehend what they read is essential to their abilities to learn, perform well on tests and succeed in school and later, a career. A learner who desires to have effective study strategies would do well in improving his reading comprehension abilities. Developing reading comprehension strategies is one of the two primary modes of enhancing reading skills, the other being is developing reading speed. However, rapid reading is useless unless what is read is understood. Thus, comprehension is a vital factor in efficient reading.

Teaching young children to read is the cornerstone of educational outcomes. It is the beginning of pupils progress towards learning a language.It is always possible to tell from the knowledge tested by the assessment because they lack essential reading and comprehension skills, and also guarantees the effectiveness of the assessment tool that measures the expectations towards a useful skill in reading and learning the English language as teaching instruction for the lower grades.

2. Theoretical Underpinnings

This study is anchored on several language theories. First, the linguistic interdependence hypothesis (Cummins, 1981), which proposes that students with high levels of language proficiency in their first language (L1) will make more significant progress in acquiring their second language (L2) thanks to a universal "proficiency" in conceptual knowledge, meta-linguistic understandings about how language works (Cummins, 1991b). It can also be understood based on common underlying cognitive processes, such as working memory (Genesee et al., 2006; Geva, 2014).

In other words, this facilitative effect of L1 vocabulary knowledge on L2 vocabulary acquisition can operate directly or indirectly. English language learners might use their cognate knowledge to facilitate vocabulary learning and reading comprehension in their L2. However, the mechanisms by which L1 vocabulary knowledge can facilitate L2 reading comprehension differ when orthographically and morphologically different L1 and L2 combinations are involved.

Findings regarding the relationship between L1 and L2 vocabulary lead to two general hypotheses. On the one hand, research on vocabulary knowledge suggests that it could be a language-specific skill and that interrelations are based on similarities across languages. On the other hand, L1 and L2 vocabulary skills might be indirectly related in terms of individual differences in understanding how language works, semantic schemata, and memory for new vocabulary. In this sense, vocabulary knowledge could be a proxy for language learning skill that is at least in part a language-general.

Second, it is also anchored on Cummins' Common Underlying Proficiency theory is cross-linguistic transfer or merely transfer. The transfer enables second language learners to make use of the cognitive and linguistic skills they attained while learning to read in the L1 (Cummins, 1991b). These very same skills gained during L1 reading such as visual and phonemic awareness, and speed of processing or automaticity "contribute to reading the L2 and any other language, even when the languages are typologically different and have different writing systems" (Benson, 2008, p. 4). Once they develop these skills in one language, according to the theory, they will not need to relearn them in their next language. The skill set will remain; the child will only have to focus on learning the new vocabulary and grammar of the second language. Thus, by focusing on fully

developing their reading skills in the L1, students are also facilitating learning to read in the L2.

These theories present a strong argument in favor of using the mother tongue as the language of instruction at the primary level before transitioning into an official language which indicates that children learn both content knowledge and literacy best in the language in which they are most familiar. The difficulty is providing these children with both the skills they need to become literate, while at the same time teaching them oral L2 skills so that at a later point they can transition into using the official language as a language of instruction.

3. Related Literature

Cayubit (2012) in his study entitled "Vocabulary and Reading Comprehension as a Measure of Reading Skills of Filipino Children," suggested that a Filipino learner requires to improve higher order skills and functional literacy. It is given that any pupil with appropriate reading skills will have greater chances of success in school compared to a child whose reading skills are weak. More often those with poor reading skills when assessed properly are diagnosed with reading disability. Poor reading skill exhibits poor comprehension, wrong pronunciations, among others. If no appropriate intervention is administered early, it could affect the academic, social and psychological development of the child". In this statement, he emphasized the importance of reading comprehension and the reading process itself and how it contributes to the total success of the learner in his/her academic performance.

Many factors could affect reading comprehension. Van den Broek (1994) highlights two of these factors as he says that short and long term memory is a factor in the reading comprehension skills of an individual as a reader needs to store and manipulate information in his working memory during text procession, and at the same time in order to construct a coherent representation of what he has read, the reader would have to refer to his prior knowledge.

Recent studies on reading comprehension stressed the importance of the concept of individual differences wherein attempts are made to account for how the process and components of reading comprehension differ among those labeled as skilled and less

skilled readers (Oakhill, Cain, & Bryant, 2003). Such labels or classifications are results of meaningful assessment of one's reading skills, or achievement wherein comparisons are made using tasks that measure either global or specific areas of reading comprehension and making inferences out of its results (Meneghett, Carretti, & De Beni, 2006).

Tizon (2013) in her study entitled "Reading Comprehension Ability of Grade V Pupils of Kinangay Sur Elementary School" said that reading is the core of all study abilities. It is one of the most valuable competence a person can acquire. Reading is a complex procedure. Thus, it cannot be taught as a separate feature. Moreover, reading is not merely a skill to recognize written or printed words, but it also refers to putting meaning to what a person's read and drawing a unified thought of what is read. Besides, she says that "reading as a field of teaching is considered one of the important areas of teaching if not the most significant. It is one of the most needed academic abilities. Besides, it is a major pillar where the teaching and learning process is anchored. Reading ability has a central role in teaching and learning success at all educational phases. Having any difficulty in this skill will produce various consequences on all subjects of study since reading includes a variety of sub-skills."

Al-Khateeb (2010) stressed that reading comprehension is considered the real core for the reading process; and a lengthy procedure where all other processes are focused. It is the pinnacle of the reading abilities and the basis for all reading procedure. Some researchers emphasized that the ultimate objective of the reading procedure is the comprehension of what he reads.

Imam, Mastura, Jamil, and Ismail (2014) conducted a research work among randomly selected 666 first year student-respondents from 18 identified public and private high schools in the Division of Cotabato City, Central Mindanao, Philippines. The six elements of reading comprehension skills such as understanding vocabulary in context, identifying the main idea, noting details, making inference, predicting outcomes, and drawing conclusion, and students' performance in science from the two school types were described and correlated. A competency-based 50-item multiple choice achievement test for each of the reading comprehension and science learning areas was utilized as the research instrument. The test was developed based on the prescribed Table of Specifications (TOS) and aligned with learning competencies formulated under the

Restructured Basic Education Curriculum (RBEC) of the Department of Education (DepEd). The study results showed that the overall students' performance in reading comprehension and science was indexed at low mastery level. Generally, four out of six reading skills such as understanding vocabulary in context, noting details, predicting the outcome, and making inference made up the overall reading skills that positively correlated with science performance of students although the strength of the relationship was considered weak.

A study among third, fifth, eighth, and tenth graders by Guthrie, Wigfield, Metsala, and Cox (1999) found connections between the amount of time spent reading and comprehension and between the motivation to read and the time spent reading. After statistically controlling for reading achievement, prior topic knowledge, self-efficacy, and reading motivation, the study of third- and fifth-graders showed that reading motivation significantly predicted the amount of reading. The study of older students (after similar statistical controls were imposed) found that, as with the younger group, motivation predicted both the amount of time spent reading, and the amount of time spent reading significantly predicted text comprehension.

Grabe & Stoller (2001) as cited by Wu (2011) emphasized that reading is regarded as especially significant among the four skills because it is assumed to be the central means for learning new information. Moreover, Freese (1997) as cited by Wu (2011) pointed out that some students encounter problems when reading. They read the paragraphs in the text but are still unaware of what they have read.

Metsala, Wigfield, and McCann (1996) found that young children, who are positively motivated, have a strong sense of their competency and efficacy. Less motivated or disengaged students, on the other hand, "are passive, do not try hard, and give up easily in the face of challenges." Higher motivation to learn is linked not only to better academic performance but also to greater conceptual understanding, satisfaction with school, self-esteem, social adjustment, and school completion rates. The amount of motivation that a student has for reading determines whether the learning derived will be meaningful, deep, and internalized, or if it will be trivial.

Cromley conducted another recent study on secondary students (2009) which specifically on reading and proficiency in science with an international perspective and

included several countries, including the United States. Cromley found that there was a very high correlation between reading comprehension and science proficiency, with the mean for all of the nations being .819. The United States was among the nations with the highest correlation between reading and science. Cromley noted that the 2006 tests used in this study to measure science achievement, the Program on International Student Assessment (PISA), was designed to require less reading, which emphasizes the high correlation between reading and science achievement.

4. Method

A cross-sectional survey was utilized in gathering the needed data for the reading comprehension skills of Grade IV pupils in selected schools in the Zamboanga Peninsula.

This type of survey collected data to make inferences about a population of interest at one point in time. It has been described as snapshots of the populations about which they gather data. Quantitative study is a systematic scientific investigation of data and their relationships which is to develop and employ mathematical models, theories and hypotheses pertaining to natural phenomena. At the same time measuring is the key in quantitative research because it shows the relationship between data and observation (Cohen et al., 2004).

4.1 Participants and Procedure

This study was conducted in three different districts in the Zamboanga Peninsula. In District 1, there are thirteen public elementary schools, five public elementary schools for District 2, and sixteen public elementary schools in District 3.

The respondents of this research study were the 299 selected pupils from the three different school districts in the Zamboanga Peninsula who were chosen based on purposive sampling and computed through Slovin's formula.

4.2 Instrument

In this study, the researcher adapted a 20 item reading comprehension test from the Philippine Informal Reading Inventory (Phil-IRI) Manual as the main instrument

in gathering the necessary data. The nature of the test question is multiple choices with the following scoring:

Table 1. Levels of the Different Categories and Scoring

Levels	Scores		Descriptions
Independent	16-20	100-80%	Good
Instruction	11-15	79-59%	Fair
Frustration	10 and below	Below 59%	Low

4.3 Data Analysis

Before the conduct of the study, permission was sought from the school principals. When permission was granted, the respondents of the study were determined. Upon approval, the researcher oriented the respondents and their parents about the study. Informed assent forms were provided to the parents who were willing to allow their child to be part of the study.

Following the completion of the forms, the researcher administered the questionnaire-checklist to the public elementary school pupils of the three participating districts. The researcher assured the respondents of the confidentiality of their responses. After the collection of the questionnaire, the researcher segregated, tabulated and analyzed and interpreted the data.

5. Results

Table 1 presents the summary of the level of reading comprehension skills of Grade IV pupils in the Zamboanga Peninsula.

Table 2. Summary of the Level of Reading Comprehension Skills among Grade IV Pupils

Level of Reading Comprehension	Total	
	f	%
Independent	108	36.1
Instruction	115	38.5
Frustration	76	25.4
Total	**299**	**100**

LEGEND: 100-80%=16-20 (Good); 79-59% 11-15 (Fair); 10 below 59% and below (Low)

Data show that most (115 or 38.5%) of the selected Grade VI pupil respondents are in the "instruction" level then followed by 108 or 36.1% who are in the "independent" level while 76 or 25.4% are in the "frustration" level.

It could be gleaned from the table that the number of pupils at the independent level is almost similar to those in the instruction level. It implies that these pupils need to add few more effort with the assistance from their teachers to be at the independent level.

6. Discussions

In acquiring English, the pupils have to be able to master the five basic skills of English which consist of speaking, listening, reading, writing, and lastly viewing. From those five basic abilities, reading is considered as the most important. It has received more scrutiny than any other aspects of education.

Reading has a different definition based on different people. According to Harris and Sipay (2007), reading is a process of getting the meaning of something written and printed by interpreting its characters or symbols. Reading in a second language is defined as the procedure of understanding linguistics meaning thoroughly in the second language through the symbol used to represent it. Moreover, the authors said that reading is the meaningful interpretation of printed written, verbal symbols which also involves sensing, perceiving, achieving meaning, learning to react in a variety of ways.

It can be safely said that reading is the real backbone of most learning. After all, everything starts with the written word whether it is math, science or even home economics. As pupils go up the educational ladder, more reading is usually required as subjects become more dense and more challenging. The difficulty level increases not the other way around.

Hence, if a pupil's reading comprehension is poor, chances are his performance in other subjects will be compromised. Some of the pupils could hardly answer simple questions such as noting details which concern the literal questions that can be found in the texts and are directly stated. Most of them could not even make inferences about things not directly stated in the text. Others have difficulty recalling previous knowledge which they can make use to increase their reading comprehension.

From these definitions, it can be said that reading is an effort from the students to get or transfer the meaning and information from the text by understanding, grasping, translating, and giving meaning to the written form. Therefore, it can be concluded that reading is not only looking at the word in the form of graphic symbols but also getting meaning from word to word to understand the content of a text and to get information from the text.

Reading skill becomes very important in the world of education. By reading, students may get beneficial information that is not given by teachers in the classroom. Furthermore, almost 50% of the national final examination items consist of reading skill. Therefore, the students should be trained in order to have good reading skill. Harmer states that reading is useful for language acquisition, because it is needed for a career, for study purposes, or simply for pleasure (Harner, 2008).

Reading and understanding are the essential things that we need to use in our daily life. Hudson and Smith (2001) explain that "Only by reading, the people can acquire the speed and skill he will need for practical purpose when he leaves school. In our literate society, it is so hard to imagine any skilled work that does not require the ability to read." In other words, reading skill is very crucial to be mastered by language learners, especially for the students because it will be useful for them when they decide to continue their study.

Moreover, the ability of the learners to understand what they are reading; interpret ideas and inject meaning to printed words is comprehension. Thus, reading alone is not enough; there must be comprehension so that learners may not only focus on the text but also on the interpretation of its deeper meanings.

Indeed, a student, who can read comprehensively, can also be successful in all his lessons. It is known that in the Philippines, the university and high school entrance examinations have mostly questions based on testing learners' ability whether they can read comprehensively and can come up with new interpretations by making analysis and synthesis on the given data in the many research tasks.

Oberholzer (2005) states that "understanding the reading text is far more important than knowing the mechanical skill of reading. Without comprehension, reading would serve no purpose." It means that understanding the text is very important to be achieved by the students because reading is not merely about mechanical skill. It helps the readers to

understand the world, learn about the past and plan for the future. In order to understand the text, Westwood (2001) argues that readers must use the information they already possess to filter, interpret, organize and reflect upon the incoming information they get from the text. He thinks that efficient interpretation of text involves a combination of word recognition skills, linking of new information to prior knowledge, and application of appropriate strategies such as locating the main idea, making connections, questioning, inferring and predicting (Westwood, 2001).

Therefore, understanding the text is not an easy thing, so that is why many students find difficulties in understanding the text. Moreover, Mutenda (2008) says that "someone's understanding of a thing can be measured by whether or not he was in answering questions related to it and the difficulty can be seen from the mistakes he did while working on the questions." Since the common questions on the text are primarily about the main ideas, finding the reference, understanding the structure and inference that can be drawn from the passages, the researcher considers that those questions are the major difficulties faced by the students in understanding the text.

Gitachu (2007) noted that adults who offer to read to young children often helped them to develop as independent readers by engaging them in conversation about what they had read. It is why Nannozi (1996), as cited by Nnam, (2003) recommended that in order to promote the reading habit in schools, reading should be taught as a subject in its own right, regularly and systematically, and therefore much time must be specially allocated on the timetable for it. Nnam (2003) emphasized that schools should put in place policies, routines, and curricula that require pupils to visit the library at least once a week.

Reading is a learning skill which aids all other learning activities. The more one reads the better one learns. Therefore, for any individual to develop a reading culture they need to practice reading. Furthermore, he pointed out that children master reading at different paces. He suggested that teachers should try to be patient, especially with slow learners. To him, children needed to be praised and encouraged. For instance, poor readers should never be rebuked as this frustrates them and destroys their efforts to master reading.

Indeed, Cox and Guthrie (2001) agreed that the amount of reading that children do for enjoyment and school was found to be a significant contributor to their reading

achievement. For a reading culture to be possible reading must be part of all aspects of life and not only specific parts such as school or work (Magara & Batambuze, 2005).

7. Conclusions

The level of reading comprehension skills among Grade IV pupils is between instruction-independent levels. There are 115 or 38.5% Grade IV pupils who are considered in the "instruction" level while 108 or 36.1% of them are in the "independent" level.

The findings show that there is a need to provide the pupils with enrichment activities that could enhance their reading comprehension skills.

8. Implication

The K-12 Basic Education Program has been implemented in the Philippines. It is an educational reform for quality basic education which is the right of every Filipino and it is provided by the government for free in public schools. It is worth mentioning that the Department of Education has embarked on Education for All (EFA) and such other program as Every Child A Reader Program (E-CARP), and teacher training. It is the goal of basic education to provide the school-age population and young learners with skills, knowledge, and values to become caring, self-reliant, productive, and patriotic citizens (RA 9155).

In the Philippines, the majority of Filipino learners do not have the ability and motivation to read. Moreover, based on an evaluation of Scholastic Incorporated (2007) cited in Philippine Star (2010), 70% of the nation's learners are not capable of reading within the expected level. Scholastics Incorporated explained that one cause of this reading incapability is a mismatch between the reader's ability and the level of reading materials that students are required to read. Luz (2007) pointed out that reading problems are the main culprit for the poor reading performance of students in the National Achievement Test (NAT).

As learners construct meaning, they bring with them language experiences that widen their understanding of how the world works, improving their schema. Prior knowledge or schema is a unit of related ideas that represent concepts, relationships, situations, events, sequence, and more. It is the building blocks of knowledge which can help the readers understand the reading material. Schema aids reading comprehension.

9. Recommendations

As a result of the findings and conclusion, the following are hereby recommended:

1. School administrators should introduce a reading intervention program that will cater to learners in the frustration and instructional levels. It can be done by employing peer tutor to enhance the reading skills of those at the independent level.

2. Provide opportunities to reading teachers for professional development by sending them to trainings, seminars, workshops, and symposia uniquely designed to enhance teacher's skills in teaching reading and uplifting the reading proficiency of the pupils.

3. Improvise localized and contextualized reading materials, text and selection in order to connect the application of real setting with that of the reading proficiency of the pupils.

4. Ensure the participation of the parents and community in uplifting the reading proficiency of the pupils. Parents may be encouraged to tutor their children, especially in reading.

5. The school should allocate budget to programs, events, and activities directly related to reading activities and include in the procurement the materials and books needed for reading remediation activities.

6. Regularly monitor the reading proficiency of the pupils and develop a reward system for pupils who have achieved the highest percentage of reading proficiency acquisition at the end of every reading remediation program.

7. Pupils as beneficiaries of a reading intervention program should be evaluated at the end of each quarter to assess their level.

8. Other researches related to reading proficiency may be conducted to address other recurring problems in reading.

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The preservice teachers' religiosity and authorial stance as predictors to their heteronormativity: Perception of LGBTI in the initial teacher education

Jason V. Chavez
Department of Education, Philippines
Jasonsight@yahoo.com

Arnel R. Madrazo
Western Mindanao State University
arnel.madrazo@wmsu.edu.ph
nelmadrazo@gmail.com

Bioprofile

Jason V. Chavez is a faculty member of the Department of Education, Zamboanga City, Philippines. He completed his Master of Arts in Education major Educational Administration. Currently, he is completing his Ph.D. in Language Teaching at College of Liberal Arts , Western Mindanao State University .

Dr. Arnel R. Madrazo was a full-fledged graduate of Doctor of Philosophy major in Applied Linguistics, at De La Salle University (DLSU), Manila. Former Assistant Professor at Department of English and Applied Linguistics at DLSU, Manila mentoring undergraduate and graduate students enrolled in advance research courses. He has served as the Chair of the English Department at College of Communications and Humanities, Western Mindanao State University (WMSU). Currently, he is a faculty of Senior High School, WMSU teaching basic and advance research classes. He was a published author at Philippine Journal of Psychology and Psychological Studies Journal (Scopus Indexed).

Abstract

Our perception of heteronormativity is a phenomenon that cannot be set aside even in pedagogical context. We cannot continue to plan, implement and assess our curriculum innovations without having to understand and address the existing gender types, both straight males or females and the LGBTI. No matter how we remain passive about this growing social issue, it will have psychological impact eventually on the personality and behavior of all stakeholders concerned such as our students, parents, teachers and administrators. The current study was anchored on Inglehart and Welzel (2005) and Henshaw's (2014) theory that religiosity affects heteronormativity. The theory that preservice teachers' heteronormativity levels vary in the workplace is supported by Lee and Carpenter (2014). Authorial stance in writing an essay was also measured using Chang's (2012) framework to determine its influence to the participants' level of heteronormativity. It was hypothesized that religiosity and authorial stance would predict their level of heteronormativity. Consistent with the hypothesis, both religiosity (i.e. practice component) and authorial stance (i.e. high argumentative) predicted the college preservice teachers' level of heteronormativity.

Keywords: *religiosity, authorial stance, heteronormativity, preservice teachers, and initial teacher education*

Introduction

Culture plays a dominant role in society's view of gender particularly in the field of education. The concept gender has evolved throughout history as beginning with two gender types: male and female, to heterosexual (*straight male and female*) and homosexuals (*lesbian, gay, bisexual, transsexual or Intersex*) (Lee & Carpenter, 2014). People's judgment of one's gender is embedded primarily in the family's belief system which is very much influenced by religion. Research studies in the field of psychology reveal that the individuals' judgment of morality is much deeply rooted in their belief in God that is essentially practiced in their religion particularly in Catholicism and Islam. These religions fundamentally, based on biblical or koranic scriptures, revile homosexuality.

Austria (2004) in Manalastas (2013) argued that powerful anti-LGBT religious institutions impose their views, influencing state policy on matters like education, LGBT representation in government and sexual health services. As a result of this dominant religious societal influence, evidence from public opinion suggests that anti-gay prejudice is alive and well among Filipinos. Nationally representative surveys, for example, indicate that about 1 out of 4 Filipinos would reject gay people as neighbors and that 28% of Filipino adults consider being gay as wholly unacceptable (Manalastas & del Pilar, 2005).

Henshaw (2014) noted that studies on sexuality and tolerance suggest that religious beliefs and government institutions play a significant role in shaping societal attitudes about homosexuality, promulgating beliefs and policies that place homosexuality in negative light. Variation on sexual tolerance in modernized society according to Henshaw, may be explained by religion. This account is very much relevant in this current investigation wherein religiosity as part of people's culture can influence their attitude towards homosexuality.

In an in-depth research on religiosity, McAndrew and Voas (2011) views religion as a highly complex phenomenon. It covers a variety of meanings as well as being a multidimensional in construct, being cultural, organizational, personal and behavioral.

In the educational setting, authorities may have a tentative stance as to the real delineation of the concept gender. In general, heterosexuality is still the norm that is practiced in the school campuses. According to Warner (1993), heteronormativity refers to the digressive practices of mandatory heterosexuality. Perhaps, religion could be a strong factor in determining people's heteronormativity considering that an extreme notion of morality judges homosexuality as not normal and therefore not right. In fact, heteronormativity leads to differences being denied and the "othering" of individuals who are not heterosexuals. Authorities in schools are heteronormative; it is assumed that all members are heterosexuals (Warner, 1993). This assumption causes so much stress to lesbian, gay, bisexuals, transgender and intersex (LGBTI) people (Allen, 2007). In New Zealand, LGBTI students perceived that their situation was not reasonably favored (Surtees, 2003).

Robinson & Ferfoljia (2008) reported that LGBTI students in Australia more often than not encounter a problem of exposing their true gender or not. In USA, it has been

debated that LGBTI group is the most ignored and discriminated against in schools, for instance the bullying cases reported that are still unresolved (Rankin, Weber, Blumenfield, and Frazer, 2010).

Lee and Carpenter (2015) conducted a study involving "straight' and LGBTI student teachers undergoing their initial teacher education (ITE). It was found that practicum settings are heteronormative and showed that LGBTI student teachers perceived to be doubtful of their security. Both student teacher groups perceived that there is inadequacy and unpreparedness in managing the complex intricacies of sexualities on their part because they were not given enough training to deal with such cases. These authors argue that underscoring heteronormativity in ITE will appropriately enhance pre-service teachers for the robust diversity of students and teachers they will be exposed within their workplace. In addition, it was noted that educators are faced with complex challenges in promoting balance outcomes in education.

Just recently in the Philippines, research studies and essays reported both in the academe and social networking sites (i.e. blog sites) involving LGBTI are centered on the bullying aspect and other forms of discrimination. As a result of these compounding dilemma, UNDP, USAID (2014), conducted an in-depth participatory review and analysis of the legal and social environment for LGBT individuals and civil society. This comprehensive review highlights the LGBT rights and protection in the Philippines as a result of the Philippine National LGBT dialogue held at Manila in June, 2013 involving all stakeholders concerned.

As there has been a dearth in theorizing variables involving LGBTI research here in Zamboanga City, this current study underscored LGBTI pre-service teachers' experiences in their initial teacher education (ITE) and determined foremost, if indeed religiosity and authorial stance would predict heronormativity in LGBTI preservice teachers, wherein here in this Southernmost part of Mindanao, a majority of the population belong to Catholics and Muslims. The people's traditional belief system such as their religion could be a factor that can influence one's heteronormativity.

Literature review

Gendered sexuality

Gendered sexuality is the way in which <u>gender</u> and <u>sexuality</u> are often viewed as likened constructs, whereby the role of gender in an individual's life is informed by and impacts others' perceptions of their sexuality. For example, both the male and female genders are subject to assumptions of heterosexuality. If a man were to behave in feminine ways, his heterosexuality would be doubted, and individuals may assume that he is gay (McCabe, Tanner, Amanda, Heiman, 2010; Oliver & Hyde, 1993).

Two main theoretical perspectives dominate discussions of gendered sexuality: that of an evolutionary perspective, and that of a sociocultural perspective. Although these two are typically separated, Eagly & Wood (1999) believe that these two theories could potentially be reconcilable. Both the terms *gender* and *sex* have been historically interchangeable, but it was not until the late 1960s and early 70s that the term *gender* began to be more thoroughly defined and spread throughout the literature within the field of psychology. Although the term has undergone some changes since then, today it represents how an individual feels and expresses their gender, typically through <u>masculinity</u> or <u>femininity</u> (Diamond, 2000).

Through this definition, gender has often been used as a variable to study how particular parts of people, (i.e. one's sexuality), can ultimately be informed by gender. Psychological research in this area has tended to follow these three modes of looking at gender: (1) Looking at gender through difference in presentation, actions, and traits; (2) Looking at gender vs. individual difference in individuals who identify as male and individuals who identify as female, and (3) Looking at how gender influences how both men and women operate in society (Stewart & McDermott, 2004).

<u>Human sexuality</u>, unlike gender, has kept a relatively stable definition by which it refers to all sexual attitudes and behaviors in an erotic, or lack of erotic, nature (Petersen & Hyde, 2010). The relationship between gender and sexuality is not static, it is <u>fluid</u> and changing (Vanwesenbeeck, 2009). In light of this, gendered sexuality does not necessarily follow predictable patterns. Typically, however, gendered sexuality has often followed a <u>heteronormative</u> path, whereby heterosexuality is seen as what Vanwesenbeeck calls a "key-site" for the intersection between gender and sexuality. Historically, however, these

interpretations of sexuality have been riddled with gendered stereotypes, such as men holding more permissive attitudes towards frequent sex and multiple sexual partners, whereas women are more conservative (Petersen & Hyde, 2010).

A study by McCabe et al. (2010) illustrates that gender, at least in the Western world, informs how we understand and conceive of the construct of sexuality. Their study was aimed to discover how men and women gender their meanings of sex and sexuality, if at all, and their results suggest that men and women do talk about sex and sexuality in gendered terms. The most frequent categories of gendering sex/sexuality conversations were: (a) Sex is only physical for men, and only emotional for women; (b) Sex is more important for men than women; (c) Women's physical appearance is important; (d) Sexual desire and/or pleasure does not significantly apply to women.

McCabe et al. (2010) also commented that these four areas of gendering sexuality occurred among the participants without any suggestions or hints towards these particular subject areas. The researchers conclusions stated that gender, in some way, dictates how we learn and what we know about sex and sexuality.

Sexual orientation as gender dysphoria and gendered sexuality as heterosexuality

Although gendered sexuality is often viewed through the constructs of male, female and heterosexuality, it can also be used in regard to other gender and sexual variant individuals such as gender dysphoria or those who identify as transgender, transsexual, intersex, homosexual or bisexual (Vanwesenbeeck, 2009).

Supporting this classification of gender, Stearns (1995) defines sexual orientation as a sexual attraction to one or both genders that is relatively consistent over time and situation. One is either sexually attracted to one's same gender (gay/lesbian), the other gender (heterosexual), or to both genders (bisexual).

Gendered sexuality and sexual orientation are complementary to each other. Sexual orientation refers to an individual's sexual identity in relation to the gender which they are attracted to. Gendered sexuality refers to male and female genders' assumptions of heteronormativity. In past years, sexual orientation was based on heteronormativity in the sense that only a male and female where to be attracted to each other. However over the years homosexuality, bisexuals, intersex, transsexual, and transgender have been

acknowledge and have shown us the concept heteronormativity, which was once believed to be the driving force between gender sexuality is not.

Heteronomativity in society

Heteronormativity is the belief that people fall into distinct and complementary genders (man and woman) with natural roles in life. It asserts that heterosexuality is the only sexual orientation or only norm, and states that sexual and marital relations are most (or only) fitting between people of opposite sexes. Consequently, a "heteronormative" view is one that involves alignment of biological sex, sexuality, gender identity and gender roles. Heteronormativity is often linked to heterosexism and homophobia (Lovaas & Mercilee, 2006).

Chambers (2003) calls for an understanding of heteronormativity as a concept that reveals the expectations, demands, and constraints produced when heterosexuality is taken as normative within a society. Originally conceived to describe the norms against which non-heterosexuals struggle, "heteronormativity" quickly became incorporated into both the gender and the transgender debate.

Critics of heteronormative attitudes argue that they are oppressive, stigmatizing, marginalizing of perceived deviant forms of sexuality and gender, and make self-expression more difficult when that expression does not conform to the norm (Lovaas & Mercilee, 2006; Krupat,2001). This includes lesbian, gay, bisexual, transgender, Intersex (LGBTI) people, as well as others such as racial minorities (Weiss, 2001 & Krupat,2001). Heteronormative culture "privileges heterosexuality as normal and natural" and fosters a climate where LGBTI are discriminated against in marriage, tax codes, and employment (Krupat, 2001, p.268). It was also argued that the domestic "intimate sphere" becomes "the unquestioned non-place that anchors heteronormative public discourses, especially those concerning marriage and adoption rights" (Laurie & Stark, 2012, p.25).

In the realm of anthropology, heteronormativity in mainstream society creates a sex hierarchy that gradates sexual practices from morally good sex to bad sex. The hierarchy places reproductive, monogamous sex between committed heterosexuals as good and places any sexual acts and individuals who fall short of this standard lower until they fall

into bad sex. Specifically, this places long-term committed gay couples and promiscuous gays in between the two poles (Rubin, 1993).

McCreery, lecturer at New York University, as cited by Krupat (2001; p. 268) views this hierarchy as partially explanatory for the stigmatization of gay people for socially "deviant" sexual practices that are often practiced by straight people as well, such as consumption of pornography or sex in public places.

Additionally, Krupat (2001, p.268) states that this heteronormative hierarchy carries over to the workplace, where gay, lesbian and bisexual individuals face discrimination such as anti-homosexual hiring policies or workplace discrimination that often leaves "lowest hierarchy" individuals such as transsexuals vulnerable to the most overt discrimination and unable to find work.

Applicants and current employees can be legally passed over or fired for being non-heterosexual or perceived as non-heterosexual in many countries, such as the case with chain restaurant Cracker Barrel, which garnered national attention in 1991 after they fired an employee for being openly lesbian, citing their policy that employees with "sexual preferences that fail to demonstrate normal heterosexual values were inconsistent with traditional American values." Workers such as the fired employee and others, such as effeminate male waiters (allegedly described as the true targets), were legally fired by work policies "transgressing" against "normal" heteronormative culture (Krupat, 2001, p. 268).

Analyzing the interconnectivity of heteronormativity and sexual employment discrimination, Ozturk (2011) traces the impact of patriarchal practices and institutions on the workplace experiences of lesbian, gay and bisexual employees in a variety of contexts in Turkey, demonstrating further the specific historicities and localized power/knowledge formations that give rise to physical, professional and psycho-emotive acts of prejudice against sexual minorities.

The National Institute on Aging suggested that religiosity is associated with organizational and behavioral connotations (e.g. praying, rituals) whereas spirituality is linked with a personal experience of the divine (e.g. well- being) (Jackson & Bergeman, 2011). In the past, both individual and institutional elements were included in the definition of religiosity (Ocampo, Mansukhani, & Juan, 2013).

However, Zinnbauer et al., 1997) argued that nowadays, individual elements such as personal transcendence, supra conscious sensitivity, and meaningfulness are strongly related to the domain of spirituality. The concept of religiosity is increasingly construed as narrow and institutional because it is represented limitedly as formally structured, recognized with religious institutions and affiliations with a strong foundation on theology and rituals. But, spirituality is increasingly characterized as personal and subjective for the reason that it is now viewed as a personal experience related to things like personal transcendence and meaningfulness Despite the efforts to differentiate religiosity from spirituality (Dowling et al., 2004), it was argued that aggregately defining the two constructs may lead to methodological problems (Koenig , 2009). In fact, Zinnbauer et al. (1997) emphasized definitions may change overtime due to further studies in this area; thus, the polarization of the two constructs is subject to overlapping concepts and measures (Hill & Paragament, 2003). Other researchers considered the commonality between spirituality and religiosity (Hill et al., 2000).

These arguments precisely served as the bases why I opted to use McAndrew and Voas (2011) (as cited in Madrazo, 2015) definition of concept "religiosity" (p.1). Accordingly, religion is a highly complex phenomenon. It covers a variety of meanings as well as being multidimensional in construct, being cultural, organizational, personal, and behavioral. This is clear from the variety of disciplines which cover or overlap with religion: theology, philosophy, sociology of religion, cultural history, economics of religion, anthropology, psychology, demography, political science, law, and international relations.

For some people, according to McAndrew and Voas (2011) (in Madrazo, 2015), religious affiliation is purely nominal or used as an identifier to distinguish themselves from members of other religious groups. By contrast, others have a serious personal commitment. Thus, surveys often seek to capture both religious adherence (also called religious identity or religious affiliation) and degree of religious commitment, or "religiosity" (p. 2). Religiosity is bound up with attitudes, behavior and values, while religious affiliation is more like ethnicity, something that for most is part of their family, community or *cultural* heritage, rather than being chosen by them.

While quantification of religiosity is possible (with a large scholarly literature testament to this) there are no clear standards regarding what aspects should be measured. A number are relevant: "belief, practice, formal membership, informal affiliation, ritual initiation, doctrinal knowledge, moral sense, core values" (p.2), or how you are regarded by others (McAndrew and Voas, 2011)

Further, different aspects may relate to fundamentally different types of religiosity. It is important then to consider from the outset of empirical analysis how best to operationalize religion. For those designing surveys, the task to measure religiosity efficiently, using the most powerful but smallest number of items, is even more taxing given resource constraints: depending on the interview methods and sample size, each additional question can have significant cost implications.

Glock (as cited in McAndrew & Voas, 2011) suggested that religiosity had five core dimensions: belief, knowledge, experience, practice and consequences. Lenski (as cited in McAndrew & Voas, 2011) proposed a different set of four dimensions: doctrinal orthodoxy and 'devotionalism', and associational religiosity (within the church setting) and communal religiosity outside the church setting.

With the above core components to be considered in operationalizing religiosity delineated by McAndrew and Voas (2011), Glock and Lenski, Madrazo (2015) simplified the concept religiosity as pertaining to three core components: (1) *belief*; (2) *practice*; (3) *affiliation*. If we look closely to McAndrew and Voas' components, membership and ritual initiation fall under *affiliation* while doctrinal knowledge, moral sense and core values can be classified under *belief*. In similar vein, Glock's components, knowledge can be included under *belief*, experience and consequences are categorized under *practice*. The application of one's belief is considered an experience and presupposes logically that there will always be consequences to one's actions.

Further, Madrazo (2015) categorized Lenski's components, doctrinal orthodoxy and devotionalism can be considered under *belief*, associational religiosity is under *affiliation* and communal religiosity outside the church setting such as charity works and the like are classified under *practice*. One may argue that devotionalism could be under practice, but I think an individual's devotion is deeply rooted to her/his belief. Hence, it is logical for Madrazo (2015) to classify devotionalism as being part of component, belief.

Gender determines religiosity

There are reliable gender differences in religiosity from research on the psychology and sociology of religions (e.g., Roth & Kroll, 2007; Stark, 2000; Sullins, 2006; Walter & Davie, 1998). Across a host of measures ranging from public displays of religious behavior, such as attendance at religious services, to more private aspects of religiosity, such as frequency of prayer (Sullins, 2006), research has consistently found that women tend to score higher on measures of religiosity than do men (Francis, 1997). Moreover, these findings do not appear to be restricted to a given religion or a given geographic region. Sullins (2006), for example, reports finding reliable gender differences in samples taken from over 65 different countries and from 7 different religions and sects (Roth & Kroll, 2007). Although there are, of course, exceptions to this general trend (e.g., among Orthodox Jews and among Muslims, men report a higher frequency of attending religious services), the preponderance of the evidence indicates clearly and strongly that women tend to be more religious than men

Given the complexity of religious beliefs and religious behaviors, there have been, as might be expected, numerous and quite varied theories offered in attempts to explain these differences. Miller & Stark (2002) have suggested that the root of these differences may, at least in part, be found in men and women's differential preferences for risk-taking behavior. They posit that irreligiousness is a risk-taking venture and that, to the extent that men are more prone to risk taking than women, they are also more likely to eschew religion, and that women, being more risk averse, are more likely to gravitate to religion (Roth & Kroll, 2007). Stark and Finke (2002) takes this argument one step further by suggesting that these differential preferences for risk taking may, in turn, be due to biological differences (e.g. differing testosterone levels).

Taking into account the theory that women are more religious than men, how would LGBTI preservice teachers compare with the "straight" gender in terms of their levels of religiosity? This could be the relevant research contribution of this present study to the pool of knowledge in the field of theorizing gender and religiosity in Philippine educational context.

Religiosity affects heteronormativity

In their work on the human development sequence, Inglehart and Welzel (2005) argue that there is a ''rising tide'' of gender equality across various countries in the system. While the authors propose that the process that holds true for a rising tide in women's rights is also true for other out groups including minorities and homosexuals, they do not test their proposed relationship on feelings toward these groups. At the same time, studies on sexuality and tolerance suggest that religious beliefs and government institutions play a significant role in shaping societal attitudes about homosexuality, promulgating beliefs and policies that place homosexuality in a negative light. In the case of government institutions, sexuality may also be framed as a security issue, making homosexuality appear as a threat.

Henshaw (2014) recent work performs an empirical test of the mechanisms of the human development sequence on tolerance toward homosexuality, and compares this theory to rival hypotheses regarding the effects of religion and heteronormative policies. Empirical testing using hierarchical linear models shows mixed support for hypotheses drawn from work on the human development sequence, but indicates that religious belief and heteronormativity in government policies have a significant relationship to levels of tolerance.

Lee and Carpenter (2014) explored on the experiences of lesbian, gay, bisexual, transsexual and intersex (LGBTI) student teachers. The preservice teachers' sexualities were recently investigated at a New Zealand faculty of education. Student teachers studying in early childhood education and care, primary and secondary initial teacher education (ITE) were asked about their perceptions of LGBTI visibility and inclusion. Methods used were online questionnaires, focus groups and individual interviews.

While Lee and Carpenter's study encompassed all aspects of the ITE programme, this work uses one specific question about practicum from the questionnaire, and findings related to practicum and teaching from the focus groups and individual interviews. In this article, the experiences of LGBTI (those who identified as non-heterosexual) student teachers and "straight" (those who identified as heterosexual) are discussed. Findings suggest that both faculty and practicum settings are heteronormative and indicate that LGBTI student teachers felt uncertain about their safety. Both LGBTI and straight students felt they had not been given adequate preparation to manage the complexities of diverse

sexualities on practicum or in their future teaching. We argue that addressing heteronormativity in ITE will better prepare student teachers for the rich diversity of students and families they will encounter in their teaching.

Authorial stance: A written discourse analysis in English

The authorial stance analysis was based on Chang's (2012) framework in writing an essay. It is composed of four components of analysis: *high argumentative*; *non-argumentative*; *moderately argumentative*; and *tentative* relative to Hyland's (2010) *boosters* (e.g. must, should) and *hedges* (e.g. could, would, might) . Madrazo and Pulido (2017) in their study on college students' use of authorial stance, found that the novice-writers were *non-argumentative* 33 (32.67%), *high argumentative* 30 (29.70%), *moderately argumentative* 22 (21.78%) and *tentative* 16 (15.84%). First in rank was their being non-argumentative which was followed by their being high argumentative which was closely similar with the first. The would suggest that college students tended to be non-argumentative but they could also be highly argumentative in writing their thesis. Compared to the pre-service teachers involved in this study, both groups were graduating students of universities in the Philippines. But, the difference would lie on the genre or text-type analyzed. We predict that the essay the pre-service wrote would be categorized as highly argumentative because it was an emotionally-charged essay from a very sensitive issue pertaining to stereotypes against the LGBTI community. The essay questions could have personally affected them.

Conceptual framework

This study was anchored on Inglehart and Welzel (2005) and Henshaw's (2014) theory that people's religiosity affects their heteronormativity. The theory that preservice teachers' heteronormativity levels vary in the workplace is supported by Lee and Carpenter (2014). Authorial stance in writing an essay was also measured using Chang's (2012) framework to determine its influence to the participants' level of heteronormativity. The meat of this study was centered on determining the correlation between the preservice teachers' levels of religiosity/ authorial stance and their possible prediction to the college students' heteronormativity.

The present study

This study aimed to determine the preservice teachers' perception of LGBTI in the educational setting. The target respondents of this study were the student teachers of two universities in Zamboanga City enrolled during the first semester of SY 2016-2017.

Total enumeration sampling technique was used to determine the number of sample in the educational setting. This study used two originally constructed survey questionnaires. The first instrument was the Survey on the Levels of Heteronormativity (SLH) which was a mixed quantitative-qualitative Likert Scale survey with 50 statements and essay questions. SLH measures the preservice teachers' perception of homosexuality and heterosexuality in school, specifically measuring their levels of heteronormativity. The second instrument was the Survey on the Levels of Religiosity (SLG) which was composed 50 statements in three components: belief, practice and affiliation. SLG measures the preservice teachers levels of religiosity. Both instruments were submitted to pilot testing for higher reliability.

The study was delimited to the hypothesized significant prediction or amount of contribution of the preservice teachers' levels of religiosity to their levels of heteronormativity.

Problem statement

The present study determined the perception of pre-service teachers as regards LGBTI in educational setting in relation to their level of religiosity and their level of heteronormativity. It also aimed to identify if culture, their levels of religiosity in particular would determine their levels of heteronormativity.

Specifically, the study answered the following questions: (1) What are the levels of religiosity of both the "straight" and the LGBTI pre-service teachers of Zamboanga City, Philippines?; (2) What are the levels of heteronormativity of the "straight" and the LGBTI pre-service teachers?; (3) What is the participants' level of authorial stance elicited in their essay writing?; (4) Does religiosity and authorial stance predict heteronormativity in the educational setting?

Significance

This study envisioned to provide useful baseline information and valid insights and arguments to pave the way for better understanding of the students' and teachers' sexualities in the educational setting. Specifically, the findings of this study would benefit the following: school administrators, guidance counselors, students, and future researchers.

Hypotheses

The present study determined the preservice teachers' levels of religiosity, authorial stance and heteronormativity . Hence, this study hypothesized that the preservice teacher's levels of religiosity and authorial stance would predict their levels of heteronormativity.

Methodology

This chapter presented the research design, research setting, population and sampling procedure, research instrument, its validity and reliability, data gathering procedure, data analysis technique and the statistical treatment of data.

Design

This study used a descriptive quantitative design. It mainly aimed to correlate or associate the preservice teachers' levels of religiosity and their levels of heteronormativity. Hence, quantitative design warranted the use of inferential statistics such Pearson Product Moment Correlation and Multiple Regression Analysis.

The data

This study included only the B.S.Ed. majors enrolled in their initial teacher education (ITE) or practicum. Total enumeration sampling technique was used to determine the number of sample in the educational setting. Two schools: one private and

one public, in Zamboanga City were chosen. The preservice teachers were assigned to undergo their ITE in these schools.

Instruments

Survey on the Levels of Religiosity (SLR). The second instrument was the Survey on the Levels of Religiosity (SLG) which was composed 50 statements in three components: belief, practice and affiliation. SLG measured the preservice teachers' levels of religiosity (Adapted from Madrazo, 2015).

Survey on the Levels of Heteronormativity (SLH). The first instrument was the Survey on the Levels of Heteronormativity (SLH) which was a mixed quantitative-qualitative survey with Likert scale composed of 65 statements. SLH measured the preservice teachers' perception of homosexuality and heterosexuality in school, specifically measuring their levels of heteronormativity (Madrazo, 2015).

Essay test (Authorial stance analysis). It refers to the second part of the SLH where 4 questions were given about issues confronting the LGBTI community. It was expected that participants were to articulate on their arguments to included their prejudices, bias and beliefs.

Validity and reliability

Since both instruments were adapted from the previous study of Madrazo (2015) with similar target participants, these instruments were taken as standardized; hence, no validation and pilot test were conducted. Madrazo reported a high reliability of .843 Cronbach's alpha value for SLG and .879 Cronbach's alpha value was reported for SLH which was also considered as high reliability value. The author confirmed that all items were retained and none were revised nor discarded.

Data Gathering Procedure

The researcher secured permission to the deans of the College of Teacher Education of the two universities in Zamboanga City prior to the administration of the survey tests. All participants were asked to sign a consent form should they agree to take part of this research-based endeavor. The two instruments were accomplished in two-hours. The

researcher ensured that the place of testing was conducive. All survey questionnaires and answer sheets were checked. The sheets were all coded. The SLH was the first to be administered followed by the SLR. Respondents were given clear instructions before the conduct of the survey.   Everyone was asked if they understood the instructions and were allowed to ask clarifications.

Data analysis

The research analyzed the data through the use of a survey on the level of heteronormativity and a survey on the level of religiosity.

The first instrument used was the Survey on the Levels of Religiosity (SLG) which was composed 50 statements in three components: belief, practice and affiliation. SLG measured the preservice teachers levels of religiosity (Madrazo, 2015). This 65-statement-survey determined the respondents' levels of heteronormativity. The respondents encircled the appropriate numerical rating (5 or 4 or 3 or 2 or 1) that best fits the statements below according to their perception of homosexuality particularly lesbian, gay, bisexual, transexual, intersex (LGBTI) versus heteronormativity as: 5- Strongly Agree; 4- Agree; 3-Neutral; 2- Disagree; 1- Strongly Disagree

The second instrument was the Survey on the Levels of Heteronormativity (SLH) which was a mixed quantitative-qualitative Likert Scale survey with 65 statements which measured the preservice teachers' perception of homosexuality and heterosexuality in school, specifically measuring their levels of heteronormativity (Madrazo, 2015). The data produced came from appropriate numerical rating (5, 4, 3 or 2 or 1) that best fits the statements below according to the respondent's religious belief, practice and affiliation as: 5 - Always; 4- Often; 3-Sometimes 2- Rarely; and 1- Very Rarely.

This study analyzed the data through mean and standard deviation to determine The pre-service teachers' levels of religiosity with the scale as: 1.00-1.99 Low 2.00-2.99 Moderate; 3.00-3.99 Above Moderate; 4.00-4.99 High; 5 Very High.

For the preservice teachers' levels of homonormativity and heteronormativity, this study used mean and standard deviation and used the scale as: 1.00-1.99 low; 2.00-2.99 moderate; 3.00-3.99 above moderate; 4.00-4.99 high; 5 very high;

As regards the essay from SLH, data was organized by T-units which is composed of one subordinate clause and its subordinating clauses (Castro, 2004). Then, the data in T-units were categorized according to Chang's (2012) components of authorial stance: high argumentative, non-argumentative, moderately argumentative and tentative.

Statistical treatment

Data gathered through the instruments were subjected to the statistical treatment to test the hypotheses in this study. The following statistical treatments were used: (a) To answer problem numbers 1 and 2, mean and standard deviation was used to determine the participants' levels of religiosity, authorial stance and their levels of heteronormativity. (b) To answer question number 3, Pearson product moment correlation coefficient was used to see if there was a significant relationship between the preservice teachers' levels of religiosity and their levels of heteronormativity. If there were a correlation between the two variables, multiple regression analysis was run to identify whether religiosity or authorial stance would predict heteronormativity among preservice teachers.

Results and Discussion

The pre-service teachers' levels of religiosity

There were three embedded categories of religiosity: belief, practice and affiliation out of 50 statements included in the survey. Table 1 presents the pre-service levels of religiosity grouped according to sexual orientation: "straight" male (SM) and "straight" female (SF), gay, and bisexual. None of the respondents claim to be Lesbian. As shown in the table, all groups obtained *high* level of religious belief. All groups got *above moderate* religious practice except for the bisexuals who elicited high level. In religious affiliation, SM and gay groups manifested *above moderate* level while SF and bisexuals obtained a high level.

The results coincide with that of DeBono and Kuschpel (2014) whereby women were more religious than men, but there were no differences in religiosity as a function of gender. Additionally, the results revealed that overall women were more religious than men.

Table 1 *The Pre-service Teachers' Levels of Religiosity*

N= Straight Male=22; Straight Female= 147; Gay= 4; Bisexual=2

Sexual Orientation		Belief	Practice	Affiliation
Straight Male	Mean	4.3836	3.6200	3.7491
	Std. Deviation	.37113	.38362	.66314
Straight Female	Mean	4.5167	3.8237	4.0461
	Std. Deviation	.41627	.47858	.65383
Gay	Mean	4.6675	3.6500	3.9025
	Std. Deviation	.18209	.38280	.67119
Bisexual	Mean	4.4600	4.2600	4.5750
	Std. Deviation	.65054	.02828	.60104
Total	Mean	4.5027	3.7991	4.0115
	Std. Deviation	.40942	.46903	.65975

Scale: 1.00-1.99 Low 2.00-2.99 Moderate; 3.00-3.99 Above Moderate; 4.00-4.99 High; 5 Very High

The pre-service teachers' levels of authorial stance

As shown in Table 2, gays and bisexuals   were   highly argumentative in their essay. Straight males and females were tentative. These were observed in highly evident level of written discourse occurrence. The exact values are stated in this table below.

In similar vein, Madrazo and Pulido (2017) found that some college students can also be highly argumentative in writing their thesis writing.

Table 2 *The Pre-service Teachers' Levels of Authorial Stance*

N= Straight Male=22; Straight Female= 147; Gay= 4; Bisexual=2

Sexual Orientation		High Argumentative	Non Argumentative	Moderately argumentative	Tentative
Straight Male	Mean	2.8433	1.6200	1.7491	4.7345
	Std. Deviation	.27213	.38361	.56311	.67566
Straight Female	Mean	2.7167	1.8237	1.0463	4.8776
	Std. Deviation	.41627	.37656	.55282	.67347
Gay	Mean	4.7755	1.6500	1.9023	1.4567
	Std. Deviation	.17219	.48380	.47217	.43256
Bisexual	Mean	3.4600	1.2700	1.5752	1.3487
	Std. Deviation	.55054	.12728	.50303	.45962

Scale: 1.00-1.99 Least evident 2.00-2.99 Quite evident; 3.00-3.99 Evident ; 4.00-4.99 Highly evident ; 5 Very highly evident

The pre-service teachers' levels of homonormativity and heteronormativity

Out of 65 statements incorporated in the survey, two components were generated: homonormativity and heteronormativity. Homonormative statements were inclined to be supportive of LGBTI while heteronormative statements were views that uphold and maintain only straight males and straight females as gender types. It was necessary to balance the distribution of both homonormativity and heteronormativity statements to avoid "halo effect" that is the tendency to be influenced by frequently dominant attributes being expected in surveys. Normally, high heternormativity in a society would lead to low homonormativity.

Table 3.1 below present the preservice levels of average homonormativity and heteronormativity among the sexual orientation groups. SM and SF elicited *moderate* homonormanivity while the gay and bisexual groups showed *above moderate* homonormativity. In terms of heteronormativity, SM and bisexual groups manifested *above moderate* heteronormativity while SF and gay showed moderate heteronormativity.

The results were congruent to "heteronormative" view which is one that involves alignment of biological sex, sexuality, gender identity and gender roles heronormativity is often linked to heterosexism and homophobia (Lovaas & Mercilee, 2006). As shown below, gay and bisexual groups elicited above moderate homonormativity compared to the SM and SF which showed to be moderate homonormativity.

Table 3.1 The Pre-service Teachers' Levels of Homonormativity and Heteronormativity

N= Straight Male=22; Straight Female= 147; Gay= 4; Bisexual=2

Sexual Orientation		Homonormativity	Heteronormativity
Straight Male	Mean	2.5814	3.0014
	Std. Deviation	.40961	.39693
Straight Female	Mean	2.7138	2.9176
	Std. Deviation	.43039	.48457
Gay	Mean	3.0525	2.5700
	Std. Deviation	.22336	.17146
Bisexual	Mean	3.6200	3.5600
	Std. Deviation	.19799	.74953
Total	Mean	2.7153	2.9275
	Std. Deviation	.43710	.47758

There were 7 components generated out of the 65 statements measuring homonormativity: pride, image, integration, support, sympathy, equality and positive perception. Table 2.2 showed that gays were above moderately and the bisexuals were highly proud of their sexual orientation while SM and SF were moderately proud. Apparently the same pattern is observable in the image projection component, and integration. Also in support component, similar pattern was elicited except for SF who showed more above moderate support for the LGBT. It is interesting to note that gays only manifested a moderate sympathy while all the other groups show above moderate to high sympathy towards LGBT. Same pattern as with the first was apparent in equality while in positive perception all groups elicited above moderate positive perception towards LGBT.

The above results showed resemblance to McCabe et al. (2010) which illustrated that gender, at least in the Western world, is only physical for men, and only emotional for women. This aligns with how women support LGBT compared to other sexual groups.

Table 3.1.1 *The Respondents' Levels of Homonormativity by Components*

Variables		Homonormativity						
Sexual Orientation		Pride	Image	Integration	Support	Sympathy	Equality	Positive Perception
S. Male	Mean	2.3932	2.6814	2.7386	2.7273	3.3636	2.9545	3.1223
	Std. Deviation	.94643	.70218	.63844	.70273	1.04860	.81517	.60518
S. Female	Mean	2.7888	2.8490	2.7517	3.1343	3.4286	2.7415	3.0113
	Std. Deviation	.95203	.59494	.76777	.71267	1.23865	.79457	.82267
Gay	Mean	3.8325	3.2500	3.1250	3.2525	2.7500	3.0000	3.2500
	Std. Deviation	.88255	.74958	1.01036	.95772	.95743	1.08012	.32031
Bisexual	Mean	4.5000	3.5850	3.7500	3.3350	4.0000	4.5000	3.8350
	Std. Deviation	.24042	.12021	.00000	.94045	1.41421	.00000	1.64756
Total	Mean	2.7825	2.8455	2.7700	3.0881	3.4114	2.7943	3.0401
	Std. Deviation	.98022	.61623	.75878	.72543	1.20911	.81859	.79955

There were four components generated for heteronormatively inclined statements: gendered sexuality, stereotyping, self-reproach and bullying. As expected, SM and SF were high to declare their straightness in either male or female while the gays and bisexuals were quite confused of whether they were "straight" or not with moderate to above moderately perceived "straightness." It is interesting to note that bisexuals were above moderate in stereotyping. Only the SM group is moderate in self-reproach, the rest have manifested low levels. The specific data are found in Table 2.3 below.

The results in this study parallels to that of the critics of heteronormative attitudes as they are oppressive, stigmatizing, marginalizing of perceived deviant forms of sexuality and gender, and make self-expression more difficult when that expression does not conform to the norm (Lovaas & Mercilee, 2006; Krupat,2001). This includes lesbian, gay, bisexual, transgender, Intersex (LGBTI) people, as well as others such as racial minorities (Weiss, 2001 & Krupat,2001). Heteronormative culture "privileges heterosexuality as normal and natural" and fosters a climate where LGBTI are discriminated against in marriage, tax codes, and employment (Krupat, 2001, p.268). It was also argued that the domestic "intimate sphere" becomes "the unquestioned non-place that anchors heteronormative public discourses, especially those concerning marriage and adoption rights" (Laurie & Stark, 2012, p.25).

Table 3.1.2 *The Respondents' Levels of Heteronormativity based on Components*

Sexual Orientation		Gendered Sexuality (SM or SF)	Stereotyping	Self-Reproach	Bullying
S. Male	Mean	4.5909	2.8855	2.1364	2.9545
	Std. Deviation	.90812	.42175	1.35560	1.02247
S. Female	Mean	4.7687	2.7633	2.5374	2.6497
	Std. Deviation	.75913	.53903	1.44427	1.06214

Gay	Mean	2.2500	2.4500	1.7500	3.0000
	Std. Deviation	.95743	.13216	.95743	.40825
Bisexual	Mean	**3.0000**	3.7400	1.0000	3.5000
	Std. Deviation	2.82843	.70711	.00000	1.41421

The influence of religiosity and authorial stance in predicting heteronormativity

Table 4.1 shows the correlation analysis between the respondents' levels of religiosity and their levels of heteronomativity. A closer look at this table, it reveals that there was positive low correlation between the pre-service teachers' religiosity and their homonormativity; and between their religiosity and heteronormativity. Hence, it implies that religiosity does influence the respondents' homonormativity and their hetenoronormativity. This claim is substantiated by Inglehart and Welzel (2005) and Henshaw's (2014) who postulated that religiosity can influence the people's view of heteronormativity.

Since there is positive correlation with the aforementioned variables, multiple regression analysis was performed to test whether religiosity does predict heteronomativity.

Table 4.1 *Correlation: Respondents' Level of Religiosity and their Levels of Homonormativity and Heteronormativity*

N=175

Variables		Homonormativity	Heteronormativity
Belief	Pearson r	.013	-.013
	Sig.	.866	.869
Practice	Pearson r	.209**	.191*
	Sig.	.006	.011
Affiliation	Pearson r	.030	.179*
	Sig.	.694	.018
Ave Religiosity	Pearson r	.132	.177*
	Sig.	.082	.019

** Significant at alpha .01; Significant at the 0.05; Low Correlation= .3 and below; Moderate Correlation = .4 to .7; High Correlation=. 8 and above (Downie & Heath, 1984).

As shown in Table 4.1.1 below, religious practice of preservice teachers significantly predicted their homonormativity [β = .306, t (174) = 3.255, p < .05]. Religious practice also explained a significant proportion of variance in their homonormativity levels [R^2 = .059, F (1, 174) = 3.587, p < .05]. The other components of religiosity did not predict their levels of homonormativity. Also, religiosity did predict their levels of heteronormativity [β = .306, t (174) = 1.56, p < .05]. Religious practice also can account for a significant proportion of variance in their heteronormativity [R^2 = .059, F (1, 174) = 3.516, p < .05]

These results are both validating recent study on religiosity and heteronormativity that was conducted involving LGBTI regular faculty of two universities in Manila. Madrazo (2015) found that the 108 teachers (composed of "straight" males and females and LGBTI) from universities in Manila have "low to average" levels of religiosity and tend to be liberated or open-minded in terms of their views about LGBTI compared to the 117 teachers.

Table 4.1.1 *Multiple Regression: Religiosity and Homonormativity/Heteronormativity*

	Homonormativity	Heteronormativity
	β	β
Belief	-.045	-.140
Practice	.306*	.156*
Affiliation	-.133	.148
	.059	
		.058
R2	3.587	
		3.516
F		

** Significant at alpha .01; * Significant at the 0.05

Table 4.2 shows there was correlation between high argumentative and homonormativity; high argumentative and heteronormativity; moderate argumentative and heteronormativity; tentative and heteronormativity. The other variables reveal no significant relationship. The statistical evidence are presented in this table.

As reported above, gays elicited high homonormativity level who were observed to be high argumentative in their essay while discussing the issues that confront the LGBTI. This could explain the link between these two variables. On the other hand, the SF and SM tentativeness in discussing their arguments predicted their moderate heteronormativity.

Table 4.2 *Correlation: Respondents' Levels of Authorial Stance and their Levels of Homonormativity and Heteronormativity*

N=175

Variables		Homonormativity	Heteronormativity
High	Pearson r	.413*	-.013
Argumentative	Sig.	.002	.869
Non-	Pearson r	.134	.171*
Argumentative	Sig.	.246	.311
Moderately	Pearson r	.140	.419*
Argumentative	Sig.	.694	.013
Tentative	Pearson r	.132	.547*
	Sig.	.482	.001

** Significant at alpha .01; Significant at the 0.05; Low Correlation= .3 and below; Moderate Correlation = .4 to .7; High Correlation=. 8 and above (Downie & Heath, 1984).

Clearly, high argumentative predicted homonormativity while tentative predicts heteronormativity. As stated above, gays and bisexuals were highly argumentative in advancing their arguments in their essay writing. This predicted their high level of homonormativity. On the other hand, SF and SM displayed moderate heteronomativity which is very much connected with their being tentative in discussing issues concerning the LGBTI.

Table 4.2.1 *Multiple Regression: Authorial Stance and Homonormativity or Heteronormativity*

	Homonormativity	Heteronormativity
	β	β
High Argumentative	.045*	.140
Non-Argumentative	.306	.156
Moderate	-.133	.148
Argumentative	.245	
Tentative	.055	
		.325*
		.054
R2	3.687	
		3.716
F		

It is interesting to note that there is negative correlation between religious belief and their perceived bullying instances. Table 3.3 shows the specific data below. It means that religiosity negatively influence the respondents' heteronomativity. Their belief in God does not lead them to bully people of other gender types. In other words, their belief in God allows them to show compassion to others rather than hurt others through bullying.

Table 3.3 *Correlation: Respondents' Levels of Religiosity and their Levels of Heteronormativity by Components*

Variables		Heteronormativity			
		Gendered Sexuality (SM or SF)	Stereotyping	Self-Reproach	Bullying
Belief	Pearson Correlation	.051	.013	-.053	-.200[**]
	Sig.	.506	.864	.490	.008
Practice	Pearson Correlation	.107	.209	-.005	.035
	Sig.	.157	.125	.949	.649
Affiliation	Pearson Correlation	.096	.196	.031	.020
	Sig.	.205	.110	.680	.797

** Significant at alpha .01; * Significant at the 0.05

A multiple regression in Table 3.3.1 shows that the respondents' high religious belief predicts negatively their perceived moderate bullying instances. This means that the preservice teachers belief in God shows how compassionate they could be in dealing with the LGBTI. The other variables showed no significance. The exact statistical evidence are specified in this table.

Table 3.3.1 *Multiple Regression: Respondents' Levels of Religiosity and their Levels of Heteronormativity by Components*

Variables		Sexuality Gendered (SM or SF)	Stereotyping	Self-Reproach	Bullying
		Heteronormativity			
		β	β	β	β
	Belief	-.002	-.118	-.008	-.274*
	Practice	.079	.165	-.022	.086
	Affiliation	.050	.150	.081	.092
R^2		.013	.062	.007	.060
F		.759	3.70	.395	3.611

** Significant at alpha .01; * Significant at the 0.05

Conclusion

Based on the findings of this study, it is safe to conclude that culture and tradition particularly the preservice teachers' religiosity and authorial stance predicted their level of homonormativity and heteronormativity. The relevance of this claim in the initial teacher education can be seen on the fact that preservice teachers do play a very significant role on how they shape their students biases and prejudices on how they show their acceptance, tolerance or judgments towards their students who also are belonging to different sexual orientation or gender types. The data in this study contributed a well- balanced distribution of views in both homonormativity and heteronormativity. The salient results that are quite interesting in this study would be the preservice teachers' (declared as LGB) tendency to be highly homonormative but they can also be heteronormative in stereotyping LGBTI. Same is true for SF and SM. They can be moderately homonormative but they could also be moderately heteronormative depending on a given scenario. For example, on the inclusion of gays in military organizations or on the issue of cross dressing, SF and SM would have a moderate or tentative stance on these situations. These variations in the preservice teachers' views about heteronormativity are in fact supported by Lee

and Carpenter (2014) who claimed that there were differences in perceptions about heteronormativity in the workplace despite their being a one organizational department or unit. We can say, therefore, it is not absolute that being highly heteronormative for a certain group does not necessarily follow that its members will manifest lower homonormativity. In the case of preservice teachers, they were quite open in discussing issues concerning homosexuals and heterosexuals but they were prudent also in declaring their thoughts. This makes sense because they are incoming teachers, expected bearers of noble words and actions.

To further improve theorizing of future research along this line of inquiry, it is suggested that there shall be a greater scope of respondents and increase the number of educational institutions participating in the survey. It is also recommended that the respondents come from both sectarian and the secular type of schools. The extension of the scope of study will firm up its results including a clearer differences and validations of previous and current studies.

Schools offering teacher education should immerse their students on the concept of gender equality, most specifically targeting the straight males and bisexuals. As found out, there is a moderate level of heteronormativity among them. These findings presuppose that they expect, to a certain degree that their environment should practice heterosexually-oriented actions. These immersions should center on the educational setting since their careers are leading to these important institutions who are also comprised by SM, SF, and LGBT.

Educational institutions should have functional guidance and counseling centers to address cases of discrimination of genders. The study revealed that some genders, particularly SM and Bisexuals are moderately heteronormative and can be bias on the LGBTI because of their expectations to them to act heteronormatively. It is in fact, needing the assessment of the guidance and counseling centers to deal with hetenormative expectations and biases within the LGBT because even Bisexuals, who belongs to the LGBTI, can be heteronormative. Furthermore, there are students who may be confused of their identities which needs the guidance of these centers to accept the respective identities of these students.

Schools should be LGBTI-friendly in the functional way. Schools should manifest not just acceptance but as well as accommodation to the LGBTI. This can be

actualized by providing programs like activities celebrating individual differences and choices and involving topics related to LGBTI in the lessons given by the teachers. It is best that that many of the programs and other relevant activities on the LGBT in these institutions should be consistent at all times. It is the best practice if these consistent lines of programs and advocacies are institutionalized in the perimeters of the educational institutions. An office exclusively for gender and development should be in order to secure complete actions related to the LGBT in the schools. This template of guaranteed representation through an office will embrace more acceptance of the LGBT within the school and eventually, within the community.

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Competence, Methods, Communication Skills, Techniques and Professionalism among Graduate School Teachers in a Bilingual Country

Rosanna D. Gonzales
Adonis S. Bautista
Pangasinan State University-School of Advanced Studies, Philippines
rosanna_gonzales0906@yahoo.com

Bioprofile

Rosanna D. Gonzales is presently serving as the chair of the Education Department at PSU Infanta Campus and at the same time designated as the research coordinator in the School of Advanced Studies. She had published numerous researches and presented in local, national and international conferences. She had conducted collaborative studies with other institutions funded by DA-BAR and implemented by WorldFish.

Adonis S. Bautista is at present the Executive Director of the Pangasinan State University - School of Advanced Studies. He was recognized as an international best paper/presenter awardee and had published papers in journals with sterling reputation. He held various designations in the university.

Abstract

Teaching is a profession, mission, vocation and even an avocation since it has the power to change lives for a better future. This study was conducted in one of the leading graduate school institutions in the Philippines that provide quality education. Its respondents include the graduate school students enrolled in various degree programs for the academic year 2017-2018. It looked into the overall performance among faculty members in terms of competence, methods,

communication skills, evaluation techniques and professionalism. Along this vein, the indicator/s that they perform best and least was determined and so with the relationship of teachers' competence across methods, communication skills, evaluation techniques and professionalism. Using the appropriate statistical tools, results revealed that the graduate school faculty stood-out in terms of professionalism because of pleasant working relationship with their students as reflected in being able to control their temper. On the other hand, significant relationship exists on teachers' competence, methods of teaching, communication skills, evaluation techniques and professionalism. Likewise, there is significant difference on the teachers' competence, methods, techniques and professionalism except on communication skills because degree programs vary in terms of its nature and salient features therefore it calls for diverse-unique teaching skills and characteristics.

Keywords: *competence, graduate school, methods, professionalism, communication skills, techniques, Philippines*

Introduction

Philippines is one of the most famous bilingual countries in the world that is very particular in achieving set academic standards in order to achieve better quality of education. In teaching field like other countries, English is the medium of instruction (EMI) in most of the subjects taught in the graduate school particularly in discussion and providing directions to be followed by the students to learn and with the mere fact that in Asia-Pacific region communication will become possible only if EMI is used, however; without disregarding the 1st language (Filipino) inside the classroom setting (Anuradha and Viswanathan, 2019). Development along this respect especially in the field of education is highly desired. Improving school standards is one of the most vital considerations of every country around the globe that is why a large portion of the annual budget is appropriated for this purpose. In raising academic institutions' performance, the teachers play an important role. In essence, they should be well-skilled, highly competent, updated with recent trends and are well-motivated to perform their best in their respective workplaces (OECD.org, 2009). The 21st century requires recent, functional skills and capabilities from teachers because it directly affects the teaching-learning outcomes. This was confirmed by the result of the study of Kizwar (2016) that the achievement of students was associated with professional competence of

teachers though there are still other factors that are contributory to their achievement, but his study is limited of teachers.

To do such, the professional development should be taken into consideration that is (i.e.) on competencies, methods, communication skills, techniques and professionalism since these things develop the total personality and potentials of the whole individual seeking an advance education particularly in graduate schools (Selvi, 2010). According to Gupta as cited by Selvi (2010) the key for attaining success in a job is the utilization of competencies that includes knowledge, skills, attitudes, values, motivations and beliefs of people. In this study, the specified competencies are grouped into five major categories and are reviewed so as to address the questions posed. Hence, such is conducted along with the related studies.

Elements that are Contributory to Teachers' Professionalism

The essential elements that are contributory to teachers' professionalism are thorough knowledge on the subject that may lead to better teaching-learning process, keeping abreast with relevant research educational outcomes applicable in solving societal problems and policy development for organizations.

Aside from knowledge, skills are also relevant. In other words, one should be able to communicate and discuss educational issues to diverse types of audience and must hold accountability on the quality of work performed outside the world, can conduct research, can collaborate with professional communities can disseminateutilize research results. In addition, attitude development like dedication, commitment, and focus on continuous professional development for improvement and the like (Snoek, n.d.).

Factors in Determining Teaching Methods

If methods are appropriate on the kind of subject and learners being taught, certainly; success in teaching is at hand. Considerations to be taken into account include the method must be right for the learners and teachers, suited to the subject matter, appropriate for the resources available and time-bound (Swamy and Harish, 2016).

Need of Professional Ethics

The society's expectations for professionals possessing higher education is at par better over those with low academic profiles. Hence, conformity with ethical principles and standards is a must for teachers since it is intended for self-correction, self-satisfaction, serves as a guide for proper conduct, sets of established norms, improve human relations, develops society, improves professional environment, shows professional excellence and shapes personality.

Components of Teachers' Professional Competencies

At present, teachers' competencies are highly relevant in influencing individuals to change for a better quality of life. Selvi (2010) in his study on Teacher's Competencies include Field competencies which are related to the question of "what should the school teach?", Research Competencies include the competencies of research methods and techniques, designing and carrying out research in teachers' fields, Curriculum competencies divided into two sub-competencies as curriculum development competencies and curriculum implementation competencies. It encompasses curriculum philosophies and skills in curriculum development, design, elements, models, approaches, processes and among others, Lifelong learning competencies which embraces the abilities of learning to learn, and teachers' responsibilities of their own professional development, Emotional Competencies that are composed of teachers' and students' values, morals, beliefs, attitudes, anxieties, motivation, empathy and so on, Social-cultural competencies which represents knowledge about social-cultural background of students and teachers, local, national and international values, democracy and human rights issues, team and collaborative work with others, and social studies, Communication competencies that include communication models, interaction among teachers, students, social environment and learning topics, Information and Communication Technologies-ICT competencies are based on using tools and technical equipment, for the reaching, disturbing and transferring the knowledge,. Environmental Competencies which deals on ecological and environmental safety. His study on some instances is somewhat similar to the present study, however; varies in terms of the scope, variables and indicators included as well as on the problems that are raised to answer situational scenarios where the study was conducted.

Objective of the Study

In general, the study aimed to evaluate the performance among the faculty members teaching in the School of Advanced Studies in Region 1 province of Pangasinan, Philippines for the School Year 2018-2019. This institution uses the first (Filipino) and second (English) language in its teaching-learning activities. Specifically, this research determined and analyzed the: a) overall performance among the teachers of the School of Advanced Studies in terms of selected variables: teaching competence, teaching methods, communication skills, evaluation techniques and professionalism, b) indicators where they perform best and least along the selected variables included in the study, c) significant relationship of teachers' performance along competence, methods of teaching, evaluation techniques, professionalism, and communication skills, and; d) significant difference on teachers' performance on competence, methods of teaching, evaluation techniques, professionalism and communications skills as perceived by students from various degree programs.

Methods

The study made use of the descriptive-survey research design wherein the statistical tools used include mean, rank, Pearson correlation and ANOVA. Average weighted means are interpreted using the Likert Scale of: 4.50-5.00 (Outstanding); 3.50-4.49(Very Good); 2.50-3.49 (Good); 1.50-2.49 (Fair), and; 1.00-1.49 (Needs Improvement). The respondents involved are the graduate students enrolled in the institution for the school year 2018-2019 from Doctorate (Doctor of Philosophy, Doctor of Education – majors in Mathematics, Educational Development, Guidance and Counseling) and Master's (Master of Arts in Education, Mater in Science, Master in Computer Education, Master in Science, Master in Development Management, Master in Management Engineering) degree program. For each program where there are 30 and above number of enrollees 10 students randomly chosen were included while total enumeration was done in programs with less than 10 enrollees. Faculty members from each degree programs were subjected into evaluation two weeks before the end of the semester using the institutional survey questionnaire which includes teaching competence, methods of teaching, communication skills, evaluation techniques and professionalism with number of indicators for each area.

Results and Discussion

Of all the factors involve in the educational arena, teachers are the most significant because of their transformational power as reflected between the relationship of their performance and students' achievement regardless of the nature of subject areas that they are teaching. Shown in table 1 is the overall performance among teachers in terms of selected variables particularly on teaching competence, methods of teaching, communication skills, evaluation techniques and professionalism.

Table 1. Overall Performance Among Teachers in terms of Selected Variables

Variables	N	Mean	Verbal Description	Rank
Professionalism	96	4.53	Outstanding	1
Communication Skills	96	4.43	Very Good	2
Teaching Competence	96	4.28	Very Good	3
Evaluation Techniques	96	4.26	Very Good	4
Teaching Methods	96	4.18	Very Good	5

Among the selected variables included in the study, the teachers' professionalism ranked first with a mean value of 4.53 verbally interpreted as outstanding, followed by communication skills (4.43), teaching competence (4.28), evaluation techniques (4.26), and; teaching methods with 4.18 with common description as "very good". This implies that teachers of the graduate school are highly governed by ethical and moral standards which are pre-requisites in maintaining a smooth and harmonious relationship with students, parents, stakeholders, higher authorities and so with their colleagues. Professionalism is a basic element towards the attainment of an individual's self-satisfaction and excellence in service delivery (Swamy and Harish, 2016). In essence, with high practice of professionalism in the workplace there is lesser tendency of the occurrence of workplace stress (Mendoza, 2019). Further, the result of the study conforms with the study conducted by Daguplo (2013) wherein the graduate students assessed their professors as "very competent" in Professional Ethics and Personal Qualities. Teaching methods most probably ranked last because of the notion that there is no single best method applicable to a particular

subject and it will only be considered as best if the learners learn from it. Adufe as cited by Adunola (2011) claimed that teaching should be based on methods to bring about positive impacts to teaching in the long run, likewise; methods exist to make teacher succeed in knowledge dissemination.

Table 2 presents the specific indicators included in teaching competence where they perform best and least with their respective average weighted mean and ranks arranged in descending order for better explanation.

Table 2. Indicators where Teachers Perform Best and Least in terms of Teaching Competence

Indicators on Teaching Competence	Mean	Verbal Description	Rank
a. gives sufficient inputs in terms of knowledge, skills and attitudes	4.32	Very Good	1.5
b. shows knowledge on related discipline to enrich the course	4.32	Very Good	1.5
c. discusses with depth as well as with breadth the course content	4.30	Very Good	3.5
d. relates the subject matter to current issues	4.30	Very Good	3.5
e. orients the students with the syllabus	4.28	Very Good	5
f. uses research-based instruction	4.27	Very Good	6
g. updates materials/topics	4.15	Very Good	7

All indicators are rated "very good" along teaching competence wherein with equal ranks are on giving sufficient inputs in terms of knowledge, skills and attitudes as well as on showing knowledge on related discipline to enrich the course with a mean value of 4.32, respectively. This satisfies the result of the study conducted by Gonzales, *et.al.* (2019) wherein graduate students are "highly satisfied" on professors' knowledge of content. This is under level 4 (the highest among the observable component in the rubrics for the framework for teaching, 2013 edition) and matches with level 8 on the Philippine Qualifications Framework on Knowledge, Skills and Values which

states that they demonstrated highly advanced systematic knowledge and skills in highly specialized (Vea, 2018). However, updating materials/topics ranked least from the table. It confirms the result of the study conducted by Gonzales, *et.al.* (2019) wherein instructional materials received a "satisfied" rating from graduate students.

Table 3 shows the performance of teachers in terms of teaching methods. One of the primary goals every academic institution is to develop critical thinking skills of students through the use of varied strategies because this is skill identified as the most important among students and employers look forward that state universities put emphasis on this since the emergence of knowledge-based economy is dependent on outcomes created out of critical thinking, yet; in developing such teachers oftentimes lacks the ability to effectively teach critical thinking and develop higher order cognitive abilities due to failure in incorporating critical thinking exercises into course curricula (Nold, 2017). In terms of teaching methods (table 3), all indicators are rated "very good" wherein number 1 in the list is on encouraging students to voice out their opinions through class participation with a mean of 4.34 while ranked least is on employing strategies suited to higher learning with a mean of 4.05. This implies that since the students are in their level 7 and 8 of the PQF, teachers are fully aware that being an active participant in the classroom promotes intellectual development and critical thinking (Abdullah, *et.al.* 2012). However, as stated by Nold (2017) problem exists in developing the higher order thinking skills of students because of strategies used by teachers concern.

Table 3. Indicators where Teachers' Perform Best and Least in terms of Teaching Methods

Indicators on Teaching Methods	Mean	Verbal Description	Rank
a. encourages students to voice out their opinions through class participation	4.34	Very Good	1
b. inspires students to undertake research	4.29	Very Good	2
c. encourages students to utilize research outputs	4.28	Very Good	3
d. covers all the contents of the syllabus within the term	4.21	Very Good	4

	Mean	Verbal Description	Rank
e. gears activity toward development of creative, analytical and critical thinking	4.20	Very Good	5
f. utilizes teaching methods which are appropriate in the course	4.15	Very Good	6
g. employs different teaching methods which contribute to the development of desirable values	4.09	Very Good	7
h. utilizes instructional materials appropriate for graduate work	4.06	Very Good	8
i. employs different strategies suited to higher learning	4.05	Very Good	9

Communication comes in varied forms: oral, written, verbal, nonverbal, use of symbols and even body language. Taylor as cited by Maguddayao & Medriano (2019), communication serves many purposes in instruction aside from using it as the medium for instruction it also plays vital role in assessment, interpersonal relationships, group interactions, parent and community relations. In counseling, communication skills are of great relevance in building trust between the counselee and counselor to resolve conflicts and problems for creating a friendly and positive social atmosphere. Academic and professional success are credited to good communication skills of teachers since most of the instructions are done orally to prevent failures rather promote better understanding on the process of accomplishing a certain task (Khan, et.al. 2017). In the study of Selvi (2010) the communication competencies include verbal (interaction among teachers, students) and non-verbal (use of body, sign and paralanguage). It can be gleaned in table 4 the indicators included under communication skills.

Table 4. Indicators where Teachers Perform Best and Least in terms of Communication Skills

Indicators on Communication Skills	Mean	Verbal Description	Rank
a. speaks the language of instruction clearly and fluently	4.87	Outstanding	1

b. possesses a wide range of vocabulary	4.38	Very Good	2
c. talks loud enough to be heard by everybody	4.32	Very Good	3

The data reveals that the teachers are "outstanding" (4.87) in speaking the language of instruction clearly and fluently. This implies that if teachers have good command of communication students will be satisfied and learn well at the same time strengthen the teacher-student interpersonal relationship (Khan, et.al. 2017). On the other hand, they are rated "very good" (4.32) in talking loud enough to be heard by everybody. Sometimes this indicator is highly affected by the size of the classroom and number of students enrolled in the class which means that talking in a modulated voice must be maintained to prevent overuse and create physical exhaustion on teachers' part.

Teachers' evaluation techniques are necessary in teaching-learning process in order to determine whether students have learned or not after an instruction was conducted (Al Bustami, 2014). Table 5 highlights the performance of teachers in terms of evaluation techniques.

Table 5. Indicators where Teachers' Perform Best and Least in terms of Evaluation Techniques

Indicators on Evaluation Techniques	Mean	Verbal Description	Rank
a. provides higher level of thinking	4.36	Very Good	1
b. plans reasonable and relevant assignments	4.26	Very Good	2
c. utilizes varied evaluation techniques	4.16	Very Good	3

The three indicators included in evaluation techniques are all rated "very good" (4.36) wherein teachers do provide higher level of thinking in evaluating student's performance after an instruction with planned reasonable and relevant assignments (4.26) by using varied evaluative techniques (4.16). This affirms the result of Daguplo's (2013) study wherein teachers were rated competent along their evaluation skills. It further shows that the teachers highly compliment the institution's evaluation policies.

Demonstration of appropriate observable actions are professional behaviors that are expected to public servants. Some of the tangible examples that can be cited are good human relations, modesty, simplicity, good grooming with proper attire, professional attitude and promptness (Creasy, 2015). Brehm as cited by Creasy (2015) claimed that professionalism can be categorized into; Professional parameters that focus on the legal and ethical issues to which a professional must adhere to while professional behaviors are observable actions that demonstrate the individual's appropriate conduct, likewise; professional responsibilities include demonstrating responsibility to the profession and others. Table 6 presents the selected indicators that are believed to represent professionalism in a workplace.

Table 6. Indicators where Teachers' Perform Best and Least in terms of Professionalism

Indicators on Professionalism	Mean	Verbal Description	Rank
a. maintains a pleasant working relationship with students	4.97	Outstanding	1
b. controls temper	4.55	Outstanding	2
c. consistent with temper	4.48	Very Good	3
d. serves as a good model intellectually, morally and socially	4.46	Very Good	4
e. treats students like responsible and matured individuals	4.44	Very Good	5
f. comes to class regularly and punctually	4.25	Very Good	6

Two out of six indicators are rated "outstanding" with 4.97 and 4.55 (mean), respectively. These are on maintaining a pleasant working relationship with students and on controlling of temper. This satisfies the professional behaviors expected from a professional (Creasy, 2015). Further, it makes sense that if the teacher behaves positively and at an appropriate way tendency is the students will emulate them which will create a very professional environment (Swamy and Harish, 2016).

Table 7 shows the relationship of teachers' performance along the selected variables. It is indicated in the table that as per result of the Pearson correlation and level of

significance (2-tailed), the variables included in teachers' performance shows a significant relationship between and among teaching competence (.000), methods of teaching, evaluation techniques, professionalism and communication skills at as reflected in table 7. Teaching competence received an r-value of .891** with the methods of teaching; .773** on evaluation techniques, .563** on professionalism, and .287** on communication skills. Likewise, methods of teaching gained an r-value of .875** (methods of teaching), .560** (evaluation techniques), .335** (communication skills). In terms of evaluation techniques, the data shows an r-value of .547** (professionalism) and .338** (communication skills). On the other hand, professionalism earned an r-value of .266** with communication skills. It implies that one's performance is related to teaching competence, methods of teaching, evaluation techniques, professionalism and communication skills. Teaching competence is equally significant with other variables indicated in the study which means that one's efficacy in teaching will support the credibility and ability of the teacher along methods of teaching, evaluation techniques, professionalism and communication skills. Poor performance in any of the identified variable will significantly affect the teachers' performance in other aspects. This support the findings of Khan & Khan (2017) which states that effective teaching not only depends upon the knowledge base of the teacher but also it is related with method and style of teacher as well as communication skills.

Table 7. Relationship of Teachers' Performance along Competence, Methods, Evaluation Techniques, Professionalism and Communication Skills

Variables	Correlation	Methods	Evaluation Techniques	Professionalism	Communication Skills
Teaching Competence	Pearson Correlation	.891**	.773**	.563**	.287**
	Sig.(2-tailed)	.000	.000	.000	.005
Methods of Teaching	Pearson Correlation		.875**	.560**	.335**
	Sig.(2-tailed)		.000	.000	.001
Evaluation	tailed)			.547**	.338**

Techniques	Pearson Correlation			.000	.001
Professionalis m	Sig.(2-tailed)				.266**
	Pearson Correlation				.009
	Sig.(2-tailed)				

The present study indicated that effective teaching not only depends upon the knowledge base of the teacher but also it is related with method and style of teacher communication skills. The findings of the study conducted by Cohort Nominate (2016) ,also inline of the present study because he concluded Teaching is generally considered as only fifty percent knowledge and fifty percent interpersonal or communication skills similarly it is not necessary for a teacher to have good knowledge but it is also necessary for a teacher to have a good communication skills. It was finding out by the present research study that good communication is not only important for a teacher but students also need to have good communication skills. Same result also found by David Andrade,(2015) according to that Communication is dominant factor effecting the academic achievements of the students. The author further argued that good communication not only important for a teacher but it is also very important for students for promoting their academics.

Using the selected variables (competence, methods, techniques, communication skills and professionalism), table 8 presents the difference on teachers' performance as perceived by students from various degree programs.

Table 8. Difference on Teachers' Performance along Competence, Methods of Teaching, Evaluation Techniques, Communication Skills and Professionalism

Variables	Sum of Squares	Df	Mean Square	F	Sig.	Verbal Interpretation
1. Teaching Competence						

Between Groups	34.592	31	1.116	3.102	.000	Significant
Within Groups	23.020	64	.360			
Total	57.612	95				

2. Methods of Teaching

Between Groups	30.467	31	.983	2.802	.000	Significant
Within Groups	22.444	64	.351			
Total	52.912	95				

3. Evaluation Techniques

Between Groups	31.833	31	1.027	2.073	.007	Significant
Within Groups	31.704	64	.495			
Total	63.537	95				

4.Professionalism

Between Groups	62.314	31	2.010	1.973	.011	Significant
Within Groups	65.204	64	1.019			
Total	127.157	95				

5.Communication Skills

Between Groups	126.148	31	4.069	1.308	.181	Not Significant
Within Groups	199.111	64	3.111			
Total	325.259	95				

The data reveals that there is significant difference on the performance of teachers along teaching competence, methods of teaching, evaluation techniques, and professionalism, however; shows no significant difference in terms of communication skills. It can be attributed to the fact that regardless of the subjects handled by the teachers in the graduate school they have good command of communication and thus make them have the elements of communication skills and since teachers are obliged to be responsible in providing meaningful and relevant activities that will hone the skills of their students, transfer of learning should be evident by encouraging them to grow professionally (Suhirman, 2019). Hence, graduate school

teachers are expected to always update themselves about the latest subject matter by seeking information through various sources such as reading the latest books, accessing the internet, attending workshops on professional development related to the field of study because various degree programs/subjects handled by teachers demand varied teaching competencies, methodologies and evaluation techniques (Suhirman, 2019)

Conclusion

The teachers in Pangasinan State University-School of Advanced Studies located in a Bilingual Country (Philippines) performed at par excellence in their professionalism as reflected in their behavior particularly in being able to control their temperament in dealing with their primary clienteles as shown on the way how they use their communication skills carried out in their competency in teaching by using very good evaluation techniques that develop the students higher order thinking skills as they execute instruction through the use of appropriate teaching methods.

As to the indicators performed best, teachers are academically inclined (knowledge, skills and attitude-wise); are student-centered since they maximize the active learning principle through class participation; communicates with clarity and fluency; observes the provision of utilizing higher level of thinking, and; are highly professional in dealing with students by maintaining a pleasant and positive working relationship with students. On the other hand, the indicators that received the least rank includes updating of materials/topics; employing different strategies suited to higher learning; talking loud enough to be heard by everybody; utilization of varied evaluation techniques, and; coming to class regularly and punctually.

The teachers' performance on teaching competence, methods of teaching, evaluation techniques, professionalism and communication skills are all related with one another.

A difference on the teachers' performance on teaching competence, methods of teaching, evaluation techniques and professionalism were observed, except; on their communication skills.

Recommendation

Maintaining and observing the consistency of practice on the outstanding performance of teachers on professionalism is highly recommended since it has big contribution on the attainment of the institution's core values while teaching competence, methods of teaching, evaluation

techniques and communication skills that are rated very good should further enhanced for better service delivery.

Indicators which gained the least rank should be addressed by updating and enriching the syllabi; attending to seminars or workshops to gain insights on the recent strategies suited for achieving higher learning and be exposed in the use of varied evaluation techniques; improving the physical atmosphere of the classroom by providing lapels or wireless microphones to teachers whose class size is more than 30, and; observance of attending the class regularly and punctually.

Since teaching competence, methods of teaching, evaluation techniques, professionalism and communication skills are related and thus affect one's performance continuous monitoring and evaluation is encouraged so as to become globally competitive in the educational arena.

Teachers show no difference in their communication skills, hence; the value of communication in whatever form be given emphasis by further developing and enriching it through the maximum utilization inside and outside the classroom vicinity.

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Examining the plurality of self-perceived intelligence in nursing graduate students

Mary Joselyn C. Biong
Western Mindanao State University
maryjoselynbiong14@gmail.com

Bioprofile

Dr. Mary Joselyn C. Biong was a graduate of Master of Nursing major in Psychiatry at Western Mindanao State University (WMSU). She completed her Doctor of Public Administration at South Western University, Cebu City. She was a former Associate Dean at the College of Nursing, WMSU. Her research interests include nursing assessment portfolio, multiple intelligence and public administration.

Abstract

Veering away from the usual publication bias on theorizing the plurality of self-perceived intelligence, this study considered examining critically the strengths and weaknesses of Gardner's multiple intelligences (MIs) theory and finding its efficacy to the 75 nursing graduate students, through a profiling survey technique adapted from Mckenzie's (2014) standard MIs inventory. It was hypothesized that age, gender, Garaduate Student Aptitude Test (GSAT) scores and specialization would affect their MIs strengths. Consistent with this hypothesis, gender and specialization were factors that influenced their MIs inclinations, in particular, males were more dominant in logical and visual intelligences compared to females; nursing-education group manifested greater musical and kinesthetic strengths than nursing -management group. GSAT, which is a measure of knowledge in nursing competencies, abstract, mathematics and verbal abilities statistically correlated with MIs: naturalist, interpersonal and visual strengths. However, age was not in any way associated with MIs. The data on the positive correlation between GSAT (i.e. mathematics and veral abilities) and MIs (i.e. visual strength) was supported by Madrazo

(2019) that found positive link between linguistic proficiency and mathematical ability in visually inclined college students.

Introduction

Nowadays, educational endeavor becomes a lot more complex, decisions are harder to make, and academic choices come with a great deal of thinking. As a student reaches the college level, many are faced with a dilemma in choosing the academic track fitted to their preferred specializations. Decisions regarding the course of choice are influenced by several factors, such as, parent's decision, interests, peers, media, and trends. In consequence, we are confronted by issues or problems brought about by wrong and impulsive decisions – and such are unskilled and/or less competent workers, underemployment, and worst unemployment that may lead to poverty or fall of a country's economy. Thus, choosing the right course is very crucial.

The present study attempted to investigate MIs by Howard Gardner. He defined his theory as a concept intelligence that differentiates into specific modalities, rather than seeing intelligence as dominated by a single general ability. The MIs theory comprises of nine different types or areas namely: *naturalistic, musical, logical, existential, kinesthetic, interpersonal, intrapersonal, spatial and linguistic intelligences* (Armstrong, 2018; Gardner, 1999). Gardner posited that there are areas that a person could as well be highly intelligent and must have to be recognized. Hence, it is best the researcher to conduct this study to determine the person's awareness of his/her abilities and capabilities and may serve as basis for selecting a profession.

A study was conducted in George Mason University in Fairfax, Virginia by Dr. Marjorie Hall Haley, an Associate Professor. Dr. Haley was convinced that Gardner's MIs could be effectively applied in foreign and second language instruction. She initiated plans for a research study in secondary classrooms. This study was one of the first to investigate the impact of MIs activities of student achievement and motivation. The purpose was to identify, document and promote effective applications of the MIs theory in educational settings. The research project has said to provide support for teachers as they develop and implement innovation instructional and assessment strategies aligned with the MIs theory (George Mason University, n.d.).

Since there are relatively very few published studies conducted in the Philippines particularly in Zamboanga City regarding MIs theory, the present study attempted to determine the compatibility of the most dominant type of MIs in the nursing field and how such specific type of MIs greatly affect a student's choice in taking up nursing. The research aims to conduct in-depth study as to which intelligence dominates among gradute students in the College of Nursing—not only this study will benefit the nursing graudate students but it may especially be recommended to serve its purpose to undergraduate students as it will be of great use to detect their dominating intelligence as early as possible for them to be guided which course to choose. Detecting it earlier may save a lot of time, money, and effort; Consequently, it will be of lesser burden. Parents, at the same time, will be guided upon what skill their child possesses. It will help them decide and help their children to select appropriate course in undergraduate or graduate school. Henceforth, problems regarding landing into an inappropriate job may eventually be lessened.

In universities such as the target educational context—and in every institution that offers Nursing, prior to taking up the Nursing course, an aspiring nursing student shall have to take a Nursing Aptitude Test (NAT). This test helps determine if a student is fit to a nursing course and/or if he/she possesses necessary qualities that shall embody a future caring and skilled nurse. This test measures the student's strengths and weaknesses in the nursing field, the outcome of the examination reflects which area of the nursing study is a student highly empowered. The assessment covers specific categories and each are as follows: mathematics, language/vocabulary, science, abstract and a few nursing situations. A qualified student is determined by the average score he/she acquired, a passing rate shall be imposed to guide students of their standing. With regard to nursing graduate students planning to proceed to the masters program, they are required to take Graduate Admissions Test (GSAT) which measures their knowledge of their expertise, abstract, mathematical and verbal abilities.

Considering the MIs theory—intrapersonal: the ability of being aware of one's emotional states, feelings and motivations, interpersonal: the ability to understand and interact with other people, existential: the ability to understand and contemplate philosophical topics relating to mankind's existence, linguistic-verbal: the ability to use words well, both when writing and speaking—are skills that have the highest inclination to the Nursing profession, as these are necessary key components that a nurse will need to posses in order to be effective in her/his duties.

A nurse need not only be highly skilled and intelligent but should have to be flexible in many ways. All nine MIs can actually be considered and utilized in the broader aspects of the Nursing profession.

Literature review

While we see the pedagogical significance of MIs in curriculum innovations foremost in learner based teaching, independent-communicative task based approach and performance assessments (Richards, 2006) , there have been critical arguments against Gardner's MIs theory since its publication in 1983. Madrazo (2019) comprehensively reviewed some of these criticisms. First, Gardner vehemently disgreed with the notion that MIs are learning styles, albeit, most of the current findings proved otherwise, showing that these 2 constructs are highly correlated (e.g.Ahanbor & Sadighi, 2014; Bruyckere, 2018;   Luengo-Cervera, 2015; Panahandeh, Khoshkhoonejad, Mansourzadeh, & Heidari,2015; Sener & Cokcaliskan, 2018).

Second, most of the beneficial claims of MIs were based on testimonies , narration or observations from teachers or administrators without empirical data that passed through the rigid peer review publication process. Consequently , the theory that MIs as composing of multiple frames/components of the brain were not supported by cognitive psychology that investigates and empirically documents and reports cognitive and brain processes with the use of standard experimental tasks to measure intelligence, abilities or skills. To date, IQ is still by far supported by empirical data as mainly composed of abstract,mathematical and verbal abilities (Bowles, 2008; Locke, 2005; McGreal, 2013; Visser, Ashton, & Vernon, 2006a; Waterhouse, 2006a, 2006b).

Third, the claim that the brain is composed of multiple frames as MIs is unsupported by reliable experimental data and these hypothesized MIs fames are just merley subsumed and attributed to the *left and right brain hemispheric dominance* theory which is highly supported by empirical studies reviewed and critiqued in journal publication on brain and cognitive psychology (Kelly et al., 1998; Ornsein , 1997; Sperry, 1969).

Fourth, a strong case was made against MIs theory with regard to assessment. How is it possible for Gardner to propose 10 intelligences and later retracted to 9 and later 8 intelligences . What's the basis in formulating criteria to measure a proposed "intelligence?" What instrument is used to determine one's musical intelligence for example: Is saying" I love singing in a videoke" or "I like listening to music while studying qualifies one to be a musically intelligent individual"

reliable? Or a standard assessment on reading music with notes and playing musical instruments like piano or violin a more reliable tool to measure a musical ability than just depending on self-perceived MIs surveys online? These questions in fact, Gardner failed to address (Madrazo, 2019).

I see the point behind every arguments mentioned; but, I also view MIs as logically construed and formulated by a psychologist, Howard Gardner who was a graduate of Harvard University, a credible higher education instrituion that leads in producing quality research in the field of neuroscience.

MIs theory challenged traditional beliefs in the fields of education and cognitive science. Unlike the established understanding of intelligence, people are born with a uniform cognitive capacity that can be easily measured by short-answer tests. MIs reconsider our educational practice of the last century and provides an alternative. According to Howard Gardner, human beings have nine different kinds of intelligence that reflect different ways of interacting with the world. Each person has a unique combination, or profile. Although we each have all nine intelligences, no two individuals have them in the same exact configuration -- similar to our fingerprints.

For Gardner, intelligence is the ability to create an effective product or offer a service that is valued in a culture; a set of skills that make it possible for a person to solve problems in life; the potential for finding or creating solutions for problems, which involves gathering new knowledge (Armstrong, 2018).

The nine MIs and their application to Nursing adapted from Cherry (2015)

Visual- spatial intelligence. People who are strong in visual-spatial intelligence are good in visualizing things. These individuals are often good with directions as well as maps, charts, videos and pictures. The Characteristics of Visual-Spatial Intelligence are: Enjoys reading and writing; good at putting puzzles together; good at interpreting pictures, graphs and charts; enjoys drawing, painting and the visual art and recognizes patterns easily. Potential career choices are architect, artist and engineer. In nursing, this type of intelligence is essential; it is used to create a harmonious and pleasant environment for a patient. Spatial intelligence is also important for the creative use of care procedures.

Musical intelligence. People who have strong musical intelligence are good in thinking patterns, rhythms and sounds. They have a strong appreciation for music and are often good at musical composition and performance. The characteristics of musical intelligence are: Enjoy singing and playing musical instruments; recognizes musical patterns and tones easily; good in remembering songs and melodies and rich understanding of musical structure, rhythm and notes. potential career choices are musician, composer, singer, music teacher and conductor. In nursing, musical intelligence is used when we soften and modulate our voices accordingto the type of care we are giving and according to the psychologicalcircumstances of a care situation.

Logical intelligence. People who are strong in logical-mathematical intelligence are good in reasoning, recognizing patterns and logically analyze problems. These individuals tend to think conceptually about numbers, relationships and patterns. The characteristics of Logical-mathematical intelligence are: excellent problem-solving skills; enjoys thinking about abstract ideas; likes conducting scientific experiments and good in solving complex computations potential career choices are scientist, mathematician, computer programmer, engineer and accountant. As regards nursing course , we call upon our logical mathematical intelligence to solve complex problems, develop plans of care, assess quality of care, create various types of schedules, take pharmacological measurements and understand the science behind contributing disciplines such as biology, physics and chemistry

Naturalistic intelligence. Naturalistic is the most recent addition to Gardner's theory and has been met with more resistance than his original seven intelligences. According to Gardner, individuals who are high in this type of intelligence are more in tune with nature and are often interested in nurturing, exploring the environment and learning about other species. These individuals are said to be highly aware of even subtle changes to their environments. The characteristics of naturalistic intelligence included are: Interested in subjects such as botany, biology and zoology, good in categorizing and cataloging information easily, may enjoy camping, gardening, hiking and exploring the outdoors and doesn't enjoy learning unfamiliar topics that have no connection to nature. Potential career choices are biologist, conservationist, gardener, farmer, landscaper, environmental inspector and animal trainer/handler. Nursing students use naturalist intelligence to help a patient come back to basics, to move towards a healthier lifestyle and better eating choices, and to learn to relax and seek personal fulfilment.

Interpersonal intelligence. Those who have strong interpersonal intelligence are good in understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires and intentions of those around them. The characteristics of interpersonal intelligence are good at communicating verbally; skilled nonverbal communicators; see situations from different perspectives; create positive relationships with others and good at resolving conflict in groups. Potential career choices are psychologist, philosopher, counselor, sales person and politician. Interpersonal intelligence is important in nursing, since it allows us to listen to a patient, work in a team with other professionals, work with families in conflict resolution, organize activities, and exercise leadership and managerial responsibility at different levels.

Intrapersonal intelligence. Individuals who are strong in intrapersonal intelligence are good in being aware of their own emotional states, feelings and motivations. They tend to enjoy self-reflection and analysis, including day-dreaming, exploring relationships with others and assessing their personal strengths. The characteristics of intrapersonal intelligence are: good in analyzing their strengths and weaknesses; enjoys analyzing theories and ideas; excellent self-awareness and clearly understands the basis for their own motivations and feelings. Potential career choices are philosopher, writer, theorist and scientist. Intrapersonal intelligence allows us to exercise a precious skill in education and nursing: metacognition, which makes it possible to reconsider our actions, evaluate their relevance and make any needed corrections. It is often seen in people who are individualistic and independent.

Kinesthetic intelligence. Those who have high bodily-kinesthetic intelligence are said to be good in body movement, performing actions and physical control. People who are strong in this area tend to have excellent hand-eye coordination and dexterity. The characteristics of bodily-kinesthetic intelligence are: Good in dancing and sports; enjoy creating things with their hands; excellent physical coordination and tends to remember by doing, rather than hearing or seeing. Potential career choices are dancer, builder, sculptor and actor. In relation to nursing course, we are expected to use kinetic intelligence to think about our actions when providing care and to measure our strength when we try to work with greater dexterity.

Linguistic-verbal intelligence. People who are strong in linguistic-verbal intelligence are able to use words well, both when writing and speaking. These individuals are typically very good at writing stories, memorizing information and reading. The characteristics of linguistic-verbal

intelligence are: Good at remembering written and spoken information, enjoys reading and writing, good at debating or giving persuasive speeches, able to explain things well and often uses humor when telling stories. Potential career choices are writer/journalist, lawyer, teacher, editor, preacher, journalist, broadcaster, actor/actress, and tour guide. Nursing students also use it to teach nursing and when we teach clients. Traditional training methods focus on this form of intelligence by having students write, but they do not put enough emphasis on its verbal aspects, which are so important in nursing. Warm and functional communication is nevertheless a key part of nursing and an essential part of the therapeutic relationship.

Existential intelligence. Existential intelligence is an individual's capacity or ability to understand and contemplate philosophical topics relating to mankind's existence. According to the theory of existential intelligence, some individuals have an easier time conceptualizing deep philosophical questions, such as the origin of mankind, what constitutes consciousness, and man's purpose on earth. Those individuals with a strong tendency toward existential intelligence are, according to some experts, more inclined to ask questions regarding these ultimate realities, including the meaning of life. The characteristics of existential Intelligence are: Interested about life, death and beyond; sees the big picture; able to look beyond the senses to explain phenomena and strong interest in society. Possible career choices are: Scientist, philosopher, theologian, clergy, writer, and psychologist. Existential intelligence draws on several other forms of intelligence, so that the individual can combine multiple abilities and make them work together synergistically. Existential intelligence controls the other forms of intelligence and may even give them ethical and metacognitive meaning. Research into this last form of intelligence is ongoing.

Gardner believes that true intelligence has to do with problem solving and is capable of creating in a natural setting. Moreover, he discovered that the intelligences could be taught. Anyone at any age or skill level can become more intelligent through learning. Linguistic intelligence refers to sensitivity to words and languages; logical-mathematical intelligence has to do with adeptness with numbers and logic; visual-spatial intelligence is related to vision and spatial perception; intrapersonal intelligence symbolizes that one can distinctively recognize one's own strength, weakness and emotions; musical intelligence involves creativity, music and rhythm; interpersonal intelligence enables a person to recognize the personalities and motivations of others; naturalist intelligence refers to the sensitivity to nature and others; bodily-kinesthetic intelligence has to do with the nimbleness of a person's body (Drawbaugh, 2002; Yan, 2006).

MIs theory was viewed in studies as relational or interconnected components (e.g. Mindy, 2005; Osmon & Jackson, 2002; Xie & Lin, 2009). The following assumptions were articulated: (1) Each person possesses all eight intelligences. Every individual has all eight intelligences with different degrees of dominancy. Some intelligences can be highly developed, less developed or undeveloped.; (2) Most people can develop intelligences to an adequate level of competency. According to Gardner (1983), all eight intelligences can be developed through improvement and training; (3) Intelligences usually work together in complex ways. Intelligences are always interacting with each other. For example, to cook a meal, one must read a recipe (linguistic), perhaps double the recipe (logical-mathematical), develop a menu that satisfies all members of the family (interpersonal) and placate one's own appetite as well (intrapersonal); (4) There are many different ways to be intelligent within each category. There is no standard general attribute to consider an individual to be interlligent. There will always a fusion of MIs.

Furnham and Mkhize (2003) and Strecker (2008) proposed approapriate measures to test MIs. Multiple intelligences assessment emphasizes learning by doing to assessing learning. In order to stay unbiased, as stated by the theory, the assessments should be done according to the students' knowledge and performance. MIs assessments are usually done by the instructor, the collaborative teachers, and students. This makes the assessments more interactive and unbiased than traditional assessments, which are done by the instructors alone. The assessment of multiple intelligences should be (1) forming: designed to unfold, entice, or rouse strengths in students. (2) variety: offering students all kinds of opportunities to demonstrate what they know. (3) substantially beneficial: through evaluations, help students improve intrinsic quality or enhance understanding in both themselves and the academic subjects. (4) mutually corresponding: allowstudents to choose means of expression based on their learning experience and preferences and fully demonstrate their academic strengths.

Furnham & Mkhize (2003) and Strecker enumerated the eight forms of authentically assessing and evaluating multiple intelligences: (1) linguistic intelligence: oral reports, writing presentations are used. (2) logical-mathematical intelligence: problem-solving task, cause-effect inference. (3) visual-spatial intelligence: can use charts, photographs and slideshows. (4) intrapersonal intelligence: some type of record of introspecting one's own learning experiences. (5) musical intelligence: music appreciation, musical performances. (6) interpersonal intelligence:

collaborative learning, peer reviews. (7) naturalist intelligence: can ask students to make observations or classification reports. (8) bodily-kinesthetic intelligence: acting or dancing

The present study

This study attempted to examine how the profiling of MIs can be useful to graduate students' and sought to determine if gender, age, specialization and GSAT ability would affect their MIs strengths . Nursing graduate students from a state university in the Southermost part of the Philippines were involved. Out of 75 graduate students, 20 (26.7%) were males and 55 (73.33%) were females. 67 (89.3%) of the particpants were ages 20-30 years old. A majority of particpatnts [55 (73.3%)] were Master of Nursing major in Medical Surgical Nursing (MN-MSN), along with the other specializations: Master in Nursing major in Mental Health Psychiatric Nursing (MN-MHPN) [13 (17.3%)], Master of Arts in Nursing Education (MAN-Ned). [3 (4%)], Master in Nursing Maternal and Child Health (MN-MCH) [2 (2.7)], Master of Arts in MN-M [2 (2.7%].

In general, graduate students were proficient in their Gradute School Aptitude test scores with the mean score of 81.42% and a standard deviation of 8.86. Students were homogeneously grouped in terms of their level of aptitude as the standard deviation appeared to be a small value.

Problem statement

Since there was no baseline study on MIs in the College of Nursing Graduate Program, This research conducted a profiling on the MIs among graduate students. This helped identify, document and promote effective application of MIs in the graduate program educational setting. It sought to answer the following research questions:

1. What is the most dominant type of Multiple Intelligences (MIs) among the graduate students of the College of Nursing when classified according to age, gender , field of specialization?
2. Is there a significant difference in the respondents' MIs when classified according to gender and field of specialization?
3. Do students' age group and GSAT scores correlate with their MIs?

Hypotheses

This study hypothesized that: (1) There is a significant difference in the respondents' MIs when classified according to gender and field of specialization; and (2) There is positive correlation between the participants' age group or GSAT scores and their MIs strengths.

Significance

This study provides Nursing students an awareness of their undiscovered Multiple Intelligences. It will give them a chance to enhance and develop their skills and desirable abilities which serve as an identification of who they really are. As future nurses, developing self-awareness is an important tool to establish a therapeutic relationship with clients and knowing the type of Intelligences a person has is part of it.

This study is useful for the Nursing faculty as a means of assessing the type of intelligence found mostly in their students, to help the students improve their potentials and make their weaknesses transform into strengths. Thus, the faculty will be able to evaluate the effectiveness of their teaching strategy by the corresponding outcomes as shown by their students.

It can also be generated in this study, for the nursing administration, whether the type of Intelligence most Nursing students are inclined has a relation to the number of Nursing Licensure Examination passers. For those who wanted to take up Nursing, knowing the type of Intelligence one is highly-oriented gives them a chance to upgrade his/her competency on the nursing field and fully acquire his capability. This study will also serve as a preparatory tool for his/her future profession.

Methodology
Design

Deescriptive- correlational design was used. With the use of MIs inventory, this study determined if the graduate students' age, gender, GSAT scores and field of specialization would affect their MIs strengths.

Sampling

Total enumeration of all the enrollees in the graduate program for AY 2015-2016 was employed. A total of 75 nursing graduate students agreed to take the MIs inventory.

Instrument

MIs inventory was used. It was adapted from MIs inventory, copyright 1999-2014 by Walter L. Mckenzie Jr., Woodbridge, VA, US. It was divided into 9 sections that comprised the 9 MIs with 10 statements each wherein the respondents were required to mark the statements that describe their corresponding various skills, abilities, interests and characteristics. Since the MIs inventory was already used to profile students of various cultures and considered a standard survey, no validity and reliability measures were necessary.

The data

This study was a profiling of the gradute students' MIs inclinations. Prior to the administration of the survey, students were asked to read a consent letter. In this correspondence, there was an attached abstract explaining the nature of this study and its main purpose. They were not forced nor coerced in any way. Once they signed the letter and agreed to take part of this research, they were given one sheet of MIs inventory to be accomplished in one hour. The three airconditioned rooms were conducive for the simultaneous conduct of survey. There were 3 research assistants hired for this purpose to help ensure that there was order, consistency, honesty and objectivity while students were taking the survey. Free snacks were provided before and after the data gathering. The researcher ensured full confidentiality and anonymity.

Statistical treatment

Frequency and percentage were used to identify the respondents' gender and age. Mean was used to determine the students' level of GSAT ability and MIs strengths. T-test for Independent Samples was utilized to test variance between males and females. One-way ANOVA was used to determine variation in their perceived MIs classified according to fields of specialization. To establish correlation between age or GSAT ability and MIs, Pearson Product Moment Correlation Coefficient was employed.

Data processing and analysis

Data was tabulated in MS Excel and later transferred to SPSS 15 for inferential statistics analysis. The gender and age data were taken from the descriptive questionnaire segment accomplished prior to taking the MIs inverntory. The GSAT scores were secured from the nursing graduate school admissions office with official permission from the graduate chair. The levels of aptitude was determined by a standard test and descriptor. With regard to the participants' MIs strength, a standard MI inventory by McKenzie (2014) was used. Out of the 9 sections representing the 9 MIs, there were 10 positive statements that participants were required to rate 1 point or 0 point.1 point if statement is true to them while 0 point if the statement does not reflect their perceived strength. So, the highest possible score obtained per section/intelligence was (10 points x 10) 100 points. The lowest was 0.

Results and Discussion

Most dominant MIs in graduate students

The most dominant MIs were *existential strength* and *intrapersonal strength* and were found in both *males* and *females*. Intrapersonal strength, specifically, is highest among females with a mean score of 82.9 as compared to males with an average score of 77.5. However, in existential strength, males obtained the highest average score of 77.5 as compared to Females with an average score of 73.1.

Both male and female graduate students were more capable and possessed greater ability to comprehend and relate philosophical subjects pertaining to human existence and were likewise self-aware of their own personal traits compared to other MIs. Comparatively, males had a higher degree of capability of synergizing and associating ideas on human origin and evolutionary development than females (*M*=7.75 and 7.31). On the other hand, females tend to be more appreciative on Intrapersonal Intelligence with a mean of 8.29 as compared to males with *M*=7.75. This may imply that females are more self-aware of their own feelings and have the greater propensity for self-improvement as this group may be generally good in assessing personal strengths and weaknesses.

With respect to age disparity, existential strength, kinesthetic strength and intrapersonal strength are highest among graduate students with ages 31-41 with mean values of 73.3, 78.3, and 83.3, respectively. Likewise, existential strength and intrapersonal strength are strongest among

those with ages between 20-30 years old. Lastly, senior graduate students (aged 53 and above) possess strengths on Existential and Intrapersonal MIs.

As regards *fields of specialization*, 4 MIs have been identified as most dominant having the highest average scores across all groups: *existential strength, kinesthetic strength, verbal strength, and intrapersonal strength*. Specifically, existential strength, kinesthetic strength and intrapersonal strength was found to be highest (8.67, 8.67 and 9.67) among MAN-Nsg.Ed.graduate students.Conversely, MN-M graduate students had high score averages on existential strength, verbal strength, and intrapersonal strength with mean values (70.0, 70.0 & 8.00) score averages respectively. For MN-MCH graduate students two (2) MIs were identified to be the most dominant: kinesthetic strength with 70.0 and intrapersonal strength with *M*= 85.0. Likewise, for MN-MHPN and MN-MSN, these were: existential strength and intrapersonal strength with mean scores (71.5 and 77.7), respectively, for MN-MHPN, and *M*=75.1 and M=8.15, respectively, for MN-MSN.

Based on the data above, it can be implied that both males and females obtained greater strengths in existential and intrapersonal traits. The same can be said for graduate students belonging to all age brackets (with a single exception on kinesthetic strength that graduate students aged 31-41 had a high mean score), while among fields of specialization all graduate students had greater capabilities in existential, kinesthetic, and intrapersonal strengths with MAN-Nsg.Ed. group having or possessing all three traits with the highest average scores. MN-M group likewise had three strengths with high averages: existential strength, verbal strength, and intrapersonal strength, while MN-MCH group had two (2) strengths with high averages: kinesthetic strength and intrapersonal strength. MN-MHPN and MN-MSN graduate students had identical high scores in two (2) strengths existential and intrapersonal traits.

Difference in the gradute students' MIs based on gender and field of specialization

There was significant difference between *male* and *female* mean scores in *logical strength and visual strength*. Males tended to have higher scores than females in logical strength [t (73)= 4.41, p=.001, *d*= 1.44] and visual strength by [t (73)= 2.35, p=.05, *d*= 1.12] respectively. The result implies that males are "stronger" in mathematical-logical reasoning and are scientifically inquisitive than females. Likewise, males are more articulate in oral and written communication, giving them the advantage to explain things well with good retention on written and spoken

information. In the application of these traits in nursing care, males are more likely to be methodical in handling patients as well as communicative which may ease patient anxiety.

As statistically proven in Table 1 below, there was a significant difference in the respoendents' musical strength between MAN-Nsg.Ed. and MN-M in favor of the former.. Likewise, there was a significant difference in musical strength between MN-MHPN and MN-M in favor of the former. Lastly, there was a significant difference in musical strengths between MN-MSN and MN-M with the former showing higher mean.

Table 1

Difference in the Respondents' Musical Strength based on Specialization

Multiple Comparisons				
(I) specialization	(J) specialization	Mean Difference (I-J)	Std. Error	Sig.
MAN-Nsg.Ed.	MN M	4.00	1.54	**0.01
	MN-MCH	1.50	1.54	0.33
	MN-MHPN	0.69	1.08	0.53
	MN-MSN	1.05	1.00	0.30
MN M	MAN-Nsg.Ed.	-4.00	1.54	**0.01
	MN-MCH	-2.50	1.69	0.14
	MN-MHPN	-3.31	1.28	**0.01
	MN-MSN	-2.95	1.22	*0.02
MN-MCH	MAN-Nsg.Ed.	-1.50	1.54	0.33
	MN M	2.50	1.69	0.14
	MN-MHPN	-0.81	1.28	0.53
	MN-MSN	-0.45	1.22	0.72
MN-MHPN	MAN-Nsg.Ed.	-0.69	1.08	0.53
	MN M	3.31	1.28	**0.01
	MN-MCH	0.81	1.28	0.53
	MN-MSN	0.36	0.52	0.49
MN-MSN	MAN-Nsg.Ed.	-1.05	1.00	0.30
	MN M	2.95	1.22	*0.02
	MN-MCH	0.45	1.22	0.72
	MN-MHPN	-0.36	0.52	0.49

*The mean difference is significant at the 0.05 level.

In terms of kinesthetic strength, statistical evidence presented in Table 2 below showed significant variation based on specialization. MAN-Nsg.Ed had a greater kinesthetic strength compared to MN-M.

Table 2

Difference in the Respondents' Kinesthetic Strength based on Specialization

		Multiple Comparisons		
(I) specialization	(J) specialization	Mean Difference (I-J)	Std. Error	Sig.
MAN-Nsg.Ed.	MN M	4.17	1.66	**0.014
	MN-MCH	1.67	1.66	0.32
	MN-MHPN	1.59	1.16	0.18
	MN-MSN	1.67	1.07	0.13
MN M	MAN-Nsg.Ed.	-4.17	1.66	**0.014
	MN-MCH	-2.50	1.81	0.17
	MN-MHPN	-2.58	1.38	0.07
	MN-MSN	-2.50	1.31	0.06
MN-MCH	MAN-Nsg.Ed.	-1.67	1.66	0.32
	MN M	2.50	1.81	0.17
	MN-MHPN	-0.08	1.38	0.96
	MN-MSN	0.00	1.31	1.00
MN-MHPN	MAN-Nsg.Ed.	-1.59	1.16	0.18
	MN M	2.58	1.38	0.07
	MN-MCH	0.08	1.38	0.96
	MN-MSN	0.08	0.56	0.89
MN-MSN	MAN-Nsg.Ed.	-1.67	1.07	0.13
	MN M	2.50	1.31	0.06
	MN-MCH	0.00	1.31	1.00
	MN-MHPN	-0.08	0.56	0.89

* The mean difference is significant at the 0.05 level.

However, there was no significant difference in the following participants' perceived MIs based specialization: naturalist strengths [F (1, 73) = 6.15, p= .453],   logical strengths [F (1, 73) = .514, p= .642], existential strengths [F (1, 73) = .756, p= .362], interpersonal strengths, [F (1, 73) = .622, p= .534], verbal strengths [F (1, 73) = .429, p= .268], intrapersonal strengths [F (1, 73) = .811, p= .751],   , visual strengths [F (1, 73) = .251, p= .593].

The data in Table 1 revealed that MAN-Nsg.Ed. group generally manifested "stronger" musical strength compared to MN-M group. Likewise, MN-MHPN group had "stronger" musical strength than MN-M group. Among the three fields of specialization with regard to musical intelligence, MAN-Nsg.Ed.graduate students were more musically inclined than MN-MHPN and MN M with MN M with having the least inclination for music. This implies further that MAN-Nsg.Ed.andMN-MHPN graduate students may exhibit better nursing care or classroom instruction within the context of appealing voice communication compared to MN-M graduate students.

For kinesthetic intelligence in Table 2, MAN-Nsg.Ed. group exhibited better performance in dexterity: MAN-Nsg.Ed. graduate students could be more careful or gentle with physical patient handling because of "light-handedness". This trait may well be conveyed through classroom or laboratory instruction.

Correlation between the respondents' age or GSAT scores and their perceived MIs

There was no significant relationship between age and Multiple Intelligence: age had nothing to do with any of the MIs strengths: naturalist strength [r (75)= 0.14, p= .23], musical strength [r (75)= 0.02, p= .84], logical strength[r (75)= 0.02, p= .85], existential strength [r (75)= -0.04, p= .73], interpersonal strength[r (75)= 0.01, p= .94], kinesthetic strength [r (75)= -0.06, p= .59], verbal strength [r (75)= -0.06, p= .60], intrapersonal strength [r (75)= -0.11, p= .34], visual strength [r (75)= -0.01, p= .91].

But, there was positive correlation between GSAT scores and naturalist strength, verbal strength, intrapersonal strength, and visual strength: notably, GSAT and naturalist strength, interpersonal strength, and visual strength have strong positive correlations respectively, while logical strength, existential strength, and verbal strength have moderate positive correlations as shown in Table 3 below. The result implies that as GSAT scores increases, average scores in the mentioned strengths likewise increases in a linear fashion. Graduate students with high GSAT

scores were likely to be more "intelligent" with respect to the seven (7) MI strengths which would help during actual patient care or during instructional mentoring.

Table 3 Correlation: Respondents' GSAT Scores and their perceived MIs

Correlation (GSAT vs MIs)	Correlations				
graduate school aptitude score	S1	S2	S3	S4	
Pearson Correlation	0.71	0.18	0.35	0.37	
Sig. (2-tailed)	**0.00	0.13	**0.00	**0.00	
N	75	75	75	75	

Correlation (GSAT vs MIs)	Correlations				
graduate school aptitude score	S5	S6_ave	S7	S8	S9
Pearson Correlation	0.58	-0.55	0.41	0.25	0.52
Sig. (2-tailed)	**0.00	0.64	**0.00	*0.03	**0.00
N	75	75	75	75	75

** Highly significant at p=0.01

* Significant at p=0.05

    S1=Naturalist Strength, S2=Musical Strength, S3=Logical Strength, S4=Existential Strength

    S5=Interpersonal Strength, S6=Kinesthetic Strength, S7=Verbal Strength, S8=Intrapersonal Strength

  S9=Visual Strength

The data showing positive correlation between GSAT ability (mathematics and verbal proficiencies) and MIs (i.e. visual strength) was supported by Madrazo (2019) that found positive association between linguistic and logical assessments in visually-inlcined learners of English. The results showing the positive influence of gender, GSAT scores and field of specialization are substantiated by Mindy (2005) and Osmon and Jackson (2002) that postulated MIs as can be developed generally in individauls regardless of one's gender, aptitude and field of specialization. Gender difference in favor of males is quite an interesting result. Males showing dominant logical strength compared to females is supported by the metanalysis study reported in Su, Round and Armstrong (2009). It was found that males were more relialistic and investigative (attrtibutes of being logical) and females were more creative. Males prefer engineering, science and mathematics (indicators of being logical than females). But, the data in the present study was not generalizing

males to be logical and females to be creative since males can also be creative: visually and kinesthetically stronger than females.

In conclusion, the results were supported by Gardner's MIs theory that all individuals (in normal health and cognitive conditions) regardless of basic attributes: age, gender, aptitude, specialization can develop these self-perceived intelligence with constant and proper training (Armstrong, 2018). Teachers in the nursing department can explore on this MIs profiling to engage students to be more self-reliant in their field of expertise, to be critical, to be logical, communicative, and creative in order to function effectively with patients and their superiors. Further, future research can look into contrasting the MIs of nursing with other disciplines like engineering and education to see if variance can be manisfested involving more than 100 participants to obtain a desirable effect size for ANOVA.

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The EFL Professional's Written Forum

The influence of English proficiency and academic preparation on career preference of fourth year students in select secondary and vocational schools in Sulu

Ruperto D. Mendoza, Jr.
Western Mindanao State University
ruperto_mendoza@yahoo.com

Abstract

Drawn from Madrazo (2019), Vokovic & Lesaux (2013), Martirosyana, Hwang and Wanjohi (2015) models on the correspondence among language proficiency, academic proficiency and career preference, this study hypothesized that the participants' English proficiency, academic performance and career preference would significantly be correlated. With the administration of a standard English proficiency test adapted from Madrazo (2012, 2018) and a survey questionnaire for academic and vocational performances to 240 secondary students in Sulu, it was found that the students' English proficiency moderately correlated with their academic performance and their career preference. Their academic performance in general significantly correlated with their job option which is analogous to the claim of Martirosyana, Hwang and Wanjohi (2015).

Keywords: *English proficiency, academic preparation, career preference, secondary school, vocational school*

Introduction

Parents talk to their children about language in more formal ways, such as asking what a word means and how it fits with other words and concepts. Several studies have consistently

established not only the important role that parents play in children's educational development but also the close connection between home literacy experiences and children's reading and writing achievements (Basco 1993; Snow & Porche, 2000). The mother's education and the mother's expectation for the child have confirmed that some children who interact early with print not only begin to learn about reading and writing during the first few years of life but actually become independent readers even before attending school (Clanke 1988).

Children's interactions with the adult in their homes get equipped to the children's language development. Generally parents would give the best for their children especially education. All parents want their children to be successful in their endeavors. School is no different parents want their children to learn and be accepted with their peers and teachers. It is important to keep expectations minimally as possible to address the challenges that students face each day. The expectations should be briefly communicated to easily understood language. Again, one way to involve parents is to ask their support in providing needed resources. Students who have access to reading materials in their homes have higher reading proficiency than those who did not have such access. The contacts between parents and teachers regarding academic matters also turned out to be related to improve basic performance and progress in school.

Basically, in the Philippine educational system the vital component that must be looked into by educational managers and leaders are the student development, staff development, instructional management, supervision, physical facilities and infrastructure development. These components need to be improved, harnessed and strengthened so that the quality of education may be attained.

Traditionally, according to Cruz (2004) assessment is viewed as contextualized and biased where teachers play the central role. Now, assessment is increasingly becoming an integral part of the teaching – learning process and not merely viewed as an activity for accountability purposes. Assessment in the public school is done in a conventional way. The teachers use standardized or a teacher – made tests to evaluate students' performance in their classroom achievement tests which are conducted to gauge their level of performance especially in academics. Teachers will have a clearer view of how learners process in different dimensions and how to maximize their learning styles. They can provide opportunities for the students to come up with their own output and other related activities that will ultimately manifest their own appreciation. Schools are not merely four-

walls within buildings but as institutions of learning that aid students to grow academically and vocationally as they recognize fully their role in nation building.

As regards vocational education, this technical course is clearly targeted to special types of work and such work titles as cosmetology, auto body repair, vocational printing, building construction and the like. Recently, computer related vocational education attracts many college bound students seeking to gain that needed technical edge.

Indeed, there is almost no human activity which does not involve the manual labor, and within this sphere of influence that more learners should be able to learn and understand things that surround them. The interaction between the teachers and students is important in the learning-teaching process. The students become motivated and participate more in the process of acquisition of knowledge adhering to the experiential approach in processing knowledge in the environment.

Despite the common belief that vocational education constitute a discrete academic track for underperformed students who plan to work full time after high school. A recent survey revealed that vocational education plays a much broader role. More than 91% of high school students take at least one vocational education course before graduation. Nearly half of all vocational education classes are taken by students who plan to attend a four – year or community college after high school (Fabella, 2000).

Realizing that enhanced human resources can activate the development syndrome which leads to progress. Developing countries and even developed ones expand export, Time and fiscal resources to develop the potentials of the citizenry considering the access of education through the vocational achievements of the students.

Literature review

English proficiency as a predictor to academic performance

There have been persuading evidence in the literature that language proficiency did influence their academic performance (e.g. Kerstijens & Nery, 2000; Krausz, A. Schiff, J. Schiff, & Hise, 2005; Woodrow, 2006) . In recent study of Madrazo (2019), it was reported that there was positive correlation between linguistic proficiency and logical-mathematical proficiency. The data in Madrazo's paper was substantiated by Vokovic & Lesaux (2013) whose study showed significant relationship between the students' linguistic competence and their arithmetic skills.

In the study of Martirosyana, Hwang and Wanjohi (2015) employing international students, they found that the highest academic achievement reported through mean GPA significantly correlated with outstanding levels of self-rated English proficiency among students who were trilinguals speaking at least three languages. The limitation of this paper was that self-rated English proficiency may subjectively measure the students' English proficiency. The present study addressed this limitation by adapting a standard English proficiency from Madrazo and Bernardo (2012, 2018) to ascertain that the students' knowledge in using the English language was objectively assessed.

Academic and vocational performances

The need for achievement involves a concern over competition and the desire to Live up to a standard of excellence. The degree of achievements. Motivation of individuals affects their behavior. Those who gain high in their academic performance are more likely to go to college than those who are low . They also tend to have a better grade in college. In subjects related to their future careers, plan to enter high status jobs and tend to be successful to business In a family where parents stress competition and excellence, motivation for achievements is most likely to develop. The nature of parental response to the child is the important factor. Rewarding a child with affection and praise for his success will motivate him to achieve more (Baron, Bryne and Kantwitz, 1980).

Moore (1992) elaborated that teachers encounter many classrooms situations in which the traditional paper and pencil that is inappropriate for gathering needed evaluation information. As a result educators are trying to redesign school assessment so that it reflects changing world conditions. To this end much attention is being directed toward "performance assessment". There are possible types of activities that could be used as simulations including simulated performance tests, performance tests including actual word samples identification tests, teachers and poor ratings and self -assessment , observational assessment, oral assessment, pencil and paper assessment, including essay tests, written reports, and design problems, personnel attitude including transcripts, portfolios and internships.

Bargasa (1994) focused on the importance of materials on achievement. He suggested that for a school to be effective it should provide a curriculum that is properly paced, sequenced,

supported with textbooks, equipment and different apparatus and provided with a variety of instructional materials. More instructions should be well emphasized on the students especially when they are on the process of doing the real task individually. Extra care should be given to the student while they are at work.

Ironically, students who obtained higher achievements in vocational education get more attention in the developing countries than they could in the more developed countries. This reveals on preparation of how much the government is spending for the deserving students. Some countries seem to be very tight on the student's performance especially on those having the special skills. Encouragement and support from the government and from the parents is deemed.

Former Education Secretary Florencio D. Abad, announced that the previous years the Department of Education (DepEd) implementation of the six areas of performance seeking to raise the quality of basic education in the country. The enforcement in the areas of performance was in pursuance of the DepEd "school first initiative program." But the growing complexities of the changing world have given time to a number of problems in our educational system. The public school cannot escape such an immutable fact. They have grown in size by heaps and bunds and concomitantly grow with the coupled problems including administration and supervision.

In the present day, the role of the educational manager is the development of change cannot be over emphasized even with the implementation of the current K-12 program. They have a very crucial role to play in the achievements of educational targets. Hence, they need to be equipped into adequate skills, knowledge and attitudes to function effectively

Adres (1986) stresses that for an educational institution to achieve its Educational goal and objectives it must change with the changing environment and new methods and techniques necessary to bring results which satisfy the demands on education. It must respond to the increasing pace of innovations and man's constantly changing needs.

Gregorio (1988) believes that a good teacher has to be a human being. He believes that the teacher has to make his students respects, admire and love him/her and not make fun of him/her. Teaching makes one aware of what they have and should recognize his profession. It is important for a teacher to gain the confidence and respect of the students.

Smith and Tiberius (1998) emphasized that our concept on expertise influence what we do to become experts as well as how we try to help others develop their expertise. Teachers need to enjoy a progressive problem solving at the edge of their competence and that they need to

encourage their students to be the same. Vocational guidance on the other hand assists an individual to choose occupation prepare for it and progress in it. Each student's choice of a job should be based upon his personal traits, talents, attitudes and capacity. Neale (1989) describes attitude as an aggregated attitude of liking or disliking to the work— a tendency to be engaged in or avoid the work activities.

Carpenter, Penneira, Peterson, Chiang and Leef (1990) discussed. Cognitive Guided Instruction (CGI) which requires teachers to focus on student's taught processes while they handle problems. On going assessment of what students understand is critical to this instruction technique. Student develops both basic skills and higher order thinking skills through other activities. Students should be encouraged in any kind of activities regardless the course content being taught at the time and this not only increases student's opportunity to learn but demonstrate usefulness in all aspect of life.

In the study conducted by Copra (1989) in India, the outcomes revealed that the economic status, and background of students had positive relationship with their academic performance. Those who belonged to the upper levels of economic status had higher academic performance than those in the lower level, achievement of some significant learning objectives cannot be measured by tests, but this can be identified by other means such as observation of behavior in various situations, in doing the work especially when they handled the activity.

Sadker (2000) Research shows that students who spend more time pursuing academic content achieve more. That's the common sense part, and its hardly surprising what is starting is how differently teachers use their classroom time. It was found out that some school devote approximately 65 percent of their time to instruction whereas others devote almost 90 percent the variation is enormous.

The present study

The respondents were graduating students of each of the secondary schools coming from both the academic and vocational schools in Sulu. A total of 240 student- respondents taken from the 10% of total population of fourth year students in each secondary schools. 120 students represented from 3 academic schools and another 120 students represented from 3 vocational schools.

Majority of the student-respondents belonged to age bracket 16 to 17 years old, with a frequency of 185 (77.1%,) with 128 (53.3%) males and 112 (45.7%) females.. In general,

respondents were single with a frequency of 240 (100%). In terms of religion 228 (95%) of the participants were Islam. Most of them possessed the skill in singing with a frequency of 76 (31.7%0). As regards SES, their parents were self-employed with a frequency of 78 (32.5%).

In this study, academic achievement refers to the secondary students' performance in English, Science and Technology, Mathematics, Filipino and Social Studies taken together as grade point average (GPA). The term vocational performance refers to grade point average (GPA) in Vocational Elective and Technology Livelihood Education.

The schools involved were the following: Sulu State College Laboratory High School with 20 (8.3%), Notre Dame of Jolo High School Kasulutan with 26 (10.8%) , Jolo National High School with 74 (30.8%), Hadji Butu School of Arts and Trade 50 (20.8%) , Jolo School of Fisheries with a 40 (16.70) and , Jolo Agricultural School with 30 (12.5%) participants.

As regards the students' career preference, 55 (22.9%) of the high school students preferred BS Nursing, 45 (18.8%) chose BEED/BSED, 20 (8.3%) selected BS Information Technology, 50 (20.8%) opted for BS Criminology, 12 (5.0%) BS Engineering, 20 or 8.3% chose Midwifery, 16 or 6.7 preferred in BS Computer Science, 10 or 4.2 preferred a technical course and about 12 or 5.0% preferred to be in other courses.

Problem statement

This study intends to find out the academic preparation and some related variable affecting the career preference of fourth year students in select secondary and vocational school in Sulu.

Specifically, this study sought to answer the following questions. :

1. What is the level of English proficiency of the select secondary and vocational schools in Sulu?
2. What is the academic and vocational performances of the respondents?
3. Do the students' English proficiency, academic performance, vocational performance and career preference correlate with each of the said variables?

Hypothesis

The study hypothesized that the students' English proficiency, academic performance, vocational performance and career preference would correlate with each of the stated variables.

Significance

This sought to contribute knowledge in the following institutions or stakeholders:

Commission on Higher Education. it would provide them with firsthand information on vocational curriculum and its concern. The result of the study is also important to TESDA, because it would be a vital source of information on the achievement of vocational student and hopefully would encourage them to provide assistance to vocational. To the Vocational Secondary Principals, School Administrators and other school officials; it would be a vital source of explanation on the low achievements of student in other subjects. And it may guide them in their management of schools and make them see the need to have a better relationship with their students.

Teachers. It would serve as an eye - opener to teach students better and religiously meet their respective classes and help them improve their methods and techniques in teaching so that they may influence their students to have a better attitude toward school.

Guidance counselors. This study will be verified in identifying trainings and seminars needed in improving the study habits of the students and in the advancement of teaching strategies for teachers that will further enhance or improve the academic performance of the students.

Parents. It would give insights on their children's performance and help them determine the importance of education in such a way that they could make use of the learning and acquired skills in the future. Also they could properly assist and guide their children to strive harder in the acquisition of knowledge in both academic and vocational aspects.

Students. it would serve as a challenge to do better in their performance and will help them develop the skills and potentials they possess in the field of specialization they enrolled in. Also, it would encourage them to have a better attitude toward learning.

Method

Design

This study employed of the descriptive quantitative research design used mainly to describe contemporary events and the research questions and problems were based on an appreciation of the present state of affairs, albeit, they are rooted in the past and may affect the future.

Sampling

        The study employed the random sampling without replacement in selecting the secondary graduating students as sample. The researcher first grouped the population according to their school category; the group of all academic school and the group of all vocational school since the population has a common characteristics. To obtain the number of students needed in the research. The student's respondents were selected by using the "Fishbowl Technique". The names of the graduating students were written on a piece of paper rolled and placed it on a box. The researcher picks out 50% of the total pieces of paper with the corresponding names of the students. The parents of the 50% student's respondents were then taken as parent respondents of the study

        The researcher believes that 50% of the student – respondents was enough to represent the total population. The parent – respondents were also deemed to be representative of the total population for parents. (Gay, 1976), this method is used in order to eliminate the difficulty of selecting a quite large population and to obtain a fair number of respondents for this study.

Instruments

        English Proficiency test (Adapted from Madrazo & Bernardo, 2012, 2018). The proficiency tests were measures of reception (comprehension) and production (speaking/ writing) designed to determine the participants' knowledge of the English language. These were extemporaneous speaking and essay tests. The former aimed to measure the participants' understanding of the questions or issues presented to them and their speaking ability in English; whereas, the essay test assessed their understanding of the given issues or problems and their writing skills. Both proficiency tests were designed to measure the participants' indexes of proficiency and not the content of reception and production.

        Extemporaneous speaking. This was an oral proficiency test that measured comprehension/ listening skill (given question) and speaking skill in English. The participants were given different questions or issues . The question was read to the participant to test their listening skill. They expressed spontaneously their opinion or reaction. Their speech was tape-recorded for evaluation. There were three evaluators who were experts in English for the extemporaneous speaking. The speech was rated using Heaton's (1989).

Essay test. This is a revised proficiency test used in Madrazo (2019), an English Proficiency Test administered to college students. Pictures eliciting environmental issues were prompted to the participants. They had to discuss the issue and propose solution to resolve the problem   (i.e. illegal logging or drug addiction) in just one paragraph. This revised essay test has undergone pilot testing administered to students with similar characteristics with the target participants. The English essay test-results were submitted to inter-rater reliability through Pearson r correlation computation and were found to have high correlation. There were three evaluators for essay test. The three evaluators were professors teaching English at a certain state university in Mindanao. A revised rating scale (Heaton, 1999).

Questionnaire. The researcher prepared a questionnaire – checklist which was designed and constructed in gathering the necessary data and information in the conduct of the study. This was a combination of quantitative and qualitative aspects of the research instrument. There were five choices for each item. These were: *greatest extent, greater extent, great extent, moderate extent and least extent.*

The data

The researcher then sought the permission of the principal and superintendent of the secondary schools for the conduct   of the study.   Upon receipts of the approval   from the principal and superintendent   the researcher had   proceeded to administer the instrument to the target respondents.

The instrument that was used in the study is a questionnaire specifically to meet the study's objectives. It was made sure that the room for conducive for the administration of English proficiency test and test questionnaire. The English proficiency test and questionnaire were administered to each of the respondents in a class and collected personally by the researcher from the students or teachers. After collecting the entire proficiency test and questionnaire, the researcher tabulated the data using MS excel prior to running the data using SPSS for statistical analysis.

Statistical treatment

The results of the English proficiency test and questionnaire were scored, recorded and tabulated. The data gathered were treated and analyzed using frequency distribution and simple percentage, mean, standard deviation and Pearson Product Moment Correlation.

Results and Discussion

The English proficiency of the secondary students

There were 240 secondary students who took the English proficiency test. Students were *average* in both speaking and writing ability with the mean values (56.57 & 54.87) and standard deviations (8.34 & 7.33) which were considered statistically of small values. Students appeared to be homogenously grouped in terms of their ability to perform using the English language both in reception and production.

Richards (2006) stressed the importance of developing students speaking and writing skills through communicative tasks based approach in teaching the English language. Teachers find their high school students struggle in these two macro skills because students are not engaged in tasks that will allow them to develop the "learning-to-learn" attitude. It cannot be that teachers feed them with activities that merely elicit the traditional lower level skills: knowledge and comprehension. Students must learn to synthesize, analyze, evaluate and create by examining their own tasks with teachers acting as facilitators not doers of the tasks. As seen in the data above, the average performance in both speaking and writing was an indication that more communicative tasks are expected from teachers to provide their learners so as to achieve better outcomes in these schools.

Academic achievements of secondary students

Table 1 shows that the highest mean of 4.00 interpreted as greater extent as posted in item 4, which is *"Do you have the ability to comply with the requirements of the teacher in a particular activity?"*. And the lowest mean 3.28 interpreted as great extent as posted in item 12 *"Do you seek the assistance of teachers if you find difficulty in doing the required projects?"*

The same table revealed that the rest of the predetermined statements specified in Sulu, yielded a weighted mean of 3.56, 3.78, 3.66, 3.51, 3.76, 3.83, 3.58, 3.73, 3.53, 3.69, 3.86, 3.65, 3.90, 3.82, 3.68, 3.58, 3.52, 3.62, 3.78 respectively means that all items predetermined statements had agree to academic achievements of secondary students respondents and 3.48, 3.28, 3.45, 3.34, 3.41 and 3.32 disclosed to have great extent to academic achievements of secondary students respondent

Table1

Academic Achievements of Secondary Students in Sulu.

N=120

No.	Question Items	Weighted Mean	Equivalent Descriptive
1	Are you interested with the kind of school curricular offerings?	3.98	Greater Extent
2	Do you consider the proximity of the school to your home?	3.56	Greater Extent
3	Do you consider the financial capabilities of your parents?	3.78	Greater Extent
4	Do you have the ability to comply with the requirements of the teacher in a particular activity?	4.00	Greater Extent
5	Does the school value academic and vocational excellent performance?	3.66	Greater Extent
6	Do you consider and analyze things like problems situations and trends in a vocational school?	3.51	Greater Extent
7	Are you in a situation in which you need to find a job an earn money in the context at a possible time?	3.48	Great Extent
8	Do you have the strong determination to pursue your college education?	3.76	Greater Extent
9	Do you have the perception or improve quality education if enrolled in nay secondary schools?	3.83	Greater Extent
10	Does the achievements made by the students in an academic school the same with those in the vocational school?	3.58	Greater Extent
11	Are you concern of doing school projects if ever requested by teachers?	3.73	Greater Extent
12	Do you seek the assistance of teachers if you find difficulty in doing the required projects?	3.28	Great Extent

13	Are you a member of any clubs/organizations in the school?	3.53	Greater Extent
14	As a student are you involved in establishing classroom management?	3.45	Great Extent
15	Do successful motivational techniques vary with different students and in different situations?	3.34	Great Extent
16	Is it bribery to help someone improve his/her achievements or self-control?	3.41	Great Extent
17	Do you participate in any kind of activities held by the school?	3.69	Greater Extent
18	Are you a good and deserving student?	3.86	Greater Extent
19	Do you have the strong determination to receive any awards during graduation?	3.65	Greater Extent
20	Are you well equip with knowledge an skills in the interest of choosing a career?	3.32	Great Extent
21	Is it possible that you will make good in English, Science and Technology and Mathematics?	3.90	Greater Extent
22	Do the results of your NCAE affect your course preference?	3.82	Greater Extent
23	Do you give more attention to your vocational subject than the major subject areas?	3.38	Great Extent
24	Do you gain more knowledge and skills in the academic school?	3.68	Greater Extent
25	Do you agree the importance of NCAE in your chosen career?	3.82	Greater Extent
26	Is it advantageous to be a graduate of vocational school rather than to be in an academic school?	3.31	Undecided
27	Is it achieving a vocational and technical skills help and guide students to look for a job in the future?	3.55	Greater Extent

28	Do you find difficulty in doing manual work in shop or in a classroom?	3.52	Greater Extent
29	Do you inform your parents on whatever good performance you obtained in school?	3.62	Greater Extent
30	Are you the one to choose the kind of course you will take after high school graduation?	3.78	Greater Extent
	Group Weighted Mean	**3.63**	**Greater Extent**

The grouped weighted mean 3.63 as can be seen from the same table indicates that from the view points of the students respondents yielded the result of greater extent.

According to Locks (1991) that teachers in the school result in improved student achievements. It is a nutshell if the parent shows concern it will translate into greater achievement on the part of the students.

Sadker (2000) said that students who spend more time pursuing academic content achieve more. That's the common sense part, and its hardly surprising what is starting is how differently teachers use their classroom time. It was found out that some school devote approximately 65 percent of their time to instruction whereas others devote almost 90 percent the variation is enormous.

Although allocating adequate time to academic content is obviously important, making time on the schedule is not enough. How this allocated time is used in the classroom is the real key to student achievement. Many researchers suggest that students should get 70 to 80 percent of the answers right when working with a teacher. When working independently and without a teacher available to make corrections the success rate should be even higher if the students are to learn effectively. Some teachers are skeptical when they hear these percentages they think that experiencing difficulty "stretches" students and help them achieve. However, studies indicate that a high success rate is positively related to student achievement.

Vocational Achievements of Secondary Students in Sulu

Table 2 shows that the highest mean 4.00 interpreted as greater extent, is posted on item 21 which is *"Is it possible that you will make good in English, Science and Technology and Mathematics?"* and the lowest mean of 3.46 interpreted as great extent which is posted in item 12,

"Do you seek the assistance of your teachers if you find difficulty in doing the required projects?".
The rest of the predetermined indicators or vocational achievements of secondary students in scales obtained a weighted mean values (3.98, 3.34, 3.83, 3.59, 3.87, 3.54, 3.65, 3.90, 3.47, 3.77, 3.67, 3.78, 3.70, , 3.57, 3.76

Table 12

Vocational Achievements of Secondary Students in Sulu

N=120

No.	Question Items	Weighted Mean	Equivalent Descriptive
1	Are you interested with the kind of school curricular offerings?	3.98	Greater Extent
2	Do you consider the proximity of the school to your home?	3.54	Greater Extent
3	Do you consider the financial capabilities of your parents?	3.83	Greater Extent
4	Do you have the ability to comply with the requirements of the teacher in a particular activity?	3.83	Greater Extent
5	Does the school value academic and vocational excellent performance?	3.59	Greater Extent
6	Do you consider and analyze things like problems, situations and trends in a vocational school?	3.87	Greater Extent
7	Are you in a situation in which you need to find a job and earn money in the context at a possible time?	3.54	Greater Extent
8	Do you have the strong determination to pursue your College education?	3.65	Greater Extent
9	Do you have the perception of improve quality education if enrolled at any secondary schools?	3.90	Greater Extent
10	Does the achievements made by the students in the academic School the same with those in the vocational school?	3.47	Great Extent

11	Are concern of doing school projects if ever required by teachers?	3.77	Greater Extent
12	Do you seek the assistance of your teachers if you find difficulty in doing the required projects?	3.46	Great Extent
13	Are you a member of any clubs/organizations in the school?	3.67	Greater Extent
14	As a student are you involved in establishing classroom management?	3.78	Greater Extent
15	Do successful motivational techniques vary with different students in different situations?	3.70	Greater Extent
16	Is it a bribery to help someone improve his/her achievements or self – control?	3.47	Great Extent
17	Do you participate in any kind of activities held by the school?	3.57	Greater Extent
18	Are you a good and deserving student?	3.76	Greater Extent
19	Do you have the strong determination to receive any awards during graduation?	3.66	Greater Extent
20	Are you well equip with knowledge and skills in the interest of choosing a career?	3.53	Greater Extent
21	Is it possible that you will make good in English, Science and Technology and Mathematics?	4.00	Greater Extent
22	Does the results of your NCAE affect your course preference?	3.72	Greater Extent
23	Do you give more attention to your vocational subject than the major subject areas?	3.71	Greater Extent
24	Do you gain more knowledge and skills in the academic school?	3.67	Greater Extent
25	Do you agree the importance of NCAE in your chosen career?	3.72	Greater Extent

26	Is it advantageous to be a graduate of vocational school? rather than to be in an academic school?	3.70	Greater Extent
27	Is achieving a vocational and technical skills help and Guide students to look for a job in the future?	3.72	Greater Extent
28	Do you find difficulty in doing manual work in the shop or in a classroom?	3.60	Greater Extent
29	Do you informed your parents on whatever good performance you obtained in school?	3.57	Greater Extent
30	Are you the one to choose the kind of course you will take after high school graduation?	3.73	Greater Extent
	Group Weighted Mean	**3.69**	Greater Extent

3.66, 3.53, 4.00, 3.72, 3.71, 3.67, 3.72, 3.67, 3.72, 3.70, 3.72, 3.60, 3.57, and 3.73) had greater extent on the vocational achievement of secondary respondents and 3.46 and 3.47 had a response category of great extent on the vocational achievement of secondary respondents. It further shows that the group weighted mean of 3.69 can be seen from the same table indicates that from the view points of the students respondents yielded the result of greater extent. This implies that all those predetermined statements had greater extent but great extent on the vocational achievements of secondary respondents.

Bargasa (1994) focused on the importance of materials on achievement. He suggested that for a school to be effective it should provide a curriculum that is properly paced, sequenced, supported with textbooks, equipment and different apparatus and provided with a variety of instructional materials. More instructions should be well emphasized on the students especially when they are on the process of doing the real task individually. Extra care should be given to the student while they are at work.

Ironically, students who obtained higher achievements in vocational education get more attention in the developing countries than they could in the more developed countries. This reveals on preparation of how much the government is spending for the deserving students. Some countries seem to be very tight on the student's performance especially on those having the special skills. Encouragement and support from the government and from the parents is deemed.

English proficiency, academic performance, vocational performance and career preference

     As evidenced in the correlation table below, the students' English proficiency was moderately correlated with academic performance and career preference (with degree courses) but not in vocational performance. Their academic performance significantly correlated with their career preference (with degree courses) but not with vocational performance. Additionally, the students' vocational performance did not correlate with their career preference.

     The data here was substantiated by Madrazo (2019) and Vokovic & Lesaux (2013) that the students' linguistic ability was linked with their mathematical skills. In other words, there was connection between how students process the English language and how they computed mathematical concepts and problems. Thus, the teaching of the English language should be valorized in any secondary schools, be it academic or vocational, as it can contribute to how students process the other content learning areas such as mathematics. In addition, the results in the present study was supported by Martirosyana, Hwang and Wanjohi (2015) revealing the significant relationship of academic performance of students to their career preference.

Table 3

Correlation: Overall Mean of Students' English Proficiency, Academic Performance, Vocational Performance and Career Preference

N =240

Variables		1	2	3
1. English proficiency	Pearson Correlation r			
	Sig. (2-tailed)			
2. Academic performance	Pearson Correlation r	.427[*]		
	Sig. (2-tailed)	.000		
3. Vocational Performance	Pearson Correlation r	.430	.534	
	Sig. (2-tailed)	.215	.361	

4. Career preference (Degree)	Pearson Correlation r	.535*	476*	.334
	Sig. (2 tailed)	.001	.015	.567
5. Career preference (Non-degree)	Pearson Correlation r	.453	477	.537
	Sig. (2 tailed)	.341	.448	.439

*Correlation is significant at the 0.05 level (2-tailed).

Low Correlation= .3 and below; Moderate Correlation = .4 to .7 ; High Correlation=. 8 and above (Downie & Heath, 1984).

Conclusion

In conclusion, it is safe to claim that the students' knowledge of the English language is necessary to determine their academic performance such as in mathematics, science and social studies as these content learning areas structure and anchor their competencies with the use of the English language (e.g. textbooks, learning modalities and other instructional materials). The English language is also very significant to students who prefer white collar jobs but not really significant to those who prefer blue collar jobs. However, non- significance between English proficiency and career preference for non-degree courses would not mean negative correlation. It is still possible that graduating students would still value the English language as an essential medium for communication in their future workplace in local or international contexts.

Future research in this line of inquiry may include the parents' participation or role in their children's decision-making process as regards their career preference. Parents can be a significant force that compels their children to choose or not to choose a certain course. The data in this present study could also be used for the guidance office assigned to promote effective career selection and management to further explore on factors that can contribute on effective selection of career options tailor-fit to their academic strengths.

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Appendix A

Table 2. *Revised Rating Scale for Oral Communication Test* (Heaton, 1989, Madrazo & Bernardo, 2012, 2018)

Score	Vocabulary Description
5	Very Good: Sophisticated range-effective word/idiom choice and usage
4	Good to Average: Adequate range; occasional errors of word/ idiom form,
3	choice and usage
2	Fair to Poor: limited range- frequent errors of word/ idiom from/choice, usage
	Very Poor: Essentially translated-limited knowledge of English vocabulary

Score	Organization Description
5	Very Good: Fluent expression- ideas clearly stated
4	Good to Average: Somewhat choppy-loosely organized but main ideas stand out
3	Fair to Poor: Non-fluent-ideas confused or discounted
2	Very Poor: Seems not able to communicate -no organization

Score	Language Use Description
5	Excellent to Very Good: Effective complex constructions
4	Good to Average: Major problems in simple/ complex constructions
3	Fair to poor: major problems in simple/ complex constructions
2	Very Poor: Virtually no mastery of sentence construction rules

Score	Pronunciation Description
5	Excellent to Very Good: Demonstrate comprehensible pronunciation of words
4	Good to Average: Occasional errors in pronouncing commonly used words
3	Fair to poor: Frequent errors of pronouncing commonly used words

2	Very Poor: Incomprehensible enunciation of almost all the words uttered

Appendix B

Revised Rating Scale for Writing Test (Heaton, 1989, Madrazo & Bernardo, 2012, 2018)

	Vocabulary
Score	Description
5	Very Good: Sophisticated range-effective word/idiom choice and usage
4	Good to Average: Adequate range; occasional errors of word/ idiom form, choice
3	and usage
2	Fair to Poor: limited range- frequent errors of word/ idiom from/choice, usage
	Very Poor: Essentially translated-limited knowledge of English vocabulary

	Organization
Score	Description
5	Very Good: Fluent expression- ideas clearly stated
4	Good to Average: Somewhat choppy-loosely organized but main ideas stand out
3	Fair to Poor: Non-fluent-ideas confused or discounted
2	Very Poor: Seems not able to communicate -no organization

	Language Use
Score	Description
5	Excellent to Very Good: Effective complex constructions
4	Good to Average: Major problems in simple/ complex constructions
3	Fair to poor: major problems in simple/ complex constructions
2	Very Poor: Virtually no mastery of sentence construction rules

	Mechanics
Score	Description
5	Excellent to Very Good: Demonstrate mastery of conventions
4	Good to Average: Occasional errors of spelling, punctuation

3	Fair to Poor: Frequent errors of spelling, punctuation, capitalization
2	Very Poor: No mastery of conventions- dominated by errors of spelling, punctuation, capitalization, paraphrasing

Appendix C

Percent Rating of English Proficiency Tests'

Percent Score	Adjectival Rating
81-100	Very Proficient
61-80	Proficient
41-60	Average
21-40	Poor
1-20	Very Poor

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Pragmatic Genre Analysis of Written Communications

Assoc.Prof. JULIA T. CARDONA, Ph.D.
Cagayan State University-Andrews
julia_sharjah@yahoo.com

Prof. BOYET L. BATANG, Ph.D.
Isabela State University-Cabagan
bbatang827@gmail.com

Abstract

This study focused on the genre analysis of the written communications. The result revealed that it necessitates upgrading the writers' styles of writing communication letters. In any of the professional field of disciplines, it is important to enhance correspondences and establish better understanding and working relationship among employees in the university system.

The memoranda's pragmatic implications under forms and functions sent orders to readers resulting to uneasy feelings when the order stated therein must be done exactly as ordered. All the readers know that all orders given under memoranda are official and final. In this effect, the construction of communications sends clear understanding about what readers need to actualize. The definite choices of words relay clear and easy to understand commands for the audience to correctly and excellently act upon. This type of communication complies with the maxims of cooperative principles but it lacks the politeness features required in correct tone of writing. Generally, memos are correctly structured except for few mistakes in grammatical rules. In writing memos, one may find a quick outline that will help writers organize their thoughts. In composing an outline, they should focus on the main ideas rather than on introductions or transitions. They should strive to be plain, direct, and concise while using a comfortable, natural style.

The pragmatic implications of incoming communications under forms and functions primarily deliver information from outside the different colleges. The tone of writing is formal and

professional particularly those coming from the president's office or from other agencies. The formality of the communications' wordings is a manifestation that the matter at hand should be regarded with professional response and respect. These types of communications are not generally compliant to the maxims of cooperative principle even if most are written by heads of offices. Some are too wordy that it takes long period for the readers to assimilate what was delivered. Because these letters are straightforward in context that focuses only about the discussions of the subject matter, the politeness features are sacrificed. The structure and lexico-grammatical aspects are observed except on some isolated cases of mistakes on combinations of small words on parts of speech in English language and vocabulary words. The choices of words of writers in this type of communication are definite.

Lastly, the outgoing communications' pragmatic implications under forms and functions deliver messages and signals like informing and asking approval for events to be undertaken. But it is another thing if the outgoing communication is coming from the highest official of the organization which on the one hand, be treated as incoming for the different colleges. The formal choice of words is observed. The politeness features is evident if the communication is coming from faculty members or the head of the college. The structure and lexico-grammatical aspect of writing was observed in such a way that the construction of statements and combinations of words with vocabulary terms are carefully put together. There are instances though that some writers commit mistakes grammar rules. As to compliance of the maxims in cooperative principles, writers provide only what are necessary to provide. But as to relevance and manner, only writers know about what they have delivered.

Keywords: *pragmatic genre analysis, written communications, lexico-grammatical, maxims*

Introduction

The essence of establishing and maintaining good communication lines in workplace is very important in order that people within organization will be able to realize the outputs of its goals. We need more than the knowledge and mastery of words and grammar to communicate successfully. In written communications, we need to acquire pragmatic competence, i.e., the ability to communicate and interpret a message as it is intended to achieve its purpose. The university system of the Cagayan State University maintains its administrative and academic activities

through written communications. The central of all important written communications of activities emanates from the head of the organization. On the other hand, all the other members bring in information pertaining administrative and academic concerns through letters. It is to this effect that this research is centered on genre analysis in order to identify measures to which written communications shall be composed in such a way that writer may deliver appropriate message with its intended meaning responsive to actions and clear understanding between writer and receiver.

Communication is derived from Latin word *communicare*, which means, *to share.* It is the process of transmitting information and understanding. It is the delivery of meaning between individuals and the means of interacting, understanding and influencing others. It is the process that gets someone to act or react on transmitted messages. According to Jayasree (2012), "skill to communicate depends on the capacity of an individual to convey ideas and feelings to another (in order) to evolve a desired response."

In management, communication is a mixture of personal attributes and organizational aspects. Good communication is necessary for all organizations as management functions in organizations are carried out through communication. Effective communication results to effective management. Communicative competence, to which Canale & Swain (1980) and Canale (1983) attributed the dimensions of grammatical competence, sociolinguistics competence, pragmatic competence, discourse competence, and strategic competence, is comprehensive of being able to effectively utilize learnt knowledge to show accountability of performance.

Efficient written communications have become increasingly important to public and private sector managers faced with reading an ever-increasing number of documents. This study analyzes the communication efficiency associated with writing styles like high-impact style and the traditional bureaucratic style still favored by many managers. Professionals in the different fields of discipline engage in various writing activities for maintained flow of communication with members of the community, clients, superiors, subordinates and other parties who engage in conversations. Journalists write for the print papers; executives write business communications and reports; teachers and scholars write research outputs; government officials write reports of the country's concern; and members of the administrative personnel write memos, special orders, and reports of administrative concerns. However, while articles in different types of papers, business matters, government declarations and academic articles all enjoy public readership and scrutiny,

written inter-system correspondences enjoy limited readers, and remain salient part within the orders of the different offices. This research discusses the impact of written directives and other communications, including their composition, variation in use across cultures, and situated use in institutional contexts. One of the functions of language is directive. It aims to cause or prevent some overt action by a human agent. When I say "Come here," or write "Submit your report now or memo myself, "Don't rely so heavily on the passive voice," I am using language directively.

In all the government and private offices, it is a common knowledge that superiors do a lot of writing to keep the communication going between heads and subordinates. It is for this purpose that heads will be able to follow-up activities of different divisions and to be reminded at some point of the tasks at hand to be realized. It is to this effect that learning institutions send professionals to train and improve their communication skills for it is essential in the clarity of proper planning and execution of duties in the assigned divisions.

Parallel to civilian, academic and business, and military writing, inter-system correspondence contains features to make the communication interactive between writer and reader. One notable feature that letters, memos, and special orders possess is the use of imperative statements. If other forms of writing like editorials employ persuasion (Dayag, 2001), science research articles use hedging (Hyland, 1996), and medical writing ensures the truth presentation of facts (Skelton, 1997), writing communication in a big organization like the Cagayan State University entails the receiver to do something in response to the delivered message in letters.

Communication letters oftentimes contain directive statements of the writer/originator that direct the reader/audience to do something. Directives are classified as illocutionary acts in Searle's (1979) Speech Act theory, i.e., utterances of the speaker that attempt to get the hearer to do something. Blum-Kulka and Olshtain (1984) urge the need to study speech act realization patterns in varying situations, preferably involving different types of individuals. This paper adheres to that call by investigating the forms and functions of the speech act – directive – in written form in administrative letters, and its pragmatic implications for communication process between writer and reader.

Administrative communications in the university are written directives that keep the organization in working process with all its different divisions. In other words, most formal business, even when accomplished orally, requires written texts as its basis or its consequence. Thus texts are literally the consolidation of communicative power in most institutional contexts.

Written discourse is, for the most part, explicitly programmed or planned and, therefore, better controlled. In complex ways, this property has discourse and relationships implications for the exercise of power. While journalists learn how to portray the power of others, and at the same time learn how to contribute to the power of their own organization, for example, by making it independent of other organizations (Turow, 1983), the ability of the directives written by the head of an organization would send messages that should be acted upon as the media newsworthiness is based on ideological and professional criteria that grant preferential media access to elite persons, organizations, and nations, thereby recognizing and legitimating their power (Galtung & Ruge, 1965; Gans, 1979).

The psychological impact of the written message such as persuading, convincing, threatening, warning, enlightening, inspiring, or otherwise getting someone to do or realize something often gives signals to the receiver which causes him to react. The linguistic function of a word used in a written communication is as important as when one is saying something personally. It is in this effect that the receiver has all the time analyzing what the sender wants to deliver. The effect of the message is that one should do something as satisfaction of the delivered message. When examining a written communication, the perlocutionary act as part of speech act sends effect on the hearer or reader as emphasized in the message. The intended use of language in a particular occasion often depends more on the specific context and tone of voice than it does on the grammatical form or vocabulary of what is said. The simple declarative sentence, "I am starving," for example, could be used to report on a physiological condition, or to express a feeling, or implicitly to request that someone feed me. In fact, uses of two or more varieties may be mixed together in a single utterance; "Shut up," for example, usually involves both expressive and directive functions jointly. In many cases, however, it is possible to identify a single use of language that is probably intended to be the primary function of a particular linguistic unit.

The form and function of written communications depend entirely on how the body is developed and how the closing portion is worded. The receiver takes action to satisfy the given directives. In the system of a State University, the delivery units are receivers of directives in the form memoranda, special orders, and incoming communications from other agencies. It is at this point wherein the objective of the study is focused to enable the researcher to identify the implications of forms used in the delivery of messages.

METHODOLOGY

Research Design

The study utilized the qualitative research design. The following steps are taken: 1) requested the different colleges for copies of communication letters, 2) categorized the types of communications, and 3) identified the different forms and functions used by letter writers. The quantitative part of the study appears in the different tables under each category of communication letters which are counted according to the use of Forms and Functions. The frequency counts on the different forms and functions used by writers were both computed by their percentages. All of the words under forms and functions are chronologically arranged from highest to lowest determining their implications to the receivers. The qualitative part of the study is thoroughly discussed on the following boundaries; 1) the pragmatic implications of written communications, where extensive descriptions and explanations of how the terms under forms convey messages to readers; 2) the form of written communications, wherein choices of words are discussed thoroughly and reasons why those words are used; 3) the functions of written communications, identifying the correctness of combinations among vocabulary words and all the different parts of speech in the English language; 4) the lexico-grammatical, explaining the inseparable relationship between word choices and the small words in the English language; and textual differences as well as differences in politeness features, giving clear descriptions on the socially acceptable manner of delivering messages in the workplace. Further, the study describes the result on bases of Grice' maxims on cooperative principles like: quantity, quality, relevance, and manner. The method aims to explain the genre analysis of how written communications among employees of Cagayan State University in terms of form and function.

The qualitative research design was thoroughly used in the elaborate descriptions of the findings under each of the specific questions in the statement of the problems. The data gathered were treated accordingly on the bases of answering the questions. Under each category of the cooperative principles and pragmatic implications of written communications of CSU employees were scrutinized along the paradigm of form and function. The different written communications namely, memoranda, special orders, inter-office communications, incoming and outgoing communications were treated accordingly giving clear and precise delineation on the purpose of each communication instrument used in the university. Under cooperative principles, the determination of the maxims in quantity, quality, relevance and manner were applied on the

different communication letters. On the one hand, the form and function in all communication letters were identified and analyzed on bases of relevance and content. The interpretations of the data were explications of the integrating principles as guides to further understand the implications of findings on the study at hand.

Data Gathering Instrument

The data used for the study were the one hundred (100) samples of written communications like memoranda, special orders, inter-office communication, incoming communications, and outgoing communications from four the colleges, namely; College of Business, Entrepreneurship and Accountancy, College of Teacher Education, College of Hospitality Industry Management, and College of Allied Health and Sciences and from the different administrative offices of the Cagayan State University, Andrews Campus, Tuguegarao City. The deans from the different colleges of CSU Andrews campus were approached giving them letters requesting for copies of the different communications dating from 2013 to 2014. The compiled communications were entrusted for photocopying. After taking ample copies as data, same compiled letters were given back to the colleges. The different letters were sorted on the following category: memoranda, special orders, incoming communications, outgoing communications, and inter-office communications. A file folder each was kept to separate one from the other.

Locale of the Study

This study was conducted at the Cagayan State University, Andrews Campus, Tuguegarao City. The written communications were taken from the College of Business, Entrepreneurship and Accountancy, College of Teacher Education, College of Hospitality and Industry Management, College of Allied Health Sciences and the administrative offices.

Research Instruments

There were one hundred (100) written communications from the following colleges: CBEA, CHIM, CAHS, and CTED and the administrative offices of the Cagayan State University, Andrews Campus, Tuguegarao City to be taken as samples for the pragmatic genre analysis on Gricean Cooperative Principles (CP), politeness features, and form and functions.

The subject of this study focused on the pragmatic genre analysis of the form and function of written communications of employees in the university. The data used were the copies of letters, memos, special orders, inter-office communications, and the in-coming/out-going correspondences in the university system. The data consisted of 100 randomly-selected letters all written by employees of the Cagayan State University Andrews Campus, Tuguegarao City. The letters, described as administrative letters, were written during the period of 2013-2014. (Permission was sought for the exceptional use of the letters in this study, on condition that the writers will remain anonymous.)

Results and Discussion

The results of the study were analyzed using the frequency count and percentages. Accordingly, the letters were tabulated noting the words and phrases shown in the tables.

The percentages of the total count of forms and functions of letters out of the total number of subject were analyzed. The total count from each category were identified and analyzed on the bases of pragmatic implications, the form and function, the lexico-grammatical and textual differences as well as differences in politeness features.

The data analyzed were based on the percentages of the frequency count of the different categories of the tabulated correspondences. The quality of the different written communications is described/explained using the criteria in the model as the basis of the study. The pragmatic implications of form and function words used in the body of the letter and the closing statements are thoroughly discussed. Part of the data analysis was categorizing according to genre and defining relationships as to implications of the purpose of the writer.

Type of Written Communication	Form	%age	Function	%age	Pragmatic Implication
Special Order					
Memoranda					
Inter-office Communication					
In-coming					

Outgoing					

The table is used for plotting the total counts of the different communication letters in the university. Each of the types of communication appears in the same table identifying the table title and what are being counted under each category in terms of forms and functions.

In general, all the types of communications conform as to correctness in terms of lexico-grammatical aspects. As it was coined by Halliday, the father of systemic functional linguistics, to describe the continuity between grammar and lexis means the structurally correct combination of vocabulary words and the small words in sentences must deliver perfectly in text and context of what is socially acceptable manner of delivering messages. In all manners the communication letters must be composed with words that have strong association patterns with other words – their "collocations." There should be focus on relationships: between words and their grammatical environments, or between grammatical structures and their lexical environments. The lexico-grammar is a level of linguistic structure where lexis, or vocabulary, and grammar, or syntax, combine into one. At this level, words and grammatical structures are not seen as independent, but rather mutually dependent, with one level interfacing with the other. The lexico-grammatical features of special orders are similar to memoranda. They both contain words specifically and definitely used for particular purpose. There is only a distinct feature of memoranda wherein the control numbers, for whom the memo is addressed, the subject and date, are necessarily written while special orders are written with only the control numbers and a very short directive wherein the readers in general would be informed. Whoever are the concerned people in the list to perform the stated tasks are obliged to follow. As to concerns on politeness features with the lexico-grammatical touches of the written communications, the named genres like memoranda, special orders, inter-office communications, incoming and outgoing communications were noted to have kept politeness features in the sense that writers were not discourteous. However, it was observed that in memorandum and special order, the writers maintained the prestige of their ranks when they gave orders to be implemented and realized. It is understood then that the politeness features were not evident in the words used as to combinations of lexicon and grammar. On the one hand, it is in inter-office communications wherein there is hackneyed use of politeness both in vocabulary words and grammar combinations. Finally, in the incoming and outgoing communications the politeness features only appeared with the lexicon and grammar combinations

depending on the purpose of the writers. If the incoming communications come from the head of office or the university president, the politeness features is subtle in such a way that the authority of the position is maintained. The same is observed in the concern of outgoing communications but there are exemptions if the outgoing correspondence is personal because the reader may expect to read copiousness of politeness both in vocabulary and grammatical combinations.

Summative Characteristics of the Different Genres

Type of Correspondence	Cooperative Principle(quantity, quality, relevance, manner)	Pragmatic Implications Form(choice of words, reasons, effects) & Function(accuracy, structure)	Politeness Features
Memoranda	Compliant in quantity, quality, relevance, and manner	Convey exact messages as intended using definite vocabulary words perfectly combined with grammar words creating urgent responses from receivers	The courtesy in this type of communication is not observed for the tone is on its professional level addressing the recipients generally who are in the same ranks passing through the head of a department
Special Orders	Compliant in CP's quantity, quality, relevance, and manner	Deliver commands purposely using definite terms creating single meaning with the perfectly combined words sending a pressing necessity of the given order	The observance of socially acceptable manner of addressing the receivers is oftentimes sacrificed in this type of communication because it is directly giving orders to

			people who are concerned
Inter-office Communications	Non-compliant to CP's quantity and relevance	Transmit messages within the division for purposes of updating or other personal matters. sometimes accuracy and structure are not strictly observed	There is a tendency for over-used politeness features

Type of Correspondence	Cooperative Principle(quantity, quality, relevance, manner)	Pragmatic Implications Form(choice of words, reasons, effects) & Function(accuracy, structure)	Politeness Features
Incoming communications	Compliant in CP's quality, relevance and manner but some are not compliant in quantity	Dispatch messages concerning academic or related activities using technically-related terms which are perfectly constructed with application of grammar rules	The tone in consideration for others is sometimes reserved in this type of communication because if the correspondence emanates from the highest official of the university, there is a commanding tone that would send compliance to what is being stipulated. It is the opposite if the letter is of personal concern.
Outgoing communications	Compliant in CP's quantity, quality, relevance, and manner	Forward pieces of information in a well-composed sentence using definite terms that make the receivers act upon requests, reminders, or updates. Some writers of these communications (especially personal letters) commit flaws in grammar rules	The manner of addressing and showing consideration for others is manifested in this type of communication when it is personal letter (of personal concern) sent to the different divisions. The formality in tone is

			observed in letters which were circulated for official concerns.

This quantitative-qualitative study sought to find out the pragmatic implications of the Forms and Functions of written communications among employees of Cagayan State University Andrews Campus. The outcome is a good avenue wherein correspondences are composed in such a way that it develops and strengthens better understanding among members of organization. Further, writers may determine the exact objectives they should be able to state in a single sentence wherein the reader(s) determine the actions in answer to the fundamental issues brought to their attention. In so doing, the letter sender keeps things under control and presents material coherently, and decides on the pattern of organization that best suits his/her purpose. If writing a correspondence turns out to be more difficult than anyone anticipated, few of the findings helps in the process. Writers can develop outline into a rough draft by expanding notes into paragraphs, write quickly and pretend as if speaking to someone across the table. In its final form, the letters should be clear and informative. Generally, the tone will be neutral or positive, but may occasionally have to issue complaints or reprimands in professional manner. The use subtle words of caution in negative situations do not necessarily warn or send jolts on the part of the receiver and be aware of the effect of the message of the correspondence. The identified words which are commonly-used forms and functions writers chose to deliver messages were analyzed as to the implications of their messages to the receiver.

Memoranda and Special Orders are written communications which are official and authoritative in context. The pragmatic implications to readers are official and sincere messages that bring immediate response and action relevant to work procedures and outputs. These types of communications are taken seriously for they speak of authority and order. The delivered messages are direct and concise that dictates attention to the readers to keep them on their feet to act upon what is directed to be done. The pieces of information therein comply with cooperative maxims of quantity, relevance, quality, and manner.

In general, memoranda and special orders are short, direct-to-the-point communications. They contain official messages that command urgency of response and obedience to what is being stipulated therein. A memo is always official even if it isn't signed especially when the

correspondence comes from the head of office. A special order makes it authoritative once it is signed.

The inter-office communication letters are always friendly and polite in tone. This is a manifestation that among members in offices there is familiarity and pleasant working relationship. In some cases however, there is a tendency that when senders write, they send more than what is required to write causing misunderstanding or miscommunication to readers. These types of communications are written among members of divisions or colleges. The friendly and polite manner of putting words together is evident in this type. In short, it is less formal and the chill of authority over the reader is absent. The common content of these letters are requests to head of offices or informing them about events to be undertaken and that the senders would need their approval. In terms of accuracy of word choice and structure, there are instances when the writers violate grammar rules and send vague information. On grammar rules, it is somehow embarrassing to note that there are professionals who could not write well. The worse is using inappropriate words that would mean differently from what is intended to be delivered.

Incoming communications are letters received from other agencies, different colleges, administrative divisions, and the president's office. The sample communications treated as subjects are only those written by members of the university system. Like other communications, there are also letter senders who have violated the rules of grammar. Some did not conform to the maxims of cooperative principles in pragmatics sending vague messages with many unnecessary messages irrelevant to what is mainly discussed or delivered. There are those which are too wordy that the reader would be misled or lazy to read further.

Outgoing communications are letters sent outside one division, college, or the university. All written communications of employees sent to any of the colleges and administration/division are treated as outgoing communications.

The contexts of outgoing communications usually transmit messages like to inform, to requests, ask permission, invite, to collaborate with. Like the other forms of written communications, letter senders also committed lapses in terms of accuracy and structure. Under accuracy, there were instances wherein writers did not successfully transmit what were supposedly transmitted because the word-choice was vague. The rules on English grammar are also burdensome concerns when writers fail to connect the vocabulary and the word parts enabling better communication to take place. On politeness features, the writers are highly sensitive on

matters like putting words in their respectful tone signaling humility irrespective to whatever may be the purpose of writing.

Based on the findings of the study, it is suggested that upgrading of professional trainings in writing communication be part of continuing education of professionals in any field of discipline to improve correspondences and establish better understanding and working relationship among employees in the university system.

The pragmatic implications of words used in memoranda under forms sent orders to readers which also sent uneasy feelings when the stipulated order must be done exactly as ordered. As it is known to every reader, all orders given under memoranda are official and final. In this effect, all communications were constructed with clear understanding about what readers need to actualize. The definite choices of words in memoranda gave clear and easy to understand commands to be able to act upon them correctly and excellently. Though this type of communication complies with the maxims of cooperative principles, it lacks the politeness features required in correct tone of writing. Memos are generally correct in terms of structure except for few mistakes in grammatical rules.

Similarly, special orders were constructed in a manner that sends commands and orders to readers. The choices of words send understanding that if the communications come from the highest official of the university, the order can never be maligned or disobeyed. This type of communication is also compliant with the maxims of cooperative principle but does not conform to the politeness features of written communications. Under structure, the compositions of statements to deliver messages are correctly constructed with very minimal mistakes on S-V agreement and improper use of prepositions. These communications send signals of directives that must be realized without questions. Both special orders and memos are still using archaic words which are considered outdated if we follow the modern way of writing. Formally, no pleasantries must appear in any of these communications.

The pragmatic implications of the forms and functions of the inter-office communications transmit messages particularly to inform the head or seek approval of an event to be undertaken. This type of communication does not totally comply with the maxims of cooperative principle. The writers tend to give more than what is necessary to be given and it is only the writer who knows if what he is delivering is the plain truth. On the other hand, the politeness features of the letters are observed. The correctness of sentence structures at times is sacrificed because writers

are too complacent. The familiarity in relationship in the workplace is being carried even when official obligations must be observed. Often times these personal letters of subordinates to their heads create salient understanding that what matters is the message conveyed not how the message is constructed.

The incoming communications' pragmatic implications under forms and functions primarily deliver information from outside the different colleges. These are formally worded and the tone is professional; particularly those coming from the president's office or from other agencies. The formality of the communications' statements is a manifestation that the matter at hand should be regarded with respect and professional responses. Though these types of communications are written mostly by heads of offices, they are not generally compliant to the maxims of cooperative principle. Some are too wordy that it takes long period for the readers to assimilate what was delivered. The politeness features are also lacking because these are straightforward messages that would only care about the discussions of the subject matter. The structure and lexico-grammatical aspects are observed except for some isolated cases of mistakes on combinations of vocabulary words and other parts of speech in the English language. The choices of words writers use in this type of communication are definite. Writers must be cordial, straightforward, and lucid, avoiding chit-chat, but striving toward a relaxed and conversational style.

Lastly, the pragmatic implications of outgoing communications under forms and functions deliver messages and signals like informing and asking approval for events to be undertaken. It is another thing if the outgoing communication is coming from the president of the organization. The politeness features is evident if the communication is coming from faculty members or the head of the college. The construction of statements under structure and lexico-grammatical aspect of writing was observed in such a way that the statements and combinations of words with vocabulary terms are carefully put together. But there are instances that some writers commit mistakes on grammar rules. As to compliance of the maxims in cooperative principles, writers are careful to give only what is necessary to deliver. As to relevance and manner, only writers know about what they have delivered.

In the whole context of writing, the final form of any communication should be clear and informative. Generally, the tone should be neutral or positive. The use of caution in negative situations must also be observed in writing correspondence. A writer who is spiteful, blunt,

condescending, or too coldly formal, will wind up alienating people. Ostentatious language, excessively-used technical jargon, or complicated syntax will make the tone sound pompous. Hence, one should be cordial, straightforward, and lucid, avoiding chit-chat, but striving toward a relaxed and conversational style. If one projects an image of consideration, s/he stands a much greater chance of being viewed as knowledgeable and competent in carrying out professional responsibilities.

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Metadiscourse analysis of undergraduate theses manuscripts

Arnel R. Madrazo
Western Mindanao State University
arnel.madrazo@wmsu.edu.ph
nelmadrazo@gmail.com

Dennis H. Pulido
Far Eastern University
dpulido@feu.edu.ph

Bioprofile

Dr. Arnel R. Madrazo was a full-fledged graduate of Doctor of Philosophy major in Applied Linguistics, at De La Salle University (DLSU), Manila. Former Assistant Professor at Department of English and Applied Linguistics at DLSU, Manila mentoring undergraduate and graduate students enrolled in advance research courses. He has served as the Chair of the English Department at College of Communications and Humanities, Western Mindanao State University (WMSU). Currently, he is a faculty of Senior High School, WMSU teaching basic and advance research classes. He was a published author at Philippine Journal of Psychology and Psychological Studies Journal (Scopus Indexed).

Dr. Dennis H. Pulido was a full -fledged graduate of Doctor of Philosophy major in Applied Linguistics. He was the former Director of University Research Center, Far Eastern University, Manila. Currently he mentors graduate students in the MA and PhD programs. His research interests include discourse analysis, corpus linguistics, sociolinguistics and computer assisted language learning.

Abstract

The study was anchored on Hyland's (2010) microstructure framework on metadiscourse analysis in academic writing. Swales' (2004) CARS model and Chang's (2012) authorial stance framework in writing an introduction were also utilized as part of the rhetorical macrostructure of analysis. Tessuto's (2015) Introduction-Background-Review-Method-Results-Discussion-Conclusion format was the prominent rhetorical pattern observed in the theses manuscripts. To address the limitation of previous studies on the appropriateness of statistics, particularly findings claiming immense variation on metadiscourse features present in academic writing, we used appropriate non-parametric statistical tool such as Kolmogorov-Smirnov Z test. Consistent with the hypothesis, the novice -writers differed in their use of metadiscourse devices in both interactive and interactional resources. In terms of the macro -rhetorical pattern, there was no variation in the manuscripts with data showing adherence to Tessuto's (2015) format of rhetoric in academic discourse. The variance in authorial stance found in the moves on introduction validated the difference in the writers' use of metadiscourse markers.

Keywords: *metadiscourse markers, interactive/ interactional resources, second language writing, macro-structure/ micro-structure, authorial stance*

Introduction

The teaching of second language (L2) writing is the most complex and difficult skill to develop in L2 learners. The complexity of writing as a discipline ranges from the learner's attention to lexical, semantic, syntactic and discoursal processes. In fact, Listyani (2018) views second language writing as an intricate processing of new schemes and conventions, for example, the L2 writers' rigid attention to the forms and components of the new language. Consequently, it would be a more complicated undertaking if the writing curriculum is a scientific research writing course.

In the comprehensive reviews conducted by Castro (2004), Manchon (2001), Manchon, (2018) and Manchon, de Larios and Murphy (2007) on L2 writing processes, it is emphasized that research on composing strategies include scholarly perspectives on discoursal and cognitive processing. Of note, there are various approaches in problematizing writing processes. These varied approaches are classified into general and specific categories of writing strategies. The general conceptual category refers to the random action or protocol performed in the act of writing while the specific conceptual characterization of strategies involves the definite observable writing manifestations.

More importantly, Manchon (2018) explained, these general and specific conceptualizations are connected to the components of linguistics, interpersonality/discourse and cognition in L2 writing, These three inter-related perspectives mirror the multiple complexities of L2 composition (Leki, Cumming & Silva, 2008). Relative to the conceptualization of this current short research project, the linguistic and discoursal dimensions were problematized. Though the target data analysis was initially the product, herewith the theses manuscripts of undergraduate students, the underlying strategies or manifestations were seen in the theses composers' metadiscourse resources viewed in the literature as tools used to provide the reader guidance and utilized to explain, clarify and negotiate propositional content that may be vague, argumentative, controversial or disagreeable with the reader (Hyland and Tse, 2004). Given that the undergraduate theses manuscripts passed through the rigorous process and the lens of expert panelists in the English department, it is logical to presume that the evident use of metadiscourse in this present study was a reflection of what has been accepted and practiced in the ESL curriculum of this particular university in Manila, Philippines.

Literature review

Theses' writing as a research assignment is perceived to be a genre that is given less importance because these are only read by teachers. Swales (1990, 2004) defines genre as a series of interactive undertakings being shared within a specific discourse goals. The main academic goal in theses writing is to harness their competence to write scholarly   texts that are professional and scientific in nature (Gardner & Nesi, 2013; Russell & Cortes, 2012). Theses manuscripts are not exactly the same with research articles because the latter are published texts that students would envision to emulate. These text-types vary not only in their target audience, but also in terms of

purpose and the requirement of skills and knowledge. While students' assignments aim to demonstrate the acquisition of required skills, research articles aim to report new experiments and persuade the reader of the validity and importance of new findings (Gardner & Nesi, 2013). But, the similarities between both types are based on the results of a complete piece of a research process. Both consist research aim, problem, investigation, links and relevance to other research field (Dahme & Sastre, 2015).

Metadiscourse is classified in three distinct functions: ideational, interpersonal and textual functions (Halliday, 1994; Hyland, 2005, 2010). Metadiscourse may not serve an ideational function such as constructing propositional content but textual and interpersonal functions as several metadiscourse theorists claimed (Crismore, Markkanen, & Steffensen, 1993; Dahme & Sastre, 2015; Hyland 2005, 2010; Hyland & Tse, 2004;). In contrast, studies like Adel (2006) consider that metadiscourse contains (meta) textual features alone, questioning solely assumptions of non-propositional items. The point is, separate analyses of metadiscourse items with single function, we think, could lead to missing the possible interactions between the writer and the reader.

The present study incorporated both textual and interpersonal functions of metadiscourse analysis because attempting to isolate each function, with discourse analyst mere counting linguistic features, might miss the very core of interactive and interactional metadiscourse analysis. Hyland (2005) shares a similar view in stating that, while some metadiscourse theorists tend to see textual, interpersonal, and propositional (ideational) elements of the texts as discrete and separable, Halliday (1994), according to Hyland, reminds us that texts have to be seen more holistically. Discourse is a process in which writers are simultaneously creating propositional content, interpersonal engagement and the flow of text they write. In similar vein, metadiscourse is actually seeing how writers situate their language use to include a text, a writer and a reader. It shows how writers negotiate propositional information properly to a specific discourse community (Hyland & Tse, 2004).

Some remarkable research studies have found existing variation in the writers' use of metadiscourse markers across different genres and disciplines (Estaji & Vafaeimehr, 2015; Gillaerts & Velde , 2010; Guilgin, & Paquot, 2008; Hyland & Tse, 2004; Kan , 2016; Kawase, 2015; Kim & Lim, 2013; Mur-Duenas, 2011; Samraj, 2008).). A valid observation could be made wherein some of these previous research studies only relied on mere counting the frequency and

percentage of metadiscourse markers; hence, the variance may not necessarily be that statistically significant with the exception of a few current papers such as Estaji & Vafaeimehr (2015) and Kan (2016) that employed appropriate inferential statistics: Chi-square and Mann-Whitney U tests respectively. Estaji and Vafaeimehr found that there was minimal difference in metadiscourse markers between the two disciplines: mechanical and electrical engineering research papers. In contrast, Kan hypothesized variance in interactional metadiscourse markers between language and literature text-types. It showed that hedges and boosters demonstrated significant difference in between said variables. Writers in the two disciplines did not differ in their uses of attitude markers, engagement markers, and self-mentions.

On the other hand, studies contributing to the macrostructure analysis of rhetorical patterns exhibited similarities and differences in organizing research papers across disciplines. The Introduction–Methods–Results–Discussion (IMRD) model was the dominantly known rhetorical pattern applied in various specializations for distinct research and educational purposes (Cargill & O'Connor, 2009; Cotos, Huffman, & Link, 2015; Englander, 2014; Kwan, 2016; Suryuni, Hashima, Yaacob, Rashid & Desa, 2014; Swales & Feak, 2004; Weissberg & Buker, 1990). Further, Introduction-Background-Hypothesis-Method-Results-Discussion (IBHMRD) structure was found by Holmes (1997) to be prevalently practiced in political science, sociology and other social sciences while Tessuto (2015) observed that IBRMRDC pattern was prominent in law.

Based on our observation, there may have been very limited studies that merged metadiscourse markers (microstructure) and rhetorical pattern (macrostructure). This study could be one of the few papers that attempted to present a conceptual model following a more holistic approach. The true meaning in a text can be uncovered with the interconnectedness of factors involved in the analysis. The interface between the micro-metadiscourse features and the macro-rhetorical patterns can be seen in authorial stance (Chang, 2012) being part of the moves in phrasing out an introduction in CARS model (Swales' 2004,) and being closely associated with metadiscourse as these authorial stance categories: *high argumentative, non-argumentative, moderately argumentative* and *tentative* is by nature interactional resources relative to Hyland's (2010) *boosters* and *hedges*. Also, this study could provide L2 writers a guide on the prevalent practice in theses project with implications to writing research articles. It could be argued that the teaching of L2 writing for novice authors has not pragmatically helped them in terms of their

needed authorial stance relevant to their respective specializations (Chang,2012; Chang & Schleppegrell, 2011; Paltridge & Starfield, 2007; Schleppegrell, 2004).

Conceptual framework

The study was anchored primarily on Hyland's (2010) framework of metadiscourse that accounts for the two-fold domains: textual and interpersonal functions. The authorial stance analysis was based on Chang (2012) framework, being part of CARS model in writing an introduction. It is composed of four components of analysis: *high argumentative*; *non-argumentative*; *moderately argumentative*; and *tentative*. Hence, the undergraduate theses manuscripts were analyzed on the basis of standard framework used in L2 writing metadiscourse analysis. The dependent variables textual and interpersonal resources represent how novice writers articulate their micro and macro rhetorical patterns that were hypothesized in this present study to vary particularly on how they advance their propositional content to persuade the reader or the reviewer. Analyzing the current L2 writing practice in this English department would matter in proposing for a thesis manual geared towards publication process.

Problem Statement

The present study analyzed the metadiscourse features and rhetorical patterns in the undergraduates' theses. Specifically, the study answered the following specific research questions:
1. What are the prominent metadiscourse features observed in the students' theses?
2. What are the dominant rhetorical patterns present in the students' theses?
3. How do novice-writers differ in their use of metadiscourse and rhetorical structures elicited in their theses manuscripts?

Hypotheses

We hypothesized that students would differ in their use of metadiscourse devices. But, the students may not vary in their use of rhetorical patterns and moves in writing the introduction.

Scope and limitation

The present study centered on the metadiscourse analysis of undergraduate theses of AB English students enrolled in the Institute of Arts and Sciences, Far Eastern University, Manila

dated 2013 to 2015. Only 5 theses were selected randomly for each year. Only years 2013 and 2014 were with 5 manuscripts. There were only 4 available manuscripts recovered in 2015. One manuscript was excluded because it belongs to another institute. So, a total of 13 manuscripts were used for this study.

There were 1800 paragraph (P) units generated. However, it was found that one thesis in 2015 was actually an M.A. thesis of Institute of Education (coded P694-P890). Hence, 196 P-units were omitted. In sum, there were 1604 P-units. (See appendix section for a detailed account of manuscripts analyzed).

Part of the limitation of the study was on the use of Swales' (2004) CARS model which specifies the three moves in writing an introduction. This study has not included the specific steps under each moves as it would complicate to the concept *microstructure* analysis of metadiscourse as delineated in the conceptual framework above. The detailed steps seemed to delve into the microstructure of the three moves. The CARS model in this study was only used to connect with the IMRD format, the three moves being part of the introduction. The analysis of CARS in phrasing out an introduction was examined by using Chang's (2012) framework of authorial stance.

Significance

The current study envisions to contribute empirical data that can support the goal of English department to design a standard research manual. It could serve as detailed guidelines for undergraduate students to produce a research project tailored-fit to the standard format of international research publication.

The study can also inform researchers investigating along this line of inquiry to be prudent in their quantitative methodology such as the appropriateness of statistics, reliability of sampling and inter-rater coding of metadiscourse structures to ascertain proximity in their generalization.

This study could also update the ESL teachers on the undergraduate students' existing metadiscourse features and rhetorical patterns being used in writing their theses. Knowledge of how students prefer to position and articulate their ideas in theses writing can provide teachers what reading and writing competencies to include or exclude for the improvement of their research writing curriculum.

Method

Design

This study utilized a descriptive qualitative-quantitative design. It was a category-genre analysis of undergraduate theses at a microstructure and macrostructure levels of discourse.

Sampling

A survey was conducted by manual count of the total number of AB English undergraduate theses generated from 2013 to 2015. An official listing was provided by the secretary of the Department of English. To avoid subjectivity, randomized sampling was performed specifically lottery method in the presence of the secretary. 5 theses per year were selected 5 theses were randomly selected for 2013 and 2014. There were only 4 available manuscripts for 2015. One 2015 thesis was excluded since it was a master's thesis from a different institute.

Data analysis

One frequency count was coded for every occurrence of metadiscourse devices , rhetorical patterns and authorial stance categories. The unit for data organization is paragraph-unit (P-unit). The term paragraph was defined by Langan (2005) as consisting of one central/ main idea and followed by supporting details.

Reliability

Three inter-raters who were Ph.D. holders in applied linguistics and language teaching were chosen to objectively code and determine the categories in the students' theses. None of the inter-raters (except this proponent) came from this target university to avoid subjectivity, After coding, the data coming from three inter-raters were submitted to Spearman rank test in SPSS 17. For metadiscourse markers, there was a strong positive correlation between rater 1 and rater 2, r (13)= .995, $p < .001$ and rater 1 and rater 3, r (13)=.997, p < .001. Obviously, there is high reliability on the rater's coding because their rating was highly correlated. They agreed in almost all the categories. As regards, authorial stance there is also a strong positive correlation between rater 1 and rater 2, r (13)=.984, p < .001 and between rater 1 and rater 3, r (13)=.992, p < .001 in all categories.

Statistical treatment

To determine whether there was statistically significant variation in the writers' use of rhetorical features, non-parametric one sample test was utilized, specifically Kolmogorov-Smirnov Z test in SPSS 17. It was the most appropriate statistical tool in this study considering that qualitative data in the form of categories were extracted from the theses manuscripts through the use of frequency and percentage. Usually, f & (%) were reported in research employing small sample. One sample meant that there was only one group of writers involved in the analysis.

Results and Discussion

Prominent metadiscourse features in the college students' theses

The frequency of metadiscourse features observed in the students' theses is 2,645 out of 1604 P-units. 1, 899 (.72%) of the metadiscourse features were *interactive resources* and 746 (28%) are interactional resources. It was clear that *evidentials*, consisting of 986 (38%) were the most utilized interactive devices by the student-writers in advancing the propositional content. There was a tendency to rely on authorities' ideas and claims rather than on what they thought about the authorities' assumptions. Example of evidentials are shown in actual transcripts: P420 and P1735 below:

> *Brown and Levinson (1987) claim that face management is a universal motivating force for politeness.* (P420)
>
> In 2005, the BPO industry in the country earned around one billion dollars (*Alava, 2005*). (P1735)

Citation of sources is necessary in thesis writing. However, too much reliance on authorities and less confidence on their thinking may somehow weaken the students' authorial identity. It was observed that novice writers tend to report rather than to critique the sources they read. In the study of Hyland and Tse (2004), evidentials ranked only the third in the graduate students' use of metadiscourse markers. Compared to undergraduate apprentice-writers, graduate students can be more critical and would manifest their authorial identity as evidenced by frequent occurrence of interactional resources: hedges, engagement markers and boosters. There is also occurrence of self- mentions among graduate writers.

As regards *interactional resources*, the occurrence of *boosters* 75 (2.84 %), *attitude markers* 7 (.26%), and *self-mentions* 1 (.04%) was very minimal. This could be an indication

of students' tentative or lack of confidence in advancing their own ideas and arguments. But, in terms of self-mentions, it was possible that students were restricted by research teachers, the adviser or the panelists from using first person pronoun to avoid subjectivity. So, the prevalent practice in the manuscripts   reveal that self- mentions were less likely being utilized as metadiscourse devices. It has to be emphasized though that self-mentions, according to (Wu, 2007, Chang, 2012, and Hyland, 2010) are essential rhetorical tools for building authorial stance.

The second most frequent metadiscourse markers were *hedges* which consisted 469 (17.73%) of the metadiscourse. Hedging devices are used to build a good interpersonal connection between the author and the reader. There are instances when the reader may not be agreeable with the propositional content. The writer has to use less aggressive markers that can help advance the discussion of assumptions perceived by the reader as questionable or argumentative. Kim and Lim (2013) viewed hedges as devices that allow writers to tone down their claims and to provide readers the space to interact in a sound process of exchanging ideas . Writers communicate to the reader with impartiality or open-mindedness. The novice-writers in their theses manifested the use of hedges that somehow articulated their propositional content with possibility and tentativeness. Some of the hedges are shown in transcripts: P1321, & P1320 below:

It *can* be observed that Introjected Regulation was in the last rank. (P1321)

This *may somewhat* be considered low but this *could* mean a *possibility* for the students to be intrinsically motivated when time passes. (P1320)

Thirdly, *transitions* consisting of 444 (16.79%) of metadiscourse markers were used by college students in stating their research problem, advancing their ideas, reporting results, discussing theories and assumptions. While it is true that transitional devices do aid in connecting one clause to the other, excessive use of these connecting devices would not necessarily mean coherence. Linking of ideas at the ideational level is coherence while cohesion is merging ideas at a main clausal level (Taboada, 2004; Yule, 2008). Hence, coherence is looking at writing as a rhetoric that binds the sections, from the problem to conclusion into a functional whole. Cohesion, on the other hand, just centers on grammar. It is necessary for students to be prudent on their tendency to loosely reiterate transitional devices just for the sake of connecting one sentence/ paragraph   to the other without   considering whether the previous sentence/ paragraph

appropriately warrants the use of connectives. It is not actually the number of cohesive devices; it's the logical and reasonable coherence and cohesion that matter in academic writing. Below are the sample transcripts: P904, P1046 & P1047 showing the use of transitions:

In addition, there is a claim that the Philippines is the third largest non-native English speakers in the world (Macasinag, 2011). (P904)

Moreover, the researchers suggest putting emphasis and elaboration on the discussion of verb aspects—simple, perfectives, progressives… (P1046)

Furthermore, General English classes need to have an in-depth discussion in the distinction of clauses and sentences. (P1047)

Observe transcripts P1046 and P1047. These transitions were repeated several times in different parts of one thesis. In the same manuscript, P904 shows the use of *in addition* in just the second sentence of the Introduction. Of note, the same writer in Text 13 produced 85 transitions, the highest in rank.

There seemed to be a common practice in all the theses in the use of *engagement markers*, 194 (7.33%) occurrence in the form of noun phrase, *The present study/ this chapter* and prepositional phrase *In the present study / in this chapter.* These were recurring patterns observed among the college students. Although the markers appeared to be repetitive, the reader could have been guided through the relevance and purpose of the text in general or the chapter in particular. More than just a frame marker, engagement   patterns   somewhat open the presentation and discussion of propositional content in an interpersonal process where the reader is constantly updated of what is going on in the mind of the author. Hyland and Tse (2004) view engagement markers as interactional utilities that include the reader in the discussion by keeping them posted regularly to what the writer thinks about the content   and the reader receiving the information.

The remaining metadiscourse markers were observed to elicit a very minimal occurrence such as *frame markers* 67 (2.53%), *code-glosses* 66 (2.50%) and *endophoric markers* 336 (12.70%) . These features were considered interactive resources.

Variation in students' use of metadiscourse markers

Theses writers differed in the following use of metadiscourse markers: *transitions, Mdn= 1.10, Z =1.34, p= .035, r= .37; evidentials , Mdn= 3.20, Z =1.65, p= .009, r= .46; interactive resources, Mdn= 5.26, Z =1.55, p= .016, r=.43; hedges, Mdn=1.23, Z =1.29, p= .017, r= .36; engagement markers, Mdn=.60, Z =1.625, p= .010, r= .45; interactional resources , Mdn= 2.02 , Z =1.58, p= .014, r= .44;* and *overall metadiscourse resources, Mdn=187, Z =1613, p= .010, r= .43.*

In contrast, novice-writers varied in the following use of metadiscourse features: *frame markers, Mdn=.15, Z =1.30, p= .007, r= .36; endophoric markers, Mdn=.97, Z =1.31, p= .065, r= .36; code glosses, .Mdn=.08, Z =1.28, p= .076, r= .36 ; boosters, Mdn=.17, Z =,1.25,p= .090, r= .35; attitude markers, Mdn=.00, Z =1.29, p= .071, r= .36 ; self- mentions, Mdn=.00, Z =1.91, p= .091, r= .53.*

There appears to be commonality on Kan's (2016) findings on *hedges* demonstrating variation in interactional utility. Same is true with the writers' use of attitude markers, engagement markers, and self-mentions showing no significant difference. Kan's study is worth mentioning here given its application of appropriate non-parametric statistics.

Difference between interactive and interactional resources

It was evident that students utilized *interactive resources* more compared to *interactional utilities* as shown in Table 1 below. Given that students were novice writers, there was a tendency to rely highly on the sources as evidenced by their use of *evidentials*. Students were observed to merely report rather than critique on what they discussed about their propositional content. This was clearly seen in their close to zero use of *attitude markers* and *self-mentions*. Another was the very limited use of *boosters* demonstrating their lack of confidence in advancing their arguments. Table 1

Difference: Interactive vs. Interactional Resources

Variables	Mean	Mean Difference	df	t	Sig	Interpretation
Interactive Resources	271.2857	164.7143	13	2.117	.045	Significant
Interactional Resources	106.5714					

Difference in the theses' macrostructure

        Analyzing the macro-structure of the theses manuscripts, there was no variation in the moves and rhetorical pattern. Students did not differ based on the number of sentences used per rhetorical move. All texts manifested the use of three moves: *establishing territory, Z = .934, p= .35, r= . 25; establishing a niche, Z = .77, p= .593, r= .21; presenting the current work Z = 1.25, p= .089, r= .35.*

        Compared to the novice-writers in this study, the expert-writers of research articles adapted most of the rhetorical strategies in CARS model in the paper of Suryuni, Hashima, Yaacob, Rashid & Desa (2014). Thus, this finding can be a proof on the similarity between theses project and research article (See Appendix B for sample transcript).

        Just like the number of sentences in this macrostructure of analysis, words matter in theorizing metadiscourse because one may argue that the frequency of metadiscourse can also be based on the number of words articulated by the writers. In actual fact, Hyland and Tse (2004) pointed out this argument as logical if we attempt to analyze the frequency of metadiscourse features in academic writing. The variance in frequencies are based on the notion that the Ph.D. corpus is twice as long as the masters corpus, thus allowing writers to utilize more interactive resources to articulate a more persuasive rhetoric whose tenor of writing advances a coherent scholarly paper. But, for this current study, only one sample discipline was analysed. It would be more interesting to include other academic specializations to determine the variance.

Variation in authorial stance

        Analyzing the introduction based on Chang's (2012) authorial stance model, *non-argumentative* 33 (32.67%) was first in rank, *high argumentative* 30 (29.70%) was the second, *moderately argumentative* 22 (21.78%) was the third, and *tentative* 16 (15.84%) was the last. There was a difference in the students' use of all components: *high argumentative*, *Mdn*=1.00, *Z*= .325, *p*=.001, *r*=.09; *non-argumentative*, *Mdn*=2.00, *Z*= .250, *p*=.025, *r*=.07; *moderately argumentative*, *Mdn*= 1.00, *Z*=.288, *p*=.004, *r*=.08; and *Tentative*, *Mdn*=1.00, *Z*= .276, *p*=.008, *r*=.08.

        The novice writers' authorial stance substantiates the students' variation in their use of metadiscourse particularly on hedges that are equivalent to moderately argumentative and tentative. The excessive use of evidentials is tantamount to being non-argumentative with writers merely reporting facts and findings of previous studies. It can also be seen in their lack of

interactional resources such as boosters and self-mentions, albeit high argumentative was ranked second here. It has to be emphasized that the frequency of high argumentative is only part of the introduction. Succeeding sections were observed to manifest very minimal occurrence of an aggressive or authoritative stance as proven earlier in metadiscourse analysis.

Furthermore, the theses are inclined to adhere to Tessuto's (2015) Introduction-Review-Method-Results-Discussion–Conclusion format only with the inclusion of Recommendation as a separate section. Apparently, Tessuto's model is appropriate for a full-blown thesis project which does not require any restriction in the number of words compared to journal publication The only limitation of the present thesis format is the tendency to commit tautology such as the reiteration of presentation of the chapter and the redundant way of presenting the data with the tables and figures.

In conclusion, this section provided evidence that novice-writers frequently use interactive resources such as evidentials and transitions rather than interactional utilities like attitude markers, boosters and self-mentions. It could be that the novice-writers demonstrated their tendencies to report facts rather than to critique. Articulating what they thought about the concepts, assumptions, theories or findings was very unlikely of apprentice-writers. Consistent with the hypothesis, the writers differed in their utilizing of metadiscourse devices in both interactive and interactional resources. In terms of the macro rhetorical patterns and moves, there was no difference found in the manuscripts. The novice-writers' difference in their authorial stance substantiated their variation on metadiscourse markers' use.

Implications to L2 writing teaching and learning

Research writing is a very challenging task for bilingual or multilingual college students. Though their grammar is edited, apprentice writers are still left independently figuring out how to articulate their ideas (Chang, 2012). Authorial stance is not really taught explicitly in school taking into account their specialization (Bunton, 1998; Chang, 2012; Chang & Schleppegrell, 2011; Paltridge & Starfield, 2007). Thus, it is necessary that metadiscourse strategies and rhetorical patterns be promoted extensively as part of the writing curriculum. One concrete step to implement this pedagogical goal is to design a research manual that includes specific examples on how exactly CARS model and IMRD are written. For this particular graduating theses writing class, the dominant rhetorical pattern used was IBRMRDC. Looking at the order of the

,rhetorical structure, it seemed like it followed the flow of IMRD. But, a closer look at the sub-headings within each segment, it had its own peculiar order. For example, there's a separate review and definition of terms sections after the problem statement. In IMRD, the review and definition of terms are already collapsed in the introduction making it certain that all variables are already clarified before stating the problem.

We think it would be logical to tailor-fit the English department 's format to IMRD if the ultimate goal is to be productive in research publication. Getting used to the journal publication way on how to utilize the metadiscourse strategies and rhetorical patterns will enhance students' authorial stance like what is expected of an expert writer. Constant rehearsing of metadiscourse markers and rhetorical order can help L2 novice -writers to negotiate their propositional content with the reader in a more effective manner of academic discourse. Prospects for this line of investigation is directed towards the process approach of analysis that is not limited to the product alone. We subscribe to Manchon's (2018) claim that the direction of L2 writing strategies research is geared towards discoursal and metacognitive processes. The proposed Phase 2 of this current research is to analyze how the composing behaviors and reflective practices of novice writers affect their research writing skills, other than designing the research manual. Therefore, process to product approach can help L2 writing learners be more exposed to composing strategies to develop an effective authorial stance in writing research intended for publication.

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Appendix A

Text	Holmes' Framework						Tessuto's Framework						
	I	B	H	M	R	D	I	B	R	M	R	D	C
1													
2													
3													
4													
5													
6													
7													
8													
9													
10													
11													
12													
13													

Holmes: Introduction-Background,-Hypothesis,-Method- Result-Discussion

Tessuto: Introduction-Background-Review-Method-Result Discussion-Conclusion

Appendix B

Create- A- Research-Space Data in the Students' Theses' Introduction

Coding of authorial stance is based on Chang's (2012) framework being part of CARS model in writing an introduction. HA is high argumentative; NA is non-argumentative; MA is moderately argumentative; and T is tentative.

Move 1

Establishing Territory

*Blogging has emerged as one of the **most** [HA] popular forms of online discourse. The ease and lack of expense in setting up blogs **has raised***

intriguing possibilities **[T]** *for language learning in social media.* (P1, Text 1)

*The objective of Critical Discourse Analysis is to uncover the ideological assumptions that are hidden in the words of written texts or oral speech…***[NA]** *CDA aims to systematically explore often* ***solid*** **[HA]** *relationship between discursive practices, texts and events and wider social and cultural structures , relations and processes.* (P75, Text 2)

The advent of new communication technologies gave birth to cyber communities **[NA]** *. These new communication technologies are the* ***likes*** **[T]** *of Computer Mediated Communication (CMC). These are in the forms of Social Networking Sites (SNS) like: Facebook, Twitter* ***and the like****.* **[T]** *(P206, Text 3)*

The ***long years of foreign occupation*** **[MA]** *in the Philippines have left a linguistic phenomenon that is still evident in today's use of language.* ***Some languages*** **[MA]** *were mixed with our native language and* ***some*** **[MA]** *remained as they are. This has given birth to* ***many languages*** **[HA]** *which are spoken today.* (P263, Text 4)

Utterances ***are not*** **[HA]** *simply made just to convey a meaning;* ***most of them*** **[HA]** *have intentions, specifically when employing the speech act known as directives that are designed to accomplish a goal. Directives are illocutionary acts made by the speaker to make the hearer do something* [NA] *. (Searle. 1979). (P418, Text 5)*

Cross-examination and direct examination are two of the ***most*** **[HA]** *perceived negative experiences to* ***many*** **[HA]** *adult witnesses, professionals, or even to child witnesses (Reader et al., 1993). A child witness* ***can*** **[MA]** *be*

a victim of a crime, the accused of a crime or a witness to a crime. (P520, Text 6)

Forensic is widely [HA] understood to function as a tool in solving legal-related issues through the examination of tangible pieces of evidence alone. What some [MA] people sometimes overlook is the fact that these problems can [MA] also be solved by examining non-tangible pieces of evidence such as language, couched in the field of inquiry called Forensic Linguistics (P1369, Text 7).

The Philippines is known to have one of the lowest suicide [MA] rates in the Western Pacific Region. Filipinos are expressive when it comes to their emotions. They are known to have close family ties. [NA] They are open compared to the people living abroad especially in cold places.[MA] People abroad are not [HA] open to their feelings that lead them to kill [HA] themselves or to do suicide act. However, there is an increasing trend in the suicide rate recently based on suicide reports from Philippine print and broadcast media.[NA] (P1491, Text 8)

The heart of education in the 21ˢᵗ century is mainly [HA] of critical thinking— a vital [HA] skill set in the information age. (P1590, Text 9)

The Philippines is one of the destinations [MA] of foreigners, especially Asians who wish to learn English or any other field of study for that matter. It is evident that foreigners have been filling local schools may [T] it be colleges or universities not only because of the low cost of education but the English Language is widely [HA] used in the country… In fact, the Far Eastern University (FEU) in Manila alone accepted 587 foreign students in 2011. [NA] (P1733, Text 10)

Several years ago, **[MA]** *the Philippines ranked high in terms of English competency among non-native English speakers in Southeast Asia.* *(P904, Text 11)*

*English is one of the **most widely** **[HA]** spoken languages in the world and in various disciplines such as business, medicine, and education. The high demand for English also gives rise to the high demand of quality language teaching* **[NA]** *(P1054, Text 12)*

*Learning English as a Foreign language is a complex notion consisting of **various** **[HA]** internal and external factors**.** **Abundant** **[HA]** research has been done in English as a Foreign Language (EFL) to determine the factors that are involved in EFL learning. Such factors include age, sex, culture, motivation, and **the like.** **[T]** (P1159, Text 13)*

Move 2
Establishing a niche

*Because of the presence of ESL and EFL Asian fashion blogs, Contrastive Rhetoric was **considered** **[MA]**. (P6,Text 1)*

*President Benigno AquIno is the **very first** **[HA]** president to use the official language of the Philippines, the Tagalog, in State of the Nation Address.* (P80, Text 2)

*Conversational analysis (henceforth, CA) used in the current study deals with talk-in-interaction.**[NA]** CA aims to make the complexity of every day social interaction explicit.* **[NA]***. It focuses on the interactants (Speaker & Hearer) in a specific communicative episode*. **[NA]** *(P 209, Text 3)*

Advertising is controlled, identifiable information and persuasion by means of mass communication media...[NA] The present study focuses on the communication view of advertising.[NA] Specifically, it will analyse the use of CS in TV advertisement. [NA] (P274, Text 4)

The reason why the researchers would [T] conduct this study is because directives have been an interesting topic, in previous studies. Specifically, the study about directives involving the mentor and the apprentices would [T] be a good contribution to the field of linguistics. Moreover, conducting a study on directives would [T] benefit not only the teachers but the learners as well. (P426, Text 5)

The current study determines the conventional way of questioning child witnesses while taking into consideration the questions that are not [HA] answered appropriately or relevantly by the child witnesses. (P524, Text 6)

Forensic Linguistics, though thoroughly explored in the West, appears to be in its infantile stage [MA] in the Philippines. Thus, this study attempted [T] to contribute to the slowly growing number of researches [MA] on the relationship between language , crime and law. (P 1370. Text 7)

In conducting this study, the researchers looked at the content of the suicide notes in the foreign and Philippine setting.[NA] The data were randomly selected from the suicide notes that were collected from the online websites. [NA] (P1496, Text 8)

This study is considered as baseline [HA] research because it is the first study [HA] to have examined the skills of English teachers along with their teaching success in FEU. This provides a starting point [HA] for scholars

and teachers to deal with CT by incorporating it consistently into the teaching-learning process. (P1597, Text 9)

This paper will use both the objective and subjective way of measuring the intelligibility of Philippine English to Korean students. **[NA]** (P1745, Text 10)

This paper aimed to evaluate L2 learners through the **scrutiny** **[HA]** of their written compositions. In addition, this discussed the of local and global errors present in the linguistic knowledge of the learners**.[NA]** Moreover, this study aimed to determine the implications of the study to college language education**.[NA]** (P910, Text 11)

Since objectives and goals derived from the needs analysis **can [MA]** be used to develop learning materials, this study focuses on formulating a basis for developing a General English module**.[NA]** (P1007. Text 12)

The study aims to contribute to the comprehension between motivation and language learning strategy used by the ELF learners studying in an ESL environment. **[NA]** There **seems to be a mismatched [MA]** notion between teachers' and students' learning strategies. There are some studies conducted showing that there is a **strong [HA]** relationship between them. However, there is a need of investigation on what kind of motivation and language learning strategy. This can also **possibly [T]** help fill the gap between the students and teachers so they **can [MA]** successfully learn English. (P1167, Text 13)

Move 3
Presenting the present work

The focus of this study was on the discourse organization on Asian fashion blog. **[NA]** (P6, Text 1)

The general objective is to show that the language used in the President's second State of the Nation Address embeds power and authority. [NA] It aims to answer to answer the following question… **[NA]** (P99, Text 2)

The present investigates the conversation structure of Facebook (FB) group. **[NA]** *This paper aims to describe the turn-taking between students and teacher. Furthermore it seeks to identify the forms of utterances the students and teachers make*. **[NA]** (P212, Text 3)

This study is an *attempt* **[T]** *to provide explanation to the code-switching phenomenon in Philippine TV advertisements*. (P277, Text 4)

The mentor has his/her own way of employing directives. **[NA]** *Like in the industry of fashion , the mentor being direct is necessary for the benefit of the apprentices to make their vision of design much better, but still* *might* **[T]** *risk the loss of the face. This study aims to answer the following answer the following questions…* **[NA]** (P427, Text 5)

*This research was conducted to determine how the institutional members in the Philippines conduct interviews with the child witnesses in legal proceeding***…[NA]** *This study focused on the institutional member's questions, determining its types and considering the participants who are children make this study different among others*.**[NA]** *Furthermore, this study is interesting because* *majority of the studies* **[MA]** *in the Philippine courtroom proceedings focused on participants who are of legal age*. (P531,Text 6)

In particular, guided by the principle of Statement Analysis and Cooperative Principle, the paper *attempted* **[T]** *to analyse the statements of Janet Napoles, the alleged mastermind of the currently most talked about Pork Barrel controversy.* (P1371, Text 7)

This study focused on mental lexicon and themes of foreign and Philippine suicide notes.[NA] *This research* *attempt* **[T]** *to find answers to the following questions…*(P1496, Text 8)

This study is an *attempt* **[T]** *to discover the descriptive relationship between the teachers' critical thinking abilities and their teaching success among selected participants from FEU-Manila, academic year 2013-2014. Specifically, this study sought to answer the following research questions…* **[NA]** (P1598, Text 9)

This paper evaluated the students' perception of Philippine English…. **[NA]** *Specifically, this research aimed to answer the following questions***…[NA]** (P1740, Text 10)

This study focused on the errors committed by the students in their written compositions. **[NA]** *Moreover, this study aimed to answer the following research problems***….[NA]** (P930, Text 11)

Following the framework proposed by Hutchinson and Waters, the researchers *attempted* **[T]** *to conduct a to Needs Analysis to IAS Freshmen students who are currently enrolled in a General English course to formulate basis for developing a General English Module. In conducting the study, the researchers* *would attempt* **[T]** *to answer the following problems…(*P1019, Text 12)

*This study was conducted to explore the relationship between motivation and language learning strategies …***[NA]** *The research questions are presented*

*below to be answered by the researchers during the course of this research***...[NA]** (P1169, Text 13)

Explanatory Analysis for the Licensure Examination for Teachers (LET) Performance

Craig N. Refugio, PhD
College of Education, Math Department and College of Engineering & Architecture
Negros Oriental State University, Dumaguete City, Philippines
craig.refugio@gmail.com
craig.refugio@norsu.edu.ph

Bioprofile

Dr. Craig N. Refugio holds a PhD in Education major in Research & Evaluation from the University of San Carlos, Cebu City, Philippines, an Associate Professor 5 and the Assistant Dean of the College of Education of Negros Oriental State University. He has 23 professional affiliations including the American Mathematical Society & the American Statistical Association. Moreover, he has 7 certifications and licenses, 3 from the Philippines and 4 from the United States of America. As a researcher, he has published 16 research articles in local, national & international refereed journals, presented 38 research papers in local, national & international conferences& conventions. In 2015, one of his math education papers won the best math education research papers during the 6th Conference in Science and Math Education in Penang, Malaysia and in 2010, he was awarded the Claes Nobel Educator Distinction Award by the US National Society of High School Scholar, Atlanta, Georgia, USA.

Abstract

This paper presents an explanatory analysis of the overall performance of the 2014, 2015, 2016, and 2017 BSEd graduates of the College of Education, NORSU Main Campus 1, Dumaguete City in the various variables considered within the study.The mean ratings of the graduates in terms of their entry competence, coursework achievement, student teaching achievement, LET review achievement

and LET performance were determined. Comparisons revealed that while the 2014, 2015, 2016 & 2017 BSEd graduates had a good entry competence and coursework achievement, very good student teaching achievement and fair LET review achievement, their actual LET performance was generally poor. Various possible explanations in these differences in performance in the different variables were considered in this study. One possibility is the mismatch in the competencies and skills taught in the coursework and those asked in the mock LET during the review period and in the actual LET. Another plausible reason for the fair overall LET review achievement and poor overall LET performance is the lack of internalization and retention of the lessons learned from the coursework.To further substantiate these claims, the researchers interviewed a sample of the 2014, 2015, 2016, & 2017 BSEd graduates of NORSU Main Campus 1 who passed the LET. Through snowball sampling technique, the researchers were able to interview 301 of the total graduates who took and passed the LET. One of the questions raised in the interview was on the possible reasons on their low passing percentage in the LET. The aforementioned interview results have provided the most likely given possible explanations on why overall coursework achievement was good; overall LET review achievement was fair while actual LET performance was poor.

Introduction

One of the most significant educational reforms instituted in the Philippines is the Licensure Examination for Teachers (LET) which was implemented on the basis of Republic Act 7836 known as the "Professionalization Act for Teachers" under the Professional Regulation Commission (PRC). With the objective of raising the standard of the teaching profession and putting it at par with other professions, the "Professionalization Act for Teachers" requires teachers to be licensed under PRC. Prior to the implementation of the LET, certification of teachers was carried out by the Civil Service Commission (CSC) through the Professional Board Examination for Teachers (PBET) from 1978 to 1995. The first LET then was administered on August 26, 1996. From then on, the LET has been conducted in major cities of the country.

Negros Oriental State University (NORSU) offers Teacher Education programs and has produced batches of Bachelor of Secondary Education (BSEd) graduates. The performance of these

graduates shows a decreasing trend in the passing rate of the LET in all of the batches of BSEd graduates.

Based on this trend of decreasing LET performance, the College of Education of NORSU Main Campus 1 made the decision to raise the admission standards for students entering the College. The NORSU-College Admission Test (CAT) score of at least 70th percentile rank as basis for admission was raised to a score of at least 75th percentile rank as new admission requirement until the present batches. The entry requirement of at least 80 average grade in the fourth year high school Mathematics, Science and English was raised to an average of at least 85 until the present batches. These higher admission standards were established to help assure that students enrolled in the BSEd program would be academically capable of tackling the general education, professional education and major field courses and eventually lead to better performance in the LET.

Moreover, retention policies were also established. Students in the College of Education must maintain a grade of at least 2.5 or 80 for general education subjects and at least 2.0 or 85 for professional education and major field subjects. If a student has a grade below 2.0 or 85 in a professional or major field subject, the subject will be taken for at most three times. Failure in the third retake will permanently bar the student from the BSEd program. On the other hand, if a student has a grade of 2.5 or 80 in a general education subject, the subject will be repeated until the standard grade is obtained. Should a student get a failing grade or 5.0 for any subject, it will be repeated once only and a failure on the second retake will permanently bar the concerned student from the BSEd program.

The aforementioned retention policies were implemented by NORSU Main Campus 1 College of Education to ensure that the objective of producing quality graduates in teacher education is attained with the hope that better performance in the LET would likely be achieved. However, the LET performance continues to deteriorate.

As mandated by the Philippine Association of State Colleges and Universities (PASUC) and the Department of Budget and Management (DBM) together with the Commission on Higher Education (CHED) through Circular Number 02 series of 1990, the passing percentage of the graduates in the LET, is one of the measures of effectiveness of a teacher education program in state colleges and universities. The researcher, as one of the faculty members of NORSU-Main Campus 1 College of Education, imbued with his quest of establishing plausible and scientific explanation of the LET performance among NORSU-Main Campus 1BSEd graduates, believes that there is a need to

investigate some variables that could be used to explain teacher education graduates' performance in the licensure examination.

In this study, the researcher considered entry competence, coursework achievement, students teaching achievement and LET Review achievement as possible explanation of LET performance. This study sought to investigate which of these variables would empirically explain LET performance through explanatory mixed research design analysis. The results would determine whether the implemented retention policies and higher admission standards were effective in improving the LET performance of the BSEd graduates. By doing so, research-based decisions about the performance of prospective teachers in the LET could be derived, developed and promoted.

Research Methodology

Research Design

This is an explanatory mixed method research study using secondary data from multiple sources, namely: the students' transcript of records at the NORSU Registrar's Office, admission records at the College of Education office, practice teaching records at the NORSU-Main Campus 1 student teachers' supervisors, mock LET ratings at the different LET review centers and actual LET ratings at the Professional Regulation Commission Central Office in Manila. Explanatory design according to Creswell, Plano Clark, & Garrett (2008) and Ivankova, Creswell, & Stick (2006) implies collecting and analyzing quantitative and then qualitative data in two consecutive phases within one study. Such issues include deciding on the priority or weight given to the quantitative and qualitative data collection and analysis in the study, the sequence of the data collection and analysis, and the stage/stages in the research process at which the quantitative and qualitative data are connected and the results are integrated.On the other hand, actual interview of the BSEd graduates of NORSU-Main Campus 1 was employed to further substantiate the findings of this research.

Research Subjects

The subjects of this study were the 2014, 2015; 2016; & 2017 BSEd graduates of NORSU whose majors are English, Filipino, Mathematics, Social Science and Music, Arts, Physical Education & health (MAPEH). This study included 576 graduates who took the LET in 2014, 2015, 2016, & 2017.

Sources of Data

The data that were used in this study come from multiple sources. Grades in general education, professional education and major field subjects were obtained from the students' transcript of records in the Registrar's office of NORSU; student teaching ratings were obtained from the Directors of Student Teachers' Supervisors of NORSU-Main Campus 1; LET review ratings from the Directors of the different LET Review Centers; NORSU college admission test scores from NORSU-Main Campus 1 College of Education office, and the LET ratings from the Commissioner of the Professional Regulation Commission in Manila.

Research Procedures

Before the collection of the data needed for this research, letters of permission were sent to the following: Office of the President of NORSU; Student Teachers' Supervisor; College of Education Dean; Registrar NORSU; Directors of the different LET Review Centers; and the Commissioner of the Professional Regulation Commission in Manila. Upon having the approval, the researcher personally gathered the data from the aforementioned offices except for the LET performance data from PRC which were mailed by PRC to the researcher.

The Grade Point Averages (GPAs) of the students' coursework and student teaching achievements were converted into ratings similar to the ratings used in the entry competence and LET performance so that all quantitative data in this study would have the same direction relative to their corresponding magnitudes. The conversion of GPA to percentage rating was based on the NORSU Students' Handbook. Moreover, the qualitative description indicated in the NORSU Students' Handbook was also applied to entry competence, LET review achievement, and LET performance.

The weighted mean was used to determine the average grades and average ratings in the LET of the BSEd graduates in the areas of general education, professional education and major field. Ranking and percentage were also utilized in this study to compare subjects' entry competence, achievement and LET performance. Standard deviation was further used to determine the degree of homogeneity and heterogeneity of the subjects' entry competence, achievement and LET performance.

The data collected for this study were encoded and analyzed using Statistical Package for the Social Sciences (SPSS version 17.0) and Microsoft Excel Data Analysis Tool Pak.

Results and Discussions

Entry Competence

Entry competence at NORSU is measured by its College Admission Test. The NORSU-CAT is actually the seventh edition of the Otis Lennon School Ability Test (OLSAT) by Arthur S. Otis and Roger T. Lennon which is composed of four competencies, namely: Verbal Comprehension (VC), Verbal Reasoning (VR), Figural Reasoning (FR) and Quantitative Reasoning (QR). The test is composed of 72 items with 24 items each for verbal comprehension and reasoning, and 12 items each for quantitative and figural reasoning. All items would be answered within one hour only. The lowest and highest possible ratings of the abovementioned competencies are 50 and 100, respectively (Otis and Lennon, 1996). These scores are converted to percentile ranks and in the NORSU admission policy, only applicants whose scores in the NORSU-CAT are at least of the 75th percentile rank are accepted.

According to Otis and Lennon (2003), OLSAT assesses the examinees' ability to cope with school learning tasks to suggest their possible placement for school learning functions and to evaluate their achievement in relation to the talents they bring to school learning situations. The first entry competence measured in the NORSU-CAT is V*erbal Comprehension (VC)*. Otis and Lennon (2003) define verbal comprehension as a kind of comprehension that is dependent on the ability to perceive aspects of words and word combinations, to derive meaning from types of words, to understand subtle differences among similar words and phrases, and to manipulate words to produce meaning. It includes antonyms, sentence completion and sentence arrangement.

Verbal Reasoning (VR) is the second entry competence measured among the 2003 BSE graduates upon admission to NORSU. Otis and Lennon (2003) define verbal reasoning as dependent on the ability to infer relationships among words, to apply inferences to new situations, to evaluate conditions in order to determine necessary versus optional, and to perceive similarities and differences. Specific competencies measured under verbal reasoning include arithmetic reasoning, logical selection, word/letter matrix, verbal analogy, verbal classification and inference.

According to Montejo and Jamon (2018), the verbal reasoning and comprehension were not always given emphasis by the schools and teachers. Though students are encouraged to reason out and communicate through authentic assessment, it is still evident that teachers are still employing the traditional methods of teaching particularly in the public school wherein facilities, instructional materials, among others are very few. Another reason could be, those students were not exposed to

communicative exercises or activities, which eventually led to the poor performance on verbal comprehension and verbal reasoning.

The third entry competence measured in the NORSU-CAT is *Figural Reasoning (FR)* which includes items that assess the ability to use geometric figures to infer relationships, to perceive progressions and predict what would be the next step in those progressions, togeneralize from one set of figures to another, to distinguish dissimilar set of figures and to manipulate spatially (Otis & Lennon, 2003). The items include figural analogy, pattern matrix and figural series. These items require the examinee to infer the rule/s operating and to predict which figure would be next in the progression based upon those rules.

Quantitative Reasoning (QR) is the last entry competence measured by the NORSU-CAT which includes items that assess the ability to use numbers in order to infer relationships, educe computational rules, and predict outcomes according to computational rules (Otis & Lennon, 2003). The competencies measured under this include number series, numeric inference and number matrix. These items require educing the computational rule that is operating in the matrix and applying that rule in selecting the correct answer. Table 1A presents the entry competence of the BSEd graduates.

Table 1A. Entry Competence of the BSEd Graduates of NORSU-Main Campus 1

Competencies by Major	Mean ± SD	Description	Rank
Verbal Comprehension			
English	84.83 ± 6.63	Good	1
Filipino	84.42 ± 6.34	Good	2
Mathematics	81.26 ± 7.20	Good	4
MAPEH	79.76 ± 4.89	Good	5
Social Studies	81.59 ± 5.06	Good	3
Overall	82.51 ± 2.50	Good	
Verbal Reasoning			
English	82.88 ± 4.36	Good	2
Filipino	83.46 ± 5.72	Good	1
Mathematics	78.78 ± 8.21	Fair	4
MAPEH	77.24 ± 6.97	Fair	5

Social Studies	79.37 ± 6.53	Fair	3
Overall	80.51 ± 2.62	Good	
Figural Reasoning			
English	93.71 ± 3.91	Very Good	1
Filipino	91.12 ± 6.18	Very Good	4
Mathematics	92.11 ± 5.06	Very Good	2
MAPEH	91.47 ± 5.76	Very Good	3
Social Studies	89.33 ± 6.34	Good	5
Overall	91.50 ± 2.33	Very Good	
Quantitative Reasoning			
English	92.71 ± 4.40	Very Good	2
Filipino	93.19 ± 4.60	Very Good	1
Mathematics	92.56 ± 6.58	Very Good	3
MAPEH	91.24 ± 7.43	Very Good	4
Social Studies	90.33 ± 4.90	Very Good	5
Overall	92.04 ± 2.34	Very Good	

Table 1A shows that based on their mean Verbal Comprehension ratings, English majors had the highest Verbal Comprehension ability followed by those graduates whose majors are Filipino, Social Studies, Mathematics and MAPEH, in that order. In interpreting the standard deviations (SD), the criterion set by Cohen (1988) and Berry (2001) was adopted

"A standard deviation less than 3.00 denotes close clustering of the observations about the mean and implies a greater degree of homogeneity of the values in a given set of data while a standard deviation greater than or equal to 3.00 means a wide scattering or spreading out of the observations about the mean and indicates a greater degree of heterogeneity of the values in a given set of data."

Cohen (1988) and Berry (2001) further states that a set of data having greater degree of homogeneity could be classified also as relatively or fairly homogeneous set of data which basically means that values within the set are closed to each other. Moreover, a set of data having greater degree

of heterogeneity could be classified also as relatively or fairly heterogeneous set of data which basically means that values within the set are far to each other.

As shown in Table 1A, the respective standard deviations for the verbal comprehension ratings of the BSEd graduates when grouped by majors were all greater than 3.00 which indicate that there was a wide scattering or spreading out of the verbal comprehension ratings about the mean ratings. This means that there was a greater degree of heterogeneity of the Verbal Comprehension ratings of the BSEd graduates when grouped by their majors. It should be noted, however, that the overall standard deviation was lesser than 3.00 which indicates a relatively homogeneous performance. In terms of the qualitative description, each of the five majors showed "good" verbal comprehension ability. The overall qualitative description of the Verbal Comprehension ability for all majors was also "good."

On the other hand, the Filipino majors had the highest mean verbal reasoning ability followed by those graduates whose majors were English, Social Studies, Mathematics and MAPEH, in that order. When the graduates were grouped by their majors, all of the respective standard deviations were greater than 3.00 which indicate a greater degree of heterogeneity of the verbal reasoning ratings, however, the overall standard deviation of 2.62 reflects a more homogeneous overall performance. The qualitative description showed that Filipino and English majors had "good" verbal reasoning ability while the Mathematics, Social Studies and MAPEH majors had a "fair" verbal reasoning ability. The overall qualitative description for all majors revealed a "good" verbal reasoning ability.

In figural reasoning, the English majors had the highest rating followed by those graduates whose majors were Mathematics, MAPEH, Filipino and Social Studies, in that order. When grouped by majors, the respective standard deviations were all greater than 3.00, indicating a greater degree of heterogeneity of the figural reasoning ratings. Moreover, the overall standard deviation of 2.33 indicates a relatively homogeneous performance of the graduates in Figural Reasoning. In terms of the qualitative descriptions, the figural reasoning ability of the graduates in the various majors was "very good" except for the Social Studies majors who showed a "good" figural reasoning ability. Overall, the figural reasoning ability of the BSEd graduates was "very good."

Table 1A further shows that the Filipino majors had the highest quantitative reasoning ability followed by those graduates whose majors were English, Mathematics, MAPEH and Social Studies, in that order. The values of the standard deviations reflect the same pattern of variability as the other competencies previously discussed, that is, there is a greater degree of heterogeneity of the quantitative reasoning ratings of the BSEd graduates of NORSU when grouped by their majors but the overall

standard deviation reflects a more homogeneous performance. As to the qualitative description of the mean quantitative reasoning ratings, the quantitative reasoning ability of the BSEd graduates was "very good."

When grouped by major field, the overall entry competence of the BSED graduates of the NORSU is presented in Table 1B. The overall ratings reflect the combined verbal comprehension, verbal reasoning, figural reasoning and quantitative reasoning ratings of the graduates in the NORSU-CAT.

Table 1B. Overall Entry Competence of the BSED Graduates of NORSU

Major	Mean ± SD	Description	Rank
English	88.53 ± 1.70	Good	1
Filipino	88.05 ± 3.64	Good	2
Mathematics	86.18 ± 4.35	Good	3
MAPEH	84.93 ± 1.56	Good	5
Social Studies	85.16 ± 2.74	Good	4
Grand Mean	**86.61 ± 1.73**	**Good**	

As shown in Table 1B, the combined mean ratings of the graduates by majors ranged from 84.93 to 88.53 which were all qualitatively described as "good." The English majors ranked first in the overall entry competence with the highest combined mean rating of 88.53 and followed closely by the Filipino majors. The Mathematics, Social Studies and MAPEH ranked third, fourth and fifth, respectively. The standard deviations of the overall ratings of the English, Social Studies and MAPEH majors indicate a close clustering of the overall ratings about the mean. This implies that the English, Social Studies and MAPEH majors had a greater degree of homogeneity in their combined verbal comprehension, verbal reasoning, figural reasoning and quantitative reasoning ratings. On the other hand, the standard deviations of the overall ratings of the Filipino and Mathematics majors indicate a greater degree of heterogeneity in their combined verbal comprehension, verbal reasoning, figural reasoning and quantitative reasoning ratings. The grand mean of 86.61 indicates that the overall entry competence of the BSEd graduates was "good" and the standard deviation of 1.73 indicates a lesser

degree of variability in their combined ratings which is a reflection of a relatively homogeneous performance.

Summing up, the entry competence of the BSEd graduates of NORSU is generally "good" which, based on Otis and Lennon's (2003) interpretation means that they have the ability to cope with school learning tasks that suggested their possible placement for school learning functions. Further, their entry competence level indicates that these graduates can learn new things and are able to perceive accurately, to recognize and recall what has been perceived, to think logically, to understand relationships, to abstract from a set of particulars and to apply generalizations to new and different contexts. These processes are measured through performance on such tasks as detecting likenesses and differences, following directions, classifying, establishing sequence, completing analogies, and solving matrices.

Coursework Achievement

Coursework achievement is indicated by the average grades in the General Education (GE), Professional Education (PE) and Major Field (MF) subjects of the BSEd graduates of NORSU

General Education subjects include Basic English, Filipino, Mathematics, Social Science, General Science, and Computer Education. Specifically, Basic English includes six subjects, namely: Communication Arts 1 and 2, Speech and Oral Communication, Developmental Reading, Effective Writing, and Introduction to Philippine Literature. On the other hand, Basic Filipino includes five subjects, namely: Komunikasyon sa Filipino 1 and 2, Panitikang Filipino, Filipino sa Tanging Gamit and Retorika while Basic Mathematics includes Basic Mathematics and College Algebra. Social Science includes eight subjects: General Psychology, Philippine History and Culture, Introduction to Humanities, Philippine Government and Constitution, Rizal's Life and Works, Society and Culture with Family Planning, Economics, Taxation and Agrarian Reform, and Logic and Ethics. General Science includes Physical Science and Biological Science. In summary, General Education covers 23 subjects which are equivalent to 69 units.

Professional Education is composed of 10 subjects and covers the following: Foundations of Education 1 and 2, Human Growth, Learning and Development, Principles of Teaching and Instructional Techniques 1 and 2, Teaching Strategies in the Major Fields, Assessment of Learning, Introduction to Social Philosophy with Human Rights Concepts and Advanced Social Philosophy 1 and 2.

The majors for the BSEd program of NORSU include English, Filipino, Mathematics, Social Studies and MAPEH. The 12 English major subjects that sum up to 36 units cover: Teaching English as a Second Language, Introduction to World Literature, Afro-Asian Literature, English and American Literature, Argumentation and Debate, Introduction to Mass Communication and Journalism, Short Stories and Novels, Literary Criticism, World Masterpieces, Introduction to Linguistics, Anatomy of Literature, and Advanced Rhetorics.

The major subjects for BSED major in Filipino are: Maikling Kwento at Nobela, Pagtuturong Filipino Bilang Pangalawang Wika, Malikhaing Pagsusulat, Panimulang Linggwistika, Makabagong Balarilang Filipino, Pagsasaling Wika, Pananaliksik, Sanaysay, Debate at Talumpati, Panitikang Pambata, Pamamahayag, Panulaang Filipino, at Panitikang Pandaigdig. A total of 13 subjects, equivalent to 39 units were taken by the Filipino majors.

The BSED major in Mathematics program include the following 12 subjects: Solid and Plane Geometry, Advanced Trigonometry, Analytic Geometry, Differential Calculus, Integral Calculus, Differential Equations, Set Theory, Linear Algebra, Statistics and Probability, Abstract Algebra, Theory of Numbers, and Mathematics of Investments. A total of 40 units were taken by the Mathematics majors.

On the other hand, Geography and Natural Resources of the Philippines, Cultural Anthropology, Asian Studies, World History and Geography, Sociology and Political Theories and Movement, Philippine Economics and Development, Advanced Social Philosophy 1 and 2, Advanced Sociology, Advanced Economics, Araling Panlipunan, Sibika, at Kultura, and Zoology are the 12 major subjects in the BSED program major in Social Studies.

MAPEH major subjects include the following: Philippine Folk, Ethnic and Foreign Dances, Recreational Leadership, Volleyball and Softball, School Health and Applied Nutrition, Harmony, First Aid and Safety, Anatomy and Physiology, Choreography and Dance Sports, History of Physical Education and Music, Environmental Health, Personal and Community Health, Consumer Health Education and Drug Addiction, and Basic Motor Skills and Movement Education. A total of 14 subjects, equivalent to 42 units were taken by the MAPEHmajors.

When grouped by major, the coursework achievement of the BSEd graduates of NORSU in General Education, Professional Education and Major Field is presented in Table 2A.

Coursework Areas by Major	Mean	Standard Deviation	Rank
Table 2A. Coursework Achievement of the BSEd Graduates of NORSU			
General Education			
English	17.4	2.39	1.5
Filipino	17.2	1.56	3.5
Mathematics	17.4	1.47	1.5
MAPEH	17.0	1.56	5
Social Studies	17.2	1.41	3.5
Overall	17.2	1.87	
Professional Education			
English	34.8	2.62	2
Filipino	34.8	1.63	2
Mathematics	34.8	1.45	2
MAPEH	33.6	1.50	5
Social Studies	34.4	1.52	4
Overall	34.4	2.05	
Major Field			
English	35.2	1.96	1.5
Filipino	35.2	1.48	1.5
Mathematics	34.4	1.99	4
MAPEH	34.4	2.79	4
Social Studies	34.4	1.75	4
Overall	34.8	2.19	

The data found in Table 2A are ratings that were already converted to proportional percentages corresponding to 20%, 40% and 40% for general education, professional education and major field, respectively.

As shown in Table 2A, the English and Mathematics majors had the highest mean in General Education ratings followed by the Filipino, Social Studies and MAPEH majors, in that order. It may be

noted, however, that their mean General Education ratings were close to each other. The highest possible rating in this area was 20. Furthermore, the respective standard deviations were all lesser than 3.00 which signify that there was a close clustering of the General Education ratings about the mean ratings. This implies relatively homogeneous General Education ratings of the graduates when grouped by majors.

Table 2A manifests that the BSEd graduates whose majors are English, Filipino and Mathematics had the highest mean Professional Education ratings of 34.8, followed by Social Studies and MAPEH majors, in that order. The highest possible rating in this area was 40. The standard deviations of these ratings were all lesser than 3.00 which indicate that there was a close clustering of the Professional Education ratings about the mean.

As shown in Table 2A, the English and Filipino majors had the same mean ratings of 35.2 in the major area while the Mathematics, Social Studies and MAPEH majors had also equal mean ratings of 34.4. The highest possible rating in this category was 40. The respective standard deviations were all lesser than 3.00 which mean that the ratings of the graduates in their majors were closely clustered about the mean, that is, they were relatively homogeneous. Table 2B shows the overall coursework achievement of the BSE graduates of NORSU

Table 2B. Overall Coursework Achievement of the BSEd Graduates of NORSU

Major	Overall Rating ± SD	Description	Rank
English	87.40 ± 1.92	Good	1
Filipino	87.20 ± 1.39	Good	2
Mathematics	86.60 ± 1.29	Good	3
MAPEH	85.00 ± 1.78	Good	5
Social Studies	86.00 ± 1.20	Good	4
Grand Mean	**86.43 ± 1.69**	**Good**	

Based on the overall mean ratings (combined General Education, Professional Education, and Major Field) found in Table 2B, the English majors had the highest rating followed by the Filipino, Mathematics, Social Studies and MAPEH majors, in that order. The equivalent qualitative description

of the overall mean ratings for all majors was "good" while the standard deviations which were all lesser than 3.00 indicates that the overall coursework achievement of the graduates was "fairly homogeneous."

Further, the grand mean of 86.43 with a standard deviation of 1.69 indicates that the combined rating in General Education, Professional Education and Major Field of the BSEd graduates was basically "good" and "fairly homogeneous." This indicates that as far as coursework achievement is concerned, the BSEd graduates of NORSU were prospective teachers equipped with competencies, skills, attitudes, knowledge and values that are pre-requisites for their further education and acquisition of expertise in a particular discipline. According to Mante (1999) and Milano (1999), these kind of prospective teachers who are equipped with the knowledge and skills that general education provides are prepared for a more effective delivery system. Moreover, the overall Good coursework performance of the graduates of NORSU reflects a generally prepared batch of prospective teachers as regards the "hows" of teaching through the foundation and pedagogy courses.

In addition, the BSED graduates of NORSU had pre-service professional educational experiences that help make the transition period from being college students to becoming teachers. Goodlad and Goodlad (1995 & 1990) contend that one of the major factors that happen during this transition period is that the education student becomes socialized into the profession.

As to their major fields, the BSEd graduates were equipped with knowledge and skills in the subject that they will be teaching in the job ahead of them (Garcia, 1995).

As further shown in Table 2B, on the average, all of the BSEd graduates had a mean coursework achievement from 85 to 87.4 with a qualitative description of "good." This Good performance in coursework may be noted as a reflection of the strict implementation of retention policies that were established by the College of Education of NORSU. Students in the College of Education must maintain a grade of at least 2.5 or 80 for General Education subjects and at least 2.0 or 85 for Professional Education and Major Field subjects.

Student Teaching Achievement

Student teaching achievement is indicated by the ratings given by the student teachers' supervisors and cooperating teachers in the practice teaching period of the BSEd graduates of NORSU. The criteria for rating student teachers include: Personal Qualities, Teaching Competence, Classroom Management and Discipline, and Assessment.

Personal Qualities cover personal appearance and poise; diligence and thoroughness in the preparation of lessons; and punctuality in passing lesson plans, requirements, and reporting to classes.

Teaching Competence includes lesson planning and teaching efficiency. Lesson planning covers the ability to organize subject matter, formulate suitable aims and objectives; choose appropriate teaching methods and strategies; and resourcefulness in choosing and devising instructional materials. Teaching efficiency on the other hand, includes mastery of the subject matter as well as the ability to speak English or Filipino, arouse interest and maintain class attention, use gesture, facial expression and a well-modulated voice, ask questions, handle students' answers and questions, organize board work, use instructional materials effectively, encourage students to participate in class discussion and integrate values in class discussion.

The criterion classroom management and discipline includes the ability to keep order in class and manage classroom routine. Moreover, classroom management includes the administration or direction of activities with special reference to problems such as discipline, democratic technique, use of supplies and reference materials, the physical features of the classroom, general housekeeping, and the social relationship of pupils. In addition, classroom management covers the skill that results to a well-organized environment which has three objectives, namely: efficiency on both teacher and student's time, efforts and energy; efficiency in the use of school's physical facilities and the promotion of an atmosphere which fosters imaginative and creative activities.

Assessment covers the ability to properly select and use various types of assessments tools to obtain information about student learning and the formation of value judgment concerning learning progress. Assessment further includes the ability to construct good tests and other assessment techniques that provide valid measures of learning outcomes.

Table 3 manifests the student teaching achievement of theBSEd graduates of NORSU. The highest and lowest possible ratings of this student teaching achievement were 100 and 50 respectively.

Table 3. Student Teaching Achievement of the BSEd Graduates of NORSU by Major

Major	Mean ± SD	Description	Rank
English	90.80 ± 2.06	Very Good	3
Filipino	91.69 ± 1.62	Very Good	1
Mathematics	90.04 ± 1.93	Very Good	4

MAPEH	89.94 ± 1.64	Very Good	5
Social Studies	90.33 ± 1.07	Very Good	2
Overall	**90.45 ± 1.79**	**Very Good**	

As gleaned in Table 3, the Filipino majors had the highest student teaching achievement followed by the Social Studies, English, Mathematics and MAPEH majors, in that order. The mean ratings showed a "very good" student teaching achievement among the BSEd graduates by major fields. The standard deviation values indicate a close clustering of student teaching achievement ratings about the mean. This implies that there was a greater degree of homogeneity of the student teaching achievement of the graduates in all major fields.

The overall student teaching achievement (combined student teaching achievement for all majors) indicated a "very good" achievement. Its standard deviation was lesser than 3.00 which indicate that the performance of the BSEd graduates in this area is "relatively homogeneous."

Further, the "very good" overall student teaching achievement of the BSEd graduates of NORSU reflects the actualization of the learned theories and principles in class. These graduates were given the opportunity to teach in all levels under the mentorship of the cooperating teacher and had actual application of learning theories, lesson planning and strategies of teaching. The practice teaching embodies the activities that bridge theory and practice of the student teaching program (Milano, 1999).

LET Review Achievement

LET Review Achievement is indicated by the performance ratings in the mock LET during the LET review period of the BSEd graduates of NORSU and is presented in Table 4A.

Table 4 A. LET Review Achievement of the BSEd Graduates of NORSU

LET Areas by Major	Mean	Standard Deviation	Rank
General Education			
English	15.91	1.60	3
Filipino	16.34	1.81	2
Mathematics	16.53	2.41	1

MAPEH	14.33	2.13	5
Social Studies	15.16	2.16	4
Overall	15.75	2.15	
Professional Education			
English	27.12	1.95	4
Filipino	27.80	2.67	2
Mathematics	28.70	2.91	1
MAPEH	25.99	1.64	5
Social Studies	27.41	2.11	3
Overall	27.52	2.46	
Major Field			
English	33.15	2.57	2
Filipino	33.42	2.16	1
Mathematics	32.40	2.80	5
MAPEH	32.56	2.49	4
Social Studies	32.74	2.84	3
Overall	32.87	2.79	

Table 4A manifests ratings that were already converted to proportional percentages corresponding to 20%, 40%, 40% for general education, professional education and major field, respectively. The table shows that the General Education ratings of the graduates ranged from 14.33 to 16.53. The highest possible rating for this area was 20 and the Mathematics majors obtained the highest General Education rating of 16.53, followed by the Filipino, English, Social Studies and MAPEH majors, in that order. The standard deviations were all less than 3.00 which indicates a relatively homogeneous performance of the graduates in the LET Review as far as General Education is concerned.

Table 4A further reveals the Professional Education ratings of the BSEd graduates of NORSU. As presented in the table, Mathematics majors had the highest rating and followed by the BSEd graduates whose majors are Filipino, Social Studies, English and MAPEH, in that order. The standard deviations of these ratings were all lesser than 3.00 which indicates that there was a close clustering of

the Professional Education ratings about the mean. As in General Education, the performance of the graduates in the LET Review for Professional Education was also "relatively homogeneous."

Moreover, Table 4A shows that the mean ratings of the graduates in their Major Fields was between 32.40 and 33.42, with the highest possible rating of 40. The Filipino majors had the highest rating in this area followed by the English, Social Studies, MAPEHand Mathematics majors, in that order. The standard deviations were all less than 3.00 indicating a close clustering of the ratings in the Major Field ratings about the mean. Table 4B shows the overall LET review achievement of the BSEd graduates of NORSU.

Table 4B. Overall LET Review Achievement of the BSEd Graduates of NORSU

Major	Overall Rating ± SD	Description	Rank
English	76.16 ± 1.62	Fair	3
Filipino	77.56 ± 5.04	Fair	2
Mathematics	77.63 ± 6.01	Fair	1
MAPEH	72.88 ± 1.79	Fair	5
Social Studies	75.31 ± 2.91	Fair	4
Grand Mean	**76.14 ± 4.01**	**Fair**	

Based on the overall ratings (combined General Education, Professional Education, and Major Fields) found in Table 4B, the Mathematics majors had the highest rating followed by the Filipino, English, Social Studies and MAPEHmajors, in that order. Based on the combined ratings, the qualitative description of the LET review achievement was "fair," in all Major Fields. It may be noted that the standard deviations of the LET review achievement of the Mathematics and Filipino majors indicate a more heterogeneous performance while for the English, MAPEH, and Social Studies majors, their LET review achievement was "fairly homogeneous." The grand mean of 76.14 with a standard deviation of 4.01 indicates that the combined General Education, Professional Education and Major Fields ratings and the combined majors in English, Filipino, Mathematics, Social Studies and MAPEHhad a greater degree of heterogeneity with a qualitative description of "fair."

LET Performance

        LET performance is indicated by the actual LET ratings of the BSEd graduates of NORSU and this is summarized in Table 5A.

Table 5A. LET Performance of the BSEd Graduates of NORSU			
LET Areas by Major	**Mean**	**Standard Deviation**	**Rank**
General Education			
English	14.31	1.94	5
Filipino	14.76	1.92	1
Mathematics	14.47	2.42	2
MAPEH	14.42	1.67	4
Social Studies	14.44	1.70	3
Overall	14.46	1.95	
Professional Education			
English	27.43	2.06	3
Filipino	28.15	2.59	1
Mathematics	26.60	2.81	4
MAPEH	25.72	2.70	5
Social Studies	27.64	3.64	2
Overall	27.20	2.90	
Major Field			
English	33.67	2.89	1
Filipino	30.90	3.23	2
Mathematics	30.43	2.83	4
MAPEH	30.73	4.02	3
Social Studies	30.19	4.04	5
Overall	31.16	3.58	

        The data revealed in Table 5A are ratings that were already converted to proportional percentages corresponding to 20%, 40%, 40% for general education, professional education and major field, respectively.

In the area of General Education, the highest possible rating was 20. Table 5A shows a relatively homogeneous performance of the graduates when grouped by majors with the mean ratings ranging from 14.31 to 14.76. The Filipino majors garnered the highest mean General Education rating, followed by the Mathematics, Social Studies, MAPEH and English majors, in that order. It may further be noted that while the English majors ranked first in many of the entry competencies and coursework achievement ratings, they ranked fifth in this area of the LET.

As shown in Table 5A, the mean rating in Professional Education among the graduates when grouped by their major ranged from 25.72 to 28.15, while the highest possible rating in this area was 40. The Filipino majors had the highest mean rating followed by those BSEd graduates whose majors were Social Studies, English, Mathematics and MAPEH, in that order. The standard deviations indicate a relatively homogeneous performance, except for the Social Studies majors whose standard deviation was greater than 3.00.

As reflected in Table 5A, the mean ratings ranged from 30.19 to 33.67, with the English majors having the highest rating followed by the Filipino, MAPEH, Mathematics and Social Studies majors, in that order. The respective standard deviations of the major field ratings of the English and Mathematics majors were less than 3.00 which mean that there was a close clustering of the ratings about the mean. This implies that English and Mathematics majors had a more homogeneous performance in this area of the LET. On the other hand, the standard deviations of the Major Field ratings of the Filipino, Social Studies and MAPEH majors indicate a greater extent of heterogeneity in their performance. Table 5B shows the overall LET Performance of the BSEd graduates of NORSU.

Table 7B. Overall LET Performance of the BSEd Graduates of NORSU

Major	Overall Rating ± SD	Description	Rank
English	75.41 ± 3.84	Fair	2
Filipino	78.81 ± 3.11	Fair	1
Mathematics	71.51 ± 4.84	Poor	4
MAPEH	71.36 ± 3.36	Poor	5
Social Studies	71.90 ± 3.35	Poor	3
Overall	**72.84 ± 4.03**	**Poor**	

Based on the overall ratings (combined General Education, Professional Education and Major Field) found in Table 7B, the Filipino majors had the highest rating followed by the English, Social Studies, Mathematics and MAPEHmajors, in that order. The LET performance of the English and Filipino majors is described as Fair while that of the Mathematics, Social Studies and MAPEH majors was generally "poor." The standard deviations of all majors were greater than 3.00 which mean that there was a wide scattering or spreading out of the overall ratings about the mean ratings. This indicates a more heterogeneous overall LET performance.

Further, the grand mean of 72.84 with a standard deviation of 4.03 indicates that the combined General Education, Professional Education and Major Field ratings of the BSEd graduates was, on the average, described as "poor" although there was a greater degree of heterogeneity in their mean ratings.

Summing up, Table 8 presents the overall performance of the BSEd graduates of NORSU in the various variables considered in this study.

Table 8. Mean Ratings in Entry Competence, Coursework/Student Teaching/LET Review Achievement and LET Performance of the BSEd Graduates of NORSU

Variables	Mean ±SD	Description
Entry Competence	86.61 ± 1.73	Good
Coursework Achievement	86.43 ± 1.69	Good
Student Teaching Achievement	90.45 ± 1.79	Very Good
LET Review Achievement	76.14 ± 4.01	Fair
LET Performance	72.84 ± 4.03	Poor

A comparison of the mean ratings of the graduates in terms of their entry competence, coursework achievement, student teaching achievement, LET review achievement and LET performance revealed that while the BSEd graduates of NORSU had a "good" entry competence and coursework achievement, "very good" student teaching achievement and "fair" LET review achievement, their actual LET performance was generally "poor."

There may be various possible explanations in these differences in performance in the different variables considered in this study. One possibility is the mismatch in the competencies and skills taught in the coursework and those asked in the mock LET during the review period and in the actual LET.

Another plausible reason for the "fair" overall LET review achievement and "poor" overall LET performance is the lack of internalization and retention of the lessons learned from the coursework.

To further substantiate these claims, the researcher interviewed a sample of the BSEd graduates of NORSU who passed the LET. Through snowball sampling technique, the researcher was able to interview 301 of the 576 graduates who took and passed the LET. One of the questions raised in the interview was on the possible reasons on their low passing percentage in the LET. Out of the 301 respondents, 195 (64.78%) pointed out the differences in the assessment criterion measures in coursework achievement, LET Review achievement and actual LET performance. According to these graduates coursework achievement is measured differently from LET review achievement and LET performance, thus, results are relatively different. Coursework achievement is measured based on the following criteria which was verified by the researcher in the NORSU Student Handbook:

Major Examination (Midterm and Final)	40%
Quizzes	30%
Projects, Assignments, Attendance,	
Recitations, Seatwork, etc…	30%
TOTAL	100%

Further, the General Average grade that appears in the Transcript of Records for a certain subject comprises (1/3) of the midterm grade and (2/3) of the final grade.

On the other hand, LET review achievement and LET performance are measured based on the following criteria:

General Education	20%
Professional Education	40%
Field of Specialization	40%
TOTAL	100%

Of the 301 respondents interviewed, 202 (67.11%) pointed out that there are coursework teachers/instructors/professors who are so lenient in giving grades. While there are differences in assessment practices among professors handling the subjects and grades may be subjective to some extent, assessment in the LET review and actual LET performance is objectively based on the percentage of correct answers.

Further, 288 (95.68%) of the students interviewed pointed out that for professional education subjects, modern pedagogical and assessment techniques are not given emphasis in the making of the test items in the actual LET and mock LET. The traditional ones were emphasized.

Another plausible explanation for the "fair" LET Review performance and "poor" actual LET performance that was expressed by 273 (90.70%) of those interviewed was that the mock LET during the review period and actual LET are single tests given on a certain day only while each of the subjects in the coursework is worked out for one semester. In fact, 297 (98.67%) of those interviewed pointed out that anxieties, emotional stress, mental stress, fatigue, and many others were felt while taking the mock LET and actual LET which could have affected their performance.

As to the test construction and nature of the actual LET, 289 (96.01%) pointed out the following:

- They could not find any correct option in some items in the actual LET, especially in the field of Mathematics.

- Most of the items are constructed on knowledge level only or the so called recall of facts, principles, rules, procedures, events, dates, theories, laws, among others. Bloom's taxonomy of educational objectives under cognitive domain which include knowledge, comprehension, application, analysis, synthesis and evaluation are not emphasized when in fact in the subject Measurement and Evaluation/Assessment of Learning and in actual classroom teaching during practice teaching period these are always emphasized.

Further, majority of those interviewed 288 (95.68%) expressed that there was no proportionality of items taken from each of the subjects in the General Education (GE)), Professional Education (PE) and Field of Specialization (FS). Specifically, their comments were as follows:

- Some GE, PE and FS subjects have no corresponding items in the mock LET and actual LET. Many of the items are concentrated in one, two or three subjects in GE, PE and FS.

- In Mathematics as a major field, items in the actual LET and mock LET are focused only in Algebra, Trigonometry and Analytic Geometry.

- In English, most of the items in the actual LET and mock LET are focused on Philippine and World Literature. Only few on Linguistics.

- For Social Studies, most of the items in the actual LET and mock LET are concentrated on Current Issues, Philippine History and Economics.

- In Filipino, most of the items in the actual LET and Mock LET are focused on Panitikang Filipino and very few on Retorika.

- For PEHM, most of the items in the actual LET and mock LET are concentrated on Physical Education and very few on Health and Music.

Aside from the differences in emphasis and coverage in the various major fields, 188 (62.4%) of those interviewed also pointed deficiencies in the test construction. They claimed that the test items in the actual LET were not properly edited which led to confusion in analyzing the test items. Further, majority claimed 294 (97.67%) that some of the test items in actual LET were not taken up in the courses taken while most of the items in the mock LET were taken during the review period and even in the coursework.

All of the 301 (100%) respondents answered that once the examinee does not have mastery skills of the following variables: entry competence, coursework achievement, student teaching achievement and LET Review achievementthen it is so hard to pass the LET.

The aforementioned interview results have provided the most likely given possible explanations on why overall coursework achievement was "good," overall LET review achievement was "fair" while actual LET performance was "poor."

Conclusion

The LET performance is the interplay of several explanatory variables including the following: verbal comprehension, verbal reasoning, figural reasoning, quantitative reasoning, overall entry competence, general education and professional education in coursework and general education, professional education and field of specialization in the let review.

Implications

Since this study revealed that Licensure Examination for Teachers (LET) performance is the interplay of several factors, therefore, there is a need for concerted efforts and cooperation on the part of the students, teachers, student teaching supervisors, college administrators and review center directors geared toward improved LET performance in the future. Through the findings and recommendations of this study, the researcher hopes that the much sought better performance in the LET among NORSU teacher education graduates could be arrived at.

The General Education and Professional Education subjects in the BSEd curriculum must be continuously upgraded and strengthened since such variables explain LET performance.

Major Fields and the overall rating in coursework achievement as well as the overall rating in the review period achievement and student teaching achievement should not take these variables for granted. These variables need to be reviewed and that a curriculum review on the major fields must be done so that it could be updated with LET competencies.

Recommendations

Based on the conclusions of this study, the following recommendations are hereby offered to improve the LET performance of the BSE graduates:

Since entry competence is an explanatory variable on LET performance and that NORSU should continue requiring high percentile rank on the College Admission Test-verbal comprehension, verbal reasoning, figural reasoning and quantitative reasoning.

An intensive review program on General Education, Professional Education and Major Field must be adopted by the College of Education for their BSEd graduates since these are explanatory variables of LET performance.

Future researchers may replicate this study to include other sets of explanatory variables not used nor cited in this present study. Replication of this study may also be conducted in the same setting to find changes of findings and conclusions over time so as to strengthen or refute the findings of this study.

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Positioning Philippine English Grammar and Lexicon in Four Discourse Quadrants

Joel Mayo Torres
Central Luzon State University/De La Salle University
Science City of Muñoz, Nueva Ecija/Taft Avenue, Manila
jmtorres.61185@gmail.com

Abstract

Though there are studies in the acceptability of Philippine English (PhE) grammar and lexicon, studies on their acceptability in different discourse types seems lacking. Hence, this study reports which from among the 44 PhE grammatical and lexical items are acceptable in the four discourse quadrants – informal spoken, formal spoken, informal written, formal written. A Grammatical and Lexical Acceptability Questionnaire (GLAQ) was administered to 135 pre-service English teachers in a state university in Central Luzon. Results show that PhE has already gained acceptance in informal and formal spoken discourse and is starting to be widely used in informal written context. Meanwhile, almost all the PhE grammatical and lexical items were not accepted in the formal written domain.

Keywords: *World Englishes, Philippines English, grammar, lexicon, discourse quadrants*

1. INTRODUCTION

1.1 Background of the Study

The variety of English spoken by a particular people is the result of their linguistic, political, geographical, language contact, and cultural heritage and identity. Thomas and Kaufman (1988) assumed that all of the world's languages are products of language contact for such phenomenon is quite normal given that languages are dependent on the speakers, and people as social creatures are

involved in dynamic social interactions, in one form or another, whether as a group or as individuals. These varieties have become the proud bearers of non-Western cultures and histories, and the conduits through which nationalist voices and struggles are expressed. This has become the theoretical underpinning of the current dominant paradigm of World Englishes (WE henceforth).

The introduction of the WE paradigm to Filipino scholars and teachers of English in the 1990s presented an opportunity to finally resist the dominance of native speakers' norms in the classroom (Martin, 2014).

Philippine English (PhE henceforth) is one of a constellation of WE. For Bautista (2000), Llamzon (1969) and Gonzalez (1983), PhE is a unique brand of English used by a number of educated Filipinos and visible in different media forms, both print or non-print, literary or non-literary (Bernardo & Madrunio, 2015). It is the product of the continuous use of English and its conception was the inevitable outcome of confluence of several elements (Tupas, 2006).

The PhE is unique from the Standard American English or General American English (GAE), in terms of phonological and grammatical features and vocabulary. There is a deviation in the PhE compared to the GAE in terms of the placement of stress on some words. In the GAE, the stress is typically on the first syllable while in the case of PhE it is usually on the second. In addition, PhE is syllable-timed instead of stress-time. As for the grammatical features, PhE has distinct features such as the use of *wherein* which is equivalent to *in which*, *by which* and *through which* in other variety and the use of *majority* not headed by an article (De Leon, 2016). For vocabulary, PhE has words not found in other variety like *amboy* referring to American boy, an *D.I.* for dance instructor (Bautista, 1997). In Bautista's analysis of the PhE vocabulary items, words are classified to four categories which are the normal expansion, preservation of item, coinage and borrowings.

Canagarajah (2006) illustrated that WE is only allowed in certain well-defined contexts or discourse types. These include literary texts, discourse features, informal classroom interactions, speaking, home-use and for local communication. AE on the other hand are allowed in serious texts, grammar, formal production, for writing, for school and for integrative communication. Although a study on the pedagogical acceptability of PhE grammatical features had been done (e.g., Bernardo & Madrunio, 2015; Martin, 2014b; Tupas, 2006), no study so far was undertaken to identify what PhE grammatical and lexical items are acceptable in the different discourse types such as informal and formal spoken, and informal and formal written.

PhE's acceptability among future English teachers is also worth investigating since they are the ones to be taking the greater challenge of teaching English in the classrooms. Students pursuing Bachelor of Secondary Education (BSEd) major in English have the ability to shape the future of English language pedagogy, hence it is necessary to understand the perspectives they will be bringing into their English classrooms and the profession as a whole. Further, Alieto (2018) claimed that pre-service teachers soon become full-pledged teachers and form part of the basic implementers of policies. Hence, the present study aimed at determining what PhE grammatical and lexical items are acceptable in the different discourse types as well as the reasons held by the future English teachers in determining what are acceptable in each discourse type. It is believed that endeavoring in this study will not only provide a clearer perspective as regards the acceptability and current status of PhE, but will also give a glimpse of the future of English teaching in the country.

1.2 Related Studies

1.2.1 Acceptability of World Englishes

Tollefson (2002, as cited in Farrel & Martin, 2009) mentioned that teaching the AE norms to non-native English learners can in fact have negative consequences to them. To illustrate the claim, he cited Cook's (1999) claims that Standard English is a native speaker model which may be unattainable for many second language learners. Tollefson also argued that insisting on Standard English can devalue other varieties of English that exist around the world.

Litzenberg (2016) found that pre-service teachers in North America are willing to use non-native Englishes as pedagogical models for certain language skills and course types. The study of Ates, Eslami and Wright (2015) revealed that incorporating WE into the program of pre-service teachers in the Southwestern US resulted in a shift in perceptions over a relatively short period of time, as indicated by positive comments shared by the pre-service teachers on issues of linguistic diversity and acceptance of English varieties.

Wetzl (2013) found encouraging signs of a possible correlation between increased knowledge about linguistic diversity and positive language attitudes. The researcher also argued that composition courses should prepare students for multi-cultural communication by increasing their awareness of WE and developing the skills they need to interact with their WE peers at school, in the workplace, and in their home communities.

1.2.2 Acceptability of Philippine English

In the 2006 study of Tupas as cited in Torres and Alieto (2019), it was found that graduate students had consistently reported about the difficulty of teaching AE because their pupils bring with them their own way of using the language that is legitimate on political and cultural grounds. It was also revealed that the graduate students perceived PhE as unideal model in the English language classroom. They preferred that learners must be taught following AE norm as a form because this too is empowering, while PhE should be used as content.

Similarly, in a survey conducted to 185 public school teachers, Martin (2014 as cited in Torres & Alieto, 2019) found a large percentage of teachers who reported that their target model of teaching English was the AE. Through interview, the researcher was able to extract the reasons why teachers preferred the AE over PhE. Universality, status, and market value of AE were the three cited reasons.

Torres and Alieto (2019) explored the acceptability of PhE grammatical and lexical items among 400 pre-service teachers in Luzon and Mindanao. They also determined the difference on the participants' extent of acceptability when grouped according to gender, type of high school attended, educational program, and geographical location. The authors also explored relationship between the extent of acceptability to the number of languages spoken by the participants as well as the participants' perceived English proficiency. Results of their study show that PhE is 'somewhat accepted' by the participants. Further, they found that pre-service elementary teachers were more accepting of PhE grammatical and lexical items.

Research Questions

1. What PhE lexical and grammatical items are acceptable in the following discourse quadrants:

      1.1 Quadrant 1 (informal spoken);

      1.2 Quadrant 2 (informal spoken and formal spoken);

      1.3 Quadrant 3 (informal spoken, formal spoken, and informal written);

                               and

      1.4 Quadrant 4 (informal spoken, formal spoken, informal written and

                        formal written)?

2. What can be deduced from the findings as regards the place of PhE grammatical and lexical variants in the different discourse quadrants?

METHODOLOGY

Research Design

In identifying the acceptable PhE grammatical and lexical variants in the different discourse quadrants, conventional quantitative data-analysis techniques such as frequency count, percentage, mean computation, and standard deviation were used.

Participants

One hundred thirty-five (135) students enrolled in BSEd major in English program at a state university in Central Luzon participated in the study. They are referred as pre-service English teachers since they were all admitted in a teacher education program, specifically BSEd major in English. Their ages range from 17 to 23 years old. Of the total participants, 68 were sophomores, 29 were juniors and 38 seniors. During the conduct of the study, all the participants already completed courses like Introduction to Linguistics and Structure of English, while the senior pre-service teachers were already enrolled in the Student Teaching Program. Having completed those courses presupposes the fact that they already have comprehensive background of the AE framework. Participants were from different provinces in Northern and Central Luzon. The preference for having them as participants was based on the idea that their judgment as to what grammatical and lexical items are acceptable in the different discourse quadrants will be reflective of their cumulative learning and insight of the English language, their notion on the kind of English to be used in various discourse types, as well as the future of English teaching in the country.

Instrument

To determine the acceptable PhE grammatical and lexical items in the different discourse quadrants, the researcher adapted Torres and Alieto's (2019) Grammatical and Lexical Items Acceptability Questionnaire (GLAQ) and modified it to suit to the present study. While the GLAQ determined pre-service English teachers' judgment on the acceptability of PhE grammatical and lexical items, the present instrument was used to determine what PhE grammar and lexicon that are acceptable in different discourse quadrants.

The structure and the contents of the instrument were framed. The discourse types include: informal spoken (e.g., face to face conversation with friends, classmates, teachers and family members), formal spoken (e.g., oral presentation in seminar and conferences, business meetings, classroom lecture discussion, recitation, and thesis defense), informal written (e.g., chat, blogs, email, text messages) and formal written (e.g., academic papers such as essays, research articles, technical report, term papers). The discourse types were grouped into four quadrants: Quadrant 1 (informal spoken), Quadrant 2 (informal spoken and formal spoken), Quadrant 3 (informal spoken, formal spoken, and informal written) and Quadrant 4 (informal spoken, formal spoken, informal written and formal written). The grouping was based on the idea that if a grammatical or lexical item is acceptable in formal written, it is also acceptable in the other three discourse types. Likewise, if an item is acceptable in formal spoken, then it is also acceptable in informal spoken.

The rationale in the inclusion of formal spoken and informal written in Quadrant 2 and Quadrant 3 respectively is that language in computer conversation shows a more fragmented structure than in formal written texts but a more integrated structure than in oral form, which is largely due to the nature of the medium in which the amount of time for planning and in organization in computer mediated communication is more than that of the spoken discourse but less than that in formal written discourse.

The instrument has three parts. In Part I, participants were asked to provide their personal information. For the second part, the participants were asked to circle the number that represents the Quadrant where they consider the use of the grammatical and lexical items acceptable.

Research Procedure

A letter was sent to the college dean to seek permission for the conduct of the study. Upon the approval, the researcher started gathering the data. The first was the administration of the instrument and second was the interview to selected participants. In the GLAQ, participants were requested to circle the number that represents the discourse quadrant, where they consider the items acceptable. The likert scale used was: 1 = Acceptable in Quadrant 1 (*informal spoken*); 2 = Acceptable in Quadrant 2 (*informal spoken and formal spoken*); 3= Acceptable in Quadrant 3 (*informal spoken, formal spoken and informal written*); and 4 = Acceptable in Quadrant 4 *(informal spoken, formal spoken, informal written and formal written)*.

Data Analysis

Participants' responses in the GLAQ were tabulated, then the mean score and standard deviation for each item were computed. The mean scores were interpreted as follows:

Mean Scores	Interpretation
3.29 - 4.00	acceptable in Quadrant 4
2.53 - 3.28	acceptable in Quadrant 3
1.76 - 2.52	acceptable in Quadrant 2
1.00 - 1.75	acceptable in Quadrant 1

3. RESULTS AND DISCUSSION

3.1 PhE Grammatical and Lexical Items Acceptable in Discourse Quadrant 1

As shown in Table 1, the use of prepositional phrase (for your perspective) and the overgeneralization on the use of affixes in *unsmile* and *valentiney* are acceptable in informal spoken (Quadrant 1)   since their mean scores range from 1.00 to 1.75.

The acceptability of *for your perspective* in the informal spoken discourse coincides with what the study of Bernardo and Madrunio (2015) reported that the use of *for your perspective* instead of its AE equivalent *from your perspective* is somewhat unacceptable. The participants' decision in their study to consider the phrase somewhat unacceptable can justify why, in the present study, the same item was only acceptable in the first quadrant.

Overgeneralization on the use of affixes like in *unsmile* and *valentiney* exemplifies that one of the most obvious aspects of language change is the addition of lexical items to meet the needs of changing times. Affixation allows language users to extend vocabulary range by modifying the beginning or ending or root words in order to alter their meaning. As O 'Dell (2016) pointed out, one way of forming new English varieties in the Outer Circle is through the use of affixes. The context in the informal spoken discourse also enables discourse participants to be more relax and creative in coming up with new words and one of the ways in doing so is through affixation.

Table 1

PhE Grammatical and Lexical Items Acceptable in Discourse Quadrant 1

Grammatical/Lexical Items	Mean	SD
PhE Prepositional Phrase		
My perspective is sometimes different <u>for your perspective.</u>	1.67	0.95
Overgeneralization of Affixation		
He would <u>unsmile</u> whenever that person passes by.	1.56	1.00
Last February 14, I did a not so <u>valentiney</u> undertaking.	1.39	0.86

3.2 PhE Grammatical and Lexical Items Acceptable in Discourse Quadrant 2

Summarized in Table 2 are the 18 grammatical and lexical items accepted in both informal and formal spoken discourse (Quadrant 2) having obtained mean scores ranging from 1.76 to 2.52. Grammatical items include prepositional phrase (fill the blanks) and split infinitive (to quickly finish). The acceptable lexical items are double comparative (more correct), unpluralized semantically plural noun (one of the reason), redundant expression (necessarily needed), unidiomatic verb phrase (taken cared of), and distinctive use of pronoun case (*me* instead of *I* and *who* instead of *whom*). Also accepted in Quadrant 2 are items in language creativity, which include lexical shift from noun to adjective (very traffic), verb to noun (invite), overgeneralization of affixation (vintagy

Table 2.

PhE Grammatical/Lexical Items Acceptable in Discourse Quadrant 2

Grammatical/Lexical Items	Mean	SD
PhE Prepositional Phrase		
During quizzes, students are asked to <u>fill the blanks</u>.	2.50	1.30
Double Comparative		
It's a <u>more correct</u> answer.	1.82	1.09

Unpluralized semantically plural noun		
That is <u>one of the reason</u> why I chose to pursue my education.	2.28	1.24
Redundant expressions		
This is <u>necessarily needed</u> to pass the course.	2.50	1.29
Unidiomatic verb phrase		
In schools, students are <u>taken cared of</u> by their teachers.	2.47	1.26
Distinctive use of Pronoun cases in		
Due to the requirements, <u>me</u> and my group mates are staying in the hostel over the weekend.	2.15	1.26
In pair work, choose the person <u>who</u> you think you could work well with.	2.27	1.33
Lexical shift from noun to adjective		
Since its <u>very traffic</u> in Metro Manila, I don't want to study there.	1.91	1.10
Lexical shift from verb to noun		
Thank you for the <u>invite</u> you sent last week.	1.77	0.96
Overgeneralization of Affixation		
My teacher is fascinated in <u>vintagy</u> items.	2.07	1.09
He <u>unfriended</u> me in Facebook.	2.04	1.19
Lexicalized Acronym		
I already <u>PMed</u> to you the proposal.	1.91	1.04
When he heard the news, he <u>OMGed</u>.	1.90	1.09
Lexicalized Brandname		
The materials were already <u>xeroxed</u> yesterday.	1.94	1.14
Use of between instead of among		
The five members divided the task <u>between</u> themselves.	2.34	1.23
Use of fewer and lesser interchangeably		
I should drink <u>fewer</u> coffee.	1.94	1.21

My doctor advised me to have <u>lesser</u> doughnut for my immediate recovery.	2.29	1.26
Split Infinitve		
She tried <u>to quickly finish</u> reading the book.	2.29	1.26

and unfriended) and lexicalized brand names (xeroxed). The use of *between* instead of *among* and *fewer* and *less* interchangeably are also accepted.

Acceptability of the deletion of the preposition *in* like in the phrase *fill the blanks* can be attributed to the spontaneous nature of spoken discourse and to the understanding that the meaning of the phrase can still be understood as what it should be with or even without the preposition. Also, the fact that the meaning of the verb *fill* itself already capture what has to be done can be a tentative explanation why the deletion of its accompanying preposition was accepted.

The presence of double comparative in the utterances of many educated Filipinos as what Bernardo and Madrunio (2015) noted can rationalize the acceptance of double comparative in both informal and formal spoken discourse. Another plausible explanation could be the fact that the presence of more than one comparative and superlative marker is widespread across varieties of English around the world (Szmrecsanyi & Kortmann, 2009) and that this kind of construction is attested as far back as old English (Diaz, 2007).

Bautista's (2008) findings on the prevalence of unpluralized semantically plural noun and redundant expression in ICE-Philippines and the frequent use by many Filipino speakers (Bernardo & Madrunio, 2015) support the acceptability of the two items in Quadrant 2.

Acceptability of the expression *taken cared of* in the two discourse types can be explained on the premise that Filipino speakers might consider both *taken* and *care* as verb and since the first verb (taken) is in its past participle form, speakers might also think that the second verb (care, which is actually a noun) should also be in the past form.

The acceptability of the use of *who* instead of *whom* affirms Barbers' (1964) observation as regards the demise of inflected form *whom*. Likewise, the interchangeable use of *fewer* and *lesser* also conforms to that of Barbers. The confusion in which pronoun to be used between *me* and *I* in instances when there are two subjects or objects linked with *and* as in the sentence, *Due to the requirements, me/I my group mates are staying in the hostel over the weekend,* can explain why the use of the pronoun *me* instead of *I* has become acceptable in spoken discourse.

The acceptability of the items in lexical creativity such as lexical shift from noun to adjective, verb to noun, overgeneralization of affixation, lexicalized acronym and lexicalized brand name manifests the idea that one remarkable aspect of human's capacity to use language is to create and understand expression one has never heard before (Clark & Clark, 1979). It also proves that English is a very productive language and due to its versatile nature, it can undergo word formation process to create new lexicon. The nature of spoken discourse makes it possible for these item to be heard often in both informal and formal discourse.

Findings of Murray (1888, as cited in Safire, 1993) that in all senses *between* has been, from its earliest appearance extended to more than two, might explain why the use of *between* instead of *among* to three or more things was accepted in informal and formal spoken. Murray concluded that *between* is still the only word available to express the relationship of a thing to many surrounding things severally and individually among expressing a relation to them collectively and vaguely.

One possible reason why the interchangeable use of *fewer* and *less* was acceptable in Quadrant 2 is the subtle difference in their meaning and that both terms refer to a number of items or an amount of something.

The acceptability of split infinitive in the informal and formal spoken concurs with the findings of Gonzales and Dita (2016) on the frequency of split infinitive in ICE corpus most especially in the spoken discourse.

3.3 PhE Grammatical and Lexical Items Acceptable in Discourse Quadrant 3

Presented in Table 3 are the grammatical and lexical items acceptable in informal spoken, formal spoken and in informal written discourse types (Quadrant 3). These items obtained mean scores ranging from 2.52 to 3.27. Acceptable prepositional phrases include *result to*, *based from*, *cope up with*, and *in behalf*. Use of *with regards, wherein*, *get-passive*, *celebrant* instead of *celebrator*, *bring* instead of *take*, and *will* as future marker in the first person was accepted. Items on subject-verb agreement, distinctive uses of verbs and *would* were also accepted in Quadrant 3.

The acceptability of the prepositional phrases (result to, based from, cope up with and in behalf) as well as *with regards*, *wherein*, and *get-passive* in the three discourse types is consistent with the findings of Bernardo and Madrunio (2015) that those items have already attained formal recognition and thus can be used not only in conversation but also in lecture, presentation, speeches, meetings, and other formal spoken discourse as well as informal written discourse such as blog, email,

text and twitter. The observation of Leech et.al. (2009 as cited in Collins, 2012) on the rising acceptance of *get passive* particularly in more formal genres also supports its acceptability in three discourse types.

The practice of grammatical simplification among Filipino ESL learner, as what Bernardo and Madrunio (2015) mentioned, can explain the acceptability of using simple past in lieu of past perfective in Quadrant 3. The fact that the complexity of perfect tenses bring confusion to Filipino learners, they opt to use simple past in spoken and informal written for convenience. The authors' justification that the acceptance of missing linking verb in the structure *whatever the political cost* can be attributed to the observation that Filipinos associate it with the idiom *at all cost* was also considered reason for the acceptance of such structure in Quadrant 3.

The acceptability of the term *celebrant* to refer to someone who celebrates or recognizes a special event by having a party or some other unique activity can be ascribed to the fact that even in the AE, the parent English of PhE, celebrant is an accepted synonym for celebrator. Meanwhile, the acceptable use of *bring* instead of *take* might be based on the notion that the two terms have almost identical meanings but are used for different directions.

Table 3

PhE Grammatical/Lexical Items Acceptable in Discourse Quadrant 3

Grammatical/Lexical Items	Mean	SD
PhE Prepositional Phrases		
Failure to return borrowed books from the library on time can <u>result to</u> fines and other penalties.	2.84	1.13
Many classic movies are <u>based from</u> popular novels.	2.95	1.22
Students should learn to <u>cope up with</u> the challenges in their studies.	2.84	1.24
The secretary attended meeting <u>in behalf</u> of her boss.	2.69	1.16
Use of with regards, wherein and get-passive		
Students have different views <u>with regards</u> success.	2.59	1.22
There are a number of organizations <u>wherein</u> students can join.	2.72	1.12
Students should <u>get-involved</u> to extra-curricular activities.	2.56	1.00

Word choice		
The <u>celebrant</u> did not expect the kind of party given to him during his 45th birthday.	2.94	1.26
Distinctive uses of verbs		
It must be enacted to a law whatever the political <u>cost</u>.	2.90	1.08
They left the Philippines before their children <u>entered</u> college.	2.57	1.62
Distinctive use of would		
Students are required to attend the symposium which <u>would</u> be held in May.	2.60	1.20
Subject-Verb Agreement		
The use of social media <u>have</u> been the most significant change in the last decade.	3.04	1.13
The number of students enrolled last term <u>have</u> increased.	3.04	1.13
A number of different teaching techniques <u>has</u> emerged.	2.79	1.14
Either the students or the teacher <u>know</u> how to open the presentation.	2.57	1.27
One-third of the test items <u>was</u> asked.	2.84	1.27
This method, along with other methods, <u>are</u> applicable now.	2.54	1.24
I, together with my other classmates, <u>are</u> attending the symposium.	2.57	1.07
Use of will as future marker in the first person		
I <u>will</u> return next week.	2.82	1.32
Use of bring instead of take		
He will <u>bring</u> his father to Tagaytay this summer.	2.79	1.19

A plausible explanation for the acceptability of *will* as future marker in the first person can be the findings of Nelson and Schneider (2005, as cited in Borlongan, 2013) on the frequency of *will* together with its variants as the most common grammatical means of expressing future time in PhE. This is also in line with Barber's (1964) observation that one of the changes in the present day English is the elimination of shall as a future marker in the first person. In the ICE-Philippines alone, the use of *will* as future marker in first person has 245 occurrences compare to *shall* as future marker in the first person, which has a total of 24 occurrences.

Acceptability of *would* in three discourse types jibes with Bautista's (2004) findings on the occurrences of *would* in the transcript of classroom interactions as well as its grammaticality.

The seven items on subject-verb agreement were all accepted in the three discourse types. The acceptability of these grammatical items can be attributed to the fact that these items have hard to find subjects with the presence of intervening phrases between the subjects and the verbs. For instance, in the sentence *The use of social media have been the most significant change in the last decade,* Filipino ESL learners might consider *social media* as the subject rather than *the use of social media*. Having such understanding, plural verb will likely be used than singular verb since social media entails many platforms such as Youtube, Facebook, Twitter, Instagram and the like.   Likewise, the acceptable use of   verbs that do not agree with subjects specifically for those sentences beginning with expressions such as *the number*, *a number*, *either* and *one-third* still has to do with the difficulty of locating or identifying the subjects in those sentences. For   these two sentences - (1) *The number of students enrolled last term have increased* and (2) *A number of different teaching techniques has emerged,* one may consider *students* and *a number* as the subjects for each sentence respectively. Hence the use of plural verb for Sentence 1 and singular verb in Sentence 2 was accepted in Quadrant 3. In the sentence, *Either the students or the teacher know how to open the presentation*, both the nouns *students* and *teacher* could be perceived as subjects. A sentence beginning with fraction like, *One-third of the test items was asked*, might also cause difficulty for ESL learners in identifying what the subject is.

The findings of Sand (2013) from media studies on Singapore English weblogs, which reveals that the percentages of Singapore English occur in spoken and in interactive computer-mediated genres such as e-mail, chats, and blogs where the context of face to face interaction is missing could help justify the acceptance of PhE grammatical and lexical items in the informal and formal spoken and in informal written discourse types.

3.4 PhE Grammatical and Lexical Items Acceptable in Discourse Quadrant 4

Table 4 presents the three acceptable items   in informal spoken, formal spoken, informal written and formal written (Quadrant 4). The absence of article *a* in the expression *a majority*, the use of the verb *assure* as intransitive verb and the distinctive plural noun form (researches) were the only acceptable items in the four discourse types.

Table 4

PhE Grammatical and Lexical Items Acceptable in Discourse Quadrant 4

Grammatical/Lexical Items	Mean	SD
Distinctive use of articles		
<u>Majority</u> of students nowadays use online references in writing their papers.	3.32	1.01
Use of assure as intransitive verb		
The president <u>assured</u> free tuition to all State Universities and Colleges.	3.30	1.00
Distinctive plural noun forms		
Faculty members are engaged in their respective <u>researches.</u>	3.33	0.94

The acceptability of omitting the indefinite article in *a majority* is also consistent with the findings of Bernardo and Madrunio (2015) that the feature *majority* in PhE is more acceptable than its AE counterpart. Bautista's (2008) findings in all the PhE studies she conducted that the use of articles is problematic for ESL learners could explain why this item has become acceptable in all discourse quadrants. Another plausible explanation is that *majority* is seen as a plural noun, hence the use of the article *a* before the word majority may seem akward (Trenkic, 2009 as cited in Bernado & Madrunio, 2015).

The acceptability of assure ∅ in Quadrant 4 can be explained by what Bautista (2008) referred to as the simplification process. Likewise the claim of Bernardo and Madrunio (2015) that assure is used as an ambitransitive verb if the object (i.e. us) is often unnecessary, especially when it is is obvious that *us* is being talked about may also explain why this item made it to Quadrant 4.

Acceptability of the plural form *researches* in the four discourse types proves that countable usage of some English nouns is perceived as a salient marker of outer and expanding circle usage. For Schneider (2011 as cited in Hall, Schmidtke & Vicker, 2013), the pluralization of mass nouns is listed as a fairly common characteristic of New Englishes, which is widespread in Africa and Asia. Researchers (Alsagoff & Ho, 1998; Bautista & Gonzalez, 2008; Mollin, 2007; Schmied, 2008; Schneider, 2003 as cited in Schmidtke & Kuperman, 2015) proclaimed a notable prevalence of the pluralization of mass nouns (e.g. informations, underwears, and violences) in written and spoken language usage of non-native varieties of English.

Summary of Acceptable PhE Grammatical and Lexical Items in Each Quadrant

Table 5 shows the breakdown of PhE grammatical and lexical items accepted in each quadrant. Of the 44 items, 3 were accepted in Quadrant 1, 18 items in Quadrant 2, 20 items in Quadrant 3 and 3 items in Quadrant 4. The total number of items accepted for each discourse type is as follows: 44 (100%) in informal spoken, 41 (93.18%) in formal spoken, 23 (52.27%) in informal written, and 3 (6.82%) in formal written.

Table 5 *Summary of Acceptable Items in Each Discourse Quadrant*

Grammatical/Lexical Category	Total No. of Items	No. of Items Acceptable in Each Discourse Quadrant			
		Q1	Q2	Q3	Q4
prepositional phrase	6	1	1	4	-
subject-verb agreement	7	-	-	7	-
use of will as future marker in the first person	1	-	-	1	-
split Infinitive	1	-	1	-	-
unidiomatic verb phrase	1	-	1	-	-
unpluralized semantically plural noun	1	-	1	-	-
distinctive uses of verbs	2	-	-	2	-
distinctive use of would	1	-	-	1	-
distinctive plural noun forms	1	-	-	-	1
use of with regards	1	-	-	1	-
use of wherein	1	-	-	1	-
use of get passive	1	-	-	1	-
use of bring instead of take	1	-	-	1	-
use of fewer and lesser interchangeably	2	-	2	-	-
use of between instead of among	1	-	1	-	-
use of assure as intransitive verb	1	-	-	-	1
double comparatives	1	-	1	-	-
redundant expressions	1	-	1	-	-
distinctive use of pronoun cases	2	-	2	-	-
distinctive use of articles	1	-	-	-	1

word choice	1	-	-	1	-
lexical creativity/shift	9	2	7	-	-
Total no. of items	44	3	18	20	3

Legend:

Q1 = informal spoken (Quadrant 1)

Q2 = informal and formal spoken (Quadrant 2)

Q3= informal and formal spoken and informal written (Quadrant 3)

Q4 = informal and formal spoken and in informal and formal written (Quadrant 4)

3.5 The Place of PhE Grammatical and Lexical Items in Four Discourse Quadrants

Results show that all the 44 PhE grammatical and lexical items were accepted in the informal spoken discourse, 41 items in formal spoken, 24 items in the informal written and 3 items in the formal written. Results per discourse quadrant show that 3 items were accepted in Quadrant 1 and 18 items in Quadrant 2. For Quadrants 3 and 4, there were 20 items and 3 items accepted, respectively. It can be inferred from the findings that PhE grammatical and lexical features are widely accepted in spoken discourse, both formal and informal and is thriving to be widely used in the informal written context. However, these items have not yet gained much recognition in the formal written discourse since of the 44 items, only 3 or   6.82 % were accepted up to Quadrant 4. The findings conform to that of Canagarajah (2006) that WE varieties are accepted for informal classroom activities (ranging from student text discussion whether in groups or as peer critiques, student-instructor conversations, and "low stakes" written assignments such as peer commentary, email and online discussions) but insist on traditional norm like that of AE for graded formal assignments such as essays and examinations. This also relates well with what Tupas (2006) said that WE does not have enough symbolic power vis-a-vis AE to enable teachers to legitimize their own work should they opt for it. WE may be sociolinguistically legitimate but it remains politically unacceptable to most people and in some discourse type, especially in the academic or formal written domain.

Undeniably, AE's hegemonic influence runs in the veins of the future English teachers as manifested in their non-acceptance of most of the grammatical and lexical items up to the level of formal written. This is reflective of their perception that AE is a superior variety since it is still what is acceptable in formal written, while PhE is the inferior for not gaining acceptability in the last

quadrant. Results suggest that AE still has a rather strong influence when future English teacher in the Philippines determines what language is acceptable in the formal written discourse.

4. Conclusion

The paper offers an initial finding with regard the acceptable PhE grammatical and lexical items in four discourse quadrants. With the acceptability of PhE grammatical and lexical items in the three quadrants, it is now tenable to say that PhE grammar and lexicon are widely accepted in conversations, both informal and formal spoken and are starting to gain wide acceptance in informal written. It also strengthens the flexible nature of lexical resources and the mundaneness of linguistic creativity. However, the fact that most of the items did not gain acceptance in the last quadrant underscores the need for PhE to carve its niche and find its place in the formal written discourse. The fact that PhE variety is still finding its way to be recognized in formal written domain is not surprising given the fact that the participants have been educated by English teachers who adhere to the AE framework. Like other WE varieties, PhE is still waiting to gain recognition in the formal written contexts most especially in the different types of academic writing ranging from term papers, essays, articles and thesis. This reflects what Mendis (2010)said that "the hegemony exercised by varieties of British and American English as the world's predominant languages of research or scholarship and perhaps the attendant pedagogical practices of English for Academic Purposes based on these varieties- remains unchallenged for the moment (p.23)." Likewise, Kachru and Nelson (2006) mentioned that the Englishes in the outer and expanding circles are still not use in all domains of human activity. Thus, further research is needed so we can better understand how to approach the issues of linguistic acceptance in formal writing.

Future English teachers' preference of AE variety in formal written cannot deny the notion that they consider AE as an ideal variety, thus without them being aware of it they consequently devalue their own local variety of English, that is PhE. If this will be the trend, that is PhE will not penetrate or gain recognition in the formal written discourse, codification of PhE grammatical and lexical items will be far from reality.

The findings could also provide a glimpse on the future of English teaching in the Philippines. It can be inferred based on pre-service English teachers' acceptability of most PhE grammatical and lexical items in the three discourse quadrants that they would be more flexible in welcoming the PhE variants their future students would bring inside the classroom. But they would be stricter in applying

the AE rules when determining what items would be acceptable in the formal written domain. Allowing the use of PhE grammatical and lexical items up to the third quadrant could help Filipino ESL learners to be familiar with the language and soon become used to it. As Cangarajah (2006) made it clear that linguistics acquisition, creativity and production among students are obstructed in a classroom based on "standard" English and formal instruction. Further, students taught on monolingual pedagogies become disable in the contexts of linguistic pluralism.

The most important question from here on is that, should we be satisfied on PhE acceptability in the three quadrants or is there something we should do to help PhE gain full recognition up to the fourth quadrant?

Recommendations

A follow up study with greater sampling size should be done to validate the findings in this study and to come up with a comprehensive picture as regards the acceptable PhE grammatical and lexical variants in each discourse quadrant. Emerging PhE grammatical and lexical items may also be included. It is also interesting to explore how in-service English teachers and other language practitioners decide on which of the PhE grammatical and lexical items   are acceptable in each discourse quadrant.

The acceptability of PhE grammatical and lexical items in the three discourse quadrants should continue to help Filipino ESL learners become familiar and confident in using the language. By doing so, Filipino learners would soon become   competent when it comes to using English. Imposing learners to use English the AE way in the three discourse quadrants might cause anxiety for most of them and might probably result in non-use of the English language in any discourse domain. As Canagarajah (2006) emphasized, appropriating English according to the preferred interest and identities of the speaker is both a condition for giving voice and also the most effective way for developing proficiency in that language.

PhE should be used as springboard in teaching and that students should be allowed to bring these varieties with them inside the classroom. The varieties they bring represent their individual voices, hence not allowing these inside the classroom is tantamount to suppressing their voices. Though AE or conventional language use (e.g., the avoidance of the appearance of errors) is currently utmost important in formal writing like academic writing, for Matsuda (2001 cited in Matsuda & Matsuda, 2011) teachers can also help the non-native learners of English become aware that the

tendency for language users to deviate from the perceived norm is natural and that, more often, deviations are more marked than other, and create important social meaning. Regardless of the English variety being taught, teachers should help their learners understand that the chosen variety is just one type of English, and that learners' own English is valuable even though it may differ significantly from what is presented in class

(Farrel & Martin, 2009).

It is high time to include WE and PhE courses in the BSEd English major curriculum to help future English teachers have better understanding why Filipino ESL learners tend to produce grammatical and lexical items that deviate from the AE norm. As of now, only those who pursue graduate studies in English and

Applied Linguistics are the ones who have the privilege to be familiar with the English varieties. Meanwhile, for in-service English teachers, much can still be done so that they too will be familiarized of the AE framework. The Department of Education may hold seminars to help introduce the WE framework, specifically that of PhE, to in-service English teachers. By introducing WE and PhE up to the grassroots level will help transform the landscape of English pedagogy in the country. If this happens, we might be having future English teachers who are more accommodating and understanding of the linguistic varieties Filipino ESL learners will bring in the classrooms. With English teachers who will allow these varieties in their classrooms will help PhE on its way to the pedestal of established Englishes, together with American, British and Australian Englishes.

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