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## **Difficulties Facing Novice English-Language Teachers**

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### **Abstract**

The aim of this paper is to identify difficulties facing novice English-language teachers in the Majmaa Directorate of Education. After reviewing the literature and conducting a pilot study, we designed a questionnaire, distributed it among teachers, and processed the results. The results showed that teachers identified 22 high-level difficulties and 12 medium-level difficulties. High-level difficulties include teaching from more than one book, teaching students unaware of the importance of the language, and teaching students at higher stages who lack basics of the language. Other specific difficulties were teaching speaking skills; being required to do more than teaching; lack of educational resources, including Internet connection; lack of encouragement; lack of opportunities for higher-level studies; and being asked to teach other subjects. These difficulties vary by the instructor's gender and the school's location, and they decrease with instructor experience.

**Keywords:** difficulties, English, language, novice, teacher

## **Introduction**

Novice English-language teachers, like any other new employees, face challenges and difficulties as they start their jobs. As time passes, they will find solutions to or receive training to overcome most of these difficulties. But identifying these difficulties will help institutions prepare teachers and employers. As new graduates, novice teachers have theoretical backgrounds but little practice, creating a gap that needs to be bridged. The first three years of experience are the riskiest as many teachers leave the job because they are dissatisfied with it (Bartell, 2004). But the situation might be different for English-language teachers in Saudi Arabia because teaching English as a foreign language presents its own difficulties. Therefore, novice teachers face the difficulties of a new job and of teaching a foreign language. Al-Shammary (1984) revealed that students have negative attitudes toward English and are unwilling to learn it, and Alshumaimri (1999) stated that students studied English only to pass the exam.

Therefore, this study is meant to identify these difficulties by addressing a questionnaire to novice English-language teachers in the directorate of Education in Majmaah.

## **The Study's Significance**

This study's results are expected to help the Ministry of Education, specifically authorities assigned to the directorate of education, to plan and implement training courses for novice teachers. It is also expected to help colleges of education improve the quality of their English-language programs.

The study addresses the following questions:

1. What difficulties do novice English-language teachers face?
2. Do these difficulties vary by instructor's gender?
3. Do these difficulties vary by years of experience?
4. Do these difficulties vary by the school's location?

Throughout the report, *difficulty* denotes an issue that might cause a teacher to leave the job, prevent a teacher from doing well in the job, or reduce his or her productivity. *Novice teacher* denotes a teacher who joined the profession three years ago or less.

## **Methodology**

### **The Sample**

The study included English-language teachers in the directorate of education in Majmaah in Saudi Arabia who joined the job in the past three years. The complete sample included 81 teachers. The study was conducted in the first semester of the 2017–2018 school year. The participants completed a survey.

### **Literature Review**

Novice teachers come from various backgrounds and have various levels of preparation in addition to having various motivations and experiences. While investigating challenges facing novice teachers, Bartell (2004) stated that some of them might leave the job, especially in the first three years, and he described the first years as the riskiest: “Nearly every study of retention in the teaching profession identifies the first three years as the riskiest on the job, the years in which teachers are most likely to leave” (3). But Mattheoudakis (2007) stated, “The truth is that we know very little about what actually happens” to novice TESOL teachers during their first year of teaching (p. 123). Early research has also suggested that the TESOL profession is eating its young with reports of 50% to 70% of TESOL teachers leaving within the first three to five years (Howard et al., 2016). Similar research has also backed the idea that TESOL teachers experience difficulties in their first-year studies (e.g., Farrell, 2003, 2007, 2009, 2012, 2015, 2016; Johnson, Harrold, Cochran, Brannan, & Bleistein, 2014). Confrontation with the realities and responsibilities of the classroom cause “praxis shock which puts their beliefs and ideas about teaching to the test, challenges some of them, and confirms others” (Kelchtermans & Ballet, 2002, 105). Esra and Kayabasi (2017) stated that insufficient pedagogical knowledge keeps instructors from identifying students’ reading difficulties. Ali and Gulzar (2016) clearly stated that lack of Internet connection is a big difficulty facing teachers in CALL. The professional development opportunities the Ministry of Education offers were unspecialized in-service training courses and were therefore insufficient (Ahmad, 2003). Ahmad (2003) also mentions the difficulty of not receiving moral support or material recognition. Lack of coordination between teachers in addition to difficulties relating to classroom management were obvious difficulties teachers in Palestine faced (Ahmad, 2003). Being unaware of the Ministry of Education’s regulations might be another difficulty as it causes teachers to lack confidence in their decisions as Rust (1994) stated when he found

beginning teachers to be “unaware of school politics”. In Nigeria, difficulties facing teachers include lack of consultation by the authorities concerning curricula and educational issues, lack of parental support, and crowded classes (Garba, 2015). School climate, which includes relations between teachers and the administration, relations among teachers, and teachers’ relations with students, impact the provision. The school as a bureaucratically organized institution has an effect on its employees (Inuwa, Awwalu Muhammad & Yusof, 2012). Equipment and facility-related shortages are another difficulty facing English-language teachers in Palestine, according to Ahmad (2003). Alghamdy (2018) and Fantilli and McDougall (2009) discovered that teachers face a lack of resources in the classroom. Students’ evaluation systems sometimes cause difficulty for teachers because they do not cover all aspects of learning (Fareh, 2010). Du (2017) identified unreasonable workloads as a difficulty Qatari novice teachers face. Meteiri (2009) discovered that teachers need more training courses on teaching methods and strategies. He also stated that teachers have difficulties in dealing with learners’ characteristics.

### **Tools for the Study**

Based on the literature, a questionnaire was designed, which was applied to a pilot sample with an open question at the end concerning difficulties the respondents faced. The feedback was used to modify the questionnaire and was then sent to juries to ensure its validity. Some statements were modified as a result. The final questionnaire included 41 statements with three variables: gender, years of experience, and the school’s location. The questionnaire was designed online, and the link was shared with teachers via their supervisors and some of the teachers groups on Telegram. A total of 67 responses were accepted in which items were neither omitted nor repeated.

### **Statistical Analysis**

Table 1

#### *Description of the Community*

	male	female
Number of novice teachers	39	42
Percentage	48.15%	51.85%

Received	35	32
Percentage	89.74%	76.19%

After receiving the results, we used Cronbach's alpha to measure internal consistency (Tavakol & Dennick, 2011). It gave a value of 0.883, which indicates high consistency and the results' reliability.

SPSS was used to analyse received responses. As Table 1 shows, the community consisted of 81 novice teachers, 42 (51.85%) of which were female, and the rest were male. Of the distributed questionnaires, only 67 were received. All of them were valid for analysis. Of the male sample, 89.74% responded to the questionnaire, and 76.19% of the female sample responded.

## Results

After analysing the data, we suggested three dimensions to classify difficulties. Statements that scored 66.7% or higher were classified as high-level difficulties, statements that scored 33.34% to less than 66.67% were classified as medium-level difficulties, and statements that scored less than 33.34% were classified as no difficulty. Of the 41 listed statements, 22 were high-level, 12 were medium-level, and 7 were not difficulties. Teaching more than one book was the highest-rated difficulty. It scored 96.15%, which is reasonable due to varied content and various areas of knowledge. This finding is consistent with those of Garba (2015), who discovered that teachers become exhausted as they teach multiple grade levels. Teaching students who are not aware of the importance of the English language scored 88.46% as the second highest difficulty, along with teaching students at higher levels who lack the basics of the language. Alshumaimeri (1999) showed that students study English only to pass the exam. Alghamdy (2018) also showed that students get low marks in all language skills on the National Center for Evaluation and Assessment's achievement test. It should be made clear to students that governments are encouraging their citizens to equip themselves with English-language skills so they can actively participate in the global economy and access the information and knowledge that constitute the foundation and sources of social and economic progress (Yazan, Selvi, & Uzum, 2013). Teaching speaking registered the third highest difficulty. Being required to do more than teaching as part of the job, teaching listening, and lack of Internet access in the school represented the fourth highest difficulty, with a score of

80.77%. These results align with the findings of Ali and Gulzar (2016) who stated that lack of Internet access prevents teachers from teaching effectively. Not receiving enough encouragement or fair opportunities for higher studies requests to teach other subjects were the fourth highest difficulties with a score of 80.77%. The fifth highest difficulty was lack of opportunities for professional development with a score of 76.93%. Five statements followed with a score of 76.92%, each representing the sixth highest difficulty: a large gap between theory and practice, teaching students unwilling to learn English, spending a long time marking students' notebooks, having no idea how their performance is evaluated, and being forced to buy materials to do their job. The seventh highest difficulty was represented by the following four statements with a score of 73.08%: living away from family, being unaware of the ministry's regulations, dealing with textbooks used in teaching, and unfair distribution of marks on various language skills. The four lowest-ranked statements were living in a small town or village, the building is not designed to be a school, doing more than teaching, and not being equipped with teaching strategies, with a score of 69.23%.

On the other hand, 12 statements received a score between 33.33% and 66.66%, which indicates medium-level difficulties. Lack of necessary educational technology in the classroom and teaching reading ranked 9th with a score of 65.38%, followed by lack of effective communication with the headmaster with a score of 61.54%, and having English lessons at the end of the day, with a score of 61.53%. Not being able to finish the lesson within the allotted time was a medium-level difficulty with a score of 53.86%. A lack of benefits from visits by the educational supervisor scored 53.84%, making it also a medium-level difficulty. A study by Muttar and Mohamed (2013) showed that supervisors' practices with teachers at the primary stage were unacceptable because they only concentrated on teachers' mistakes. Abu Naba'h, Al-shara'h, Nassar, and Khattab (2009) showed that teachers' opinions of English-language supervisors were low, especially in the side of taking teachers' circumstances into account. This difficulty is followed by not being able to maintain discipline in the classroom, with a score of 46.15%, and having the worst timetable in the school as a novice teacher. Crowded classes was a medium-level difficulty with a score of 38.46%. Evaluating students in the light of the given evaluation system appeared to be a medium difficulty with a score of 34.61%. Finally, teaching writing received a score of 34.61% as a medium difficulty.

Looking at the results according to multiple variables, the following results can be shown. On the basis of gender, male respondents rated the following difficulties more highly:

- teaching more than one book,
- having a large gap between theory and practice,
- not having enough professional development opportunities,
- teaching listening,
- students at higher levels lack basics of the language,
- spending a long time marking students' notebooks,
- having students unwilling to do homework,
- having students unwilling to learn the language,
- evaluating students' learning in the light of the given evaluation system,
- not having necessary educational technologies,
- not being well equipped with teaching strategies, and
- the school not encouraging students with rewards.

On the other hand, female respondents rated the following difficulties more highly than the males:

- teaching speaking,
- buying materials for the sake of the profession,
- living away from family,
- being required to do more than teaching,
- not receiving enough encouragement,
- teaching writing, and
- living in a small town or village.

From a social perspective, it is clearly more difficult for a female teacher to live away from her family as women in the Saudi context always live with their families and take care of the children and the house if they are married. Girls' schools have mostly co-curricular activities, so female teachers are keen on having new ideas, which sometimes forces them to buy materials needed as not all schools have sufficient budgets.

Looking at the second variable, which is number of years of experience, it is clear that most difficulties are experienced in the first year. These difficulties decrease yearly as teachers gain experience and develop some solutions or get accustomed to them. In his study, Poom-Valickis (2014) showed this progression as teachers improved in their fourth term compared to the first term. Teaching more than one book is the highest-rated difficulty for teachers in their

first and second years. Teachers in the first year of the profession suffer from not being aware of the ministry's regulations, teaching at more than one grade level, being required to do more than teaching, having no idea how their performance is evaluated by their headmasters and supervisors, and teaching students who are not aware of the importance of the language and students in higher levels who lack basics of the language.

Regarding the third variable, the school's location, teachers in cities clearly have the same number of highly ranked difficulties as those who are in villages, but these difficulties vary by location. Teachers in cities rank teaching from more than one book as the greatest difficulty, but those in villages suffer from students who are not aware of the importance of the language. Having classes crowded with students is a highly ranked difficulty for teachers in cities, which is obvious as cities are more populated than villages. Crowded classes affect student–teacher interaction (Ijaiya, 1999).

### **Recommendations**

Considering the results shown above, the following recommendations can be made:

- Give teachers, especially novice ones, one class to teach. This limitation will allow them to concentrate on one book's content, use new strategies, and gain experience.
- Change students' attitudes toward the English language and make them aware of its importance. This goal might be achieved by inviting students at the university who are aware of the language's importance to meet their colleagues and share their experiences and the difficulties with English they had at the beginning of their studies at the university.
- Provide novice teachers more training courses, especially on teaching language skills.
- Give teachers more encouragement; specifically, provide them chances for professional development.
- Conduct more studies on the difficulties facing teachers of other subjects to investigate whether difficulties are related to one subject.
- School headmasters and educational supervisors need to pay special attention to novice teachers. Some educational systems have mentoring programs for novice teachers. In recognition of the challenges that novice TESOL teachers inevitably face and the fact that novice teachers will need some kind of support, some schools

have introduced induction programs and/or appointed mentors to help novice teachers during their first year of teaching (Farrell, 2016).

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## **Exploring the CLIL Practices in a Thailand Public University: A Comparison of Undergraduate and Graduate Classrooms**

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### **Abstract**

Current higher education institutions have their responsibility to cultivate and equip lecturers with skills to meet the international competitive environment in the closely independent economics, politics, culture, and global society. The Content and Language Integrated Learning (CLIL) is a dual-focused educational approach in which an additional language is used for teaching and learning of both content and language. In order to be competitive in the international arena, Thailand's Ministry of Education is encouraging and recognizing as an effective teaching approach to the exposure of utilizing English language to teach the content subjects. Therefore, the main aim of this research was to conduct a comparative study of the CLIL practices between undergraduate and graduate classrooms in a public university, Thailand. The Human Resource Development Center (HRDC) of this public university had provided CLIL professional development training to the selective faculties who are using English as the medium of instruction. The preliminary study was conducted utilizing a document analysis to review and evaluate the 25 course syllabus to select courses to investigate their CLIL practices for actual study. The two courses were selected based on the condition of volunteering as the purpose of selection and classroom observation was the method of data collection. The framework of the classroom observation composed of 'Language of Learning', 'Language for Learning', and 'Language through Learning'. Researcher compared an undergraduate class of 38 students and a graduate class of 15 students. The teaching topic for undergraduate students was 'Anxiety disorders and insomnia', followed by the game-based activities. Meanwhile, the teaching topic for graduate students was 'Seminar

on Biochemistry', followed by the students presented evidence and lecturer acted as a moderator in each presentation. An analysis was made of the outcomes obtained in two competencies namely understanding and thinking skills. Results revealed that both classes were different in term of 'Language of Learning' while they were learning vocabularies related to the content of lessons. Undergraduate students learned important vocabularies through classroom activities such as lecturing, clarifying the meaning with examples, and having quiz to ensure their understanding. On the other hand, graduate students learned vocabularies through their presentation and explanation to questions raised from audience for clarification. However, both classes showed a similarity in term of 'Language for Learning'. Results indicated that both classes were not taught the language structure directly and expected students to learn by themselves. The 'Language through Learning' was focused on the correctness of the content. Finally, assessment results showed that students' understanding about the content and they can think critically due to their improvement in language competencies. The activities that concerning 'Language through Learning' include 'using feedback', 'dictionary skills', extending presentation skills', 'presenting evidence' or 'recycling discussion'. In conclusion, lecturers not only should blend the classroom activities and assessment utilizing CLIL approach but also should aware of the limitation of students' language competencies and classroom context.

**Keywords:** CLIL approach; Language of Learning; Language for Learning; Language through Learning

## **Introduction**

One of the goals of the Association of Southeast Asian Nations (ASEAN) in accordance with Bangkok Declaration 1967 (ASEAN Secretariat, 1967) is to promote collaborative activities to achieve quality education in the region, particularly in term of professional development programs, educational research and other technical administrative support. Because of English is a formally adopted official working language, a lingua franca, it has become the medium for communication among the ASEAN countries. As a result, English language policies and language education programs were launched and implemented in the differently in ASEAN countries (Luangangoon, Phantharakphong, Sae-Joo, & Huntula, 2018).

Thailand's Ministry of Education has embarked on educational policies and special programs to develop Thai teachers' English language proficiency in both basic and higher education in order to improve Thai students' English language proficiency (Luanganggoon et al., 2018). On this line of reasoning, Thailand Qualifications Framework for Higher Education (TQF: HEd) was developed and adopted to ensure Thai universities in fulfilling standards and award titles of higher education qualification consistently and to make clear the equivalence of academic awards with those granted by universities in other parts of the world such as the United Kingdom and ASEAN University Network Quality Assurance (Thailand Higher Education Commission [TOHEC], 2006). The TQF classifies the desirable learning outcomes of university students consisting of five domains namely ethical and moral development, knowledge, cognitive skills, interpersonal skills and responsibility, and analytical and communicative skills in Thai and English languages. Learning outcomes are directly related to the specialization undertaken and should be specified in the program and course documents particularly in the knowledge and cognitive skills domains. Meanwhile, the basic mathematical and statistical technique, effective communication in both oral and written forms as well as the use of information and communication technology are also included in the generic learning outcomes significantly and should be contextualized in all the programs and courses of the universities.

This research university (KKU) was established as a public university in the Northeastern part of Thailand in 1964 and gradually developed to be one of the top universities in Thailand now. KKU not only is one of the nine national research universities but also is an educational center in the Mekong sub-region. The major mission of KKU is preparing future global citizen to work in a continually changing world with its strategic goal as a leading research university both regionally and internationally. Currently, KKU is made up of a variety of institutions, including 23 faculties with a full range of academic departments which are organized into three divisions, namely social sciences, health sciences, and sciences. KKU has more than 40,000 students and provides 43 international or English programs with a wide coverage of various disciplines. Besides, KKU has excellent facilities that providing conducive learning environment and academic supports for students to achieve their academic success. In addition, KKU also takes an investment-minded approach in education by providing funds for students to further study at postgraduate level and be researchers.

In order to comply with the aim of the TQF as mentioned above, KKU offers three main activities to raise the English competencies of its students. There are four compulsory English language courses consisting of 12 credits provided to all the undergraduate programs. In addition, some additional language courses so called as English for Specific Purposes are offered in some faculties mainly focusing on content and vocabulary in that particular discipline. The most recent action of KKU is to promote the Content and Language Integrated Learning (CLIL) approach in many of the university programs. Regular professional development workshops were conducted mainly to train lecturers to implement CLIL approach in their instructional design and delivery processes (Luanganggoon et al., 2018).

The CLIL approach was introduced in English classes of Thailand since 2006 through the cooperation between Thailand Ministry of Education and British Council aiming to improve Thai educational outcomes (MacKenzie, 2008). This is because CLIL approach is able to meet the demands of Thailand context because it provides opportunities for the learners to expose to English communication in the classroom thus increasing their confidence of using English. Particularly, Thai university lecturers have to find a most effective teaching approach to assist their students to possess higher proficiency in their English language, sufficient knowledge in their subject matter, critical thinking, good communicative skills, and intercultural competency skills besides encouraging students to use English as a medium of communication (Suwannoppharat & Chinokul, 2015).

### **Conceptualization of the Study**

Researcher utilized CLIL approach and 4Cs framework by Coyle, Hood and Marsh's (2010) as well as Taxonomy of Anderson and Krathwohl (2001) to conceptualize the study.

### ***CLIL approach***

The CLIL approach is a dual-focused educational approach adopted from MacKenzie's (2008) study in which an additional language is used for the teaching and learning of both content and language. This means that the teaching and learning process is not only focus on content but also on language. Therefore, CLIL model is considered as an innovation blending of both language and content of that particular subject. In this case, English language was used as the medium of instruction instead of Thai language which is generally considered as the domestic language. Besides, this study was conceptualized according to Hood's (2005) four

potential approaches emerging in the United Kingdom from an analysis of case studies as below.

***Surface cross-curricular linking (MFL Approach: Modern Foreign Languages)***

Both language and subject lecturers are participated in lesson planning together across a curricular project.

***Integrating language and recycling/deepening content***

Topic or syllabus of the subject are adapted in teaching the targeted language that is English language in order to explore the subject from different perspectives and at the same time students improve English language skills.

***Integrating language and new content***

An integrated way to re-conceptualize curriculum using CLIL model whereby the identical topics are studied by students from various countries using different languages then the results are compared among the participating countries.

***Immersion (Content Approach)***

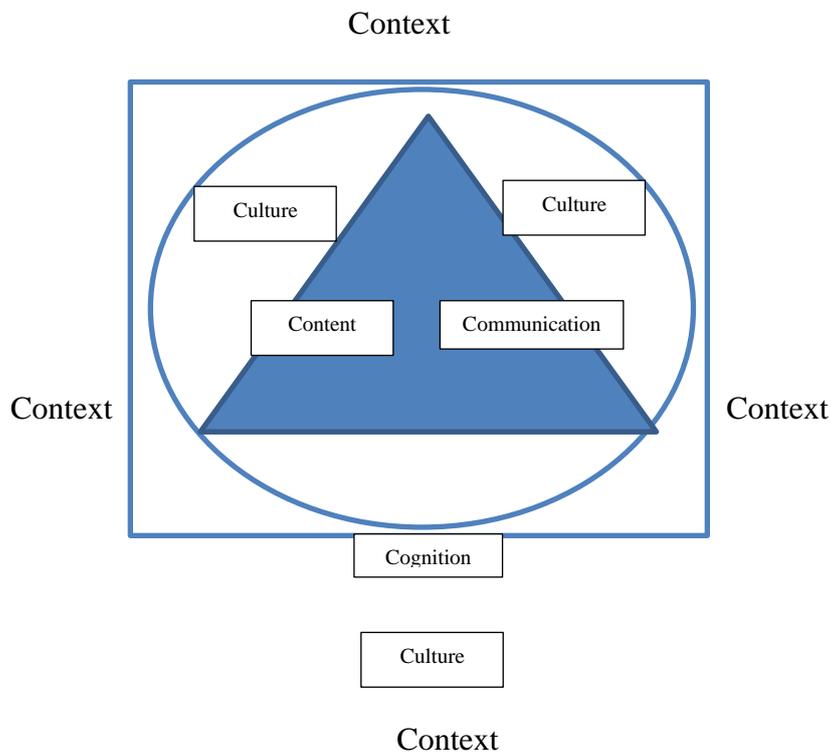
Language lecturers develop a more content type approach to a theme. This may include taking a typical topic and carrying out a comparative study between two different countries such as a non-English speaking eastern country and an English-speaking western country.

***The 4Cs Framework***

The 4Cs Framework integrates four contextualized building block namely (i) content (subject matter); (ii) communication (language learning and using); (iii) cognition (learning and thinking processes), and (iv) culture (developing intercultural understanding and global citizenship). By doing so, it takes into account of integrating content learning and language learning within specific contexts and acknowledging the symbiotic relationship that exists between these elements. In addition, Coyle et al. (2010) suggest that effective CLIL takes place as a result of this symbiosis through:

- Progression in knowledge, skills and understanding of the content;
- Engagement in associated cognitive processing;

- Interaction in the communicative contexts;
- Development of appropriate language knowledge and skills;
- The acquisition of deepening intercultural awareness, which in turn bringing about the self and ‘otherness’ position.



**Fig. 1** The 4Cs Framework

### ***Taxonomy of Anderson and Krathwohl***

Anderson and Krathwohl (2001) published an updated version of Bloom’s taxonomy by adding a ‘knowledge’ dimension to Bloom’s ‘cognitive process’ dimension. This transparent connection of thinking process to knowledge construction resonates with conceptualizing content learning in the CLIL setting. The cognitive process dimension consists of lower-order thinking (remembering, understanding and applying) and higher order thinking (analyzing, evaluating and creating), both of which are integral to effective learning. The knowledge dimension provides a framework to explore the demands of different types of knowledge that is conceptual, procedural and metacognitive (Coyle et al., 2010: 30).

To conclude the above concepts in CLIL settings, students have to progress

systematically in both language and content learning and usage, as argued previously. Both learning processes are equally important namely ‘using language to learn’ and ‘learning to use language’, these requirements are indicated in the following as language of learning, language for learning, and language through learning.

### ***Language of learning***

Language of learning refers to an analysis of language needed for students to access the basic concepts and skills that related to the topic or theme of a subject. For example, new knowledge of keywords or phrases will help students to deal with the related content. Meanwhile, lecturers should consider simultaneously in what way the students will need to use them to learn.

### ***Language for learning***

Language for learning focuses on the type of language needed to operate in a foreign language environment. Learning to use English language is challenging for lecturers and students as both parties have to play their roles. Students need the strategies to enable them to use English language effectively such as writing a research project report and presenting their research findings.

### ***Language through learning***

Language through learning means the principle that effective learning may not take place without active involvement of language and thinking. While students are encouraged to convey their understanding, a deeper level of learning is expected to occur. On the other hand, lecturers are challenged on how to capitalize on, recycle, and extend new language or so called as language progression. For example, students need language to express their new ideas and data from their group discussion outputs. Nevertheless, students need dictionary skills to read some academic articles and review the past research literatures when they are doing their research. This is supported by Coyle et al. (2010: 35-37) who emphasized that CLIL model demands a higher level of interaction and dialogue activity which is totally difference from the traditional language or content instructional approach.

## Literature Reviews

Alcaraz-Mármaol's (2018) carried out a survey in bilingual education in Spain. Alcaraz-Mármaol found that those participants who have received specific methodological CLIL training makes significant differences in terms of the teachers' opinions on CLIL and practice of using bilingual practices in their classrooms, making use of a wider variety of activities and resources. Differences were also found in the way they see their own teaching, their use of their learning content, materials in the classroom, and the variety and type of activities they develop with their students.

Graham, Choi, Davoodi, Razmeh, and Dixon (2018) indicated that language teachers are shifting to content-based instruction as a way to teach English, most commonly in the form of CLIL or English-medium instruction. Graham et al. used a systematic literature review approach to examine the current literature on the effect of content-based instruction on language and content outcomes. Their results showed that majority of the 25 examined articles indicating positive or neutral effects of CLIL approach of content-based instruction on student outcomes when compared with non-CLIL classrooms.

Luanganggoon (2017) examined on how authentic assessment techniques utilizing CLIL approach in a Thailand public university. There were 25 lecturers who attended the CLIL professional training and their course syllabuses were evaluated using content analysis. The Pharmaceutical Practice II course was selected for further investigation. Data was collected through classroom observation. Results of her study showed that the lecturers not only focused on the content learning but also on language learning. Besides, Luanganggoon found that the lecturers use multiple forms of assessment that reflect student learning achievement, motivation, and attitudes on instructional relevant activities. The authentic assessment was designed to blend language and content learning as the overall students' learning process. The interactions between lecturer and students, students and judge, and among students were found to be very good. Luanganggoon concluded that lecturers should blend the classroom activities and assessment in CLIL classroom.

Luanganggoon et al. (2018) investigated the implementation of the CLIL approach focusing on the speaking skills in a purposely selected single graduate class in Biochemistry classroom. Their results showed that speaking skills of the students are improved after attending the instructions using CLIL approach. The key success factors are including well-designed classroom activities, moderate class size, and special attention to assessment.

Luanganggoon et al. concluded that lecturers should be aware of the limitation of students' language proficiencies, classroom context and culture while implementing CLIL approach for language development.

Pérez-Vidal and Roquet (2015) utilized pre-test versus post-test longitudinal design to study two groups of bilingual Catalan/Spanish participants and English is their third language. The total number of each group is 50. The experimental group had formal instruction plus CLIL approach in the Science subject while the control group only had formal instruction. Results of their study confirmed that larger relative gains are possessed by the experimental group but not all the domains showed the same degree; relative higher gains accrue in reading not listening. Similarly, their writing ability particularly in term of accuracy, showed a higher relative gain and so do their lexico-grammatical abilities. In sum, reading and grammar aspects seemed to be mostly benefited using CLIL approach.

### **Research Aim**

Based on the literature reviews above, researchers would like to analyze the application of CLIL model in university courses which using English as a medium of instruction. There is no suspicion that learning a language and learning through a language are coexisting processes, but implementing CLIL requires a reconsideration of the traditional concepts of the language classroom and the language lecturer. Therefore, main aim of this research was to conduct a comparative study of the CLIL practices between undergraduate and post-graduate classrooms in a public university (KKU), at Khon Kaen province, Thailand

### **Method**

The preliminary study was conducted utilizing a document analysis to review and evaluate the 25 course syllabus to select courses to investigate their CLIL practices for the actual study. These two courses were selected based on the condition of volunteering as the purpose of selection and classroom observation was the method of data collection. This may be followed by interviewing the lecturers if the observation data is ambiguous.

A total of 38 undergraduate students from the Faculty of Pharmaceutical Sciences were purposively selected and represented undergraduate group. Classroom observation was employed to collect qualitative data. The classroom activities composed of two parts namely lecturing and game-based activities. A teaching team comprised of a professor and three

mentors were involved. Research instrument used was an observation form composed of three sections: Language of learning, Language for learning, and Language through learning.

Meanwhile 15 post-graduate students who were taking Seminar on Biochemistry course represented the graduate student group. Teaching team of graduate group composed of 10 Thai lecturers and one foreigner as an expert. Each student was assigned to prepare and present two papers orally. The expert would help in editing their papers. The audience had to ask at least two questions in each presentation.

### ***Research design and samples***

The methodological approach consisted of three phases to outline the strategy namely documentary study, classroom observation, and interviews if there were needed. Qualitative research design, specifically multiple case studies (Yin, 1994), was employed. Data were collected through three methods namely document analysis, classroom observations, and in-depth interview. All the lecturers who had voluntarily participated in the initial professional development program on CLIL from year 2015 to 2016 were having the same opportunities to be selected as the samples of the study. The 25 selected lecturers submitted their course syllabus and a rubric based on 4Cs framework (Coyle et al., 2010) was used to collect data according to the Content (subject matter), Communication (language learning and usage), Cognition (learning and thinking processes), and Culture (developing intercultural understand and global citizenship).

Document analysis was used in this study as a form of qualitative method in which the documents were interpreted by researcher to give voice and meaning around the preparation of CLIL in course syllabus and the related theories. Analyzing documents incorporates coding content into themes were analyzed (Administration methods, 2010). A rubric was used to score the documents. There were two primary types of documents used in this phase:

- i. Theory-based documents about CLIL model were selected from textbook, scientific academic journal manuscripts in relation to CLIL approach.
- ii. Physical evidences including the 25 course syllabus which were taught using CLIL model and categorized as shown in Table 1.

**Table 1** Course syllabus taught by using CLIL model

<b>Categories</b> (N)	<b>Faculty</b>	<b>Name of courses</b>		
<b>Sciences</b> (3)	Faculty of Science	Dissertation Seminar on Biochemistry		
		Quantity Theory and Application		
		Biology of Amphibians		
<b>Health Sciences</b> (6)	Faculty of Veterinary	Veterinary Micro-anatomy and Physiology 1		
		Application of Epidemiology in Health Education and Health Promotion		
		Pharmaceutical Practice		
		Pharmaceutical Practice 3		
		Pharmaceutical Practice 2		
		Pharmaceutical Chemistry		
		<b>Social Sciences</b> (16)	Faculty of Education	Introduction to Listening and Academic Speaking 2
				English for Communication in Multicultural Societies
				Academic English
				University Study Skills in English
Mathematics 1				
Aesthetics for Life				
Wellness Dimension				
Information Literacy				
Human Relations & Communications				
Global Business Management				
Introduction to Sociology				

Academic Year: First Term	
International organizations	
International Law	
International Communication Arts for Tourism	
Graduate College of Management	Human resource Economics

The second phase is the classroom observation. Operational constructivism in the classroom was observed in order to view the learning process of CLIL teaching practices. As this point of operational constructivism, methodological sight was displaced from consideration on how the lecturers can be observed and thus what rules of procedure have to be applied to generate scientific recognition to analytical strategies of how the research process makes it possible to observe the learning process can point towards a number of CLIL instructional practices. This is done by an explicit description of themes for observation that also is used for the interpretation of observations. Classroom observations were conducted to two classes from the two groups, namely undergraduate and post-graduate groups as indicated in Table 2. Then three cycles of classroom observation were planned to find out how the lecturers implemented CLIL teaching model.

Classroom observation generally provides a limited view of the classroom situation because it only shows one aspect of a much larger picture. As a result, researcher will interview the related lecturers immediately after the lesson if there is a need. Researcher discussed further on the collected observation data using non-evaluative and non-judgmental method.

**Table 2** Classroom observation

Categories	Course name	No of learners
<b>Sciences</b>	Dissertation Seminar on Biochemistry	15 graduate students
<b>Health Sciences</b>	Pharmaceutical Practice 2	38 undergraduate students

## ***Data collection techniques***

### ***Document Analysis***

KKU emphasized the outcome-based design across the current curricula or program which requires the learning objectives that must be identified with learning activities, materials, and assessment. The course syllabus was analyzed according to the domain of learning from TQF: Higher Education and, in particular focusing on the 4C Framework consisting of *Content, Communication, Cognition, and Culture*. The rubric based on 4Cs framework (Coyle et al., 2010) was used to analyze the data.

### ***Classroom Observation***

The classroom observations had been carried out for three cycles of each class from March to May in 2016. The framework of observation was included three major components as Language of Learning, Language for Learning, and Language through learning. Meanwhile, in-depth interviews would be carried out with the related lecturers for clarification purpose.

## ***Data analysis***

Content analysis was utilized in this study to analyze all the obtained qualitative data. In the Phase 1, content analysis was used to study and retrieve meaningful information from documents which including written texts. In Phase 2 and 3, content analysis was used to study the oral text provided either from classroom observation or interviews.

Content analysis is a research tool used to determine the presence of certain words or concepts within texts and sets of texts. Researcher quantifies and analyses the presence, meanings and relationships of such words and concepts, then make inferences about the messages within the texts. Firstly, the researcher would transcribe all the data collected from the document analysis; field notes, classroom observation rubric and checklist, and interviews to get a general sense of the whole and ideas presented. To conduct a data analysis on such text, the text is coded, or broken down, into manageable categories on a variety of levels, i.e. word, word sense, phrase, sentence, or theme, and then interpreting the meaning of themes/descriptions (Creswell and Creswell, 2018).

## **Findings**

### ***Preparation of CLIL in course syllabus***

The preparation of CLIL course syllabus would be presented in four aspects namely learning outcomes, classroom activities, teaching materials, and assessment. Outcome-based curriculum is the current practice in this public university according to TQF: HEd. Therefore lecturers have to design the learning activities, materials and assessment based on the identified learning objectives, which in turn rely on learning outcomes in domain of learning as required in TQF: HEd. In order to analyze the learning objectives of each course, researcher used both domain of learning (Ethical and moral development, knowledge, cognitive skills, interpersonal skill and responsibility, and analytical and communication skills) of TQF and 4Cs framework (content, communication, cognition, and culture) of CLIL.

### ***Findings of classroom observations***

A total of three cycles of classroom observation were conducted to each undergraduate and post-graduate classroom respectively. The implementation of CLIL approach was justified from the integration of content and language and can be accessed from the learning outcomes, classroom activities, and assessment. Therefore, the classroom observation findings of this comparative study were presented in accordance with learning objectives, classroom activities, and diverse uses of language. The diverse uses of language were examined in three aspects, namely Language of learning, Language for learning, and Language through learning.

#### ***Learning objectives***

The findings of learning objectives for undergraduate students showed that lecturers focused on content, cognition, and communication equally. The undergraduate students were expected to:

- a) Explain the meaning of Anxiety disorder...
- b) Explain the treat of...
- c) Plan for tapering of Benzodiazepine...
- d) Explain about sleep hygiene...
- e) Comparison of anti-anxiety and hypotics...

On the other hand, findings of learning objectives for post-graduate revealed that

lecturers were mostly focused on content and cognition rather than communication. Even if the vocabularies and patterns of language were provided but the opportunities for the students to practice their communication skills were very limited. However, there were a few learning objectives were focusing explicitly on communication such as:

*The aims of this course are to enable students to apply research principles and design a concept paper on biochemistry.*

### ***Classroom Activities***

The teaching topic for undergraduate classroom was ‘Anxiety disorders and insomnia’. The lecturer provided a lecture then followed by the game activities. English language was used primarily to conduct classroom activities for instructional purposes and more often for management than for feedback purposes. In brief, findings from the direct observation showed that content and language were equally and dominantly used for all learning objectives, this seeming to reflect the reality of authentic CLIL classroom.

The teaching topic for post-graduate students was ‘Seminar on Biochemistry’. The findings indicated that post-graduate classroom activities generally consisted of lectures, group discussion, laboratory, research-based learning, presentations and critique, and seminars. There were some examples where the lecturers specifically integrated content and language in their teaching. For example, students had to take turns in preparing and presenting their research manuscripts. A visiting professor and the course lecturers would edit their manuscripts and comment on their presentations.

### ***Diverse uses of language***

Findings from the classroom observation in terms of diverse uses of language indicated that the CLIL approach were evaluated in three aspects, which were *language of learning, language for learning, and language through learning* as follows

#### **(i) Language of learning**

Language of learning theme encompasses ‘key vocabulary/phrase’ and ‘language of describing or defining’. Findings of the undergraduate classroom indicated that authentic learning and assessment in key vocabulary/phrase as such:

- a)** The lecturer used power point presentation as a media of instruction.
- b)** The lecturer explained the definition of each word and gave the related examples.

- c) The lecturer highlighted key words then used questions and answers to check the learners' understanding.
- d) The lecturer used word comparison in order to clarify the meaning of the word.
- e) The lecturer used Diagram or Table to check the learners' understanding.

For example:

The lecturer explained about five types of anxiety

- a) GAD (General Anxiety Disorder)
- b) PD (Panic Disorder) - *The lecturer explained the meaning of panic, "Panic is the feeling of fear of something."*
- c) SAD (Social Anxiety Disorder)
- d) OCD (Obsessive Compulsive Disorder) - *OCD is "something do something again and again like locking the door."*
- e) PTSD (Post Traumatic Stress Disorder) - *Traumatic means mind, physical. PTSD means cannot separate the real lives from the experience, like the soldiers who were back from the war.*

Findings revealed that authentic learning and assessment in language of describing or defining the vocabulary as follow:

- a) The lecturer marked the circle round the important vocabulary on the slide and explained.
- b) The lecturer used Diagram to explain the process of...something...

*Longterm Tx of GAD*

*Lecturer: You've learned from lecturer Supinya. How many weeks you have to wait for...?*

*Students: 2 to 4 weeks*

- c) The lecturer gave the information in the Table as the situation then the students had to make the decision under that situation.

*"The research findings showed that the effect of using sleeping pill may cause attempted suicide in patients."*

On the other hand, findings from post-graduate classroom revealed that students explained the operational definition by focusing on the language of describing and discussing

phrases during their presentation. For example, students started their introduction sentence in this way:

*“Today, I would like to present the content which composed of Introduction, Hypothesis, Conceptual Framework and Conclusion.”*

Moreover, some students chose several different ways to begin their presentation, for example:

*“I am going to talk about....”*

*“I’d like to talk about...”*

*“The main focus of my presentation is...”*

Findings also found that students were shown different ways to order their presentation, for example, the students used:

*“Next, I would like to...”*

*“I will show the evidence that...”*

*“Moreover, they take a ...”*

*“So...”*

*“Then we go to analyze...”*

In addition, students were found able to do transition to order their ideas such as:

*“First of all...”*

*“Then...”*

*“Secondly...”*

*“Lastly...”*

*“To sum up...”*

Findings also revealed that the students still mixed between present tense and past tense in their presentation reflecting their weaknesses in terms of grammatical progression. Noticeably, one of the major weak points of Thai students is to pronounce ending sound. Students were not aware of the mistake in using tenses.

(ii) Language for learning

Language for learning aspect composed of ‘asking and answering question evidence’. Findings

from undergraduate classroom indicated that authentic learning and assessment in asking and answering question evidence are found as below:

- a) The lecturer posed questions then encouraged the learners to answer orally.
- b) The lecturer designed the assignment that students needed to fill in the form.

*What's the differences between*

*'Advice means give advice'*

*'Counselling means try to find individual problem and you fix it'*

*Bupropion Therapy*

*BZP discontinuation*

*What's the difference between rebound and recurrent*

*Rebound means the patient has the symptom more than last time*

*Recurrent means the patient has the symptom many times*

Findings from post-graduate classroom indicated that students were able to use language for asking and answering questions or inviting for further clarification to provide evidence during their interaction in the group activity. For example, the following questions were found rather commonly used by lecturers and/or students:

*"Could you please explain...?"*

*"My question is...?"*

*"What does it mean...?"*

In this context, the researcher noted that there are some differences between how such requests were used by the lecturers and students. A native speaker, or a well-versed speaker, both in English and Thai languages, would use indirect requests with a tone of voice that shows respect to the person being addressed. In contrast to the lecturers' perception on students' requests that sometimes were more direct, and what could be at that point had been misinterpreted as abrupt commands. It is worthy to note that such practices were modeled by the lecturers' speech but not directly discussed in classes.

### (iii) Language through language

Language through learning aspect covers 'using feedback', 'dictionary skills', 'extending presentation skills', 'presenting evidence' or 'recycling discussion'. Findings from undergraduate classroom revealed that lecturers used almost every element through game-based activities. This indicates that authentic learning and assessment in using game-based activities as follow:

- a) Learners were divided into 4 to 5 learners per group. As it was a computer-based, each group had to go to Socrative.com Room pcothers2. Each group had to fill their responses into the computer program. Then presenting their responses to the class. (*Dictionary skills, extending presentation skills, presenting evidence*).
- b) The lecturer invited another three more mentors to give the score (*Using feedback*).
- c) The lecturer provided the Situational Analysis Task so that the learners had to use their critical thinking skills during their group discussion (*Recycling discussion*).
- d) The lecturer explained the Scoring Criteria and how to fill the response in the computer (amount of ml. per dose, number of times per day, number of days per week).
- e) There was a time keeper bell.

*The given situation:*

*There is a patient with Insomnia come to see the pharmacist.*

*As the pharmacist, how could you diagnose and make a decision.*

- *Photo of drugs*
- *Sleep cycle*
- *Types of Insomnia: Onset insomnia, maintenance insomnia, terminal maintenance insomnia, and non-restorative.*
- *Calculate by divide 7 days per week, divide 3 meals per day.*

Findings from post-graduate classroom showed that the teaching team gave systematic reflection and evaluation on students' content knowledge, presentation, and responses to comments and questions which were reflected in their seminar evaluation form. Comments and suggestions were provided to the students for further study. There was a rubric scoring used by the teaching team to evaluate their students' papers and presentations. Thus, the students learned from the provided feedback and learned to present better in the future. The students learned the vocabularies used in the presentations, from which might be inferred that the students used dictionary or had dictionary skills.

In addition, the coordinator of this teaching process acted as a moderator to help students' presentation skills and be able to present evidence as well. It was their thesis advisors' responsibilities to correct the content of the presenting paper. Each student had to present the literature reviews and progress report. After the students submitted the abstract on a week before, the expert who is a visiting professor would edit the manuscript and the advisor commented on the content if any. Then, the students had to practice their presentation with

their advisor. There were at least two students would be the audiences who prepared questions to ask about the presentation in each presentation period. This was designed to recycling discussion purpose.

### ***Assessment***

Assessment in CLIL context needs to reflect both content and language development of students. This was reflected in the classroom observation. The lecturers used many techniques to assess the undergraduate students learning through the five learning objectives which were;

- Explain the meaning of Anxiety disorder...
- Explain the treat of...
- Plan for tapering of Benzadiazepine...
- Explain about sleep hygiene...
- Comparison of anti-anxiety and hypotics...

He mostly used the assignment during the classroom activities. To fill in the form after reading the given data. To response the lecturers' questions. To response in the computer-based assessment which were evaluated by the judge.

At the same time, to assess the students' Oral presentation for the Seminar Course, the course team designed the evaluation form. The form provides a 60:40 proportion between 'assessment for learning' and 'assessment of learning'. In other words, the lecturers gave priority to the learning process rather than learning output. Focusing on the learning objective, it was recognized that assessments were highly emphasized on applications of higher order thinking such as applying, analyzing, evaluating and creating rather than lower order thinking including remembering and understanding only. Even though the speaking and listening skills assessments were restricted by the nature of each course and the class size, in this case, speaking and listening skills were explicitly assessed.

### **Summary of the Findings**

Results revealed that both classes were different in term of 'Language of Learning' while they were learning vocabularies related to the content of lessons. Undergraduate students learned important vocabularies through classroom activities such as lecturing, clarifying the meaning with examples, and having quiz to ensure their understanding. On the other hand,

post-graduate students learned vocabularies through their presentation and explanation to questions raised from audience for clarification.

However, both classes showed a similarity in term of 'Language for Learning'. Results indicated that both classes were not taught the language structure directly and expected students to learn by themselves. The 'Language through Learning' was focused on the correctness of the content. Finally, assessment results showed that students' understanding about the content and they can think critically due to their improvement in language competencies. The activities that concerning 'Language through Learning' include 'using feedback', 'dictionary skills', 'extending presentation skills', 'presenting evidence' or 'recycling discussion' are found to be helpful in order to improve English language competencies.

### **Discussion and Conclusion**

The aim of this study was to conduct a comparative study of the CLIL practices between undergraduate and graduate classrooms. It was found that the key success factors in implementing CLIL including well-designed classroom activities, the class size, and the assessment method. These factors were in line with Chostelidou and Griva (2014) findings. Chostelidou and Griva found that both groups of students were positively oriented towards English given its instrumental value at the pre-intervention. The process in developing the draft before the presentation was very important as it needed supports from the course team or external expert. Post-graduate students showed a more positive attitude towards the CLIL approach, which considered both content and language goals and aimed at a full integration of learning both language and the subject-specific content of the lessons. Such intensive use of the language of instruction in university of Thailand can be regarded as having been very effective for the development of the students' understanding the content of lessons. Moreover, it should be noted that CLIL approach to be more efficient in terms of promoting the students' comprehension abilities rather than their production abilities in both undergraduate and post-graduate classrooms.

In addition, Luanganggoon et al's (2018) found that this CLIL approach is able to focus more on research-based learning, critique and presenting in seminar course. However, the opportunity to practice individual communicative skills was found very limited even though the vocabularies and patterns of language were provided to the students. This is because of majority of Thai higher education students still possess low English language communicative

capabilities. This implies that lecturers should create more learning objectives relating to communication in the future. Consequently, lecturers also need to take into consideration about students' language background, classroom context and culture.

In conclusion, students not only challenged to think critically and engage the material dialogically but they themselves were challenged by both the language and their ability to communicate effectively through CLIL approach. CLIL approach is not about the transfer of knowledge from lecturers to students but also allow students to construct their own understanding on the content of lesson. From the findings, researcher concludes that lecturers adapted their teaching style to negotiate their students' language capability is the major concern.

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**Metafunctions of the Language Used by  
Three Philippine Presidents: A Critical Discourse Analysis**

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**Bioprofile**

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**Abstract**

The present study sought to explore the political discourse of three Philippines Presidents in their First State of the Nation Address (SONA) to determine the metafunctions of the language used. The researcher made use of descriptive comparative design using the qualitative approach to determine the discourse and rhetorical styles of three Presidents. The study revealed that material process types of clauses dominated in State of the Nation Address of Presidents Duterte, Aquino and Arroyo. On interpersonal function along modality, the modal operators of median degree of probability modalization and modulation dominated in the speeches of the three presidents. Moreover, of the presidents, Arroyo got the highest occurrence of first-person plural “we” in the address while only President Duterte dominantly utilized first-person pronoun “I”.

**Keywords:** Metafunctions, language used, critical discourse analysis

## **Introduction**

In political discourse, language is a potent tool to embellish the politicians' words to prevail and cajole the audience towards the intended goals. Thus, political speeches by various leaders have been extensively investigated to fully understand the ideological traits and efficient strategies enshrined in their speeches. A great deal of attention has been given to how language is used in political discourse; because it is assumed that they are intimately intertwined. According to Woods (2006), politics is a struggle for power to put specific political, ideological and social ideas into practice. In this process, language plays a fundamental role, and every political action is prepared, accompanied, affected and played by language. It is believed that in political speeches, political leaders can influence the mental models, knowledge, attitudes and eventually the ideologies of their listeners (Van Dijk, 1993). Thus, specific political, economic and social concepts are being carried out through politics.

In the study of Malimas, Carreon and Peña (2018) they investigated how Filipino women politicians, within the 2010-2016 campaign periods, constructed their campaign speeches in order to gain public support. Moreover, the investigation centered on Sharndama's (2015) parts of the speech outline and the linguistic features of women's speech styles by Lakoff (1975). The data involved ten campaign speeches of selected Filipino women politicians. There was one (1) campaign speech each by Nancy Binay, Pia Cayetano, Tingting Cojuangco, Risa Hontiveros, Jamby Madrigal, Gwendolyn Pimentel, Miriam Defensor-Santiago, Leni Robredo and two (2) campaign speeches by Grace Poe. The results of the study revealed that the women politicians utilized all the six parts of the speech outline in their campaign speeches namely appreciations, declaration of intentions, international relations and foreign policies, unveiling plans and ideologies, appeal for unity, and ending. Also, Super polite forms prevailed among all the linguistic features while question intonation on declaratives was used the least.

Discourse analysis investigates the relationship between the language and ideology and determines how language is used in a given communicative context. Given political speeches, Schäffner (1996) suggests that political texts reflect political activities and they perform different functions related to these activities. Also, Van Dijk (1997) asserts that any speech made by a politician is a realization of his intention and has its function. According to Paltridge (2012), the term Discourse Analysis (DA) refers to the investigation of what is beyond the word, clause, phrase, and sentence.

Political speeches which include any form of speeches in various political interpolations by various political actors and different contexts have been widely investigated in various linguistic fields. The literature on political speeches is rich in studies that draw on traditions from sociolinguistics, discourse analysis, critical discourse analysis, and semantics and pragmatics. Hence, tools of analysis from these oral traditions have been extensively utilized, not to mention the precious resource they have accounted for in understanding the dynamics of language in political speeches (Quinto, 2014).

With presidential speeches, Campbell & Jamieson (2008) assert that the communicative goals are diverse as the presidents attempt to perform a plethora of functions with their speeches. Hence, through language, it is very imperative to exert an effort to understand how people within the social situations attempt to influence others. As a language teacher, the researcher has observed that regarding students' knowledge in politics, most of them do not demonstrate high awareness on the issues relative to it. They even pay more attention to entertainment rather than information. Some of them do not have the interest to learn about the speeches of the Philippine Presidents notably the State of the Nation Address (SONA). It seems that the SONA is not their priority when in fact they could be a dominant partner in governance. Hence, students should be aware of the achievements and plans of their leaders for the betterment of this country because they have a vital role to play in carrying out their plans for them.

A number of studies have been conducted to analyze political discourses especially with reference to countries' presidents: Naz et al. (2012); Adjei and Mensah (2016); Liping (2014) used Halliday's Transitivity Theory to political discourses, and the results of their studies revealed that material processes dominate the speeches, followed by relational process. Ratih (2014) conducted a study entitled "Transitivity Analysis on Barack Obama Victory Speech" using the qualitative approach. The following conclusions were drawn: the relational process has the most dominant process found in Barack Obama victory Speech. Then it is followed by the material process. On the other hand, Nur (2015) used the theoretical framework of Systemic Functional Grammar (SFG) to investigate Nelson Mandela's presidential inauguration speech as a sample to elucidate the role of interpersonal metafunction in the public speech. The analysis involved differences in the distribution of mood, modality, personal pronoun and other lexical features. The findings reveal that Mandela's speech achieved his political purpose as well as fulfilled its interpersonal meaning not only by corresponding with its lexicogrammar

but also by considering the contextual factors such as the need to reflect the economic and socio-political situation of the country at that time.

Tamayo (2018) on the other hand determined the profile, the discourse patterns and the language used in instruction by the English instructors along adjacency pairs at Cagayan State University. It also determined the relationship between the discourse patterns and the language preference in instruction. It further analyzed if the language used is useful or not to language teaching and learning. The study used descriptive-qualitative design. And the schematic approach by Cotts is adopted in analyzing the transcribed dialogues. It was found out that majority of the respondents are middle-aged, female, speak Ibanag, licensed professional teachers, doctorate degree holders, have 10 years teaching experience and use English language in instruction. The teachers and the students used different adjacency pairs. It is revealed that those teachers who used turn taking and have topic management have interactive classes than those who used fewer turn taking and topic management strategies.

Nonetheless, Kondowe (2014) examined various elements of the interpersonal meaning of the inaugural address of Malawi President Bingu wa Mutharika using Systemic Functional Grammar (SFG) by focusing on the choice of mood, modal auxiliary operators, and personal pronouns. Results of mood choices reveal that the address is information-centered as he opted highly for declarative and used imperative sparsely. Modal auxiliary operators of median scale turn out mostly by favoring will. Moreover, Jin and Lu (2013) analyzed also the interpersonal meaning in the speeches of Obama and McCain from the aspect of mood, modality, and personal pronoun; Ye (2010) applied Halliday's theory, and they examined the interpersonal metafunction of Barack Obama's victory speech. Also, Wang (2010), Sharififar and Rahimi (2015), and Farhart (2016) investigated political speeches based on Halliday's Systemic Functional Linguistics which mainly involved the transitivity and modality.

As to the studies on rhetorical analysis, Mshvenieradze (2013), Basseer & Alvi (2012), Asemanyi and Alofah (2015), Sameer (2017), Zhou & Kazemian (2015) examined the political speeches applying the Aristotle's rhetorical proofs in determining the predominant persuasive appeals to convince the audience to accept their views and plans. However, Murphy and Ghosal (2014) also explored Aristotle's ethos, logos, pathos as a tool. The study revealed that Aristotle's appeals are profoundly influential in making the audience believe and realize the truth.

To mark a difference, Museta (2017) analyzed the selected speeches of a Nigerian novelist. Nonetheless, the analysis also employed Aristotle's rhetorical proofs. Furthermore, rhetorical devices were also explored to determine her rhetorical styles. Similarly, Haider (2014) also analyzed the discourse of Malala Yuosaf Zai's speech before the United Nations Youth Assembly and applied the three modes of persuasion and rhetorical techniques in Rhetoric.

Understandably, presidents of countries have come to be known as familiar fathers of their citizens, burdened with the care of their children (Hinckley, as cited in Adejei & Mensah, (2016). They represent the people and thus should speak for their people and be the voice of the people. Moreover, it is also a vehicle for the presidents to describe the condition of the country; set out their agenda and propose legislative programs from various departments of the government.

Although systems of transitivity, modality and rhetorical proofs have been utilized widely to investigate political discourses in other countries, based on the reviewed studies, the researcher discovered that a limited number of studies had been conducted to analyze the speeches of the Presidents of the Philippines. Moreso, very few studies conducted use the Systemic Functional Grammar (SFG) and Aristotle's rhetorical appeals investigating the Speeches of Philippine Presidents particularly their first State of the Nation Address. This gap has ushered the conduct of the present study. With this belief, the researcher was motivated to examine the speeches of the three Philippine Presidents because the researcher is inquisitive on how the presidents chose linguistic devices to persuade the masses with their plans and actions. The present study sought to investigate and explore the political discourse of three Philippine Presidents in their First State of the Nation Address (SONA) to determine the metafunctions of the language used. Thus, the present study has similarities with the related studies presented because both dealt with Critical Discourse Analysis (CDA) using the tool of Halliday's Systemic Functional Grammar. However, the present study differed from the previous studies regarding the corpus because the present study will utilize the first State of the Nation Address of the three Philippine Presidents.

### **Theoretical Framework**

The study used Halliday's Systemic Functional Grammar (SFG) as its theoretical framework. The researcher also focused on the work of Aristotle. CDA is not only about

connecting between discourse and society but also is concerned with the actual analysis of the discourse itself. "Critical Discourse Analysis is very much about making connections between social and cultural structures and processes on the one hand, and properties of text on the other" (Fairclough and Wodak, 1997). This task is carried out through using tools, for example, Systemic Functional Grammar. The framework treats language beyond its formal grammatical structures (Halliday 1985, 1994; Halliday & Matthiessen, 2004).

Transitivity and modality are linguistic systems through which metafunctions can be realized. They have been explained by Halliday in SFL model. This model was initially introduced by Halliday in 1985 and 1994 and developed by both Halliday and Matthiessen in 2004, and finally in 2014 in their book Halliday's Introduction to Functional Grammar.

### **Research Objectives**

This study aimed to investigate and explore the political discourse of the three Philippine Presidents' speeches in their first State of the Nation Address: Specifically, it sought to answer 1) metafunctions of the language used by the three Philippine Presidents' Speeches in their first State of the Nation Address (SONA) regarding ideational function, material process, mental process, relational process, verbal process, behavioral process; and existential process; 2) Interpersonal function, modality; modalization, modulation; and personal pronoun?

### **Methodology**

#### **Research Design**

This study made use of descriptive, comparative design using the qualitative method. The descriptive, comparative design using qualitative method was used since the researcher aimed to describe, analyze and compare the language of the three Philippine Presidents' speeches in their first State of the Nation Address to determine their discourse and rhetorical styles. In other words, qualitative approach to research is concerned with the subjective assessment of attitudes, opinions, and behavior. Research in such a situation is a function of researcher's insights and impressions. Such an approach to research generates results either in non-quantitative form or in the form which are not subjected to rigorous quantitative analysis. (Kothari, 2004) The qualitative content analysis was considered a strategy for the analysis of qualitative descriptive studies (Sandelowski, 2000). It is also referred to as "a research method

for subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (Hsieh & Shannon, 2005).

The qualitative content analysis was used in this study since the analysis process comprised of selecting the unit of analysis and categorizing from categories. Furthermore, qualitative content analysis entails a data reduction process by focusing on selected aspects of data. Data reduction is achieved by limiting "analysis to those aspects that are relevant to your research question" (Schreier, 2012). Critical discourse analysis was employed to examine the metafunctions of language to compare and describe the political discourse of the three Philippine Presidents.

### **Corpus of the Study**

The corpora of the study were the speeches of the three most recent Philippine Presidents in their first State of the Nation Address that include: His Excellency Rodrigo Roa Duterte's SONA delivered on July 25, 2016, First SONA of the former President Benigno Noynoy Aquino III delivered on July 26, 2010, and former President Gloria Macapagal-Arroyo's first SONA, which was delivered on July 23, 2001. The transcripts of the said corpora were taken from the official gazette of the Philippine government.

### **Data Gathering Procedure**

The following data gathering procedures were used in this study: The researcher sought approval from the Dean of the Graduate School of St. Paul University, Tuguegarao regarding the conduct of the study. The full transcripts of their speeches were taken from the official gazette of the Philippine government. For the qualitative content analysis, the critical steps were as follows:

First, it began with the formulation of the research question which guided the selection of the textual material to be analyzed. Second, was the development of the coding scheme by identifying a concept in the data that were relevant to the research question. The third step was the dividing or segmenting the material into appropriate units of coding and coding by the coding scheme. Fourth, once coding was completed, inter-rater reliability was checked by language experts. Finally, the researcher extracted the findings and conclusions. With regard to critical discourse analysis using the frame of Halliday's Systematic Functional Grammar,

the ideational function or transitivity analysis were done following these steps: (1) the text was parsed into its constituent clauses; (2) processes were isolated, and determined which participant involved in each process; finally, the researcher (3) determined what sorts of processes they were, and which participant was engaged in which type of process. A discussion which focused on the frequency of occurrence of the process types as they statistically appeared in the address was done.

As to the interpersonal metafunction of the speech along modality, the analysis was done on the clauses where modality words were found. The analysis of modality cannot be applied to each clause since modal verbs and adjuncts that form modality was not found in all the clauses. All modality expressions in the mood part were detected, and then the expressions were revealed regarding modalization or modulation types and their degrees: high, median or low. Based on the context of the clauses, the types of modalities and their degrees were identified; likewise, the same will be made with the personal pronouns. Quantitative distribution of the frequencies of modality in the discourse was done to ascertain which types are dominantly used in their speeches.

### **Data Analysis**

In analyzing the data, the researcher used critical discourse analysis based on the theory of Halliday's Systemic Functional Grammar as well as that of Aristotle's rhetorical proofs as frameworks for analysis. The transitivity analysis was conducted following the steps (1) the texts were parsed into its constituent clauses, (2) processes were isolated, and determined which participant was involved in each process; finally, the researcher (3) determined what sorts of processes they were, and which participant was engaged in which type of process. A discussion which focused on the frequency of occurrence of the process types as they statistically appeared in the address was pursued. About the analysis of the interpersonal metafunction of the speech along modality, the analysis was focused on the clauses where modality words are found. The analysis of modality cannot be applied to each clause since modal verbs and adjuncts that form modality was not found in all the clauses. All modality expressions in the speech were detected, and then the expressions were revealed regarding modalization or modulation types and their degrees: high, median or low. Based on the context of the clauses, the types of modalities and

their degrees were identified. Quantitative distribution of the frequencies of modality in the discourse was done to ascertain which types were used in the speech.

### Statistical Treatment of Data

The following statistical tools were used to determine and explore the discourse and rhetorical styles of the three Philippine Presidents in their first State of the Nation Address (SONA). Frequency count, percentage distribution, and ranking were used to determine the metafunctions of language, rhetorical appeals, and rhetorical devices used in their speeches in terms of ideational function, material process, mental process, relational process, verbal process; behavioral process, and existential process, interpersonal function, modality; modalization; modulation, personal pronoun

### Results and Discussions

Below is the table showing the process types in President Duterte’s first State of the Nation Address.

**Table 1. Process Types in President Rodrigo Duterte’s SONA**

Description		Frequency (f)	Percentage (%)	Rank	
Material Process		457	52.23	1	
Mental Process		116	13.26	3	
	2.1	Perceptive	20	2.29	
	2.2	Cognitive	35	4	
	2.3	Desiderative	43	4.91	
	2.4	Emotive	18	2.06	
3.Relational process		166	18.97	2	
	3.1	Attributive	160	18.29	
	3.2	Identifying	6	0.68	
4.Verbal Process		91	10.4	4	
5.Behavioral Process		14	1.6	6	
6.Existential Process		31	3.54	5	

<b>Total</b>	<b>875</b>	<b>100.00</b>
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Table 1 presents the process types used in President Duterte’s State of the Nation Address delivered on July 25, 2016. The data reveal that among the six process types, the highest rank is the material process with 457 or 52.23 %. Relational process ranks second with 166 or 18.97 % and then followed by a mental process with 116 or 13.26 percent. First, the material process includes the activities and events that occur in human's external world or experience. It is the process of doing or happening. The material process has the participant of an: actor which functions as the doer of the process; a goal which is comparable to the object (Noun Phrase) the one who is affected by the action. These apply action words either abstract or concrete.

**Table 2. Process Types in President Benigno III Aquino’s SONA**

<b>Description</b>			<b>Frequency (f)</b>	<b>Percentage (%)</b>	<b>Rank</b>
Material Process			164	55.03	1
Mental Process			48	16.11	3
	2.1	Perceptive	5	1.70	
	2.2	Cognitive	17	5.70	
	2.3	Desiderative	20	6.71	
	2.4	Emotive	6	2.01	
3.Relational process			57	19.13	2
	3.1	Attributive	49	16.44	
	3.2	Identifying	8	2.7	
4.Verbal Process			17	5.70	4
5. Behavioral Process			4	1.34	6
6.Existential Process			8	2.69	5
<b>Total</b>			<b>298</b>	<b>100.00</b>	

Table 2 presents the process types used in President Benigno III Aquino’s State of the Nation Address delivered on July 26, 2010. The data reveal that among the six process types,

the highest percentage occurrences is the material process with 164 or 55.03 percent out of 298 of the data analyzed. The second most frequently used in the speech is the relational process type with 57 or 19.13 percent and the third process type used is mental with 48 or 16.11 percent, whereas the peripheral process types in the speech are verbal process fourth in rank with 17 or 5.70 percent, existential process fifth in rank with 8 or 2.69 percent and behavioral process ranks 6 with 4 or 1.34 percent of the total data analyzed.

**Table 3. Process Types in President Gloria Arroyo’s SONA**

<b>Description</b>		<b>Frequency (f)</b>	<b>Percentage (%)</b>	<b>Rank</b>
Material Process		214	56.46	1
Mental Process		57	15.04	3
	2.1	Perceptive	15	3.95
	2.2	Cognitive	14	3.7
	2.3	Desiderative	22	5.8
	2.4	Emotive	6	1.6
Relational Process		68	17.94	2
	3.1	Attributive	61	16.1
	3.2	Identifying	7	1.84
Verbal Process		34	8.98	4
Behavioral Process		0		
Existential Process		6	1.58	5
Total		379	100.00	

Table 3 exhibits the process types used in President Gloria Arroyo's State of the Nation Address delivered on July 23, 2001. The data reveal that among the six process types, the highest rank is the material process with 214 or 56.46 percent out of 379 of the data analyzed. Relational process ranks second with 68 or 17.94 percent having 61 or 16.1 percent attributive and seven (7) or 1.84 percent identifying. Meanwhile, mental process ranks third and further categorized into perceptive with 15 or 3.95 %, cognitive with 14 or 3.7 %, desiderative with

22 or 5.8 %, and emotive with 6 or 1.6 %. Verbal process ranks fourth with 34 or 8.98%. The least number of the process identified in the data is the existential process with 6 or 1.58.

Modality in language serves as an interpersonal metafunction of clauses to which a proposition or proposal can be arguable in terms of the degree of probability or obligation that is associated with it (Halliday & Matthiessen, 2014,p.144).

According to Halliday & Matthiessen (2014,138), the semantic function of a clause in the exchange of information is a proposition, whereas the semantic function of a clause in the exchange of goods-&-services is a proposal. On the other hand, modulation refers to the semantic category of proposals. It is divided into degrees of obligation: 'allowed to/supposed to/required to' which carry out a command and degrees of inclination: 'willing to/anxious to/determined to' to make an offer. (Halliday & Matthiessen,2014p.692).

In English, modality can be expressed through modal verbal operators known as auxiliary verbs of the finite verbs, lexical verbs, adjective, or adverbs (Halliday & Matthiessen, (2004) as cited in Farhart, (2016 p.105). To analyze the degree of modality, Halliday & Matthiessen (2004:620) cited in (Sinaga, 2017,p.6)determined the following three fundamental values of modality: high, median, and low. High modal verbs express strong opinions & confidence of the speakers about the fact they known, while medium and low modal forms stand for weaker opinions.

**Table 4. Degrees of Modalization in President Rodrigo Duterte’s SONA**

Speech	Realization	Low		Median		High		Total
		(f)	%	(f)	%	(f)	%	
President	Probability	21	15.56	90	66.67	24	17.78	135
Duterte0	Usuality	4	100.00					4

It can be gleaned from Table 4 that the dominant modalization found in the speech is a probability. The table also reflects that probability in President Duterte’s speech which is conveyed using the three values high, median and low. The highest percentage of occurrences is the median modal operators with 90 or 66.67 %, followed by high modal verbs with 24 or 17.78 % and the least is low modal verbs with 21 or 15.56 %. Thus, median probability

dominates mostly in the speech. On the other hand, only four (4) modal operators along usuality modalization with low degree value are identified in the speech.

Furthermore, as seen in table 4 the modal operators of the median degree of probability are dominantly utilized in the SONA. President Duterte uses ‘will’ to convey his certainty about the validity of his proposition. The modal ‘will’ is used to outline his desire and expectation in the future so that he could gain the trust of the masses. Furthermore, the median marker ‘will’ used by the president provides information about what will happen in the future based on his promises. In C35, P15, the use of median probability ‘will’ indicates President Duterte’s promise to give his unwavering support to the police officers in their fight against illegal drugs and other forms of criminality.

**Table 5. Degrees of Modulation of President Rodrigo Duterte’s SONA**

Speech	Realization	Low		Median		High		Total
		(f)	%	(f)	%	(f)	%	
President Duterte	Obligation	6	10.34	31	53.45	21	36.21	58
	Inclination	2	4.08	45	91.84	2	4.08	49

It can be seen from Table 5 that out of 58 modal operators, the median obligation is the most used modal operators in the speech with 31 or 53.45 %, followed by high obligation with 21 or 36.21 %. The least modal verbs used by the speaker under the category of modulation is low obligation having a frequency of six (6) or 10.34 percent.

**Table 6. Degrees of Modalization in President Benigno III Aquino’s SONA**

Speech	Realization	Low		Median		High		Total
		No.	%	No.	%	No.	%	
President Aquino	Probability	12	24.49	33	67.35	4	8.16	49

It can be gleaned from Table 9 that median degree of probability has the highest frequency of occurrence with 33 or 67.35 % out of 49 modal operators. Followed by low probability with 12 or 24.49 % and high probability modalization has the least frequency of occurrence.

**Table 7. Degrees of Modulation in President Benigno III Aquino’s SONA**

Speech	Realization	Low		Median		High		Total
		(f)	%	(f)	%	(f)	%	
President Aquino	Obligation	4	14.29	13	46.43	11	39.29	28
	Inclination	0		21		0		21
<b>Total</b>								

Table 7 presents the degrees of modulation in President Aquino’s State of the Nation address. The data reveal that among the 28 modal operators in the category of obligation modulation, the median degree obligation has the highest percentage with 13 modal operators or 46.43 %. High degree obligation comes second with 11 or 39.29 percent then followed by low degree obligation having four or 14.29 percent. On the other hand, the inclination is another category of modulation. It can be revealed in table 7 that there is a high percentage of median inclination, whereas zero percentage is reflected in both low and high degree values.

**Table 8 Degrees of Modalization in President Gloria Arroyo’s SONA**

Speech	Realization	Low		Median		High		Total
		(f)	%	(f)	%	(f)	%	
President Arroyo	Probability	10	15.63	45	70.31	9	14.06	64
<b>Total</b>								

Table 8 presents the degrees of modalization in President Gloria Arroyo’s speech. The data reveal that among the degrees of modalization through the modal markers of probability, median probability scale dominates which constitutes 45 or 70.31 percent out of 64 modal operators. Low and high probability modals have a limited representation of 10 or 15.63 percent and 9 or 14.06 percent respectively. On the other hand, none was recorded in modal operator under the category of usuality. The data indicate that the use of median level of modal commitment illustrates her strong wish and aspirations as revealed in her strategic plans for the Filipino people

**Table 9. Degrees of Modulation in President Gloria Arroyo’s SONA**

Speech	Realization	Low		Median		High		Total
		No.	%	No.	%	No.	%	
President Arroyo	Obligation	2	7.14	18	64.29	8	28.57	28
	Inclination	0		57	98.28	1	1.72	58

It is evident from Table 9 that among the modal scales of modulation through the modal operators of obligation, the median value of obligation dominates which constitutes 18 or 64.29 percent out 28 modal operators. Meanwhile, high and low modals have low occurrences of 8 or 28.57 percent and 2 or 7.14 percent respectively. It indicates that the prevalent use of the median scale degree of obligation by the president marks her strong desire and determination to implement her plans for the progress and stability of this country. Concerning the interpersonal meta-function through modality, the data reveal that among the degrees of modalization, the median probability scale dominates, while there is no occurrence in the degree of usuality.

It is further evident from table 9 that among the modal scales of modulation through the modal operators of obligation, the median value of obligation dominates, whereas high and low exhibit very limited occurrences of modal operators. On the other hand, as to the modal operators used by the former President Arroyo under the category of inclination modulation, the median scale of modals dominates mostly in her speech. Meanwhile, high and low modal

operators along the degrees of modalization and modulation have the least frequency of occurrences in the speech.

**Table 10. Personal Pronouns Used in President Duterte’s State of the Nation Address**

Pers Pro	First person					Second Person		Third person					Total
	I	We	Us	Our	My	You	You r	S/h e	The y	Thei r	The m	It	
F	193	94	16	28	14	96	6	18	53	12	26	57	613
%	31.48	15.3 3	2.6 1	4.5 7	2.2 8	15.66	.99	2.9 4	8.6 4	1.96	4.24	9.3	100

Table 10 shows that among the personal pronouns used in President Duterte’s SONA, the first-person singular pronoun ‘I’ is mostly used with 193 or 31.48 %, the second personal pronoun ‘you’ occupies 96 or 15.55 %; the first-person plural pronoun ‘we’ takes 94 or 15.33 % and the third personal pronoun ‘it’ comes next to it with 57 or 9.30 %.

President Duterte’s use of the first person singular pronoun ‘I’ is highly used when he exchanges information or when he expresses verbal processes, mental perception, and political desires for his country.

**Table 11. Personal Pronouns Used in President Benigno III Aquino’s State of the Nation Address**

Personal Pronouns	First person					Second Person		Third person					Total
	I	We	Us	Our	My	You	Your	S/he	They	Their	Them	It	
F	19	90	19	42		7	3	4	31	2	2	11	230
%	8.26	39.13	8.26	18.26		3.04	1.31	1.74	13.48	.87	.87	4.78	100

Table 11 presents the personal pronouns used in President Aquino’s SONA. The data reveal that out of 230 personal pronouns, the first-person plural ‘we’ dominates the speech having 90 or 39.13 %, followed by the first-person pronoun ‘our’ with 42 or 18.26 %. Personal pronoun ‘they’ comes third with 31 or 13.48 % and the fourth in rank is personal pronoun ‘us’ with 19 or 8.26 percent of the total data analyzed.

The data indicate that President Aquino uses the first-person plural ‘we’ in the majority. In functional grammar, Ye (2010,P149) stated that “the first-person plural ‘we’ can be both “inclusive” and “exclusive” in which the former refers to the addresser (speaker) and the addressee (audience)which implies to shorten the distance between the speaker and audience while the latter that is ‘exclusive we’ stands for ‘I and others (his government)’ signifies a sense of authority conferred upon the speaker and his administration.”. The president used both the inclusive and exclusive pronoun ‘we’ in laying out his plans and commitments to the people.

The exclusive pronoun ‘we’ implies that President Aquino depicts himself and his administration as a dynamic team to initiate and implement measures to curb problems on massive corruption, economic imbalance and political instability brought by the previous administration. The following are examples of clauses employing the use of the exclusive pronoun ‘we’:

**Table 12. Personal Pronouns Used in President Gloria Arroyo’s SONA**

Person al Pronou ns	First person					Second Person		Third person					Total
	I	We	Us	Ou r	My	Yo u	Yo ur	S/he	Th ey	Thei r	Th em	It	
F	62	95	13	17	8	2	1	4	8	5	3	8	226
%	27.4 3	42.0 4	5.7 5	7.5 2	3.5 4	.89	.44	1.77	3.5 4	2.21	1.3 3	3.5 4	100

Table 12 exhibits the personal pronouns used in President Gloria Arroyo’s SONA. The data indicate that of 226 personal pronouns, the first-person pronoun ‘we’ dominates the speech with 95 or 42.04 %, followed by the first-person pronoun ‘I’ with 62 or 27.43 %. Personal pronoun ‘our’ comes third with 17 or 7.52 % and the fourth in rank is personal pronoun ‘us’

with 13 or 5.75 % of the total data analyzed. President Arroyo dominantly utilized both the inclusive and exclusive pronoun 'we.'

## **Conclusions**

The first SONAs of the three presidents employed more on the primary process types: the material processes, relational processes, and mental processes rather than the peripheral process types in their political discourse. The use of median degree of modality dominates in their speeches to demonstrate the level of their commitments as Presidents of the country. All of them also employ the first-person plural 'we' which promotes solidarity and camaraderie between them and their audience. However, their discourse vary depending upon their educational background, political experiences, leadership style and their priorities during their tenure.

## **Recommendations**

Based on the summary of findings and conclusions, it is recommended that Language teachers could use a political discourse as a springboard or genre in the discourse and rhetorical analysis of students. Language teachers and students may apply the concept of rhetorical appeals in their speeches. The future researchers may apply thematic analysis using the same corpora to determine the most predominant themes in the SONAs and may also apply other theories in language in analyzing political speeches. Also, future researchers may also study the first and last SONAs of the three presidents and make a comparison and contrast of their styles.

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## **Error Analysis in Sentence Writing of Second Language Learners**

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### **Abstract**

Among the four language skills, writing is deemed as the hardest skill to develop but very much needed to communicate one's thoughts. This study generally aimed to analyse the second learners' errors in sentence writing. The descriptive research design was used in the study. The tools used are the survey questionnaire and audio-visual material. To gauge student's errors in sentence writing, an audio-visual prompt was used in order to let students construct sentences. The study revealed that common errors committed by students under mechanical category is wrong use of punctuation; wrong use of verb tense for grammatical category and use of sentence fragments in the structural category. Hence, language educators should emphasize lessons that will improve students' competence in sentence construction.

**Keywords:** error analysis; audio-visual prompt; mechanical category; structural category, grammatical category

### **Introduction**

English language is deemed essential to communication. People from different countries communicate with each other using English as the common language. Hence, learning the language is necessary in order to get in touch on an international level. To be competent in using the language, one must be able to develop the four macro-skills which play

a vital role in any language learning quest. Among the four macro-skills, writing is the most difficult to develop.

In second language acquisition, the ability to write effectively is important. Students writing competence is acknowledged as an effective skill needed to be able to accomplish educational endeavours. Hence, students must hone their writing proficiency. Being proficient in writing suggests that the learners use the language with ease and comfort leading them to write sentences and compositions free from any grammatical flaws. Developing student's competencies in writing requires exposing them to more challenging tasks. Language learners like business students taking communication classes must use English language proficiently and fluently not only in oral communication but also in written communication since they are expected to communicate more on written form especially in the preparation of their business correspondence.

Rozimela (2010) contends that a good mastery of English writing skills is deemed pivotal and helpful due to the nature of written form in mastering English Language. Similarly, Leki (2009) that having adequate writing skills helps our readers comprehend ideas very easily. From this point, it can be perceived that writing skills is very useful to help students communicate their ideas. Moreover, Mohamed and Darus (2012) believe that writing is an indispensable skill. It is in this aspect that learners are able to develop autonomously, promoting themselves towards intellectual maturity especially in the case of language learning. Significantly, Weigle (2002) as stated in the study of Talosa et. al.(2018) claimed that it is impossible for second language learners to write in a second language properly without linguistic knowledge regarding grammar and vocabulary.

Moreover, Leki (2001) discoursed in his study that writing is a crucial component of language performances. English writing in both educational and professional settings is increasingly important in countries of non-native speakers of English. However, ESL learners often find that writing is a difficult task. One reason is that a good writing requires a text with complexity of syntax and morphology, a wide range of vocabulary, and a good command over conventional forms and over the means of signalling the relation of the texts (Cumming, 2001).

Most university students are required to write a variety genres of writing, including business writing, summaries, internship report, and research proposal. Conversely, as writing is a complex process, students even in the tertiary level find it difficult to express themselves using the language considered foreign. When they are asked to write sentences, it can be

observed that errors are committed which according to Brown (2007) an error refers to an identifiable alteration of the grammatical elements of a native speaker, presenting the learners' competence in the target language. Errors are viewed as the nonnative outcomes of the learners' inadequate linguistics knowledge. In addition, Gass & Selinker (2008) errors in language learning occur systematically and repeatedly without any notice by the learners. The errors are identifiable only by teachers or others who possess an accurate knowledge of grammatical system.

Given this ideas, the second language learners find English writing a difficult assignment. It is impossible not to make errors in writing. Some errors are related to sentence problems such as wrong forms of verbs, fragmented sentences, run-on sentences and comma splice. Thus, sentence errors are still a serious problem when students are asked to write. Fatemi (2008 p.2) stated that some previous studies have demonstrated that low ability in grammar can inhibit students from writing effectively.

In it is this context that the researcher was prompted to conduct the study. Generally, it aimed to analyse the errors of second language learners in their sentence writing. Specifically, it aimed to determine the profile of the respondents with respect to sex; examine the types of errors the students make in sentence writing as regards mechanics, grammar and sentence structure. Furthermore, it examined if there exists a significant difference between the three categories of errors made by the respondents and finally, it examined if there is a significant difference in the errors committed by the respondents when grouped according to profile variable.

### **Hypotheses**

1. There is no significant difference in the errors committed by the respondents in terms of mechanical, grammatical and structural categories when grouped according to sex.
2. There is no significant difference between the three categories of errors committed by the respondents in sentence writing.

## **Methodology**

### **Research Design**

The descriptive approach was used using qualitative and quantitative data since the study tried to analyse the errors made by students in sentence writing. Moreover, descriptive design was used since the profile of the respondents in terms of sex was described.

### **Locale of the Study**

The study was conducted at the College of Business, Entrepreneurship and Accountancy (CBEA) of the Cagayan State University- Andrews Campus, Tuguegarao City, Cagayan for the Second Semester, School year 2017-2018.

### **Respondents of the Study**

The respondents of the study were the 65 students under the program, Bachelor of Science in Accounting Technology enrolled in communication class in the College of Business, Entrepreneurship and Accountancy. Purposive sampling was used in the study.

### **Research Instrument**

To obtain the needed information for the study, a questionnaire was used to gather the needed information on the demographic profile of the respondents in terms of sex. Video type presentation of the “21<sup>st</sup> Century Learner,” as a prompt was used to extract the written sentences from the respondents.

### **Data Gathering Procedure**

The respondents were asked to watch and listen to an audio-visual prompt titled “The 21<sup>st</sup> Century Learner.” After watching and listening, they were directed to write at least five sentences based on what they have watched and listened to. The written sentences were gathered and analyzed as error detection was the first stage of the analysis (James, 1998.) The errors in written sentences were detected by the researcher and two other language teachers in the college who are Ph. D. and Master Degree holders. They worked independently to determine the types of errors and categorized the errors into classifications namely; mechanical, grammatical and structural categories. Under mechanical category, errors included spelling, punctuation and capitalization. Grammatical category included subject- verb agreement, tense

and preposition. Lastly, structural category included fragments, faulty parallelism, wrong choice of word and misplaced modifier.

### **Analysis of Data**

Frequency, percentage counts, percentage distribution, means and standard deviations were the descriptive statistics utilized to describe the profile variable and number of sentence errors committed by the Accounting Technology students as regards mechanics, grammar and sentence structure.

Moreover, T-test was used to determine if there is a significant difference in the errors committed by the respondents when grouped according to sex. Analysis of Variance (ANOVA) was used to determine the significant difference between the errors committed by the respondents in sentence writing.

### **Results and Discussion**

**Table 1. Distribution of the Respondents in terms of Sex**

Sex	Frequency (n= 65)	Percentage
Female	39	60
Male	26	40

Table 1 shows the distribution of respondents in terms of sex. The table reveals that 39 or 60 percent of the respondents are female while only 26 or 40 percent of the respondents are males. This implies that the respondents are predominantly female.

This finding is in consonance with the study of Talosa et.al (2018) which revealed that females comprised the majority of the respondents in their study titled, “Evaluation of Second

Language Learners’ Syntactic Errors in ESL.” Writing Furthermore, this is also supported by the findings of 2008 functional literacy, Education and Mass Media Survey on the statistics on Filipino women and men’s education which reported that school attendance was higher among females than males.

**Table 2. Errors in Mechanical Category**

<b>Errors</b>	<b>Frequency (n-262)</b>	<b>Percentage</b>	<b>Rank</b>
Punctuation	98	37.41	1
Spelling	89	33.96	2
Capitalization	75	28.63	3

Shown in Table 2 are the errors committed by the respondents in mechanical category. The most committed error is along punctuation with 98 (37.41%), followed by spelling with 89 (33.96%) and lastly, capitalization with 75 (28.63%). The following are samples lifted.

*Learning in the first century the students are equipped with the 21<sup>st</sup> century skills.* In this case, the use of the punctuation mark comma is omitted. In writing sentences, comma is used to set off introductory participles and participial phrases. Thus, the sentences should be, *Learning in the first(,) century the students are equipped with the 21<sup>st</sup> century skills*

*The world keeps on changing isnt your classroom.* Again in this case, the use of apostrophe was not properly observed. Apostrophe must be used in place of letters omitted in contractions.

*Today there are more than 450000 words in English language that the 21<sup>st</sup> century learners can use.* In this case, comma was not used in the sentence. However, comma must be placed to set off introductory adverb clauses. Hence, the sentence must have been written this way: *Today, there are more than 450000 words in English language that the 21<sup>st</sup> century learners can use.*

Students’ errors in spelling ranked second. The following are excerpts from the respondents’ sentence writing. *Today teachers must be inovators.* Given this example, the word

innovator was incorrectly written. Words with double letters are written with single one. As such, the sentence must be written, *Today, teachers must be innovators.*

*Innovator and critical thinker are agreeable characteristics of 21<sup>st</sup> century learners.* In this case, the respondent committed error in spelling. When adding a suffix with words ending in ee or oe, keep the letter e. So, the sentence must be written this way, *Innovative and critical thinking are agreeable characteristics of 21<sup>st</sup> century learner.*

*Every one must posses the characteristics of 21<sup>st</sup> century learners.* It is exemplified in this example that the respondents' errors occurred by adding space in a single word. Meanwhile, in this example, *Somestudents are struggling to live by the characteristics of the 21<sup>st</sup> century learners,* error occurred by omitting space to a supposed two words.

Error in capitalization ranked third. Samples of students' sentences are as follows: *embracing the 21<sup>st</sup> century learning requires skills.* In writing sentences, always start with a capital letter. *In the 21<sup>st</sup> century classrooms Educators are facilitators.* In this case, the first letter of the common noun educator was capitalized. Common nouns should always start with a small letter unless; it is used as the first word in the sentence.

The result reveals that the respondents are not adept in the proper use of punctuation, confused in the proper spelling of words and capitalization of letters. Hence, it implies that students must be given more writing tasks to improve their knowledge on these areas, punctuation, spelling and capitalization.

**Table 3. Errors in Grammatical Category**

<b>Errors</b>	<b>Frequency (n-294)</b>	<b>Percentage</b>	<b>Rank</b>
Verb tense	102	34.70	1
Subject-verb Agreement	100	34.01	2
Prepositions	92	31.29	3

Shown in Table 3 are the errors of the respondents in Grammatical Category. It reveals that the most committed grammatical error is along verb tense with 102 (34.70%) which ranked

first followed by subject-verb agreement with 100 (34.01%) and lastly, the improper use of preposition with 92 (31.29%).

Along verb tense, the respondents wrote the following. *The 21<sup>st</sup> century learners will going to learn life skills. Teachers in the 21<sup>st</sup> century will be facilitate leaning. The classrooms will be going to be borderless.* It can be observed that the respondents failed to write the verbs in their correct tense specifically the form of the simple future tense of the verb. While it is true that there are other ways of expressing future time besides using shall or will, when using going to it should be with the present tense of *be* and the base form of the verb. Thus, writing the sentences this way: *The 21<sup>st</sup> century learners are going to learn life skills; The classrooms are going to be borderless.* On the other hand, this sentence, *Teachers in the 21<sup>st</sup> century will be facilitate leaning* must be presented using will plus the present form of the verb. Hence, the sentence, *Teachers in the 21<sup>st</sup> century will facilitate leaning.*

Along subject-verb agreement, the respondents wrote the following sentences.

*The internet have enabled 21<sup>st</sup> learners to communicate globally.*

*The 21<sup>st</sup> century learning build upon collaboration and global perspective.*

*Learners engages in global communication.*

*Teachers in the 21<sup>st</sup> century facilitates learning.*

*Internet and other communication tools is an instrument for global learning.*

It can be viewed that the respondents failed to apply the rules on subject-verb agreement which states that the subject and the verb must agree in number. When the subject is singular, the verb must also be singular. Hence, the given sentences must be written as follows: *The internet has enabled 21<sup>st</sup> learners to communicate globally. The 21<sup>st</sup> century learning builds upon collaboration and global perspective. Learners engage in global communication. Teachers in the 21<sup>st</sup> century facilitate learning. Internet and other communication tools are an instrument for global learning.*

Along the use of preposition, the following are excerpts of the students writing. *Learners have a borderless classroom to the 21<sup>st</sup> century. Learners are players to the borderless classroom. Internet has become a tool to students learning. Learners are responsible of their own learning.* Given these examples, it can be observed that preposition *to* was erroneously used in the first and second sentence. This preposition is used to indicate the place someone or something is going to or toward; used to indicate the place where someone

participates in the activity; used to indicate the direction of something. Since the first and second sentences indicate that the learners are included as part of the 21<sup>st</sup> century learners and the classroom, preposition *in* should be used. The use of the preposition *to* in the third sentence is also considered incorrect. Henceforth, the preposition *for* should be considered since internet in the third sentence is a thing intended to be used by the learners to learn while in the fourth sentence, instead of preposition *of*, preposition *for* should be considered as it indicates the learners intended goal.

The result shows that the respondents have not yet fully developed their grammatical competence as evidenced by the errors committed under grammatical category along verb tense, subject-verb agreement and wrong use of preposition. Furthermore, it also shows that the respondents have limited knowledge in grammar. This implies that the respondents have not yet honed their linguistic competence.

This finding coincide with Tamayo (2018) in her study “College English Proficiency of Freshmen: Basis for Language Curriculum Enhancement, ” which revealed that majority of the grammatical lapses of students were subject- verb agreement and run-on sentence. However, the present study did not reveal run-on sentence as one of the lapses under grammatical category.

**Table 4. Errors in Structural Category**

<b>Errors</b>	<b>Frequency (n-212)</b>	<b>Percentage</b>	<b>Rank</b>
Fragments	83	39.15	1
Faulty parallelism	71	33.49	2
Wrong word choice	35	16.51	3
Misplaced Modifier	23	10.85	4

Table 4 shows the errors committed by the respondents in structural category. It reveals that the most committed error is the use of fragments with 83 ( 39.15%), followed by faulty

parallelism with 71 (33.49%), third is the wrong word choice with 35 (16.51%), lastly is misplaced modifier with 23 (10.85%).

The use of fragments in the respondents writing ranked first. The following are examples of fragments taken from their writings.

*Is fundamental to human beings.*

*Collaboration and critical thinking.*

*Can process the information they receive.*

*Active learners*

*To become fully educated*

In order to convey a complete thought, one must write a complete sentence. A group of words conveying a complete thought is called a sentence. Hence, it must have complete parts, a subject and a predicate. A sentence must not start with prepositions or conjunctions. Otherwise, a fragment is used which does not give a complete thought. A fragment is just a part of a sentence. To make the fragment into a complete sentence, add subject or a predicate.

As revealed by the table, faulty parallelism ranked second under the structural category. This means ideas were not presented in the same grammatical structure which leads to an incorrect sentence construction. Examples of faulty parallelism are as follows:

*Learners in the 21<sup>st</sup> century learn to collaborate and communicating in the world.*

*Learners live in an interconnected world advancing education and to find career.*

*The educators are tasked to facilitate transfer of knowledge and career advancement.*

*21<sup>st</sup> learners learn skills needed for life beyond the classroom and applying it in the real world of work.*

*Learners in the 21<sup>st</sup> century are working with technology and learn beyond their limits.*

The respondents committing error on parallelism simply means that they were not conscious on how they presented parts of a sentence in balance or in parallel structure. Parts of the sentence in series should be parallel. The respondents seemed that they did not yet master presenting ideas with the same grammatical structure. This only means that proper attention be given to them so they can minimized flaws in parallelism. Hence, the given sentences must be written this way. *Learners in the 21<sup>st</sup> century learn to collaborate and to communicate in the world. Learners live in an interconnected world advancing education and finding career. The educators are tasked to facilitate transfer of knowledge and advancement of career. 21<sup>st</sup> learners learn skills needed for life beyond the classroom and apply it in the*

*real world of work. Learners in the 21<sup>st</sup> century are working with technology and learning beyond their limits.*

Wrong word choice ranked third. Sentences written by the respondents are as follows:

*The borderless classroom is were they can find comfort to learn.*

*Critical thinker and problem-solver are responses of 21<sup>st</sup> century learners.*

*Learning after what he is capable of makes him a 21<sup>st</sup> century learner.*

Committing this kind of error in sentence writing involves inaccurate word choice or refer to use of words that are inappropriate in the given context because the writer does not understand the meaning of the used word. The respondents used *were* instead of *where*, *responses* instead of *characteristics* and *after* instead of *beyond*. This implies that students are not proficient identifying real meanings of words. Thus; there is a need for the respondents to be equipped with knowledge on vocabulary building like giving them new words and their uses every day.

The use of misplaced modifier ranked fourth under the structural category. The modifier seemed to describe a wrong word in the sentence because it is written away from the word it modifies. The following are sample sentences with misplaced modifiers:

*Learning in the 21<sup>st</sup> century, critical thinking and problem solving are indelible characteristics of students.*

*Educators in the 21<sup>st</sup> century hone students' communicative competence seeing them as smart players in a borderless classroom.*

*Global communication is used to address miscommunication among nations playing an important role in nation building.*

In the first sentence, the phrase modifier learning in the first century is situated away from the word it modifies which is the students. Seeing them as smart players in a borderless classroom should be placed near the word educators in the second sentence. Meanwhile, in the third sentence, playing an important role in nation building should be near the word global communication. As a consequence, the corrected sentences are as follows: *Critical thinking and problem solving are indelible characteristics of students learning in the 21<sup>st</sup> century. Seeing them as smart players in a borderless classroom, educators in the 21<sup>st</sup> century hone students' communicative competence. Playing an important role in nation building, global communication is used to address miscommunication among nations.*

The result implies that the respondents have limited knowledge in sentence structure. Moreover, it also suggests that the respondents have difficulty writing sentences with correct structure as evidenced by the errors committed in structural category along fragments, faulty parallelism, wrong word choice and misplaced modifier. This further shows that the mean error committed by the students under mechanical and grammatical category is higher than the structural category. Hence, educators should employ strategies that help learners progress particularly in writing.

**Table 5. Errors in Students' Writing**

<b>Error Category</b>	<b>Frequency (n-768)</b>	<b>Percentage</b>	<b>Rank</b>
Grammatical	294	38.28	1
Mechanical	262	34.12	2
Structural Category	212	27.60	3

Table 5 shows the three categories of errors committed by the respondents in their sentence writing. It reveals that the most number of errors committed by the respondents is grammatical with 294 (38.28%) followed by mechanical with 262 (34.12%) and the least number of errors fall under structural category with 212 (27.60%). The result implies that the respondents' linguistic competence has not yet fully developed. Furthermore, the result also indicates that the respondents have a limited knowledge on grammar usage.

This finding is related to the study of Na Phuket, P.R (2015) titled "Understanding EFL Students' Errors in Writing," which revealed that among the three linguistic levels of English language grammar has the most number of errors committed by the respondents. Moreover, Talosa et al. (2018) in their study, "Evaluation of Second Language Learners' Syntactic Errors in ESL Writing revealed that the most reoccurred error in the students' written discourse is verb tense which falls under grammatical category.

**Table 6. Test of difference between the three categories of errors committed by the respondents.**

**Mechanical**

	Sum of Squares	df	Mean Square	F	Sig.
Between groups	1973.467	2	986.733	9.230	.002
Within groups	1817.333	63	106.902		
Total	3790.800	65			

Table 6 shows the test of difference between the three categories of errors committed by the respondents. A one-way analysis of variance (ANOVA) test was conducted in order to determine whether means of errors in sentence writing of the second language learners differ between the three categories: mechanical, grammatical and structural. The result of the analysis show that there is statistically significant difference on the errors in the three categories with sig.=.002 at alpha level =.05 of significance. The result further shows that errors in mechanical category are significantly different from grammatical category and, errors in grammar are significantly different from errors in structural category. Therefore, the hypothesis stated above is rejected.

**Table 7. Test of difference in the errors committed by the respondents when grouped according to sex.**

Error Category	Sex	Mean	SD	df	t-value	p-value	Interpretation
Mechanical	Female	<b>42.67</b>	<b>4.93</b>	<b>63</b>	<b>-.404</b>	<b>.707</b>	<b>Not significant</b>
	Male	<b>44.67</b>	<b>7.02</b>				
Grammatical	Female	<b>42.00</b>	<b>7.00</b>	<b>63</b>	<b>-3.36</b>	<b>.028</b>	<b>Significant</b>
	Male	<b>56.00</b>	<b>1.73</b>				
Structural	Female	<b>25.50</b>	<b>12.07</b>	<b>63</b>	<b>-1.95</b>	<b>.852</b>	

	Male	<b>27.50</b>	<b>16.54</b>				<b>Not significant</b>
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Table 7 reveals the test of difference in the errors committed by the respondents when group according to sex. Under mechanical category, the obtained mean error committed by the female group was 42.67 with SD of 4.93 while the male group obtained an average mean of 44.67 with SD of 7.02. The two groups have a mean difference of 2. When scores were subjected to statistical treatment, the t-test was used to determine if there exist a significant difference between the two groups, the computed p-value is .707 which is greater than the .05 level of significance. This implies that there is no significant difference that exists between the errors committed by the male and female respondents in terms of mechanical category. Therefore, the hypothesis above is accepted.

Along grammatical category, the obtained mean error of female was 42.00 with SD of 7.00 while the male group obtained an average of 56.00 with SD of 1.73. the two groups have a mean difference of 4.00. The computed p-value is .028 which is lower than the .05 level of significance. It implies that there exists a significant difference between the errors committed by the female and male respondents under this category of error. Therefore, the hypothesis stated above is rejected. The result shows that there is a significant difference between the errors committed by the respondents when grouped according to sex.

On the other hand, in the structural category, female group obtained a mean difference of 25.50 with SD of 12.07 while male group obtained an average mean of 27.50 with SD of 16.54. The computed value was .852 which is higher than the .05 level of significance. This implies that there is no significant difference in the errors committed under structural category by the male and female respondents when grouped according to sex. Therefore, the hypothesis is rejected.

### **Conclusions and Recommendations**

The following conclusions were drawn based on the above findings. First, that the respondents have an inadequate knowledge on the correct use of punctuation marks; that the respondents are weak in sentence construction and lastly, that the students lack knowledge in the application of the principles governing the consistency in the use of verb tenses and the rules in subject-verb agreement.

Furthermore, the study concluded that the respondents are not yet proficient in writing using the English language leading them to commit errors and consequently hamper them to produce well-written sentences and in turn compositions. Hence, it is recommended that language educators should emphasize lessons and conduct activities that enhance students' competence in sentence construction.

### **Pedagogical Implication**

Some pedagogical implications can be deduced from the study. First, the errors committed by the respondents give the language educators a signal that they need to prepare materials and strategies that may enhance students' writing production. Second, the study provides educators specifically the writing instructors the information as regards the area on writing difficulty of the students so they can find ways to help the learners overcome difficulties. Third, errors committed by the respondents in their writing tasks should be openly discussed in class. Fourth, that the result of the study should be disseminated to the University's authority so it will serve as a basis for the implementation of an enrichment program to address the writing difficulty of the students.

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## **Nurses' Perspective on Communication and Caring towards Patients**

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### **Bioprofile**

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### **Abstract**

The central intention of communication in the health setting is to influence the patient's health status or state of well-being. Communication facilitates the understanding of the patients' well-being. Findings revealed that the nurses listening skills as part of silent communication emerged as the most often strategy used by them. Nurses who listen can create honest relationships. They can have their patients' and the family's best interests at heart and those of their colleagues, too. They go beyond what is expected just being quiet or giving someone their full attention. They observe body language, facial expressions, mood, and behavior.

**Keywords:** communication, interaction, understanding, listening, behavior

### **Introduction**

Three primary connections are foundational to the discipline of nursing which are nurses' relationship with patients and their families, relationships among the rest of the healthcare team, and their relationship with themselves as disclosed by Vertino (2014). In

today's healthcare environment, teamwork and nurse communication are imperative to the success of the organization as they enhance patient care and outcomes.

On the other hand, according to Brinkert (2010), communication is needed not only for the transfer of knowledge and information to one another but more significantly to interrelate as people in all places of the globe. Communication is almost a natural involuntary behavior where its effectiveness is always missed; Papadantonaki (2006) said that this situation is undeniably evident in healthcare settings as well. Often nursing as a health care science focuses on meeting the health needs of humanity as a bio-psychosocial and spiritual being, but according to Lambrini and Loanna (2014), the nursing practice necessitates not only scientific understanding but also an effective supplementary way of communicating and utilization of intellectual and technical capabilities and skills.

Communication between health care providers and patients are one of the most significant parts for enhancing patients' compliance, satisfaction, and overall health outcome (Berengere et al., 1997). Patients make an insight into the nurses' based on how they talk and deal with them, and the opinion nurses pass to patients will influence their satisfaction and hence their healthcare output Papagiannis (2010). Faulkner (1998) argued that to communicate effectively with others is at the core of every patient care. Positive and clear communication influences the patient's response to healthcare services. Berengere et al. (1997) stressed that patients who understand details of their illness and treatment, who perceive and believe the nurse worries about their well-being, often show higher contentment with the care obtained and are more likely to follow with treatment regimes

People are holistic persons which consist of body, mind, and spirit, and it is crucial to take care of oneself, according to Wilkinson et al. (2008). However, one cannot offer what one does not have, so it is necessary to be aware of the person's level of communications skills, characteristics, attitudes, cultural backgrounds, one's strength, weakness, limits, areas to improve on, are essential skills in work like generally, and particularly in a nurse-client relationship in nursing practice. Besides, Bach and Grant (2009) stated that nurses' deep understanding of the practical communications abilities, barriers, and roles on the procedure and outcome on healthcare provision could be one way achieving the holistic and client-centered care.

## **Related Literature**

### *Communication*

Bach and Grant (2009) recognized communication as an essential attribute to nursing; it is a mode where information, in the context of "care" is transferred. Nurses deliver nursing care to patients verbally thorough speaking and non-verbally such as acting, showing, touching, doing, among others. This information may be written or oral; personal or impersonal, specific or general or even relationship oriented and so on (Sheldon, 2013). As individuals and groups across countries and cultures try to co-exist, Vessey et al. (2010) emphasized that the "what, how, why, and where" of the choice of communication can either harm or edify us. Raya (2006) divulged the previous view by stating that what one says, how one says it, what one means by it are extremely and all equally important, and could be life-changing. In nursing care, there is evidence that has the same view. As can be read in Papadantonaki's (2006) message that the impact of the "how, what, where and when" of communication could be extremely harmful to both the health of patients and nurses in nursing settings.

Communication, if used appropriately provides accurate, transparent and accessible nursing care, guaranteeing the satisfaction of the patients and the protection of the nurses, the entire procedure takes place in a context consisting of the physical domain, cultural and social, values and psychological state (Verderber, 1998).

Berengere et al. (1997) said that the decoding of the messages depends on several factors and internal perceptions. It means the receiver's interpretation of what is heard may not be by what the sender means. Vertino (2014) argued that in the nursing profession, nurses are responsible for using their voices to represent the voices of the patient they are caring for particularly those who cannot speak for themselves. Unfortunately, many are short of communication skills to influence and skillfully collaborate and advocate for their patients, especially newly graduated nurses and nursing student (Pines et al., 2012). Evidence also shows that long-time practicing nurses have high tendency to be poor in effective communication because they might have gotten so used to the same way of communicating that they are no longer aware of their characteristic influence at the expense of professional communication skills influence (Radsma, 1994; Raya, 2005). Therefore, there is a constant need for training & creating awareness, with emphasis on the importance of the use of effective communication nursing practice.

### *Caring Dimensions*

Caring is in the form of help, support, and alleviation to improve quality of life. It is provided in an empathetic, humane, and dignified way and serves to meet the needs of patients and their families. Caring is natural and characteristic of all humanity. It is a phenomena which are linked with support, assistance, and the alleviating of life (Kutnohorská, 2007). If we are to regard caring as, by definition, the very essence of nursing, it is vital that we further clarify and emphasize various views or explanations of the word care/caring and the boundaries set for its conceptualization. Thus, research at this level is essential (Watson, 2002; Smith et al., 2013).

Caring focuses on the creation of a quality relationship between nurses and patients as espoused by Gustafsson et al. (2009). Meanwhile, Yam & Rossiter (2009) and Andersson et al. (2015) stressed that nurses looked at themselves as an instrument of care, and try to come to an individual comprehension of every patient and the effects of the diseases on their lives. Nurses demonstrate a sincere wish to lend an ear and assist, through attentiveness and charity, which is the essence of caring. They state, however, that the courage and strength of their personalities are necessary for the success of this approach. Experience and sensitivity are essential features of caring, and they focused on the therapeutic influence of touch, only as a means of greeting but also as an indication of respect for the person as a whole (Wilkin & Slevin, 2004). Nurses in intensive care emphasized on the importance of information, which lessens patients' anxiety, and activities to overcome challenges, for example, when the patient is unconscious, unresponsive, or intubated (Wilkin, Slevin, 2004).

All nurses attach great significance to successful communication, which is related to participatory understanding, listening, and showing sensitivity to the patient (Yam & Rossiter, 2009). Such a strategy helps to create a mutually beneficial relationship, making information transfer and explanations easier. At the same time, it heightens patients' knowledge of their health and situation and competence to make their own decisions regarding their health. Nurses also mention the importance of well-kept nursing documentation, which proves to be a vital source of information with the patient. The interchange between nurses and patients is a crucial and integral part of holistically care (Wilkin & Levin, 2004).

From this angle, caring is viewed as the treatment of the patient with the cooperation of other medical professionals. Nurses are holders of information on the latest status of the patients and their wishes. They also act as advocates and guardians of patients' rights; they consider care for the patient and also the condition in a broader scope. Nurses support their

patients when unconscious or under sedatives, and when a multidisciplinary team is treating them (Andersson et al., 2015). At the same time, they assess themselves as protectors of patients from suffering, respecting their psychological and physical dispositions, and the extent to which they want to participate in their care. Besides, nurses understand this protection as preserving and bolstering the dignity of patients, and the perception of themselves as human beings. Nurses ensure patients' comfort by being with them and always available for them. Not only is it essential to nurses that patients are clean and without pain but also that patients feel comfortable and relaxed, which can be achieved through quality communication, mental health care and the preservation of their privacy (Cheung, 1998). Wilkin and Slevin (2004) viewed caring as reinforcement of patients and their relatives, providing hope, support and spiritual care. They emphasize the importance of empathy, for example, to emphasize the feelings which a critically ill patient is experiencing and to try to find out their current needs. Experience of understanding human suffering in illness is connected with personal development and growth. It is beneficial for the patient and it increases the personal and professional potential of the nurse.

### *Nurse and Patient Relationship*

The nurse-patient relationship is primarily mediated by verbal and nonverbal communication (Aguilera, 1967). Like communication, relationships are unique situations (Anderson 1979) and are mutually constructed whereby the professional nurse-patient relationship is responsive and intersubjective (Aranda & Street 1999). It is this interpersonal relationship that makes the difference between nursing and caring (Tuckett, 2007). The nurse-patient relationship is said to be of importance for patient participation in nursing care (Millard et al., 2006). In the discourse of nurse-patient relationships, there are frequently encountered concepts like empathy, intimacy, and esthetical distance, concepts relevant to communication and interaction, too (Larsson & Starrin, 1990). This further reflects how strong the concepts of interaction, communication, and relationship are intertwined.

Anderson (1979) stated that the nurse-patient relationship has the power to create or destroy those who came to us for care as individuals create themselves through relationships. Patients described nurse-patient relationships as good when they had the feeling of having been treated respectfully, essentially as a valued person (Breeze & Repper, 1998). Nurses in nursing homes often take over roles of significant others for the residents (Carlson, 1972). Seen by

Peplau as the essential aspect of nursing, relationships are dependent on the skills of the nurse like nonjudgmental listening and the ability to convey warmth and understanding (Castledine 2004; Gastmans, 1998).

In summary, communication remains a key factor in the improvement of interpersonal relationships and subsequently the improvement of the patient's care and the quality of patients' recovery (Bach & Grant, 2009). Effective communication requires an understanding of the patient and the feelings they express, therefore effective communication demands skills and sincere intention of the nurse to understand what concerns the patient (Berengere et al., 1997). Meanwhile, Papadantonaki (2006) argued that to understand the patient only is insufficient but the nurse also must pass his/her message to the patient in a manner that is clear, understandable and acceptable. Often, simple gestures by the caregiver such as warm greetings and a thoughtful question can help put the patient at ease and strengthen communication, and such actions require no great effort but can yield significant results. Ultimately, what is significant to remember by the caregivers is that all forms of non-verbal communication pass a message (Berengere et al., 1997; Ennis et al., 2013; Evans, 2003).

### *Theoretical foundation*

In the view of Peplau's theory, nursing pertains to the interpersonal process of therapeutic interaction between an individual who is sick or in need of healthcare and a nurse who is educated to recognize, respond to the help need accordingly (Peplau, 1997). It is a growing force and a well-informed instrument which involve an interaction between two or more persons with the same aim (Wayne, 2014).

According to Peplau (1997) the common goal in nursing encourages the therapeutic procedure wherein nurse and patient give respect to each other as individuals, in which both are learning and growing as a result of the interaction.

Assumptions of Peplau's Interpersonal Relations Theory in nursing practice are: 1) the nurse and patient can interact, 2) the nurse and patient will mature together as a result of therapeutic interaction 3) communication and interpersonal skills remain fundamental tools in nursing 4) nurses must clearly understand themselves in order to promote their patient's growth and to prevent the limitation of patient's choices to those that nurses value. The theory narrates that the purpose of nursing is to help others find their felt difficulties and nurses need to apply the principle of human relations to every problem that arises at all phases of

experience. The major concepts involved in this theory are: nursing, society or environment, health and man, these all co-interact (Peplau, 1997).

Peplau (1991) identified five overlapping phases in the nurse-patient connection, with each having own specific definable characteristics which are orientation, working and termination. These phases are therapeutic and focus on interpersonal interactions as established in Peplau's theory of interpersonal relations.

The importance of this theory is that it moves nursing's thinking from "what nurses do to patients" to "what nurses do with patients"; which means it goes beyond technical care to nurse-patient relationship and patient-minded care. Secondly, it establishes a communications guide, which enhances the effectiveness of a nurse-patient interpersonal relationship, thereby envisioning nursing as an ongoing interactive and collaborative process between nurses and patients. These values in Peplau's theoretical framework are component in this study, as the study is aimed at finding, supporting and raising awareness about the significance of effective communication in nursing care.

## **Method**

It is a descriptive study which employed quantitative techniques on the perceptions of patients on communication and caring behaviors of nurses. This study was conducted in selected hospitals in Zamboanga City, Philippines

Convenience sampling was utilized to identify the 252 patient-participants. This size falls within 20 % of the adult patient population confined in the selected hospitals at the time of the study. Inclusion criteria: at least 20 years old and admitted for at least three days in a General Ward or Special Unit, regardless of gender and marital status, and with an improved state of health upon discharge. Patients encountered an unstable state of health were excluded.

Data were gathered using a questionnaire-checklist which was prepared in English and translated into Bisaya and Chabacano, the dominant languages in the city. The questionnaire included sections on demographic profile, and the instrument measures the patients' perception of communication and caring. It has 24 indicators with four negative items.

## **Results and Discussions**

Table 1 presents the statements that communicate what caring behavior is to the nurses. They either agreed or disagreed to the statements.

Statement 1 “I listen to my patients” obtained the highest mean among the 24 statement for communication and caring towards patients. This is followed by statement 21 “I am prepared to work extra time” with 4.69.

Table 1. Communication and Caring towards Patients based on Nurses’ Perspective

Statements	Mean	Nurses’ Verbal Description
1) I listen to my patients.	4.71	Strongly Agree
2) I speak on behalf of my patients regarding their care.	4.67	Strongly Agree
3) I talk to my patients.	4.64	Strongly Agree
4) I document the care I give to my patients.	4.62	Strongly Agree
5) As a caring nurse, I do my best to make my patients comfortable in their surroundings.	4.62	Strongly Agree
6) I explain to my patients about their care.	4.59	Strongly Agree
7) I allow my patients to express their feelings.	4.57	Strongly Agree
8) I keep the relatives informed about my patients’ status based on our agreement.	4.57	Strongly Agree
9) I work collaboratively with my colleagues to ensure continuity of care.	4.56	Strongly Agree
10) I create a sense of trust between colleagues	4.55	Strongly Agree
11) I provide my patients with encouragement.	4.51	Agree
12) I know what to do in an emergency situation.	4.47	Agree
13) I prevent any untoward problems/ dangers from occurring.	4.45	Agree
14) I help to make my patients’ experiences more pleasant.	4.44	Agree
15) I touch my patients when comfort is needed.	4.39	Agree
16) I keep the patient’s information confidentially.	4.39	Agree
17) I expect the patient to do immediately what I suggested.	4.20	Disagree

18) I give priority to the needs of the hospital before the patient.	4.02	Disagree
19) I do not involve my patient in the planning of their care.	4.01	Uncertain
20) I do not give my patients all the information they need.	3.90	Disagree
21) I am prepared to work extra time.	4.69	Strongly Agree
22) Caring is a "joint effort" between me and my patient.	4.63	Strongly Agree
23) Caring is acting; it is not just feeling.	4.61	Strongly Agree
24) Caring is a planned activity of the nurse designed to meet my patient's needs.	4.08	Strongly Agree
<b>Overall Mean</b>	<b>4.54</b>	<b>Agree</b>

The importance of the nurses' listening behavior was shown by Gilbert (1998), who identified six relational message factors that were communicated by nurses' listening behavior: trust or receptivity, depth or similarity and affection, difference, dominance or power, formality and composure. The listening behavior in the way of listening and asking is the beginning of the nurse-patient communication relationship (Carlson, 1972). Furthermore, it appears that positive nurse-patient relationships can be communicated in a short period (Gilbert, 1998).

The therapeutic relationship is constructed in a set of cultural values that often reflect the majority culture: rugged individualism, autonomy, competition, progress and future orientation, the scientific method of inquiry, the nuclear family structure, assertiveness, and rigid timetables (Canales, 1997). Different perceptions held by nurses and patients can be identified as a major obstacle to nurse-patient relationships (Cleary & Edwards, 1999). The nature of the staff-patient relationship still is different from that between relatives and patients as by definition it is a therapeutic one (Moore & Kuipers, 1992; Moreira et al., 1997). As transference and counter-transference occur in the context of relationships, these dynamically interrelated and intra-psychically occurring processes have to be taken into account by the nurse in the layout of the therapeutic relationship (O'Kelly, 1998). While nurses are often not sure about the effect of the nurse-patient relationship, patients appreciate to a high degree the

relationship as a therapeutic one whereby the relationship occurs even in temporally short interactions when certain circumstances apply (Shattell, 2004).

### **Implications**

Communication and interaction skills are almost always seen as crucial for nurses. The authors of the included citations all conclude that these skills can be learned to a certain degree. Often the term “communication skill” was not clearly defined and was rather nebulous. Without clarification of concepts, findings from publications are exposed to the risk of misinterpretation.

Further, patient involvement and their role in communication are often neglected by authors.

Considering the mutual nature of communication, the patients’ share in conversation should be taken more into account than it has been until now. Bearing in mind the mutuality of communication and interaction, the responsibility for a working communication cannot solely be with the nurses. It has to be specified what contents should be communicated and especially what contents the patient wants to have communicated by the nurse.

Communication between the nurse and patient is critical as it impacts quality and safety. Gastmans (1999) suggests that caring is characterized by its moral side, expressed by the internal attitude and external actions of nurses. These two aspects are included in the concept of caring behavior, which is the moral component of nursing healthcare providers and other professionals in health care settings to device an effective communications skill to properly handle patients needs.

### **Conclusions and Recommendations**

Caring in nursing is perceived variously and it is not easy to define this phenomenon, although the opinions of nurses and patients coincide in certain areas. The process of caring is described as a content-specific interpersonal process which is characterized by the professional knowledge of nurses, their skills, personal maturity and interpersonal sensitivity, resulting in the protection, emotional support, and meeting of the bio-psycho-social needs of patients.

For professionalism, caring must be open to clients, and based on moral foundations. It is also essential to create a favorable environment in which the process can take place. Nurses perceive caring in nursing as a relationship between nurses and patients, which is characterized by their part by individual attitude, attentiveness, experience, and sensitivity. Within this

relationship, communication takes place with elements of active listening and expressions of understanding and empathy. Information is provided, which reduces anxiety and leads to the overcoming of obstacles. This relationship helps to protect clients' safety, autonomy, dignity, and comfort. However, it requires nurses to have experience, and it is influenced by the environment, for example, personal security, workload, available time, and the health of clients.

Caring is a way of understanding the nature of nursing. Nurses' personalities, their availability and reliability, and emotional and physical support are important in the caring of patients. Caring is still developing, and it is a challenge both for theorists and for nurses in practice (Andersson et al., 2015). It is a meaningful activity, and its results encourage nurses to persist with it. Caring stands above nursing, providing it with direction, orientation, substance, and value (Cheung, 1998).

Educational programs should be executed to educate nurses about the possible challenges in providing and managing psychological, emotional care for palliative clients; to help nurses build strategies to conquer communication barriers. Also, training courses could be useful to improve nurses' reception and response to clients' cues, and simultaneously providing the skills and strategies for effective communication, especially in the emotion-loaded ward. Institution should also embrace the need to fully explore the affective factors to effective communication in every individual ward environment before implementing these strategies to improve nurse-patient communication.

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## **Syntactical and Structural Analysis of EFL Learners' Narrative Reports: Basis for the Proposed Business English Subject in Higher Institution**

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### **Abstract**

The study analyzed the syntactical and structural narrative reports of the English as a Foreign (EFL) learners at Cagayan State University. The instruments used in the study were the respondents' narrative reports. The evident errors committed by the respondents were classified according to the types of error. The findings of the study revealed that the EFL learners have committed numerous errors such as absence of transitional words, punctuation errors, redundancy, incorrect prepositions used, wrong used of words, run-on sentence, misplaced modifiers, word order, error on subject-verb agreement, noun antecedent error, etc. The results implied that the respondents have weak foundation in grammar. They have mastered grammar usage, functions and rules in using the target language. This study has pedagogical implications to language teaching and learning. Language professors should exert much effort to incorporate correct grammar usage in all English lessons. There should be more writing tasks to be given to the language learners so that their writing skills will be enhanced. Furthermore, the proposed Business English subject should be included in the General Education Curriculum since Business Writing and Technical Writing are no longer taught in the higher institution. This subject will be of great help for the students to have refined written outputs. In addition, in this subject, EFL learners will have a good training in improving their writing prowess. Furthermore, this will help the EFL teachers in their attempt to reduce students' problems in narrative report writing where English language is straightly used.

**Keywords:** Business English, English as a Foreign Language (EFL) and Syntactical and Structural Analysis

## **Introduction**

Narrative Report is a major requirement in the higher institution after taking On-the Job Training and Internship of the students because this is where the significant and insightful experiences were recounted. The narrative reports are expected to be syntactically and structurally correct since the students under the old curriculum had two grammar subjects and Business Correspondence before they were deployed in their On-the-Job Training.

Contrariwise, the checked narrative reports have numerous grammatical errors such as absence of transitional words, punctuation errors, redundancy, incorrect prepositions used, wrong word usage, run-on sentence, misplaced modifiers, word order, error on subject-verb agreement, noun antecedent error, sentence fragments, missing comma after introductory element, misplaced or dangling modifier, vague pronoun reference, superfluous commas, lack of parallel structure, sentence sprawl, comma splice, wrong punctuation usage and split infinitives.

This prevalent condition motivated the researchers to conduct a syntactical and structural analysis on narrative reports of the English as a Foreign (EFL) learners at Cagayan State University. The result of the study will serve as a basis for the proposed Business English subject to be included in the General Education Curriculum since Business Writing and Technical Writing are no longer taught in the higher institution.

This research is anchored to MacSwane's (2017) adopted model Time-on-task Theory—for educating English language learners (ELLs), with a focus on the role of language factors in explaining achievement differences among ELLs. In this research, the said theory is employed because the researcher also focused on the present or prevailing proficiency status of the respondents particularly in composition.

Linguists have always been attempting to describe the types of errors committed by the language learners, and that is exactly the best way to start with, as it helps out the language professors in the university like the Cagayan State University to identify where the problem lies. According to Dulay et al. (1982) errors take place when the learner changes the surface structure in a particularly systematic manner. Thus, the error, no matter what form and type it is, represent a damage at the level of the target language production.

Consistent with Richard's et al., idea, (2002) there are two categories of errors. These are interlingual and intralingual errors. These two elements refer respectively to the negative influence of both the speaker's native language, and the target language itself. Interlingual error

is caused by the interference of the native language L1 (also known as interference, linguistic interference, and crosslinguistic influence), whereby the learner tends to use their linguistic knowledge of L1 on some Linguistic features in the target language, however, it often leads to making errors. While, intralingual error is an error that takes place due to a particular misuse of a particular rule of the target language, it is, in fact, quite the opposite of interlingual error because it puts the target language into focus, the target language in this perspective is thought of as an error cause of which Richard, et al. (2002) considered it as one which results from ‘‘faulty or partial’’ learning of the target language.

The present study has a resemblance to the study of Suryani, et al. (2014) who adhered that writers of research articles are expected to present research information in a structured manner by following a certain rhetorical patterns determined by the discourse community. Failures to keep to the writing standard and rhetorical pattern are likely to lower the acceptance rate. While producing a research article is understandably a complex task, it is even more difficult if one is writing in his or her second or third language. Even if grammatical mistakes can be ironed out by a language editor, researchers are on their own when it comes to rhetorical presentation of their research ideas.

However, Suryani’s paper is different from the present study in terms of the analyzed instrument. The former analyzed research articles; while the present study analyzed the narrative report of the students.

On the other hand, the present study is related to the study of Silalahi (2018) which focused on grammatical errors analysis in translating English texts into Bahasa Indonesia text. The results of his study showed that the errors were on: 1) 85,29% of morphological error on word formation and 14,70% of affixation errors found; 2) syntactic error on phrase (3,96%), clause (1.00%), and sentence (95.04%); and 3) the factors causing the errors in translating namely the students did not understand the context of the source language text, the students were not able to build sentence grammatically in the target language, the students were lack of grammar comprehension of source language and target language, the students did not use the dictionary and machine translation, and the students did not implement the right translation strategy. He concluded that the respondents made a lot of errors in translating English texts in to Bahasa Indonesia texts on morphology and syntactic.

## Objectives of the Study

The study analyzed the syntactical and structural narrative reports of the English as a Foreign (EFL) learners at Cagayan State University. The written outputs were analyzed using the error analysis of Coder (1981).

## Methodology

### Research Design

The study made use of descriptive-qualitative research design since the narrative reports of the English as a Foreign (EFL) learners were described. A syntactical and structural analysis on the respondents' narrative reports was done by the researcher.

### Locale of the Study

The study was conducted at Cagayan State University- Andrews Campus, Tuguegarao City during the second semester of school year 2018-2019.

### Respondents and Sampling Procedure

The chosen respondents of this study were the CSU students who took the On-the-Job Training during the school year 2018-2019. Purposive sampling procedure was employed in the study in determining the respondents.

### Research Instrument

Error analysis adopted from Corder (1981) was used to analyze the syntactical and structural analysis on the respondents' narrative reports.

### Collection of Data

The narrative reports submitted by the students who took their On-the-Job Training were read intensively and the errors committed were explained to the students.

### Analysis of Data

The data gathered were categorized based on the type of errors committed and those were analyzed by adopting the Error Analysis of Corder (1981). This focus on errors that are systematic violations of patterns in the input to which the respondents have been exposed.

## Results and Discussion

**Table 1. Syntactical and Structural Errors**

Sample sentences/phrases	Errors committed
Venturing a business is not easy especially when there are already <b>lot</b> of existing competitors.	Wrong word usage
<b>In this generation</b> there are lots of snacks that can be bought usually in the streets or canteens.	missing comma after introductory element
Starting our own business is not easy <b>us</b> we think it is.	Wrong word usage
People <b>loves</b> to eat.	Subject-verb agreement error
It's really different from planning to implementing we have rejected but still continue to stay.	Run –on sentence Lack of parallel structure

Gives important to their feedback is one way to know their needs and wants.	Wrong word usage Subject-verb agreement error
Helping each other to satisfy the needs and wants of the customers is more easier.	Redundant
Selling in the market is one of our plan	Subject-verb agreement error
..it enhance our self-confidence...	
We provides snacks	
Were we are the one who personally go to them	misplaced modifiers
We sell at the school were our customers also helps us.	Wrong word usage Subject-verb agreement error
It's okay to have mistakes, the important is we learned to it.	Incorrect preposition
It is important to know the customers feedback.	Possessive form should be indicate by apostrophe
...to inform the vendors to minimized using plastics...	wrong use of verb after an infinitive to...
We also take orders to add the pieces to produced	
other vendors they recycled the disposable	Misplaced and dangling modifiers
They were schedule to do the task everyday.	Wrong verb
It because we do direct selling and we transfer, tarpaulin and fliers are not applicable for our business.	Run-on sentence Lack of parallel structure
The business start-up capitalization shall be used	Wrong word usage
We continually communicating to our customers even after purchasing.	Wrong verb usage
We can finish many works	Wrong plural form of the noun
We move peace of our production...	Wrong word usage
...some of them makes an order...	Subject-verb agreement error
Learning comes with different experience.	Wrong plural form of the noun
In actual business you will learn on your own, to the mistakes...	Wrong punctuation usage
Sometimes every members have their own learning we have different insight and lesson in our business life but as a students that learns to the classroom, there's always a professor who guide and teach us	Subject-verb agreement error Absence of a comma Run-on sentence sentence sprawl
They handle every difficulties softly.	Subject-verb agreement error Wrong adjective used
But I have seen to them they were too strong handling the barriers distracted them	Absence of preposition and pronoun
...such things makes...	Subject-verb agreement error
Customers are the reason why our business exist	

Table 1 shows the syntactical and structural errors committed by the students who took their On-the-Job Training. The evident and common errors committed by the respondents were lack of parallel structure, subject-verb agreement, run-on sentence and wrong word usage.

This finding implies that even if the respondents are already third year college, they still have not mastered the rules in grammar. Their writing skills are not yet fully enhanced. This further implies that the students have weak foundation in terms of grammar usage. Their outputs are not syntactically and structurally bounded with the standard on writing narrative reports.

During the informal interview with the respondents which was conducted after the analysis of their written outputs, they narrated that they are not fully linguistically and communicatively competent. This can be attributed to the kind of grammar foundation and orientation they had. And their poor command of English is attributed to their first language interference in learning the target language. This reality is related to Malana's findings (2018) that the first language interferes in understanding and in learning English language.

This finding contradicts with the findings of Lingan (2019) in her study. She found out that the overall level of communicative competence in the knowledge of mechanical rules of the language (linguistic competence) of the students are modest users of English. The students are competent users of English in appropriacy of settings and relationships (Sociolinguistics competence), and she found out that there is no significant difference in the over-all communicative competence of the prospective teachers when grouped according to age, sex, language exposure and parents' educational attainment.

However, this coincides with Calanoga's claim (2019) that predominant errors have been repeatedly committed in grammar and mechanics by students which alarmed the language teachers

## **Conclusions and Recommendations**

This study concluded that the third year students are not proficient writers even if they had a lot of English subjects where correct grammar usage and Business Writing were taught. Their limited exposure in using the language in writing caused their inability to produce a refined narrative report that is structurally and syntactically correct.

The findings of the study have many implications to language teaching and language curriculum. The proposed Business English subject should be included in the General Education Curriculum since Business Writing and Technical Writing are no longer taught in the higher institution. This subject will be of great help for the students to have refined written outputs. In addition, in this subject, EFL learners will have a good training in improving their

writing prowess. Furthermore, this will help the EFL teachers in their attempt to reduce students' problems in narrative report writing where English language is straightly used. This is agreed by Calanoga (2019) that language teachers should address the errors committed by students through direct incidental lessons focus on grammar and mechanics in all courses.

In like manner, the administrators should push through for the inclusion of Advanced Modern Grammar next academic year so that the students' linguistic competence will be enhanced.

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## Appendices

### Sample students' outputs with errors

Having a business and able to run it, is a privileged to an entrepreneur. Venturing a business is not easy especially when there are already <sup>30%</sup> lot of existing competitors in the market. <sup>Nowadays</sup> In this generation, there are lots of snacks that can be bought usually in the streets or canteens. Different ideas to be unique to their competitors, but as an entrepreneur we should be competitive and strong to face all the challenges for the business to grow.

Starting our own business is not easy <sup>as</sup> us we think it is. It's really different from planning to implementing <sup>we</sup> we have been rejected but still continue to stay. People <sup>love</sup> to eat and we thought <sup>that</sup> majority of our target customers will <sup>be</sup> going to buy. We encountered different customers and we learned from them. <sup>listening</sup> Give <sup>of knowing</sup> important to their feedback is one way <sup>to know</sup> their needs and wants. Helping each other to satisfy the needs and wants of the customers is <sup>more</sup> easier. Even if we made a mistake in choosing a location of our business, we still continue operating by leaving our stall. Selling in the market is one of our <sup>plan</sup> because the vendors are also our customers. We <sup>provide</sup> snacks that they can eat because they don't have time to buy <sup>a</sup> snacks <sup>we</sup> we are the one who <sup>brought</sup> personally go to them. Some customers help <sup>us</sup> in improving our products by giving comments on what we are going to change and improved <sup>more</sup>. We <sup>sell</sup> at the school <sup>where</sup> our customers also help <sup>us</sup> especially to those CHM students who <sup>critic</sup> the taste of our products.

Through the help of Business Implementation, we <sup>overcome</sup> the problems and challenges that we don't think we can, it enhance <sup>our</sup> self-confidence in selling, we learned to listen to others to make connections with them and accept <sup>failures</sup> as challenges for the business to be better. It's okay to have mistakes, the important is we learned <sup>from</sup> it. We are going to treasure this experience until we <sup>are</sup> able to put up our own business.

September 12, 2018 when the business finally <sup>open</sup> In our first day of operation, we have a lot of customers where other groups needed to help us because of many customers.

In purchasing our needed ingredients, there are <sup>assigned</sup> two members <sup>on it</sup> so that we can minimize the time and we can finish many work <sup>to do</sup>. After purchasing our ingredients, we will going to <sup>prepare</sup> it. Then in the afternoon we will going to <sup>cook</sup> it and <sup>sell</sup> around Mall of the Valley where our target customers are there. If there <sup>is</sup> unsold product we were <sup>sell</sup> it on our room or at the school. In this everyday routine, we encountered different customers with a different attitude <sup>that</sup> we need to deal with. Sometimes we encountered customers who are snob and we will just smile <sup>at</sup> them.

<sup>Last</sup> Fast forward <sup>was</sup> January 7, 2019 we moved <sup>the</sup> place of our production because <sup>of</sup> higher rent that affects our profit, <sup>and</sup> we can't be able to save money to <sup>put</sup> on the bank. Because of this circumstances, our purchasing and selling schedule changed. Every Sunday, one of our members prepared <sup>the</sup> product so that we will be able to sell in the morning at the Mall of the Valley and in the afternoon at the school to meet our target sales. In selling at the Mall of the Valley we gain <sup>loyal</sup> customers and some of them make <sup>an</sup> order to us.

<p><i>used</i></p> <p>Our business will use fliers and tarpaulin to let the market know especially to our targeted and potential buyers <i>There are 10 people</i> be <del>inform</del> <i>aware</i> about the information of the business such as business name, business location, contact numbers and offered products. We will also use our personal account on Facebook to inform our customers.</p>	<p><i>We did</i></p> <p>It because <del>we do</del> direct selling and we transfer, tarpaulin and fliers are not applicable for our business. Our customers prefer that we are the one who go to them than go personally to us because our customers are busy in selling and working too.</p>	<p><i>d</i></p> <p>We communicate to our customers through direct selling and <i>get</i> the contact number of our customers for <del>the</del> orders.</p>
<p><i>ed</i></p> <p>Our business offers finger food products like potato balls, shanghai, cheese sticks and sandwich.</p>	<p><i>used</i></p> <p>We removed some of <del>used</del> our products because <del>it is</del> not applicable in direct selling.</p>	<p><i>d</i></p> <p>We change our products <del>if</del> we <del>removed</del> that fit for direct selling.</p>
<p><i>ed with</i></p> <p>The business start-up capitalization (Php 60,000) <del>shall</del> <i>be used</i> for the following:</p> <ul style="list-style-type: none"> <li>Direct material- 14,390</li> <li>Equipment- 14,100</li> <li>Kitchen utensils- 8,260</li> <li>Direct labor- 600</li> <li>Overhead- 5,466.67</li> <li>Selling expense- 1,000</li> <li>Admin expense- 9,900</li> <li>Permits- 5,000</li> </ul>	<p><i>ed with</i></p> <p>The business start-up capitalization (35,500) <del>was</del> <i>was</i> used to the following:</p> <ul style="list-style-type: none"> <li>Direct material-3,659</li> <li>Equipment- 1,629</li> <li>Kitchen utensils- 6,947</li> <li>Direct labor- 400</li> <li>Selling expense- 75</li> <li>Utilities expense-7,200</li> <li>Permits- 330</li> <li>Pre-operation- 6,830</li> </ul>	<p><i>d</i></p> <p>The financial performance of the business should always be monitored.</p>

## Treasured Experience

Learning comes with different experience. What I've learned inside of the classroom is ~~way too~~ <sup>really</sup> different from what I've learned from the actual business. They say, experience <sup>be</sup> is the best teacher and experience in doing something gives you more learning than imagining what will going to be happen.

In actual business you will learn on your own, <sup>from</sup> to the mistakes, <sup>from</sup> the customers' feedback and <sup>from</sup> the members whose depending on you. As a manager of the business, I should be ready to face all the challenges and make a solution in all problems that we encountered. Sometimes, every members <sup>has</sup> have their own learning. We have different insight and lesson in our business life but as a students <sup>that learn</sup> to the <sup>his/her</sup> in the classroom, <sup>with the guidance of the professor</sup> there's always a professor who <sup>guides and teaches us</sup>. I've realized as an entrepreneur, <sup>you should</sup> be flexible <sup>to change for the business to grow</sup>. We encountered many challenges while running a business, <sup>I have</sup> we've been rejected twice in planning a business but <sup>I</sup> we choose to stay and build <sup>my</sup> our own. This business <sup>gave me</sup> gives us strength and courage for <sup>me</sup> us to continue what <sup>we</sup> what we have started. It also helps <sup>get me</sup> us to be independent and dependent at the same time. Independent to learn on <sup>my own</sup> our own to the different aspects that <sup>was given</sup> given to us and dependent to each other for the business to run. This business also help <sup>at me</sup> us to create memories that <sup>I</sup> we can treasure until <sup>we were going to build our dream business</sup>.

It is not important how many times <sup>I</sup> you failed, <sup>What is</sup> the more important is <sup>I've</sup> you've tried. It is an additional learning and experience for an entrepreneur before putting up a business on <sup>my</sup> your own. It <sup>gave me</sup> gives you idea what to do and <sup>to</sup> avoid to do. It is really a privileged to experience running a business because it is more different to what you've learned inside of the classroom. It's a learning that no one will steal.

## The Journey

Running a business is not that easy. I and my companion experience <sup>overcame those</sup> difficulties but we are thankful because we <sup>overcame those</sup> overcome it all. In entering a business, <sup>I</sup> made me realized that you need to plan firmly for <sup>my</sup> your business to be successful. But before we start the business, we have a lot of things <sup>that we need</sup> to do. So first, we need to register <sup>and</sup> the business name, and get a barangay permit. Then we beautify our place where our business is located. We renovate it by cleaning the area, painting <sup>ed</sup> the walls and <sup>put</sup> putting some decorations on it. Lastly, we bought our materials we needed in our business. On September 12, 2018, we <sup>ed</sup> officially opened and operating the business. At first, it is difficult for us because it is our first time to experience running a business. But little by little, <sup>we</sup> we used to it. We're able to sell at the market and at the school by personal selling. We are the one going to the place of our <sup>personally visited</sup> target customer <sup>to sell our product</sup> to sell our product. There are so many things that I've learned in running a business. First, on how <sup>to</sup> you treat <sup>my</sup> your partners. It is important that all members should treat each other nicely, properly and avoid arguing. Second, building good relationship to <sup>the</sup> our customers. Customers are the reason <sup>I am</sup> why our business exist <sup>without them, our</sup> without them, <sup>our</sup> our business will not be successful. We are thankful because we were able to finish this despite <sup>on all the</sup> on all the problems we encountered. <sup>I</sup> You need to be strong and pursue <sup>my</sup> in achieving your goal.

<p>The members have their own task to do. They were <del>scheduled</del> to do the task everyday. The one who will purchase ingredients/raw materials in our suppliers, a members who will prepare the products, one who will cook and everyone who will sell it.</p> <p><i>sold</i></p>	<p>We start purchasing our raw materials every 7:30-8 in the morning and start to prepare it until 11 in the morning that <del>make</del> <i>made</i> us to sell only in the afternoon.</p>	<p>Every Sunday and Wednesday one member of the group <del>will</del> prepare the products for us to able to sell in the morning at the market.</p> <p><i>make</i></p>
<p><b>og and Promotions: Overview of the sales and marketing performance; strategies implement</b></p>		
<p>The business <del>will</del> <i>sell</i> quality snacks <del>where</del> <i>we</i> maintained cleanliness of the products by using quality materials.</p> <p><i>sold</i></p>	<p>Sometimes we can't <del>do</del> <i>do</i> produce some of our product because we don't have materials to use. We only have one supplier to the said material.</p>	<p>We make schedule when we are going to produce the products and how many to sell.</p> <p><i>leave</i></p>
<p>We are going to sell the products by offering a place where an individual or group can order foods, can hang-out while studying and play indoor games and offers finger food products like potato balls, shanghai, cheese sticks and sandwich. We also offer drinks for the customers.</p>	<p>Choosing of the business location. The location of the business is not appropriate for the product we offer and it is not good place to put up a business.</p>	<p>We decided to <del>leave</del> <i>leave</i> the place and continue operating at Caritan Hi-way Tuguegarao City</p>
<p>Our business assumed to produce 150 pcs. of shanghai, 50 pcs. of sandwich, 100 pcs. of cheese sticks and 50 pcs. of potato balls everyday.</p>	<p>Inconsistent pieces of shanghai to produce everyday, we only produced sandwich <del>which</del> <i>which</i> depends on the schedule of our class and we removed cheese sticks and potato balls after our first operation.</p>	<p>We <del>sell</del> <i>sold</i> in the morning and afternoon to add sales and <del>sell</del> <i>take</i> sandwich in the evening. We also <del>take</del> <i>took</i> orders to add the pieces to produced.</p>



## **Evaluating Undergraduate English Major Students' Receptive and Productive Knowledge of English Academic Lexical Collocations**

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### **Abstract**

This paper discusses the assessment of the academic collocation knowledge of undergraduate specializing in English Language. The main objectives of this research are two-fold; firstly, to evaluate academic collocations systematically. Secondly, to investigate the participants' receptive and productive knowledge of L2 academic collocations. The academic collocation test contained two tasks a receptive and productive; each designed with 40 items. The participants were from a higher academic level totaling in 67 students. Similar to previous L2 collocation assessments, the receptive test was easier and scored higher than the productive test. Furthermore, the correlation between the participants' last academic score (GPA) and their receiving L2 collocation instruction is a significant determining factor in their performance.

**Keywords:** Collocation Knowledge, Receptive test, Productive test, Academic English Collocations.

### **Background**

In the past decade, L2 vocabulary learning has been neglected in the field of applied linguistics (Zimmerman, 1997). However, the numbers of studies undertaken in the past 25 years has increased, emphasizing the need for vocabulary instruction and learning in second

language acquisition (e.g. Bogaards & Laufer, 2004; Carter, 1987; Lewis, 1993; McCarthy, 1990; Nation, 2001).

A general awareness of the need to incorporate L2 lexical items in second language learning has not yet defined lexical competence. However, researchers, linguists and teachers have adopted different viewpoints concerning vocabulary knowledge. To date, there has not been a general standard benchmark of L2 lexical competence.

Laufer and Goldstein (2004) explain why lexical assessment is an ongoing controversy due to “test designers’ definition of lexical knowledge” (p. 399). However, searching through the previous literature on vocabulary knowledge, we come across the distinction between breadth and depth of lexical items (Anderson & Freebody, 1981). The breadth explains the numbers of vocabulary that the learner obtains, so focusing on the quantity. By contrast, the depth shows how the student can use and apply the vocabulary acquired in a more qualitative dimension, such as spelling, meaning, grammar and pronunciation (Qian & Schedl, 2004).

These two vocabulary distinctions have not received equal attention in the field of linguistics, owing to the fact that assessing lexical quantity is much easier than vocabulary quality (Read, 2000). Another disadvantage of vocabulary depth tests is the limited lexical items assessed to evaluate one word in terms of multidimensional qualitative knowledge; hence, this assessment cannot represent the actual competence of a test taker (Laufer & Goldstein, 2004).

However, studies have pinpointed to the importance of depth vocabulary knowledge in terms of enhancing language skills (Qian, 2002; Qian & Schedl, 2004). These findings encourage more research to be conducted to assess lexical depth. In considering the limitation on lexical depth assessment and the willing to contribute to this field, we believe that assessing lexical depth can be done with one dimension, without the need to assess the lexical item in different dimensions simultaneously. Research-wise, it is beneficial to evaluate a lexical item in diverse ways.

According to scoring and test design, the more manageable the variables, the easier the control for the researcher. Moreover, it would be possible to measure a greater number of lexical items to make the assessment more reliable and presentable. Hence, establishing statistical correlations between the lexical items can add to our understanding of the nature of learners’ knowledge of vocabulary. This assumption has led us to assess L2 collocational knowledge using a depth dimension.

However, our test is not the first in its field, but hopefully it will add to the literature. Hence, we have tried to develop a reliable framework in English academic qualification testing. To this end, we will first discuss previous L2 collocation tests with research on collocation knowledge. This literature review is followed by a full description of the present study in terms of subjects, test design, administration and results.

### **Literature Review on Collocation Knowledge and Assessment**

Previous research has investigated collocation knowledge from various perspectives. In this paper, it is beyond our capability to investigate all the previous studies and the methods they have used to explore collocation knowledge. However, we will shed light on all the examinations that relate to our study.

Before discussing collocation knowledge method assessment, a brief discussion about collocations will be presented. Hausmann (1989) has reached the formal conclusion that collocations consist of two elements: a base and the collocate. These two elements do not share the same linguistical features but we can say that the second element is always bound to the first element, which is the base (Nesselhauf, 2005).

The functional features of collocations are characterized as the frequency of the co-occurrence of the base and collocations in the language. Collocations are considered a major part of phraseology - also known as a major part of the system of language. The second most important functional feature of collocations is their arbitrariness; that is, the more frozen a collocation is, the more difficult and understandable (Fontenelle, 1994). For example, it is grammatically and semantically acceptable to say, "Open the internet", but a native speaker will say, "Access the internet".

It has been noted by several linguists that collocations play a key role in a second language acquisition. Lewis (2000) explained the L2 learners should be challenged to acquire a significant amount of L2 lexical items. This perspective is in line with Ellis's (2001) description of vocabulary chunking in second language acquisition, aiding learners to acquire chunks which they can then use easily. Here, the most evident chunks in a language are indeed collocations.

Moreover, Ackerman and Chen (2013) underline the fact that if L2 learners strive to gain high proficiency in the L2 they should achieve a sophisticated level of collocation knowledge. Thus, much attention should be given to collocations in L2 teaching and learning settings.

Owing the arbitrariness of collocations in structure and meaning, it is difficult for an L2 learners to substitute any part of a collocation with a synonym (Farghal & Obeidat, 1995). Learning collocations as chunks will therefore be beneficial.

The arbitrary nature of collocations poses a problematic issue for L2 learners. However, previous studies have explained this problematic issue. Farghal & Obiedat (1995) conclude that L2 collocation errors are due to L1 transfer. In other words, the participants in this study assumed a one-to-one correspondence between L1 collocations and L2 collocations.

The researchers explain that L1 and L2 collocation acquisition are completely different. Whereas L1 learners can acquire chunks, L2 learners tend to mentally organize individual words then build up chunks as the move to a higher level (Schmitt & Underwood, 2004; Wray 2002). This is obvious in L2 learners' use of single lexical items rather than pre-made L2 phraseology. Sinclair (1991) has discussed this tendency thoroughly, observing that L2 learners tend to rely on an open-choice principle of vocabulary rather than a strict metaphorical principle.

Reflecting upon the previous literature that emphasized the need to focus on L2 collocation knowledge, one might conclude that a well-established system for collocation assessment already exists. Unfortunately, collocation testing has been neglected in the field of L2 language testing. However, a series of studies have investigated this matter e.g. Biskup (1992); Bahns and Eldaw (1993); Farghal and Obiedat (1995); Bonk (2001); Mochizuki (2002); Barfield (2003); Gyllstad (2005) Keshavarz and Salimi (2007).

Similar to vocabulary tests, collocation assessments tend to measure either productive or receptive knowledge. Productive knowledge is covered in the empirical research of the '90s undertaken Bahns and Eldaw (1993), Biskup (1992) and Farghal and Obiedat (1995) relying on collocation tests. These tests have focused on translation tasks providing the participants with the targeted collocations. However, in addition to Farghal and Obiedat's research (1995), Bahns and Eldaw (1993) have added a fill-in-the-gap element to the sentence, thus measuring the productive knowledge of collocations.

In turn, these researchers revealed that their research is confined by similar limitations. The collocation items tested were insufficient. Bahns and Eldaw measured 15 items while Farghal and Obiedat increased it to 22. Biskup himself (1992) never specified the amount of collocations tested. The conclusions drawn from these empirical tests might be questionable.

Researchers focusing on current collocation tests in the 21st century (Barfield, 2003; Gyllstad, 2005; Keshavarz& Salimi, 2007; Mochizuki, 2002) focused on measuring the receptive collocation knowledge of the participants. However, a second group of researchers has aimed to cover both the receptive and productive tasks when designing the collocation tests (e.g. Alsakran, 2011; Bonk, 2001; Jaen, 2007; Brashi, 2009; Miqdad, 2012; Shehata, 2008). Bonk's (2001) research focused on finding a correlation between the participants' English proficiency and their collocation knowledge.

The results revealed a high correlation between English proficiency and collocation proficiency. Conversely, Jaen (2007) took her tests to a higher level trying to determine if there is an internal relationship between the test takers' receptive and the productive collocational competence. It is revealing that their receptive knowledge is much easier than productive knowledge.

Brashi (2009) and Miqdad (2012) have both examined the receptive and productive knowledge of Arab students through multiple choice and filled in the gap tasks. What is intriguing in their studies is that they examine the influence of L1 on the participants' completion of their tasks. The results in both studies revealed a negative L1 influence, an inadequate collocation knowledge on the part of the participants and the fact that receptive scoring higher than productive knowledge.

Studies by Shehata (2008) and Alsakran (2011) investigate the productive and receptive knowledge of Arab students, but with a little twist examining the students in EFL or ESL settings. Both concluded that the ESL atmosphere might have a positive influence on collocation knowledge.

El-Dakhs (2015) has explored the productive collocation knowledge of 90 female students studying in a Saudi University where the medium of instruction is English. The task consisted of 2 exercises: fill in the gap and translation exercises, which were 15 items each, with the first exercise featuring a missing verb and the second a missing adjective. The results showed inadequate collocation knowledge, with the production of more intralingua than interlingua errors.

An interesting way to test receptive collocation knowledge is Gyllstad's COLLMATCH test (2005), in which he arranges 3 verbs and 6 nouns in a table. The participants were told to find the collocates of the nouns. However, the participants' attention

was drawn to nonstandard collocates rather than the appropriate ones. He later modified the collocation test to become a multiple choice one.

It is noteworthy that all the previous studies discussed above report that the participants or test takers show insufficient knowledge of collocation. Noticeably, the current research tends to focus on increasing assessment items and multiple test takers, in addition to statistically analyzing correlations between participants and test items. Thus, a need for a more systematic assessment for L2 collocation knowledge has been recently proposed, starting with Gyllstad (2005) and then Jean (2007).

Jean (2007) has criticized the selection of test items on grounds of personal preference, which do not follow adequate systematic selection of collocation assessment. In her own research, she designed her test using a corpus: the Bank of English and the British National Corpus. Furthermore, the numbers of items were sufficient, comprising of 80 items in both receptive and productive tasks. The selection of collocations in the test was the first in the field, focusing on the base of the collocation and looking for the frequent collocate with which it co-occurs, with the help of a concordance.

Jean's research also brings to mind Barfield's (2003) drawback of choosing free collocations rather than fixed ones. However, like previous experiment, the results concluded that poor performance was shown by the test-takers scoring lower on the productive task.

Notably, previous lexical collocation tests have focused on frequent language collocations such as (verb+ noun and adjective + noun) neglecting the other collocation patterns. Moreover, studies using a corpus approach focused on the one source such in (Barfield, 2003; Gyllstad, 2005; Mochizuki, 2002) while only Jean (2007) has worked with two sources. Thirdly, to the researcher's knowledge, no empirical study has been conducted to assess the collocation competence of Arab learners of English systematically. Hence, this study will contribute to the existing body of L2 collocation assessment.

In the light of the previous studies examined here, it is noticeable that L2 collocation assessment needs more attention. Therefore, the present study attempts to contribute to this field.

### **The Present Study**

The following section will present a discussion of the subjects, procedures and analysis of the results.

The research questions that the study seeks to answer are:

1. Are female undergraduate English language majors able to produce and recognize L2 academic collocations?
2. Is there any significant difference between students' performance on the receptive and productive test?
3. Is there a correlation between the students' final, overall academic scores and their academic collocation test results?
4. Is there a correlation between having any English collocation instruction and their academic collocation test results?
5. What collocations are easier or more difficult to do in the receptive test?
6. What collocations are easier or more difficult to do in the productive test?

### **Subjects**

The test was administrated to 67 students majoring in English Language at the University of Tabuk, Saudi Arabia. They were from the body of 4th year level students who are about to graduate, having studied English language for more than 3 years. All the participants' first language was Arabic and their second language is English.

### **Procedures**

Any test should take into consideration validity and reliability (Henning, 1987) by ensuring careful selection of the test content. A test is valid when it measures or assesses what it intended to do so. Thus, the present test focuses on measuring L2 academic collocations, which is the principal focus of this research.

To ensure validity, this test was designed using the Academic Collocation List by Pearson (Ackermann & Chen, 2016). The list here was analyzed by Ackerman and Chen (2013) using a corpus driven approach and involving six pedagogical experts mostly in the linguistics field. It consists of 2469 academic collocations varying in eight combines (adj. +n., v. +n., v. + adv., v.+adj, adv. +vpp. +, adv. + adj., adv. +v., n.+n.

Every 25th collocation was picked in accordance with Dornyei's (2007) systematic random sampling. The examples were then chosen from the Longman Collocation Dictionary and Thesaurus (2015). Ackerman and Chen (2013) have also noted that the Academic Collocation List is a beneficial tool for learners to develop their academic collocation knowledge. It can

additionally be a helpful tool for language teachers because of its rich resource of lexical academic collocations. Moreover, it can be applied by linguistic researchers focused on academic language competence. Hence, designing a test using such a representative sample with a rich elaboration of items will guarantee test validity.

Ironically, not all the Academic Collocations were listed in the Longman Collocation Dictionary and Thesaurus even though they edited by the same publishing house. For instance, external (adjective) and its noun collocates (environment, factors, forces, influences, source, threat, world) were replaced by the collocation “face difficulties”.

In addition, collocations with verb prepositional phrases such as ‘be mainly concerned with’ were omitted for two reasons. First, in order not to cause distraction and then to focus only on lexical collocations in the design of the test. The final stage was to ensure that the collocations upon which the researchers focused were fixed and arbitrary ones so the test-takers will not have many synonyms to substitute the base.

A pilot study was conducted to ensure the validity and reliability of the designed test. A Criterion Related Validity test was done on around 50 students from the 2<sup>nd</sup> year level participated in the pilot study. This test aimed to measure the internal consistency of each item to the whole items in the test. Afterwards, this test was valuable in making changes, such as omitting item number 10 in the multiple-choice test.

Furthermore, some of the multiple-choice options were changed; take for example items (14, 16, 20, 23, 38, 39, 40). On the other hand, the test’s six fill-in-the-gap items were omitted after the participants showed a degree of vagueness towards these items. Moreover, the pilot study was very useful in evaluating the effectiveness of the research tools in seeking answers to the problem proposed.

Structure validity is a statistical test that is used to test the validity of the test structure by testing not only the validity of each field, but the validity of the whole test. It measures the correlation coefficient between one field and all the fields of the test that have the same level.

As shown in Table (1), the significance values are less than 0.01, entailing that the correlation coefficients of all the fields are significant at  $\alpha = 0.01$ . Hence, it can be said that the fields are valid to measure what was intended to achieve the main aim of the study.

Table (1)

## Structure Validity of the test

No.	Section	No. Of items	Pearson correlation coefficient	p-value
1	Multiple Choice Test	40	0.807**	0.000
2	Fill-in-the-Gap Test	40	0.764**	0.000

\*\*Correlation is significant at the 0.01 level (2-tailed).

The reliability of a test can be proved when it is administrated to a different population under circumstances to give similar results (Dornyei, 2007). Thus, the participants in both the pilot study and main study all showed poor knowledge of L2 academic collocations. Hence, if this test were to administrated to a different population, the results may well be similar. Hence, reliability can be seen in the following section.

### Test construction, administration and scoring

Reliability is highlighted in the; test construction, administration, and scoring. The test was designed using Pearson's *The Academic Collocation List* (2016), and the *Longman Collocation Dictionary and Thesaurus* (2015). The Academic Collocation List contains 2,469 of the most common English academic written collocations. It was compiled using Pearson International Corpus of Academic English. The list underwent four stages: computational analysis of the corpus; modification of the data-driven list based on quantitative and qualitative considerations; professional evaluation; and classification.

The *Longman Collocation Dictionary and Thesaurus* (2015) consists of more than 75,000 English collocations occurring in natural language. There is also, examples, definitions, and clarification of formality, grammar and common mistakes. The test was then designed using 80 items from the list, with the example sentences taken from the *Longman Collocation Dictionary and Thesaurus* (2015) to add consistency to the academic collocations that were picked from the list.

Jaen (2007) has emphasized the importance of the tester's role in clarifying the tasks to be performed by the participants to establish objective results. After the brief introduction about the purpose of the test comes the three main sections, the first elicits general information

about the participants' university academic level, overall academic score and whether they had any English collocation instruction or not. These three variables were considered in the analysis of the test if there is any significant correlation between them and the results.

The second section is a multiple-choice task, while the third section is a fill-in-the-gap task all measuring English academic lexical collocations. The test consists of 80 items: 40 items each for each the receptive and productive knowledge tasks. The receptive tasks were designed using the multiple-choice format. All the sentences were taken from The Longman Collocation Dictionary and Thesaurus, which was a valuable recourse for the test construction. The variety in these questions first aims to meet the research objectives and to collect all the necessary data that can support the discussion and the research results.

An example of receptive collocation test is presented below:

*The rooms all had .....*  
*a) tall ceilings            b) long ceilings            c) high ceilings.*

Gyllstad (2005) has underlined that it is crucial to provide a 'pseudo-collocation' as an alternative to the real collocation. Hence, the choices in the receptive collocation task was designed in accordance with intuition and teaching experience about L1 and L2 collocation transfer.

To undertake the productive collocation task, the other 40 items were constructed using sentences from the Longman Collocation Dictionary and Thesaurus. In this task, a fill in the gap format was adopted. The first letter of the base collocation was provided in addition to the definition of the collocation from the Longman Collocation Dictionary and Thesaurus. The following is an example of the productive collocation task:

*We need to learn to c..... effectively with our colleague. (To exchange information)*

After the construction of the test comes the administration, undertaken in hard copy with conventional paper and pen. In terms of the administrative task, the researcher and a colleague attended the test, giving out the papers and providing straightforward clarification of the test. The duration of the test was 60 minutes to complete the eight-page test. The scoring of the test was one point for correct answers and zero for incorrect answer to ensure inter-rater reliability in line with the objectivity of the test. When correcting the tests, it was noticeable that the

participants misused the English collocations; for example, ‘subject circumstances’ instead of ‘subject area’ ‘sad levels’ instead of ‘stress levels’.

After the scoring of the test, the results were analyzed using the Statistical Package for Social Sciences (SPSS16) helping us to summarize descriptive and inferential statistics.

## **Results and discussion**

The test was divided into three main sections. The first seizing the general information of the participants. Here, 66 participants (98.5%) were from the 7th level, which is the level before graduating with an English Language Bachelor Degree, indicating that the participants had a strong level of English proficiency.

The second variable elicited was the participants’ last academic score (GPA) out of 5. The results showed that 35 (52.2%) of the participants have a (GPA) between 4-5. However, 22 (32.8%) of the participants scored between 3-3.9. Ten participants have a (GPA) between 2-2.9, while none of the participants have a low score of 1-1.9, implying that most the participants have high (GPA) scores.

The third variable, which is very significant, is whether the participants have ever received any kind of English collocation instruction. Here, 20 (29.9%) students indicated that they have had some form of instruction, while 23 (34.3%) have answered negatively in having any instruction. However, 24 (35.8%) of the participants showed that they might have had some form of instruction, while none of the participants have indicated any other form of instruction.

Our first research question focused on the ability of female undergraduate English language majors to produce and recognize L2 academic collocations. Table (2) shows that the range of scores of the multiple-choice test is 11.0 – 36.0, while the average mean score (21.5 %) is a considerably low score. Moreover, the range of scores for the fill-in-the-gap test was between 0 – 16 and the average mean score of section equal 5.49%, which is a very low score.

The range of scores for both tests was between 12.0 - 57, while the average mean score for both tests was 40 (or 27.29%). Furthermore, the standard deviation (S.D.) is quite low at 9.031 showing that the group is fairly consistent in their level of collocation knowledge. From these results, we can conclude that female undergraduate English language majors are objectively weak in producing and recognizing L2 academic collocations. Parallel to previous research in this field (e.g. Brashi, 2009; El-Dakhs, 2015; Miqdad,2012)

Table (2)

Descriptive statistics in percentages

Section	N	Minimum	Maximum	Std. Deviation	Mean
Multiple Choice Test	67	11.00	36.00	5.598	21.50
Fill-in-the-Gap Test	67	0.00	16.00	3.669	5.49
<b>Both Tests</b>	<b>67</b>	<b>12.00</b>	<b>57.00</b>	<b>9.031</b>	<b>27.29</b>

The second research question addressed whether there is a significant difference among the participants performance on the receptive and productive test. Comparing the mean results from Table (2) above, we see that there is a clear difference between the receptive (multiple choice) test (21.50%) and the productive (fill-in-the-gap) test (5.49%), as neither of the tests has reached 50% pass rate.

A t-test of the two means clearly shows a highly significant difference ( $p=.000$ ) which eliminates any coincidence. In the light of these results, we can conclude that productive academic collocations are much more difficult than receptive ones. This finding confirms empirically that students face problematic linguistic productions when it comes to L2 academic collocations.

In addition, when focusing on the results of the standard deviation of the receptive test (5.598%) and the productive test (3.669%), it is particularly clear that the students' productive scores are more constant than the receptive test. This finding explains why the receptive test distinguishes between high and low proficient participants, while the receptive test does not show this feature making the participants equal in the lack of academic collocation knowledge. Similarly, Brashi (2009), Jaen (2007) El-Dakhs (2015) and Miqdad (2012) have all reported that receptive tasks were easier and the participants scored well on the receptive knowledge.

We then ran Cronbach's Alpha analysis to measure the reliability of the test for each field and the mean of all the test fields. The normal range of Cronbach's coefficient Alpha value between 0.0 and + 1.0 and its higher values reflects a greater degree of internal consistency. As shown in Table (3), the general reliability for the receptive test is (0.8996), the productive test (0.8721) and all items (0.8924). According to Dornyei (2007), these results are satisfactory in clarifying that reliability is acceptable when it reaches 0.8. This range is

considered high where the result ensures the reliability of the test. In other words, careful and systematic design of the tests ensured satisfactory internal reliability.

Table (3)

Cronbach's Alpha For Reliability

No.	Section	No. of items	Cronbach's Alpha
1	Multiple Choice Test	40	0.8996
2	Fill-in-the-Gap Test	40	0.8721
	All items	80	0.8924

Accordingly, if there was a correlation between the students' last overall academic scores and their test results, then a Pearson correlation test was performed. The results in Table (4) below strongly indicate a significant impact between the participants performance on the tests and their last overall academic score at significant level  $\alpha = 0.05$ . In addition, the results show that the correlation coefficient for the receptive and productive tests are 0.609 and 0.924 respectively which is greater than critical value ( $=0.242$ ).

We also observed that the p-value in both tests (0.000, 0.000) is less than 0.05, implying that a positive correlation between L2 academic collocation knowledge and the participants' academic score at significance level  $\alpha = 0.05$  (Ritter, 2010). This result is close to Bonk's (2001) findings revealing a high correlation between English proficiency and collocation proficiency.

Table (4)

A correlation between participants' academic scores and L2 academic collocation knowledge

Section	Statistic	L2 academic collocation knowledge	
		Receptive (Multiple Choice) Test	Productive (Fill- in- the- Gap) Test
Academic Score	Pearson Correlation	0.609	0.924
	P-value	0.000	0.000

	N	67	67
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With regard to whether there is a correlation between having any English collocation instruction or not on test results, Table (5) below clearly indicates that there is a significant correlation at the level  $\alpha = 0.05$ . What is more, the results show that the correlation coefficient for the receptive and productive tests equals (0.739 and 0.998) respectively which is greater than the critical value (=0.242). Moreover, the p-value equals in both tests (0.000, 0.000) is less than 0.05, implying a positive correlation between L2 academic collocation knowledge and receiving explicit English collocation instruction at significance level  $\alpha = 0.05$  (Ritter, 2010).

Table (5)

A correlation between participants' positive answer to English instruction and L2 academic collocation knowledge

Section	Statistic	L2 academic collocation knowledge	
		Receptive (Multiple Choice) Test	Productive (Fill- in- the-Gap) Test
English collocation instruction	Pearson Correlation	0.739	0.998
	P-value	0.000	0.000
	N	67	67

The following section is an analysis of the items on the multiple-choice test in terms of their difficulty or ease. Table (6) below shows the average score of each item in relation to the 67 participants. In answering the research question concerning the ease or difficulty of the academic collocations in the receptive test, it is clear from Table (6) that the six collocations ranked in fifth place. These collocations are, respectively, deep understanding, emotional support, major impact, grew rapidly, highly successful, advanced technology. On the other hand, the academic collocations that are difficult to produce are mental health, brief period, heated debate, becoming built, assume responsibility, respectively.

Table (6)

## Section B: Multiple Choice Test (N=67)

No.	Question	Score (from 67)	Percent correct question	Rank
12	You need to develop a ..... of local culture	58	86.57%	1
18	His friends gave him a lot of..... during the breakup of his marriage.	55	82.09%	2
33	The internet has had a .....on our lives	52	77.61%	3
21	The city	49	73.13%	4
24	Now Williams is a..... businessman	49	73.13%	4
3	The company uses the most .....available	47	70.15%	5
32	The treaty can be divided into four	46	68.66%	6
26	They are trying to..... about the disease	45	67.16%	7
9	In this city, the rich live in..... to the poor	43	64.18%	8
23	The rooms all had...	43	64.18%	8
1	After ....., he decided to accept their offer	42	62.69%	9
11	Children develop a sense of their..... at a young age	42	62.69%	9
14	These government spending cuts will have a..... on children's lives	41	61.19%	10
25	In every ..... there is a struggle for power	41	61.19%	10
30	There is ..... for creativity	41	61.19%	10
38	Did he .....to support his claim	40	59.70%	11
19	India's ..... were closed on Monday for a national holiday	39	58.21%	12
31	I've tried to convince him with	38	56.72%	13

No.	Question	Score (from 67)	Percent correct question	Rank
27	All forms of ..... were tightly controlled by the state	37	55.22%	14
5	His eyes were ..... to the dark	36	53.73%	15
8	The report emphasizes the ..... of science in industry	36	53.73%	15
13	The report contains a..... of the country's economic situation	36	53.73%	15
39	The victims are currently..... at a local hospital	36	53.73%	15
36	For....., I did not give my real name	35	52.24%	16
10	The battery allows 2.5 hours of	34	50.75%	17
20	The financial problems in the US affected the	34	50.75%	17
40	Many schools in .....have closed	32	47.76%	18
2	Children gradually learn the words they need to deal with ..... such as time	30	44.78%	19
17	The ..... continues to worsen	30	44.78%	19
29	The paper cannot comment because of the threat of	30	44.78%	19
37	The interviewer asked him whether he had any	29	43.28%	20
16	The team delivered a.....	28	41.79%	21
34	The Dean went up the stage to	28	41.79%	21
28	The captain played a..... in the team's winning season	27	40.30%	22
15	The college has students from a ..... of social and economic backgrounds	26	38.81%	23
35	Stress at work can affect your	22	32.84%	24
7	He lived there all his life, apart from a ..... during the war	21	31.34%	25

No.	Question	Score (from 67)	Percent correct question	Rank
22	After a ....., councilors voted to accept the proposal	16	23.88%	26
6	Hundreds of new houses are.....	14	20.90%	27
4	It was expected that she would ..... for bringing up the children	13	19.40%	28
<b>All questions</b>		36	53.77%	

Generally, the results for all the items of the multiple-choice test show that the average percent of correct questions is (53.77%), which is a low score if we consider the participants' high level of proficiency.

The third section is the fill-in-the-gap part of the test also consisting of 40 items. Table (7) below shows the average score of each item for the 67 participants. To answer the research question that elicits the easier and difficult productive collocations, Table (7) shows that younger generation, main features, natural world, religious beliefs, gather data, national interest were the top 5 easiest productive collocations. However, nine collocations scored zero on the productive test which are, respectively: classical examples, commercial activity, practical considerations, professional qualifications, separate entities, skilled workers, social equality, specific question, target audience.

Table (7)

Section C: Fill-in-the-Gap Test (N=67)

No.	Question	Score (from 67)	Percent correct question	Rank
38	It is natural for the y..... generation to want to do things differently	47	70.15%	1
10	The treaty can be divided into four m..... features	42	62.69%	2

No.	Question	Score (from 67)	Percent correct question	Rank
12	We should be protecting the n..... world, not destroying it	30	44.78%	3
21	It is important to respect other people's r..... beliefs	30	44.78%	3
8	We hope to g.....data about people's eating habits	26	38.81%	4
11	I believe these changes will be against our n..... interest	21	31.34%	5
13	The n..... established elementary school is a landmark in the city	20	29.85%	6
3	We need to learn to c..... effectively with our colleague	14	20.90%	7
9	The g..... trend is for oil prices to increase	13	19.40%	8
40	It's important to teach children methods of c..... resolution	13	19.40%	8
29	He has written a lot in this s..... area	12	17.91%	9
34	The software is the same, but performance can v..... significantly on different machines	12	17.91%	9
33	The houses are built u..... traditional methods	11	16.42%	10
37	At the end of term, each student receives a w..... statement about his or her work	11	16.42%	10
5	Temperature is the most c..... factor in food storage	9	13.43%	11
4	The government has done little to c.....opportunities for disabled people	8	11.94%	12
28	S..... levels often rise before an exam	8	11.94%	12

No.	Question	Score (from 67)	Percent correct question	Rank
32	She was in the u..... position of being the only daughter among nine sons	6	8.96%	13
6	Residents have raised some valid e..... concerns about the nuclear plant	5	7.46%	14
14	Our o..... intent was to take the train, but we changed our minds and decided to drive.	4	5.97%	15
26	The court decided that there were s..... circumstances and that he should not be sent to prison	4	5.97%	15
36	His novel is w..... recognized as one of the most important to have been published in recent years	4	5.97%	15
7	The government wants to attract f..... investment	3	4.48%	16
17	We hope there will be a p..... outcome to the talks	3	4.48%	16
31	Most of our t..... processes are unconscious	3	4.48%	16
15	Bad weather was p..... responsible for the crash	2	2.99%	17
16	Your grandmother is in good p..... health for her age	2	2.99%	17
39	The stories in the newspapers may have a..... the outcome of the trial	2	2.99%	17
20	The city has undergone a r..... transformation	1	1.49%	18
23	The only way to change things is to elect politicians who s..... our values	1	1.49%	18
35	I am w.....aware of the risks involved	1	1.49%	18

No.	Question	Score (from 67)	Percent correct question	Rank
1	The misunderstanding was a c..... example of bad communication	0	0.00%	19
2	The town was a major centre of c..... activity.	0	0.00%	19
18	There are a number of p..... considerations that must be taken into account when choosing a car.	0	0.00%	19
19	Many of the courses lead directly to p..... qualifications	0	0.00%	19
22	The company will be split into three s.....entities	0	0.00%	19
24	There is a shortage of s..... workers	0	0.00%	19
25	The book argues that s..... equality is not necessarily a good thing	0	0.00%	19
27	The experiment was designed to answer a s..... question	0	0.00%	19
30	That kind of music does not appeal to our t..... audience	0	0.00%	19
	All question	9	13.73%	

The results for all items in the fill-in-the-gap section show that the average percent of correct answers are (13.73%), which is a very low achievement level for the productive test. This adds more support to the research question concerning the participants' significant performance on either the productive or receptive test. It is obvious from the average percent of the correct answers that the receptive (multiple choice) test (53.77%) is significantly easier to produce than the productive (fill-in-the-gap) test (13.73%).

## Conclusion

This paper has attempted to assess L2 students' academic lexical collocation knowledge utilizing a systematic choice of items. The schema of this test stems from previous limitations

in the field of collocation investigations. It was evident from previous literature that designing a vocabulary test based on personal preference and intuition ignored the otherwise systematic design of such an assessment.

Accordingly, this test was constructed to surpass any validity limitations that might have arisen in previous investigations. Our test was designed to explore academic lexical collocations as a field that has never been tested before, hence providing more information about L2 collocation assessment.

However, it should be considered that the systematic selection of the test items has a positive effect on the research tools. Moreover, the addition of teaching experience can also be a powerful tool in strengthening the assessment.

This research and the many previous studies have recognized that L2 students are weak when it comes to collocation. Moreover, the production of L2 collocations has been marked as a problematic issue for L2 students even with high proficiency levels.

Nation (2001, pp.189-191) has highlighted what might be the answer to L2 collocation incompetency reporting, which should “Neither be sufficiently frequent in the language as a whole to be learnt implicitly nor part of the technical lexicon which is likely to be implicitly taught as part of the subject course” in calling for a formal approach to collocation awareness. Thus, further research should focus upon methodically enhancing L2 collocation competence through explicit or implicit teaching instruction.

In conclusion, the limitations in this study are twofold. Firstly, the presented number of participants were only taken from one academic level, while further tests could assess students from two or three academic levels to widen the scope of assessing collocation competence. Secondly, a longitudinal examination of L2 students’ collocation competence from different large populations might present a reliable framework for collocation evaluation. Hopefully, this paper has offered a well-defined application for further studies.

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## **Text and Context: A Hallidayan Model of Translation Analysis**

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### **Abstract**

Translation serves as an operation on language use making the learner aware of the communicative value of the language. Hence, with the use of qualitative research design, this study explored on translation outputs of language students using the Hallidayan model of translation analysis. Specifically, it sought to determine what are the sets of equivalents at the morphological level of the source texts; how is the text structured from the source to the target text and what context is considered in the transfer of the language from the source text to the target text. Sources of outputs were the BEED students enrolled in the course Istruktura ng Wikang Filipino. Translation analyses show that text and context interplay in the translation of both the Itawes and the Filipino language groups which presupposes the influence of culture on the choice of equivalents used by the translators. Specifically, Itawes uses affixation and duplication especially for content words such as nouns, verbs, and adjectives on diphthongs as the focus. When clusters are the focus, the equivalents given are generally similar with the source text. Finally, minimal pairs are open with the language transfer in the target text as several variants of the words surfaces highlighting the cultural background of the translators.

**Keywords:** context, Hallidayan model, source text, target text, translation

## **Introduction**

Language teaching has at its toptnotch challenge to get the students to reflect on the workings of language and the specific functions of the language, in particular. To this end, the language curriculum needs to provide opportunities for students to explore the language, one time-tested exercise on this, is the value of translation. It is the aim of translation activities to investigate on the meaningful use and structure of the language, taking account of two important concepts: the lexis (vocabulary) and the grammar. As students appreciate an interplay between language and culture and as teachers are firm believers in the language-culture equation, this paper aimed to analyze translation works of students. In doing so, the functional grammar adopting the Hallidayan model was used because its lexico- grammatical core is inextricably tied to meaning-making, and students must be offered language awareness in this wider and richer perspective. As these students are second language learners, practical learning experiences should complement their language courses. In aiming at helping them develop as learners and more particularly at empowering them through an increasing awareness of the functions of the English and Filipino languages in the languages of their socio-cultural contexts, it is obviously meant to raise their intercultural consciousness as well. It is the researchers' hope that they are helping students to be able not only to participate actively in practical language processes, but also to act upon them in socially useful ways. The point is that as Malmkjær (in Baker 1998: 287) *'meaning' is realized in the language of the source text and must be realized subsequently in the language of the target text, and it makes no more sense to suggest that translators can ignore linguistic units than it would to suggest that car drivers can ignore the steering mechanism when turning corners.*

Translation activity had been underscored by Al-Musawi (2014) as an activity that aims to facilitate the communication process by interpreting the information received in one language (L1) into another language (L2), and vice versa. Basically, it functions to transmit appropriate meaning of a word or a sentence linguistically, semantically, and pragmatically as second language learners learn and acquire language. While the idea of translation as a pedagogical practice is frowned at by for its different roles in various methods of language teaching used for students from different social backgrounds, most educators affirm that

translation is a powerful tool in helping students comprehend more confidently foreign words and expressions as they communicate ideas in the target language.

It can be gainsaid that as a form of literary experimentation, it also poses writing under constraint which means that the translator has to rewrite the original text, for instance, the text in one's native language (in this case, Filipino), to the target language, (Itawes and English) which may be different from the original language. Within this context, translation is not just a mechanical reproduction of the text but also a creative process, in which the text as rightly opined by Al-Musawi (2014) is “re-localized,” so to speak, within the boundaries and specific features of the target culture.

Looking at it through the lens of a strategic educator, translation can be used as an effective medium for teaching properties and types of meaning underlying semantic relationships, communicative language functions, sentential information structure, and discourse values. Seen from this perspective, translation is a cognitive activity that assists students in learning new phrases and expressions in the target language, and using them to communicate meaning to others. This claim is supported by Connor & Traversa (2014) who cited studies for East-Asian students in China (Xing, Wang, & Spencer, 2008), Japan (Yoshimura, 2002), and Korea (Walker, 2006) where study showed improved writing effectiveness when students were made aware of audience expectations and shown ways to avoid negative transfer from L1 to L2. In addition, Yoshimura showed the effectiveness of using the students' L1 in the EFL writing class.

Finally, this study on translation analysis finds support on Tudor's (1986) as cited by Avand (2009) view that “translation can serve a valuable function with certain categories of ESP learners...Translation as the process of conveying messages across linguistic and actual barriers, is an eminently communicative activity, one whose value could well be considered in a wide range of teaching. Likewise, the strategic use of translation activity in this research undertaking hopes to affirm Avand's (2009) conclusion that translation serves as an operation on language use making the learner aware of the communicative value of the language he is learning by overt reference to the communicative functioning of his or her own language.

### **Research Objectives**

This study aimed to analyze translation outputs of language students using the Hallidayan model of analysis.

Specifically, it sought to determine what are the sets of equivalents at the morphological level of the source texts; how is the text structured from the source to the target text and what context is considered in the transfer of the language from the source text to the target text.

### **Research Methodology**

The study made use of researchers-made 20-items source texts at the sentential level considering levels of language as bases for the translation activity. Language consultants who are both first-language speakers of Itawes and proficient in Filipino and English languages were chosen to validate the items and the appropriateness of the equivalent terms used in the translation activity.

The study employed use of qualitative research. The qualitative design was used with the analysis of the text and context in the light of the translations made. The respondents of the study were the third year BEED students enrolled in the subject *Istruktura ng Wikang Filipino* at the College of Teacher Education Andrews campus. These students hailed from different cultural backgrounds with fifteen (15) Itawes and five (5) Tagalog. Complete enumeration was used in the study. The 15 Itawes were asked to translate the Filipino statements whereas the 5 Tagalog, since the source text is already written in Filipino which is their first language, were asked to translate in the language of their choice which in this study is English as it is the only other language they know apart from Filipino.

This study is framed on the concepts of Manfredi (2008) *Translating Text and Context* which offers a particular perspective on the theory and practice of translation, which necessarily underpins that of Halliday's framework of Systemic Functional Linguistics (SFL). They are of the position that the inextricable link between language and culture can even be highlighted by a linguistic model that views language as a social phenomenon, indisputably embedded in culture, like that of SFL.

The premise of Systemic Functional Linguistics stems from the conception that translation "[...] as a textual practice and translations as meaningful records of communicative events". Apart from proficiency in two languages, the source and target ones, translation presupposes much knowledge and know-how – together with the flexibility, and capacity, to draw on a wide range of other disciplines, depending on the text being translated.

Even though the most evident problems that come up when translating may seem to be a matter of words and expressions, translation is *not* only a matter of vocabulary: grammar also plays a

large and important role. The main focus of FG should become clear from the definition offered by Halliday himself:

It is functional in the sense that it is designed to account for how the language is **used**. Every text [...] unfolds in some context of use [...]. A functional grammar is essentially a ‘natural’ grammar in the sense that everything in it can be explained, ultimately, by reference to how language is used (Halliday 1985/1994: xiii, *emphasis in the original*).

In view of the above framework, a translator then deals with two different cultures, the source and the target one, and is often faced with the problem of identifying culturespecificity, which obliges finding a way to convey those features to his or her cultural audience. As a result, it is believed that an approach which focuses on language embedded in context can prove itself to be a real help in the act of translating.

On this note, Jalilifar (2009) points to an important aspect of functional grammar which is the way information is structured in communication. If one is explaining something to another person, specifically in writing, he/she should organize what one says in a way that will make it easier for the reader to understand. Theme has its role in the way information has to be represented or distributed in a message. It is, according to Halliday (1985), plays a major role in the organization, communication, comprehension, and interpretation of a message as the structuring of language in a message is realized in the thematic structure of the consistent clauses of a text; hence the organization of the foci of translation analysis in the following texts based on morphological levels: diphthongs, clusters, and minimal pairs.

## **Results and Discussions**

### **Diptonggo (Diphthongs) as Focus**

Text 1 presents the use of diphthongs in noun *nanay* (mother) translated in different terms *as nanang, ina, mama* and in verb *nagsasampay* (hanging the clothes) and translated in words such as *mabbilag, matablay, mabbabay, and mawwadday*. What stands out from the translated text is the use of affixation *ma* in verbs and the duplication of letters to denote the present action as in the source word *nagsasampay*.

The syntax from the source text is maintained in the translated text with the pattern V-S-DO-OC by Itawes translators whereas English translators have the pattern S-V-DO-OC. It can be implied that vernacular languages are in syntactic consonance with the national language

spoken. While the English language requires an object for the word *nagsasampay* (hanging the clothes) as it may completely change the meaning if the text translated is *The father called the mother who is hanging*, in the Itawes structure it simply expresses the action *nagsasampay* and the object is implicitly understood.

Relative to the findings above, Elli and Isidro (2013) found out that Itawes has affixation, compounding, reduplication, and other linguistic factors. Morphological processes found in nouns are affixation, branding, and adding of another free morpheme. In adjectives, affixation, reduplication - partial and full, compounding, and addition of another morpheme are found. Affixation and reduplication are the only morphological processes found in verbs.

<b>Source Text: Tinawag ng <u>tatay</u> ang nanay na <u>nagsasampay</u>. (The father called the mother who is hanging the laundry.)</b>	
<b>Target Text: Itawes Translation (15)</b>	<b>Target Text: English Translation (5)</b>
Inakkulan y Ama y Ina nga daggun mabbilag.	The father called the mother who is hanging the laundry.
Inakkulan i tatang i nanang nga maddaggun mabbilag.	The father called the mother who is hanging the clothes.
Inakkulan i tatang i nanang nga matablay	The father called the mother who is hanging the clothes.
Inakkulan i papa i mama nga maddagun mawwaday.	The father called the mother who is hanging the clothes.
Inakkulan i papa i mama nga mawwaday.	The father called the mother who is hanging the laundry.
Inakkulan i tatang i nanang nga madama matablay.	
Inakkulan i ama i ina nga mawwaday.	
Inakkulan i ama i ina nga maddaragun nga mabbilag.	
Inakkulan i ama i ina nga maddaragun nga mabbilag.	
Inakkulan y tatang y nanang nga maddaggun matablay.	

Inakkulan i Papa i Mama nga mawwadday.	
Inakkulan i tatang i nanang nga maddaggun matabblay.	
Inakkulan y tatang y nanang nga maddaggun mabbabay.	
Inakkulan yo Ama yo Ina daggun mabbilag	
Inakkulan y ama y ina nga maddaggun matabblay.	

Text 2 tests the noun form of *inakay* (chick) in the Itawes language. The word is commonly translated as *piyak* with variations such as *tuhut*, *piyyak*, *piyat*, and *bahu passa*. Nouns in this case of Itawes translation are made with simple morphological process unlike its verb counterparts. Similarly, the syntax of the translated text follows the structure of the source text: V-S-OP.

On the other hand, one translation in English made use of the phrase *bird's nest* for *inakay* which changes the meaning of the source text. Moreover, the use of the preposition *in* instead of *off* suggests confusion on the appropriateness of prepositions to be used.

While the words in the text have found their equivalents in the target text, Al-Salman (2007) cited Wiersema (2003) who reports that... because of the current trend of globalization, the translator no longer has the absolute need to always find a translation of a term in the target language if this could make the target-language text lose credibility. These translations contribute to a better and more correct understanding of the source culture. Thus, it is not always necessary for the words to find equivalents but in the present study, the translators' work is deemed carefully thought of because of their selection of the target text counterparts.

<b>Source Text: Nahulog ang <u>inakay</u> sa tubig. (The chick fell unto the water.)</b>	
<b>Target Text: Itawes Translation (15)</b>	<b>Target Text: English Translation (5)</b>
Natannag yo tuhut kanyo danum.	The bird's nest fell in the water.
Netappot yo piyak kang danum.	The chick fell off the water.
Netappot yo piyak kang danum.	The chick fell in the water.
Netappot yo piyak kang danum.	The chicks fell in the water.
Netappot yo piyak kang danum.	The chicks fell in the water.

Natappok ya piyyak kan danum.	
Natanag yo piyyak kanyo danum.	
Natanag ne piyat kanne danum.	
Natannag ne piyak kanne danum.	
Nattappok yo piyak kang danum.	
Netappot yu piyyak kang danum.	
Nettappuk yo bahu passa nga piyak kang dannum.	
Nakahbok ya piyak na isa danum	
Nattannag yo anak na kanyo danum.	
Netappok yo piyyak kang danum.	

Text 3 presents the translation of the adjective *uhaw na uhaw* (very thirsty) and the verb *sumayaw* (danced). The adjective *uhaw na uhaw* is in its superlative form and which elicited common translation from the Itawes such as *napanga-pangal*. This repetition of morpheme indicates the intensity of the need of water by the person who danced. Variants of the word are *naw-awwaw*, *napang-pangal*, *sikkadanum*. The verb *sumayaw* (danced) indicates a past action and received the translation *nabbayle* with the use of the prefix *na-* to express the past action. Again, the syntax from the source text Adj-S-V is maintained in the translated text.

Looking at the English translation made, the use of the word *boy* to refer to *lalaki* is not appropriate in the context as *lalaki* is understood as an adult who can already dance with an adult partner. The syntax made in the translation follows the pattern S-LV-SC-Advl C. It is on the adverbial clause where the variations had been made as *after he danced*, *dancing*, *he finished*, *his dance*.

<b>Source Text: <u>Uhaw na uhaw</u> ang lalaki na katatapos <u>sumayaw</u>. (The man who had finished dancing was so thirsty)</b>	
<b>Target Text: Itawes Translation (15)</b>	<b>Target Text: English Translation (5)</b>
Naawwaw ne lalaki kattu nabalín bayle na.	The man is very thirsty after he danced.
Napang-pangal ne lalaki kattu nabalín nga nabbayle.	The boy was so thirsty after dancing.

Napanga-pangal ne lalaki kattu nabali nga nabbayle.	The boy is so thirsty after he finished.
Napapangal yo lalaki kattu nabalín iggina nabbayle.	The guy was very thirsty after his dance.
Napanga pangal ne lalaki nga kababalin na nabbayle.	The boy is so thirsty after he danced.
Sobra awwaw ya lalaki kattu nabalín nabbayle.	
Naawwaw yo lalaki kattu nabalín nabbayle.	
Naw-awwaw ne lalaki kattu balín na nabbayle.	
Naw-awaw ne lalaki katu balín na nabbayle.	
Napangal yo lalaki kabalín i nabbayle.	
Napanga-pangal yo lalaki kattunabalín nabbayle.	
Napanga-pangal ne lalaki kattu nabali nga nabbayle.	
Sika enum ya lalaki kattu nabalín ya bayle	
Sikkadanum ye lalaki nga kababalin la nabbayle.	
Napangangal yo lalaki kattu nabalín nagbayle.	

Text 4 shows the Itawes translation of the interjection *Aray!* (Ouch!) which received two common translations as *aray!* and *ananay!* The pattern V-S from the source text is again maintained in the translated text. However, the English translations made had syntactic differences such as V-S, S-V, S-V-DO. Relative to the translation made, it is also noted that most translators made use of a comma instead of an exclamation point after the word *ouch*.

In line with the use of vocabulary particularly on *sigaw* translated into *shouted*, *screamed*, and *yelled*, Jahangard (2010) professed The transfer of word knowledge which is learned through translation learning of the equivalents and the positive relation of vocabulary learning are possible provided that high involvement load of vocabulary learning activities is present.

<b>Source Text: <u>Aray!</u> Malakas na sigaw ng magnanakaw. (<u>Ouch! Strong cry of thieves.</u>)</b>
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<i>Target Text: Itawes Translation (15)</i>	<i>Target Text: English Translation (5)</i>
Ananay! Nasikan nga kadyaw yo akkokot.	Ouch, Shouted loudly by the thief.
Aray! Nasikan nga karyaw me nakkokot	Ouch, the thief shouted loudly.
Aray! Nasikan nga karyaw me nakkokot	Ouch! Screamed by the thief.
Aray! Nasikan nga kullet yo akkokot.	The thief yelled ouch!
Ananay! Kullet ne Akkokot nga nasikan.	Ouch, Shouted loudly by the thief.
Aray! Nasikan nga karyaw yo akkokot.	
Ananay! Nasisikan nga karyaw yo akkokot.	
Ananay! Nasikan yo karyaw yo akkokot.	
Ananay! Nasikan yo karyaw yo akkokot.	
Aray! Nasikan nga karyaw yo akkokot.	
Aray Nasikan nga karyaw yo akkokot.	
Ananay! Nasikan nga kullet yo pantakayan.	
Apaw! Nasikan nga karyaw ne makokot.	
Ananay! Nasikan nga nekkahi yo minakkokat.	
Ananay! Nasikan nga karyaw yo akkokot.	

Text 5 *Kulay dilaw ang araw* (*The color of the sun is yellow*) is translated as *Kulor ngila yo sinag*. The use of *ngila* by most translators is very apparent as the common word they refer to yellow. Although the word *ngila* may imply a different when used in different context as referring to a color associated with undernourishment, the translators are one in agreement in this text to refer it to yellow as a color. The pattern SC-LV-S in both the Itawes and Filipino languages denote common structure used by the translators. On the contrary, when English translations come into the picture, the reverse syntax applies: S-LV-SC.

Kamala (2008) advanced the subsidiary approach which states that not all cultural nuances translate smoothly into English; this is not necessarily a flaw in the text, for these moments of awkwardness reminds of the ‘translatedness’, underscoring the cultural differences. Rather than attempt a word for word “accurate” correspondence between the original and the adaptation, the translators have used their discretion and left several key words untranslated which kept the regional flavour of the narrative...’

<b>Source Text: <u>Kulay dilaw ang araw.</u> (<u>The color of the sun is yellow.</u>)</b>
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<i>Target Text: Itawes Translation (15)</i>	<i>Target Text: English Translation (5)</i>
Yelo yo kulos sinag.	The color of the sun is yellow.
Kulay ngila yo sinag.	The sun is yellow in color.
Kulay ngila yo sinag.	The color of the sun is yellow.
Kulay ngila yo sinag.	The color of the sun is yellow.
Ngila yo sinag.	The sun is yellow.
Kulor ngila ya sinag.	
Kulor yelo yo sinag.	
Ngila yo kulor yo sinag.	
Ngila yo color yo sinag.	
Ngila yo color sinag	
Kulay ngila yo sinag.	
Ngila yo kulay yo sinag.	
Ngila ya kulay ya sinag.	
Ngila yo kulay yo sinag.	
Ngila yo kolor yo sinag.	

Text 6 shows the unanimous use of the noun *kayu* for the word *kahoy* (wood) by the and the noun *balay* and *bale* for *bahay* (house) by the Itawes translators; whereas, hard wood for the English translators. The pattern SC-LV-S from the source text is carried on even to the target text. On the contrary, from the English translators' perspective, the complement in the adjective form was translated to a noun *hardwood* or *wood* following the syntax S-V. Fittingly stated, Manfredi (2008) affirms that after all, as Halliday acknowledges: a text is a semantic unit, not a grammatical one. But meanings are realized through wordings; and without a theory of wordings – that is, a grammar – there is no way of making explicit one's interpretation of the meaning of a text.

<b>Source Text: Matigas ang <u>kahoy</u> na ginamit sa kanilang <u>bahay</u>. (Hardwood is used in their home.)</b>	
<i>Target Text: Itawes Translation (15)</i>	<i>Target Text: English Translation (5)</i>
Natagat yo kayu nga neusa ra kang balay da.	Hard wood is used to their house.
Natagat yo kayu nga neusa ra kang balay.	Hardwood was used in their house.

Nataggat yo kayu nga neusa da kan balay.	The wood that was used in their house was hard.
Nataggat nga kayu yo neusa da kang balay da.	The wood used in their house was hard.
Nataggat ne kayu nga neusa da kang balay da.	
Nataggat ya kayu nga neusa kan balay da.	
Nataggat yo kayu nga neusa na kanyo bale ra.	
Nataggat ne kayu nga neusa ra kanyo balay da.	
Nataggat ne kayu nga neusa ra.	
Nataggat yo kayu nga neyyusa da kang balay.	
Nataggat yo kayu nga neyusa da kang balay da.	
Nataggat ne kayu nga neusa da kanne balay ira	
Nataggat ya kayu nga neusa kan balay da.	
Nataggat ya kayu nga neusa kan balay da.	
Nataggat yo kayu nga neusa da kan balay.	

Text 7 highlights the source text with the nouns *sitaw* (stringbeans) and *gulay* (vegetable). Analysis shows the variety of noun forms of the word *sitaw* when translated into Itawes: *antak*, *agayat*, *antat* while no change was made for the noun *gulay* as it is the same word transferred in the target text (appendix F). In this text, the syntax follows the pattern S-LV-SC which is also the same pattern used by the English translators. Notably, the use of *pinakakayat* as the Itawes counterpart for *paborito* (favorite) indicates a superlative degree of reference by the Itawes for their favorite as contrasted to the positive degree *kakayat* (like). Reflecting on contrastive rhetoric, Casanave (2004) shows how it has helped teachers build awareness about different conventions of writing in different cultures. She mentions that differences that affect writing across cultures have included rhetorical patterns of organization, composing conventions, cohesion and coherence patterns, writing conventions affecting choice and frequency of text types, and knowledge of audience expectations.

<b>Source Text: <u>Sitaw</u> ang paborito niyang <u>gulay</u>. (Stringbeans is his/her favorite vegetable)</b>	
<b>Target Text: Itawes Translation (15)</b>	<b>Target Text: English Translation (5)</b>

Antak yo pinakakayat na nga gulay.	String beans is his favorite vegetable.
Antak yo pinakakayat na nga gulay.	String beans is his/her favorite vegetable.
Antak yo pinakakayat na nga gulay.	String beans is his favorite vegetable.
Agayat yo kakayat na nga gulay.	His/her favorite vegetable is string beans.
Antak yo kakayat na nga gulay.	His favorite is stringbeans.
Antak ya kayat na nga gulay.	
Antak yo kakayat na nga gulay.	
Antat yo pinakakayat ku nga gulay.	
Antat yo pinakakayat ku nga gulay.	
Agayat yo kakayat na nga gulay.	
Agayat yo kakayat na nga gulay.	
Antak yo kakayat na nga gulay.	
Antak ya kakayat na nga gulay	
Antak yo kakayat na nga gulay.	
Antak yo pinakakayat na nga gulay.	

The borrowing of the English noun form for *bughaw* (blue) as *blue* or *blu* is made evident in text 8 as used by the Itawes translators. While the term blue or blu had been used, a good number of translators made use of *asul* as the color counterpart in the Itawes language.

The sentence pattern S-LV-SC is used in both the source and target texts in the Itawes and English languages. It must be noted, however, that English translators observed gender-fair language by specifying use of *his/her* to refer to the gender as counterpart of *niya*.

Referring to the native language (L1) while learning a new language (L2), some educators argue against the common belief that thinking in the mother tongue might deter thinking directly in the target language, that excessive use of the first language will lead to the emergence of odd combinations of the native and second languages. Hence, learning by linking the new word to its mother-language equivalent is more effective than learning vocabulary in context.

<b>Source Text: <u>Bughaw ang paborito niyang kulay. (Blue is his/her favorite color.)</u></b>	
<b><i>Target Text: Itawes Translation (15)</i></b>	<b><i>Target Text: English Translation (5)</i></b>
Blu yo pinakakayat na nga kulor.	Blue is his favorite color.

Blue yo kakkawan na nga kulay.	Blue is his/her favorite color.
Asul yo kakayat na nga kulay.	Blue is his /her favorite color.
Asul yo kakayat na nga kulay.	Blue is his/her favorite color.
Asul yo kakayat na nga kulay.	Blue is his favorite color.
Kulor asul ya pinakakayat na.	
Blu yo kakayat na nga kulor.	
Asul yo pinakakayat na nga kulor.	
Asul yo pinakakayat na nga kulor.	
Asul yo kayat na nga kulay.	
Asul yo kakayat na nga kulay.	
Blue yo kayat ku nga kulay.	
Asul ya kakayat na nga kulay.	
Asul yo kakayat na nga kulay.	
Asul yo pinakakayat na kang kulor ira.	

Text 9 gives the translation of the verb *dumadalaw* (visits) in the Itawes version of *mappappasyar*, *mappasyar*, *umuumang*, *mappas pasyar*, *paspasyaran*. The variants used can be attributed to the diversity of cultures as the translators come from the different localities. While these variants are evident, the use of *mappappasyar* to denote the habitual visitation done surfaces as the dominant form.

The syntax from both source and target text in Itawes is again maintained showing the Itawes culture of conventionality without losing the meaning of the text. Along this vein, Sengupta (2008) averred opposing one basic tenet of western Translation Theory — that the translated text had to fit into the target culture in terms of the demands of that culture.

<b>Source Text: <u>Dumadalaw</u> siya sa kanyang kaibigan tuwing Linggo. (<u>He/she visits his/her friend every Sunday</u>)</b>	
<b>Target Text: Itawes Translation (15)</b>	<b>Target Text: English Translation (5)</b>
Mappappasyar iggina kanne barkada na kada Ligg.	He visits his friend every Sunday.
Mappappasyar yo ko kofun kada Lingu.	He/ she visits his/her friend every Sunday.

Mappasyar yo kofun na kada Liggū.	He/ she visits his/her friend every Sunday.
Kadda Liggū iggina nga mappasyar kanye koffun na.	He/ she visits his/her friend every Sunday.
Umuumang iggina kang balay yo kofun na kada Liggū.	He visits his friend every Sunday.
Mappas pasyar iggina kanne kahulun na kada Liggū.	
Mappappasyar iggina kanyo barkada na kada Liggū.	
Paspasyaran na yo kofun na kada Liggū.	
Papasyaran na yo kofun na kada Liggū.	
Mappappasyar iggina kang barkada na kada Liggū.	
Mappasyapasyar iggina kanne kavulun na kada Liggū	
Paspasyaran na ne kofun na kada Liggū na.	
Mapasyar gina tsa kofun na kada Liggū.	
Mappaspasyar iggina kanyo kavulun na kada Liggū.	
Mapasyar iggina kanne kofun na kada Liggū.	

### **Klaster (Cluster) as Focus**

In Text 11, the noun *trabaho* (work) received a consistent translated Itawes noun form of *trabahu* only changing the *o* into *u*. It is only in the adjective phrase *mahirap man* (it may be difficult) where target text comes in variation: *nazyat, nazyyat, nasihat*.

The English translations point to two equivalents for the noun *trabaho* which are either *work* or *job*.

In the given text, translation made emphasized the strength in the value system of the Itawes. This lends support to the findings of Cuarteros (2018) who opined that Itawes have very rich cultural values and moral and social values, sense of humility, industry, family customs and traditions, and beliefs and practices of the Itawes. The Itawes recognizes brotherhood, faith

understanding, and perseverance, treasure their unique practices, characteristics and the right attitudes in dealing with other people through his literature.

<b>Source Text: Mahirap man ang kanyang <u>trabaho</u> ngunit mahal niya ito. (His/her job is difficult but he/she loves it)</b>	
<i>Target Text: Itawes Translation (15)</i>	<i>Target Text: English Translation (5)</i>
Maski naziyat yo trabahu na kakayat na pelaman.	He loves his wok eventhough its hard.
Naziyat yo trabahu da ngem kakakayt na peba.	His/her job is difficult but she/he loves it.
Naziyat yo tranahu da ngem kakayat na peba.	He love his/her job even thiugh its hard.
Naziyyat yo trabahu na ngem kakayat da pela iggina.	He/she loves his/her job eventhough it's hard.
Nazziyat ne trabahu na ngem napafuto yo aya na kannay.	He loves his wok eventhough its hard.
Maski naziyat yo trabahu na e nafutu iggina kanyaw.	
Maski anna nga ziyyat yo trabahu na e kakayat na pelaman.	
Iski naziyat yo trabahu na, id idukan na pela yaw.	
Miski naziyak yo trabahu na, id idukan na pela yaw.	
Naziyak ma yo trabahu na	
Nazziyat yo trabahu na ngem kakayat da pela.	
Naziyat man yo trabaho na, mahal na ma yaw.	
Nasihad man ya trabahu na ngem inayat na yaw.	
Damaski nu nazziyat yo trabaho na e kakayat na pelaman.	
Naziyat yo trabahu da ngem kakakayt na peba.	

Text 12 exhibits different meaning-making for the sentence “*Mataas and presyo ng mga bilingin* (The price of goods is high)”. It could be seen from the translations that the noun *presyo* (price) has been transferred as the same word in the target text; however, it could also be observed that there are translators whose view is manifested in their work by merely dropping the word *presyo* and simply used the word *nangina* attaching the idea of price with it.

Syntactically, the sentence from the source text follows the SC-LV-S but the vice versa when translated in English. It must be reckoned, though, that Itawes translators maintained the syntax of the source text in their target text.

<b>Source Text: Mataas ang <u>presyo</u> ng mga bilingin. (The price of goods is high.)</b>	
<b><i>Target Text: Itawes Translation (15)</i></b>	<b><i>Target Text: English Translation (5)</i></b>
Atannag presyo yo magatang yra.	The price of the commodities is high.
Nangina yo presyo yo magatang.	Market products are in high price.
Nangina yo presyo yo magatang.	There is increase in the price of goods.
Numatannang ngamin yo presyo yo magatang ira.	There is increase in the price of goods.
Nangina yo magatang ira.	The price of the commodities is high.
Atannag ya presyo ya magatang ira.	
Atannag yo ngina yo magatgatang.	
Atannag ya presyo ya magatang ira.	
Atannag ya presyo ya magatang ira.	
Nangina yo presyo yo magatang ira.	
Numatannang ngamin yo presyo yo magatang ira.	
Atannag yo magatagatang.	
Atannag ya ngina ya magatgatang?	
Atannag yo ngina yo magatgatang	
Nangina yo magatang.	

The noun *traydor* (traitor) in Text 12 remained as the noun form in the Itawes target text. There is one occurrence of the word *balimbing* (serving two masters) as the counterpart

for *traydor* but which changes the meaning as the word means siding two groups and indicating absence of loyalty.

The structure of the source which is V-S is once more consistent with the structure of the translated texts of the Itawes. By context, it could be surmised that Itawes translators find it facilitative if they simply follow the source and not explore other means which may pose inaccuracy in the meaning of their target text.

<b>Source Text: Nahuli ang tunay na <u>traydor</u> sa pangkat. (The true traitor was caught in the team.)</b>	
<i>Target Text: Itawes Translation (15)</i>	<i>Target Text: English Translation (5)</i>
Nagafut yo firmi nga traydor kanyo grupo da.	The true traitor was caught in the group.
Nagafut yo firmi nga traydor kang kavulun da	The real traitor among the group was caught.
Nagafut yo firmi nga traydor kang kahulun da.	The traitor in the team was captured.
Nagafut yo firmi nga traydor kang mauvuvulun.	The traitor in the team was caught.
Nagafut yu kurug nga traydor kane mavurulun ira.	The true traitor was caught in the group.
Nagafut yu kurug nga balimbing kan grupo da.	
Nagafut yo firmi nga traydor kanyo karavulun da	
Nagafut yo kurug nga traydor kanyo grupo da.	
Nagafut yo kurug nga traydor kanyo grupo da.	
Nagafut yo firmi nga traydor kang grupo da.	
Nagafut yo fermi nga traydor kang mavvurulun.	
Nagafut yo firmi nga traydor kang grupo.	
Nagafut ya kakkutuhan nga traydor tsa grupo.	
Nagafut yo firmi nga traydor kanyo grupo.	
Nagaput yo firmi na traydor kang grupo.	

Text 13 unveils equivalence of the noun *plorera* (vase) in the Itawes language in words such as *vase*, *lampran*, *platito*, *ammasiteran*, *ammasiterang*, *masitera*. The differences in the equivalence of the word could be attributed to the non-familiarity and non-use of the translators of the word *plorera* in their culture. Clearly, as can be deduced, the inappropriate use of *lampran* (lamp), *platito* (plate), *ammasiteran/g/masitera* (pot) shows limitation of knowledge on the part of the Itawes translators.

On the other hand, English translators who come from the capital region whose first language is Filipino easily understood the word as this may have been spoken and used in their culture; hence, their use of the equivalence *vase* common to all of them.

<b>Source Text: Hindi nya sinasadyang nabasag ang plorera sa mesa. (He did not accidentally break the vase on the table.)</b>	
<i>Target Text: Itawes Translation (15)</i>	<i>Target Text: English Translation (5)</i>
Mari na sadya nga mabakka yo vase kanya lamesa.	He unintentionally broke the vase in the table.
Mari na sinadya nga nabakka na ne lampran kane.	He/ she did not mean to beak the flower vase on the table.
Mari na sinadya nga nabakka ne platito kane lamesa.	He didn't mean to broke the flower vase on the table.
mari na nga sinadya nga nabakka yo platito kanyo lamesa.	He/she didn't mean to break the flower vase in the table.
Mari na nga sinadya nga nabakka ne vase kanne lamesa.	He unintentionally broke the vasa in the table.
Mari na nesadya nga nabakka yo ammasiteran kan lamesa.	
Mari na nga nesadya nga mabakka yo vase kanyo lamesa.	
Mari na sinadya nga mabakka ne ammasiterang.	
Mari na sinadya nga nabakka ne ammasiterang.	
Mari na sadya nga mabakka yo.	

Mari na sinadya nga nabakka yo platito kanyo lamesa	
Mari na nasadya nga nabakka ne amisuteraan kang pulo antre sala.	
Mari na nga sinadya tinannag ya masitera sa lamesa.	
mari na nga sadya nga mataffay yo masitera kanyo mesa.	
Mari na nesadya nga binakka yo ammasiteran kan lamesa.	

Text 14 showcases another challenge for cluster level translation of the word *klima* (climate). As seen in the translators' works, *klima* is maintained even in the target text. There are also variants, but these variants *chempo* and *tyempo* maintain the cluster form of the noun given.

Collocations of words or expressions that usually go together such as *tag-ulan at tag-init* is deemed helpful in teaching students as advanced by Conklin and Schmitt (2008) cited in Farrokh (2012) who stated that 'formulaic sequences' were read more quickly than non-formulaic sequences by both groups of participants, supporting the assertion that such chunks 'have a processing advantage over creatively generated. Another reason cited supporting the teaching of collocation is that fluent and appropriate language use requires collocational knowledge. According to Pawley and Syder:

*"Memorized clauses and clause-sequences form a high proportion of the fluent stretches of speech heard in everyday conversation ... Speakers show a high degree of fluency when describing familiar experiences or activities in familiar phrases ... We believe that memorized sentences and phrases are the normal building blocks of fluent spoken discourse"*.

<b>Source Text: Tag-ulan at tag-init ang klima sa bansa. (The cold and wet seasons are the country's climate.)</b>
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<i>Target Text: Itawes Translation (15)</i>
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<i>Target Text: English Translation (5)</i>
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Tiempo uran antre tiempo patu yo klima kanyo bansa.	Rainy and sunny are the climate in the country.
Makaoran antare natapatu yo chempo kanyaw.	Rainy and summer are the climate in our country.
Makaoran antare natapatu yo chempo kanyo lugar.	Tropical is the climate of the country.
Marooran antare napapatu yo chempo kanyo bansa.	The climate of the coutry is tropical.
Tiempo uran antare patu yo klima kanyo bansa tera.	
Uran antre napatu ya tiyempo kan bansa.	
Tsempo uran antare sinag yo tsempo kanyo lugar tera.	
Tyempo urang antre tyempo sinag yo tyempo tera kanyo lugar tera.	
Tyempo urang antre tyempo sinag yo tyempo tera kanyo lugar tera.	
Uran antare patu yo tyempo kanyo lugar.	
Marooran antare napapatu yo chempo kanyo lugar.	
Tyempo urang antre tyempo sinag yo tyempo tera kanyo bansa	
Tyempo uran entre sinag ya klima tsa nasyon.	
Moran antare massinag yo tyempo kanyo lugar tera.	
Mororan antre napapatu yo tyempo kang dyan tera.	

Text 15 underlines the cluster noun *plano* which again, is translated in the same form in its Itawes counterpart. The syntax of SC-LV-S in both the source and target texts is documented. However, the English translators made use of the S-V pattern in their translation work. Consistent with their previous translations of the source text to the target text, the

grammar remains acceptable and functional as the meaning remains in force despite the variety of lexicon to mean the same thing such as *napia and nakasta* as equivalents for *maayos* but which pictures the different cultural contexts of the translators as exemplified in the equivalent *nememuhug* (clean and proper) which closely associates with *napia and nakasta*.

<b>Source Text: Maayos na naisagawa ang kanilang plano. (Their plan was well done.)</b>	
<b>Target Text: Itawes Translation (15)</b>	<b>Target Text: English Translation (5)</b>
Napya nekakwa yo plano da.	The plan was executed in an orderly manner
Nakasta ne nakwa nga plano da.	The plan was done well.
Nakasta ne nakwa nga plano da.	Their plan was successfully done
Nakasta yo nekakwa yo plano da.	Their plan work out well.
Nabalin nga nakasta ne plano da.	The plan was executed in an orderly manner
Napya nga nakwa yo plano da.	The plan was done well.
Nakasta yo nekakwa yo plano da.	
Nememuhug yo pinagganwa da kanyo plano ra.	
Nememuhug yo pinagganwa da kanyo plano ra.	
Nakasta yo nekakwa yo plano da.	
Nakasta yo nekakwa yo plano da.	
Napya nga nabalin da yo plano na.	
Napiya ya iningwa da nga plano.	
Nakasta yo nakakwa yo plano ra.	
Nakasta yo nekekwa yo plano da.	

### **Pares Minimal (Minimal Pairs) as Focus**

Text 16 captures the sentence “*Minsan namasyal ang pinsan ko sa bansa ng pulo’t gata*”. Looking at the translations done in Itawes the noun *pulo’t gata* (honey) received an almost unanimous meaning-making of honeymoon as translated in the word *panghoneymoon*.

This misunderstanding of the equivalence of *pulo't gata* could be associated with common context most Itawes translators are used to. Also striking translation made is the adjective *liberated* as an equivalent term of *pulo't gata*.

<b>Source Text: Minsan namasyal ang pinsan ko sa bansa ng pulo't gata. (My cousin once visited a country with milk and honey.)</b>	
<b>Target Text: Itawes Translation (15)</b>	<b>Target Text: English Translation (5)</b>
Missa nappasyar ne kapittak kang lugar pulo antre gata.	My cousin once went to the country celebrating a honeymoon.
Missa nappasyar ne kapittak kang lugar nga panghoneymoon.	My cousin once went to the country to celebrate a honeymoon.
Missa nappasyar yo kapittak kang lugar nga panghoneymoon.	My cousin once went to the country for their honeymoon.
Minsan, numang nga nappasyar yo kapittak kan panghoneymoon.	There was a time when my cousin visit a country for their honeymoon.
Missa numang me kapittak kong bansa nga pulo't gata	My cousin visited the country for their honeymoon.
Nappasyar missa ya kapittak kan lugar ya asimul ira.	My cousin once went to the country celabrating a honeymoon.
Missa, nappasyar yo kapittak kan lugar nga panghoneymoon.	My cousin once went to the country for their honeymoon.
Missa, nappasyar yo kapittak kan lugar nga panghoneymoon.	
Missa, nappasyar yo kapittak kan lugar nga panghoneymoon.	
Missa, nappasyar yo kapittak kan lugar nga panghoneymoon.	
Kattu missa, nappasyar yo kapittak	
Kattu missa, nappasyar yo kapittak kang pulo antre gata	
Namissa napasyar ya kapissak tsa nasyon.	

Kattu namissa, nappasyar yo kapittak kang bansa nga mesu liberated.	
Kattu namissa, nappasyar yo kapittak kang bansa nga meju liberated.	

Text 17 stresses the collocation made in the phrase *malamig ang hangin* (cold wind) in the sentence “*Malamig ang hangin sa bangin*” (The wind is cold at the cliff). The variety of equivalents provided by the translators such as for the word *bangin* (cliff): *gatag, bangin, avvut, addarahutan, abbut*, provides different meanings which are inconsistent with the meaning in the source text. Contextually, this is understandable as the Itawes do not hail from areas where cliffs are found but most if not all are from the valley or the plain. On a further note, their lack of vocabulary awareness is also underscored as they made use of different equivalents as from what is meant in the source text.

Taking account of Farrokh’s (2012) assertion: Knowing the meaning of a word not only requires knowing its dictionary definition; one must also know the type of words with which it is often associated. Collocations, either fixed or more flexible, are the result of many years of habitual use by fluent speakers of the English". It is believed that automation of collocations helps native speakers to express themselves fluently since it provides 'chunks' of English that are ready to use. Second and foreign language learners, however, because of lacking this automation, may make non-native errors when producing utterances.

<b>Source Text: Malamig ang hangin sa bangin. (The wind is cold in the cliff.)</b>	
<b>Target Text: Itawes Translation (15)</b>	<b>Target Text: English Translation (5)</b>
malammin yo angin kanne gatag.	The wind is cold in the cliff.
Malammin yo angin kang bangin.	The air is cold in the cliff.
Nalammin yo angin kan.	The air in the cliff is cold.
Malammin yo angin kanyo avvut.	The air in the cliff was cold.
Nalammin yo angin kang affut.	The wind is cold in the cliff.
Nalammin yo angin kan addarahutan.	
Malammin yo angin kanyo gatag.	
Nalamming yo angin kan gatag.	

Nalamming yo angin kan gatag.	
Nalammin yo angin kang avvuk.	
Malammin yo angin kanyu avvut	
Nallammin yo angin kang avvut.	
Nalammin ya angin tsa abbut.	
Nalammin yo angin kanne avvut.	
Nalammin yo angin kang avvut	

Text 18 “*Labis siyang natuwa nang matagpuan ang nawawalang lapis*” freely translated into English as “He/she was very excited to find the missing pencil” emphasizes the use of minimal pair *labis-lapis*. The adverb *labis* found different equivalents in Itawes in words like *golpe, sobra, fermi, nelot* while the noun *lapis* did not change at all. The Itawes equivalents used are expressions used to show intensification of the feeling of one who had found a lost item. Typical in the Itawes culture, their overt emotions are coupled by the use of expressions to convince someone of the truthfulness and the sincerity of their emotional state.

<b>Source Text: Labis siyang natuwa nang matagpuan ang nawawalang lapis. (He/she was very excited to find the missing pencil.)</b>	
<b>Target Text: Itawes Translation (15)</b>	<b>Target Text: English Translation (5)</b>
Golpe ayat na kattu nataful na yo lapis na nga nawawan.	He felt really happy when he found his lost pencil.
Nayayat iiging kattu natufulan na yo lapis.	He/she was so happy when he/she found the lost pencil.
Nayayat iiging kattu natufulan na yo lapis.	S/he felt happy after s/he found his/her lost pencil.
Sobra ayayat na kattu natafulan na ne nawawan nga lapis na.	She was very glad when she found the lost pencil.
Sobra yo aya na katu natafulan na yo nawawan nga lapis na.	
Fermi ayat na kattu natuntulan na ya lapis na nga inawwan.	

Bale yo ayayat na kattu nataful na yo nawawan nga lapis na.	
Sobra yo ayayat na kattu nataful na yo lapis na.	
Sobra yo ayayat na kattu nataful na yo lapis na.	
Mayayat iggina fatu natafulan na yo nawawan nga lapis.	
Mayayat iggina fatu natafulan na yo nawawan nga lapis.	
Sobra ayayat na kattu natafulan na ne nawawan nga lapis na.	
Fermi ya ayat na kattu natafulan da ya nawawan nga lapis na.	
Nelot yo ayat na kattu natafulan na yo nawawan na nga lapis.	
Mayayat iggina ktatu natafulan na yo nawawan nga lapis.	

Text 19 presents the minimal pair *lumayo-tumayo* in the text “*Mabilis na lumayo ang lalaking unang tumayo* (The man who had first stood quickly went away”. The adjective *mabilis* (quickly) received equivalents in Itawes: *Alistu*, *Allistu*, *Alalistu* with *alistu* having the most number. The verb *lumayo* received the Itawes counterparts such as *nakaaryo*, *napanaw*, *umarayyu*, *umarug* with *umarayyu* as the closest equivalent considering the context. On the other hand, *nanadag*, *nattadag*, *nanaddag* are the variants for *tumayo* (stood) all of which are appropriate translations in the context of use.

<b>Source Text: Mabilis na lumayo ang lalaking unang tumayo. (The man who had first stood quickly went away.)</b>	
<b>Target Text: Itawes Translation (15)</b>	<b>Target Text: English Translation (5)</b>
Alistu nakaaryo ne lalaki ng nonna nanadag.	The first who stood walked away,
Alistu nga napanaw yo lalaki na naponna nanadag.	The first man who stood immediately stayed away.

Alistu nga napanaw yo lalaki nga naponna nanadag.	The first man to stand went off quickly.
Alistu nga napanaw yo lalaki nga naponna nanaddag.	The first man to stand went off quickly.
Alistu napanaw ne lalaki nga onna nanadag.	The man who stood first went away.
Alistu nga napanaw ne lalaki nga unna nanadag.	The first man who stood immediately stayed away.
Alistu nga umarayyu yo lalaki nga nonna nga nattadag.	
Alistu nga umarayyu yo lalaki nga nonna nga nanadag.	
Alistu nga umarug yo lalaki nga nonna nga nanadag.	
Alistu nga umarayu yo lalaki nga unna nanaddag.	
Allistu nga napanaw yo lalaki nga naponna nanadag.	
Alalistu nanadag ne lalaki nga unna nanadag.	
Alistu nga napanaw ya lalaki nga nonna nanahdag.	
Alalistu napanawg ne lalaki nga unna nanadag.	
Alistu nga napanaw yo lalaki nga naponna nanaddag.	

Text 20 exhibits the use of the minimal pair *masaya-malaya* (fun-free) in the text “*Masaya ang mamuhay sa bayang malaya sa karahasan*” (It is fun to live in a city free of violence). The adjective *masaya* elicited translations such as *Nakasta* and *Naganas* while *malaya* was transferred to the Itawes words *awan* and *arayyu*.

**Source Text: Masaya ang mamuhay sa bayang malaya sa karahasan. (It is fun to live in a city free of violence.)**

<i>Target Text: Itawes Translation (15)</i>	<i>Target Text: English Translation (5)</i>
Nakasta mattolay kang lugar nga awan maggulo.	It is joyful to live in a city that is far of violence.
Nakasta yo manalay kanyo barrio nu awan nga narakat.	It is so happy to live in a place that is far of violence.
Nakasta yo mattolay kanyo barrio nu awan nga narakat	It is great to live in a place free of violence.
Nakasta yo mattolay kanyo barrio nu awan yo nga narakat	It is great to live in a place free of violence.
Nakasta nattolay kanga arayu kang gulo.	It is happy to live in a nation free from violence.
Naganas ya mattolay kan lugar nga awan.	It is joyfull to live in a city that is far of violence.
Nakasta majjan kan lugar nga arayyu kan gulu.	It is so happy to live in a place that is far of violence.
Nakasta majjan kan lugar nga arayyu kan gulu.	
Nakasta majjan kan lugar nga arayyu kang gulu.	
Nakasta yo maddyan kang banyo nga awan narakat.	
Nakasta yo matoly kanyu barrio nu awan ira narakat.	
Nakkasta mattolay kang lugar nga awan nga gulu-gulo.	
Nakasta ya mattolay lugar nga arrayu kan sihat.	
Nakkasta mattolay kang lugar nga awan nga gulu.	
Nakasta yo matoly kanyu barrio nu awan ira narakat.	

## **Conclusion**

In the light of the findings of the study, it is concluded that text and context interplay in the translation of both the Itawes and the Tagalog language groups which presupposes the

influence of culture on the choice of equivalents used by the translators. Specifically, Itawes uses affixation and duplication especially for content words such as nouns, verbs, and adjectives on diphthongs as the focus. When clusters are the focus, the equivalents given are generally similar with the source text. Finally, minimal pairs are open with the language transfer in the target text as several variants of the words surfaces highlighting the cultural background of the translators.

### **Pedagogical Implications**

This translation study is deemed to be of help to ESL teachers as they aim to hone linguistic ability, communicative competence, and cultural awareness of the students. The implication, however, cannot be generalized as there are only few source texts and few student translators as sources of analysis. It can be implied, however, that translation activity such as the one under study highlights students' adaptation to their culture and the influence of language evolution charged by the changing times.

In view of the possible and favorable contribution of translation in language learning and vocabulary enrichment and comprehension, it is best to echo Lee & Chen (2009) who stressed the remarks of Lee and Swales (2006) arguing that “what [apprentice writers] may be mostly missing is fine-tuning of lexical and syntactic subtleties, particularly in terms of their strategic and rhetorical implications.” Apprentice academic writers need and appreciate help with more than just discourse-level genre overviews: Discipline- and genre-specific lexico-grammatical features that are “overused” or “underused” can be brought to the awareness of learners. In this way words, phrases, and patterns taught in monocultural ESP contexts need not be haphazard, impressionistic, or “hit and miss.” Findings from the present study may be shared within the context of L2 academic writing. Problematic items on inappropriateness of word choice can be taught on their own, or be combined with other related language issue or writing strategy.

### **Recommendations**

As the mother tongue acts as the scaffolding in conveying the intended meaning, referring to translation as an activity should be considered acceptable by language educators.

It is suggested further that other languages depicting other cultures such as Ibanag, Ilokano, and the like, be made sources for the translation of words and their exemplification be included. The rhetorical functions of the text may be included as part of the study.

Considering the academic courses especially those covering language structures not just for Filipino major students is also highly recommended as another area of study.

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## Lexical Features and Motivations of Product Reviews on Selected Philippine Online Shops

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### Abstract

Alongside the progress of electronic-business websites, consumers have become more comfortable with online shopping. Subsequently, after purchasing, consumers tend to post their own comments of the product in the same e-business websites. Because of this, product reviews (PRs) have become an indispensable feature in online businesses equally beneficial for both business owners and consumers. This study explored the linguistic features and motivations of online product reviews on selected Philippine online shops, *LAZADA* and *SHOPEE*. Specifically, it looked into the lexical features of the PRs, the factors that motivated consumers to write the product reviews, and the difference of lexical preferences between male and female when they write the reviews. The findings revealed the following: (1) Formality of words in online product reviews primarily involves non-standard spelling, followed by abbreviated word forms, colloquial contractions and use of coined/novel words; (2) Paralinguistic features in online product reviews are dominated by the use of emoticons, capital letters and

punctuations followed by the use of pictures/photos and lastly, by paralinguistic expressions; (3) The factors that motivate consumers to write product reviews varied. Online product reviewers are predominantly driven by venting negative feelings motivation, followed by helping the company, helping other consumers, positive self-enhancement, advice seeking and lastly, by social benefits; and (4) Gender affects the word frequencies of product online reviews, while negation words, personal pronouns, formality of words, and paralinguistic features utilized by both male and female online product reviewers are not different.

**Keywords:** Product Reviews, Online Shops, Lexical Choices, Motivations

## **I Introduction**

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

Consumers' bargaining power seems to have strengthened through the effective accessibility to information, perpetually broadening selection of commodities and services, and probability to share their know-hows about those products more extensively. Consequently, consumers' demands and expectations on products and services also appear to have risen and many have become skeptics on the capability of mainstream brands to sustain or fulfill the guarantees and promises of their respective products. Such paradigm shift in society undoubtedly has been brought by the digital age.

The Internet revolution has given such power to consumers, comprising accessibility to almost any information, reducing the intricacies in decision-making processes of consumers. A number of people have been using social media or websites showing comparison of prices to help inform their choices and employ their power. This could explain how big businesses have thrived alongside the paradigm shift of how consumers are now informed on their choices. Businesses which sell products and/or advertize them online for fast dissemination have created counter measures to make sure that they are at par with others by creating and making product reviews (PRs) as one of their major selling points. It may appear advantageous in a capitalist perspective but it equally creates an automatic check and balance for business because they know that people who have purchased their products will be talking about them.

Dellarocas (2003) claimed that through PRs consumers share ideas and experiences on businesses, brands, goods or services and generate extensive word-of-mouth linkages where

they could show their subjective or personal thoughts and could be accessed easily by the international communities or simply personal friends or colleagues who use the information as an additional reason supporting their decisions in buying certain products. While Lu, Chang, and Chang (2014) claim that the largest crowd or audiences on review platforms encompass patrons looking for product information on a potential procurement/purchase and those writing the reviews. The recognition of such platforms is extensive, and their impact on purchasing decisions and communication behavior is undeniably mounting.

The current study aimed at contributing to the on-going researches on online product reviews by investigating the linguistic features and motivations of online product reviews on selected Philippine online shops. It is a modest step toward developing a theoretically sound content description of Philippine online product reviews, where irregularities and deviations from the ordinary are taken into consideration. Likewise, through the analysis of online product reviews posted on consumer opinion websites, the rules established by online reviewers may shed light to existing claims that genre repertoires change when new communication media emerge (Yates & Orlikowski, 1992). Lastly, the study suggests some pertinent insights to scholars, online product reviewers and online shopping website administrators to assist them in establishing clear goals as to website design guidelines for online shopping website administrators, and to increase quality and quantity of helpful product reviews for online product reviewers. Also, for linguists and scholars, the study may be helpful in establishing how the content of existing product reviews may be used as a potential diagnostic cue into people's emotional states and their interaction with the development of a shared language, retrievable through their lexical choices, for instance, how product reviews' lexical features may open up a trove of insights into the reviewers' personal backgrounds, emotional states, and preferences.

## **1.2 Review of Related Literature**

### ***Product Reviews***

Product reviews are considered one of the most important and relevant genres we have in society today. Both the consumers and business institutions benefit from such genre given their capability to provide a bargaining power for consumers and to provide businesses an avenue to further promote different products based on the reviews themselves. Thus, the present study generally subscribes to genre analysis.

Halliday (1975) posited that the predominant objectives of genre analysis are to illustrate and account for the apparently chaotic realities of the world, to comprehend and account for the exclusive intents of the writer or author, in addition to socially acknowledged communicative purposes, to understand how language is used in and shaped by socio-critical environment, and to provide beneficial solutions to pedagogical and other applied linguistic complications.

Bhatia (2004) argued comprehensively that *genre* essentially refers to language use in a conventionalized communicative setting in order to give expression to a specific set of communicative goals of a disciplinary or social institution, which give rise to stable structural forms by imposing constraints on the use of lexico-grammatical as well as discoursal resources. In this case, the language use in focus is the language employed in product reviews.

With the continuous domination of Internet as information superhighway, product related word-of-mouth exchanges have long migrated to virtual markets, creating dynamic electronic communities, which offer the luxury of information. Sen and Lerman (2007) claim that reviewers dispense time and energy to generate reviews, allowing a societal structure that affords benefits correspondingly for the consumers and the companies or businesses that host automated markets. In fact, product review sites are ubiquitous on the Internet and rapidly gaining popularity among consumers. In such an environment, “who” says “what” and “how” they say it, matters (p.1).

Moreover, Vinerean, Cetina, Dumitrescu and Tichindelean (2013) emphasize that online sellers and advocates are conceivably investing capital in social media advertisement to develop the trust among consumers about source of information in order to influence their online purchase. Lackermair, Kailer and Kanmaz (2013) claim that PRs have become a significant source of information for consumers to make online purchase decisions as they can get elaborate details from reviews, ratings and opinions.

### ***Motivations for engaging in online product reviews***

There are various motivations for writing online product reviews. According to Cheung and Lee (2012), online review writing is a social voluntary behavior motivated by the need for reputation, reciprocity and sense of belongingness to the online community. As such, Hennig-Thurau, Gwinner, Walsh, and Gremler (2004) claimed that the social benefit is the most

influential determinant motive to online review platform visit frequency and comment writing behavior.

Accordingly, Yap, Soetarto, and Sweeney (2013) summarized the different motivations for engaging in positive and negative word of mouth; these include the following: (1) **venting negative feelings**, a motivation to lessen the frustration and reduce the anxiety brought about by the reviewer's recent purchase or experience with a product or service; (2) **help other consumers**, the desire to help other consumers with their decisions without expecting personal rewards; (3) **positive self-enhancement**, a motivation which has been referred to by different authors by different names like *self-concept* (Christodoulides, Jevons, & Bonhomme, 2012), *self-directed* (Bronner & de Hoog, 2011), *egoism* (Cheung & Lee, 2012), and *expression of positive feelings* (Jeong & Jang, 2011) which refer to the desire for positive recognition from others; (4) **social benefit**, a social motivation to belong or to address the need to be part of a group or to participate in online communities; (5) **helping the company**, the consumers' desire to create positive reviews to help the company that provided the service or product, the result of a satisfactory service/product received by the consumer; and (6) **advice seeking**, the need to request for help or to ask feedback to gain more specific and useful information that will help in making a decision, to lessen uncertainty in buying or subscribing a product or service.

### ***Gender and online product reviews***

Several researchers and authors have observed that there is a significant gender gap in terms of consumers' use of the internet and online shopping. Likewise, females are found to invest less efforts and time in using the Internet, and they tend to be less familiar with many web applications (Bimber, 2000; Ono & Zavodny, 2003; Slyke, Comunale, & Belanger, 2003; Rodgers & Harris, 2003). In support, a study on gender differences in consumers' perception of online consumer reviews found that the effect of online consumer reviews on purchase intention is stronger for females than males.

Furthermore, research suggest that men and women differ in terms of communication style. Early studies on gender differences in language such that of Lakoff (1973) identified salient characteristics of women's language, for example, women make use of hedges more than men and that women and men differ in their choice of words or lexical items in similar situations. This claim is then supported by Tannen (1990) who argued that that women use "rapport talk" while men adopt a style described as "report talk," contrasting women's

emphasis on building and supporting social relationships with men's focus on conveying information. Given these backgrounds, it was then claimed that many gender differences in conversational speech also apply to computer-mediated settings (Herring, 1996, 2003). For instance, Herring (2003) revealed that in online forums, female-authored messages are characterized by inclusivity, emotion, hedging and apologies, hence establishing relationship with others. In contrast, messages written by males are more competitive and assertive in nature than with females.

Given the premeditated and/or strategic advantages of product reviews, this study draws on information using social influence theory and on past studies to create theoretical and/or conceptual understanding components of product reviews. Then the study would use actual customer product review data. Generally, the analyses from the data are perceived to contribute to a better understanding of what makes a customer or consumer product review beneficial in the purchase decision process. In the last part, we would conclude with a discussion on the managerial implications for online businesses.

### **1.3 Statement of the problem**

Specifically, this study explored the lexical features of product reviews on selected PH online shops in terms of word frequencies, negation, use of pronouns, formality, and paralinguistic features. The study also looked into factors, which motivate consumers to write product reviews in terms of lexical choices. And finally, it investigated if gender affects lexical choices of online product reviews.

### **1.4 Research Framework**

This section discusses pertinent concepts and theories that are significant in understanding the focus of this study. According to Kiran and Vasantha (2015), product reviews (PRs) provide comments that contain views and judgments, ratings, symbols, images, and icons, which characterize opinions of consumers. As such, the examination of online product reviews in this study is guided by social influence theory and register theory.

According to Jahoda (1959), *Social Influence Theory* denotes how others influence an individual. Likewise, Cialdini (2009) argued that when purchasing a product, people experience social influence. For example, product reviews written by experienced consumers on e-commerce websites often influence consumer behavior in such a way that reviews written

by several experienced consumers are often regarded as a reflection of collective opinion. Hence, Fromkin (1970) claimed that in social influence theory, people build their own opinion based on the group's consensus.

Furthermore, the present study examined online product reviews based on *Register Theory*. The term register refers to specific lexical and grammatical choices made by speakers depending on the situational context, the participants of a conversation and the function of the language in the discourse (Halliday, 1989). Hence, this study attempts to identify the different lexical features of online product reviews by examining its word frequencies, negation, use of pronouns, formality, and paralinguistic features, thereby describing the linguistic features of online product reviews from a register perspective.

## **2 Methodology**

To perform this inquiry, purposeful sampling was utilized to collect data since the study focused only on online product reviews of digital camera. The product reviews included in the corpus was identified using the product classification proposed by Nelson (1970). The proposed classification of products or goods is as follows: (1) *search goods* are those for which consumers have the ability to obtain information on product quality prior to purchase, while (2) *experience goods* are products that require sampling or purchase in order to evaluate product quality. Examples of search goods include digital cameras (Nelson 1970) which will be the focus of this present study. Furthermore, apart from being classified as search goods, digital cameras are considered highly competitive market selling information-intensive expensive products (Pollach, 2006). Thus, consumers are most likely to check online reviews for information as to the product's quality prior to procurement and may be driven to write PRs once they purchased the product.

### **2.1 Research Design**

This paper made use of descriptive method of research. It describes the qualitative data based on the theory to find out the result of the research. Qualitative data were used to determine the prevailing lexical features and motivations of product reviews on selected Philippine online shops. This design aims to quantify particular variables (e.g. use of pronouns, paralinguistic features, etc.) to a certain degree but relatively contributory to the study. Travers

(2002) argues that descriptive exploration uncovers ‘what exists’ and ‘what is,’ and it seeks to determine predominant associations or links among variables to advance some generalizations.

Specifically, it will tally the frequency of the different languages used in the online product reviews and identify the lexical choices of the customers. Moreover, qualitative descriptive design was used to analyze and interpret the salient properties of the discourse in terms of its lexical features, motivations of reviewers (customers), and possible differences in lexical choices and motivations in terms of gender.

## **2.2 Research Corpus/Material**

The study is based on the corpus of 30 electronic versions of product reviews culled from two online shops in the Philippines (15 from *LAZADA Philippines* and 15 from *SHOPEE*) over a specific span of time September to November 2017.

The two online shops, *LAZADA Philippines* and *SHOPEE*, were specifically selected according to two criteria: (1) popularity and (2) nature of products offered. In terms of popularity, both were listed in the top 10 online shops in the Philippines (<http://primer.com.ph/business/2016/02/28/popular-online-websites-for-shopping-in-the-philippines/>). Likewise, both sites offer the product category chosen for this study, the digital cameras.

## **2.3 Data Collection Procedure**

The study purposely chose selected online product reviews that only covered PRs written by customers with full names. This criterion allowed for the cross checking of the names with the customers’ existing *Facebook* accounts to ensure accurate gender identification.

## **2.4 Coding of Data**

To establish the reliability of coding of the content analysis, the researchers involved independent processing of the coding units by two human coders (one of the researchers and another PhD Applied Linguistics student) with subsequent comparison of the results. The degree of observed agreement is determined by cross-tabulating ratings for two coders, and the agreement expected by chance is determined by the marginal frequencies of each coder’s ratings. Kappa is computed based on the equation:  $\kappa = \frac{P(a) - P(e)}{1 - P(e)}$ , where  $P(a)$  denotes the

observed percentage of agreement, and  $P(e)$  denotes the probability of expected agreement due to chance (Cohen, 1960). Next, interpreting kappa values was conducted following Landis and Koch's (1977) guidelines, where values from 0.0 to 0.2 indicates slight agreement, 0.21 to 0.40 indicates fair agreement, 0.41 to 0.60 indicates moderate agreement, 0.61 to 0.80 indicates substantial agreement, and 0.81 to 1.0 indicates almost perfect or perfect agreement. Lastly, following Krippendorff's (1980) conservative cutoff values for kappa coefficients, conclusions were tentatively made for values between 0.67 and 0.80, and definite conclusions were made for values above 0.80, while conclusions were discounted for variables with values less than 0.67.

## 2.5 Methods of Analysis

In analyzing the data, three levels of method of analysis were made. First, to identify the lexical features of online product reviews, the word frequencies, use of negation, use of pronouns, formality and paralinguistic features were listed and tabulated according to gender and from these tabulated frequencies, percentages and rank were obtained. In terms of word frequencies, only the 50 most frequent content words in the corpus were identified. Thus, for the purpose of the analysis, function words (articles and prepositions), numbers, and brand names were excluded. The list of content words was then analysed using Quirk, Greenbaum, Leech and Svartvik (1985) open classes' classification of words: (1) noun; (2) adjective; (3) adverb; and (4) full verb. In terms of use of negation, words which connote negative opinions like *problem*, *drawback*, *weakness*, *flaw*, *criticism*, *quirk*, *downside*, *shortcoming*, *hitch*, *glitch*, *etc.* were identified using frequency count. Likewise, use of personal nouns following Quirk et al., (1985) classification of personal pronouns were listed, tabulated and tallied.

In terms of paralinguistic features, the researchers also analysed product reviews in terms of non-verbal cues used. Bolter (1996) argued that writers try to enforce a univocal interpretation on prose that is otherwise open to many interpretations. In particular, Werry (1996) listed capitalization, spelling, and punctuation as often used to express what disembodied words on a computer screen cannot convey, e.g. emotions or emphasis.

Next, to identify the factors that motivate consumers to write product reviews in terms of lexical choices (positive, negative, and neutral) used, textual analysis of the online product reviews were made following the framework proposed by Yap, Soetarto, Sweeney (2013) and the descriptions provided for each motivations by Rensink (2013). Also, frequency count,

percentage and rank were used to identify the main motivations for engaging in online product reviews.

Lastly, to establish whether gender affect the lexical choices of online product reviews, a statistical software SPSS was utilized. Also, the statistical tool used to test the significant differences between the lexical choices (use of pronouns, negation, formality and paralinguistic feature) and gender (male and female) is the independent samples t-test. There were four independent samples t-test conducted.

### 3 Results and Discussion

#### 3.1 Lexical Features of Philippine Online Product Reviews

The analysis of lexical features of Philippine online product reviews generally involves content analysis, analysis which is exclusive to the product review genre. Knowledge in such genre may be viewed in terms of a generic potential to extend Halliday’s (1975) use of the term that empowers an individual to make appropriate or informed decisions as to the lexical features as well as generic/common resources to respond to known or unfamiliar rhetorical situations. The analysis specifically includes five different angles: (1) word frequencies, (2) negation words, (3) use of personal pronouns, (4) formality of words, and (5) paralinguistic features. The analysis takes into account both the regularities and deviations of these lexical features to understand and to describe Philippine online product reviews.

##### 3.1.1 Word Frequencies

Table 1 shows the number of different words according to types or category, the three most frequent words, total number of words according to the gender of the reviewer, the overall total and its corresponding percentage.

Table 1

*Word-List Types and Tokens*

Category	Top Three Words	<u>Gender of Reviewer</u>		<u>Word-List Inventory</u>	
		Male	Female	<i>f</i>	%
Nouns	Item				
	Photos	149	67	216	31.95

		Thanks			
Verbs	Get				
	Buy	127	58	185	27.37
	use				
Adjectives	Good				
	No	112	53	165	24.41
	great				
Adverbs	Not				
	Very	59	51	110	16.27
	So				
TOTAL		<b>447</b>	<b>229</b>	<b>676</b>	<b>100</b>

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As shown in Table 1, results of the frequency analysis indicate that nouns make up the largest proportion of the corpus, followed by verbs, adjectives, and lastly by adverbs. Moreover, with respect to word frequencies used by males, it is observed that male online PRs employed higher number of different words than female online PRs, almost twice the total of number of words used by females.

Results of the study indicate that word frequencies in online PRs varied. Online product reviewers tend to utilize nouns and verbs with general meanings when they express their opinions. Also, findings of this study suggest that Philippine online product reviews exhibit objective point of view through the prolific use of nouns and verbs to state some facts about a product or its properties in an unbiased or impersonal tone. The following instances are demonstrated below:

- (1) **Item** *shipped* very late...
- (2) **Delivery** *took* longer than 24 hours...
- (3) The **lens** *is* pretty sharp...
- (4) **It** *shoots* good photos and functions well...
- (5) **It** is a waste of money...

In addition, the objective patterns like NP+Verb+Adj in examples 1-3 and PRN+Verb+Adj in examples 4-5 that occur frequently in the results of this study support the claim of Kang and Zhou (2013) that objective patterns are widely-used patterns to describe fact. These patterns are expressed by a variety of lexico-syntactic structures such as ‘part-whole’ relation (Popescu & Etzioni, 2007) and where the verbs express the relationship between the feature and the product. In example 1 and example 4, the words ‘shipped’ and ‘shoots’ express specific actions that indicate the relationship of the adjectives ‘very late’ and ‘good photos’ to noun ‘item’ and pronoun ‘it.’ Likewise, the higher level of use of nouns and verbs indicates that Philippine online PRs have higher levels of word concreteness. Brysbaert, Warriner, and Kuperman (2013) define word concreteness as “the degree to which the concept denoted by a word refers to a perceptible entity” (p. 1). This means that online PRs tend to use common nouns and verbs with specific meanings to provide reviews with direct references to a perceptible entity, hence providing descriptions and evaluations of a product as accurately as possible.

Also, the nouns *items*, *photos*, and *thanks* indicate its reference to the nature of digital camera being reviewed, classified by Nelson (1974) as search goods. The prevalent use of *items* and *photos* suggests that reviews focus more on a textual description and are more likely to address specific, tangible aspects of the product, like how the product performed in different situations. This claim is supported by Mudambi and Schuff (2010) saying that product reviews of search goods provide specific information regarding the functional attributes of the product. On the other hand, the frequent use of the noun *thanks* can be attributed to the identity that the reviewers wanted to enact in their texts. As Barrett (1999) explained, “speakers may heighten or diminish linguistic displays that index various aspects of their identities according to the context of an utterance and the specific goals they are trying to achieve” (p.318). This implies that online product reviewers use the indexical value of the language to position themselves within a particular identity at a particular interactional moment, in this case the use of *thanks* in product reviews show respect, politeness, appreciation and gratitude which indexes Filipino values. Further, the use of verbs, *get*, *buy*, and *use*, adjectives *good*, *no*, *great* and adverbs *not*, *very*, and *so* suggest that reviewers take their task as critics seriously. For instance, PRs report both the pros and cons of the product in detail by describing in reasonable detail how useful, the product was on certain occasion.

Finally, the fact that male online product reviewers used higher number of different words than female online product reviewers indicates males' higher level of enthusiasm towards writing a review related to digital camera, resulting to longer reviews. This suggests that men in general are more comfortable discussing topics related with technology than with females. The following samples are given below:

### (6) Male Product Reviews

Great video camera for wedding! 2 months ago

By Chris A.  Verified Purchase

I've ordered this camera for a wedding video shoot. Got the camera within 3 days. Great lowlight performance even though it's a cropped sensor. The lens is pretty sharp considering it's just a kit lens. I'm going to get the 55-200 vr II lens for this camera for long range shoots at 60fps, perfect for capturing slow mo close-ups at 50% speed. The Manual video adjustments is pretty good, you can now do flat color profile perfect for applying LUTS.

Overall a very good entry level camera! You can also use back button focus.. Perfect for my video needs whenever I need to lock my focus when changing from photo to video without the annoying continues autofocus with full time servos.

Great Product!

 10 people found this helpful ⋮

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 kempgarcia  
★★★★★

Shipping arrived 2 days earlier and it arrived well-packaged. I got the exact item as advertised by the seller. I am happy with the performance of the cam, and no issues so far. I like the wide view, the performance in the dark, and the wifi connectivity.

2017-09-27 03:29 | Yi dashcam only

### (7) Female Product Reviews

Great product, fast delivery 4 months ago

By Venus Leleng  Verified Purchase

Received it on the first day of expected delivery. Accessories are complete and the completely packaged. No issues so far. Great buy ^^

 1 person found this helpful ⋮

---

 angel\_valencia1  
★★★★★

I LOVE THIS!!!! SORRY FOR LATE RATING  Very accommodating seller Excellent quality Well-packaged Well-packaged

2017-06-18 02:04 | 1 Piece

This finding is in line with Herring's (2003) findings that many gender differences in conversational speech also apply to computer-mediated settings. For instance, in online forums, men dominate interactions and women participants typically post fewer messages, and are less likely to receive responses from others. In addition, while female-authored messages tended to foster relationships with others (i.e., were more inclusive, expressed emotion, used hedging and apologies), male-authored messages tended to be more competitive and assertive in nature.

### 3.1.2 Negation Words

According to Pollach (2006) product reviewers are encouraged to deal with negative aspects of the product they are reviewing, and as such they tend to use negation words to express negative information about products they rate positively or negatively. Table 2 summarizes the different negation words found in online product reviews.

Table 2  
*Common of Negation Words in Product Reviews*

No.	Negation Word	<i>F</i>	%
1	Although	1	3.45
2	But	1	3.45
3	Damaged	3	10.34
4	Defective	3	10.34
5	Delayed	1	3.45
6	short-term	1	3.45
7	Disappointed	3	10.34
8	Fake	1	3.45
9	Hard	1	3.45
10	Imperfect	1	3.45
11	Issues	1	3.45
12	Poor	4	13.79
13	Problem	2	6.90
14	Rejected	1	3.45
15	Slow	1	3.45
16	Unaccommodating	1	3.45
17	Late	1	3.45
18	Waste	1	3.45
19	Worries	1	3.45
	<b>TOTAL</b>	<b>29</b>	<b>100</b>

As summarized in the table, there are a total of 19 negation words listed and 29 instances that these negation words were employed. The five most common negation words

used are: ‘poor,’ ‘damaged,’ ‘defective,’ ‘disappointed,’ and ‘problem.’ In addition, it was also observed from the corpus that reviewers tend to combine words like *poor*, *late*, *slow*, and *delayed* with superlative adverbs like *very* and *so* to highlight negative points or with mitigating adjectives like *a bit* and *pretty* to downplay negative comments. The following examples are shown below:

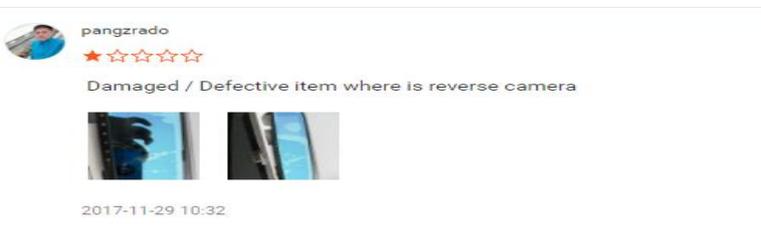
- (8)  bheiyangeli  
 ★★☆☆☆☆  
 Item shipped very late, excellent quality and well packaged though!  
 2017-10-17 10:25 | Red (Concave)
- (9)  nilkkomoko  
 ★★★★★★  
 Same with the other rating. Item should be shipped with more bubble wrap to prevent denting of the package. Courier is a bit slow in delivery, unlike lbc\*1-3 days. But productwise id still rate it 5stars!  
 2017-08-04 22:58 | Space Grey
- (10)  itchoylangam  
 ★★☆☆☆☆  
 Product is ok... Worth it's price... Made me smile for 505Php... But it was packed a bit poorly, i was just happy it was working when i got it...  
 2017-08-23 12:24

Moreover, syntactically, as observed from the above examples, negative words were often presented together with positive information and are linked by contrastive conjunction *but*, for instance, ...*Courier is a bit slow...but product wise* or ...*Made me smile for 505Php...but it was packed a bit poorly*. This finding indicates that online product reviewers take into consideration the argument that every product has downsides or that certain problems may arise with every digital camera used. This means that with negation words, online product reviewers provide information that may be considered important in the decision making of other consumers.

Lastly, it was observed from the data that for exclusive negative product reviews, product reviewers often include pictures of the product to support their negative comments. Interestingly, this feature was observed only in *Shopee PH* online product reviews and not in *LAZADA Philippines*. This observation may be attributed to the nature of the two online shops considered in this study. *Shopee PH* is an online store where one can find inexpensive but cool and trending new items which can be likened to an online “*Divisoria*” which offers class A products, hence high-end quality products are rare (Barrett (1999) /), *LAZADA Philippines*, on one hand, was dubbed as the fastest growing online shopping website in the country which offers a variety of products—from home improvement, gadgets, fashion and lifestyle items, to

appliances. It has also partnered with hundreds of international and local brands which makes the website a one-stop-shop for everything the customer needs (<http://primer.com.ph/business/popular-online-websites-for-shopping-in-the-philippines/>).

This suggests that customers or consumers are more likely to encounter inferior quality products from *Shopee PH* than in *LAZADA Philippines*, thus negative comments are likely to occur. Likewise, the lack of pictures in *LAZADA Philippines* product reviews can also be attributed to the graphical user interface design of the website. Graphical user interface (GUI) is a program that allows the use of icons or other visual indicators to interact with electronic devices, rather than using only text (<https://www.computerhope.com/jargon/g/gui.htm>). In *Shopee PH*, customers are allowed to insert pictures when writing a review, whereas in *LAZADA Philippines* this option is not provided. The examples below illustrate this claim:

- (11)   
2017-11-29 10:32
- (12)   
2017-06-25 21:45 | black-27388

The use of pictures appears to serve as paralinguistic features of the comments wherein reviewers aim to emphasize and to support their claims by establishing their credibility as verified buyers. According to Miniard, Bhatla, Lord, and Unnava (1991), the images evoked by pictures and thoughts about a picture's appropriateness play an important mediating role in the persuasion process underlying peripheral pictures. This means that pictures that convey product-relevant information often enhance the impact of persuasive communications, that is through the use of photos to support negative reviews may make the reviewers' claim more believable to possible consumers who are reading the reviews. Hence, online PRs or consumer reviews could help boost or demerit product and service sales via stimulation of purchasing intentions and positively or negatively affecting the final decision-making of consumers.

### 3.1.3 Use of Personal Pronouns

The use of personal pronouns in online product reviews offers insights as to the extent to which people or reviewers talk about themselves, about their readers, or about third parties.

**Table 3**

*Inventory of Personal Pronouns in Philippine Online Product Reviews*

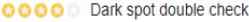
Pronoun	Gender of Reviewer		<i>f</i>	%
	Male	Female		
I (subjective case, first person, singular)	24	18	42	49.41
It (objective case, singular non-personal, third person)	7	5	12	14.12
It (subjective case, singular non-personal, third person)	9	3	12	14.12
You (subjective case, second person, singular)	7	7	14	16.47
You (objective case, second person, singular)	2	0	2	2.35
Me (objective case, first person, singular)	1	0	1	1.18
Her (objective case, third person, feminine)	0	1	1	1.18
They (subjective case, third person, plural)	0	1	1	1.18
<b>Total</b>	<b>50</b>	<b>35</b>	<b>85</b>	<b>100</b>

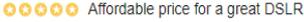
Looking at the list of pronouns in Table 3 above, it shows that personal pronouns occur quite frequently in product reviews written by males than by females. In addition, the most common personal pronouns found in Philippine PRs in descending order include: “I,” “you,” (subjective case, second person, singular) “it,” (objective case, singular non-personal, third person) and “it” (subjective case, singular non-personal, third person).

Results of the study suggest that both male and female reviewers used personal pronouns when sharing their opinions and experiences about a product. In particular, the

prevalent use of pronoun “I” signifies that reviewers talk frequently about themselves, and that the writers share personal experiences when writing product reviews. And although writers also address their audiences or readers directly or generically by the use of pronoun “you,” this was done in a far lesser extent than they talk about themselves. Lastly, third parties referred to with personal pronouns “her” and “they” only occur to a miniscule extent. The following examples are provided below:

(13)  danieldeveramadiaga  
 ★★★★★  
 Very poor...i order the product base on the photo..but sad to say the item that i ordered is not the product that i've been expecting to receive. 😞😞  
 2017-08-28 23:37

(14)  Dark spot double check 8 months ago  
 By Matthew Palma  Verified Purchase  
 Hey I bought your camera when I opened it theres a dark spkt on the screen and I tride to take a video so I thought its just at the screen dosnt affect the video so I tried but it affected the video too so but I just received the camera yesterday I bought it tuesday night I recieved it wednesday morning so today Theres still that black spot so how could I return it to you and for you to replace it. Its been 2 days with me  
 Was this review helpful? ⋮

(15)  Affordable price for a great DSLR 1 week ago  
 By bernadette therese Gadon  Verified Purchase  
 I have it for 6 months now and i havent had any issues yet.  
 Complete package and authentic Canon so you have a warranty.  
 With regards to Lazada, no problems at all.  
 Only problems i have are:  
 -hard to buy another lens (since the one included is a regular 25-55mms  
 -you have to invest in a camera bag too if you dont have one yet  
 Was this review helpful? ⋮

These findings suggest that Philippine online PRs utilize personal pronouns to discuss explicitly personal experience and opinion, hence making online PRs more informative, persuasive and helpful for the readers.

Finally, in terms of gender differences in personal pronouns usage, the findings suggest that males are more likely to use personal pronouns to show their involvement towards the topic and to their audience as compared to females. Again, these results can be attributed to the length of reviews written by males and females, where males typically produce longer texts than with females, suggesting the males’ confidence in writing reviews related to technology. This finding correlates with Ahmad and Mehmood’s (2015) study which found that men used the pronoun *I* at a higher rate than women in order to exhibit dominance.

### 3.1.4 Formality of Words

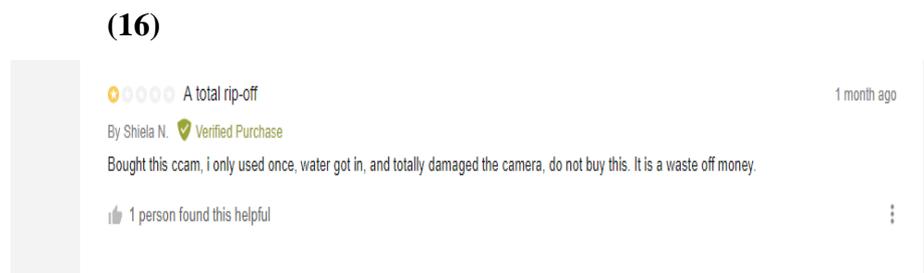
Table 4

*Formality of Words in Online Product Reviews*

Formality Indicator	Gender of Reviewer		<i>f</i>	%
	Male	Female		
Abbreviated word forms	4	0	4	5.55
Non-standard spelling	29	35	64	88.89
Colloquial contractions	3	0	3	4.17
Use of coined/novel word	1	0	1	1.39
<b>Total</b>	<b>37</b>	<b>35</b>	<b>72</b>	<b>100</b>

As shown in Table 4, results of the formality of words analysis demonstrate the immense use of both male and female reviewers of non-standard spelling, at least in online product reviews. Words such as *Vacays, Im, its, id, haven't, don't* (lack of apostrophe and contractions) not observing capitalization (*i*), spelling errors (*off instead of waste of money, SV agreement and past form of the verb*) prove the manifestation of non-standard forms used. The table also reveals that the female reviewers are relatively more formal than their male counterparts as evidenced by lack of use of abbreviated word forms, colloquial contractions, and novel words.

The following examples illustrate the formality of words in online product reviews:



(17)

★★★★★ Five Stars

2 years ago

By Jane Perdizo

The camera is very good and very use full in trips and vacays. The battery last long too

👍 3 people found this helpful



(18)

★★☆☆☆ cheap price for a reason

4 months ago

By Michael P.  Verified Purchase

kinda disappointed, i know its a budget action cam, but video its like you time-travelled into year 2004 (video quality VGA-ish wtf), video skips some frame, you might as well invest in much better action cam if you plan to buy this, you're gonna waste your money

👍 Was this review helpful?



These findings indicate that in terms of online PRs, a particular attitude towards language use seems evident. PRs tend to use language, which performs certain social functions that somehow deviate from the standardized form of language use, hence implying a distinction between formal structure and actual use of a language in online PRs. In this context, the non-standard form appears to be acceptable across differing backgrounds and gender of the writer or of the reader. Likewise, the prevalent use of informal language can be attributed to the limited number of words allowed for writing PRs, which may lead PR writers to drop punctuations and to use abbreviations.

### 3.1.5 Paralinguistic Features

In computer-mediated communication (CMC), particularly in text-based communication, face-related information has been partially substituted by paralinguistic icons, which enable interlocutors to express different emotional states by using text-based representations of facial expressions (Vincent & Fortunati, 2009).

Table 5

*Paralinguistic Features in Selected Online Product Reviews*

Paralinguistic Feature	Gender of Reviewer		<i>f</i>	%
	Male	Female		
Use of emoticons	4	6	10	28.57
Use of capital letters	7	3	10	28.57
Use of punctuations	7	3	10	28.57
Use of paralinguistic expressions	2	0	2	5.71
Use of photos/pictures	1	3	4	11.43
<b>Total</b>	<b>20</b>	<b>15</b>	<b>35</b>	<b>100</b>

Table 5 revealed that both male and female product reviewers use paralinguistic features or orthographic strategies designed to compensate the impersonality of online product reviews. The most common paralinguistic features involve the use of emoticons, use of capital letter and use of punctuations. These were then followed by the use of photos/pictures and lastly, by the use of paralinguistic expressions. Moreover, 20 out of 35 instances of these paralinguistic features occurred in males' product reviews, while 15 of which were made by female product reviewers.

The findings suggest that the use of emoticons provide positive or negative tones to utterances or to indicate irony. Likewise, it appears that online product reviewers use emoticons as an alternative way to express their emotions, feelings, and mood changes to their readers in a restricted communication channels such as text-based product reviews. The following examples below present the different emoticons employed by the reviewers.

- (20) 
- (21) 
- (22) :D :)
- (23) 
- (24) 

With regards use of capital letters and punctuations, it appears that online product reviewers rely on these paralinguistic features to signal emphasis of certain words visually.

Some of the examples taken from the corpus include the following: THE SELLER IS NOT ACCOMMODATING, SO HAPPY HERE, I LOVE THIS and SORRY FOR LATE RATING. Tschabitscher (2017) argued that just like with spoken words, the use of uppercase/capital letters makes the text "sound" louder, either for emphasis or when someone is genuinely upset and would yell those same words in person. However, he also added that the use of all caps on bulletin boards and in email was discouraged and that for many years, it was regarded as a sign of being a newbie to the online realm to compose in all caps. Meanwhile, the overuse of punctuation marks like ..., ???!, and !! may signal enthusiasm for the product the reviewer bought or may express anger, disappointment or frustrations. These observations support Polloch's (2006) claim that product reviews are written by not professional writers, let alone professional critics, and hence reviews typically exhibits simpler structure, persistency, and asynchronicity. Furthermore, Angoluan (2018) noted that the use of paralinguistic features allows its users to adjust to the constraints of technology, in an effort to get their message across.

Lastly, taking into consideration the gender of the reviewers as regards paralinguistic features, it could be argued that both male and female reviewers use paralinguistic features to emphasize reactions to others and to state his/her emotional state to the readers. This is consistent with Wison-Mendenhall, Barrett, and Barsalou (2013) claim that the emotion categories represented in language is situation-specific concepts, that is, the lexicon has the power to shape how speakers/writers of a language make meaning of affective experiences or perceptions in a given time. By emphasizing emotional reaction, PR writers are able to use paralinguistic features to assume their feelings, that is, by putting their feeling of anger or happiness into the emoticons, punctuations, or expressions. However it should be noted that gender differences can also be observed as to the use of these paralinguistic features. First, emoticons occur quite frequently in females' reviews than in males, while the use of capital letters and punctuation marks are prevalent in males' PRs. Second, paralinguistic expressions like "woah" and "pwe" were absent in females' PRs. Third, picture/photos often accompanied females' online reviews. The study conducted by Wolf (2000) also found similar results where the analysis of emoticon (emotional icon) use in online newsgroups appears to reinforce the stereotype of the emotional female and the inexpressive male. Moreover, the males' prevalent use of capital letters and punctuation marks in PRs may also indicate males' laidback attitude towards standard use of language. It appears that female reviewers consider the use of capital

letters and overuse of punctuation marks as non-standard form and its use may indicate arrogance, rudeness or lack of finesse, thereby suggesting low social status. Lastly, the absence of paralinguistic expressions like *woah* or *pwe* on female reviews further supports this claim.

### 3.2 Factors that Motivate Consumers to Write Product Reviews

As mentioned in the literature there are a number of motivations for writing online product reviews. Cheung and Lee (2012) espouse that online review writing is a social optional doings driven by the need for status, reciprocity and sense of belongingness to the online community, which suggests that online review writing is an act of joining the existing online product communication community and fulfilling the sense of belongingness. Table 6 shows the different motivations in online product reviews.

Table 6  
*Motivations in Online Product Reviews*

Motivation Indicator	Gender of Reviewer		F	%
	Male	Female		
Venting negative feelings	8	6	14	35
Help other consumers	4	2	6	15
Positive self-enhancement	4	0	4	10
Social benefit	1	0	1	2.5
Helping the company	4	7	11	27.5
Advice seeking	2	2	4	10
<b>Total</b>	<b>23</b>	<b>17</b>	<b>40</b>	<b>100</b>

Table 6 show that both male and female product reviewers have different motivations for writing online product reviews. The most frequent motivation they exhibited in writing reviews on cameras included *venting of negative feelings*, followed closely by *helping the company*. The motivation for *helping other consumers* came third. Interestingly, the motivations for *positive self-enhancement* and *advice seeking* appeared tied in fourth. It has to be noted further that for the motivation of *advice seeking* both male and female reviewers have equal instances while for the motivation of *positive self-enhancement* all four occurrences manifested only for the male reviewers. It somehow reflects a little of the narcissitic nature of

men since according to Rensink (2013) the motivation for positive self-enhancement refers to the desire for positive recognition from others, which involves self expression, creativity, and ego defense. Last in rank is the motivation for *social benefit*.

Understanding the findings of the present study in terms of motivation is significant because it could impact on purchase intentions of other potential customers. The common motivation of venting negative feelings indicates how Filipino online consumers value quality products and in response, those products which fall behind their expectations or employed false advertisement deserve negative reviews to express their frustrations and to warn other customers. These negative appraisals can be in turn help the company improve their current products and services and provide valuable information about the product for other customers. As argued by Hu, N., Liu, L., & Zhang, J.J. (2008) product reviews have predominant influence on consumers' purchase intentions since PRs generate a remarkable change in the consumers' minds concerning a product or service. Moreover, they claim that consumers may be positively or negatively influenced by the essential features of product reviews, hence online product markets have to be driven in understanding consumers' reviews.

### 3.3 Significant Differences in the Lexical Choices Utilized by both Males and Females

An independent t-test was conducted to compare means of the different lexical choices employed by male and female product reviewers.

Table 7

*Results of T-test and Descriptive Statistics for Lexical Choices between Male and Female Product Reviewers*

Lexical Choice	Gender	Descriptive Statistics			
		<i>M</i>	<i>SD</i>	<i>t-comp</i>	<i>t-tab</i>
word frequency	<i>Male</i>	111.750	38.3091		
	<i>Female</i>	57.250	7.1356	2.797	2.447
Negation	<i>Male</i>	1.267	1.0328		
	<i>Female</i>	.800	1.0823	1.208	2.048
pronoun use	<i>Male</i>	6.250	7.9955		
	<i>Female</i>	4.375	6.0460	.529	2.145

Formality	<i>Male</i>	9.250	13.2256		
	<i>Female</i>	8.750	17.5000	.046	2.447
Paralinguistic	<i>Male</i>	4.200	2.7749		
	<i>Female</i>	3.000	2.1213	.768	2.306

**Legend:  $H_0 : \mu_m = \mu_f$        $H_a : \mu_m \neq \mu_f$       Reject  $H_0$  if  $t_{comp} \geq t_{tab}$**

These findings suggest that male online product reviewers employ more words when writing PRs, hence produce lengthier reviews as compared to female PR reviewers. This result is in accordance to the findings that females are found to invest less efforts and time in using the internet (Bimber, 2000; Ono & Zavodny, 2003; Rodger & Harris, 2003). This unfavorable attitude towards technology by females may explain why males tend to be more active online shoppers than females (Rodger & Harris, 2003). Likewise, the apparent gender gap in internet use may also be associated with different online shopping behaviours between males and females, one of which is writing online product reviews. According to Miyazaki and Fernandez (2001), females show higher level of privacy concerns in using the internet, and their perceived risk of online shopping is greater than males. Hence, the lower word frequency and limited information expressed in female PRs suggest their higher level of privacy concerns in using the internet. It appears that women PR writers are more reluctant to divulge more information than their male counterpart. Interestingly, the findings of this current study support this claim where it was found that PRs written by females on digital cameras exhibit more of emotion words like *love, so satisfied, so happy, thanks* and adjectives like *very good, very accommodating, very late*. This implies that female PR writers in this study are more likely to discuss the social and personal value of the experience in purchasing the digital camera, hence limiting their reviews on the status of delivery, packaging, seller accommodation experience and soliciting help.

Finally, the findings indicating the lack of significant differences in the use of negation words, personal pronouns, formality of words, paralinguistic features between male and female product reviewers suggests the emerging features of online product reviews in the Philippines. The fact that PR writers are not professional writers, let alone professional critics and native speakers of the language they are using to write the product review, in this case the English language, both male and female product reviewers seem to adopt certain linguistic features typical of product reviews analyzed in this study.

#### 4 Conclusions

In light of the findings of the study, the following conclusions are drawn: First, the lexical features of PRs on selected Philippine online shops show that word frequencies in online product reviews varied. The content words in online product reviews are dominated by noun word category followed by verbs, adjectives and adverbs. Negation words are relatively few in online product reviews. The five most common negation words found are ‘poor,’ ‘damaged,’ ‘defective,’ ‘disappointed,’ and ‘problem.’ Use of personal pronouns occur quite frequently in online product reviews. The most common personal pronouns found in Philippine PRs are “I” (subjective case, first person, singular), “you” (subjective case, second person, singular), “it” (objective case, singular non-personal, third person) and “it” (subjective case, singular non-personal, third person). Formality of words in online product reviews primarily involve non-standard spelling, followed by abbreviated word forms, colloquial contractions and use of coined/novel words. Paralinguistic features in online product reviews are dominated by the use of emoticons, capital letters and punctuations followed by the use of pictures/photos and lastly, by paralinguistic expressions. Second, the factors that motivate consumers to write product reviews varied. Online product reviewers are predominantly driven by venting negative feelings motivation, followed by helping the company, helping other consumers, positive self-enhancement, advice seeking and lastly, by social benefits. Third, gender affects the word frequencies of product online reviews, while negation words, personal pronouns, formality of words, and paralinguistic features utilized by both male and female online product reviewers are not different.

Eventually, the findings may provide interesting research-based insights into existing online practices in the k-12 curriculum. Stalker and Horn (2012) discuss that among those online practices in the K-12 include course content and structure, instructional approach, media design, and assessment and feedback. The present study is relevant to the curriculum since it explored the linguistic features and motivations of online product reviews on selected Philippine online shops, *LAZADA* and *SHOPEE*. Particularly, it looked into the lexical features of the PRs, the factors that motivated consumers to write the product reviews, and the difference of lexical preferences between male and female when they write the reviews.

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**Doodle: Towards a Hermeneutical Appreciation  
in Jacques Derrida's Deconstruction**

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**Abstract**

This study unsnarls the power of doodle or graffiti writings on the walls, benches, chairs and other surfaces using hermeneutical appreciation striking Jacques Derrida's deconstruction point of view. It fundamentally explores and digs the hermeneutical lens of these discursive sources of graffiti or doodle writings which are maintained and reproduce with specific social, emotional and personal contexts.

Youths use creative notions to give words and visuals to their feelings. Student doodle or graffiti writers wanted to let people know that they exist in a community and that they don't like to be taken for granted. Walls, benches, chairs and other surfaces to the graffiti writers or doodlers are a best vehicles to express their feelings, thoughts, aspirations and sentiments as well. In this way, listening to the views of the youth would help them develop to become more open to the community where they belong. In this form of expression, teenagers are not restricted on what they have to say, draw or write as their identity remains unknown.

Graffiti or doodles are symbolic text and other creative forms, could be interpreted as they conveyed manifold meanings about the thoughts, inner feelings and aspirations of the youth. The spontaneity of expressing these in doodle writing is a freer method and a better way to understand students' inner voice as this is done under less restrictive and informal setting.

A knowledge of this valuable data could be used as basis for developing an effective school interventions or perhaps in the development of School Graffiti/Doodle Management.

**Keywords:** hermeneutics, deconstruction, school graffiti management

## **Introduction**

Human being needs to communicate in order for him to mingle with his fellowmen. As propounded by Bangayan-Manera (2019), communication is a basic human need. This is the reason why people choose different and creative ways to communicate. Some use verbal and non-verbal ways like talking, yelling and shouting while some communicate with visual pictures. Still others forward a mail or text, some chat using the internet while others leave a note for others to be discovered in interesting places. In any of these forms, two things are clear. First, many people use artistic expression to give words and visuals to their thoughts. Second, people have a need to let people know that they exist and that they do not want to be ignored.

Schools used different means of communication to allow students to empower themselves through extra-curricular activities. These are formal ways instituted by schools like conducting free-violent activities and a minimal ways of self-expression among the youth. The school organ and student body organization are just one of the freer ways that schools allow students to pour out their talents. Particularly in high schools, graffiti or doodle writing permeates in all schools. Doodle writing is also against the school policy. To highlight, Medriano and Maguddayao (2019) stated that “academic institutions are pretty much concerned with this endeavour because it has embraced the fact that though shelter is the first learning arena, most students spend more their time in school which is considered their second home. This points the fact that since students spend more their time in school than in their home, they are exposed to different kinds of beliefs. The challenge is how well they communicate in many ways than verbal to achieve understanding and acceptance not only to themselves but in their community.

While doodles may be interpreted as a form of articulation, systems in the academe view it as a menace. It is for them a destructive form of culture and it is regarded as a common problem of teachers and school administrators. The cost of school doodles can be high and it can indeed present a serious problem for authorities in the academe and taxpayers alike. As a result, it has become even more important to stop doodling in schools.

Its authorship is private and the writers are anonymous as well. In other words, in this form of expression, teenagers are not restricted on what they have to say, draw or write as their

identity remains unknown. This makes the act a form of crime for many countries or something condemned in the school setting..

For doodlers , the process of doing quality writing is a challenge they have to hurdle in the spirit of art. Meanwhile, exposure as a motive in doing graffiti or doodling requires that walls are carefully chosen based on the visibility of the surface to other writers. The more visible is the wall to the general public, the better is the placement of doodle writings.

Doodlers believe that they must “get up” more than everyone else--on walls, overpasses, and any and all private and public property. The more writings made, the better are their feelings as their motive is to do more irrespective whether they are of quality or not.

Doodle writers use form or avenue to show frustration or even disgust with society. Yet, most do not believe that graffiti or doodle writing warrants punitive action. School authorities fail to realize that graffiti or doodle writing is an alternative form of communicating these voices to ventilate the matters or issues affecting them. That when these voices are properly heard, then school authorities can provide positive environment where students could properly and healthily express their thoughts and sentiments.

In Tuguegarao City, doodling penetrates in all schools. Despite the implementation of Bridaga Eskwela of Department of Education policy regulating students to perform such offense. Instead of chasing the doodlers, authorities and teachers need to understand them.

It is for this reason that the fundamental purpose of this study is to interpret the texts and meanings conveyed in school doodles. Such is done so as to attend to the inmost desire students want to claim. Primordially, performing an interpretation or deepening of the texts and its meanings to these works is one way to accomplishing this task .Instead of chasing the doodle writers, authorities and teachers need to understand them.

### **Research Objective**

This study ventured to interpret the texts of the doodles and find meanings to it. This was simply an interpretation of the meanings exude in school doodles and gain an in-depth understanding. By doing so, people may understand the inmost desires of the doodlers in writing doodles.

## **Methodology**

### **Research Design**

This study on the interpretation of school doodles used the qualitative method of research. This also untangle the hermeneutical appreciations using Jacques Derrida's deconstruction. The approach used was thematic analysis so as to better understand the in-depth meaning of text and appreciate the deeper meaning of the doodles written in the different surfaces in school.

### **Locale of the Study**

The study was orchestrated in Tuguegarao City participated by all public and private schools from school year 2015-2018.

### **Research Instrument**

The data gathering procedure used in the study was an interview. The study focused on the interpretation and understanding the relationship between text and meaning of the doodles in the schools. Using the Purposive and snowball technique were executed in the study.

Another interest that the instrument investigated were type of doodle and social messages of the doodles collected to the doodlers. Pictures of the vandalism was also made as a way of documenting the doodlings made in all the schools. Basically, the instrument was in English but was translated in Filipino to ensure that the students understood the questions asked from them. Finally, the interview guide was pre-tested in order to determine its weaknesses and make the necessary modifications to guarantee the accomplishment of the concerns of the study.

### **Data Gathering Procedure**

About 189 pictures of doodles were taken from all schools and 91 doodle writers were interviewed and even given an interview guide for them to answer. Permission from school administrators was one of the steps made. After which, the researcher sought the help of the Guidance Counsellors as to the identification of the doodle writers was made possible. The record of the doodle writers ranges from 2015 until 2018. For proper documentation ,all interviews were recorded and even translated from English to Filipino Language as this would help the doodle writer to clearly understand the interview process.

## **Data Analysis**

Considering that all data were qualitative in nature, thematic analysis was performed. There were three key features from Derrida's deconstruction made possible. First the inherent desire to have a structure understanding; second, the reduction of meaning to set definitions that are committed to writing ( nothing beyond the text)) and finally, how the reduction of meaning to writing captures opposition within that concept itself. Looking into the nexus between the text or scribble and the meaning of the doodles would help the research find the real meaning of the doodles and its implications to students' academic, social and personal lived experiences.

## **Discussion of Results and Findings**

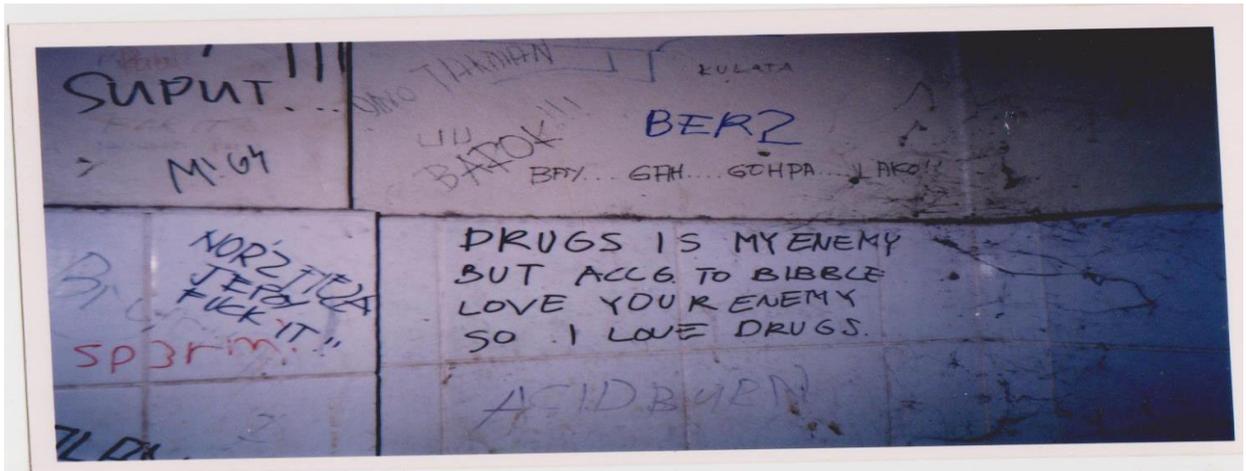
### **Type of Doodle or Graffiti**

#### **Popular Graffiti or Doodle**

Meanwhile, the popular or individualized doodle reflective in the statement bellow, *Drugs is my enemy but according to bible, love your enemy so I love drugs*. The statement suffers from the fallacy of equivocation which is classified as an informal logical fallacy. It is the misleading use of a term with more than one meaning or sense (by glossing over which meaning is intended at a particular time). In this case, the word enemy is misused as a term which makes is equivocally fallacious. Notably, the word bible in the statement is misspelled as "bibble" which illustrates the inability of some youth to correctly spell some words.

Another popular or individualized vandalism that are very visible in the collected doodle is tag. As a matter of fact, the collection of doodle in the study is replete with tags.

### Tag graffiti or Doodle



A thematic analysis of the foregoing reasons reveals that the themes expressed in these forms of doodles are love expression, writing names and obscene expressions. It also reveals that expressing the respondents' emotions reflects the way of searching anonymity and freedom of expression. Because an individual has not written his/her entire name, he/she can find possibility to express his/her feelings by escaping from dangers of being punished or reprimanded. On the other hand, expressing the love through vandalism can be considered as taking risk for love and proving one's emotions/feelings. The most visible part that the writers tag, the better tendency that his writings be viewed by his audience.





Another interesting reason why the respondents perform doodling is because they are influenced by friends. This finding pointed the idea that peers play a major role in the performance of vandalism. Espoused by can be considered a “game,” most often practiced by children and adolescents. Within this kind of game, the destruction raises the status of a vandal to his/her peers. They are seen as strong and courageous. Vandalism seems to in still competition which is part of the game. The picture testified the claim of the this statement.



### **Social Messages expressed in Doodle Writings**

Doodling conveys multitude of thoughts and feelings. As such, it is the basic assumption of the study that doodling is a way of communication by itself. It carries meanings which the doodler holds during the act. A thematic analysis of the different doodles in the study reveals that are expressive of love are illustrative of sex, and reflects concepts on student welfare. Love as a social message dominates among the list of doodle

because as high school students, their concern about having relationship is at its peak. It must be noted that most youth at this age are exploring romantic relationship and one way to express this emotion is through vandalism. Examples of expression of love are revealed in doodles such as:

- \* I LOVE YOU
- \* I Love you Zairah!!
- \* *Mahal na mahal kita Geneva* ( I love you so much Generva)
- \* *Mahal kita!!! 24* ( I love you!!!!24 )
- \* *Name ng gf ko* ( I wrote the name of my GF )
- \* *Pangalan ng babaeng mhal q* ( I wrote the name of the woman I love )
- \* *Pangalan ng crush ko* ( The name of my crush )
- \* I LOVE YOU KENNETH # 29 LALABS KO
- \* Mahal kita!!! Mahalmo rin ba ako?
- \* I LOVE YOU DESREE ANN
- \* *Pangalan ng taong hinahangaan ko* ( The name of the girl whom I have crush on )
- \* *Pangalan ng hinahangaan ko, trip ko lang walang magawa* ( The name of my crush, I don't have something to do that's why I wrote it)
- \* *Puso po* ( I drew a heart shape )
- \* Eugene love Anne
- \* *Mamimiss kita* ( I wrote I will be missing you)
- \* *Ang isinulat ko nung ako'y nagvandal ay pangalan ng crush ko* ( The one that I scribbled was the name of my crush)
- \* D searcher of love

Clearly, majority of these doodle writings with themes of love is a form of dedications to girlfriends/boyfriends play also an important role here. doodlers tend to expressed in the piece the name or nickname of the girlfriend at that moment. It is like a gift to them, it is showing 'I think of you'. The printing of names also signifies recognition through doodling. Their only way to be recognized in a society or community where they belong.



Doodle writing is indeed a personal expression of love. In fact, in most small towns such doodle expressions are still common. The writing or drawing is most likely the product of individuals expressing their own personal feelings for another or perhaps the expression of an individual's wishes, Sad and Kutlu (2009) . Nonetheless, the doodles represents a stroke within the transition phase called a "personal-expressive," form combining, like the social-expressive stroke, drawings and letters/words with a possible emphasis on word. The major difference in this stroke and the previous one involves a movement toward the use of words over drawings and personal expression rather than social expression.

Sex is also another social message that is expressed in many doodle writings in the study area. Sex related concerns are evident in the following vandalism:

- \* Ayut ( Sex )
- \* *Ikaw ay youth; ako ay youth; tayo ang manga youth.*

\* SS means salsag

\* Hugis Titi . Masturbation: Masterbate Now! You'll never know what you missed.



The dominance of sex as a social message in the list of doodle writings is expected in this regard because this is the concern of most youth. As believed by Lannert (2015), at this stage of their lives, they are very much concerned of their sexuality and they express it using their doodle writings.

The human being does not fully express all his/her feelings and therefore through the uses of defense mechanisms finds other ways to protect him/herself from harm or express these hidden feelings. Doodle writing can be regarded as one of the defense mechanisms that is called "Projection" which states that a human who cannot express feelings such as anger explicitly displaces that anger into external objects. On the other hand, doodling can also be considered as a form of displacement wherein one expresses his anger by doodling instead of hitting that person.



Hatred themes were also reflected in many doodle writings. Examples of these are expressed in these doodles through revelation in the interview guide given to the student vandals:

- \* Fuck u
- \*Putang ina mo \_\_\_\_\_
- \* Bitch
- \**Galit ako* ( I am angry )
- \*Fuck Fuck
- \*Mga pangalan ng kinaasaran ko
- \**Name ng kaaway ko* ( The name of my enemy )
- \* Pesti ka

### **Lived Experiences of Student Vandals**

The term lived experience is used to describe the first-hand accounts and impressions of respondents regarding the phenomenon they are into. When student doodlers talk about what it is like to be doodler, they are describing their lived experiences. In this study, the lived experiences of the respondents are divided into personal, academic and social lived experiences. But the focus of this study was the personal lived experiences of the doodlers. The narratives in this regard are products of the collective experiences of the respondents as they appear during the interview. Themes of their experiences were recorded and are weaved to present the phenomenology of the student doodlers.

### **Personal Lived- Experiences of Student Vandals**

A doodler performed doodling because he/she has prior concept of the thing he/she has to do. In other words, student doodlers know what they are doing and they know the reason why they have to do this thing. This springs from the fact that vandalism is perceived as an act of expression. The dominance of the concept about vandalism was the recurrent theme that all the respondents expressed. As an avenue of expression, most of the respondents feel happy for doing vandalism. They were able to express their feelings to their lovers and enemies. To many of the respondents, they felt that putting their name on walls is a way of “being there” even if they are not physically there. The feeling of identification with the tag also grows according to the perception of their friends, classmates and schoolmates who are conceived to be the target

audience. According to them, they felt that people in their school start to recognize the tag as not only a stain on the wall, but as people that speak, fight and love. Even nowadays, some of the respondents find themselves smiling at the wall when they see a tag that they recognize to be theirs. They revealed that the biggest pleasure in vandalism is seeing their own names up on the walls, since as the writers themselves, they are in fact the biggest fan. Thus, doodling is a way of claiming 'I exist'.

Different kinds of feelings emerge among the respondents in performing doodling . Some revealed that performing the act is a de-stressing activity. It released their feelings of boredom, angst, fury and "bad trip" from the circumstances they experience in school and in their homes. In short, doodling became a way of releasing a certain state of mind: 'If I am mad or happy I go to do it and it becomes a product of my soul'. For some writers it was related to releasing a discomfort that comes from the surrounding environment. The stronger the bad feeling for a certain place or a situation and the greater the need to release this anger and to leave it there, on the wall. To sum it up, it is mostly personal reasons that keep the doodling activity going, while all types of youth rebellion appeared in this process. It was about dealing with one's own anger and discomfort. And then it became normal to solve it by doing doodling.

The respondents were one in saying that they have not learned anything good from doing doodling. As a matter of fact, they made personal resolutions that they should not do doodling again as this will be a burden to their school. They also revealed that students like them must have personal discipline and to refrain from bad company of friends who influenced them to perform doodling. Some added that they must not doodler anymore because this will just add to their violations in school. Some have guilty feelings in doing doodling and they asserted that they should not have done what they have written because it makes the school dirty. It is only when they saw the effect of what they have done that they felt a sense of guilt.

Some respondents performed doodling but they were not caught or identified. Others performed doodling with eye witnesses but they were not reported thus, they were not reprimanded or punished. In a way, it is the culture of silence among students that allows vandalism to ride in school. These respondents were happy that they were not caught. Few others were caught and they were brought to the Guidance Office or Prefect of Discipline for questioning. Being discovered a vandal writer in the school is a big problem. Many were so afraid when they were called in the office. Thinking of what to say and the corresponding punishment is rather very tormenting. This is aggravated by the fact that their parents were

called to school to converse with the teacher and principal. The nervousness of being caught or guilty as charged to have done doodling was intense because they were scolded at home and in school. They feared that they will be expelled or they were wary about the penalty to be meted with their misbehaviour. Some were smacked by their parents because they think they were a disgrace in the family. Few of the penalties meted with the student vandals include cleaning the classrooms and gardens in school. Those in private schools were deducted of their grades in conduct because of the act and even suspended. They were also scolded by their teachers and they were required to clean up what they have written.

### **Conclusion and Recommendation**

Writing on the wall was a way of saying that they are ‘being there’ even if they are not physically there. Through doodling that they were able to release their state of mind: their madness, sexuality, happiness, anger, rebellion or affection. As a form of connection, graffiti or doodle also provides them a link with their friends, classmates, schoolmates and gangsters who are the target readers or audience of their craft. This reality was a vivid manifestation of the desire of the youth to put ‘personal stamp’ of their school which is part of the youth culture where in there is desire for recognition, search for identity and autonomy.

By doing so, it hoped that the study could contribute to the study of linguistics in general and in particular to the fields of stylistics, discourse studies and sociolinguistics through the analysis of language use in schools and society at large.

Moreover, the hermeneutical appreciation of this study using Jacques Derrida’s deconstruction point of view be a very useful in framing a positive environment for the secondary schools in Tuguegarao City by recommending possible remedies or solutions that could lessen or eradicate school graffiti or doodle writings.

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## **Metacognitive Reading Comprehension Performance of English as a Second Language Learners**

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### **Bioprofile**

**Gemma R. Pascual** is an Associate Professor V of Cagayan State University at Lal-lo campus teaching basic and major English subjects, professional education and research subjects. She finished her Bachelor of Secondary Education and Master of Arts in Education major in English at St. Louis College of Tuguegarao now Saint Louis University and her Doctor of Philosophy in Education major in Language Education at Cagayan State University Tuguegarao City. She also finished her academic requirements in her Doctor of Philosophy in Language Education major in Applied Linguistics at Philippine Normal University Manila. She is currently the Dean of the College of Teacher Education of Lal-lo campus. She presented various researches in international conferences in the Philippines, Malaysia and Macao.

### **Abstract**

The study generally aimed to determine the reading comprehension performance of the EFL pre-service teachers at Cagayan State University. Specifically, it aimed to find out the personal and home-related profiles of the prospective (English as a Foreign Language) EFL pre-service teachers, how the metacognitive awareness of reading strategies translated into practice, and the relationship between select variables and the reading comprehension performance of the prospective ESL teachers. The study used the descriptive correlational design. Data were collected through a questionnaire and a Reading Comprehension Test from

the 426 purposively sampled EFL pre-service teachers at Cagayan State University school year 2016 – 2017. Data were analyzed using descriptive statistics. It also utilized the 3-point scale to determine their media exposure. Moreover, Pearson r was used to test the relationship between reading comprehension performance and select profile variables.

The pre-service EFL teachers performed high in the reading comprehension test. They used contextual clues or words consistently appearing in the text in getting meanings of vocabulary words and the message of the text and word associations to process their answers to questions asked. The different metacognitive reading strategies aided the prospective ESL teachers in getting the correct answer to the given questions. Finally, the reading comprehension performance of the prospective ESL teachers was significantly related to their exposure to media, and average time spent in reading text.

**Keywords:** metacognitive, reading comprehension, ESL learners

## **Introduction**

### ***Study Background***

Do the prospective ESL teachers know how to learn? It is observed that many students do not know how to look inward to examine how they learn and to judge what is effective. To enable them to succeed in reading, awareness of metacognitive reading strategies is very important. Metacognitive reading strategies are techniques that help students become more successful learners. Since reading problems are common among elementary, secondary and even in the tertiary levels, then the situation should be a crucial goal of instructional design. Hence, improved metacognition can facilitate both formal and informal learning. It can improve the performance of new tasks on the job and help teams problem solve more effectively. This was the intent of the study.

As applied in reading, metacognitive strategies are those activities that make students aware of their thinking as they do reading tasks. In the process, it adopted the concepts of Mokhtari and Reichard, 2002 that metacognitive awareness in reading strategies involve, global, problem solving, and support strategies. As conceptualized, global reading strategies are generalized, intentional reading strategies aimed at setting the stage for the reading act (e.g., setting purpose for reading, making predictions); support reading strategies primarily involve use of outside reference materials, taking notes, and other practical strategies that might be

described as functional or support strategies; while problem-solving strategies are oriented around strategies for solving problems when text becomes difficult to read.

Moreover, the study argues that having good metacognitive awareness towards reading strategies would result to better reading comprehension of the students. This connection can be evidenced by the results of the reading comprehension test. The operation of the use of metacognitive strategies is revealed through the thoughts and actions of the students during and after reading the text.

### ***Study Objectives***

Generally, the study aimed to determine the reading comprehension performance of EFL pre-service teachers of Cagayan State University as influenced by their metacognitive awareness of reading strategies. Specifically, it determined the profile of the EFL pre-service teachers as to age, sex, ethnicity, type of high school graduated from, grade point average in English, media exposure and parent's educational attainment, occupation and monthly income. It also looked into how the EFL pre-service teachers' metacognitive awareness of reading strategies are translated into practice as reflected in the reading comprehension test performance and use of metacognitive strategies during and after reading. Finally, it looked into the relationship between reading comprehension performance and select profile variables of the students.

### ***Research Hypothesis***

There no relationship between reading comprehension performance of the prospective ESL teachers and select variables.

### **Methodology**

#### ***Research Design***

The study used the descriptive correlational design to identify the ESL learner's reading comprehension performance. Described in the study were the students' profile, and the application of students' metacognitive awareness of reading strategies in reading comprehension. This study also determined whether the factors like students' profile correlate with the reading comprehension performance.

### ***Locale of the Study***

The study was conducted at the Cagayan State University. The University is composed of 8 satellite campuses namely: CSU Aparri, Andrews, Carig, Lasam, Lal-lo, Gonzaga, Piat and Sanchez Mira. However, only those campuses offering Bachelor of Secondary Education with English as specialization was considered. Hence, CSU Aparri, Andrews, Lasam, Lal-lo, Gonzaga, Piat and Sanchez Mira were considered.

### ***Samples and Sampling Techniques***

All the 426 second and third year English major students of the College of Teacher Education at Cagayan State University currently enrolled for the school year 2016-2017 were utilized as the respondents of the study. The respondents were purposively sampled.

### ***Research Instruments***

The main instruments used in gathering data were a questionnaire and a reading comprehension test. The questionnaire composed two parts. The first part elicited information about the profile of the learners and the second part dealt with the metacognitive awareness of reading strategies. The instrument was adopted from the Metacognitive Awareness Reading Scale Inventory used by Pascual (2017).

### ***Data Gathering Procedure***

Permission to conduct the study was sought from the University President and from the Campus Executive Officers of the identified campuses. Upon approval, the questionnaires and reading comprehension test were distributed and administered in the campuses based on the schedule prepared. Prior to the distribution, the purpose of the study was explained well and the students were arranged to ensure that cheating was avoided. The questionnaires and the test were personally administered by the author to elicit reliable data and additional information. Students answered the form to obtain basic demographic information about them along with the instruments used. The comprehension test was scored using objective scoring. The students' answers in each item were counted.

### ***Data Analysis***

For the descriptive part of the study, frequency counts, percentages and weighted means were used. For media exposure, the three-point scale was used as shown below:

<b>Numerical Equivalence</b>	<b>Numerical Equivalence</b>	<b>Adjectival Equivalence</b>
3	2.34 – 3.0	Always
2	1.67 – 2.33	Often
1	1.0 – 1.66	Sometimes

The five – point scale was used for the metacognitive awareness of reading strategies of the teachers. The adjectival equivalence of each of the categories is given as:

<b>Numerical Equivalence</b>	<b>Adjectival Equivalence</b>
5	Always or almost always do this
4	Usually do this
3	Sometimes do this
2	Do this only occasionally
1	Never or almost never do this

For the relationship between the profile of the students and metacognitive awareness towards reading strategies, the Pearson Product Moment Correlation (Pearson r) was used.

### **Results and Discussion**

#### ***Personal Profile of the Students***

The profile of the ESL learners as regards to sex, age, ethnicity, type of high school graduated from, and grade point average in English is presented in Table 1.

For their ages, 158 or 37.1 percent were aged 19 followed by the 147 or 34.5 percent aged 18, and the rest were 20, 17 and 20 years & above at 20.2, 5.4 and 2.8 percent, respectively. This finding implies that the ESL learners are on the right ages for their year level for only those enrolled in the second and third year were considered as respondents.

The female students (320 or 75.1 percent) outnumbered the male students (106 or 24.9 percent). This finding implies that the ESL learners of Cagayan State University are female-dominated.

For ethnicity, 331 or 77.7 percent students were Ilocanos, followed by the 55 or 12.9 percent Itawes and the least were the eight or 1.9 percent who were Ibanags. Findings show that the ESL learners are dominated by Ilocanos.

The majority (339 or 79.6 percent) of the students graduated from a public high school; 87 or 20.4 graduated from a private high school. This finding implies that the free education offered in public high schools attract parents to enroll their children in public high schools.

More than half (288 or 67.6 percent) of the ESL learners garnered an average grade from 86 to 90 in their basic English subjects (grammar and composition 1 and 2, speech and oral communication, Philippine and world literatures. Those whose grades were from 80-85 (82 or 19.2 percent), 91-95 (51 or 12 percent), and 96-100 (5 or 1.2 percent) followed. This finding implies that the ESL learners performed satisfactorily in the basic English subjects.

**Table 1**  
**Personal profile of the EFL pre-service teachers.**

Category	Frequency	
	(n=426)	Percent
<b>Sex</b>		
Male	106	24.9
Female	320	75.1
<b>Age</b>		
17	23	5.4
18	147	34.5
19	158	37.1
20	86	20.2
21 & older	12	2.8
Mean: 18.83	SD: 1.17	
<b>Type of Secondary School Graduated From</b>		
Private	87	20.4
Public	339	79.6

<b>Ethnicity</b>		
Ilokano	331	77.7
Itawes	55	12.9
Ibanag	8	1.9
Tagalog	17	4.0
Others (Kalinga, Kapampangan, Malaweg, Waray, Isnag)	15	3.5
<b>Grade Point Average</b>		
80 – 85	82	19.2
86 – 90	288	67.6
91 – 95	51	12.0
96 – 100	5	1.2
Mean = 88.06	SD = 2.86	

### ***Home-Related Profile***

The home-related profile of the ESL learners is presented in Table 2. When asked about the educational attainment of their parents, results reveal that 102 or 23.9 percent of the students' mothers finished high school, 84 or 19.7 percent did not finish high school and only few (57 or 13.4 percent) finished college.

On the other hand, 100 or 23.5 of the students' fathers finished high school, 76 or 17.8 percent did not finish elementary and only few (60 or 14.1 percent) finished college. These results imply that the ESL learners' parents are non-degree holders.

This finding jibed with the earlier information that the ESL learners studied in public high schools during their secondary education. Their parents enrolled them in public secondary schools because of free tuition fee.

For the occupation of the ESL learners' parents, results show that 223 or 52.3 percent of their mothers were unemployed. This finding means that their mothers were plain housewives who never got paid of their services.

On the other hand, the occupation of the fathers of the ESL learners was farming (200 or 46.9 percent). It was followed by driving (52 or 12.2 percent). Others (55 or 12.9 percent) were even unemployed. This finding implies that the prospective ESL teachers' parents have seasonal jobs.

For their parents' monthly income, the majority (317 or 74.4 percent) earned a monthly income range of 10,000 and below followed by those whose income ranged 10,001 to 20,000 and 20,001 to 30,000 with frequencies of 59 or 13.8, and 35 or 8.2 percent, respectively.

These findings imply that the ESL learners' parents live within the poverty line. This finding affirms that parents of the students have no stable jobs because they are non-degree holders.

**Table 2**  
**Home-related profile of the students.**

<b>Category</b>	<b>Frequency (n=426)</b>	<b>Percent</b>
<b>Mother's Educational Attainment</b>		
Elementary Level	65	15.3
Elementary Graduate	49	11.5
High School Level	84	19.7
High School Graduate	102	23.9
College Level	63	14.8
College Graduate	57	13.4
Vocational Graduate	3	.7
MA Graduate	2	.5
PhD Graduate	1	.2
<b>Father's Educational Attainment</b>		
Elementary Level	76	17.8
Elementary Graduate	46	10.8
High School Level	64	15.0
High School Graduate	100	23.5
College Level	70	16.4
College Graduate	60	14.1
Vocational Graduate	10	2.3
<b>Mother's Occupation</b>		
Farming	59	13.8

Teaching	20	4.7
BHW	8	1.9
OFW	41	9.6
Entrepreneurship	48	11.3
Unemployed	223	52.3
House Helper	9	2.1
Others (self-employed, utility, fishing, engineering, deceased)	18	4.2
<b>Father's Occupation</b>		
Farming	200	46.9
Driving	52	12.2
OFW	10	2.3
Entrepreneurship	22	5.2
Technician	7	1.6
Utility Work	9	2.1
Unemployed	55	12.9
Carpentry	37	8.7
Others ( teaching, self-employed, fishing, bank employee, politician, baker, office work )	34	8.0
<b>Monthly Income</b>		
10,000 and Below	317	74.4
10,001 – 20,000	59	13.8
20,001 – 30,000	35	8.2
30,001 – 40,000	5	1.2
40,001 – 50,000	5	1.2
50,001 and Above	5	1.2

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### ***ESL Learners' Exposure to Media***

Table 3 shows that students sometimes read their textbooks, reference materials, dictionaries and watt pads with weighted means of 2.05, 1.94, 2.13, and 2.00, respectively. They never read e-books, journals, pocketbooks, magazines, dictionaries and bibles. The grand mean of 1.77 reveals that the ESL learners sometimes read printed materials and other sources of information.

This finding implies that the ESL learners reading skill is not yet fully developed and they have not developed the habit and love for reading. As such, they have less exposure to the English language, resulting to their inability to acquire passive and active vocabulary.

Several studies on first language acquisition have confirmed the hypothesis that reading can contribute to incidental vocabulary learning (Nagy, et al., 1985; Nagy, et al., 1987). They have shown that learners can learn the meaning of a considerable number of previously unknown words, that the acquisition of words from reading depends to a great extent on the frequency of the words in the text, and that an important factor that affects the rate of acquisition is the conceptual difficulty of words.

**Table 3**  
**Students' exposure to English printed materials and other sources of information.**

<b>English Materials</b>	<b>Weighted Mean</b>	<b>Description</b>
E-Book	1.57	Never
Journal	1.59	Never
Textbooks	2.05	Sometimes
Reference Books	1.94	Sometimes
Pocketbooks	1.45	Never
Magazines	1.57	Never
Newspapers	1.55	Never
Bible	1.85	Never
Dictionary	2.13	Sometimes
Watt Pad	2.00	Sometimes
Overall Weighted Mean	1.77	Sometimes

Legend:

- 1.0 – 1.66      Never
- 1.67 – 2.33      Sometimes
- 1.34 – 3.00      Always

On second language learning, Krashen (2004) claims that foreign language learners can also acquire vocabulary through reading and that exposing learners to comprehensible input that is slightly beyond their current level can result in successful language acquisition. Several

studies on second/foreign language acquisition (e.g., (Brown et al., 2008; Pigada and Schmitt, 2006; Waring and Takaki, 2003; and Zahar et al., 2001) have demonstrated that reading can help learners enrich their vocabulary knowledge through reading. The findings in these studies imply that reading can be an important source for vocabulary acquisition. In addition, Nation (2001: 232) remarks that learning vocabulary from context may be the most important way of learning vocabulary and probably the only option for improving the language outside the classroom in foreign language contexts.

***Reading Comprehension Performance of the ESL Learners***

The metacognitive awareness of reading strategies of the students was translated into practice by undergoing a reading comprehension test. The test used a content-based reading text about the ecosystem. Five comprehension questions were asked to test students’ understanding after reading the text. The two comprehension levels (literal and inferential) were represented in the five questions given.

Results reveal that the majority (404 or 94.8) of the ESL learners got the first question correctly. The question was about vocabulary development showing the meaning of ecosystem. “What is the meaning of the underlined word in the sentence? “When one big tree is cut down in a primary forest, the ecosystem around it suffers such an imbalance that it takes a long time for nature to recover it.” It was easy for the students to get the correct answer because the question was literal and clues were found in the text leading to the correct answer to the question.

**Table 4**  
**Reading comprehension performance of the ESL learners.**

Skill	Frequency of those	
	Getting the Item Correctly	Percent
Literal	404	94.8
Inferential	241	56.6
Inferential	298	70.0
Inferential	221	51.9

Inferential	129	30.3
<b>Total Reading Comprehension Scores</b>		
0	5	1.2
1	28	6.6
2	90	21.1
3	162	38.0
4	106	24.9
5	35	8.2
Mean Score = 3.04		
Standard Deviation = 1.07		

Moreover, more than half of the ESL learners got the correct answer for questions 2, 3 and 4. These questions tested their reading skills in the inferential level. Questions like “what is the purpose of the author in writing the essay?” “According to the essay, what is the main use of a tree?”, and “If cutting down of trees continues, what effect would it bring to life in the forest?” need understanding of the text before coming up with an answer. The students had to use their global reading, support, as well as their problem solving reading strategies to aid in understanding the text.

On the other hand, question number 5 was quite difficult for them because only 129 students out of 426 got the answer correctly. This handicap could be due to the difficulty of the question, “What is the main idea of the essay?”. This question requires the students to read and understand the whole text.

For their total reading comprehension scores, the mean score was 3.04. Out of the 426 students, 162 got 3 out of 5 questions, followed by 106 students who got 4 out of 5, 90 students got 2 out of 5, 35 got 5 out of five, 28 got 1 out of five and 5 got 0 out of five.

Generally, the students performed well in the comprehension test since the majority (303) of the students got scores equal or more than the mean score. Hence, their awareness of the metacognitive reading strategies aided them during the reading of the essay.

The study of Takallou (2011) on the effect of metacognitive strategy instruction on EFL learner’s reading comprehension performance and metacognitive awareness revealed that text

plays a significant role in students' reading comprehension. The students performed better in authentic texts. Further, the experimental group's awareness to metacognitive reading strategies significantly increased after instruction.

***Time Spent in Reading the Text***

The lowest and longest time spent in reading before coming up with an answer is presented in Table 5. For Question number 1 (literal question), the students spent a minimum of .17 minutes and a maximum of 6 minutes to answer the question. For question numbers 2 and 3, it took them a minimum of .05 minutes and a maximum of 8 minutes for the second question and 2 minutes for the third question to have an answer. For questions 4 and 5, they spent 6 to 8 minutes reading before they arrived at an answer.

This necessity is due to the nature of the question. Since the question asked was about the main idea of the selection where they need to read the whole text, it required them to consume more time reading to understand the meaning of the entire text.

For the average time spent in reading, the majority spent 0.16-0.20 minutes reading the text before arriving at the correct answer and the least (4 students) spent 0.05 minutes reading the text. This finding implies that the awareness of the students in using the different metacognitive reading strategies aided them not to spend much time reading. They knew when to scan (reading to look for details) or skim (reading to summarize) the text.

They are aware that they do not need to read the whole text to look for answers because there are questions that could be answered in the first paragraph, second or third and there are also those which could be answered by reading the whole text.

**Table 5**  
**Number of minutes to answer each of the reading comprehension questions.**

<b>Question</b>	<b>Lowest Time</b>	<b>Longest Time</b>	<b>Mean</b>	<b>SD</b>
TimeQ1	.17	6.00	.8169	.36461
TimeQ2	.05	8.00	.8450	.58333
TimeQ3	.05	2.00	.7698	.26548
TimeQ4	0	6	.81	.387

Average Time to Answer an Item (minutes)	Frequency	Percent		
TimeQ5	0	8	.84	.521
.05&less	4	0.9		
.06-0.10	36	8.5		
0.11-0.15	63	14.8		
0.16-0.20	304	71.4		
0.21-0.30	11	2.6		
0.31-0.60	8	1.9		
Mean = 0.16 SD = 0.05				

### *Metacognitive Use of Prior Knowledge in Answering the Test Items*

When asked whether the students' prior knowledge aided in answering the test items, results reveal that prior knowledge aided in answering all the five items in the test as shown in the frequencies of 401, 381, 377, 381, and 375 for items 1-5, respectively (Table 6).

This finding implies that the schemata of the students are useful in understanding reading texts. Reading experts (e.g., (Baldwin et al., 1985) claim that prior knowledge is important in creating a kind of interest, or may be sometimes such interest creates a kind of prior knowledge; anyhow such a kind of prior knowledge increases students' ability of comprehension. For them, students perform better when they read about something they have prior knowledge and interest, both of prior knowledge and interest have additive effects on reading comprehension, although they notice it is not that high. Prior knowledge increases reading comprehension by giving an immediate and effortless access to some information which is not clear or even missed out, and to relate ideas together. Such a prior knowledge facilitates one's ability to predict to read fluently; and henceforth, to comprehend better (Ozuru et al., 2009).

**Table 6****Metacognitive use of prior knowledge in answering the test items.**

<b>Item Number</b>	<b>Frequency of those Using Prior Knowledge to Process Item</b>	<b>Percent</b>
What is the meaning of the underlined word in the sentence?	401	94.1
After reading the text, what do you think is the author's purpose in writing the essay?	381	89.4
According to the essay, which is the main use of a tree?	377	88.5
If cutting down of trees continue, what effects would it bring to life in the forest?	381	89.4
What is the main idea of the essay?	375	88.0

***Number of Times the Selection Was Read To Answer an Item***

The number of times the selection was read to answer an item is presented in Table 7. The students read the text once as their lowest time spent and a maximum of three times for all the items before they came out with their answers. However, more than half (70.19 percent) of the students read the items from 1 to 1.5 times to arrive at an answer. The others (26.29 percent) reread 1.5 to 2 times before they arrived at an answer and the rest read from 2 to 3 times.

This result implies that students used rereading, a metacognitive action, as a strategy to arrive at the correct answer. Studies pinpoint the advantages of rereading, namely: rereading helps students develop a deeper understanding of what they have read (Roskos and Newman, 2014); rereading helps students read with greater fluency, allowing them to give more attention to making sense of what they have read (Pikulski and Chard, 2005); and rereading helps students develop greater accuracy in reading. When students reread, words that they may have struggled to decode on a first reading become increasingly easier to parse (Samuels, 1979).

Rereading is the most effective type of reading, especially of foreign language texts because it offers learners the opportunity to re-think messages and see features they have not noticed in initial reading (Reichard, 2002).

**Table 7**

**Number of times the selection was read to answer an item.**

<b>Question</b>	<b>Lowest Time</b>	<b>Longest Time</b>	<b>Mean</b>	<b>SD</b>
What is the meaning of the underlined word in the sentence?	1.0	3.0	1.310	.5204
After reading the text, what do you think is the author's purpose in writing the essay?	1.0	3.0	1.383	.5415
According to the essay, which is the main use of a tree?	1.0	3.0	1.347	.5457
If cutting down of trees continue, what effects would it bring to life in the forest?	1.0	3.0	1.340	.5437
What is the main idea of the essay?	1.0	3.0	1.343	.5401
<b>Average Times to Reread the Selection</b>	<b>Frequency</b>	<b>Percent</b>		
1.0 – 1.5	299	70.19		
1.6 – 2.0	112	26.29		
2.1 – 2.5	7	1.64		
2.6 & more	8	1.88		
Mean = 1.345	SD = 0.429			

***Clues Used to Answer an Item***

In vocabulary building, clues are very essential to arrive at the correct answer. In the study, the meaning of the word ecosystem was the first clue used with 152 out of the 426 students who chose it, followed by forest/trees with 106, nature with 90 and environment with 58 (Table 8). These words are the common things found in the forest. Hence, to help arrive at

an answer to an unknown word, it is very essential to look for clues in the context of the reading text/essay.

For the second question about the purpose of the author in writing the essay, the essay itself was their clue with 152. This figure was followed by the phrase effects of cutting down of trees with 99. Close to it was the purpose of the author in writing with 93 and the least was the tone of the essay or the feelings of the author about cutting of trees.

For the third question about the main use of a tree, first in the list was the use of the tree found in the text with a frequency of 193, followed by the text itself (169), and the least was the question asked (25).

**Table 8**  
**Clues used to answer an item.**

<b>Clues</b>	<b>Frequency</b>	<b>Rank</b>
<i>What is the meaning of the underlined word?</i>		
Ecosystem	<b>152</b>	<b>1</b>
Forest/Trees	106	2
Nature	90	3
Environment	58	4
Inhabitants	16	5
Habitat	4	6
<i>After reading the text, what do you think is the purpose of the author in writing the essay?</i>		
The Essay Itself	<b>112</b>	<b>1</b>
Effects of Cutting Trees	99	2
Purpose of the Author	93	3
Title	66	4
Question Asked	33	5
Tone of the Essay	23	6
<i>According to the essay, which is the main use of a tree?</i>		
Uses of Tree	<b>193</b>	<b>1</b>
The Essay Itself	169	2

Effects of Cutting Trees	39	3
Question	25	4
<i>If cutting down of trees continue, what effects would it bring to life in the forest?</i>		
The Essay Itself	<b>186</b>	<b>1</b>
Effects of Cutting Trees	151	2
Question	70	3
Habitat	19	4
<i>What is the main idea of the essay?</i>		
The Essay Itself	<b>176</b>	<b>1</b>
Effects of Cutting of Trees	122	2
Question	72	3
Message of the Essay	56	4

### ***Strategies Used to Answer an Item***

The ESL learners used their metacognitive awareness reading strategies to answer the comprehension questions asked based on the essay read. The most evident strategy used to answer the first question was the use of context clues with a frequency of 114 out of the 426 students (rank 1). This was evident because the item was about vocabulary development. Here, they used their metacognitive global reading strategy, which coincides with the result in Table 5 where the students usually used their global reading strategies when analyzing a reading text. Moreover, the prior knowledge or experiences of the students also helped in arriving at the correct answer (103, rank 2). Since the word (ecosystem) is very common, they must have encountered it from their previous readings/lessons in class. Similarly, this is an application of the global reading strategy of students. Recalling past experiences and associating them to present experiences would help process information to arrive at the correct answer to a question.

Next was understanding the text or skimming the text first by noting characteristics like length and organization (65, rank 3). This global reading strategy also was very helpful to get the information asked. Critically analyzing and evaluating information presented in the text

(58, rank 4) was the next strategy students used, which was also a global reading strategy. The students set the stage for the reading act. They set the purpose of the reading act and make predictions to come up with the answer to the question. In so doing, they are aided to come up with the correct answer to the question.

**Table 9**  
**Strategies used to answer an item.**

Strategies	Frequency (n=426)	Rank
<i>What is the meaning of the underlined word?</i>		
Context Clues	<b>114</b>	<b>1</b>
Prior Knowledge	103	2
Understanding Text/Skimming	65	3
Critically analyzing the Text	58	4
Rereading	31	5
Scanning	23	6
Using a Dictionary	14	7
Reading Slowly/Carefully	10	8
Guessing the Meaning	5	9
Reading Aloud	3	10
<i>After reading the text, what do you think is the purpose of the author in writing the essay?</i>		
Critically Analyzing the Text	<b>160</b>	<b>1</b>
Understanding/Skimming the Text	124	2
Rereading the Text	76	3
Using Prior Knowledge/Past Experiences	46	4
Having a Purpose in Reading	10	5
Visualizing / Creating a Picture in the Imagination	6	6
Reading the Text Slowly and Carefully	4	7
<i>According to the essay, which is the main use of a tree?</i>		
Critically Analyzing the Text	<b>140</b>	<b>1</b>

Understanding/Skimming the Text	125	2
Rereading the Text	96	3
Using Prior Knowledge/Past Experiences	46	4
Having a Purpose in Reading	10	5
Visualizing / Creating a Picture in the Imagination	5	6
Reading the Text Slowly and Carefully	4	7
<i>If cutting down of trees continue, what effects would it bring to life in the forest?</i>		
Understanding/Skimming the Text	<b>143</b>	<b>1</b>
Critically Analyzing the Text	97	2
Rereading the Text	55	3
Reading the Text Slowly and Carefully	46	4
Using Prior Knowledge/Past Experiences	36	5
Scanning the Text	17	6
Visualizing / Creating a Picture in the Imagination	16	7
Reading the Text Aloud	11	8
Guessing	5	9
<i>What is the main idea of the essay?</i>		
Understanding/Skimming the Text	<b>129</b>	<b>1</b>
Critically Analyzing the Text	94	2
Using Prior Knowledge/Past Experiences	56	3
Reading the Text Slowly and Carefully	50	4
Summarizing the Text	36	5
Reading the Text Slowly and Carefully	26	6
Paraphrasing the Text	22	7
Scanning the Text	12	8
Guessing the Answer	1	9

For the remaining four questions answered, a similar trend was observed in terms of the strategies they used to arrive at their answers. The first three evident strategies they used

were critical analysis of the text, and understanding/skimming the text, which were both categorized as metacognitive global reading strategies.

Support strategies were also used like rereading the text for understanding, using prior knowledge and experiences, using the dictionary, paraphrasing and summarizing the text to aid in getting the correct answer.

Finally, the problem solving strategies like reading the text slowly, visualizing information to help remember what was read and guessing the correct were also used when the text seem difficult to understand.

These results imply that students' metacognitive reading strategies are very essential in understanding a reading text. Hence, students' awareness and familiarity with the different metacognitive reading strategies enhanced their thinking to succeed in their reading tasks. It implies that success in reading is the confluence of using global strategies, problem solving strategies, and support strategies.

### ***Relationship between Reading Comprehension Performance of the ESL Learners and Select Profile Variables***

As regards the relationship of the reading comprehension performance of the ESL learners and select variables, results reveal that exposure to media was significantly related to their reading comprehension performance as reflected in the correlation coefficient of .113 and the probability values of .020 which is lower than the .05 level of significance. Moreover, the average time spent to read the text was also significantly related to their reading comprehension performance as shown in the correlation value of -.0145 higher than the probability value of .003 at .01 level of significance (Table 10). Thus, the null hypothesis is rejected.

The findings point out that average time spent in reading and exposure to media significantly affect the reading comprehension performance of the ESL learners. As earlier explained, the students who spend more time to process a reading text try their best to do the reading comprehend task. As they have greater exposure to mass media, they have the declarative and procedural knowledge to undertake the reading task. Such awareness makes them more confident to read.

On the contrary, the metacognitive awareness of reading strategies, use of prior knowledge in reading and number of times reading the selections were not significantly related to the students reading comprehension performance. These results imply that whether they

use they prior knowledge in reading or not and whether they read the text once or more than one, their reading comprehension performance remains the same.

This finding is contrary to the findings of Batang (2015) in his study on metacognitive study awareness and reading comprehension of prospective pre-service secondary teachers when he said that the pre-service secondary teachers reading comprehension level is significantly related to the metacognitive strategies they apply in understanding text in English. Those who apply effective strategies in reading had higher comprehension level in reading. He suggests that teachers should teach and emphasize the advantages of applying metacognitive strategies in reading to enhance their reading comprehension level.

Table 10

Relationship between reading comprehension performance of the students and select profile variables.

Variables	Correlation Coefficient	Probability	Statistical Decision
<b>Reading Comprehension Performance</b>			
Average Time To Read the Selection	-.0145	.003	Significant at 0.01
Use of Prior Knowledge	0.005	.913	Not significant
Number of Times Reading the Selection	-0.057	.239	Not significant
Exposure to Media	0.112	0.021	Significant at 0.05

However, this result is similar to the findings of the study conducted on investigating metacognitive awareness of reading strategies to strengthen students' performance in reading comprehension. It was found out that a weak positive relationship between metacognitive awareness of reading strategy (MARS) and scores in reading comprehension. No significant difference was found in the students' level of MARS between good and poor readers. It was also found that the level of MARS for problem solving reading strategy was higher than for

global and support reading strategies. The findings suggest direct instruction in MARS may help students increase their attention to the reading process. Becoming aware of their own thinking as they read and solve problems allows students to seize the advantages of learning opportunities to become strategic and thoughtful readers (Fitrisia et al., 2015).

Similarly, Illustre (2011) found out that problem solving reading strategies correlated positively with text comprehension. The students using this strategy relatively obtained higher scores in the reading tasks. Further, active beliefs about reading were positively correlated with text comprehension. Hence, metacognitive problem solving reading strategies contributed to text understanding.

## **Conclusions**

Based on the aforementioned findings, it is concluded that the ESL learners use their metacognitive awareness reading strategies in reading a text evidenced by relying on their prior knowledge, looking for contextual clues and other words appearing in the text, and rereading the text, which resulted to a moderately good performance

Finally, the more the prospective ESL learner is exposed to media, and the more time and more frequent he/she reads a text, the better and higher is his/her reading comprehension performance.

## **Recommendations**

In the light of the findings and conclusions of the study, the following recommendations were made:

1. English instruction for ESL learners should emphasize on metacognitive strategies to process a reading text. Metacognitive approaches in reading content-based texts should also be integrated in other subject areas to complement whatever English instruction is trying to achieve.
2. In teaching reading, teachers should use reflective thinking in eliciting from the students their metacognitive strategies while they read in order to determine focus in scaffolding them to be better readers. Related to this, students must be made aware of the different metacognitive awareness reading strategies to aid them in their reading activities.
3. Reading assessment should jibe with the metacognitive approaches of teaching to arrive at congruency with how reading is taught and assessed.

4. Teachers must encourage students to use both printed and on line reading activities to develop their reading and other macro communication skills.
5. Students should be given more exposure to tests requiring the use of the inferential and higher levels of comprehension to develop their critical thinking skills.
6. English teachers should design activities that would enhance the reading skills of students to be introduced from their first year to their last year in college.
7. Further studies along metacognition in learning the other language skills as well as the factors that contribute to the variations in their achievement are recommended to be undertaken.

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**Language Policies and Challenges in Promoting Minority Languages in Asia:  
A Systematic Literature Review**

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**Abstract**

Many papers have been published regarding language policies in particular countries. However, studies attempting to provide a panoramic snapshot of language policies and the challenges of policy makers regarding the thriving of minority languages in Asia are scarce. This paper addresses this gap by using a systematic literature review as an approach. It specifically inquired on what language policies and challenges are implemented and encountered, respectively, for the minority languages in Asian countries. Using detailed selection criteria, it made use of 43 research articles. Thematic analysis, through a repertory grid, was employed to come up with the common themes for the problems at hand. In terms of the language policies, three themes emerged, namely: government-initiated language policies

for minority languages, education equality measures for minority languages, and micro-level initiatives for minority languages. This paper finds that although there are in-place languages policies for minority languages in Asia, challenges still confront policy makers. These are articulated in the two themes—variation-related challenges and insufficiency of current policy measures. It concludes that most of the policies for minority languages in Asia are not explicitly inscribed on the respective Constitutions of the countries; however, policy makers continue to craft language policies for the thriving of minority languages. The challenges, on the other hand, fall under a scarcity of resources toward sustainable implementation of the policies.

**Keywords:** language planning, minority languages, indigenous languages, Asian languages, systematic literature review

## **Introduction**

Language policies are born amidst the complex interplay of social, cultural, religious and political forces (Walsh, 2012). Anchoring on this premise, one can say that language planning can be considered as a crucial attempt to influence the language dynamics in (a part or in different parts of) society employing concrete measures that address the corpus, the status, the acquisition, and/or the prestige of a single or more language varieties (Haugen, 1987). Because of this prestige, a more prestigious language identified by a national language policy may endanger the “other languages” (Sonntag & Cardinal, 2015; Tollefson & Tsui, 2004).

The Ethnologue (2013) reported that the globe has almost 7, 100 living languages. Nearly 1,500 of these are in trouble, and some 1,000 are dying. These endangered languages are also branded as minority languages, more popularized by Crystal (2003). Minority languages, according to Grin (1995) and Austin & Sallabank (2011), refer to languages spoken by the smaller population of a particular country. They also claim that minority languages are at-risk languages due to their declining utility because their speakers are compelled to shift to the national language.

Since language is a major component of ethnicity, a vehicle to keeping one’s culture, and a communicative instrument among minorities (Mingyuan, 2014), language policymakers should likewise put paramount consideration on the impact and effect to the minority languages. In fact, Dekker and Young (2005) claimed that minority languages represent the rich cultural heritage rooted within cultural communities. Hence, the decline of the minority

languages may also mark the demise of the living cultural heritage of the minorities. Another threat that may contribute to the diminishing force of the minority languages is the rise of English as a global language (Crystal, 2003). This concept is, indeed, a concern on language policy. Crystal warned that if some people celebrate the English language success in the community at the expense of "other languages," this may contribute to the death of minority languages.

The status of minority languages in language planning and policy still attracts many scholars. In fact, many researchers delved into the different views of language policies concerning minority languages (Hartono, 2016; May, 2012; Canagarajah, 2005; Grin, 2005; and Skutnab-Kangas, 2004). Asia is one potential setting where research on language policy about minority languages is rich. In the latest study of Kosonen (2016), he presented that Asia is a continent with high multilingual countries. This means that most Asian countries are multilingual, thus, having a high presence of minority languages. In fact, in the whole world, almost 300 are considered as majority languages (Dekker & Young, 2005). However, most of these researches are only specific to their respective countries (Rahman, 2010; Coluzzi, 2011; Qian, 2017; Han et al., 2012; Groff, 2015; Vail, 2005; Zakaria, 2016; Dekker & Young, 2005; and Smith, 2003).

From these researches, Asian countries have crafted language policies based on various problems and demands. For instance, in Bangladesh, the passing of new language policy in 2009 created a flicker of hope to the minorities. According to Rahman (2010), the Education for All (2015) program of the United Nations pushed the language planners to craft such a policy for the minority languages. In Brunei, language policymakers have struggled to reverse language shift for the minority languages. Coluzzi (2011) reported that caring for the minority languages in Brunei is a difficult task that the government needs to publish some literature, particularly for children, and produce some radio and television programs using minority languages. The government has also introduced minority languages into the school curriculum and mandated education sector to craft more learning materials and to develop experts, translators, and teachers on such minority languages. These interventions create some space for the minority languages in the linguistic landscape. There is, however, a different suggested intervention in China. Han et al. (2016) recommended that educators become active language policymakers in their own right. Put simply, they claimed that university instructors and teachers should work collaboratively to question and modify top-down language policy for the

benefit of the minority language speakers. In the Philippines, though, the government gives paramount consideration to the minority languages by expanding the Bilingual Education policy (Dekker and Young, 2005) through a law in 2012, known as RA 10533 or the Enhanced Basic Education Curriculum (EBEC). The EBEC follows the research suggestion of Dekker and Young (2005) on the integration of the Mother-Tongue-Based Multilingual Education in the first three years of elementary education. This concern of language planning and policy addresses the need for appropriate language education for the minorities.

Although there are many country-specific studies on problems and solutions for minority languages, there are a little number of Asian studies focused on comparing language policies of different countries in terms of minority languages. Moreover, there are few published studies focused on a careful synthesis of these strategies on language policy for the minority languages in Asia. This paper intends to address this gap in the literature.

Taking advantage of the plethora of published researches in Asian countries along language policies for minority languages, this study will focus on the problems or challenges and the solutions of policymakers to support the thriving of the minority languages in Asia. This study is significant to create a bank of strategies in language planning and policy for the minority languages, especially in multilingual countries. The presence of a synthesized article of these strategies could become a ready reference of language policy makers and planner, as language planning continues to evolve (Taylor-Leech et al., 2014).

### ***Research Questions***

This study is pegged on one general question. It inquires on what policies were crafted and what challenges confront language policy makers and planners to support the minority languages in Asian countries?

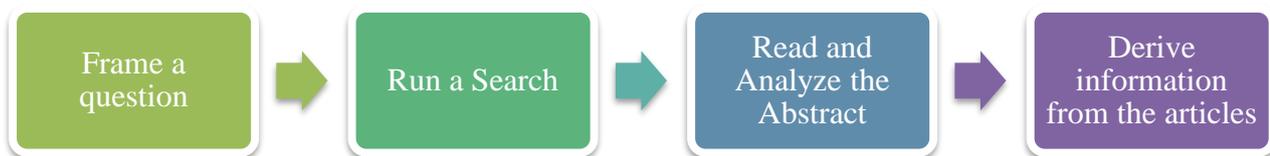
Specifically, this study looked into questions which include: What is the main topic of the research? What gap/s can be deduced from the paper/s? What is the primary objective of the study under a survey? What is the rationale for conducting the study? What methodology is used? What are the salient findings of the study? What conclusions can be deduced from the findings?

## Methodology

### *Search Strategy and Selection Criteria*

Using a systematic review of the literature as its method, this study delved into various studies concerning the topic at hand. Systematic reviews are a type of literature review that uses systematic methods to collect secondary data, critically appraises research studies, and synthesizes studies (Green, Johnson, & Adams, 2006.) Systematic reviews formulate research questions that are broad or narrow in scope and identify and synthesize studies that directly relate to the systematic review question. This type of study may delve into both qualitative and quantitative studies or their combination (Bryman, 2011; Cohen, Manion, & Morrison, 2011). Basu (2017) provided four-pronged procedures in conducting a literature review:

**Figure 1.** Procedures in conducting a literature review by Basu (2017)



To satisfy the aims of this research, various databases were searched to identify studies on language policy about minority languages in Asia. Parameters are formulated to limit the surveyed studies. The parameters or the eligibility criteria were useful to filter the researches that were excluded or included for the study. When a study had not met all the parameters, such was excluded from the prospective studies to be surveyed.

Nightingale (2009) mentioned that systematic reviews aim to identify all research addressing a specific question so that they give a balanced and unbiased summary of the literature. The methods used to identify studies for inclusion in systematic reviews have been developed specifically to identify the negative studies that might be published in low impact journals or within conference proceedings, which are not indexed in the bibliographic databases, but which might balance the results of the more easily identified positive studies. Hence, this study will make use of critical evaluation technique to properly filter the researches.

Exhausting all databases within reach of the researcher, this study filtered the scientific studies in the initial process. The filtered papers underwent further evaluation and selection. On such stage, the researches were strictly filtered by using the following criteria (Table 1).

After subjecting the researches into the criteria, 43 studies to be evaluated were eventually determined.

**Table 1.** *Inclusion and exclusion criteria*

<b>Parameters</b>	<b>Inclusion Criteria</b>	<b>Exclusion Criteria</b>
<b>Type of Research</b>	primary researches published in peer-reviewed journals and papers	policy documents, editorials, columns, book reviews, and literary reviews
<b>Results of the Study</b>	research articles that deal with language policy on/for minority languages	Scientific papers with no relation to language policy on/for minority languages
<b>Language</b>	research articles that were written in English.	research articles that were not written in English and were translated from other languages
<b>Setting or Context</b>	Asian country	non-Asian country
<b>Database</b>	Science Direct, Taylor and Francis, Elsevier, EBSCO, ERIC, Proquest, DOAJ, SCOPUS and other databases accessible to the researcher	Databases that were not within reach of the researcher.
<b>Timeframe</b>	research articles or scientific papers published from 2000-2018	research articles or scientific papers not published from 2000-2018

### ***Treatment of Data***

To satisfy the posted questions for this study, a repertory grid was formulated. Thematic analysis was also used to identify the common, salient concepts and themes lingering from the researches under study. In this study, coding was used to group the notable results and findings. The researcher and other trained coder analyzed the data. Furthermore, the coding process ran up to three rounds.

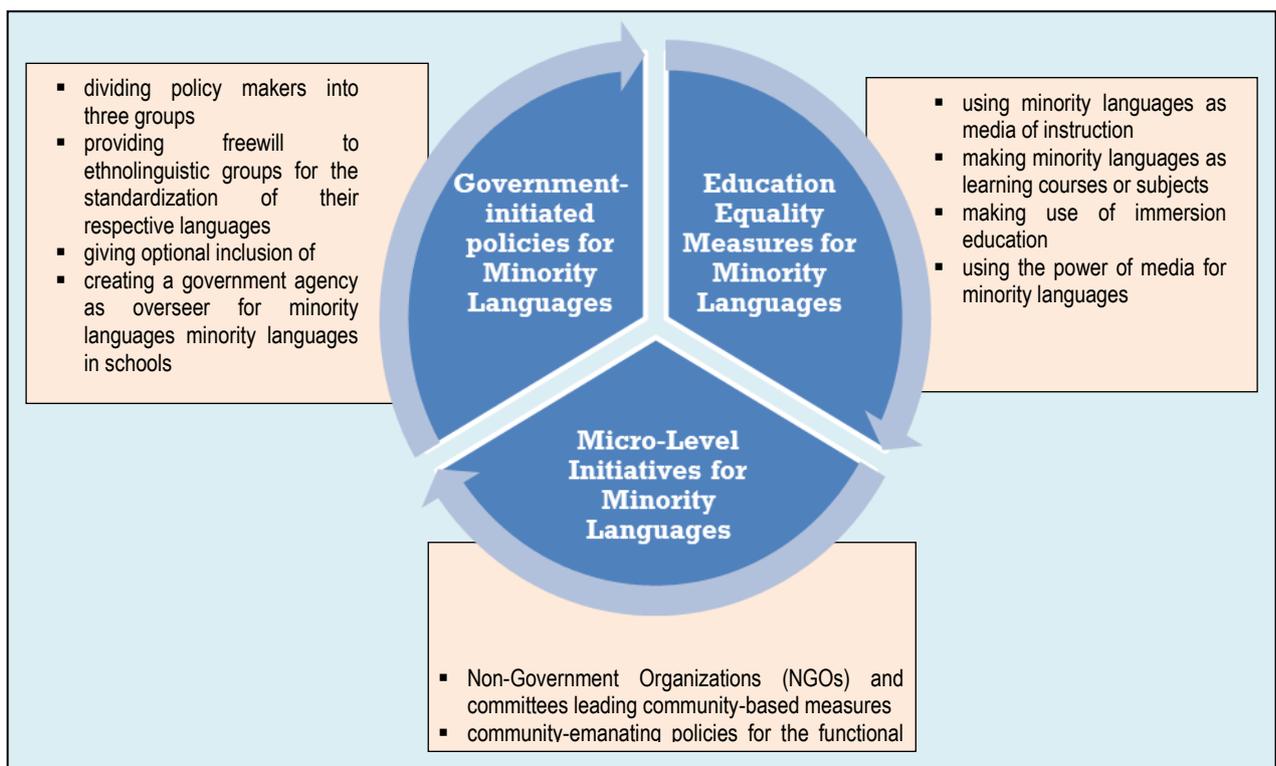
### ***Inter-Coder Reliability***

To ensure inter-coder reliability, the coding results of the actual articles by the researcher and the trained coder was compared. Such a step was vital in identifying inconsistencies. The computation for the inter-coder reliability was through a point-by-point agreement ratio, where the number of agreements was divided by the agreed statements plus the disagreements. The quotient was multiplied by 100. After which, the inter-coder agreement mean was identified, and in the case of disagreements, they were carefully discussed and agreed upon.

### **Findings**

#### ***Language Policies for Minority Languages in Asia***

This paper attempted to determine the language policy measures and challenges of some Asian countries to support the minority languages. Findings come from a systematic review of recent materials published in reputable peer-reviewed journals. Based on the treatment of the corpora, this paper postulates four themes of policy measures. Challenges still exist despite these measures. They are also listed and discussed in this section.



***Figure 2. Themes on Language Policies for Minority Languages in Asia***

### ***Government-Initiated Policies for Minority Languages***

The first theme emerging from this literature review is labelled as the government-initiated policies for minority languages. Notably, the macro level of language policy-making lies upon the powers of the government of a certain country (Kaplan and Baldauf, 1998). Hence, the respective governments in all countries, including those in the Asiatic region, trigger the major policies for language use. Not all constitutions explicitly express the support of the flourishing of minority languages (Rahman, 2010; Coluzzi, 2011; Feng & Sunoudula, 2009). However, in Singapore, its Constitution explicitly catapults the three primary ethnic groups (Chinese, Malay, and Indian) as official mother tongues and official languages (Tan, 1998). Hence, the official mother tongue of the Malays is Malay, the Chinese Mandarin, and the Indians Tamil. Groff (2015) also reported that the Indian Constitution provides safeguarding of minority languages in the country.

Four major macro-level policies have impacted the rise and preservation of minority languages. The first is dividing policy makers into three groups (Rahman, 2010). Specifically implemented in Bangladesh, the three-group macro-level policy makers ensure the division of labor and specify expertise for minority languages and national language, including the issue of English as a Global Language (Crystal, 2003).

The second macro-level policy is providing freewill to ethnolinguistic groups for the standardization of their respective languages (Rahman, 2010; Groff, 2015; and Smith, 2003). Standardization, in this context, refers to the collaborative crafting of their respective orthographies. It is believed that by standardizing minority languages, documenting them and including them into curriculum planning may be easily facilitated (Ahmed et al., 2010; Kim & Kim, 2008; Rafi, 2006). Moreover, the standardization of the minority languages opens more opportunities for the creation of instructional materials to teach the mother-tongue in schools. Contrastingly, the standardization of minority languages creates some predicaments in other Asian countries (Dekker & Young, 2005; Rahman, 2010). Few groups have concurred on what is the standard of what language because each language may have various varieties. The lack of agreement among the minorities produces confusion as to what to standard minority language is to teach in schools. In Vietnam though, the Constitution provides explicit freewill to use minority languages (Nyugen & Hamid, 2017).

Thirdly is giving optional inclusion of minority languages in schools (Smith, 2003). This macro-level policy is inscribed particularly in the Malaysian Education Act (1996). It

provides for the schools to include a certain minority language to teach in school if at least 15 parents request for its opening. For instance, the Semai language in Malaysia was approved to be opened in schools in 1997. After various program pilot tests, full implementation of the Semai language as a subject was officially launched. However, some schools did not also offer Semai language because of the dissimilarities of the lexicon and other language features, despite their inclusion in the geographical circle of the Semai language. One offshoot of this macro-level policy or measure is the creation of the “Pupil’s Own Language Policy.” In January 1995, the Kadazan Cultural Association and the United Sabah Dusun Association permitted the schools in Sabah to teach Kadazandusun language through the enactment of the revised Education Act.

Another is creating a government agency as overseer for minority languages. Instituting a government arm to ensure implementation of policies for minority languages may be considered as a macro-level measure for minority languages. In Malaysia, the Bureau of Indigenous Languages (Smith, 2003) and Borneo Language Bureau (Tawai, 1998) exist. In the Philippines, too, the Komisyon ng Wikang Filipino occurs to partly take such a job (Dekker & Young, 2005). Meanwhile, in the People’s Republic of China, the State Council takes care of this mandate (Feng & Sunuodula, 2009). Sometimes, these agencies do not only ensure state policies regarding national language and minority languages are correctly implemented. They also contribute suggestions for state language policy makers that would be vital for the minority languages. They generate these solutions, programs, and projects for minority languages through extensive research and collaborations with academic institutions. In China, for instance, Blachford (2004) reported that in 1985, China officially launched a five-year language reform plan to promote bilingual education.

### ***Education Equality Measures for Minority Languages***

Another theme that emerged from the literature review is triggered by the education arm of the government. The respective educational systems of Asian countries have been considered as a potent government arm to also support the flourishing of the minority language. These programs are continuously crafted and implemented amid the rising pressure of English as a Global Language (Crystal, 2003). The most impactful education equality measures as sub-themes are the following.

First is using minority languages as media of instruction (Dekker & Young, 2003; Rahman, 2010; Han et al., 2016). Some Asian countries also advocate bilingual education (Smith, 2003; Dekker & Young, 2003). Using minority languages as media of instruction is seen to create impact for better learning (Malone, 2004). According to Hohulin (1995), learners will better understand concepts because the minority language that is being used is within their frame of understanding. Another version of using minority language as a subject of study is seen in China (Feng & Sunuodula, 2009). This is called “selective implementation.” Schools are given authority to teach mother tongue, provided that management is ensured and that English should not be neglected, especially in areas where favorable conditions exist. Selective implementation is necessary because one language cannot be imposed to be used by another ethnolinguistic group (Malone, 2007).

Second is making minority languages as learning courses or subjects. In other Asian countries, minority languages are not only used for instruction but also as a subject of study. Subsequently, curriculum planners make specialized curricula for minority languages. Moreover, teachers are compelled to create more instructional materials on and for the minority languages to be used in the classrooms. Instructional materials include big books, stories, and modules. In this way, the minority languages can be enriched and preserved. One good example of this educational measure is seen in Malaysia. Smith (2003) reported that a special panel of experts was a task to create specialized curricula for Sabah. The panel also led the creation of instructional materials and teacher training on how to teach the Kadasunduzun (a minority language). The Department of Education in the Philippines, too, provides Inservice training for teachers who teach mother tongue based multilingual education (MTB-MLE). Moreover, MTB-MLE is also offered as a subject for pre-service teachers in the country.

Until 1963 in Malaysia, the Iban language (minority language) was a subject for examination to get the Sarawak Junior Certificate (Tawai, 1998). Another means of the Chinese government to generally improve minority education is the reinstatement of the Scheme of the Standard of Yi Writing (Pu, 2004; Zhu & Xiao, 2005).

In Vietnam, however, all subjects in the early grades use Vietnamese (Archibald, 2003; Lavoie & Benson, 2011). However, minority languages such as those in Vietnam receive insufficient support (Kirkpatrick, 2010). Kosonen (2004), reported that some Vietnamese still complain of the minor impact of the mother tongue programs implemented in the country because of massive ethnic diversity and meager budget allocation.

The third is making use of immersion education (Coluzzi, 2011). This is an approach provides first-language instruction for children with non-English-speaking backgrounds, while simultaneously offering monolingual children access to non-English languages (Valdes, 1997). In the Philippines, though, immersion education happens when the first three years of basic education uses the mother tongue of the learners with a gradual transition to national languages in the upcoming years (Dekker & Young, 2005). Meanwhile in China, Ju (2000), Li (2003), Wu (2002) and Xiang et al. (2005) reported that immersion education as an approach yields negative impact to learning English, for instance. One problem that has occurred though is “subtractive bilingualism” (Lambert, 1975). When their mother tongue would not be used often in class and at home, it would lose its potency to be retained. Thus, other languages, like Malay or English, will gain more strength for retention among the learners. This phenomenon happens to many speakers of Iranum, Semai, and Kadazandusun in Malaysia. Hence, despite this educational measure—immersion education—many parents in Bangladesh also support the idea of promoting their minority languages in Latin script for the students to learn English easier at the later stages (Dewan, 2001). Xia (2003) also reported this kind of predicament in China.

The fourth sub-theme under education equality is using the power of media for minority languages. As a vehicle of information to the people, the media also plays a vital role in supporting the flourishing of minority languages in Asia. Some policies include the use of minority languages for print media and radio (Tawai, 1998). Smith (2003) reported that the use of Iban (minority language) in Malaysia in spreading the news over print and radio had increased the awareness of the people about their language and their culture as well. The rise of social media, through the power of the internet, has also provided strong support for the minority language, especially when it is used for communication (Feng & Sunuodula, 2009). In China, the effect is commendable because Yi, a minority language, is used everywhere, including communication through the internet. Admittedly, however, the inaccessibility of English in such geographical location increases the potency of Yi to thrive through communication and the internet.

### ***Micro-Level Initiatives for Minority Languages***

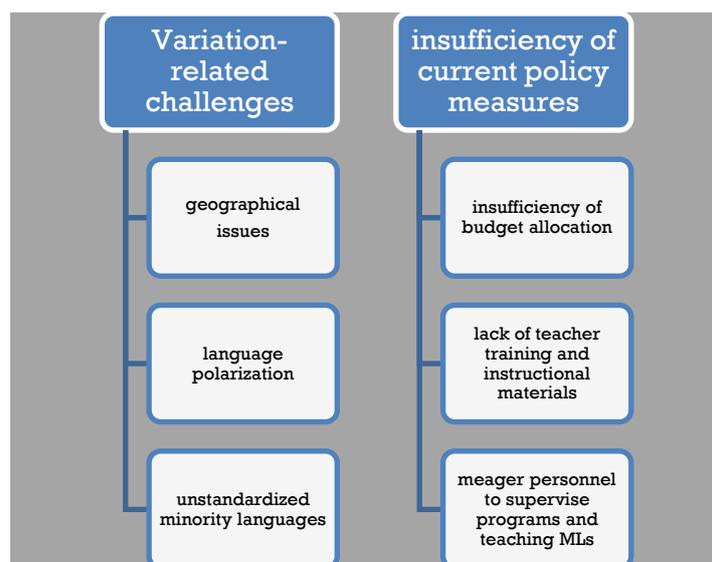
Policy crafters may range from the top levels to lowest levels (Darquennes, 2013). Thus, in Asia, there are some micro-level initiatives to support the thriving of minority

languages. First, Non-Government Organizations (NGOs) and committees leading community-based measures (Rahman, 2010). They institute non-formal training centers and education in the communities of the minorities by using the minority language as a medium of instruction. For instance, in Bangladesh, since 2001, the largest NGO that runs the Education for Indigenous Children elevates awareness of minority languages' issues among children (Sagar & Poulson, 2003). On the other hand, SHRAI takes care of Mother Tongue Education in various indigenous communities in Bangladesh, which has been receiving support from UNESCO Bangkok. One remarkable contribution of these NGOs in various indigenous communities in different countries is providing free workshops on Mother Language First.

Second is community-emanating policies for the functional use of their own minority languages. In Malaysia, for instance, the Iban language (minority language) is officially used in courts, especially when the person being tried comprehends well that minority language (Smith, 2003). In this Asian country, too, community leaders initiate community-based writing workshops where minorities are gathered to produce literature using Kadazandusun, their minority language. The outputs will be published and kept with the aim to continuously make their language vital (Lasimbang et al, 2000). In the Philippines, Dekker & Young (2003) reported that in Lubuagan, the Summer Institute of Linguistics (SIL) helped the community to manage its own language program with the aid of technology. It was one way to indirectly trigger appreciation and functionality of the Lubuagan language among the minorities.

### ***Challenges Confronting Language Policy Planners in Asia***

Even with the presence of the aforementioned solutions, challenges still confront the Asian countries in fully supporting the minority languages. Two themes emerged in this review (Figure 3) First is Variation-related challenges and insufficiency current policy measures.



**Figure 3.** *Challenges confronting language policy planners in Asia*

As for the variation-related challenges, these are problems confronting the language policy makers in terms of heterogeneity of minority languages in a certain country. These challenges are rooted in the fact that minority languages are situated in various geographical spots that are far from one another (Rahman, 2010). Implementing community-based policies and supervising the implementation of these may be difficult for language policy planners and implementers, as well as NGOs conducting training for the minority languages. This is seen in Asian countries like the Philippines, Bangladesh, and Indonesia. This challenge leads to social polarization or social division (Lie, 2007; Hossain & Tollefson, 2007; Imam, 2005). This is the division between those that can easily access to majority language and to those who cannot but only the minority languages. In this sense, equality of using both the majority and the minority languages could still hardly be achieved. This results to the difficulty of keeping in place the orthographies of the minority languages for standardization purposes (Smith, 2003; Dekker & Young, 2003; Rahman, 2010; Fortunato & Valdez, 1995). This finding is in consonance with the report of Giordano (2014) that language policies in Asia fail to look into the diversity of languages caused by the heterogeneity of varieties. Consequently, the absence of standardization of a language, including minority languages, diminishes the sense of ownership, functionality, and utility (Baldauf & Ingram, 2001).

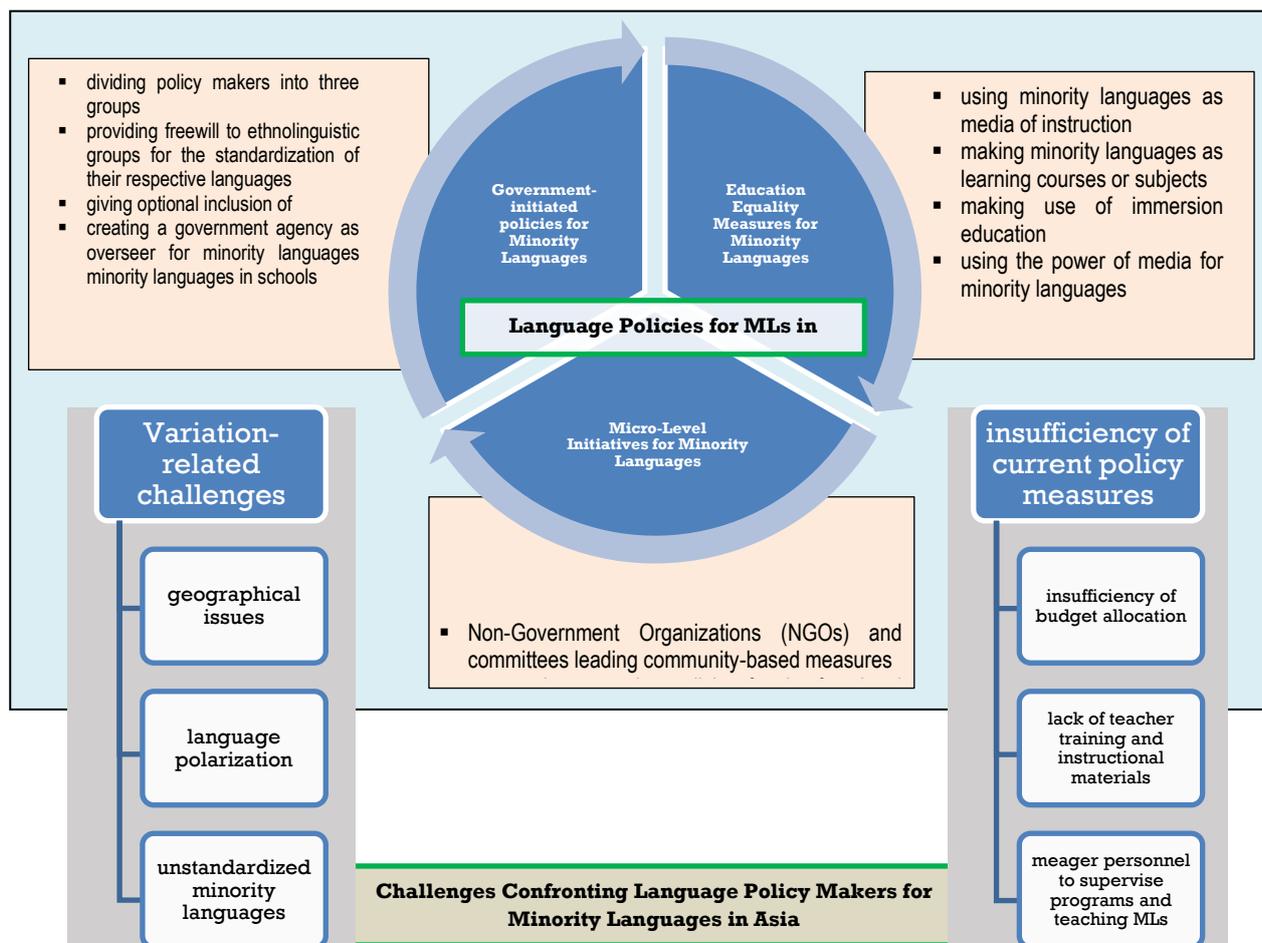
Another theme is the insufficiency of current policy measures. Many types of research in Asian countries concluded that the most confronting challenges as regards supporting minority languages are related to the meagerness of resources and programs. These

insufficiencies relate to budget allocation (Rahman, 2010), teacher training (Smith, 2003; Dekker & Young, 2003; Groff, 2015), lack of instructional materials (Dekker & Young, 2003; Smith, 2003; Feng & Sunuodula, 2009), and lack of personnel to supervise teaching (Smith, 2003; Coluzzi, 2015). This means that most of the challenges of insufficiency fall under the lacking of resources for the sustenance of the minority languages in Asia.

## **Conclusion**

Using the systematic literature review as a research approach, this study delves into the stable policies of Asian countries that support the thriving of the minority languages. It also looks into current challenges that confront the policy crafters and implementers both in the macro and micro levels. It concludes that various policies are implemented in different Asian countries with very few of them explicitly safeguarding the minority languages, as written in their respective constitutions. The language policies are contextualized and are emanating from macro to micro levels.

Figure 4 shows the simulacrum presenting interrelationship of the policies and challenges for the minority languages in Asia. It further describes that while language policies are in place in the Asian context, challenges still confront policy makers. These challenges trigger political empowerment of policy crafters. Situated within the Asian context, most of these challenges fall under the meager resources allocated to these programs because most of the Asian countries are still classified as third world and developing countries.



*Figure 4. Simulacrum presenting the themes on policies and challenges of language policy makers for the minority languages in Asia*

This study has limitations. For instance, although it aims to have a complete representation of all Asian countries with minority languages, the study has been limited by the criteria. Other researchers might want to extensively document each Asian country or per Asiatic region to identify the commonalities and peculiarities of these policies.

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**Tracing Early Childhood Development Changes  
on Preschool Learners' Language- and  
Non-Language-Related Skills**

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**Abstract**

Early childhood teachers support learning by providing activities and materials that children find engaging. By facilitating learning and supplying a developmentally appropriate environment, children find learning easy and fun as they are nurtured and nourished as well. Hence, this study endeavored to trace the development changes of preschool learners based on their level of performance along different domains of learning. Specifically, it described the preschool learners' development changes along language- and non-language-related domains. The respondents of the study were public preschool teachers and learners. Data were elicited through the use of Philippine Early Childhood Development Checklist from the Department of Education and through participant observation. The preschool teachers were asked to assess their preschoolers' development changes during the middle term and the final term of the academic years of the children in school. Analysis of data included the mean and category mean and Likert scale. Results show that generally, the development changes of the preschoolers in all domains were assessed by the preschool teachers as good. With regard their language-related domain, specifically on communication skills, the teachers assessed their learners as generally good in reception and expression but one skill stood out to which they are very good at such as the skill on using five recognizable words. Of the skills along cognitive language domain, one skill which is matching objects is where children were assessed to have shown a development change. Along non-language-related domains, specific items were assessed to be very good by the teachers such as gross motor skills of hopping on preferred

foot, jumping and turning, walking upstairs with alternate feet without holding on to the handrail, and fine motor skills on drawing circle purposely and using all five fingers to get food/toys placed on a flat surface, self-help skills at drinking from cup unassisted and getting drink unassisted. Moreover, as regards their dressing skills and toilet skills, they were generally good at performing the different tasks. Finally, in terms of their social-emotional skills, the preschoolers were assessed as very good in demonstrating respect for elders.

**Keywords:** cognitive language, communication skills, development changes, language-related, non-language-related

## **Introduction**

Language has been recognized as central in learning. Whatever its precise role in the intellectual development of the child, at the very least, language serves to direct the child's attention to relevant aspects of the environment and facilitates the storage and retrieval of information. It also, of course, is vital to communication and hence to receiving information at the verbal level. However, verbal communication is probably much more effective when supported by other kinds of information. Hence, it is well to relate conversations to things the child is currently interested in or actually doing. The use of language should run right through the child's day, and should not of course be confined to the specific language program; hence, the consideration of other domains, not necessarily language-related are deemed useful in tracing children's development.

Borrowing from the Irish National Teachers' Organization the philosophy which underlies and informs primary education as practiced by teachers at infant level implies a concept of understanding that includes but is not limited to rational modes of thinking. *"It is primarily about the kind of fully realized human being that each child has the potential to become. It seeks to draw on children's wealth of human resources so that their encounter with the world is not that of an awed bystander or potential controller. It implies nurturing in them the confidence, self-reliance, initiative, imagination, independence and sense of responsibility that will enable them to engage with the world of which they are part, and contribute towards shaping it."*

Over the years, there is much debate over what is covered by an ideal preschool curriculum, but in actuality, early childhood is a period of such tremendous growth and

curiosity that it is hard to decide exactly what and when a child needs to learn, and how a child learns. The explosion in pre-school education internationally in recent years has focused research attention on the early years in children's lives (OECD, 2001, 2006). These changes have "generated increased awareness of the importance of providing continuity and coherence in children's early development and learning" (Neuman, 2002). Pianta and Kraft-Sayre (1999) go so far as to say that the transition into school "sets the tone and direction of a child's school career."

Similarly, Brooker (2008) notes the rapid change of pace in today's society and the need for children "to acquire flexibility and resilience" that they will need in order to adapt easily to change. Developmentally appropriate practice in itself, with its emphasis on the moment to moment needs of the individual, naturally tends to have an impact in how practitioners think about transitions.

While teachers may claim to have implemented the ideal pedagogy that would bring about optimal development in their learners, it is the learners' progress in their performance that would spell the success or the failure of the teachers' pedagogy. This necessarily calls for tracing the changes, whether these changes are developmental or not.

In view of these concerns, the researcher sought to explore how effective are pedagogical practices in the child's learning as she traced the children's development changes which may ultimately be made a reference for proposing an enhanced preschool education curriculum in the province.

### **Conceptual Framework**

Children in a way are handed over to trained teachers, and are ideally nourished and bestowed with great support, good teaching practices based on prepared and well-developmentally appropriate curriculum. The present study is anchored on the ecological system theory of Bronfenbrenner (1979), particularly taking the Mesosystem as the setting. The mesosystem is comprised of connections between the child's immediate environments such as the child's home and school. As advocated by Bronfenbrenner, teachers are the greatest players in the school. He further postulated that a person's development is affected by everything in their surrounding environment. This similarly explains how everything and the child's environment affect how the child grows and develops.

Similar lines are shared by Dewey in the cognitive area of development. For him, child development and education are inextricably bound. With the zone of proximal development, he describes the process whereby the teacher understands children's "buds" of conceptual or skill development as a prelude to guiding the child from a simple to a more mature form of understanding or skill. Similarly, Piaget (1964), who is a constructivist, believes that teachers need to design environments and interact with children to foster inventive, creative, critical thinkers.

To operate the system, teachers need to balance their understanding of the habits, traits and dispositions of individual children with an understanding of the means for arousing children's curiosity. Accordingly, Dewey (1964) offers the view that fostering mental growth requires teachers, who can initiate, recognize, maintain, and assess children's inner engagement in subject matter, and who are concerned with how the child's past and present experience can be related to the subject matter so that they may properly direct children's growth.

Each of the theorists' perspectives, whether the contemporary constructivist, social constructivist or ecological perspective, or the out of vogue entity, maturationist or behaviorist view suggests certain practices and implies particular qualities that are valued in teachers and pupils. The commitment and skills of individual teachers make the biggest difference to children's progress and achievement. Their role in supporting children's learning and development through their pedagogical practices plays a big impact in the holistic development of the child.

It is from all these foregoing premises that the present study was anchored on, specifically desiring to look into the relationship of the pedagogical practices of the preschool teachers and holistic development of pupils along language-related and non-language-related domains. It postulates that if the pedagogical practices are adequate or favorable, the developmental changes among children would be facilitated.

### **Research Objectives**

Generally, this study aimed to determine the developmental changes of the public preschoolers along language-related and non-language-related domains. Specifically, it sought to determine the learners' language performance along communication skills and cognitive language skills. It likewise determined the learners' performance in the non-language-related

domain such as gross motor skills, fine motor skills, self-help skills, dressing skills and toilet skills, and their social-emotional skills.

## **Research Methodology**

### **Research Design**

The study made use of the descriptive-research design. It was used to trace the development changes of the preschoolers along different domains such as language-related: communication and cognitive language skills and non-language-related: skills such as gross motor skills, fine motor skills, self-care skills, dressing skills, toilet skills, and social-emotional skills. To achieve this end, the development changes were assessed during the middle term and the final term of the academic years of the children in school.

### **Locale of the Study**

All public preschools in two districts in Cagayan were chosen as respondent schools. The study covered the twenty-three preschools in Peñablanca, Cagayan which are all government institutions in Region 02. These public schools offer basic education, called to protect and promote the right of every Filipino to quality, culture-based, and complete basic education. As a learner-centered public institution, its mission is to provide learners a child-friendly, gender-sensitive, safe and motivating environment, where teacher facilitates learning and constantly nurtures and develops every child for a life-long learning.

### **Respondents of the Study**

The population of the study included the 23 public preschool teachers and 285 learners in public preschools of the East and West Districts of Peñablanca Cagayan. Complete enumeration was used for the teacher-respondents while random sampling was used for pupil-respondents.

### **Research Instrument**

To generate data pertinent to the study, the assessment of pedagogical practices and learning performance took the quantitative and qualitative forms with the use of a survey questionnaire, observation tool and structured interview guide.

The study made use of the "Philippine Early Childhood Development Checklist," a study of classrooms, a questionnaire and an interaction analysis system. It was lifted from the "Philippine Early Childhood Development Checklist" which was issued by the Department of Education to all preschools in the Division of Tuguegarao City, Region 02. The Survey Questionnaire was floated to the teacher-respondents. Survey questions were answered from tick-off choices, with provisions for responses other than those listed. The survey questionnaire was also used in the classroom observation of the preschool pupils. It essentially looked into the learners' performance as well.

The structured interview and classroom observation were held to gather additional insights on pedagogical practices, teachers' points of view, and learners' responses to questions and their performance. This interview and observation also aimed to reinforce and validate, whenever possible, quantitative data obtained in the course of the study.

### **Data Gathering Procedure**

The study was conducted in two phases. The first phase was the floating of the survey questionnaire lifted from the "Philippine Early Childhood Development Checklist" which was developed by the Department of Education in Region 02 used in their observation study of their kindergarten pupils. The survey questionnaire was given to teachers, while data for the pupil respondents were requested from the teacher. The developmental checklist focused on the different developmental areas of pupils ranging ages 5-5.11 years old only. The study looked into the development of the pupils from the beginning, middle and the end or final term of the year which was administered by the teacher. The second phase was the classroom observation and visitation.

Specifically, public preschool teachers were then asked to answer the survey questionnaire and were prepared to be observed formally and informally in their classrooms. Preschool learners were also observed in their dealings and in their performance in the classroom along the language and non-language domains more particularly on communication and cognitive, social, emotional, and physical domains.

## Data Analysis

The study made use of a wide variety of statistical tools. It involved an assessment-type analysis which required substantial use of descriptive statistics such the mean and category mean and the Likert scale.

To treat the data for the development changes along communication, cognitive language, gross motor, fine motor, self-care, dressing, toilet, and social skills, the following scale was used:

Numerical Value	Descriptive Value
2.34 – 3.00	Very Good
1.67 – 2.33	Good
1.00 – 1.66	Poor

## Results and Discussions

### Development Changes among Children along Different Domains

The study looked into the development changes of the preschoolers along different domains such as communication skills, cognitive language, gross motor skills, fine motor skills, self-care skills, dressing skills, toilet skills, and social-emotional skills. To achieve this end, the preschool teachers were asked to assess their preschoolers' development changes during the middle term and the final term of the academic years of the children in school. Generally, the development changes of the preschoolers in all domains were assessed by the preschool teachers as "Good".

### Communication Skills

Table 1 presents the development changes of the preschoolers along their communication skills such as receptive language and expressive language skills. Generally, the preschoolers' communication skills were assessed as "**Good**" by their preschool teachers. The preschoolers' performance along receptive language skills shows that they have been consistently "Good" in all five skills listed. On the contrary, of the eight skills listed along expressive language domain, the skill on "*Uses 5 recognizable words*" was assessed as "**Very**

**Good**” with mean scores of 2.35 and 2.37 during the middle and final assessments, respectively.

Relative to the skills along receptive language domain, *following 1 step instructions that include simple prepositions (e.g. in, on, under)* topped the list of five skills mentioned, followed closely by *pointing to a family member when asked to do so* and *pointing to 5 body parts on himself when asked to do some*; then, by the skill on *pointing to 5 named pictured objects when asked to do so* and lastly, by the skill on *following 2 step instructions that include simple prepositions*. Accordingly, children are expected to listen to what others are saying so they would be able to relate what they hear to what they see and be able to obtain meaning from it. This expectation is not so much met based on the findings of the study as the preschoolers exhibit just the basic knowledge of reception.

Germane to their development changes along expressive language skills, the preschoolers were assessed to be “Good” in their skill on *using pronouns (e.g. I, me, ako, akin)* with a mean score of 2.33 for both assessments and which topped the list of seven other skills that were also assessed as good. The skill on *asking “who” and “why” questions*” came second with a mean score of 2.29 (middle assessment) and 2.31 (final assessment). While most skills were assessed as good, it could be noted that there is marked improvement in their performance still, as seen in their mean scores: 2.26 to 2.29 for *asking “what” questions*; *speaking in grammatically correct 2-3 word sentences* with 2.24 to 2.26; and *naming objects in pictures* with 2.24 to 2.25 mean scores. On the other hand, the skills that received the lowest mean scores along expressive language skills are *using 2 to 3 word verb-noun combination (e.g. hingi gatas)* (mean score of 2.13 to 2.14 for both assessments) and *giving account of recent experiences (with prompting) in order of occurrence using past tense* with the same mean score of 2.14 for both assessments made.

It could be inferred from the above findings, that children show better performance in their expression, in contrast to their reception of language. The level of language spoken is made typical to the level of their age, which is a good point to take off from. Necessarily, a child’s vocabulary may be deficient or may not coincide with that of Standard English. He or she may also be weak in use of certain parts of speech, such as prepositions. However, the child has to learn more and more to use verbal means to express ideas and feelings such as ask for what he wants, protest rather than hurt someone, ask questions, express feeling, and many

others, with the help of the community of learners such as his classmates, preschool teachers and parents.

**Table 1. Development changes among the children along communication skills.**

Skill	Middle Assessment		Final Assessment	
	Mean	Description	Mean	Description
<b>Receptive Language Skills</b>				
1. Points to a family member when asked to do so	2.26	Good	2.27	Good
2. Points to 5 body parts on himself when asked to do some	2.25	Good	2.26	Good
3. Points to 5 named pictured objects when asked to do so	2.19	Good	2.21	Good
4. Follows 1 step instructions that include simple prepositions (e.g. in, on, under)	2.27	Good	2.28	Good
5. Follows 2 step instructions that include simple prepositions	2.16	Good	2.17	Good
<b>Category Mean</b>	<b>2.226</b>	<b>Good</b>	<b>2.238</b>	<b>Good</b>
<b>Expressive Language Skills</b>				
1. Speaks in grammatically correct 2-3 word sentences	2.24	Good	2.26	Good
2. Asks “ what” questions	2.26	Good	2.29	Good
3. Asks “who” and “ why” questions	2.29	Good	2.31	Good
4. Gives account of recent experiences( with prompting) in order of occurrence using past tense	2.14	Good	2.14	Good
5. Uses 5 recognizable words	2.35	Very Good	2.37	Very Good
6. Uses pronouns (e.g. I, me, ako, akin)	2.33	Good	2.33	Good

7. Uses 2 to 3 word verb-noun combination (e.g. hingi gatas)	2.13	Good	2.14	Good
8. Names objects in pictures	2.24	Good	2.25	Good
<b>Category Mean</b>	<b>2.247</b>	<b>Good</b>	<b>2.260</b>	<b>Good</b>

*Legend:*

2.34 – 3.00 *Very Good*

1.67 – 2.33 *Good*

1.00 – 1.66 *Poor*

### **Cognitive Language Skills**

Table 2 shows the development changes among preschoolers along their cognitive language skills. By and large, the category mean of 2.186 for middle assessment and 2.193 for final assessment generally describe preschoolers' performance along cognitive language domain to be **“Good”**.

Of the twenty-one skills listed along cognitive language domain, only *matching objects* (mean score of 2.35 for middle and 2.38 for final assessment) was developmentally changed by preschoolers as it was assessed by preschool teachers to be performed **“Very Good”** by the former. It could be gleaned from the findings that teachers use organization that involves simple perceptual and motor adjustments to things rather than symbolic manipulations of them; thus, making learners very good at the said skill.

As strongly advocated by Einon (1998) and Hizon (1975) cited in the Whole Child Development Guide by Ackermann (2004), the child can form a mental symbol of an object and can think about things in symbolic terms. Instrumentally, language gives him the ability to think about what he cannot see. They further expressed that the child can pretend, verbalize, and understand past and future can generalize, but at most instance it is faulty.

In the same vein, Gordon (1995), shares the same observation that children work for a goal, talk for solving conflicts and all too often exaggerate in using words. Corollarily, Tan (1989) in the book *Bringing up Children* depicts the young child (especially a four year old) as becoming an incessant chatterbox because he gets so curious of the world around him; thus, making him hungry for information.

All other skills mentioned (20 out of 21) were assessed as **“Good”** with the skills on *matching two to three colors* and *matching pictures* topping the list, closely followed by *sorting*

based on shapes, arranging objects according to size from smallest to biggest, assembling simple puzzles, sorting objects based on two attributes, pointing to left and right sides of the body, naming 4 to 6 colors, and copying shapes. Notably, the skill that got the lowest mean score for both assessments made is *stating what common household items are used for*, which by the mean score of 1.79 during the middle assessment conducted, even went down a single notch during the final assessment.

Cognitive development embodies the sequential advancement of a child’s ability to receive, organize, assess and apply ideas, concepts and information in a progressively more sophisticated manner. The findings suggest that adult modeling has to be combined with sustained periods of shared thinking with young learners and that open-ended questioning need to be frequently practiced as this is also associated with better cognitive achievement.

The use of mediation as espoused in Vygotsky’s concept is also shed light from the findings of the present study. generally understood as the use of concrete objects and abstract signs, including gesture, to monitor and/or regulate mental activity (Unger, 2007). From this perspective, signs and symbol-systems (e.g., mathematical formulas, video games, and language) are crucial to human learning and development. Foundational to understanding mediation is the process of signification, which is also a central concept in the field of semiotics (Chandler, 2002). Vygotsky (1978) presented signification as the process of assigning meaning to an object; thus, creating a sign, such as tying a string around one’s finger to remember something. The string is now transformed into a sign that connects the abstract mental world with the world of objects; that is, the string is now a semiotic resource for mediating mental activity, in this example, the activity of remembering as clearly shown in the child’s assembling of puzzles and matching of letters.

On a final analysis, it is imperative for teachers to help the children learn how to think and learn about the thinking process and should be sensitive to how children respond to what others say think or do.

**Table 2. Development changes among the children along cognitive language skills.**

Skill	Middle Assessment		Final Assessment	
	Mean	Description	Mean	Description
1. Can assemble simple puzzles	2.28	Good	2.29	Good

2. Demonstrate an understanding at opposites by completing a statement	2.18	Good	2.19	Good
3. Points to left and right sides of the body	2.25	Good	2.27	Good
4. Can state what is silly or wrong with pictures	2.03	Good	2.02	Good
5. Matches upper and lower case letter	2.18	Good	2.15	Good
6. Looks in the direction of a fallen object	2.15	Good	2.14	Good
7. Looks for a partially hidden object	2.17	Good	2.19	Good
8. Imitates behavior just seen a few minutes earlier	2.15	Good	2.15	Good
9. Offers an object but may not release it	2.12	Good	2.12	Good
10. Looks for a completely hidden objects	2.13	Good	2.14	Good
11. Exhibits simple “pretend” play				
12. Matches objects	2.35	Very Good	2.38	Very Good
13. Matches two to three colors	2.31	Good	2.30	Good
14. Matches pictures	2.28	Good	2.30	Good
15. Sorts based on shapes	2.29	Good	2.31	Good
16. Sorts objects based on two attributes	2.27	Good	2.29	Good
17. Arranges objects according to size from smallest to biggest	2.28	Good	2.30	Good
18. Names 4 to 6 colors	2.25	Good	2.26	Good
19. Copies shapes	2.23	Good	2.25	Good
20. Names 3 animals or vegetables when asked	2.13	Good	2.14	Good
21. States what common household items are used for	1.79	Good	1.78	Good
<b>Category Mean</b>	<b>2.186</b>	<b>Good</b>	<b>2.193</b>	<b>Good</b>

*Legend:*

*2.34 – 3.00 Very Good*

*1.67 – 2.33 Good*

*1.00 – 1.66 Poor*

## Gross Motor Skills

Table 3 shows the development changes along gross motor skills of preschoolers as assessed by their teachers. Of the skills listed expected of preschoolers to develop, four out of thirteen were noted to have been sustained as skills that preschoolers were “**Very Good**” at during the middle and final assessment conducted, as exhibited by the skills on *hopping 1 to 3 steps on preferred foot*, *jumping and turning*, *walking upstairs with alternate feet without holding onto a handrail*, and *jumping up*. The middle and final assessment for majority of the skills (9 out of 13) shows the stagnant performance of the preschoolers as they remained “**Good**” in both assessments. The mean ratings for all nine skills during the middle and final assessment did not change at all, or if they changed, it was almost nil or insignificant. For instance are skills on *running without tripping or falling* with a mean of 2.24 for both assessments and *throwing ball over head with direction* with a mean of 2.19 during the middle assessment and 2.20 during the final assessment. Similar patterns of mean ratings were observed in the rest of the skills listed. Over-all, the category means of 2.291 and 2.305 during the middle and final assessments show the preschoolers’ “**Good**” performance along the gross motor skills.

The skills preschoolers were very good at were also the same skills different pedagogues had observed. Einon (1998) noticed that the four-year child is vigorous, dynamic and acrobatic. He can walk along a curb, climbs up the steps of the playground slide, use a standard monkey bar, learn to swim dance and use tarpaulin. This observation was supported by Corpuz (1998) when he reported that the child can stand on one foot, walk on tip toes, attempt to skip but falls, and throw ball overhead with arm swing.

As advanced by Gordon (1995), teachers often characterize children through the latter’s movements. Movements are one of the most notable features of young children’s behavior motor skills are good indication of how the child is progressing. In the light of the findings, the teachers were realistic to note the progress of the learners given their young age. On the one hand, it stands to reason that at their young age, the preschoolers are still at the threshold of strengthening their motor development.

On the other hand, this delay in the progress of preschoolers’ gross motor development, may have a negative implication. Research studies have discussed how motor abilities affect other areas development such as the study of Mailing (1982) who claims that motor

development greatly affect the child’s cognitive development, the child’s own self-discovery, and the child’s ability to communicate. Moreover, Gulay, et.al. (2010), posited that it is highly likely that gross motor skills of children, aged between 5 and 6, affect their peer relations and peer acceptance which proves that there is interaction between physical development and social development.

The inclusion of physical education at this point is imperative as it is a program to promote child’s organic well-being; to help him or her adjust to the needs of his or her immediate environment to develop in him or her wide range of motor skills and to cultivate desirable social attitudes. Here again, the role of play is recognized since free activity and playful movement with a wide variety of equipment gradually promotes an awareness of what the body is doing, how it is moving and where it is going (Lamhleabhar, 1971).

Similarly, Sylva (1984) observes in her study that some play activities stretch children more than others, particularly art, puzzles and games and constructional materials. In contrast, some traditionally favorite activities such as dough, sand and dressing up seemed to be less engaging for the children.

**Table 3. Development changes among the children along gross motor skills.**

Skill	Middle Assessment		Final Assessment	
	Mean	Description	Mean	Description
1. Hops 1 to 3 steps on preferred foot	2.53	Very Good	2.54	Very Good
2. Jumps and turns	2.42	Very Good	2.44	Very Good
3. Dances pattern/ joins group movement activities	2.17	Good	2.19	Good
4. Climbs on chair or other elevated piece of furniture like a bed without help	2.27	Good	2.29	Good
5. Walks backward	2.32	Good	2.32	Good
6. Runs without tripping or falling	2.24	Good	2.24	Good

7. Walks downstairs two feet on each step with one hand held	2.20	Good	2.22	Good
8. Walks upstairs holding onto a handrail, two feet on each step	2.24	Good	2.27	Good
9. Walks upstairs with alternate feet without holding onto a handrail	2.34	Very Good	2.35	Very Good
10. Walks downstairs with alternate feet without holding onto a handrail	2.28	Good	2.29	Good
11. Moves body part as directed	2.25	Good	2.27	Good
12. Jumps up	2.34	Very Good	2.37	Very Good
13. Throws ball over head with direction	2.19	Good	2.20	Good
<b>Category Mean</b>	<b>2.291</b>	<b>Good</b>	<b>2.305</b>	<b>Good</b>

*Legend:*

*2.34 – 3.00 Very Good*

*1.67 – 2.33 Good*

*1.00 – 1.66 Poor*

### **Fine Motor Skills**

Table 4 shows the development changes of preschoolers along their fine motor skills. When asked to assess which specific fine motor skills were observed to have been most developed by their preschoolers, the preschool teachers only noted one skill, *drawing circle purposely*, in which their learners were “**Very Good**” at. Significantly, the skill on *using all five fingers to get food/toys placed on a flat surface* showed a development change as it was assessed “**Good**” during the middle assessment and became “**Very Good**” during the final assessment. It could be deduced from these skills that the children are very good at, that indeed, the child’s love of art and craft activities is seen to accrue from his natural interest in investigating materials and objects, from his efforts to mould, shape, and arrange them to express his own imaginings, and from his enjoyment of sensory experience.

All other skills (9 out of 11) were assessed to be “Good” during both assessments; thus, the category mean of 2.257 and 2.67 for fine motor skills in both middle and final assessments is described generally as “**Good**”.

It could be surmised from the findings that the preschoolers are generally still coping with the skills in drawing, scribbling, holding, and the like. It could be inferred further that they still need to master the simplest skills before they progress to the more challenging and more difficult tasks to perform. This finding has a negative implication though to the pedagogical practices employed by teachers which they claimed to observe always earlier. That while they always use practices to hone preschoolers along fine motor, actual performance of learners prove that they have not fully mastered the learnings/skills their teachers would like them to develop. The context of its use which makes the learnings tangible and applicable was therefore left out that learners feel most the need to improve them.

**Table 4. Development changes among the children along fine motor skills.**

Skill	Middle Assessment		Final Assessment	
	Mean	Description	Mean	Description
1. Draws circle purposely	2.35	Very Good	2.36	Very Good
2. Draws a human figure head, eyes, trunk, arms, hand/ fingers )	2.28	Good	2.30	Good
3. Draws a house using geometric forms	2.10	Good	2.10	Good
4. Uses all five fingers to get food/toys placed on a flat surface	2.33	Good	2.34	Very Good
5. Picks up objects with thumb and index finger	2.31	Good	2.33	Good
6. Displays a definite hand preference	2.24	Good	2.25	Good
7. Puts small objects in/out of containers	2.21	Good	2.21	Good

8. Holds crayon with all the fingers of his hand as though making a fist (i.e. palmar grasp)	2.28	Good	2.30	Good
9. Unscrews the lid of a container of unwraps food	2.20	Good	2.19	Good
10. Scribbles spontaneously	2.27	Good	2.28	Good
11. Scribbles vertical and horizontal line	2.28	Good	2.30	Good
<b>Category Mean</b>	<b>2.257</b>	<b>Good</b>	<b>2.267</b>	<b>Good</b>

*Legend:*

*2.34 – 3.00 Very Good*

*1.67 – 2.33 Good*

*1.00 – 1.66 Poor*

### **Self-Help Skills**

The development changes among the preschoolers along self-care skills are shown in Table 5. The category mean of 2.188 during the middle assessment and 2.202 during the final assessment shows that the preschoolers are generally “**Good**” along their self-help skills. Notably, there are two skills that were assessed by preschool teachers in which their preschoolers are “**Very Good**” at performing and in which they were able to sustain as well in both assessments. Specifically, these are *drinking from cup unassisted* and *getting drink unassisted*. It could be surmised from the findings that children are encouraged to practice feeding themselves from infancy on to their preschool years which their teachers observed.

Once again, the mean scores for majority of the items (11 out of 13) remained “**Good**” in both middle and final assessments, showing little or no significant development in majority of the skills along fine motor domain. On this note, teachers need to encourage more their learners to try for themselves the skills they want the young to develop. However, they should not fail to provide more help when needed so the young learners do not get frustrated; hence, a strong motivation for them to be better in what they do with independence.

**Table 5. Development changes among the children along self-help skills.**

Skill	Middle Assessment		Final Assessment	
	Mean	Description	Mean	Description
1. Drinks from cup unassisted	2.38	Very Good	2.40	Very Good
2. Gets drink unassisted	2.36	Very Good	2.40	Very Good
3. Pours from pitcher without spillage	2.22	Good	2.23	Good
4. Prepares own food/ snack	2.13	Good	2.14	Good
5. Prepares meals for younger siblings/ family members when no adult is around	2.09	Good	2.10	Good
6. Feeds self with finger foods (e.g. biscuits, bread) using fingers	2.19	Good	2.22	Good
7. Feeds self using fingers to eat rice or viands with spillage	2.12	Good	2.13	Good
8. Feeds self using spoon with spillage	2.09	Good	2.09	Good
9. Feeds self using fingers without spillage	2.19	Good	2.22	Good
10. Feeds self using spoon without spillage	2.22	Good	2.24	Good
11. Eats without need for spoon feeding during any meal	2.21	Good	2.21	Good
12. Helps hold cup for drinking	2.16	Good	2.16	Good
13. Drinks from cup with spillage	2.08	Good	2.09	Good
<b>Category Mean</b>	<b>2.188</b>	<b>Good</b>	<b>2.202</b>	<b>Good</b>

*Legend:*

*2.34 – 3.00 Very Good*

*1.67 – 2.33 Good*

*1.00 – 1.66 Poor*

## Dressing Skills

Table 6 displays the assessment of preschool teachers as regards their preschoolers' development changes along dressing skills. The category mean of 2.102 for middle assessment did not change significantly in the final assessment with a category mean of 2.104 which is described **“Good”** for both assessments.

All the five skills listed were also noted not to have changed developmentally as they remained constantly **“Good”** during the middle and final assessments. The skill on *pulling down gartered short/pants* was given the highest mean score of 2.18 for both assessments followed by the skills on *participating when being dressed, e.g. raise arms or his legs* and *removing sando* with a mean score of 2.10, also for both assessments. There is a noted slight improvement in mean score for *dressing without assistance including buttoning and tying* as the mean score slightly changes from 2.10 during the middle assessment to 2.11 in the final assessment. The skill that got the lowest mean score of 2.03 and 2.04 during the middle and final assessment, respectively, is *dressing without assistance except for buttoning/tying*.

It could be inferred from the findings of the study, that the preschoolers have not yet reached the level of independence as regards their dressing skills. This finding could be attributed to what is commonly observed as a practice of most parents, where they dress up their children from where they find so much enjoyment of doing. Hence, this practice has a drawback on the development of children's skills along dressing as they are not pushed to be responsible and independent learners for life.

**Table 6. Development changes among the children along dressing skills.**

Skill	Middle Assessment		Final Assessment	
	Mean	Description	Mean	Description
1. Participates when being dressed e.g. raise arms or his legs	2.10	Good	2.10	Good
2. Pulls down gartered short/pants	2.18	Good	2.18	Good
3. Removes sando	2.10	Good	2.10	Good
4. Dresses without assistance including buttoning and tying	2.10	Good	2.11	Good

5. Dresses without assistance except for buttoning/tying	2.03	Good	2.04	Good
<b>Category Mean</b>	<b>2.102</b>	<b>Good</b>	<b>2.104</b>	<b>Good</b>

*Legend:*

*2.34 – 3.00 Very Good*

*1.67 – 2.33 Good*

*1.00 – 1.66 Poor*

### **Toilet Skills**

When asked to assess the development changes among their preschoolers along toilet skills, the preschool teachers gave their overall assessment of “**Good**” during the middle and final assessments conducted by them as shown in Table 7. Consistent with the other skills in other domains assessed, all eleven skills listed along toilet domain were assessed to be “Good” by the preschool teachers.

Interestingly, while six skills were observed to have a slight improvement as their mean scores would show, there were five skills that stayed constant and that went down a notch as they were assessed from the middle to the final. Instead of these five skills to improve, the skill on *informing the adult only after he has already urinated (peed) or moved his bowels (poohed) in his underpants* decreased by a point in the final assessment which is from 2.0 (middle assessment) to 1.99 (final assessment). Similar observations were also made on *washing face without any help* and *bathing without any help*.

Again, similar trends of observation could be made along this skill that calls for self-help. It could well be noted here that the preschoolers were not motivated to be independent as adults around them, would be tempted to do things for them.

**Table 7. Development changes among the children along toilet skills.**

Skill	Middle Assessment		Final Assessment	
	Mean	Description	Mean	Description
		on		

1. Informs the adult only after he has already urinated (peed) or moved his bowels (poohed) in his underpants	2.00	Good	1.99	Good
2. Informs adult of need to urinate (pee) or move bowels (pooh-pooh) so he can be brought to a designated place (e.g. comfort room)	2.17	Good	2.17	Good
3. Goes to the designated place to urinate (pee) or move bowels (pooh) and never does this in his underpants anymore	2.18	Good	2.19	Good
4. Wipes or cleans self after a bowel movement (poop)	2.08	Good	2.09	Good
5. Participates when bathing (e.g. rubbing arms with soap)	2.06	Good	2.06	Good
6. Washes and dry hands without any help	2.15	Good	2.15	Good
7. Washes face without any help	2.15	Good	2.13	Good
8. Bathes without any help	1.99	Good	1.98	Good
<b>Category Mean</b>	<b>2.095</b>	<b>Good</b>	<b>2.095</b>	<b>Good</b>

*Legend:*

*2.34 – 3.00 Very Good*

*1.67 – 2.33 Good*

*1.00 – 1.66 Poor*

### **Social-Emotional Skills**

The assessment of preschoolers' development changes along social-emotional skills is presented in Table 8. This domain on social-emotional skills of preschoolers is generally assessed by the preschool teachers to be **“Good”** as exposed by their category mean of 2.155 and 2.162 during the middle and final assessments made, respectively.

Outstanding among 24 skills listed in this domain is *demonstrating respect for elders using terms like “po” and “opo”* which showed a sustainable development proven by the mean score of 2.37 (middle assessment) and 2.38 (final assessment) and which is described as **“Very Good”**.

The rest of the skills listed (23 out of 24) were assessed as “**Good**” with *playing organized group games fairly (e.g. does not cheat in order to win)*” obtaining the highest mean score of 2.34 for both assessments made. Next in the list were the skills *asking permission to play with toy being used by another* with mean scores of 2.26 (middle assessment) and 2.28 (final assessment), *waiting for turn* with 2.24 and 2.26 mean scores, *appropriately using cultural gestures of greetings without much prompting (e.g. mano, bless, kiss etc.)* with 2.22 and 2.23 mean scores, *sharing toys with others* with mean scores of 2.20 and 2.23, and *talking about difficult feelings ( e.g. anger, sadness, worry) he experiences* with the same mean score of 2.21 for both assessments.

Among the skills that received lowest mean scores in both middle and final assessments were *rolling ball interactively with caregiver or examiner* with a mean score of 2.0, *persisting when faced with a problem or obstacles to his wants* and *defending possessions with determination* (both with mean scores of 2.07 to 2.08), *honoring a simple bargain with caregiver (can play outside only after cleaning/ finishing this room)* with mean score of 2.09, *watching responsibly over younger siblings/ family members* (mean scores of 2.08 to 2.11), and *being friendly with strangers but initially may show slight anxiety or shyness* with mean scores of 2.07 (middle assessment) and 2.10 (final assessment).

In the social development of the child, it is important that he or she should be given the opportunity to develop knowledge of social roles, to get along well with others, to relate harmoniously with other children and adults, to be cooperative, not to tease and upset other children, to recognize how other people feel and behave, that is, develop empathy, the ability to see another’s point of view. Predicated on this statement, Bunscoile (1998) avowed that there are experiences and activities that help the child develop consciousness of his/her individuality as well as positive relationships with other people, children or adults, and the ability to acknowledge and follow moral and social rules and values such as play which is recognized as a means of promoting kindness, respect, tolerance, cooperation, and group cohesion.

Along this observation, Einon (1998) advocated that the four-year old child is ready to spend large parts of his days without mommy and he is able to share attention with about 20-30 children and thrive and that he begins to extend for a longer time his patience and attention span over an activity. He can even do so without constant praise and direction from teachers.

**Table 8. Development changes among the children along social-emotional skills.**

Skill	Middle Assessment		Final Assessment	
	Mean	Description	Mean	Description
1. Demonstrates respect for elders using terms like “po” and “opo”	2.37	Very Good	2.38	Very Good
2. Shares toys with others.	2.20	Good	2.23	Good
3. Imitates adults activities (e.g. cooking, washing)	2.11	Good	2.11	Good
4. Identifies feelings in others	2.15	Good	2.16	Good
5. Appropriately uses cultural gestures of greetings without much prompting (e.g. mano, bless, kiss etc.)	2.22	Good	2.23	Good
6. Comforts playmates siblings in distress	2.12	Good	2.13	Good
7. Persists when faced with a problem or obstacles to his wants	2.07	Good	2.08	Good
8. Helps with family chores (e.g. wiping tables, watering plants, etc)	2.11	Good	2.10	Good
9. Curious about environment but knows when to stop asking questions of adults	2.18	Good	2.18	Good
10. Waits for turn	2.24	Good	2.26	Good
11. Asks permission to play with toy being used by another	2.26	Good	2.28	Good
12. Defends possessions with determination	2.07	Good	2.08	Good
13. Plays organized group games fairly (e.g. does not cheat in order to win)	2.34	Good	2.34	Good
14. Can talk about difficult feelings ( e.g. Anger, sadness, worry) he experience	2.21	Good	2.21	Good
15. Honors a simple bargain with caregiver (can play outside only after cleaning/ finishing this room)	2.09	Good	2.09	Good

*Legend:*

2.34 – 3.00 *Very Good*

1.67 – 2.33 *Good*

1.00 – 1.66 *Poor*

Table 8 (continued) displays more skills along social-emotional domain that preschoolers are expected to develop. It underscored preschoolers' performance along responsibility towards family members, cooperation among peers, affection with animals and toys, among others.

**Table 8 (continued). Development changes among the children along social-emotional skills.**

Skill	Middle Assessment		Final Assessment	
	Mean	Description	Mean	Description
16. Watches responsibly over younger siblings/ family members	2.08	Good	2.11	Good
17. Cooperates with adults and peers in groups to minimize quarrels and conflicts	2.20	Good	2.21	Good
18. Enjoys watching activities of nearby people or animals	2.15	Good	2.13	Good
19. Friendly with strangers but initially may show slight anxiety or shyness	2.07	Good	2.10	Good
20. Plays alone but likes to be near familiar adults or brothers and sisters	2.11	Good	2.12	Good
21. Laughs or squeals aloud in play	2.19	Good	2.20	Good
22. Plays peek-a-boo (bulaga)	2.11	Good	2.11	Good
23. Roles ball interactively with caregiver or examiner	2.00	Good	2.00	Good
24. Hugs or cuddles toys	2.11	Good	2.13	Good
<b>Category Mean</b>	<b>2.155</b>	<b>Good</b>	<b>2.162</b>	<b>Good</b>

*Legend:*

2.34 – 3.00 *Very Good*

1.67 – 2.33 *Good*

1.00 – 1.66 *Poor*

### **Pedagogical Implications**

Numerous studies such as that of Wardle (2003) which have shown that infants with secure attachments to their mothers and fathers are at an advantage for acquiring competencies in language and in cognitive, social, and emotional development. If attachment does not occur, children may have problems later in life and may display asocial behaviors. He postulated that it is through cooperative play that children experience play in groups in which they must set aside their needs for the good of the group. Thus, they are developing positive social skills.

In the same fashion, Copple (1997) posited that children do not construct their own understanding of a concept in isolation but in the course of interaction with others. Additionally, Berk & Winsler (1995) have found that preschoolers who spend more time at pretend play are more advanced in intellectual development, have a higher capacity for empathy, and are seen by teachers as more socially competent.

Akin to other pedagogues' view, Crain (1993) also underpinned that the child about four years of age has a sense of initiative to make plans set goals and persevere in attaining them and that more than at any time are ready to learn quickly and vividly, and they are willing to ways of channeling their ambition into socially caring pursuit.

The child continues to be assertive and to take the initiative. He is eager for responsibility. Furthermore, Erikson suggests that parents can help by easing their authority and allowing their children to participate with them as equals. As four-year old child gains more skill in using language and handling things, his imagination expands. He cannot avoid frightening himself with that he has dreamt and thought up. Nevertheless, as Thomas (1996) affirmed, out of all these he must emerge with a sense of unbroken initiative as basis for a high and yet realistic sense of ambition and independence.

Comparably, Erickson (1995) reinforced that as children reach age of four, friendship become firmer very often they describe another as "best friend". But this is fleeting since children's loyalties at this age shift all the time and for most part the four year old child's best friend is the person he often plays with.

The findings have substantiated the validity of Bloom's (1964) assertion that development during the early years of life is critical for later development; that such development depends on the availability of an adequately stimulating environment; and that if certain aspects of development do not take place during the early years of a child's life, that they may not take place at all, or at least, that later development will be seriously impaired.

The implication of the findings to the development of skills of the child, behooves the preschool teachers to apply what they deem are the most effective practices as deficits in the areas of development can have long term implication for the child, often affecting his or her ability to respond to the challenges provided in the educational system. As Johnson (2010) asserted , "It is the teachers' role to facilitate and encourage pro-social behaviors, provide activities that foster appropriate skills, provide necessary assistance, and develop a social network that supports children in their efforts. Teachers must provide activities that help children identify various social skills and help them understand why the skill is needed".

Finally, as this present was anchored on Vygotsky's ZPD, the study finds support on Yu's (2004) study where he postulated that appropriate perceptions and practices of the scaffolders can facilitate learning progress by means of teaching and assessing in the light of Vygotskian scaffolding and the zone of proximal development. However, as the sociocultural view of language learning shows, it is not easy to predict learning success. L2 teachers have to take many and various social factors into consideration to co-construct with learners a better and welcoming learning and teaching environment.

## **Conclusion**

Based on the findings of the study, it is concluded that the preschool learners' different domains of development which are either linguistic or non-linguistic, remain a challenge for further development. This conclusion is made manifest in the preschool learners' development changes along communication, cognitive language, gross motor, fine motor, self-help, and social-emotional skills, as these same skills have not yet reached optimal development as shown in the general assessment of good for their performance.

## **Recommendations**

In the light of the findings and the conclusions made, the following are recommended:  
(1) parenting programs, seminars and workshops in collaboration with preschool teachers may

be developed and implemented to make parents aware of the maternal/paternal control they employ on their children and give them appropriate support and encouragement at home; (2) school administrators need to review the curriculum, monitor their preschool teachers' performance, and provide adequate trainings to them, all for the purpose of ensuring teachers' better performance; (3) school administrators are admonished to support the endeavors of the teacher in establishing the cornerstones of effective pedagogical practices in preschool schools, such as giving more space for outdoor activities and for multi-media facilities, to improve everyday child rearing practices; and (4) similar studies may be conducted to include private preschools as locale of the study, looking into preschool learners' development changes and how these compare with the public preschool learners' performance.

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## **English Speaking Anxieties: Sources and Remedies**

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### **Abstract**

This study explored the Speaking Anxieties of the freshman students in Cagayan State University. It also aimed to identify the causes of their speaking anxieties and the possible ways to address these anxieties. The 32 first year English major students served as the respondents of the study. Mostly, the respondents exhibited “nervousness” as a Speaking Anxiety. It was found out that the top most cause of speaking anxieties of the respondents is the fear of committing mistakes in grammar. Moreover, it was also revealed that there is a significant difference on the speaking anxieties of the respondents when grouped according to mother tongue. To address the speaking anxieties of the students, the faculty members should expose the students to speaking activities involving familiar and functional topics and the classroom may be created as relaxed and friendly as possible. Grammar rules may not also be the focus in grading a speaking activity.

**Keywords:** English Speaking anxieties, causes, proposed solutions

### **Introduction**

Speaking in public is not easy. It is a common observation that students get nervous when asked to speak and explain either in class or in public. The anxiety of speaking increases if students are asked to use a second language like English.

Anxiety is defined as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening.

Persons with speaking anxiety often avoid anxiety-producing social or performance situations, but when unavoidable, these situations are endured with feeling of intense anxiety and distress. Also, anticipatory anxiety frequently occurs as an individual imagines the situation in advance of the actual experience (e.g., worrying each day about a presentation to be given in a class several weeks in the future).

Individuals with speaking anxiety most often experience a variety of symptoms in a public speaking situation, including palpitations, sweating, gastrointestinal discomfort, diarrhea, muscle tension, and confusion. (North & Rives; 2001) Burnley et al. (1993) states that, "Approximately 85 percent of the general population report experiencing some level of anxiety about speaking in public." Rossi and Seiler (1989) indicate that, "Public speaking or stage fright has been investigated and studied since the mid-1930's. But, until now, speaking anxieties are still being experienced.

In the case of students, this may lead to avoiding certain courses or even majors where oral presentations are required, never speaking in class, or deciding against certain careers because they would require occasional speaking before a group. Students who are very anxious about public speaking in class may sometimes also avoid social events they would like to attend or may not talk to classmates they would like to get to know

Teaching as a profession is considered to be a "speaking" profession. Teachers have to deliver their lessons in front of students and are expected to engage in activities which require speaking like attending to meetings, presenting in fora, talking to parents and demonstrating lessons during teachers' trainings.

It is then important that Teaching Education Institutions (TEIs) like CSU Piat train its teacher education students to get use in speaking in public. To do this, first, there should be an evaluation of the speaking anxieties of the students and a look into the sources of these speaking anxieties. In other words, there must be an information on what the problem is and the root or the cause of the problem in order to design a proper solution.

According to Price (1991) when he asked questions about what made students most anxious in foreign language class, all of the subjects answered that having to speak a foreign language in front of other students resulted in the most anxiety. Beatty & Frieland, (1990) added that speaking anxiety may stem from numerous sources, such as low public speaking skills non- fluency in a foreign language, emotional predispositions towards public speaking, and characteristics of the public speaking situation itself.

This study is an attempt to investigate the English speaking anxieties and the sources of these anxieties among freshmen English majors in the College of Teacher Education. The researchers believe that as future teachers, the respondents should be able to express themselves confidently because the everyday tasks of teachers require them to speak in front of their students, fellow teachers, parents, superiors and people in the community in different occasions and situations.

### **Conceptual Framework**

Most people are not born public speakers; they are trained to become one.

This research is based on the idea that speaking anxiety is a natural phenomenon which can be remedied in time.

According to Lucas (2011), “Many people who converse easily in all kinds of everyday situations become frightened at the idea of standing up before a group to make a speech”(p.9). Such people need to realize that they are not the only ones who may be going through these emotions; in fact, almost every speaker feels the same. It is important that people consciously realize the fact that there are more nervous speakers in the world than those who are not.

Many authors have researched on the causes and reasons behind public speaking anxiety and have come up with numerous tips and strategies to deal with such situations and to overcome this fear. Whatever the methodology may be to overcome public speaking anxiety, this skill should be a part of curriculum right from school to university level.

Kushner, (2010) talks about simple yet very effective strategies to overcome the fear of public speaking as well as delivering good presentations. He starts off by describing effective styles for starting and ending a speech. Rhetorical questions, a quotation for the opening or conclusion can be used to involve the audience and grab their attention. He elaborates that the speaker should also analyze the requirements of the topic and examine the motivation for speaking and the audience’s motivation for listening. He emphasizes on goal setting and puts forward that one should also set some specific goals that need to be achieved at the end of the presentation. If the speaker is not certain about his/her stance, it will not leave a good impression on the audience and the audience may get demotivated.

In the Philippines, one of the requirements in ranking teacher- applicants is the interview and demonstration teaching. Both need speaking. The performance of the teacher- applicants in these two areas spells much in their over- all scores in the ranking.

It is then very important that speaking anxieties of the education students be addressed now so that they can perform better not only as an applicant, but also as future teachers.

The paradigm below shows the flow of the study.

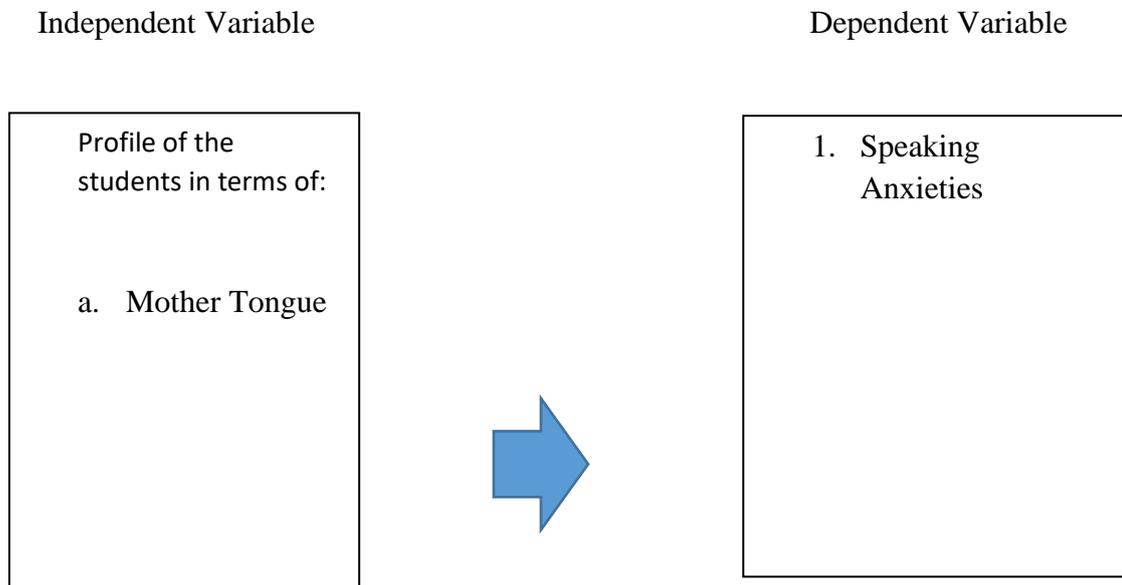


Figure1: Paradigm of the Study

This study used Independent-Dependent Variables paradigm. The independent variable in the study is the profile of the respondents the Input –Process -Output as a paradigm. Under the input is the profile of respondents in terms of mother tongue. Yadav (2014) stressed that the influence of mother tongue is proven to have both positive and negative impact in teaching and learning of English. A learner's L1 is an important determinant of Second Language Acquisition.

The dependent variable of the study include the speaking anxieties of the students. These variable is seen to be affected by the mother tongue of the students

### **Statement of the Problem**

This study aimed to examine the Speaking Anxieties and their causes among First Year English Major Education Students of Cagayan State University Piat Campus.

Specifically, it sought to answer the following questions.

1. What is the mother tongue of the respondents?

2. What are the speaking anxieties of the respondents?
3. What are the causes of the speaking anxieties of the respondents?
4. Is there a significant difference in the speaking anxieties of the respondents when grouped according to their mother tongue?
5. What are the possible solutions to speaking anxieties of the students as proposed by the English teachers?

### **Hypothesis**

1. There is no significant difference in the speaking anxieties of the respondents when grouped according to their mother tongue.

### **Methodology**

#### **Research Design**

This study utilized the descriptive research method, employing both quantitative and qualitative approaches. This research surveyed the profile of the students in terms of native language. It also determined the respondents speaking anxiety and their causes. The quantitative part of the study consisted of the survey of the profile of the respondents and their speaking anxieties. The qualitative part of the study consisted of gathering data on the causes of the students' speaking anxiety and the possible solutions to these speaking anxieties- both which, used the unstructured interview.

#### **Locale of the study**

This study was conducted at Cagayan State University, Piat, Cagayan, Philippines. The university is one of the State Universities in the Philippines offering Teacher Education.

#### **Respondents and Sampling Procedure**

There were two sets of respondents in the study. First, the freshmen English major students of the College of Education, and second, the English teachers in the campus.

Total enumeration was used to determine the number of respondents in the study to answer the questionnaire on speaking anxieties. All the respondents were also interviewed to get the causes or sources of these anxieties.

The researchers used the Slovin's formula to determine the number of respondents to be interviewed to validate the speaking anxieties of the students. From the Slovin's formula, there were four students to be interviewed, but the researchers interviewed 10 students from the class.

All English teachers in the campus were interviewed to get their proposed solutions to the speaking anxieties which the students experience.

### **Research Instruments**

A questionnaire, interview and class observations were employed to gather the data in the study.

An adopted questionnaire from Wahid (2010) was used to identify the speaking anxieties of the respondents. All the respondents were required to answer the questionnaire.

The interview was used to gather data on causes of speaking anxieties of the students. Also, all respondents were interviewed for this purpose.

Another interview was conducted to observe the speaking anxieties of the students while being engaged in a speaking activity. This interview was also used to validate the answers of the respondents on their speaking anxieties. In this case, only 10 representatives from the class who were chosen through the Slovin's formula and draw lots were subjected to the interview. While doing the interview, the respondents took note of the speaking behaviours of the students and compared them with their answers in the questionnaire.

An interview was also conducted to the English faculty members in the campus who provided recommendations on how to help the students overcome their speaking anxieties.

Class observations were also conducted twice, to again, validate the presence of the speaking anxieties of the students as reflected on their answers in the questionnaires.

### **Data-Gathering Procedure**

Before conducting the study, the researcher asked the permission of the Dean of the College Teacher of Education. Upon approval, the researcher personally administered the questionnaires to the respondents of the study. A brief instruction regarding the purpose of the study was given to them before answering the questionnaire. After the administration of the questionnaire, the researcher proceeded to the interview and observation sessions to record the anxieties of students in actual speaking activities and to also validate the speaking anxiety

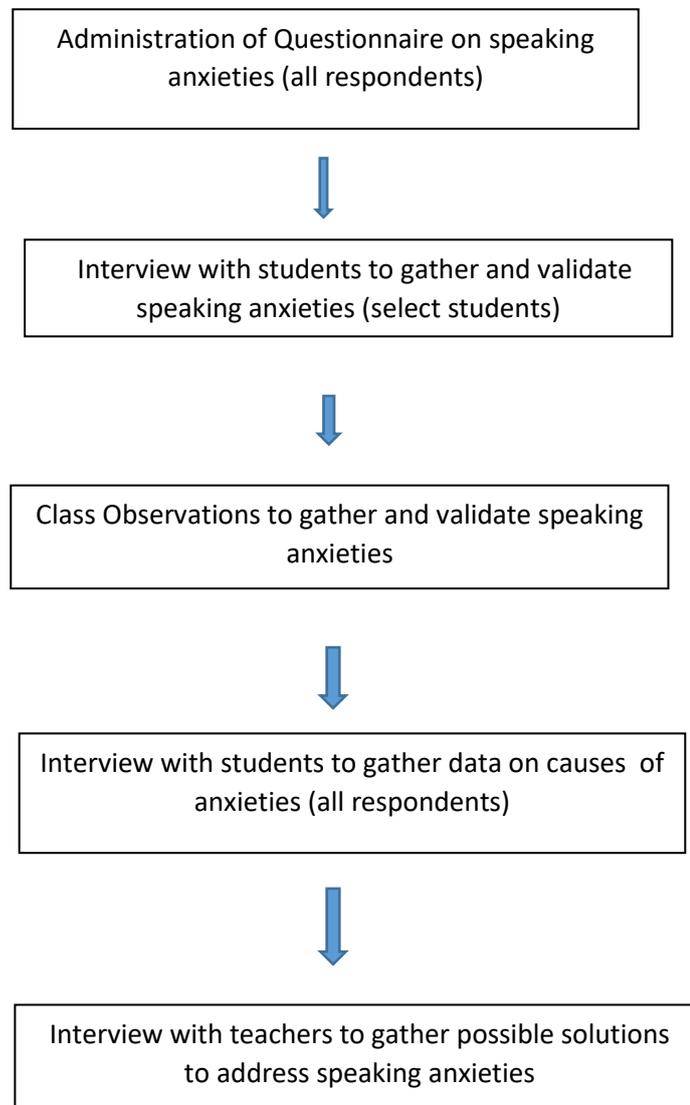
answers of the students. The first interview was conducted to the respondents chosen through Slovin's formula and draw lots. The interview was recorded and was later transcribed. The researchers scheduled the class observation, again to validate the speaking anxieties of the students. The observation was video-taped.

The English class used in the observation was chosen through draw lots. The researcher listed all English subjects of the respondents and picked one to be used for the class observation. The researcher scheduled two class observations. Before the class observations, the researcher asked permission from the instructor. After the agreement, the researcher proceeded to the observation.

Another interview was set to gather data on causes of speaking anxieties. In here, all the respondents were asked with only one question: why do you have speaking anxiety? Which was also explained and rephrase into 'what causes your anxieties in speaking? All respondents were interviewed for this purpose.

After gathering the data on speaking anxieties and causes of these anxieties from the students, the researchers proceeded to the interview with the faculty members for the data on proposed solutions to the speaking anxieties.

The administration of the instruments used in the study is summarized below:



### **Statistical treatment**

Frequency and weighted mean were used to determine the speaking anxiety of the of the respondents. The scale below was used to describe the level of anxiety of the respondents.

<b>SCALE</b>	<b>DESCRIPTIVE SCALE</b>
4.20-5.00	Always
3.40-4.19	Often
2.60-3.39	Sometimes
1.80-2.59	Rare
1.00-1.79	Never

## **Results and Discussion**

### **Respondents' Mother Tongue**

Table 1 shows the frequency and percentage distribution of the respondents' mother tongue. As gleaned in the table below, most of the respondents are Ilocano with a percentage of 59.38%.

On the other hand, 7 out of 32 are Filipino speaking at home with a percentage of 21.88%; Furthermore 5 out of 32 are Itawes with a percentage of 18.75%.

This implies that most of the respondents are Ilocano speakers. This is probably because most of the respondents are from Piat and Sto.Nino District which are Ilocano dominated speaking municipalities.

**Table 1. Frequency and Percentage Distribution of the Respondents' Mother Tongue**

<b>Mother Tongue</b>	<b>Frequency N=32</b>	<b>Percentage</b>
Itawes	6	18.75
Tagalog	7	21.88
Ilocano	19	59.38
TOTAL	32	100

### **Table 2. Respondents' Speaking Anxieties**

The Speaking Anxieties of the respondents were gathered using a questionnaire adopted from Wahid (2010). The questionnaire lists observable behaviours or anxieties which the respondents may exhibit when speaking.

Table 2 shows that the top most speaking anxiety identified by the respondents is “ *I start to panic and I am confused when I have to speak I English without preparation*” with a Weighted Mean of 3.84 or described as “Often”. This is followed by” *Even when I am prepared to speak in English, I get nervous*” with a weighted mean of 3.74 (Often) ; and “*I am afraid to look at my teacher when I speak*” with a Weighted Mean of 3.53 (Often) as the third exhibited speaking anxiety.

It can be noted that the first speaking anxiety identified by the respondents coincide with the findings of Nozi et.al (2014) in their research on English speaking anxiety among Pakistan ESL Intermediate Learners. In this research, they found out that 75% of their respondents feel anxious and start to panic when asked to speak in English.

The same study by Nazin et. al also showed that 85% of the respondents feel nervous when responding in English which may coincide with the second anxiety as identified by the respondents of this present study.

The third speaking anxiety identified by the respondents which is “I am afraid to look at my teacher when in speak” can be associated to the feeling of embarrassment due to fear of being evaluated. This is true to Liv’s and Jackson’s (2008) study on Chinese students Speaking Anxiety. In this study, they pointed out that the students’ unwillingness to participate in discussions emanates from their anxiousness that their teacher will immediately evaluate or criticize them when they speak. Looking away from their teachers or even to whoever they speak with is the sign of embarrassment and fear.

**Table 2. Weighted Mean of the Respondents’ Speaking Anxiety**

INDICATORS	MEAN	DESCRIPTIVE VALUE
1. In classes, I forget how to say things I know.	2.81	Sometimes
2. I tremble when I’m going to have to speak in English.	3.09	Sometimes
3. I start to panic and I am confused when I have to speak in English without preparation.	3.19	Sometimes
4. When I speak English, I feel like a different person.	2.44	Rare
5. Even when I’m prepared to speak English, I get nervous	3.44	Often
6. I’m afraid that my lecturers are ready to correct every mistake I make.	3.53	Often

7. It embarrasses me to volunteer to answer in class.	3.22	Sometimes
8. I never feel quite sure of myself when I am speaking in class.	3.13	Sometimes
9. I always feel that other students are speaking better than I do.	3.84	Often
10. I am afraid that the other students will have a bad perception at me when I speak in front of the class.	3.72	Often
TOTAL WEIGHTED MEAN	3.24	Sometimes

### **Speaking Anxieties of the Respondents Based on the Interview**

The interview was another way for the researcher to take note and validate the speaking anxieties of the respondents. In this, process, the researcher only interviewed representatives of the class through the Slovin's formula and drawlots. A total of 10 respondents were interviewed for this purpose. The interview was done to really confirm the presence of the speaking anxieties of respondents in an actual speaking activity.

During the interview, the researcher noticed that the respondents show nervousness in answering the question "What do you notice in yourself when you are required to speak to someone or in class using English."

The researcher confirmed that truly, the respondents exhibit panic and confusion when asked to speak in English. She observed that while the interview is going on, the respondents seem uneasy and mostly exhibited rattling in answering the question.

The researcher also noticed that even if the interviewees have a good command in English, they were blushing while speaking and were very restless. This, despite the fact that the researcher informed the interviewees with the schedule of the interview which may have given them the chance to prepare for it.

Also during the interview the researcher observed that the respondents are not making eye contact with the researchers. Some of them look on the floor, windows, ceiling and other parts of the room rather than to the researcher.

These observations of the researcher during the interview confirmed that the respondents really exhibited speaking anxieties. Items like [3] "*I start to panic and I am confused when I have to speak in English without preparation*, [5] *Even when I'm prepared to speak English, I get nervous* and [2] *I tremble when I am going to have to speak in English* are evident during the interview.

### **English Speaking Anxieties of the students using the Class Observations**

The class observation which was video-taped was another way for the researcher to again look at the speaking anxieties of the respondents. In this process, the researcher only focused on the students who recited in class when called by the teacher.

The researcher have really seen the presence of panic and nervousness among students who recited. While reciting, the students sometimes forget what they say. Others show mannerisms. Some also asked if they could recite in Filipino.

It was also observed in class that one student was asked to recite, but did not respond to the teacher. After the class, the researcher asked the student why did he not recite when he was asked to. The students said he was not sure of his answer and so he got nervous. According to him in this case, he 'd better not answer at all.

### **Causes of English Speaking Anxieties**

Table 3 shows the frequency and percentage distribution of the Causes of Speaking Anxieties of the respondents.

The causes of speaking anxieties were gathered though the interview. All respondents were interviewed for this purpose. In this process the researcher asked the causes or why the students exhibit their speaking anxieties. The students were given the opportunity to give their answers freely either in English or in their Filipino language or any language that they are comfortable with. Answers of the students were categorized based on the list of resources of anxieties by Wahid 2010.

It can be noted that the top most reason of the speaking anxieties of the students is the fear of committing mistakes in grammar. Grammar proficiency is one component which Philippine schools emphasize in language teaching. More often than not, it becomes the focus of traditional language teachers. This causes fear among students, especially when they speak in English. Evidently, excerpt from an interview would prove how afraid most of the students to commit grammatical mistakes when they said: *“In the Philippines, English is the measurement of intelligence and when I commit grammatical mistake I will really feel shameful”*

The table below presents the causes of speaking anxiety according to the students:

**Table 3. Causes of English Speaking Anxiety**

	Frequency N=32	Percentage	Sample Responses	
1.Fear of Negative Remark/comments	4	12.5	-I feel down when I commit mistakes most especially in pronunciation.	3 <sup>rd</sup>
2.Teacher's Attitude/ Behaviour	5	15.6	-When the teacher says a negative comments the way I speak I feel shaking at hindi ko na masabi ang gusto kong sabihin.	2 <sup>nd</sup>
3.Peer Behaviour	3	9.4	- pinagtatawanan ako ng aking mga kaibigan sa tuwing nagsasalita ako kaya natataranta na akong magsalita.	4 <sup>th</sup>
4.Lack of confidence	5	15.6	- Even I know the answer I keep on thinking that there are smarter than me kaya hindi na lng ako nagrerecite.	2 <sup>nd</sup>
5.Fear of committing mistakes in grammar	7	21.87	- In the Philippines, English is the measurement of intelligence and when I commit grammatical mistake I feel shameful.	1 <sup>st</sup>
6.Lack of Vocabulary	5	15.6	-If I'm mentally block.	2 <sup>nd</sup>
7.Communication Apprehension/Inability to speak	3	9.375	-I'm an introvert person	5 <sup>th</sup>

### **Analysis of Students' Speaking Anxieties when Grouped According to their Mother Tongue**

The table shows that there is a significant difference on the speaking anxieties of the respondents when grouped according to mother tongue.

It can be seen on the table that the Itawes group have the highest Speaking Anxiety with the mean of 3.88 as compared to Ilocano with the Mean of 3.23 and with the Tagalog with the Mean of 2.71. The table further shows that there is a significant difference on the English speaking anxieties of the respondents when grouped according to their mother tongue. It can be seen on the table that there exist a difference in the level of anxieties of the students when grouped according to mother tongue. As seen on the table, the Itawes speakers have the highest level of speaking anxiety. Itawes is one of the indigenous languages in the Philippines, specifically in the province of Cagayan. It is characterized by its coarse pronunciation, high pitch and noticeable intonation. The Ilocano and Filipino languages are nearer to the English language when it comes to pronunciation and pacing, that is why the students who are speakers in these languages may have lower speaking anxieties.

<b>Mother tongue</b>	<b>Mean</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean square</b>	<b>F- Value</b>	<b>Probability value</b>	<b>Decision</b>
Ilocano	3.23	Between Groups = 4.421	2	2.211	3.485	0.044	Reject Ho
Itawes	3.88	Within groups = 18.394	29	0.634			
Filipino	2.71	<hr/> Total=22.815	31				

## **Solutions to Address the English Speaking Anxieties of the Students**

The respondents interviewed the English teachers in the campus to gather data on possible remedies to address or lessen if not to solve the speaking anxieties of the students. The teachers' proposed solutions are presented below:

1. Expose the students with activities and topics that are functional and familiar. This way the students can relate more to what they are asked to do, therefore may lessen their nervousness of committing mistakes.
2. Encourage the students to join language related activities like journalism competitions and speech fests to expose themselves with different audiences.
3. Avoid "on-the spot" correction of errors because that embarrasses and disrupts the students
4. Use strategies such as scaffolding, brainstorming, researching and other collaborative approaches that may be unthreatening to reduce speaking anxiety.
5. Post corrective measures are important to help students realize their mistakes without embarrassing them.
6. Give enough time for students to process their answers. When rattled, be patient in encouraging the students to finish his speech. This way, the students will realize that even when rattling, their answers are still being appreciated.
7. Make speaking in English a habit inside the classroom. This may not mean imposing "English Only Policy", but encouraging them to accept that since English is their chosen major, then they should acquire it as a language and enjoy it even in casual conversations.

## **Conclusions**

English Speaking Anxiety is a phenomenon present in an ESL Classroom. The feeling of nervousness was identified as mostly the exhibited speaking anxiety. Students' perception in grammar along with their lack of confidence are great contributory to their Speaking Anxiety. They get nervous because they fear to commit mistakes in grammar, they fear how their teachers would react on them and also mainly because the presence of an audience gives them the feeling of being judged or being criticized.

## **Recommendations**

As speaking in English is an important and unavoidable component in second language learning, the ESL teacher should expose the students with communicative activities as per learners' level and interest. These communicative activities must be realistic and the classroom must be created as relaxed as possible. The ESL teachers should not also focus on the grammatical mistakes in speaking. The teacher should emphasize fluency not accuracy in communicative activities. Focusing on fluency helps the learners to lower the fear of making mistakes while speaking. The language teacher should encourage the learners to maintain the attitude that making mistakes is a part of language learning

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## **Classroom Participation: College Students' Perceptions**

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### **Abstract**

Active participation of college students in classroom discussions and activities bring to bear a positive influence to their academic performance. This research focuses on the different factors affecting the sophomore students' participation in classroom discussion in the College of Hospitality Management of Cagayan State University. Total enumeration was used because all the students enrolled in Business Mathematics for 1<sup>st</sup> Semester 2018-2019 were involved in the study with a total of 350. A descriptive method was used in this study. Some perceived factors are communication skills of students, study habits, attitudes towards their subjects, mastery of the subject matter on the part of the teachers, their communication skills, methods and techniques in teaching and the physical condition of the school were identified to affect college students' participation in classroom discussions or activities.

**Key Words:** Classroom Discussions, Communication skills, mastery of the subject matter, physical condition of the school, classroom participation.

### **Introduction**

Active involvement of students in classroom discussions and activities bring to bear a positive influence on students' achievement. (Pratton and Hales, 2015). Involvement and participation matters as Tinto (1997) mention and students' involvement can occur both inside and outside the classroom. The importance of students' active involvement in learning is

emphasized in the study of (Fritschner, 2000; Howard and Henney, 1998; Howard James and Taylor, 2002; Nunn, 1996, Rau and Heyl, 1990; Smith, 1996: Thompson, 1996). Active involvement in class discussions (Garside, 1996) and helps the retention and information that might be lost (Bransford,1979). Most teachers in college acknowledge the value of active participation during classroom discussions. Professors talks almost 80% of the time (Fischer and Grant, 1983; Smith, 1983). Only about 10 to 40 students actively participate in classroom discussions and typically 5 of these dominate the discussions (Karp and Yoels, 1976). They refer to these overriding pattern of participation in the classroom as the “consolidation of responsibility”.

Education in the Philippines is faced with the problem of improving the quality of instruction. High mortality rates in government examinations have evidences of poor quality of education. This deterioration of its quality of learning among learners has been the concern of the whole system of education. The educational system specifically Cagayan State University should create an effective and functional school which anticipate the enormous perspective of global change from the context of relevant and responsive educators. Edmonds (p. 93-104) demands for improving teacher quality and for holding teachers accountable for student achievement and progress have increase over recent years. Some educators & policy makers claim that we need to identify indicators of effectiveness and to evaluate school and teachers on their basis of these indicators. A growing numbers of educators and policy makers believe the need to raise school standard for teacher certification and performance. Violence and aggression in the classroom are pointed out as a major concern within the teaching community. Teachers' perceptions of the appropriateness of intervention behaviors during aggressive incidents, however, are less often examined (Meyer, Astor, & Behre, 2002), nor how they compare to the perceptions of teachers' training and preparation (John, 2002).

The Philippines is one of the signatories to the historic Agenda 21 and was the first country to establish a National Council for Sustainable Development. Ten years after Rio, global society is again confronted with the question of whether sustainable development as a concept, philosophy and practice has improved the lives of peoples in different countries and cultures. It attempts to discuss initiatives through which tertiary education has helped bring about sustainable development in the Philippines. It hypothesized that for sustainable development to happen it must take root in the consciousness and cultures of society. The article talk about the undertaking of two national networks for environmental education, the

Environmental Education Network of the Philippines, Inc. (EENP) and the Philippine Association of Tertiary Level Educational Institutions in Environmental Protection and Management (PATLEPAM), (Segovia, V. M., & Galang, A. P.,2002).

To make education more responsive and relevant to change taking place in our modern society particularly our educational institution, teaching staff must have to examine critically the methods, strategies and techniques they employ in teaching. It should meet the demand and needs of learners in order to facilitate maximum learning to the students. Different leadership styles on teacher communication networks enhances the capacities of participants, creates conditions that allow the emergence of extended mode in meetings and provides guidance towards the realization of innovations. (Law, E. H., Lee, J. C., Wan, S. W., Ko, J., & Hiruma, F.,2014).

Teaching is a profession (Lardizabal (1991, p 11) one of the responsibilities of the teacher to his students should earnestly make learning experiences of the students enjoyable, fruitful and meaningful. One of the principles of learning states that “The learner must be active not passive for maximum learning”. This principle is adroitly expressed in the Chinese adage: ***I hear and I forget, I see and I remember, I do and I understand.*** Very little learning takes place without personal involvement and meaning on the part of the learner. The process of learning is primarily controlled by the learner and not by the teacher. Changes in perception and behavior are mere product of human meaning and perceiving rather than any forces exerted upon the individual. Learning is not only a function of what a teacher does, says, or provides a learner. More significantly, learning has to do with something happens in the unique world of the learner. Learning readily takes place when teaching serves as a facilitating process that helps the learner to explore and discover the world around him. Learning by doing is important. It is therefore important that teachers must apply the appropriate approach and strategies in teaching where students will be encourage to participate and do the activities voluntarily.

The condition of classroom physical learning environment had great impact on students' learning and motivation including the motivation to actively participate in academic activities; it can influence their personal behavior and their school attendance, evaluations of instruction, well-designed classrooms are essential for the purpose of individual, small group, and large group activities. Classroom physical attributes can impact student learning and subsequent student evaluations of college instructors, (Lei, S.A , 2010).

According to Ryan (1953), teaching is effective to the extent the teacher does things in ways that contributes to the development of skills, understanding, work habits, desirable attitudes and adequate personal adjustment on the part of the learners.

Some students eagerly participate in class discussions every day in school. Yet, a lot of students never participated in classroom discussions since the first day of school up to the end of the semester. Facilitating students' willingness to ask questions or give supplements or ideas in class is likely to enhance their intellectual development (Fassinger, Polly)

Used a symbolic interactionist approach to investigate student behavior in 10 college classes in a Northeastern university. Data were gathered throughout the semester on the interactions occurring in these selected classes. Instructors placed a great deal of emphasis on items such as "students appearing unintelligent in the eyes of other students" or "the possibility that student comments might negatively affect their grades." Three "organizational features" of the college classroom (consolidation of responsibility, the unlikeliness of instructors calling on specific students, and infrequent but announced tests) are proposed as factors in the noninvolvement of students. (Karp, D. A., & Yoels, W. C., 1976)

Separate studies have been conducted regarding the effect of attitude on the achievement in the sciences. A study conducted by Alvord (1972, pp. 36-38) reveals that achievement in science is significantly related to attitude toward the school. Finding also shows that attitude and interest will contribute to the understanding and application of scientific principles in later life situations.

*The single most characteristic thing about human beings is what they learn. Learning is so deeply ingrained in man that it is almost involuntary... out specialization as a species is a specialization for learning.*

Banks in his study concludes that a positive correlation exists between the teachers' attitude and their pupils' attitude they acquire in school. Thus, the teacher must understand that attitudes are learned and that a major function of effective teaching is to provide an environment for the growth of positive attitudes.

Halloran (1967, p.37) points out that attitudes are not innate. They are learned, developed and organized through experiences. Even though attitudes are comparatively stable feelings since they are developed over a period of years, many educators concur with Halloran that it is possible to change attitudes.

A study made by Fehrmann, Keith and Reimers (1987, pp. 330-337) in the United States tried to determine the direct effects of parental involvement of grades, and to determine the extent of any indirect effect or parental involvement on grades through homework and TV viewing time. The subjects consisted of 28, 051 high school seniors using Path analysis. They found out that the time spent on homework and in viewing television have an important effect on academic learning; parental involvement has a direct and positive effect on grades because time spent on homework and in viewing televisions during school days were managed by parental effort.

*On teacher Factor (mastery of the subject matter, communication skills and classroom management and teaching techniques).* The system of learning introduced by Kumon is in line with Bloom's (1971) principles of teaching, which are as follows: All human have natural potential for learning. Some learn faster than others, but all continue to learn throughout life. Humans learn fastest when instruction including classroom climate, materials and activities are matched to their intellect, background, personality, interest, and preferred styles of learning.

Teachers must be proficient in all areas of learning as stressed by Belen (1987, p.1) in his book *The Modern Science*. He also mentioned that to teach science effectively, the teacher should be equipped with the necessary and sufficient knowledge and proficiency in various areas of science. Unfortunately, this knowledge and proficiency require more than what the teacher received during their pre-service training. However, due to the advance in science, teachers should be updated with the current issues, new discoveries and inventions and all science-related information.

According to Bosing (1971, p.31) the concept of total teaching and learning experiences and processes, systematically organized with definite goals and objectives and at present, empirically not adequately appreciated by most of the personnel associated with school education. The major components of the curriculum, such as the syllabus, instructional materials, equipment, teaching aids and technology, teaching learning strategies, methodologies and evaluation are generally developed in isolation. As a result, the package of materials and activities proposed and developed under the curriculum loses in internal coherence and internal consistency and their effectiveness of the grassroots is greatly

reduced. But its very nature, teaching and learning science demand an open and flexible approach to the curriculum and a certain degree of freedom to the teachers to improvise.

Kapili and Calvero (1975, pp. v-viii) emphasized that the adoption of new method of teaching and discovery or inquiry, coupled with practical approach have added to the difficulties of the students. In such adoption, the need for more adequate science equipment is likely to occur.

Hall and Sander emphasized that women are given lesser attention in college because of professors' differential treatment of students by gender. Instructors may ignore or give lesser attention to female students' more than male students, and they may recall male's students' names more often or give more eye contact.

Active student participation gives a positive influence on student achievement of a designed unique instructional material, (Pratton and Hales, 2015).

For physical Condition of the classroom, the perception of students in secondary level on the condition of their classroom physical learning environment and its impact on their learning level and motivation showed that the condition of classroom physical learning environment had great impact on students' learning and motivation including the motivation to actively participate in academic discussions and activities; it can influence their personal behavior and their attendance in school. The study recommended that government and other education stakeholders should give attentions to creating positive and meaningful learning environment in schools for students' attainment of maximum learning and academic development (Asiyai, 2014).

Classroom design, draws from this research a number of principles for the design and management of classroom space, and talks about issues that need to be examined and given attention with respect to the effective use of the physical environment in instruction, Weinstein, C. S. (1981).

The physical structure and condition of classrooms, including studios, laboratories, auditoriums, and other indoor environments, can have a profound impact on the learning of college students and their overall ratings in class (student evaluations) of college instructors. Many college classrooms have been designed in the shape of a square or a rectangle, with permanently attached furniture, and modern technologies. In order to facilitate student learning and subsequently to increase student evaluations of instruction, well-designed classrooms are essential for the purpose of individual, small group, and large group activities, (Lei, S.A, 2010)

Teachers' warmth was significantly related to academic achievement and to participation, the relationship between warmth and achievement was nonexistent after the effect of participation was eliminated. Students' participation in class may have a great influence on the relationship between students' perceptions and achievement, (Kristin E. Voelkl, 2010)

Educators in the College of Hospitality and Industry Management are working so hard in the analysis of the total learning situation in order to improve quality education for this 23<sup>rd</sup> millennium. Some students eagerly participate in class daily, yet, at the end of semester, a lot of classes (Asiyai, R., 2014). In order to facilitate student learning and subsequently to increase students' performance.

The paper is somewhat related to Trents' study because his paper problematizes Chinese learners alleged reticence by examining how one group of undergraduates at an English medium of instruction university in Hong Kong were able to meet the demands placed upon them for participation in spoken activities within their English for academic purposes classroom. Interviews with students and teachers, classroom observations, audiovisual recordings of classroom interaction and documentary analysis were used to understand how students participated in classroom discussion. The results suggest that learners adopted particular oral roles and drew upon a range of resources in ways that enabled them to conceptualize participation in classroom discussion as, in part, the result of learner agency. Implications for classroom practices in content classrooms traditionally dominated by a transmission mode of teaching are discussed.

Students who have not uttered a single word since the first day of classes, (Hall and Sander). Participation is both a productive work habit, likely to contribute to learning, as well as evidence of students' motivation to learn (Turner and Patrick). Participation in lessons facilitates learning. Students can participate overtly including offering their ideas and thoughts spontaneously, volunteering to answer questions, answering questions when called, demonstrating at the chalkboard, talking to peers or the teacher about tasks and completing written work, Students may also participate without these behavioral indicators of involvement by watching, listening and thinking.

It is for this reason that the researcher decided to conduct a study regarding the perceived factors affecting hospitality students' participation in classroom discussion for them to identify the possible factors why students are so passive during classroom discussions. Some

perceived factors are communication skills of students, study habits, attitudes towards their subjects, mastery of the subject matter on the part of the teachers, their communication skills, methods and techniques in teaching and the physical condition of the school. Hence this study was conducted.

### **Objectives of the Study**

This study aimed to determine the perceived factors affecting the sophomore students' participation in classroom discussion in the College of Hospitality Management of Cagayan State University for the first semester School Year 2018-2019. It likewise identified to what degree do the sophomore students perceived the factors affecting their participation in classroom discussion relative to the Student Factor on Student Communication skills, and Student Study Habits and Attitudes. It also identified the teacher factor along mastery of the subject matter, communication skills, classroom Management and Teaching Techniques and Physical Condition.

### **Methods**

#### **Research Design**

The educational research method that was employed was the descriptive method since the chief purpose of the study is to identify and analyze the perceived factors affecting the sophomore students' participation in classroom discussion.

#### **Respondents of the Study**

The respondents involved in this study were the 350 sophomore students that were taken from Bachelor of Science in Hospitality Industry Management enrolled in Cagayan State University, Tuguegarao for the First Semester, School Year 2018-2019.

#### **Variables, Measures**

A research paradigm was developed to estimate how students' perception on the perceived factors directly and indirectly influence class participation. The dependent variables- class participation by asking students on the factors affecting about their participation in class discussions. Independent Variables- student factor (communication

skills, study habits and attitude), teacher factor (Mastery of the Subject Matter, Classroom Management and Techniques of teachers) and physical conditions of classroom.

The instrument used in gathering pertinent data and information for this study was formulated on the basis of questionnaire related from classroom situation:

### Statistical Analysis

This study made used of the following statistical tools, which were needed in the analysis of the data.

For the perceived factors affecting students' participation in classroom discussion, A Modified Likert Scale value was assigned to score the five categories for positive and negative statement as follows:

#### A1. Communication skills of students

Negative Statements		Scale Value	Positive Statements
Categories			Categories
Not a Problem		5 points	Very High Degree
Low Moderate Degree		4 points	High Degree
Moderately Degree		3 points	Moderately Degree
High Degree		2 points	Low Moderate Degree
Very High Degree		1 point	Not a Problem

#### A2. Communication Skills of Teachers

Scale Value	Categories
5 points	Very High Degree
4 points	High Degree
3 points	Moderately Degree
2 points	Low Moderate Degree
1 point	Not a Problem

#### B. Study habits and attitudes

Negative Statements		Scale Value	Positive Statements
Categories			Categories
Never		5 points	Always
Seldom		4 points	Often

Regularly	3 points	Regularly
Often	2 points	Seldom
Always	1 point	Never

C. Mastery of the Subject Matter, Classroom Management and Techniques of teachers.

Scale Value	Categories
5 points	Excellent
4 points	Very Satisfactory
3 points	Satisfactory
2 points	Below Satisfactory
1 point	Poor

D. Physical Condition

Scale Value	Categories
5 points	Excellent
4 points	Very Conducive
3 points	Conducive
2 points	Below Conducive
1 point	Poor

To analyze the perceived factors affecting students' participation in classroom discussion, the Item mean was used.

A criterion scale was used by the researcher for the assessment of results as follows:

A1. Communication Skills of Students

Negative Statements		Mean Range	Positive Statements	
Arbitrary Level			Arbitrary Level	
Not a Problem		4.20-5.00	Very High Degree	
Low Moderate Degree		3.40-4.19	High Degree	
Moderately Degree		2.60-3.39	Moderately Degree	
High Degree		1.80-2.59	Low Moderate Degree	
Very High Degree		1.00-1.79	Not a Problem	

A2. Communication Skills of Teachers

Mean Range	Arbitrary Level
4.20-5.00	Very High Degree
3.40-4.19	High Degree
2.60-3.39	Moderately Degree
1.80-2.59	Low Moderate Degree
1.00-1.79	Not a Problem

b. Study Habits and Attitudes of Students

Negative Statements		Positive Statements
Arbitrary Level	Mean Range	Arbitrary Level
Never	4.20-5.00	Always
Seldom	3.40-4.19	Often
Regularly	2.60-3.39	Regularly
Often	1.80-2.59	Seldom
Always	1.00-1.79	Never

C. Mastery of the Subject Matter, Classroom Management and Techniques of Teachers.

Mean Range	Arbitrary Level
4.20-5.00	Excellent
3.40-4.19	Very Satisfactory
2.60-3.39	Satisfactory
1.80-2.59	Below Satisfactory
1.00-1.79	Poor

D. Physical Condition

Mean Range	Arbitrary Level
4.20-5.00	Excellent
3.40-4.19	Very Conducive
2.60-3.39	conducive
1.80-2.59	Below Conducive
1.00-1.79	Poor

## Results and Discussions

Table 1.a Perception of Sophomore Students on Factors Affecting their Participation in Classroom Discussion *As to Student Factor*

Communication Skills	Item Mean	Descriptive Scale
I have poor vocabulary.	3.00	Moderately Degree
I lack skills in oral communication.	2.75	Moderately Degree
I am not ready to answer when called upon to recite.	2.82	Moderately Degree
I am nervous when my teacher calls me to recite.	2.79	Moderately Degree
I don't know the answer.	2.76	Moderately Degree
I feel ashamed/shy.	2.34	High Degree
I can express my ideas clearly using the English Language.	2.37	Low Moderate Degree
Category Mean	2.82	Moderately Degree

Table 1a presents the perception of sophomore students on factors affecting their participation in classroom discussion as to student factor. The category mean on the communications skills of students is 2.82 with a descriptive scale of “moderately degree”. As shown in the table 1a items were rated moderately degree such as: I have poor vocabulary, I lack skills in oral communication, I’m not ready to answer when called upon to recite, and I don’t know the answer.

This simply means that students are greatly affected with these six items enumerated in classroom discussion. Students who lack or weak in communication skills could hardly participate in classroom discussion.

The only item that was rated high degree with an item mean of 2.34 is “I feel ashamed/shy.” and an item that was rated low moderate degree is “I can express my ideas clearly using the English language”. This simply means that students could hardly express themselves which is a great factor for them to be passive in classroom participation.

Table 1.b Perception of Sophomore Students on Factors Affecting their Participation  
in Classroom Discussion *As to Student Factor*

Study habits and attitudes of students	Item Mean	Descriptive Scale
I do not study my lesson at home.	2.49	Often
I seldom visit the library	2.63	Regularly
I am not interested on the subject.	2.50	Often
I find my lessons difficult.	2.47	Often
I am comfortable with my time schedule.	2.81	Regularly
I do not attend my class regularly.	2.49	Often
I am lazy to attend my class.	2.31	Often
I do not have self-confidence.	2.56	Often
I dislike my teacher.	2.57	Often
I do not understand the way my teachers teach.	2.81	Regularly
I do not have books for my subjects.	2.82	Regularly
I have problems regarding money.	2.71	Regularly
My boarding house is not conducive for studying my lesson	2.72	Regularly
I am not comfortable with the time schedule	2.63	Regularly
Category Mean	2.38	Often

The data above shows the study habits and attitude of sophomore management students as a factor that affects them in their participation in classroom discussion.

There are 7 items were rated “often” such as; “I do not study my lesson at home”, “I am lazy to attend to my class”, “I am not interested on the subject”, “I find my lessons difficult”, “ I do not attend my class regularly”, “ I do not have self-confidence”, and “I dislike my teacher”. The enumerated items above imply that students who have this kind of study habits and attitude towards their subject and teacher would really be a great factor for them not to participate actively in any topic/issues discussed by the teacher inside the class.

“I seldom visit the library”, “I am comfortable with my time schedule”, “I do not understand the way my teacher teach”, “I do not have books for my subjects”, “I have problem regarding money”, “My boarding is not conducive for studying my lessons” and “I am not comfortable with the time schedule”. These were rated regularly. This means that students who would regularly practice these kind of behavior and attitude in school will make them achieve a low performance particularly in recitation and participation in classroom discussion.

The category mean of 2.36 with a descriptive scale of “often” means that the study habits and attitudes of learners are oftentimes a great factor to have an active participation in classroom discussion. The teacher should provide a conducive environment for a participative classroom discussion.

Table 1.c Perception of Sophomore Hospitality Industry Management Students on Factors Affecting their Participation in Classroom Discussion As to Teacher Factor

Mastery of the Subject Matter	Item Mean	Descriptive Scale
Has a mastery of the subject matter	2.76	Satisfactory
Introduces the day’s lesson clearly at the start of class to show its relation to the previous lesson	2.68	Satisfactory
Relates lessons with current issues and trends	2.74	Satisfactory
Elaborate the subject matter well	2.65	Satisfactory
Learned much from the explanation/discussion of our teacher	2.57	Below Satisfactory
Category Mean	2.68	Satisfactory

Table 1c presents the perception of sophomore students on factors affecting their participation in classroom discussion as to teacher factor on the mastery of the subject matter.

The four items that have a descriptive scale of satisfactory are; has a mastery of the subject matter, introduces the day’s lesson clearly at the start of classes to show its relation to the previous lesson , relates lessons with current issues and elaborate the subject matter well. While the only statement with a descriptive scale of below satisfactory is learned much from the explanation/discussion of our teacher. This implies that students are not satisfied with the explanation of their teachers which is a reason for them not to interact and give their opinions or answers being asked or discussed by the teacher.

The category mean is 2.68 or satisfactory. This implies that the mastery of the subject matter of teachers slightly affects students' participation in classroom discussion.

Table 1.d Perception of Sophomore Hospitality Industry Management Students on Factors Affecting their Participation in Classroom Discussion As to Teacher Factor

Communication Skills	Item Mean	Descriptive Scale
Uses language appropriate to the level of the class.	2.87	Satisfactory
Speaks clearly	2.91	Satisfactory
Uses highly technical terms in asking questions.	2.82	Satisfactory
Maintain eye contact with student when speaking.	2.84	Satisfactory
Questions asked are simple and clear.	2.76	Satisfactory
Category Mean	2.84	Satisfactory

The perception of sophomore hospitality industry management students on factors affecting their participation in classroom discussion as to teacher factor on communication skills is presented in table 1d.

The teacher uses language appropriate to the level of the class, speaks clearly, uses highly technical terms in asking questions, maintain eye to eye contact with students when speaking, questions asked are simple and clear belong to the category of communications skills of teachers that they should possess in order to stimulate students to react and actively participate in classroom discussion. All these items have a descriptive scale of satisfactory.

The category mean of 2.68 or satisfactory means that the communication skills of teachers in the College of Hospitality Industry Management do not affect their participation in classroom discussion.

Table 1e. Perception of Sophomore Hospitality Industry Management Students on Factors Affecting their Participation in Classroom Discussion As to Teacher Factor

Classroom Management/Teaching	Item Mean	Descriptive Scale
Makes favorable comments when students give a correct answer.	2.72	Satisfactory

Has a good time management.	2.60	Satisfactory
Capable of maintaining classroom discipline.	3.62	Satisfactory
Has the ability to stimulate classroom participation.	2.79	Satisfactory
He encourages me to recite.	3.71	Satisfactory
Makes the lesson interesting.	2.72	Satisfactory
He gives enough drills/exercises.	3.74	Satisfactory
Category Mean	2.70	Satisfactory

The classroom management/teaching as a perceived factor for students' participation in classroom discussion is presented in table 1e.

All the items in the table were rated satisfactory including the category mean of 2.70 or satisfactory simply means that students are satisfied on their teachers' teaching and handling classroom management. Hence, this would be a motivation for them to be very active in classroom activities.

Table 1f. Perception of Sophomore Students on Factors Affecting their Participation in Classroom Discipline As to Physical Condition

Physical Condition	Item Mean	Descriptive Scale
Classroom facilities	2.82	Conducive
Ventilation	2.72	Conducive
Class size	2.59	Below Conducive
Chairs/Study Tables	2.74	Conducive
Category Mean	2.72	Conducive

Table 1f presents the perception of sophomore hospitality industry management students on factors affecting the students' participation in classroom discussion as to physical condition.

The classroom facilities, ventilation, chairs/study tables were rated conducive while class size has a descriptive scale of below conducive.

The data shows that physical conditions of school that has a category mean of 2.72 or conducive slightly affect the learning conditions of students/learners. The more conducive the facilities in the school the greater the accumulation and assimilation of learning by the students. This implies that the students in the College of Hospitality and Industry Management are satisfied with the physical conditions of the school except the class size that has an item

mean of 2.59 or below conducive. This means that there are classes which are overcrowded wherein learning to be maximize inside the classroom is impossible and this would be a factor for student not to recite.

## **Perception of Students on the Perceived Factors Affecting their Participation in Classroom Discussion.**

### **Student Factor**

The category mean on the communication skills of students is 2.82 with a descriptive scale of moderately degree.

The study habits and attitudes of the respondents has a category mean of 2.36 with a descriptive scale of often. This means that the learners are oftentimes affected with this factor.

### **Teacher Factor**

Mastery of the Subject matter has a category mean of 2.68 or satisfactory.

The category mean of 2.84 or satisfactory on the communication skills of teachers somehow affect the participation of students in classroom discussion in terms of encouraging greater number of learners to actively participate.

As to the classroom management and instructional ability of teachers, the category mean is 2.70 or satisfactory means that students are satisfied with the teaching and ability of their teachers to handle the class with discipline.

### **Physical Condition of Classroom**

The physical condition of the school/classroom has a category mean of 2.72 or conducive. Students find the classroom conducive for learning and for better assimilation of knowledge but they are not comfortable with the number of students inside the class which is a great factor for them to be neglected and be passive in classroom discussion.

### **Conclusion**

The teacher should earnestly make learning experiences of the students enjoyable, fruitful and meaningful. The learner must be active in classroom activities for maximum learning because very little learning takes place without personal involvement. Significantly, relate with the attitudes in learning by the students.

The methodologies and strategies of teachers in teaching, and the physical condition of the classroom/school should be considered to maximize active participation by the students.

Hence, teachers should apply the most appropriate approach in teaching by taking into account the learner's learning capabilities and their needs will result to maximum learning. Successful learning is positively related to the students' communication skills, attitudes in learning and self-confidence.

### **Recommendations**

Students should display at all times positive attitudes towards their teachers and their subjects in order to achieve a high achievement in school.

Moreover, the language professors must consider the provision of individual differences to motivate and facilitate active participation in any classroom activity. Teachers should adopt the most appropriate methods/strategies in teaching according to the level of interest and abilities of the learners. And the professors should provide a favorable and conducive environment during classroom discussion to arouse the interest of the students to learn.

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## **Analysis of the Grammatical Construction and Compositionality of Verbal Problems: Linguistics and Logic Interface in the Language Mathematics**

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### **Abstract**

Over the years, both educators and students have had problems in teaching and learning Mathematical language because of the linguistics features of the text. Research supports that Mathematical language is syntactically and semantically specialized. The lexis, syntax and semantics of Mathematical language are seen to be factors in its effective cognitive representation and critical operations beneficial in developing algebraic skills. Hence, the proposition that language competence is a key component in understanding Mathematical language requires a need to dissect and examine Mathematical language based on the precepts of Linguistics. This paper aims to describe the grammatical construction and compositionality of algebraic verbal structures such as algebraic expressions and sentences which are baseline of mathematical word problems. This is to contribute to the understanding of mathematical language by making the lexical and syntactical features, and the semantics of algebraic verbal structures explicit. Formal language analysis framework was used as a reference model for presenting a grammar of algebraic expressions. The constructional and compositional models illustrate the crossing of the language used in algebraic statements over the natural language to highlight the specialized mathematical language. Constructional and compositional analysis was used to describe and explain the syntax of algebraic expressions and sentences in terms of principles and operations typical of mathematical language which allow context-free analysis of the language system; hence, the minimalist phrase structure model. Results show

that in general, algebraic statements can be classified in three types; algebraic noun phrases, algebraic conditional-operational noun phrase, algebraic relative noun phrases and algebraic sentence of equalities. Noun phrases of algebraic expressions are nominative accusative type in non-terminating constructional form.

**Keywords:** grammatical construction and compositionality; noun phrases; phrase structure, algebraic expressions; mathematical language

## 1. Introduction

According to the Mathematics Framework for Basic Education in SEI-DOST 2011, the goal of mathematics education is to develop a mathematically empowered citizenry. For Filipino students, mathematical empowerment is governed by skills such as problem solving, communication, reasoning and making mathematical connection. These skills are linguistic in nature (Bautista, 2016). In fact, Cummins (1981) reiterates that the semantics of language as in stating, restating, deriving, making inference, identifying cause and effects, comparing and contrasting, and the like are essential in understanding the Mathematical Language. Algebraic statements and operations specifically therefore can be appropriately understood in the domains of word cues, syntactical formation and semantics of the mathematical word problems. Hence, Mathematics is not just numbers. In fact, the common factor of the four macro skills in mathematics, or the critical and analytical thinking skills, is using the precise language that would facilitate understanding of concepts and content of Mathematics

The Mathematical Language (ML) as a context-free language is quite different from the natural language as the former somehow deviates from the norms of the latter. As a specialized language, ML has its own syntactical features. The syntax of algebraic verbal construction as a backbone of ML is highly structured and complex. However, it requires simplicity and clarity to be precise. Algebraic verbal structures such as algebraic expressions and sentences also derive their meaning within the bounds of grammatical construction and compositionality (Bernardo, 2005).

## 2. Methodology

In this study, formal, language analysis framework was used as a reference model for presenting a grammar of algebraic verbal constructions. In particular, the constructional and

compositional models illustrate the algebraic verbal statements crossing over the natural language to highlight the specialized mathematical language (ML). Constructional and compositional analyses were used in an attempt to describe and explain algebraic verbal syntax in terms of more general principles and operations that are typical of ML but are somehow deviations from the idiosyncrasies of the natural language system which allows context-free analysis of the ML system; hence, the phrase structure grammar.

Generally, the phrase structure grammar (PSG) consists of a finite set of terminals such as leaf nodes in a parse tree or minimal projections, the actual lexical units that make up a phrase or a sentence including its morpho-syntactic features such as parts of speech, case, type of complement, agreement and the like. PSG also outlines finite set of non-terminals (NT) such as phrase type, or syntactic categories. Complement phrase structure in the PSG allows the projection of TP to further describe the minimal projection within the sentence. The derivation of a syntactic structure is a bottom-up process, wherein the merging functions check the features of a terminal or lexical unit and their features with un-attributed values called lexical variables. These lexical variables initiate the introduction of another unit whose feature-values are unified with the said variables. Finally, this merging creates binary structures and is applied recursively until all features of the sentences are interpreted or are given values in the phase structure tree or parse tree.

### **3. Results and Discussion**

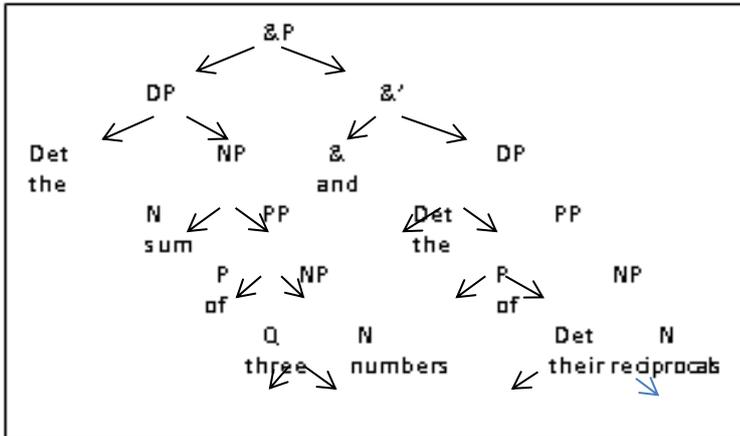
Generally, algebraic verbal structures are composed of both numerical and literal constructs and values. According to Namirah et al. (2017), these numbers and letters are called constructs as they carry specific meaning in the order they appear in the phrase and statements. The numerical constructs are constant values while the literal constructs are non – constant values often referred as variables. Like in a natural language, algebraic phrases and statements follow a grammatical system distinct to ML (Abedi et al., 2001).

#### **3.1. The Phrase Structures of Algebraic Verbal Constructions**

Based on construction and compositionality, algebraic phrases and algebraic statements are often NP (noun phrase) projection or its variables. DP (determiner phrase) and QP (quantifier phrase), noun headed, determiner headed, quantifier headed, respectively, are in the nominal category type accusative case. The projection of this nominal type is a merging of determiner

– object, a determiner and noun construction, which initiates a non-terminal semantic type enabling it for modification through the minor projections usually a prepositional phrase (PP). The ‘and’ is a conjunct of the two NP compositionality functioning as elements of the DP ‘the sum’. This projection is illustrated below.

(1) *the sum of three numbers and the product of their reciprocals*



### 3.2. Types of Algebraic Phrases

#### 3.2.1. Algebraic Noun Phrases (ANPs)

The most typical algebraic verbal construction is the *algebraic noun phrases (ANPs)*. ANPs are nominative accusative type non-terminating construction where noun phrases are projected from the noun to its modifier. An ANP is specifically an NP projection without the direct surface DP modification. This construction is used in the algebraic phrase below.

(2) *Fifteen less than the quotient of M and (3M – 7)*

The maximal projection of NP proceeds to a QP. The QP which is headed by the quantifier ‘less than’ mathematically defines the head noun ‘fifteen’ in the maximal NP projection, and is further complemented by the AndP (&P) ‘the quotient of M and (3M-7)’. As the tree diagram illustrates, the QP is projected to DP/NP ‘the quotient of M and (3M – 7)’, and there are two minor NP projections to define the algebraic condition in the QP ‘less than’. These constituencies of the minor NP projections are linked by the conjunction ‘and’. Hence, the QP ‘less than the quotient’ which is algebraic division is completed by the variables in the &P projection. This condition is known as mathematical embedded operation (Lepik, 1990). The elements of &P is a part of the major operation describing the head noun in the maximal

projection DP/NP ‘the quotient of [M and (3M-7)’. This DP/NP is headed by the noun ‘quotient’ which is algebraic division, and therefore translated as;

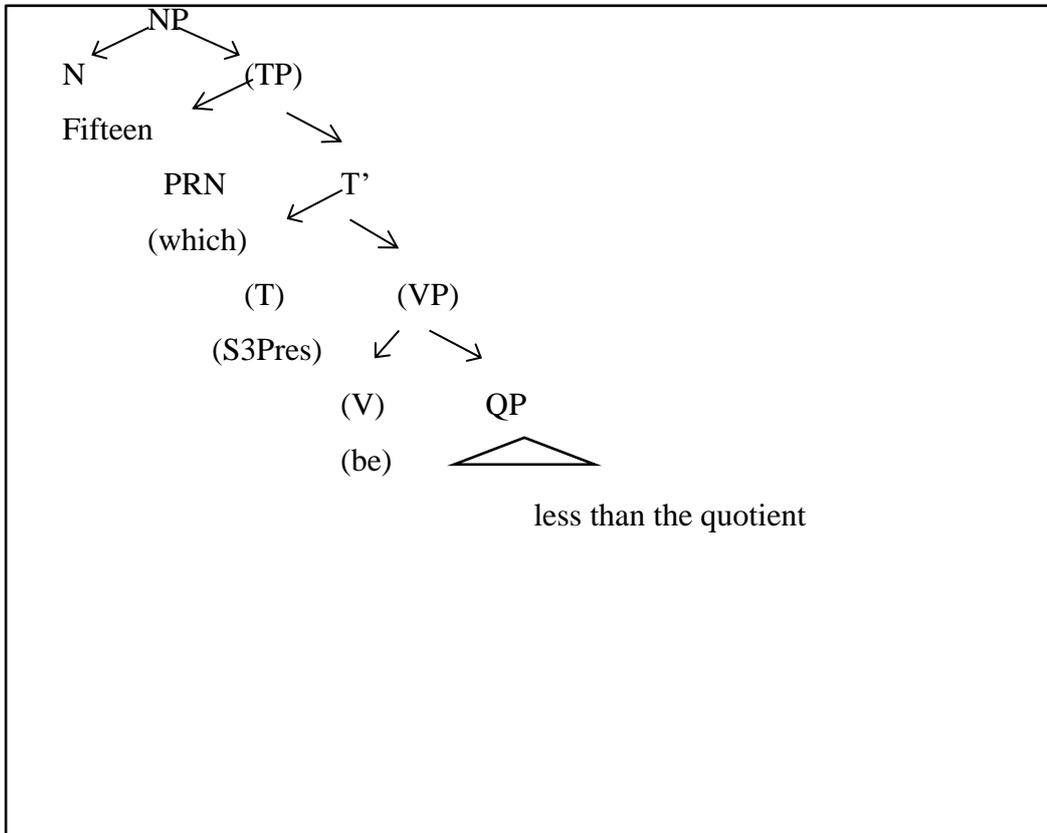
$$M/(3M-7) \text{ or } \frac{\quad}{\quad}$$

As this NP proceeds to the QP projection, the elements in the maximal projection NP ‘fifteen’ is to be deduced from the NP element and &P constituency to make it a complement of a lesser variable by ‘fifteen’. Finally, it is represented mathematically as;

$$[M/(3M-7)] [-15] \text{ or } (-15)$$

The construction of this algebraic phrase however is on the NP and QP. In a usual NP projection, QP functions as a pre-modifier of NP or the QP is placed before the NP. In the above ANP, NP projects to a QP. This is possible because the construction described an NP – QP in subject-action relationship. The QP ‘less than’ is translated as a mathematical verb because it is the answer to algebraic subtraction. As illustrated in the above translation, the maximal NP projection is deduced by the value next to the expression ‘less than’.

Conversely, the ANP ‘Fifteen less than the quotient of M and  $(3M - 7)$ ’ is a surface construction of the deep structure ‘Fifteen (which is) less than the quotient of M and  $(3M - 7)$ ’ as illustrated below.



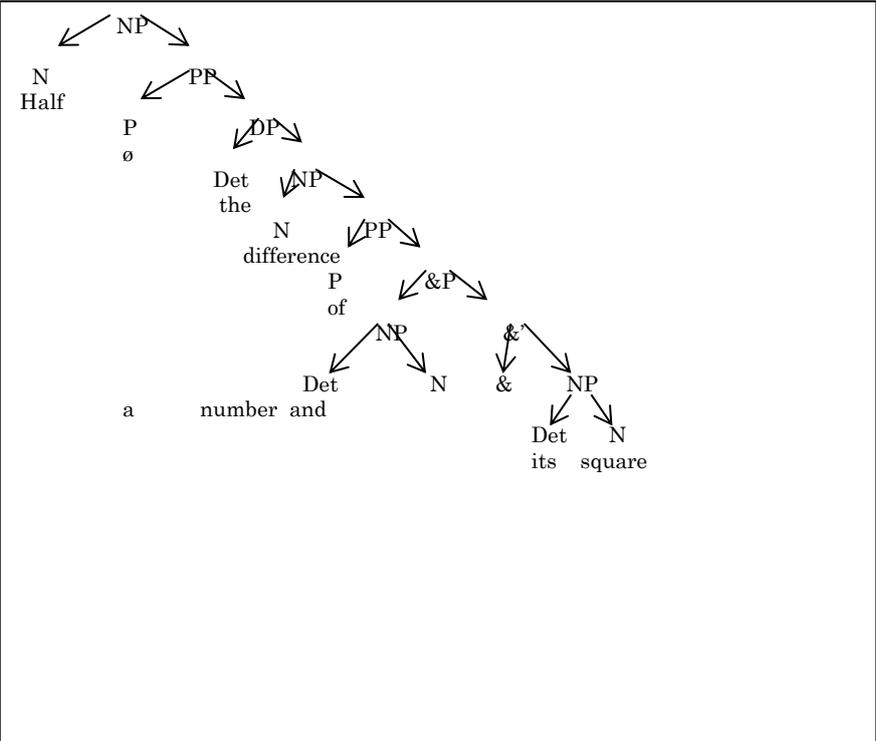
Here, the QP is a projection of the elliptical TP projection ‘(which is) less than the quotient of M and  $(3M - 7)$ . The QP ‘less than’ is part of the VP projection translating the mathematical action stance of the VP as algebraic subtraction or as an action ‘to subtract’.

Hughes (2015) illustrates that there are instances that ANP proceeds from maximal NP projection to a QP. This QP functions as modifiers and defines the mathematical property of the prior NP. The QP which is headed by a quantifier such as ‘less than’ or ‘more than’ mathematically defines the head noun in the maximal projection. As a mathematical property, ‘less than’ and ‘more than’ are translated as algebraic operations, subtraction and addition, respectively.

3.1.2. Algebraic Conditional-Operational Noun Phrases (ACONP)

Like ANPs, *algebraic conditional-operational noun phrases (ACONPs)* are also NP construction and compositionality. Nominal accusative non-terminating type heads the maximal projection of the phrase. However, in terms of semantic characteristics, the noun heads in ACONPs set the mathematical condition and/or the algebraic operation of the numerical and literal values in the projection, unlike a typical ANP where the complement of the head noun sets the mathematical condition. Also, unlike in the natural language, the noun head in the major NP projection of ACONP has its distinct meaning apart from the complement in the minor projection. In ACONP, the noun head determines the mathematical condition and the algebraic operation needed to establish the relationship of the numerical and literal values of its projection as seen in the phrase structure below.

(3) Half the difference of a number and its square



The ACONP above contains multiple mathematical relationships. The noun head of the maximal projection NP is projected to a PP. The PP projection with the null preposition is a post-modifier of the noun head, ‘half’. Translated algebraically as subtraction, DP/NP projection ‘the difference’ is governed by a null preposition establishing its post-modifier

construction with the maximal NP projection as its compositional property. DP/NP ‘the difference’ is an object of the PP projection. Mathematically, the maximal NP projection ‘Half the difference’ signifies only multiple algebraic operations. It is therefore projected to a complement that would distinguish variables. The PP ‘of a number and its square’ completes the condition required by the algebraic phrase ‘half the difference’ by providing the variables to operate mathematically. These variables in the &P projection, ‘a number and its square’ are governed by the preposition ‘of’, which is in turn a constituent of the DP ‘the difference’. The DP ‘the difference’, translated as algebraic subtraction, is conversely the mathematical relationship of the variables, ‘a number and its reciprocal’, in the &P projection. This is translated algebraically as;

$$X - \frac{1}{X}$$

Then, adding the mathematical condition of the head noun ‘Half’ to the whole DP projection, it will algebraically be translated as;

$$\frac{(X - \frac{1}{X})}{2} \quad \text{Or} \quad \frac{1}{2} (X - \frac{1}{X})$$

As the direction of semantic property of the algebraic phrase follows the bottom up progression, the operation expected in the syntactical make up of ANCOP considers the rightmost bottom phrase projection (Hughes, 2015). Though the surface construction of ANCOP does not include a lexical property denoting a direct algebraic operation, the NP ‘its reciprocal’ which sometimes requires for a deixical relationship with the referent, points back to the nominal which is more of a mathematical verb than a mere lexical object or subject. For instance, the noun ‘reciprocal’ is mathematically referred to as algebraic division.

With some variations, an ANCOP illustrates the construction of noun to verb semantics. Also, the maximal projection DP is null determiner construction projecting to an NP is more of a mathematical verb than a noun. This shows that mathematical language warrants the use of a noun as a mathematical verb; that is such noun in a quantifier form is meant as an action or operation. For instance, the quantifier (Q) ‘more than’ denotes a comparison of an increase in quantity or measurement and is translated as algebraic addition.

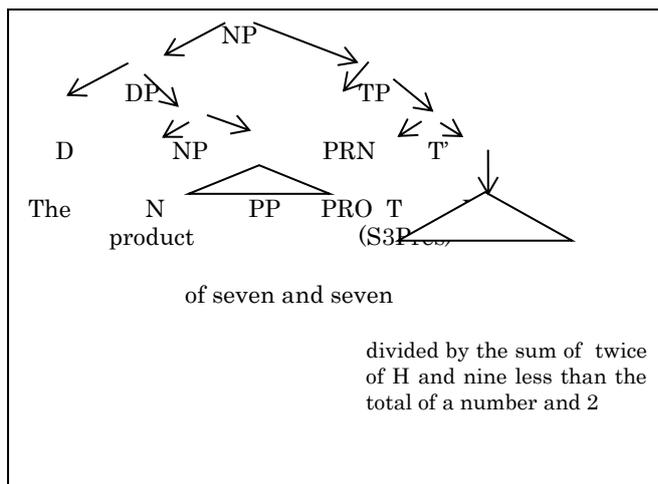
### 3.1.3. Algebraic Relative Noun Phrases (ARNP).

Like ACONP, ARNP is also noun head projection compositionality. However unlike ACONP, ARNP is noun – antecedent relative construction. The projection of the noun head construction is a clausal modifier that relates the whole construction of the algebraic expression, typically a noun phrase. This clausal modifier or relative clause is translated as another algebraic operation of the whole NP antecedent. While in natural language a relative clausal modifier is typically used to describe only the adjacent noun or noun phrase, in ARNP, relative clausal modifier encompasses all other values of the NP including the stretch of embedded algebraic operations and is therefore a mathematical relationship than a typical object – modifier complementation.

(4) The product of seven and seven divided by the sum of twice of H and nine less than the total of a number and 2

(5) The product of four consecutive odd integers where Z is the smallest, translated as;  
 $(Z) (Z+2) (Z+4) (Z+6)$ .

The two ARNPs above are common variations, (4) with the null relative clause head pronoun (PRN/PRO) known as resumptive pronoun where the relativized argument unpronounced in the subordinate clause but is focused in the maximal NP projection, the other (5) with surface relative pronominal. The tree diagram below shows the deep structure of the ARNP showing the implied pronominal antecedent.



The maximal NP projection is constructed with the NP focus ‘The product of seven and seven’, and is complemented by the relative clause’ [(PRO) which (S3Pres)] ‘divided by the

sum of twice of H and nine less than the total of a number and 2. Hence is translated algebraically as;

$$\frac{[(7)(7)]}{(N + 2) - (2H + 9)}$$

Hence, the TP projection of the relative clause which consists of the implied PRO governs the whole DP in the maximal projection NP. The TP projection of the relativized clause represents an algebraic modifier/operation of the object-complement relationship of the ARNP compositionality. This relationship is also applied to ARNP where the explicit relative pronoun ‘where’ is used.

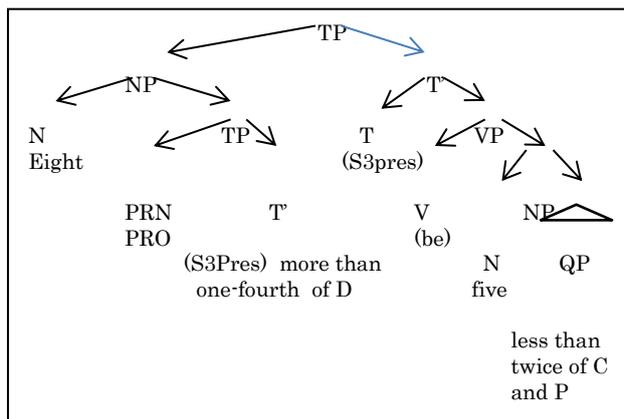
#### 3.1.4. Algebraic Sentences of Equalities (ASE).

Algebraic sentences are composed of numbers and variables with signs of operations like addition, subtraction, multiplication, division, brackets, rational power and root extraction. However, unlike algebraic phrases, algebraic sentences are statements of equality of two expressions. They are often characterized by the linking verb ‘is’ and the verb ‘equals’ and their variations.

Several characteristics are prominent to algebraic sentences of equalities (ASE). In construction and compositionality, algebraic sentences of equalities (ASE) also called verbal sentences primarily consist of subject and a complete predication. They are equations with equal sign between two algebraic expressions or algebraic phrases. Mathematically, therefore, the logic of algebraic sentences calls for the subject to be algebraically equal to the predicate. There are cue words used instead of the phrasal verb ‘equal to’ such as ‘is’, ‘is the same as’, ‘gives’, ‘was’, and ‘will be’.

Also, ASEs are all tense phrase (TP) projection. Algebraic equations commonly known as algebraic sentences are plotted in a phrase structure in tense phrase projection (TP) as shown below.

(6) Eight more than one-fourth of D is five less than twice of C and P.



This projection involves a verb or a phrasal verb which separate the subject projection from the predicate projection. In natural language, TP usually indicates the tense of the verb or phrasal verb as an important element. However, as Boonen (2013) explains, algebraic verbal constructions in general are considered not time-based or are non-temporal. Algebraic verbal construction, therefore are in TP projection to analyse a head- complement relationship. These analyses are important in the semantic frame of algebraic expressions.

Algebraic sentences of equalities are of assumptions and conclusions. Following a linear order, ASE relies on coordination to identify the elements of its mathematical meaning. The principal coordination is represented by the linking verb *is* as it connects linguistically the left – hand side to the right – hand side of the equation.

Based on construction and compositionality, there are three semantic stances of the linking verb 'is' used for coordination in algebraic sentences. First is definition. Generally, 'is' used to mean 'equals' or 'is equal to' is, the notion in algebraic sentences of equalities. In mathematical language according to Boonen et al. (2013), defining a number is more or less to designate a condition to count, to measure and to label. This is done by following the operations involved in counting, measuring and labeling a number. By counting, measuring or labeling a number, the number is placed in a mathematical test on the different algebraic manifestation of the said number. Manifestation is expressing in a different manner the property of a number but is more or less defining the same quantity or quality (Abedi et al., 2001). Hence, the manifestation of the number being defined is the operationalization of the values at the right-hand side. To illustrate algebraically that the manifestation is exactly the same as the defined value, the 'if..... then' syntax is applied; that is computing for the value of the variable: 'If 12 is  $4X - 16$ , then X is'.

Second, 'is' introduces adjectival phrases for description. In ASE, the order of elements is specific and follows strictly the order of operation. Consequently, if order of operation is modified even with the exact elements in the expression, the collective value will result in a different answer. The verb 'is' therefore is not only a conjunct or a linker but it is also a mathematical description. Hence, the 'is' in an ASE indicates also that a symbol usually a set of square brackets [ ] ensures the proper order of operation.

Noting the difference on construction between the two semantic stances, definition and description, the first starts with the key word), while the latter the manifestation or the conditions. Definition is done by stating the keyword first followed by the distinct condition of the value of the keyword as in '9 is the square root of 81'. Description on the other hand usually starts with the explanation first before the keyword. Description of algebraic term or value follows the logic of mathematical operation or the manner of computation for the unknown. For instance, 'the difference of 12 and 7 is 5. Five is described as the answer to the algebraic subtraction stated in the DP 'the difference'.

The third semantic stance of 'is' is illustration; 'is' means "an example of". Illustration is citing sample applications of the given algebraic values. Hence, to illustrate is to give instances where the stated value can be operationalized. The marked difference between description and illustration in algebraic sentences is the implication/s of their mathematical structure. Description gives a situation where the value of the mathematical concept is realized and operationalized. However, illustration provides one or more conditions which are mathematically equivalent, hence, 'is' in this case introduces the semantics of 'an example of.

#### **4.2. Textual Features of Situational and Underlying Relations of Mathematical Word Problems**

Also known as story problem (Verschaffel et al., 2000), mathematical problems are verbal description of a problem situation wherein one or more questions are posed. These verbal problems use situational and underlying mathematical relations. The answers to such mathematical word problems can be obtained by the application of mathematical operations to the information usually numerical data within the text. They are called verbal problem or word problem (WP). In its most typical form, a word problem describes an everyday circumstances with some mathematical situations assumed to be familiar to the reader (Bernardo, 2005). Within the text certain quantities are given. They are called constants which are quantities,

measurement, and mathematical relationships and operations. They require application of familiar algebraic routine procedure. Other elements of the WPs are the variables which are often to be letters that they are called literal variables. These literal variables are the unknowns. And they are therefore the focus of the mathematical process. They are the one to be solved. The last elements are the mathematical property or relationships that connect the constants and variables. More often than not, they are the algebraic process or operations to follow so as to solve for the value of the variables using the given and constant values.

#### **4.2.1 Structures**

Mathematical word problems (MWP) have several textual characteristics. Word Problems has a rather peculiar construction and compositionality. They have a three – part structure; scenario, information, and question. According to Gerofsky (2006), scenario is considered as the set – up component which establishes the characters, location, and situation of the putative story. This component is often not needed in solving the problem itself but the background information in this component can situate the details of the needed information. The information component provides for the needed information to solve the problem. It contains the givens, and sometimes the algebraic operations, although more often than not the operations are left unstated. Also, the information component may also include extraneous information that can give clue towards the solution. The last component is the question. As the term implies, this is what needed to be answered by combining the information from the two prior components, and applying the required mathematical relationships and algebraic operations. This identifies the goal of the problem.

- (22) Armi, EJ and Mikko were picking avocados. Armi picked twice as much avocados than Mikko. EJ picked 2 kg more than Peter. Together, the three of them picked 26 kg of avocados. How many kilograms did each of them pick?

Following the structure of a typical mathematical word problem, the first sentence is the scenario or the set-up component. It identifies the situation and the persons involved in the situation. It does not, however, give any needed information on how the question can be answered. Aside from situating or giving background information of who are involved and their roles, the first statement is an introduction of the more important details of

the MWP. The second, third and the fourth sentences are the important sentences because they identify the values, both given and unknown, which are necessary in establishing mathematical property in the statements as well as the appropriate algebraic operation/s to answer the question. The last sentence is the goal of the MWP. It is a question that is to be answered. The goal of the MWP is to identify how much did each person involved pick.

To be able to solve the MWP(22), given and unknown values are to be represented algebraically based on the second, third and fourth sentences, then what needs to be identified using the last sentence, hence;

2<sup>nd</sup> - Armi picked twice as much avocados than Mikko.

3<sup>rd</sup> – EJ picked 2 kg more than Mikko

4<sup>th</sup> - Together, the three of them picked 26 kg of avocados.

5<sup>th</sup> - How many kilograms did each of them pick?

(23) A student chose a number,. She multiplied it by 2, then subtracted 138 from the result and got 102. What was the number he chose?

(24) A number multiplied by 2 and subtracted 138. The result is 102. What was the original number?

Comparing (23) and (24), the first is a typical word problem, while the latter is a mathematical sentence. As the latter described a number process involving several algebraic operations, the prior is a mathematical word problem. It follows a storyline and with essential elements of a story. The first sentence introduces a character with a situation, ‘a student chose a number’. Although it is only an introduction and is not a direct concern of the objective of the problem, it sets the condition can be used as a springboard to the details of the MWP. Also, including in the statement the character involved in the condition gives it a character of story, hence, problem story. Based on the given components of MWP, sample (23) will be dissected as;

1<sup>st</sup> - A student chose a number. (scenario/ set up)

2<sup>nd</sup> - She multiplied it by 2, then subtracted 138 from the result and got 102. –  
(information)

3<sup>rd</sup> - What was the number he chose? (question)

There are variations from the three- part structure of MWP. Sometimes, the set-up and information components are collapsed into one sentence using coordination. This is followed by the question.

- (25) Sally has 10 5-peso coins, and gives three coins to her friend. How many coins does Sally have now?

Since there are only two sentences in the MWP, only the essential details are included. The first sentence includes the information needed to solve the problem. The essential information in the first part of the sentence is the basis condition. This is what originally the problem is. The next part of the sentence after the coordinating conjunction, and, is the change in the situation which is the basis of the question. The change from the initial situation to the probable final situation is facilitated by the conjunction ‘and’. Typically in natural language, ‘and’ signifies additional items or information in a series. In the case of the given MWP, the conjunct introduces not only addition but also it facilitates the transition of the original situation with a change of such condition. The expression ‘and’ as a mathematical property of the MWP is a hint of a process. The last sentence is the question.

Another variation is in problem (26). This type of MWP collapses the information components and the question into a single sentence by using subjunctive “if – then” structure.

- (26) Patrick gets paid three dollars less than four times what Kevin gets paid. If the number of dollars that Kevin gets paid is represented by  $x$ , what does Patrick get paid? [MWP2]

The first sentence introduces the values that described the condition for computation. The first sentence is the initial algebraic expression which sets the mathematical property of the MWP. As a story problem, MWP (26) tells about a narrative involving ‘Patrick and Kevin’ and the situation they are into. Showing the mathematical condition, the situation between the two characters are directly of an algebraic expression, ‘three dollars less than four times what’. This functions as the scenario in the MWP. Following the background details of the story is a sentence introduced by the ‘if’ expression. The expression ‘if’ introduces a conditional statement that needed to be satisfied, hence the objective. However, the achievement of the objective depends also on identifying the unknown variable in the condition. The relationship

of ‘if’ and ‘then’ is the key to answering the question of the MWP. The MWP (26) can therefore be outlined following the parts of an MWP as;

Scenario: Patrick gets paid three dollars less than four times what Kevin gets paid.

Situation: If the number of dollars that Kevin gets paid is represented by  $x$

Question: What does Patrick get paid?

#### 4.2.2. Cohesion

All sentences in the MWPs are grammatically and lexically link within the construction. Mathematical word problems consist of sequences of related interspersed phrases and sentences. MWPs use several of these linguistic means to ensure coherence within the text, to make them easier to read and understand. With construction and compositional perspectives, MWPs are found to use several grammatical and lexical cohesive devices such as the following and their meaning in word problems.

If, then            predicting a future action

If and only if        stating a fact

And                    Paralleling two statements

Or                     giving choices and alternative

Repetition is also commonly used in MWPs such as using synonymous word,

(27) Two commuters leave the same city at the same time but travel in opposite directions. One car is traveling at an average **speed** of 63 miles per hour, and the other car is traveling at an average **rate** of 59 miles per hour. How many hours will it take before the cars are 610 miles apart? (MWP13)

(28) Jonestown High School has a soccer field whose **dimensions** can be expressed as  $7y^2$  and  $3xy$ . What is the **measurement** of this field in terms of  $x$  and  $y$ ? (MWP14)

However, unlike in natural language, MWPs cannot be exactly paraphrased without affecting their meaning. Hence, there is no meaning-preserving derivation from a sequence of sentences ever possible for preservation of the sequence of the sentences in the given MWP.

- (29) Sally gets paid  $x$  dollars per hour for a 40-hour work week and  $y$  dollars for each hour she works over 40 hours. How much did Sally earn if she worked 48 hours?  
[MWP9]

Based on the description of the compositionality of the situational problem or the mathematical word problem, problem (24) can be described as a problem with the following components; constant values are the duration of which Sally worked, 48 hours, and the condition, the base hours of working, 40-hour per week. Details of the MWP are so precise for they are values of time and relationship of these values which are exactly and completely measured or computed, hence cannot be paraphrased.

#### 4.2.3. Alternate Compositionality

Despite its label, a word problem needs not to constitute a literal problem. It may constitute a practice in the four basic mathematical operations. Word problems are distinguished by two structural dimensions. First is the mathematical construction. This includes the nature of the given and unknown quantities of the problem, and the mathematical operations by which the unknown/s can be derived from the givens.

- (30) The student council bought two different types of candy for the school fair. They purchased 40 pounds of candy at \$2.15 per pound and  $x$  pounds at \$1.90 per pound. What is the total number of pounds they bought if the total amount of money spent on candy was \$158.20? (MWP20)
- (31) Noel rode  $3x$  miles on his bike and Jamie rode  $5x$  miles on hers. In terms of  $x$ , what is the total number of miles they rode? (MWP18)
- (32) Michael has 16 CDs. This is four more than twice the amount that Kathleen has. How many CDs does Kathleen have? (MWP12)

The second structural dimension is the semantic structure. This includes the way of interpreting the text based on a particular mathematical relationship hinted by the constructional components in the text. There are three common semantic structures observed

in MWP's such as combine, compare, and change. These are deduced from the nature of the questions involved in the MWP.

*Combine questions* relate to static situations where there are two amounts or values. These are considered either as separate entities or in relation to each other.

- (33) A long distance call costs  $x$  cents for the first minute and  $y$  cents for each additional minute. How much would a 5-minute call cost? [MWP7]
- (34) Patrice has worked a certain amount of hours so far this week. Tomorrow she will work four more hours to finish out the week with a total of 10 hours. How many hours has she worked so far? [MWP 11]

*Compare questions* involve the comparison of two amounts or values and the difference between them.

- (35) A garden in the shape of a rectangle is surrounded by a walkway of uniform width. The dimensions of the garden only are 35 by 24. The area of the garden and the walkway together is 1,530 square feet. What is the width of the walkway in feet? (MWP24)
- (36) Bill and Ben can clean the garage together in 6 hours. If it takes Bill 10 hours working alone, how long will it take Ben working alone? [MWP22]

*Change questions* involve dynamic process in which there is an event that alters the value of the quantity.

- (37) Two trains leave the same city at the same time, one going east and the other going west. If one train is traveling at 65 mph and the other at 72 mph, how many hours will it take for them to be 822 miles apart? [MWP 14]
- (38) Celine deposited 505n pesos into her savings account. If the interest rate of the account is 5% per year, how much interest will she have made after 4 years? [MWP10]

Other semantic structures include those of recognizing relationships among the given values in the problem such as part-part whole problems and separate or join problems.

Unlike most of MWP, part-part whole word problems do not involve an action. It describes relationship of the whole and its parts. Hence, at least two parts make up a whole and there is no meaningful difference between the two parts. This type of MWP identifies the unknown, whether the whole or any of the parts.

- (39) Susan starts work at 4:00 and Dee starts at 5:00. They both finish at the same time. If Susan works  $x$  hours, how many hours does Dee work? [MWP3]

The whole represented by the time Susan and Dee worked is known. One part is also known that is Susan hours of work. What is asked is Dee's hours of work, which is the other part. This is an example of *part-part whole problem (Part unknown)*.

- (40) Sally gets paid  $x$  dollars per hour for a 40-hour work a week and  $y$  dollars for each hour she works over 40 hours. How much did Sally earn if she worked 48 hours? [MWP9]

Parts are represented by Sally's  $X$  dollars per hour for a 40-hour work a week and the other part is a week and the other part is  $Y$  dollars for each hour she works over 40 hours. The whole is represented by the 48 hours of her total work. The question deals with how much she earns from this 48 hours. This is an example of *part-part whole (Whole unknown)*.

Separate and join problems are commonly mistaken to be MWP that deals entire of subtraction for separate and addition for join problems. But looking at the compositionality of the MWPs, both semantic stances can comply to both mathematical operations.

- (41) A long distance call costs  $x$  cents for the first minute and  $y$  cents for each additional minute. How much would a 5-minute call cost? [MWP7]

- (42) Patrick gets paid three dollars less than four times what Kevin gets paid. If the number of dollars that Kevin gets paid is represented by  $x$ , what does Patrick get paid? [MWP2]

Problem (41) is an example of a join problem involving addition, while problem (42) is a join problem that requires subtraction.

(43) Assume that the number of hours Katie spent practicing soccer is represented by  $x$ . Michael practiced 4 hours more than 2 times the number of hours that Katie practiced. How long did Michael practice? [MWP1]

(44) Carlie received  $x$  dollars each hour she spent babysitting. She babysat a total of  $h$  hours. She then gave half of the money to a friend who had stopped by to help her. How much money did Carlie have after she had paid her friend? (MWP6)

Problem (43) and (44) are example of separate problems, (43) using addition and (44) using subtraction.

### **4.3. Textual Features of Symbolic or Formulaic Mathematical Expressions**

Mathematics oftentimes uses symbolic and mathematical expressions to concisely express information and to generally construct relationship/s between and among the given quantities. The entity constructed using those symbols and their formation rules involves calculation process called formula. According to Capraro, et al. (2012), formula is a fact or rule that uses mathematical symbols to be performed on the given values which can be used to solve a related problem. These mathematical symbols are arranged in the operation expressed in the definition or concept. The process of arranging is called derivation of formula. Derive means to obtain the result from specified or given sources (Gee, 2005). Derivation of formula in mathematics means getting specific details from an information often times definition to key terms or concept to be used in achieving the solution to the given problem. Sometimes, deriving information from the definition is also called describing the equation based on the definition or concept involved in the condition. Hence, the equation derived from the definition involves sequence of steps, logical computations and most importantly the constants and the variables of the equation. Nevertheless, these constants and variables when arranged mathematically becomes a formula to determine algebraic relationships therein.

Formula usually shows how the values in the information, oftentimes a definition, are mathematically related to each other. It is usually an equation which contains at least two variables. Its subject is the single variable at the left side of the equation which everything else is equal to. The values in the problem compose the problem itself and determining these values answers the problem. Although the problem asks only one question, there are other questions that must be answered first. The key to solving this is determining what the unstated questions are.

- (45) If perimeter is the distance around a two-dimensional shape like a rectangle. Find the width of the rectangle which is 104 inches, The width is 6 inches less than 3 times the length.

Since the final question is asking for the width of the rectangle, conditions of the width should be considered. The expression ‘the width is’ signals a subject complementation relationship and is therefore a linguistic clue of the description of the key term in the problem. The description is ‘6 inches less than 3 times the length’. Since the mathematical condition of the width is dependent on the length, It is imperative first to identify the length. The unstated questions are: ‘What is the length?’.

- (46) Speed is a scalar relationship that refers to the change in distance per unit of time. Hence, if a boat moves with a speed of 10m/s for half an hour, what is the distance travelled by the boat in meters and in kilometers? (MWP2)

MWP (46) gives the scientific meaning of speed as change in distance per unit time. *Per* is a technical term in algebra translated as division, hence the mathematical property of the definition is in algebraic division of the values identified. However, consistency of these values require one information to be calculated first, *second* as against *hour*. Although the question is on the distance, compositionality of the MWP requires conversion of *second* to hour, which is multiple algebraic process;

$$\begin{aligned}
 & \mathbf{10\ m/s, \ time = \frac{1}{2}\ hour = \frac{1}{2}\ (60min)} \\
 & \mathbf{30\ min\ X\ 60\ seconds/1\ min} \\
 & \mathbf{=1800\ seconds}
 \end{aligned}$$

### 4.3.1. Types of Definition in Formulaic Mathematical Word Problems

The two MWP above (38 and 39) are typical examples of word problem involving definition. Based on their construction and compositionality, the first sentence of each statement carries the definition of the target concept; (38) perimeter and (39) complementary angles.

Like in natural language, mathematical definition follows a construction of *term–class-differentiation pattern*. This pattern is composed of the term to be defined, the class it belongs, and its distinguishing characteristics.

(47) If perimeter is the total distance around a two-dimensional shape like a rectangle, find the width of the rectangle which is 104 inches, The width is 6 inches less than 3 times the length. [MWP9]

For the MWP (38) perimeter is defined as total distance; total is the answer to algebraic addition and the values at the end of the statement are the addends required in the addition process. As stated in the previous discussions of algebraic statements, . ‘is’ means equalities signified by the (=) sign. The definition is not just a mere description by an equation. The compositionality of the MWP (38) follows the typical definition statement pattern. Dissecting the compositionality of MWP (38), the elements are;

Term to be defined	Class it belongs	Differentiating characteristics
perimeter	total distance	around a two-dimensional shape e.g. rectangle

perimeter is means **P =**

the total means **algebraic addition**

the width of the rectangle which is 104 inches and width is 6 inches less than 3 times the length are **values**

Another type of definition in mathematical language involves *term – mathematical property – values* pattern. The mathematical property in the definition identifies the algebraic operation or calculation involved in the concept of the defined term. Instead of classifying

the term to be defined, this type of definition used description-definition. The term is defined by situating it in a mathematical condition. The condition is known as the mathematical property of the term to be defined. That to identify the meaning, the term is subjected to the calculation following the condition set. And to be able to process the condition, the last element of the definition is the value or values for the operation or calculation.

- (48) Two angles are complementary if their total is 90 degrees. The larger angle is  $15^\circ$  more than twice the smaller. Find the measure of the smaller angle. [MWP]

The term to be defined in MWP (47) is explicitly identified, unlike in MWP (48), but the condition or the mathematical property implies it otherwise. The term to be defined is indeed not foregrounded. The mathematical condition is ‘their total is 90 degrees’. As stated earlier, total is the answer to addition. Further, algebraic addition requires elements called addends. The addend are represented by the measurement of the two angles, ‘The larger angle is  $15^\circ$  more than twice the smaller’. Hence, the values for addition are the smaller angle represented by X and the larger number as ‘ $15^\circ$  more than twice the smaller’.

The last type of definition in mathematical language definition is the ‘the Law’ formula. Scientific laws are often reduced to mathematical statement. The definition of the key term is usually expressed in causal relationships of values and variables known as a law. Hence, a law is usually formulated as one or several statements or equations so that it can be used to predict the outcome of an observed phenomenon given the circumstances of the process (Lee, 2005).

- (49) Law of Percentage Composition determines how many per cent an element has in a given compound. The individual mass is divided by the total mass, and multiplying the result with 100. Write the formula in getting the percentage formula of each element in a mixture[MWP23]

- (50) Avogadro’s Law states that the volume of a gas is equal to the number of moles if the pressure and temperature are constant. Hence, the ratio of the initial volume (V1) and final volume (V2) is equal to the ratio of the first number of moles (N1) and the second number of the moles (N2). [MWP25]

Above (49) and (50) are MWP's containing scientific laws, 'Law of Percentage Composition' and 'Avogadro's Law. In MWP (49), the first statement contains the key and its scientific and mathematical property. The term defined is *Percentage Composition*. The scientific property of *Percentage Composition* is in the second sentence; *how many per cent an element has in a given compound*. Its mathematical property is *the individual mass is divided by the total mass of the compound, and multiplying the result with 100; it contains the algebraic operations, division and multiplication*. The derived formula from the definition is;

$$\% \text{ Composition} = \frac{\text{individual mass} \times 100}{\text{Total mass of the compound}}$$

For MWP (50), the term defined is Avogadro's Law in the first statement. Also in the first statement are the scientific properties of defined term; *the volume of gas is equal to the number of moles if the pressure and temperature are constant*. This scientific property of the defined law also show the cause and effect relationship of the values being observed; *volume, to pressure and temperature*. The second statement identifies the mathematical property of the law and signifies the algebraic operation involved in the causal relationship; *the ratio of the initial volume (V1) and final volume (V2) is equal to the ratio of the first number of moles (N1) and the second number of the moles (N2.)* as previously illustrated, ratio is translated as algebraic division, hence the formula below;

$$\frac{V1}{V2} = \frac{N1}{N2}$$

#### 4.3.2. Rearranging the Elements in Formulaic Mathematical Word Problems

Unlike in natural language where changing the subject means another meaning or condition, a formula can be rearranged so that another variable can be a subject but not necessarily changing the scientific meaning and mathematical condition. So from the derivation of formula from the definition, formula can be manipulated mathematically without changing the meaning of the term. The manipulation of focus in the derived formula is not a syntactic process but more of semantic configuration.

- (51) A boat moves with a speed of 10m/s for half an hour. Find the distance travelled by the boat in meters. {MW2}

In MWP 46, speed is defined as a scalar relationship that refers to the change in distance per unit of time. Hence, the formula from this definition is;

$$Speed = \frac{distance}{time}$$

But MWP (51) asks for the distance; the focus from speed to distance. In mathematics, the logic of equalities follows the inverse proportionality (Rasmussen, et al., 2000). That is the left side of the equation is proportional with the inverse of the right side of the equation. So if a value at the left side of the equation is transposed to the right side of the equation, the mathematical property will be inversed. The formula of speed is the ratio of distance and time algebraically translated as division operation. Since in MWP (51) the unknown value is distance, and speed is given unknown, distance will be transposed to the left side of the equation making it the focus of the problem. In doing so, the algebraic division will be inversed to multiplication hence;

From  $Speed = \frac{distance}{time}$ , it will be  $distance = Speed \times time$

#### 4. Summary, Conclusions and Pedagogical Implications

Mathematical problems are verbal description of a problem situation wherein one or more questions are posed. The answers to which can be obtained by the application of mathematical operations to information usually numerical data within the text. They are called verbal problem or word problem (WP), also known as story problem (Verschaffel et al., 2000),. In its most typical form, a word problem describes everyday circumstances with some mathematical situations assumed to be familiar to the reader. Within the text certain quantities are given. They are called constants which are quantities, measurement, and mathematical relationships and operations. They require application of familiar algebraic routine procedure. Other elements of the WPs are the variables which are often to be letters that they are called literal variables. These literal variables are the unknowns. And they are therefore the focus of

the mathematical process. They are the one to be solved. The last elements are the mathematical property or relationships that connect the constants and variables. More often than not, they are the algebraic process or operations to follow so as to solve for the value of the variables using the given and constant values.

Algebraic verbal statements observe lexico-grammatical precision. Algebraic verbal constructions, however, are highly complex lexically and syntactically, and quite prone to ambiguities. It is important, therefore, to teach their lexical and syntactical features because mathematical language does not use the typical features and functions of the lexical categories of natural language. The construction also shows how precise words contribute to the clarity of algebraic statements. Precision in this case means the specific function of the words and not just mere categories. It can be deduced from the shifts in one category to another. For example, the DP ‘the ratio’ is interpreted as algebraic division expressed in phrasal verb ‘divided by’. Hence, DP ‘the ratio’ accounts its transitivity on the argument structure of a phrase that is head verb. Since the DP ‘the ratio’ has at least two arguments, the subject and the patient, its transitivity establishes the relationship between the two possible nouns in its valence. The valency of DP ‘the ratio’ is in the PP construction, thus the object/s of the preposition ‘of’. As an algebraic division, ‘ratio’ requires a dividend (agent/reactor) and a divisor (patient/receiver). Unlike in natural language where the noun after the verb is the patient or the receiver/completer of the action, in algebraic sentence construction, the first element is usually the dividend and the latter is the divisor. In this case, the argument structure is not determined by the lexical category, rather is determined by the syntactic construction. Other examples of noun to mathematical verb shifts are ‘product’ translated as mathematical verb ‘to multiply’, ‘the square of’ and ‘the cube of’ as ‘to multiply’, ‘half of’ as ‘to divide by two’ Other examples which should be clear in the discussion are the semantic shift from adverb to mathematical verb. For instance, the algebraic meaning of ‘twice’ takes the ‘times’ concept. ‘Twice’ is translated apparently as an algebraic multiplication as ‘to multiply’. Another are the quantifiers ‘more than’ and ‘less than’, They are translated as algebraic verb to add and to subtract, respectively.

It is also important to emphasize that word order or syntax can shift in mathematical word sentences. In English sentences, the beginning sentences (theme) are important as they provide a point of departure for reading the rest of the sentence or paragraph. This provides an important sequential logic to readers. However in Mathematics, the reader may read the sentence

sequentially from top to bottom but the order in which they must respond to the algebraic verbal construction is bottom to top. Also the complementary characteristic of the elements introduced by the linking verb 'is' should be differentiated among the definitive, descriptive and illustrative stances of the construction.

Lastly, the meaning of the algebraic verbal construction is also embedded within mathematical symbols such as comma as linker, brackets and parentheses for order of operation. Single symbol representing complex linguistic and mathematical concepts should be a pedagogical concern.

Mathematical word problems (MWP) have several textual characteristics. First is its distinct structure. Word Problems has a rather peculiar construction and compositionality. They have a three – part structure; scenario, information, and question. Following the structure of a typical mathematical word problem, the first sentence is the scenario or the set-up component. It identifies the situation and the persons involved in the situation. It does not, however, give any needed information on how the question can be answered. Aside from situating or giving background information of who are involved and their roles, the first statement is an introduction of the more important details of the MWP. The second, third and the fourth sentences are the important sentences because they identify the values, both given and unknown, which are necessary in establishing mathematical property in the statements as well as the appropriate algebraic operation/s to answer the question. The last sentence is the goal of the MWP. It is a question that is to be answered. The goal of the MWP is to identify how much did each person involved pick.

To be able to solve a mathematical word problem (MWP), given and unknown values are to be translated algebraically based on the second, third and fourth sentences, then what needs to be identified using the last sentence. Sometimes an algebraic sentence in series is mistaken as mathematical word problem. To illustrate the difference, consider the two sentences below;

- (a) A student chose a number,. She multiplied it by 2, then subtracted 138 from the result and got 102. What was the number he chose?
  
- (b) A number multiplied by 2 and subtracted 138. The result is 102. What was the original number?

Comparing (a) and (b), the first is a typical word problem, while the latter is a series of mathematical sentence. As the latter described a number process involving several algebraic operations, the prior is a story problem. It follows a storyline and with essential elements of a story. The first sentence introduces a character with a situation, ‘a student chose a number’. Although it is only an introduction and is not a direct concern of the objective of the problem, it sets the condition that can be used as a springboard to the details of the MWP. Also, including in the statement is the character involved in the condition, hence, problem story. Based on the given components of MWP, sample (a) will be dissected as;

- 1<sup>st</sup> - A student chose a number. (scenario/ set up)
- 2<sup>nd</sup> - She multiplied it by 2, then subtracted 138 from the result and got 102. –  
(information)
- 3<sup>rd</sup> - What was the number he chose? (question)

There are variations of the three- part structure of MWPs. Sometimes, the set-up and information components are collapsed into one sentence using coordination. Another variation is in problem (d). This type of MWP collapses the information components and the question into a single sentence by using subjunctive “if – then” structure.

Another textual characteristic of a MWP is cohesion. All sentences in the MWPs are grammatically and lexically link within the construction. Mathematical word problems consist of sequences of related interspersed phrases and sentences. MWPs use several of these linguistic means to ensure coherence within the text, to make them easier to read and understand. With construction and compositional perspectives, MWPs are found to use several grammatical and lexical cohesive devices such as the following and their meaning in word problems.

- If, then            predicting a future action
- If and only if        stating a fact
- And                    Paralleling two statements
- Or                     giving choices and alternative

Repetition is also commonly used in MWPs such as using synonymous word, However, unlike in natural language, MWPs cannot be exactly paraphrased without affecting their meaning. Hence, there is no meaning-preserving derivation from a sequence of sentences ever possible for preservation of the sequence of the sentences in the given MWP. Based on

the description of the compositionality of the situational problem or the mathematical word problem, usual word problem can be described as a problem with constant values. Details of the MWP are so precise for they are values of numbers, time, measurement among others and relationship of these values which are exactly and completely measured or computed, hence cannot be restated loosely.

Though MWP does not oftentimes allow direct syntactic derivations, it indeed provides *alternate compositionality*. Despite its label, a word problem, for instance, needs not to contain a literal problem. It may constitute a practice in the four basic mathematical operations. Word problems are distinguished by two structural dimensions. First is the mathematical construction. This includes the nature of the given and unknown quantities of the problem, and the mathematical operations by which the unknown/s can be derived from the givens. The second structural dimension is the semantic structure. This includes the way of interpreting the text based on a particular mathematical relationship hinted by the constructional components in the text such as combine, compare, and change. Combine questions relate to static situations where there are two amounts or values. These are considered either as separate entities or in relation to each other. Compare questions involve the comparison of two amounts or values and the difference between them. Lastly, change questions involve dynamic process in which there is an event that alters the value of the quantity. Other semantic structures include those of recognizing relationships among the given values in the problem such as part-part whole problems and separate or join problems. Unlike most of MWP, part-part whole word problems do not involve an action. It describes relationship of the whole and its parts. Hence, at least two parts make up a whole and there is no meaningful difference between the two parts. This type of MWP identifies the unknown, whether the whole or any of the parts, *part unknown or whole unknown*. Another are the separate and join problems. Separate and join problems are commonly mistaken to be MWP that deals entire of subtraction for separate and addition for join problems. But looking at the compositionality of the MWPs, both semantic stances can comply to both mathematical operations.

The last MWPs are the symbolic or formulaic mathematical expressions or sometimes called formula problems. Mathematics oftentimes uses symbolic and mathematical expressions to concisely express information and to generally construct relationship/s between and among the given quantities. The entity constructed using those symbols and their formation rules involves calculation process called formula. Formula is a fact or rule that uses

mathematical symbols to be performed on the given values which can be used to solve a related problem. These mathematical symbols are arranged in the operation expressed in the definition or concept. The process of arranging is called derivation of formula. Derivation of formula in mathematics means getting specific details from an information often times definition to key terms or concept to be used in achieving the solution to the given problem. Sometimes, deriving information from the definition is also called describing the equation based on the definition or concept involved in the condition. Hence, the equation derived from the definition involves sequence of steps, logical computations and most importantly the constants and the variables of the equation. Nevertheless, these constants and variables or collectively known as values when arranged mathematically become a formula to determine algebraic relationships therein. The values in the problem compose the problem itself and determining these values answers the problem.

Like in natural language, the first type of mathematical definition follows a construction of *term–class-differentiation pattern*. This pattern is composed of the term to be defined, the class it belongs, and its distinguishing characteristics. As stated in the previous discussions of algebraic statements, ‘is’ means equalities signified by the (=) sign. Another type of definition in mathematical language involves *term – mathematical property – values* pattern. The mathematical property in the definition identifies the algebraic operation or calculation involved in the concept of the defined term. Instead of classifying the term to be defined, this type of definition used description-definition. The term is defined by situating it in a mathematical condition. The condition is known as the mathematical property of the term to be defined. That to identify the meaning, the term is subjected to the calculation following the condition set. And to be able to process the condition, the last element of the definition is the value or values for the operation or calculation. The last type of definition in mathematical language definition is the ‘the Law’ formula. Scientific laws are often reduced to mathematical statement. The definition of the key term is usually expressed in causal relationships of values and variables known as a law. Hence, a law is usually formulated as one or several statements or equations so that it can be used to predict the outcome of an observed phenomenon given the circumstances of the process.

#### *Rearranging the elements*

Unlike in natural language where changing the subject means another meaning or condition, a formula can be rearranged so that another variable can be a subject but not

necessarily changing the scientific meaning and mathematical condition. So from the derivation of formula from the definition, formula can be manipulated mathematically without changing the meaning of the term. The manipulation of focus in the derived formula is not a syntactic process but more of semantic configuration.

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## **The Art of Questioning and Its Relationship to Academic Performance**

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### **Abstract**

This study ascertained the art of questioning among the faculty of the College of Teacher Education and its relationship to the performance of the students. Specifically, it looked into the level of their art of questioning in terms of quality, technique, handling students' answers, and handling students' questions. It is, therefore, correlational in terms of method. There were 32 teacher-respondents teaching General Education, Professional Education and 440 student-respondents in this study. The researcher utilized a two-part questionnaire to elicit both of the profile and art of questioning. Particularly, part 2 was prepared based on the concept found in the book *Principles and Methods of Effective teaching* by Aquino (1988). It was found out that most of the teacher-respondents were English teachers and were found to be very good even if only few of them was able to attend seminar-workshops on the art of questioning since they are relatively younger in terms of years of service. The academic performance of students was found to be at a very satisfactory level. Although the test of variation revealed that there is no significant difference in the overall art of questioning of teachers, significant differences

exist in the quality of questions and the technique of questioning among these teachers. The Pearson-r revealed no significant relationship between the academic performance of students and the art of questioning of teachers. The researchers recommend that since a number of the teacher-respondents were not able attend seminar-workshops on the art of questioning, the administration should include in its strategic planning provisions for participation of faculty members to trainings and workshops on the art of questioning. Further, in future researches on art of questioning, classroom observations must be made part of data-gathering to validate results of the survey.

**Keywords:** art of questioning, quality of questioning, technique of questioning)

## **Introduction**

In many classes that teachers have handled, they observe the passive behavior of their students. The dynamism and inter-activeness of the students cannot be shown by most of the students. These qualities are very important in developing their thinking skills. With dynamic and interactive students, it is expected that they can learn much and observe key points they can store as their stock knowledge. All of these they can use in future examinations like the Career Professional Board Examination and especially the Licensure Examination for Teachers.

The passivity of the students could oftentimes be mistakenly thought of as mediocrity, a negative behavior in the pedagogy which if, not given proper intervention, would affect the future of the learners. In the desire of the teachers to make them more dynamic and interactive, they give them much of reading lessons for class discussions that can be schema in future activities.

How can their exposure to reading lessons be maximized such that they become knowledgeable, responsive and dynamic students? As teachers, it is their responsibility to develop their readiness in competitive examinations. Aside from being well prepared in meeting them in their classes, such that students' competence is honed, the teacher must prepare instructional materials which would aid them in the development of adequate learning for the students. Technological advancements like use of videos of lessons, power point to help them comprehend better the oral presentation of the teacher, the researches from internet may be sources of knowledge to prepare the students for intelligent, critical discussions in the

classroom. Sometimes these devices could be better understood with the teacher acting as facilitator of learning.

Another skill of the teacher is the ability to ask questions. Questions serve as the stimuli to serve the learners' understanding of both written and oral lessons. Carol Boswell (2006) emphasized the use of questions to foster critical thinking in her study titled *The Art of Questioning: Improving Critical Thinking*. She highlighted that inquiry is used in any conversation on a daily basis. Questioning is easily incorporated in any kind of discussion whenever and wherever. Individuals utilize their skill of inquiry to acquire the information they are eager or need to learn and to make every effort to demonstrate a particular level of knowledge or understanding. As questioning is an accepted part of everyday conversation, faculty should pay attention to the construction and placement of questions for developing critical thinking skills of students. It is also explained that each of the learning venues has unique strategies for engaging students in the educational process that is why the art of questioning is one of the strategies that can be employed in all educational delivery methods. Nancy Fitchman Dana (1992) specified that wording makes a very significant difference in constructing good questions that allow a respondent not to express imposed responses but to make explicit his feelings, thoughts, opinions or beliefs. In her research titled *Qualitative Interviewing and the Art of Questioning: Promises, Possibilities, Problems and Pitfalls*, she listed Five (5) Guidelines in observing the art of questioning particularly in wording basis. 1.) *Questions should be short and precise. Avoid questions that contain embedded parenthetical phrases.* The quality of the respondent's answer depend so much on the understanding and clarity of the question's intent. 2.) *Ask only one question at a time.* After one question, it is required that the informant is given little yet ample time to think. It does not necessarily mean that the question is not understood. Rephrasing the question or asking another one may result to confusion and the needed information might not be obtained clearly and completely from the respondent. 3.) *Avoid questions in which the answer is either given or implied.* Dichotomous questions should be avoided. These questions are those that are answerable by yes or no. These does not yield the respondents to think critically. 4.) *Use language that is understandable and comfortable for your students.* The wording or phrasing of the questions are crucial for the respondents' clear comprehension of the inquiry. Therefore, yielding to the appropriate manifestation of information needed. 5.) *Avoid Why questions.* The students or respondents usually think that asking why is threatening for it requires them to justify their

previous thoughts, feelings and responses. To obtain the answers needed, the proper wording is a must.

Teachers therefore need to master the art of questioning along the four dimensions namely: quality of questions, technique of questioning, handling students' questions and handling students' answers.

In terms of quality of questions, clear, direct to the point and in keeping with the students' year level, challenging and thought-provoking questions that may activate their stored knowledge can develop better understanding and appreciation of the lesson.

No matter how good the quality of question is if the technique used does not encourage them to get the answer because the teacher's touch of kindness or patience in questioning is minimal, the teacher cannot get the most from the students. The same is true with the students' questions and answers if not properly responded to by the teachers. The students cannot give out their best in both written and oral test. The students may have good ideas but if they are not encouraged to answer the questions they just keep quiet especially when they feel that there is no academic freedom. Hence, the researcher ventures on this study.

### **Conceptual Framework**

The researcher based on her readings believes that for successful art of questioning the following elements are vital: good quality of questions, good technique of questioning, the proper way of handling students' questions and answers.

### **Statement of The Problem**

This research aims to determine the art of questioning of the CTE Faculty in terms of four dimensions: quality of questions, technique of questioning, handling students' answers and handling students' questions for the school year 2015-2019.

Specifically, it answers the following questions:

1. What is the profile of CTE faculty in terms of:
  - a. academic rank
  - b. length of service
  - c. subjects taught

- d. trainings and seminars attended relative to the Art of Questioning.
  - e. specialization
2. What is the level of the art of questioning of the CTE faculty in terms of the following dimensions:
    - a. quality of questions
    - b. technique of questioning
    - c. handling students' answers
    - d. handling students' questions.
  3. What is the academic performance of student respondents?
  4. What is the mean subject performance of student respondents?
  5. Is there a significant difference between the faculty members' art of questioning and their academic profile?
  6. Is there a significant relationship between the art of questioning of CTE Faculty and the mean subject performance of the respondents under the teacher evaluated?

### **Hypotheses**

The researcher in the conduct of this study considers the following assumptions;

1. This study assumes that the instrument used is valid measure of the teacher's art of questioning.
2. The perception of the students on their respective teachers' art of questioning is accurate and objective.

### **Methodology**

#### **Research Design**

This research made of the descriptive-correlational design. It is correlational because it determined the influence of the overall art of questioning of the CTE faculty on the mean subject performance of respondents and the influence of the art of questioning of the individual faculty on the subject performance of each student which were determined using the Pearson-r.

## Respondents of the Study

The subjects of the study were General Education, Professional Education, and Major subject teachers of the College of Teacher Education teaching at least one of the following subjects: English, Filipino, Mathematics, Natural Sciences, Social Sciences, Professional Education and General Education subjects. There were four hundred forty-four (440) Bachelor of Secondary Education, eighty-six (86) Bachelor of Elementary Education, and seventy-nine (79) Bachelor of Technical Vocational Teacher Education students with Field Study 7 subject (Educ 49 – Practice Teaching) of the same college are the respondents. The subjects were chosen based on the CTE faculty who handled a subject of 440 BSED students during the school year 2015-2019.

## Data-gathering Instrument

This study used a two-part questionnaire: Part I was on the profile of faculty in terms of academic rank, length of service, subjects taught, trainings and seminars related to art of questioning. Part II contained 45 items of questions prepared by the researcher based on her readings. 10 items deal with the quality of question (1 – 10), 18 items on the technique of questioning (11 – 28), 8 items on handling of students' answers (29 – 36), and 9 items on handling students' questions (37 – 45). This questionnaire is formulated from the concept of Aquino, Gaudencio (1988), *Principles and Methods of Effective Teaching*.

## Statistical Tools

The following statistical tools were used in the interpretation of data:

1. The mean was used to determine the level of art of questioning of the teachers and the subject performance of the students.

2. The Pearson-r was used to determine the coefficient correlation between the art of questioning and the subject performance. The formula for Pearson-r is given below

$$n(E \times V) - (Ex)(Ev)$$

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$$r = \frac{\sqrt{n(Ex^2) - (Ex)^2} \quad \sqrt{n(Ey^2) - (Ey)^2}}$$

This study was conducted at the College of Teacher Education of Cagayan State University during the school year 2014-2019.

## Results and Discussion

### 1. Profile of the Teachers of CTED

**Table 1.1** Frequency and Percentage Distribution of the Teacher Respondents According to Academic Rank

Academic Rank	Frequency	Percentage
Instructor 1 – Instructor 3	12	37.5
Assistant Prof 1- Asst Prof 4	9	28.13
Associate Prof 1 – Associate Prof 4	7	21.88
Prof 1 and above	4	12.5
	32	100

The table shows that 37.5 percent of the teacher respondents in the College of Teacher Education belong to the lowest ranks, Instructor 1 to Instructor 3. Nine or 28.13 percent belong to Assistant Professor 1 to Assistant Professor 4, seven or 21.88 percent belong to the Associate Professor 1 to Associate Professor 4 and 4 or 12.5 percent belong to the category Professor 1 and above. This goes to show that majority of the teachers in the college of teacher education hold either an assistant professor or instructor position.

**Table 1.2.** Frequency and Percentage Distribution of the Teacher Respondents According to Length of Service

Length of Service	Frequency	Percentage
5 years and below	7	21.875
6-10 years	9	28.125
11-15 years	5	15.625
16- 20 years	3	9.375
21-25 years	5	15.625
26-30 years	2	6.25
31 years and above	1	3.125

<b>Total</b>	<b>32</b>	<b>100</b>
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It can be gleaned from the table that half of the teachers in the College of Teacher Education have been in the service for 10 years or less. 16 out of 32 teachers belong to the brackets 5 years and below and 6 to 10 years. This implies that majority of the teachers are relatively young in the service. 5 or 15.63% have been in the service for 11 to 15 years, 3 or 9.38% for 16 to 20 years, 5 or 15.63% for 21 to 25 years, 2 or 6.25% for 26 to 30 years and 1 or 3.13% for 31 years and above.

**Table 1.3.** Frequency and Percentage Distribution of the Teacher Respondents

According to Subjects Taught

<b>Length of Service</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Physical Science</b>	2	6.25
<b>English</b>	9	28.125
<b>Mathematics</b>	6	18.75
<b>Social Science</b>	5	15.625
<b>Filipino</b>	4	12.5
<b>TLE</b>	3	9.375
<b>Biological Science</b>	3	9.375
<b>Total</b>	<b>32</b>	<b>100</b>

The table shows that the most number among the teacher respondents are English teachers, followed by Mathematics teachers and then Social Science teachers with percentages of 28.125, 18.75 and 15.625 respectively. 4 Filipino teachers were rated, 3 for both Biological Science and TLE and 2 for the Physical Science. A total of 32 teachers were included in the study.

**Table 1.4.** Frequency and Percentage Distribution of the Teacher Respondents

According to Number of Seminars Attended Along Art of Questioning

<b>No. of Trainings/Seminars Attended Along Art of Questioning</b>	<b>Frequency</b>	<b>Percentage</b>
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0	21	65.625
1	7	21.875
2	4	12.5
<b>Total</b>	<b>32</b>	<b>100</b>

The table shows that majority of the teachers in the College of Teacher Education did not attend any seminar on art of questioning. Seven or 21.875 percent were able to attend one seminar while 4 or 12.5 percent were able to attend two seminars on art of questioning. Most of the teachers said they did not attend seminars because seminars on enhancing art of questioning are scarce.

## 2. Level of Art of Questioning

**Table 2.1. Level of Art of Questioning of CTE Faculty Along Quality of Questions According to Subject Taught**

<b>Subjects/Major</b>	<b>1. Questions asked are clear</b>	<b>2. Questions are direct to the point</b>	<b>3. Questions are appropriate to the students' year level</b>	<b>4. Questions have definite answer.</b>	<b>5. Questions have clear answer.</b>	<b>6. Questions are challenging, requiring student to compare, evaluate and draw inferences.QQ6</b>	<b>7. Questions do not use the wording and the organization of the textbook.QQ6</b>
<b>1. Biological Science</b>	4.5789	4.4211	4.0000	4.3243	3.8947	4.5000	3.8947
<b>2. English</b>	4.6625	4.5125	4.4250	4.3125	4.2025	4.6076	4.4125
<b>3. Filipino</b>	4.7159	4.7045	4.5682	4.5698	4.3372	4.6628	4.4483
<b>4. Mathematics</b>	4.6957	4.7283	4.6522	4.5326	4.3077	4.7174	4.3222

<b>5. Physical Science</b>	4.8293	4.7317	4.5854	4.6500	4.4359	4.7073	4.4500
<b>6. Social Science</b>	4.6226	4.4906	4.4151	4.3208	4.0417	4.4717	4.3333
<b>7. Technology and Livelihood Education</b>	4.6818	4.5455	4.3636	4.2500	3.9070	4.4419	4.1136
<b>Overall Mean</b>	<b>4.6858</b>	<b>4.6101</b>	<b>4.4725</b>	<b>4.4375</b>	<b>4.1981</b>	<b>4.6088</b>	<b>4.3186</b>
<b>Descriptive Interpretation</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Good</b>	<b>Very Good</b>	<b>Very Good</b>

The Physical Science students gave the highest mean rating to their teacher for “Questions are clear (4.83), “Questions have clear answer”(4.44),” Questions do not use the wording and the organization of the textbook”,(4.45), “Questions are direct to the point”(4.73), “Questions require the students answer be activating their stored knowledge and experience background (4.7801)and “questions have definite answer”(4.65). The Mathematics students gave the highest rating to their teachers for “Questions are appropriate to the students’ year level (4.65), “questions are challenging, requiring students to compare, evaluate and draw inferences(4.71) and “questions are interesting and thought provoking (4.68). Among the 10 items, two items were rated as good. These are “Questions have clear answer” and " Questions do not suggest the correct answer”. Hill and Flynn (2008), in their article “Asking the Right Questions” said “questions that are not only aligned to a student’s stage of language acquisition but also focus on higher-order skills will allow students to more fully engage in learning both language and content. Will it take additional time to prepare to engage all students in classroom activities? Yes, especially at first. But the payoff is huge — days of rich learning experiences for English language learners where a teacher, who previously felt helpless, is now confident that she has allowed her students to experience success in the classroom.

**Table 2.2** Level of Art of Questioning of CTE Faculty Along Technique of Questioning According to Subject Taught

<b>Items</b>	<b>Phy Sci</b>	<b>Eng</b>	<b>Math</b>	<b>Soc Sci</b>	<b>Filipi no</b>	<b>Bio Sci</b>	<b>TLE</b>	<b>Over all</b>	<b>Interpret ation</b>
<b>1.Asks questions in a modulated voice.</b>	4.62	4.73	4.68	4.74	4.76	4.70	4.82	4.72	<b>Very Good</b>
<b>2. Asks questions in an informal manner.</b>	3.81	4.41	4.30	4.21	4.38	4.30	4.41	4.29	<b>Very Good</b>
<b>3. Calls on students to recite only after the student has analyzed the question.</b>	4.25	4.40	4.23	4.20	4.28	4.26	4.40	4.32	<b>Very Good</b>
<b>4. Does not use any order of the students to answer.</b>	4.05	4.14	4.20	4.20	4.33	3.94	4.09	4.18	<b>Good</b>
<b>5. Asks sufficient number of questions for every lesson discussed.</b>	4.08	4.64	4.64	4.64	4.38	4.45	4.5	4.55	<b>Very Good</b>

<b>6. Designates selected students to answer challenging questions.</b>	3.89	3.97	4.10	4.13	4.13	3.85	4.02	4.03	<b>Good</b>
<b>7. Designates selected students to answer easy questions.</b>	3.60	3.88	3.97	3.78	4.03	3.69	3.57	3.79	<b>Good</b>
<b>8. Asks questions to inattentive students.</b>	4.00	4.30	4.28	4.20	4.33	4.32	4.16	4.24	<b>Very Good</b>
<b>9. Allows students to organize their answer before calling anyone to answer.</b>	4.27	4.56	4.59	4.36	4.80	4.53	4.55	4.52	<b>Very Good</b>
<b>10. Varies his rate of question by adjusting it to purpose of questioning.</b>	4.44	4.53	4.52	4.60	4.63	4.25	4.48	4.50	<b>Very Good</b>
<b>11. Adjusts his questioning to the students' relative</b>	4.44	4.53	4.51	4.46	4.65	4.19	4.41	4.46	<b>Very Good</b>

familiarity of the topic									
<b>12. Repeats questions only for legitimate reason.</b>	4.14	4.11	4.40	4.22	4.28	4.34	4.33	4.31	<b>Very Good</b>
<b>13. Questions are repeated only once.</b>	4.00	4.20	4.10	4.17	4.03	4.00	4.10	4.10	<b>Good</b>
<b>14. Fairly distributes questions.</b>	4.53	4.54	4.41	4.46	4.61	4.50	4.56	4.50	<b>Very Good</b>
<b>15. Asks question in a manner which indicates confidence in students.</b>	4.47	4.61	4.47	4.53	4.76	4.49	4.52	4.54	<b>Very Good</b>
<b>16. Gives clues to help underachievers to make a correct answer.</b>	4.29	4.39	4.50	4.45	4.43	4.47	4.43	4.43	<b>Very Good</b>
<b>17. Scolds/embar rasses students who cannot answer his questions correctly.</b>	4.39	4.26	4.59	4.45	4.44	4.38	4.68	4.45	<b>Very Good</b>

<b>18. Encourages students to answer questions by his kindness and patience.</b>	4.28	4.47	4.5	4.56	4.55	4.47	4.46	4.49	<b>Very Good</b>
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Of the 18 items along technique of questioning, 14 were described to be very good, while 4 were good. Among the items that were described to be very good, the item “*question was asked in a well- modulated voice* got the highest mean of 4.72, followed by “*Asks sufficient number of questions for every lesson discussed*”. The table also reveals that the teachers were very good at encouraging students to answer, giving clues to help underachievers, distributing fairly questions to students, repeating questions for legitimate reason, adjusting questions to the level of the students, varying their rate of questioning, and observing wait time. This is supported by Wilen (1999) in the book *Questioning Skills for Teachers* where he enumerated some questioning techniques.

Items	Phy Sci	Eng	Math	Soc Sci	Filipino	Bio Sci	TLE	Overall	Interpretation
1. Makes every effort to show an appreciative attitude toward students' answers.	4.66	4.60	4.61	4.72	4.66	4.67	4.77	<b>4.66</b>	<b>Very Good</b>
2. Gives encouraging remarks to students who answer correctly.	4.74	4.56	4.61	4.60	4.44	4.55	4.68	<b>4.60</b>	<b>Very Good</b>
3. Rephrases questions for students who cannot answer questions correctly	4.61	4.54	4.52	4.64	4.49	4.43	4.70	<b>4.56</b>	<b>Very Good</b>
4. Uses a variety of positive words whenever students answer correctly his or her question.	4.61	4.66	4.63	4.68	4.59	4.64	4.73	<b>4.65</b>	<b>Very Good</b>
5. Never allows wrong answers to slip away.	3.89	3.99	4.18	3.99	4.12	3.74	3.86	<b>3.99</b>	<b>Good</b>

<b>6. Checks wrong answers on the spot.</b>	4.48	4.40	4.35	4.30	4.37	4.42	4.16	<b>4.35</b>	<b>Very Good</b>
<b>7. Does not embarrass students who cannot answer correctly</b>	4.53	4.55	4.51	4.63	4.41	4.42	4.52	<b>4.53</b>	<b>Very Good</b>
<b>8. Never insults students with funny ideas or reasons different from his/her idea.</b>	4.32	4.45	4.53	4.53	4.44	4.48	4.43	<b>4.48</b>	<b>Very Good</b>

**Table 2.3. Level of Art of Questioning of CTE Faculty on Handling Students' Answers According to Subject Taught**

As can be gleaned from the table, of the eight items along this category, the item “never allows wrong answers to slip away” got the lowest mean of 3.99 which is interpreted as good. The table also reveals that teachers were very good at making an effort to show appreciative attitude to students, using variety of positive words, rephrasing questions when necessary and handling students with funny ideas and wrong answers so as not to embarrass students. As Stanley Goff (2018) puts it, a teacher who asks a question to embarrass, humiliate, or “catch” a student is not engaged in teaching, but domination and control. The teacher and the institution become an adversary, and performance becomes more important than learning. By contrast, when the teacher adopts an attitude of genuine concern for each student and genuine curiosity about what students are thinking, that teacher will ask real questions in one-on-one exchanges, to ensure that she understands what the student means and understands through crafty use of the art of questioning.

**Table 2.4.** Level of Art of Questioning of CTE Faculty of Handling Students' Questions

<b>Items</b>	<b>Phy Sci</b>	<b>Eng</b>	<b>Math</b>	<b>Soc Sci</b>	<b>Filipino</b>	<b>Bio Sci</b>	<b>TLE</b>	<b>Overall</b>	<b>Interpretation</b>
<b>1. Welcomes students' questions.</b>	4.68	4.71	4.75	4.74	4.68	4.60	4.89	<b>4.72</b>	<b>Very Good</b>
<b>2. Before answering students' questions, he/she throws them to the class.</b>	4.11	4.16	4.14	4.09	4.39	3.96	3.82	<b>4.10</b>	<b>Good</b>
<b>3. Clearly answers students' questions that quite enlighten them.</b>	4.61	4.63	4.65	4.66	4.68	4.47	4.66	<b>4.64</b>	<b>Very Good</b>
<b>4. Allows students to present their points of view about their own question</b>	4.62	4.64	4.65	4.66	4.68	4.66	4.09	<b>4.18</b>	<b>Good</b>
<b>5. Does not allow indiscriminate students' questions.</b>	4.36	4.27	4.64	4.64	4.38	4.45	4.5	<b>4.55</b>	<b>Very Good</b>
<b>6. Helps students rephrase the question.</b>	4.71	4.59	4.63	4.73	4.67	4..66	4.66	<b>4.66</b>	<b>Very Good</b>
<b>7. Requires students to form grammatically correct questions.</b>	4.50	4.45	4.51	4.52	4.59	4.5	4.5	<b>4.51</b>	<b>Very Good</b>
<b>8. Does not scold students whose questions seem to testing his capability.</b>	4.45	4.68	4.53	4.65	4.5	4.23	4.45	<b>4.53</b>	<b>Very Good</b>

The table reveals that teachers were very good at welcoming students' answers, helping students rephrase their answers, answering clearly students' questions, helping students rephrase their questions, requiring students to construct grammatically correct questions and not scolding students whose questions seem to test their capacity. Moreover, the teachers were good at throwing the question of students to the class and allowing students to present their points of view.

### 3. Level Of Questioning and Profile

**Table 3.1. Level of Questioning of CTE Faculty when grouped According to Academic Rank**

<b>Academic Rank</b>	<b>Quality of Questions</b>	<b>Technique of Questioning</b>	<b>Handling Students' Answers</b>	<b>Handling Students' Questions</b>	<b>Over all AQ</b>	<b>Descriptive Interpretation</b>
<b>Instructor</b>	4.53	4.29	4.23	4.49	<b>4.42</b>	<b>Very Good</b>
<b>Assistant professor</b>	4.24	4.05	4.42	4.43	<b>4.24</b>	<b>Very Good</b>
<b>Associate Professor</b>	4.40	4.27	4.42	4.20	<b>4.36</b>	<b>Very Good</b>
<b>Professor</b>	4.68	4.60	4.58	4.58	<b>4.59</b>	<b>Very Good</b>

Generally, the teachers of the College of Teacher Education have very good art of questioning. All teachers, regardless of rank were rated to be very good along quality of questions, technique of questioning, handling students answers and handling students' questions. It is worthy to note however that along technique of questioning, the assistant professors were described to be just "good", while the rest of the ranks are very good.

**Table 3.2. Level of Questioning of CTE Faculty when grouped According to Length of Service**

<b>Length of Service</b>	<b>Quality of Questions</b>	<b>Technique of Questioning</b>	<b>Handling Students' Answers</b>	<b>Handling Students' Questions</b>	<b>Over all AQ</b>	<b>Descriptive Interpretation</b>
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<b>Five years and below</b>	4.48	4.33	4.36	4.42	4.42	<b>Very Good</b>
<b>6 to 10 years</b>	4.52	4.18	4.46	4.48	4.37	<b>Very Good</b>
<b>11 to 15</b>	4.19	4.19	4.42	4.31	4.31	<b>Very Good</b>
<b>16 to 20</b>	4.36	4.23	4.49	4.45	4.35	<b>Very Good</b>
<b>21 to 25</b>	4.80	4.50	4.56	4.55	4.56	<b>Very Good</b>
<b>26 to 30</b>	4.00	4.03	4.30	3.90	4.01	<b>Good</b>
<b>31 and above</b>	4.43	4.43	4.51	4.50	4.42	<b>Very Good</b>

The table reveals that teachers regardless of the length of service have very good art of questioning except for those whose length of service is from 26 to 30 years, whose art of questioning is described only as good. Furthermore, teachers whose length of service ranged from 26 to 30 have the highest mean of 4.56, followed by teachers with five years and below experience.

**Table 3.3.** Level of Questioning of CTE Faculty when grouped According to Number of Seminars Attended

<b>No. of Seminars Attended</b>	<b>Quality of Questions</b>	<b>Technique of Questioning</b>	<b>Handling Students' Answers</b>	<b>Handling Students' Questions</b>	<b>Over all AQ</b>	<b>Descriptive Interpretation</b>
<b>0</b>	4.46	4.23	4.40	4.44	<b>4.37</b>	<b>Very Good</b>
<b>1</b>	4.44	4.28	4.41	4.27	<b>4.34</b>	<b>Very Good</b>
<b>2</b>	4.85	4.73	4.81	4.80	<b>4.75</b>	<b>Very Good</b>
<b>Overall Mean</b>	<b>4.50</b>	<b>4.30</b>	<b>4.56</b>	<b>4.45</b>	<b>4.41</b>	<b>Very Good</b>
<b>Descriptive Interpretation</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>

The table shows that teachers regardless of the number of seminars attended have very good art of questioning. Of the four dimensions of art of questioning, technique of questioning got the highest mean of 4.50, followed by quality of questions with a mean of 4.56. It is also

shown in the table that teachers with two seminars attended on art of questioning got the highest mean of 4.75.

**Table 3.4.** Overall level of Art of Questioning of CTE Faculty

	<b>Quality of Questions</b>	<b>Technique of Questioning</b>	<b>Handling Students' Answers</b>	<b>Handling Students' Questions</b>	<b>Overall Level of Art of Questioning</b>
<b>Mean</b>	<b>4.46</b>	<b>4.36</b>	<b>4.48</b>	<b>4.49</b>	<b>4.3927</b>
<b>Descriptive Interpretation</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>	<b>Very Good</b>

Overall, the teachers have very good art of questioning as shown in table 2.6. Of the four dimensions of art of questioning, handling students' questions was rated the highest with a mean of 4.49, followed by handling students' answers with a mean of 4.48. Technique of questioning on the other hand got the lowest mean of 4.36. All the four dimensions, however, were rated as very good.

**Table 4.** Academic Performance of the Students

<b>Subject</b>	<b>Mean Grade</b>	<b>Descriptive Interpretation</b>
<b>Physical Science</b>	85.03	<b>Very Satisfactory</b>
<b>English</b>	86.00	<b>Very Satisfactory</b>
<b>Mathematics</b>	85.07	<b>Very Satisfactory</b>
<b>Social Science</b>	85.68	<b>Very Satisfactory</b>
<b>Filipino</b>	85.19	<b>Very Satisfactory</b>
<b>TLE</b>	82.38	<b>Satisfactory</b>
<b>Biological Science</b>	85.44	<b>Very Satisfactory</b>
<b>Overall Mean Grade</b>	<b>85.06</b>	<b>Very Satisfactory</b>

The overall academic performance of the students is very satisfactory. Of the seven groups of respondents, only the TLE grouped performed satisfactorily.

**Table 4.1** Test of Significant Differences on the Level of Art of Questioning of CTE Teachers When Grouped According to Academic Rank

ANOVA TABLE

		Sum of Squares	Mean Square	Sig.	Decision
<b>Quality of questions</b>	Between Groups	6.567	2.189	.079	<b>Accept Ho</b>
	Within Groups	119.919	.278		
	Total	126.485			
<b>Technique of questioning</b>	Between Groups	6.367	2.122	.890	<b>Accept Ho</b>
	Within Groups	133.338	.309		
	Total	139.705			
<b>Handling answers</b>	Students' Between Groups	.608	.203	.767	<b>Accept Ho</b>
	Within Groups	229.676	.532		
	Total	230.284			
<b>Handling questions</b>	Students' Between Groups	3.837	1.279	.064	<b>Accept Ho</b>
	Within Groups	226.174	.524		
	Total	230.011			
<b>Overall Art of Questioning</b>	Between Groups	3.128	1.043	.074	<b>Accept Ho</b>
	Within Groups	99.241	.230		
	Total	102.369			

The table shows that the probability values were all greater than the 0.05 level of significance. This means that the null hypothesis is accepted. There is no significant difference in the art of questioning of teachers along quality of questions, technique of questioning, handling students' answer and handling students, questions and over all art of questioning when teachers are grouped according to academic rank. All teachers were rated as very good on question quality, technique of questioning, handling students' answers and handling students' questions. Regardless of their academic rank, all were rated very good

**Table 4.2** Test of Significant Differences on the Level of Art of Questioning of CTE Teachers When Grouped According to Length of Service

ANOVA TABLE

		Sum of Squares	Mean Square	Sig.	Decision
<b>Quality of questions</b>	Between Groups	7.717	1.286	.006	Reject Ho
	Within Groups	118.768	.277		
	Total	126.485			
<b>Technique of questioning</b>	Between Groups	4.947	.824	.061	Accept Ho
	Within Groups	134.758	.314		
	Total	139.705			
<b>Handling Students' answers</b>	Between Groups	1.854	.309	.746	Accept Ho
	Within Groups	228.430	.532		
	Total	230.284			
<b>Handling Students' questions</b>	Between Groups	4.154	.692	.249	Accept Ho
	Within Groups	225.856	.526		
	Total	230.011			
<b>Overall Art of Questioning</b>	Between Groups	2.623	.437	.083	Accept Ho

Within Groups	99.746	.233		
Total	102.369			

It can be seen on the table that the probability value for quality of questions (0.006) is less than 0.05. Thus, the null hypothesis is rejected. There is significant difference on the quality of questions of teachers when they are grouped according to their length of service. The post hoc analysis reveals that the differences exist among the groups: 11-15 years in service, 21 – 25 years in service and 26-30 years in service. This confirms the results in table 2.3 in which the groups of teacher with 11-15 years and 26-30 years of service were rated as good while the group of teachers with 26-30 years of service were very good.

**Table 4.3** Test of Significant Difference on the Level of Art of Questioning of CTE Teachers When Grouped According to Subject Taught  
ANOVA Table

		Sum of Squares	Mean Square	Sig.	Decision
Quality of questions	Between Groups	3.691	1.230	.058	Accept Ho
	Within Groups	122.794	.284		
	Total	126.485			
Technique of questioning	Between Groups	5.888	1.963	.104	Accept Ho
	Within Groups	133.817	.310		
	Total	139.705			
Handling students' answers	Between Groups	4.003	1.334	.055	Accept Ho
	Within Groups	226.281	.524		
	Total	230.284			
Handling students' questions	Between Groups	4.299	1.433	.093	Accept Ho
	Within Groups	225.712	.522		
	Total	230.011			
Overall Level of Art of Questioning	Between Groups	3.661	1.220	.612	Accept Ho
	Within Groups	98.708	.228		

Total	102.369			
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The ANOVA table shows that all probability values are greater than 0.05 which means that the null hypothesis is accepted. There is no significant difference in the level of art of questioning of teachers when they are grouped according to subjects taught. This confirms the results in tables 2.1.1 to 2.1.4, in which all teachers in all the subjects were rated as very good along quality of questions, technique of questioning, handling students' answers and handling students' questions.

**Table 4.4** Test of Significant Differences on the Level of Art of Questioning of CTE Teachers When Grouped According to Number of Seminars Attended  
ANOVA Table

		Sum of Squares	Mean Square	Sig.	Decision
Quality of questions	Between Groups	3.691	1.230	.085	Accept Ho
	Within Groups	122.794	.284		
	Total	126.485			
Technique of questioning	Between Groups	5.888	1.963	.329	Accept Ho
	Within Groups	133.817	.310		
	Total	139.705			
Handling students' answers	Between Groups	4.003	1.334	.055	Accept Ho
	Within Groups	226.281	.524		
	Total	230.284			
Handling students' questions	Between Groups	4.299	1.433	.093	Accept Ho
	Within Groups	225.712	.522		
	Total	230.011			
Overall Art of Questioning	Between Groups	3.661	1.220	.861	Accept Ho
	Within Groups	98.708	.228		
	Total	102.369			

The probability values in the table are all greater than 0.05. Therefore, the null hypothesis is accepted. There is no significant difference in the level of art of questioning of teachers when grouped according to number of seminars attended. Teachers with none, one, two seminars were all rated very good along the four dimensions of questioning as reflected in table 2.5.

**Table 5.** Test of Significant Relationship Between Art of Questioning and Students Academic Performance

**Correlation**

	Overall Art of Questioning	Academic Performance	Decision
Over All Art of Questioning	Pearson Correlation Sig. (2-tailed) N	1 .091 436	<b>Accept Ho</b>
Academic Performance	Pearson Correlation Sig. (2-tailed) N	.091 .085 361	

It can be seen in the table that the probability value is 0.085 which is greater than the significance level of 0.05. This means that the null hypothesis of no significant relationship between academic performance and art of questioning is accepted. There is no significant relationship between academic performance of students and the art of questioning of teachers. This confirms the findings of Bello (2013). In her study, the result of the Pearson r showed a -0.09 correlation coefficient which indicates an inverse relationship between the two variables, but no significant relationship, however, between academic performance and art of questioning was established. The very satisfactory academic performance of the students cannot be attributed to the art of questioning of their teachers but maybe to some other factors like motivation level of the students, methods and strategies of the teachers, etc.

## **Conclusions**

The art of questioning of the College of Teacher Education of Cagayan State University, Andrews Campus was found to be very good. The teachers were also found to have very good level of quality of questions, technique of questioning, handling students' answers and handling students' questions.

Only few teachers were able to attend seminars-workshops on art of questioning. Majority of the teachers belong to the lower academic ranks of instructors and assistant professors. Most of the teachers rated were English teachers. Generally, the teachers in the College of Teachers Education are relatively younger in terms of years of service.

The academic performance of the students was found to be at a very satisfactory level. The ANOVA revealed that there are no significant differences in the overall art of questioning of the teachers. However, when teachers are grouped according to years of service, significant differences exist in the quality of questions and technique of questioning.

The Pearson r test revealed no significant relationship between academic performance and art of questioning of teachers.

## **Recommendations**

Since it was found that majority of the teachers did not attend seminars/workshops/training on art of questioning, it is recommended that the administration of CSU should organize seminars on art of questioning so that teachers can make better questions for students.

It is also recommended that in future researches on art of questioning, classroom observations must be undertaken to validate results of the survey.

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## **Awareness and Use of Cohesive Devices in the English Language of Senior Education Students**

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### **Abstract**

The study was conducted to determine the extent of awareness and use of cohesive devices of education students who are in their senior year in college. Survey-correlational method of research was utilized to gather data from a total of 160 respondents through a three-part adapted questionnaire as the research instrument. Findings show that majority of the respondents were females, spoke Iloco and had an average grade level in English. Their extent of use of cohesive devices was poor though their extent of awareness was high. There were no differences found in both the extent of use and extent of awareness of cohesive devices in terms of sex and native language. Significant differences were found, however, in terms of major and grade level. Also, significant relationship was found between the extent of awareness and use of cohesive devices. The study concluded that students find difficulty in using cohesive devices and that major or field of specialization and grade level have something to do with both awareness and use of cohesive devices. Recommendations were teachers need to provide more learning activities on the use of cohesive devices and they are encouraged to use language pedagogy that cater to non-language majors. Students are also advised to instil in their minds that cohesion is an indispensable tool in writing and other language activities they will engage in.

**Keywords:** cohesive devices, extent of use, extent of awareness

## **Introduction**

Linguistic cohesion is the grammatical and lexical linking within a text or sentence that holds a text together and gives it meaning (Halliday & Hassan, 1976).

In writing an English composition whether it is an essay, short story, novel etc., it is very important to tie up and communicate the sentences to each other. It is a need to make connections between words and sentences, to make the flow of a composition clearer and also for the reader not to shift from one topic to another. Failure in connecting of what one has precisely said and later intend to say is inevitable to arise.

The functional category that links, connects, relates and makes relationships between sentences is *cohesion*. Halliday and Hassan (1976) brought up this concept of functional category. Cohesion is a systematic notion referring to relations of meaning between elements of a text. Agreeing with that definition, an analyst examined a range of phenomena which contribute to the cohesiveness of the text which might be grammatical cohesion or and logical cohesion. Normally, a clear relationship of ideas unfolding was seen. The basis of cohesion is the idea that texts are not random sequences of sentences and that there must therefore be some structuring devices that link adjacent sentences in a text, which helps the reader perceive the referential identity or topical consistency of different parts of a text.

According to Halliday and Hassan (1976), there are five major cohesive devices, namely reference, substitution, ellipses, conjunction and lexical cohesion. These devices are further classified into two main types: grammatical cohesion and lexical cohesion. Each category is classified into a number of subcategories. Grammatical cohesion is achieved by means of reference, ellipses, conjunction and substitution. Furthermore, lexical cohesion is the inclusion of words with semantic relations. This consists of the two major types, reiteration and collocation.

Writing is considered as the most difficult skill among the five macro-skills in language learning for English as foreign language learners since it is an active and productive skill. This skill requires thinking strategies that allow the individual to express his or her competence in the language. It is a complex activity that requires a certain level of linguistic knowledge, writing conventions, vocabulary and grammar. The writer should use cohesive devices in order to get a good writing. In terms of the communicative nature of writing, cohesion is regarded as

an essential textual component not only to create an organized text, but also to portray the content comprehensible to the reader. When sentences, ideas, and details fit together clearly, a reader can follow along easily and the writing is coherent. The ideas tie together smoothly and clearly.

For a senior education student in college, he or she should possess the skill of writing. As they are in the field of teaching, it is a necessary and an essential skill because in the future they will be dealing with many activities that need writing skills. In the four years of studying essays, letters, autobiographies, biographies etc., these students have undergone many English subjects, and the compositions they produced may have been written in nonlinear ways and contain cohesive devices. Nevertheless, the question is that are they aware that they have been applying cohesion in their composition arises. Are they familiar of these cohesive devices previously mentioned?

Thus, this study aimed to investigate the awareness and the use of cohesive devices in writing an English composition of fourth year students of the College of Education of Isabela State University, Echague, Isabela. In addition, the study also examined the extent of use of the students of cohesion in their writing. Moreover, this study tried to find out the variables that might have an influence on the familiarity and use of the respondents of cohesive devices.

### **Objectives of the Study**

This study aimed to determine the awareness and use of cohesive devices in the English language of senior education students. Specifically, it sought to:

1. Describe the profile of the students in terms of their:
  - a. Sex;
  - b. Major enrolled in;
  - c. Grade in English subjects; and
  - d. Native language;
2. Determine the extent of the use cohesive devices of the students;
3. Reveal if there is a difference in the extent of use of cohesive devices of the senior education students according to their profile;
4. Determine the extent of their awareness in using the cohesive devices;
5. Reveal if there is a difference in the extent of awareness of cohesive devices of the senior education students according to their profile; and

6. Find out if there is a relationship between the extent of use and awareness of cohesive devices of the senior education students.

## **Materials and Methods**

### ***Research Design***

The research design utilized in this study was the survey-correlational method. *Survey research* is the collection of data attained by asking individuals questions either in person or through a tool. It is used to gather the opinions, beliefs and feelings of selected groups of individuals. *Correlational research*, on the other hand is a type of non-experimental research method, in which a researcher measures two variables, understands and assesses the statistical relationship between them with no influence from any extraneous variable.

### ***Locale of the Study***

This study was conducted in the College of Education of the Isabela State University, Echague, Isabela.

### ***Respondents of the Study and Sampling Procedures***

The fourth year students in the aforementioned institution were the respondents of the study. The study included 20 respondents per major in the Bachelor of Secondary Education (BSEd) program, namely English, Math, Social Sciences, Filipino, TLE, and MAPEH, and 40 respondents from the Bachelor of Elementary Education (BEEd) program. There was a total of 160 respondents out of the 250 total population who participated.

### ***Research Instruments***

The research instrument was an adapted questionnaire which had three parts. The first part required the profile of the respondents. The second part contained 22 statements which gauged the awareness of cohesive devices of the respondents. These statements were adapted from the study by Hung and Thu on cohesive devices (2014). A fill-out essay adopted from Mbali (1993) intended to measure the extent of use of cohesive devices formed the last part. As to the statements, the respondents were asked to put a check on the four choices: (1)=*Strongly disagree*; (2)= *Disagree*; (3)=*Agree*; and (4)=*Strongly Agree* for Part II. As to

the fill-out essay, it resembled a cloze test. The respondents filled out the blank spaces with the appropriate cohesive devices required by the composition.

### ***Statistical Tools and Treatment***

To describe the profile of the respondents, their extent of use and awareness of cohesive devices, descriptive statistics such as frequency counts, percentages and means were used. Arbitrary scales were used to describe the means. To determine if there are differences in the extent of use and awareness of cohesive devices of the respondents based on their profile, t-test and one-way ANOVA were used where they are applicable. Pearson-r was used to reveal whether there existed a relationship between the extent of use and extent of awareness of cohesive devices of the respondents.

## **Results and Discussion**

### ***Profile of the Respondents***

Table 1. Profile of the Respondents.

<b>Profile</b>		<b>Frequency</b>	
		<b>N=160</b>	<b>Percent</b>
Sex	Male	33	20.6
	Female	127	79.4
Major	English	20	12.5
	MAPEH	20	12.5
	Mathematics	20	12.5
	Filipino	20	12.5
	Social Sciences	20	12.5
	TLE	20	12.5
	Elementary Education	40	25.0
Native Language	Iloco	108	67.5
	Ibanag	2	1.3
	Tagalog	31	19.4

	Yogad	9	5.6
	Gaddang	1	.6
	Palanan	1	.6
	Itawes	3	1.9
	Waray	1	.6
	Bicol	1	.6
	Ifugao	3	1.9
Grade in English	Low	41	25.6
	Average	109	68.1
	High	10	6.3

Table 1 shows the profile of the respondents in terms of sex, major, native language and grade in English.

In terms of sex, there were 33 respondents or 20.6% who were males and 127 or 79.4% who were females. This is so because in teacher education courses, females outnumber males. Wong (2019) observed that the gender distribution in the profession has strangely grown more imbalanced, according to recently released data, largely because women are still pursuing teaching at far greater rates than men.

In terms of major, there were 20 or 12.5% of the total respondents who came from each of the majors in the Bachelor of Secondary Education program which are English, MAPEH, Mathematics, Filipino, Social Sciences and TLE. There were 40 or 25% who came from the Bachelor of Elementary Education program.

One hundred eight of the respondents or 67.5 % of the total spoke Iloco, followed by Tagalog with 31 or 19.4% and Yogad with 9 or 5.6%. The other respondents spoke other vernaculars in the Philippines. Majority of the respondents spoke Iloco since this is the lingua franca of the area where this study was conducted. The Ilocanos are the most prominent ethnic group in Isabela (PSA, 2002).

Lastly, the English grade of majority of the respondents was on the average level with 109 or 68.1%. Forty-one or 25.6% were in the low level and 10 or 6.3% were in the high level. This finding is in consonance to the findings of Leyaley (2016) who concluded that the English language proficiency of students who are enrolled in a Teacher Education Institution

is described as “Early Intermediate” or “Average” regardless of the type of school they graduated from, the program they are enrolled in, and the honors they have received.

***Extent of Use of Cohesive Devices***

Table 2. Extent of Use of Cohesive Devices of the Respondents.

<b>Variable</b>	<b>Mean</b>	<b>Description</b>	<b>Std. Deviation</b>
Use of Cohesive Devices	11.28	Poor	3.978

Table 2 above shows the extent of use of the respondents of cohesive devices in the English language. Their scores in the fill-out essay part of the questionnaire had a mean of 11.28 with a description of “Poor”.

For a more specific classification, Table 3 below categorizes the level of cohesive device use of the respondents. One hundred twenty six or 78.8 were in the “Poor” level, 31 or 19.4% were in the “Fair” level and 3 or 1.9% were in the “Good” level. This finding is supported by Khairunisa and Savitri (2018) who found out that in college student essays, students commit errors. The demonstrative reference, personal reference, and additive conjunction are categories in which the errors were the ones frequently found. The errors found were in the form of omission, misinformation, simple addition, and misordering. Likewise, pronoun shift also contributes to the errors made by the students.

Table 3. Level of Cohesive Device Use of Respondents.

<b>Cohesive Device Use Level</b>	<b>Frequency N=160</b>	<b>Percent</b>
Poor	126	78.8
Fair	31	19.4
Good	3	1.9

Table 4. Differences in Cohesive Device Use of the Respondents Grouped by Sex.

<b>Group</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Standard Error of Differences</b>	<b>t - value</b>	<b>Probability</b>
Male	10.12	4.060	0.707	-1.856 <sup>ns</sup>	0.070
Female	11.58	3.917	0.348		

<sup>ns</sup> Not significant

Table 4 shows the difference in cohesive device use of the respondents when grouped according to sex. The t-test value of -1.856 with a probability value of 0.070 indicates no difference in the said variable vis-à-vis the respondents' sex. Their being male and female has nothing to do with their extent of use of cohesive devices.

Table 5. Differences in Cohesive Device Use of Respondents Grouped by Major.

<b>Source of Variation</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Between Groups	630.569	6	105.095	8.527*	0.000
Within Groups	1885.775	153	12.325		
Total	2516.344	159			

\*Significant at 0.05 level.

The difference in the extent of use of cohesive devices of the respondents when grouped according to their major is shown in Table 5. The one-way analysis of variance yielded an F-value of 8.257 with a probability value of 0.000 which is significant at 0.05 level. The extent of use of cohesive devices differs when major is considered.

The Scheffe's comparison of mean differences shown in Table 6 reveals that the MAPEH majors' extent of use of cohesive devices was significantly lower compared to all the other majors. This implies that students majoring in this field scored poorer in the fill-out essay in the questionnaire. This finding suggests that MAPEH majors are somewhat behind when it comes to an academic subject like English. This is in contradiction, however, to what Samonte and Guzman (2017) found out that MAPEH major takers of the Licensure Examination for Teachers tended to fail in Professional Education and pass in the Field of Specialization and General Education subjects (which include English).

Table 6. Scheffe's Comparison of Mean Differences.

(I) Major	(J) Major	Mean Difference (I-J)	Std. Error	Sig.
English	MAPEH	6.900*	1.110	.000
	Mathematics	2.900	1.110	.343
	Filipino	2.850	1.110	.366
	Social Sciences	1.500	1.110	.934
	TLE	2.850	1.110	.366
	Elementary Education	.975	.961	.984
MAPEH	English	-6.900*	1.110	.000
	Mathematics	-4.000*	1.110	.049
	Filipino	-4.050*	1.110	.044
	Social Sciences	-5.400*	1.110	.001
	TLE	-4.050*	1.110	.044
	Elementary Education	-5.925*	.961	.000
Mathematics	English	-2.900	1.110	.343
	MAPEH	4.000*	1.110	.049
	Filipino	-.050	1.110	1.000
	Social Sciences	-1.400	1.110	.952
	TLE	-.050	1.110	1.000
	Elementary Education	-1.925	.961	.676
Filipino	English	-2.850	1.110	.366
	MAPEH	4.050*	1.110	.044
	Mathematics	.050	1.110	1.000
	Social Sciences	-1.350	1.110	.960
	TLE	.000	1.110	1.000
	Elementary Education	-1.875	.961	.703
Social Sciences	English	-1.500	1.110	.934
	MAPEH	5.400*	1.110	.001
	Mathematics	1.400	1.110	.952
	Filipino	1.350	1.110	.960

TLE	TLE	1.350	1.110	.960
	Elementary Education	-.525	.961	.999
	English	-2.850	1.110	.366
	MAPEH	4.050*	1.110	.044
	Mathematics	.050	1.110	1.000
	Filipino	.000	1.110	1.000
	Social Sciences	-1.350	1.110	.960
Elementary Education	Elementary Education	-1.875	.961	.703
	English	-.975	.961	.984
	MAPEH	5.925*	.961	.000
	Mathematics	1.925	.961	.676
	Filipino	1.875	.961	.703
	Social Sciences	.525	.961	.999
	TLE	1.875	.961	.703

\* The mean difference is significant at the 0.05 level.

Table 7. Differences in Cohesive Device Use of Respondents Grouped by Native Language.

Source of Variation	Sum of Squares	df	Mean Square	F	Significance
Between Groups	173.304	9	19.256	1.233 <sup>ns</sup>	0.279
Within Groups	2343.040	150	15.620		
Total	2516.344	159			

<sup>ns</sup> Not significant

Table 7 shows the difference in cohesive device use of the respondents when grouped according to their native language. The one-way analysis of variance yielded an F-value of 1.233 with a probability value of 0.279 which is insignificant. Native language has nothing to do with the respondents' extent of use of cohesive devices. The extent of their use of cohesive devices does not differ whether they are speakers of Iloco, Tagalog, Yogad and all the other native languages represented in the study.

Table 8. Difference in Cohesive Device Use of Respondents Grouped by English Grade Level.

Source of Variation	Sum of Squares	df	Mean Square	F	Significance
Between Groups	201.649	2	100.824	6.839*	0.001
Within Groups	2.314.695	157	14.743		
Total	2516.344	159			

\*Significant at 0.05 level

The difference in the extent of use of cohesive devices of the respondents when grouped according to their grade level in English is shown in Table 8 above.

The one-way analysis of variance resulted to an F-value of 6.839 and a probability of 0.001 which is significant at 0.05 level. The grade level in English of the respondents has something to do with the extent of their use of cohesive device. Table 9 below shows the Scheffe's comparison of mean differences. Those respondents with a low grade level in English had significantly lower scores in the fill-out essay part of the questionnaire. This means that to be able to use suprasentential concepts such as cohesion, an average achievement at least in English is of big help.

According to Pell (2015), the IELTS Writing Marking Criteria states that a Band 7 student "uses a range of cohesive devices appropriately although there may be some under-/over-use." This is typical of a student who knows the meaning and how to use cohesive devices, but thinks that using them as much as possible will get them a high mark. However, using them too much often leads to students using them incorrectly. It is stated for Band 5 that a student "makes inadequate, inaccurate or over use of cohesive devices". Most students get a Band 5 in this category for this reason. They think that using them as much as possible will get them a high mark, but do not consider the meaning and how each of them should be used in a sentence. But Band 8 and 9 students tend to only use cohesive devices when necessary and they use them appropriately and effectively, i.e. correct meaning and grammar. This only shows that the higher the achievement level in English of the student, the more appropriate and correct the use of cohesive devices would be.

Table 9. Scheffe's Comparison of Mean Differences.

(I) Level	Grade Level	(J) Grade Level	Mean Difference (I- J)	Std. Error	Sig.
Low	Average		-1.813*	.703	.039
	High		-4.644*	1.354	.003
Average	Low		1.813*	.703	.039
	High		-2.831	1.269	.086
High	Low		4.644*	1.354	.003
	Average		2.831	1.269	.086

\*The mean difference is significant at the 0.05 level.

### *Extent of Awareness of Cohesive Devices*

Table 10. Extent of Awareness of Cohesive Devices of Respondents.

Statement	Mean	Description	Level
Cohesion signals relations, joins ideas and enhances connectedness of the elements in sentences, between sentences in a paragraph and across paragraphs in an essay.	3.08	Agree	High
Cohesion is like glue to stick all elements and ideas to make a text.	3.06	Agree	High
The connectedness of sentences/ideas makes an essay unified and meaningful.	3.21	Agree	High
If a composition is not cohesive, it is a group of unrelated individual sentences.	3.00	Agree	Average
Cohesion is of crucial significance in an essay.	2.96	Agree	Average

Cohesion makes essay ideas presented clearly, comprehensively and smoothly.	3.18	Agree	High
Cohesion is achieved by appropriate use of words, linking adverbs, conjunctions, phrases to express the connectedness of the elements/ideas in a sentence, between sentences and paragraphs in an essay.	3.15	Agree	High
I am aware about the use of personal pronoun (he, she, it, they, etc.), possessive adjectives (e.g. his, her, my) possessive pronouns (e.g. mine, ours theirs) when referring item(s), person/people or thing(s) indicated when writing an essay.	3.25	Agree	High
I am using the comparative forms of adjectives and adverbs to discuss difference, similarity, or identity between elements.	2.93	Agree	Average
I am using linking adverbs to express addition such as in addition, moreover, furthermore, besides, also, additionally, etc.	2.98	Agree	Average
I am aware about adverbs/adverbials when expressing to comparison and contrast such as likewise, similarly, meanwhile, in the same way, by contrast, on the contrary, yet, however, conversely, on the other hand, nevertheless, nonetheless, etc.	3.06	Agree	High

I pay attention to adverbs/adverbials to express cause-effect such as therefore, consequently, for that reason, thus, as a result, hence, thereby, accordingly, as consequence, etc.	2.94	Agree	Average
I pay attention to adverbs/adverbials to express time sequence, or sequences of events: first(ly), second(ly), next, then, at first, first of all, finally, later, initially, last, in the end, in the long run, last but not least, etc.	3.05	Agree	High
I am mindful to the definite article “the” instead of using personal pronoun (he, she, it, etc.) to refer the person, thing, or item.	2.98	Agree	Average
I am mindful to demonstratives this, that, these, those when referring to the participants.	3.11	Agree	Average
I am mindful to the use of synonym, near synonym, antonym, in context to avoid repeating the same words several times in an essay.	3.05	Agree	High
I pay attention to what word can be used together. For example, which verb can collocate with which noun, or which preposition can be used with which verb.	2.96	Agree	Average
I pay attention to repeating key words appropriately to achieve cohesion in writing essays.	2.97	Agree	Average
When writing a composition, I pay attention to the semantic connectedness	2.99	Agree	Average

within a sentence, between sentences in a paragraph and across paragraphs in an essay to achieve cohesion.

I am aware about the effectiveness of cohesive devices because it is one of the most significant elements to demonstrate the quality of an essay. 2.99 Agree Average

I revise correctness and appropriateness of cohesive devices in writing an essay. 3.01 Agree High

In general, I pay attention on the use of variety of cohesive devices to achieve cohesion in writing English essays. 2.97 Agree Average

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<b>Total</b>	<b>3.04</b>	<b>Agree</b>	<b>High</b>
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Table 10 shows the statements in the research instrument and their ratings from the respondents.

The statement “I am aware about the use of personal pronoun (he, she, it, they, etc.), possessive adjectives (e.g. his, her, my) possessive pronouns (e.g. mine, ours theirs) when referring item(s), person/people or thing(s) indicated when writing an essay” garnered the highest mean rating of 3.25 with a description of “Agree” and “High” level of awareness. The statement with the lowest rating of 2.93 was “I am using the comparative forms of adjectives and adverbs to discuss difference, similarity, or identity between elements.” Still, it has description of “Agree” and “High” level rating. All the other statements had means described as “Agree” and a rating of “High”. The overall mean is 3.04 with a descriptive remark of “Agree” and rated as “High”. In general, the respondents had high awareness of cohesive devices.

This is expected due to their being in their senior year already and their having taken up several English courses before. The slight differences in mean ratings of the statements which were intended to measure cohesive devices awareness can be somewhat explained by Gashemi (2013) who concluded that some cohesive devices were more preferred than some others for a variety of reasons. This dynamic nature in the use of cohesive devices could be

contributed to the nature of the data collection procedure since some cohesive devices belong to the conversational data in oral performance. The other reason might be minimal amount of knowledge and necessary discourse in which such structures are used.

Table 11. Differences in the Awareness of Cohesive Devices of Respondents Grouped by Sex.

<b>Group</b>	<b>Mean</b>	<b>Standard Deviation</b>	<b>Standard Error of Differences</b>	<b>t - value</b>	<b>Probability</b>
Male	3.028926	.3370651	0.0586755	-.195 <sup>ns</sup>	0.846
Female	3.042233	.3964779	0.0351817		

Table 11 shows the difference in the awareness of cohesive devices of respondents based on their sex. The t-test value of -.195 with a 0.846 probability value indicates no significant difference in their knowing what cohesive devices are. Being male or female does not explain differences in the awareness of cohesive devices.

Table 12. Difference in Awareness of Cohesive Devices of Respondents Grouped by Major.

<b>Source of Variation</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Significance</b>
Between Groups	3.351	6	0.558	4.252*	0.001
Within Groups	20.096	153	0.131		
Total	23.447	159			

\*Significant at 0.05 level

The difference in awareness of cohesive devices of the respondents based on their major is revealed in Table 12 above. The one-way analysis of variance resulted to an F-value of 4.252 and a probability value of 0.001 which is significant at 0.05 level. Major can explain differences in the awareness of cohesive devices of the respondents.

Table 13 below shows the Scheffe's comparison of mean differences. It is shown that MAPEH and Mathematics majors have significantly lower awareness compared to that of the English majors. This low awareness of the concept of cohesion might be due to teacher factors. These are essential because the importance of language in all subjects can easily be misinterpreted and met with opposition if not fully understood. For example, the idea that language is important in all subjects can easily be reduced to a focus on surface features of

spelling and grammar. Subject teachers may argue that if they focus on language this will be a distraction from their main responsibility for teaching their subject. Beacco et al. (2015) say that this line of argument tends to arise if the implications of the relationship between language and cognition are not fully recognised; attention to language in the subject classroom will not only improve the pupils' competence in subject-based as well as general language use, but will help deepen their understanding of the subject matter and their wider learning in the subject. It is sometimes argued that a focus on language in all subjects is important for higher attaining pupils but less significant for those who are pursuing less academic goals. This view underestimates both the role of language in all learning and the importance of competence in language for full participation in a democratic, knowledge society. By acquiring the language of a subject and reflecting on it consciously, all learners, independent of their background, will master the content and accompanying tasks more successfully.

Table 13. Scheffe's Comparison of Mean Differences.

<b>(I) Major</b>	<b>(J) Major</b>	<b>Mean Difference (I-J)</b>	<b>Std. Error</b>	<b>Sig.</b>
English	MAPEH	.4454545*	.1146071	.024
	Mathematics	.4545455*	.1146071	.019
	Filipino	.1818182	.1146071	.865
	Social Sciences	.2318182	.1146071	.664
	TLE	.2318182	.1146071	.664
	Elementary Education	.1420455	.0992527	.914
MAPEH	English	-.4454545*	.1146071	.024
	Mathematics	.0090909	.1146071	1.000
	Filipino	-.2636364	.1146071	.510
	Social Sciences	-.2136364	.1146071	.747
	TLE	-.2136364	.1146071	.747
	Elementary Education	-.3034091	.0992527	.163
Mathematics	English	-.4545455*	.1146071	.019
	MAPEH	-.0090909	.1146071	1.000
	Filipino	-.2727273	.1146071	.466

	Social Sciences	-.2227273	.1146071	.707
	TLE	-.2227273	.1146071	.707
	Elementary Education	-.3125000	.0992527	.137
Filipino	English	-.1818182	.1146071	.865
	MAPEH	.2636364	.1146071	.510
	Mathematics	.2727273	.1146071	.466
	Social Sciences	.0500000	.1146071	1.000
	TLE	.0500000	.1146071	1.000
	Elementary Education	-.0397727	.0992527	1.000
Social Sciences	English	-.2318182	.1146071	.664
	MAPEH	.2136364	.1146071	.747
	Mathematics	.2227273	.1146071	.707
	Filipino	-.0500000	.1146071	1.000
	TLE	0E-7	.1146071	1.000
	Elementary Education	-.0897727	.0992527	.991
TLE	English	-.2318182	.1146071	.664
	MAPEH	.2136364	.1146071	.747
	Mathematics	.2227273	.1146071	.707
	Filipino	-.0500000	.1146071	1.000
	Social Sciences	0E-7	.1146071	1.000
	Elementary Education	-.0897727	.0992527	.991
Elementary Education	English	-.1420455	.0992527	.914
	MAPEH	.3034091	.0992527	.163
	Mathematics	.3125000	.0992527	.137
	Filipino	.0397727	.0992527	1.000
	Social Sciences	.0897727	.0992527	.991
	TLE	.0897727	.0992527	.991

\*The mean difference is significant at the 0.05 level.

Table 14. Differences in Awareness of Cohesive Devices of Respondents Grouped by Native Language.

<b>Source of Variation</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Significance</b>
Between Groups	1.720	9	0.191	1.319 <sup>ns</sup>	0.231
Within Groups	21.727	150	0.145		
Total	23.447	159			

<sup>ns</sup>Not Significant

Table 15 shows the difference in the awareness of cohesive device of the respondents when grouped according to their native language. The one-way analysis of variance yielded an F-value of 1.319 with a probability value of 0.231 which is not significant. Like in the extent of use of cohesive devices, native language has nothing to do with the respondents' extent of awareness of cohesive devices. Whether they are speakers of Iloco, Tagalog, Yogan and all the other native languages represented in the study, there are no differences found in their extent of awareness of cohesive devices.

Table 15. Differences in Awareness of Cohesive Devices of Respondents Grouped by English Grade Level.

<b>Source of Variation</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Significance</b>
Between Groups	1.278	2	0.639	4.524*	0.012
Within Groups	22.169	157	0.141		
Total	23.447	159			

\*Significant at 0.05 level

Table 15 above shows the difference in the awareness of cohesive devices of respondents based on their English grade level. An F-value of 4.524 with a probability value of 0.012 was yielded by the one-way analysis of variance. Differences in awareness of cohesive devices can be explained by English grade level.

The Scheffe's comparison of mean differences shown in Table 16 below reveals the variation. Those with grade levels that are "Average" and "High" have significantly higher awareness of cohesive devices compared to those with "Low" grade level. Of course, the reason is obvious. English proficiency includes proficiency in cohesion and proficiency in cohesion means a student is aware of these functional categories.

Language proficiency is a measurement of how well an individual has mastered a language. Proficiency is measured in terms of receptive and expressive language skills, syntax, vocabulary, semantics, and other areas that demonstrate language abilities. There are four domains to language proficiency: reading, writing, speaking, and listening.

Table 16. Scheffe's Comparison of Mean Differences.

(I) Level	Grade	(J) Level	Grade	Mean Difference (I- J)	Std. Error	Sig.
Low		Average		-.0914583	.0688438	.416
		High		-.3976718*	.1325310	.013
Average		Low		.0914583	.0688438	.416
		High		-.3062135	.1241608	.051
High		Low		.3976718*	.1325310	.013
		Average		.3062135	.1241608	.051

\*The mean difference is significant at the 0.05 level.

#### *Relationship between Use and Awareness of Cohesive Devices*

Table 17. Relationship between the Use of Cohesive Devices and Awareness of Cohesive Devices.

Variables	Correlation Coefficient	Probability	Decision
Cohesive Device Use and Cohesive Device Awareness	0.308*	0.000	Significant

\*Significant at 0.05 level.

Table 17 indicates the relationship between use and awareness of cohesive devices. Pearson-r gave a correlation coefficient of 0.308 with a probability of 0.000 which is significant at 0.05 level. The value of the coefficient is positive which means that as one increases, the other variable also increases. As the extent of awareness of cohesive devices increases, the extent of use also increases. When you are aware of a particular concept, the more likely that you will get to use it more effectively. In the case of language, this is called metalinguistic awareness or the ability to think and reflect on the nature and function of language as well as manipulate it (De Melo & Rego, 1999).

## **Conclusion and Recommendation**

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

1. The poor use of cohesive devices of the respondents implies that it is one area in language that they find difficulty in.
2. The high awareness of cohesive devices indicates that the students were introduced and taught the concept of cohesion in their language classes.
3. Being a language major gives one an edge over others when it comes to the knowledge and use of language concepts.
4. A better grade level in language courses can predict that a student will be more knowledgeable of a language concept such as cohesion and proficient in the application of it.
5. The higher the awareness of a language concept such as cohesion, the higher the effectiveness of one's use of it will be.

The following are recommended by the study:

1. Teachers of language are encouraged to provide more avenues for practice in the use of cohesive devices in their classes. It is also suggested that they use strategies that will address non-language majors and non-linguistically inclined students to cope up with language lessons. Non-language teachers are also encouraged to instill in their students that academic content and language are inseparable.
2. It is important that students realize the significance of cohesion in writing as well as in other language-related activities that they get engage in while they are in school and later in the workplace.

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## **MOOCing and Languaging: The CBI Experience**

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### **Bioprofile**

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## **Abstract**

The emergence of Industrial Revolution 4.0 in the Philippines have challenged the cognitive and conative views of Filipinos in the academe. This created an implicit demand to higher education in addressing a dynamic transformation of how all global aspects of instruction, administration, research, extension and production are being processed and how this impacts education. Academic roleplayers and stakeholders realize the need to be highly trained in the emerging technology as well as the digital citizenship which poses the standard of appropriate, responsible technology use, values associated with using technologies. Anchored by Halliday's (1985) theory of languaging, "how people exchange meaning" touching systemic functional linguistics seeing language as meaning potential, harmonizing Swain's (2010) languaging as a source of second language learning, the theory of Connectivism by Siemens (2005) and Downes (2008) and the U-Curve Theory by Black and Mendenhall (1995), this qualitative-quantitative study is a phenomenological and ethnographic approach on the lived experiences of 30 Massive Open Online Course (MOOC) participants who finished Content-Based Instruction (CBI) sponsored by the US Department of State, offered by the AE E-Teacher Program and administered by FHI 360 via Canvas ([www.canvas.net](http://www.canvas.net)) as the MOOC platform. Using the method of triangulation, questionnaire uploaded through SurveyMonkey.com, focused-group discussions through meet-up discourses and individual reflections were utilized to elicit data which revealed MOOC CBI's practical, accessible and effective means for professional development, teaching and learning and career advancement featuring its globally academic competitiveness. MOOC camp, on the other hand, is a community of practice that engages MOOCers to sustain their impetus and fervor to successfully complete the course. Participation in MOOC course is therefore recommended to address the need for global competitiveness and digitizing education to address the exigent Industrial Revolution 4.0.

**Keywords:** MOOCing, languaging, content-based instruction, teaching and learning, industrial revolution, digitization

## **Introduction**

The emergence of Industrial Revolution 4.0 in the Philippines have challenged the cognitive and conative views of Filipinos in the academe, how they can address the needs of the industry and how they can contribute to the wholistic development of their learners. This created an implicit demand in higher education to address a comprehensive and dynamic transformation of how all global aspects of instruction, administration, research, extension and production are being processed and how this impacts education.

Academic roleplayers and stakeholders realize the need to be highly trained in the emerging technology as well as their digital citizenship which poses the standard of appropriate, responsible technology use, values associated with using technologies.

One of the ways to be at par to the global demands of digitization is for the teachers in the academe to participate in massive open online courses (MOOCs) which have been considered as an evolution in languaging, on how people exchange meaning (Halliday, 1985), “a naturally occurring language in actual context of use”. This understanding is basically inscribed in the notion of languaging as systemic functional linguistics. Moreover, the theory of connectivism by Siemens (2005) and Downes (2008) which is a learning theory that explains how Internet technologies have created new opportunities for people to learn and share information across the World Wide Web and among themselves. This is where MOOCing cohere with languaging. In the birth of nanotechnology and social medium, one can say that the evolution of language have emerged into a greater and more collaborative milieu.

## **MOOCing and Its impact to the Academic Community**

MOOC have cavorted its part as an upheaval in the disclosure and scientific literature, with a great incidence on educational and formative context (Lopez-Meneses, et.al. 2015; Martin, 2012; Cooper & Sahami, 2013; Aguaded, Vazquez-Cano & Sevillano, 2013; Vazquez-Cano, Lopez-Meneses & Sarasola, 2013; Yuan & Powell, 2013; Downes, 2013). Horizon Report (Johnson et al., 2013) provides a prospective study of the use of educational technologies and future trends in various countries and especially highlights the impact of

MOOCs in today's educational context. Moreover, the Ibero-American Edition oriented to higher education believes that the MOOC will be implemented in institutions of Higher Education within the next four to five years (Durall & al., 2012).

MOOCs have attracted a worldwide interest because of its potential to offer free training accessible to anyone regardless of their country of origin, a previous training without the need to pay for tuition (Vazquez-Cano & al., 2013). Mabuan, et.al. (2018) stated the features of MOOC as practical and effective means for professional development because of its open, free and flexible stance as prior mentioned by Angeles, et.al (2016) that the demands of the 21<sup>st</sup> century learners have opened door to opportunities like this. Mabuan et. al. (2018) also said that the MOOCers in the Philippines are actually engaged in MOOC courses as it offers certificates both in the sponsoring institution and the US Department of State, have access to quality open educational resources, to participate in a new mode of learning, to acquire new knowledge and skills inter alia. Since early 2010, the emergence of MOOC courses has begun to be viewed from a more academic perspective when different prestigious universities began their mass activities; among others: Stanford, Harvard, MIT, and the University of Toronto. There is consensus in the scientific community about the importance and popularity of the movement, mainly by its international scope and the opportunity to offer a diversified higher education through prestigious institutions, which even recently was only possible for a small group of people. At the same time, there are discrepancies and doubts about the pedagogical value and future of the MOOC movement in Higher education. The scientific community focus on its impact on the educational and social context from different positions; some of them consider it a destructive development (Touve, 2012), while others see it as a deeply renewing and creative movement (Downes, 2013). The challenge is to look and spread a wider scientific study on the lived experiences – sojourn in the context of eastern countries to the impact of MOOC in the academe and contribute to the scientific literature of such since this opportunity is a way to digitize Filipino teachers as lifelong learners. Its vision must be on the level of collaboration among all concern, to share the knowledge to the student-stakeholders and to adhere to the call for industrial revolution 4.0.

The key ingredient for success in MOOCing and Languaging is to understand the transformation process students undergo as their sojourn progresses Maguddayao (2018) and how the process of realization sets in. It is important to incorporate the roles of social and physical environments in understanding how the experiences are played out (Altbach, 1991)

and how these affect the totality of the experience. Moreover, it is reported that students actively re-conceptualize and re-interpret their experience as it comes and, in the process, re-negotiate the quality of experiences from stage to stage. This is similar to the notion of a “U-curve experience” (Black and Mendenhall, 1991). The U-curve suggests a three stage process: “honeymoon stage” where students experience an overwhelming appreciation at the beginning or even mixed emotions of their overwhelming expectations, followed by the series of “what ifs”, apprehension, lack of awareness, fear of the unknown and as the “reality” sets in realization, and finally, a recovery stage (or failure) where the students try to make sense of their struggles (Black and Mendenhall, 1991) in as much as they try to celebrate their sense of fulfilment (Maguddayao, 2018). These studies point out to the need of comprehending the MOOC and languaging of the participants in the MOOC CBI as a lived experience.

### **Languaging**

Swain (2010), marrying the idea of systemic functional linguistics, elaborated that in the context of advanced learners, languaging is about language as a source of second language learning as she interprets Tocalli-Beller’s (2005) research related to effectiveness of peer-peer dialogues on language learning. Also Watanabe’s (2004) study on activating the technique of talking-it-through to language about the feedback to re-shape cognition. Through languaging, the value of interaction between and among interlocutors are measured up and languaging as a mediation tool in the process of learning is indispensable. *Wasikiewicz-Firlej* (2014) said that “Languaging in such a way that ESL teacher recounts to account for the dynamic process of relating personal and professional identity shaped by broadly understood environment.” She likewise reiterated that assuming a sociocultural perspective in language study and languaging as a mediation of mental process to reflect on personal experiences rather than communicate them directly, the author identifies moments in the narratives, in which the exteriorisation of ideas or concepts resulted in reshaping, or reformulation of teachers’ identities. “This way languaging of personal narratives may serve not so much as a way of sharing experiences but rather as means of building personal and professional self-reflection ensuing awareness and identification.”, she said as she furthered her point. An evolution on learning languaging has been offered to cyberspace as online courses are being advertised openly to social media.

### **Content-Based Instruction**

Why is it important to study and unravel the importance of content-based instruction as a MOOC program for AE E-Teacher participants? Lopez-Menezes et.al. (2015) said that one of the ways to build and strengthen the scientific literature of MOOC studies is to endeavour on the study on Content-based instruction (CBI) is a significant approach in language education (Brinton, Snow, & Wesche, 1989), designed to provide second-language learners both the benefit of instruction in content and language. It is likewise called content-based language teaching (CBLT).

There are various benefits acquired in the inclusion of CBI in instruction. First, learners are exposed to a reasonable amount of language through stimulating content. Learners explore interesting content and are engaged in appropriate language-dependent activities. Languages are not learned through direct instruction, but rather acquired "naturally" or automatically.

Second, CBI supports contextualized learning; learners are taught useful language that is embedded within relevant discourse contexts rather than as isolated language fragments. Students then make greater connections with the language and what they already know. Interest may therefore thrive in the classrooms instead of boredom.

Third, the best way for the students to learn is to expose them to real-life situation. Complex information is delivered through real life context for the students to be guided that leads to intrinsic motivation.

Fourth, reiteration on the CBI information is crafted by strategically presenting information at right time and situation compelling the students to learn out of desire and passion.

Lastly, while it is a challenge and the teacher's responsibility to know the kind of students and their different levels of learning, greater flexibility and adaptability in the curriculum can be deployed as per the student's interest.

Snow (2001) said that educators must realize that in order to successfully complete an academic task, second language (L2) learners have to master both English as a language form and how English is used in core content classes. Implementation of various approaches such as Sheltered instruction and learning to learn in CBI classes is recommend. Sheltered instruction is more of a teacher-driven approach that puts the responsibility on the teachers' shoulders. This is the case by stressing several pedagogical needs to help learners achieve their goals, such as teachers having knowledge of the subject matter, knowledge of instructional strategies to comprehensible and accessible content, knowledge of L2 learning processes and the ability to

assess cognitive, linguistic and social strategies that students use to assure content comprehension while promoting English academic development. Learning to learn is more of a student-centered approach that stresses the importance of having the learners share this responsibility with their teachers. Learning to learn emphasizes the significant role that learning strategies play in the process of learning.

With this features of CBI and the way it should be taught best, teachers find it obligatory to engage in CBI teaching methodologies, refresh them from its approaches or enhance their capabilities along this field.

While there may be various opportunities offered for retooling, advancing and strengthening the qualifications of the Filipino teachers in the national, these actors of learning feel the need to be at par with the global academic competitiveness. While, teachers are indeed lifelong learners that need lifelong learning, opportunities for professional development and career growth are restrained, training abroad is in scarce, lengthy process is needed for international application apart from the feel of solitude being away from home impedes the teachers to leave the country.

Thus, anchored by Halliday's (1985) theory of languaging, "how people exchange meaning" touching systemic functional linguistics seeing language as meaning potential and harmonizing Swain's (2010) languaging as a source of second language learning, Siemens (20015) and Downes (2008) theory of *Connectivism* which explains how Internet technologies have created new opportunities for people to learn and share information across the World Wide Web and among themselves and the Black and Mendenhall's (1991) U-Curve theory aims to investigate MOOCing and Languaging: A CBI Experience of participants in MOOC Camp Cagayan Valley, Philippines. Specifically, it will unravel (1) the profile of the participants according to their gender preference, education, school/ agency, type of organization, years of service, age group of students they teach, MOOC experience; (2) familiarity of the CBI; (3) frequency of use of CBI approach; (4) relative importance of content and language in English lessons that use CBI; (5) level of familiarity with the different CBI models; (6) reasons for enrolling MOOC CBI; (7) facilitating (8)impeding factors in aid of understanding and appreciating CBI; (9) Pre, Mid and Post experience of the MOOC CBI participants

## **Methodology**

This study is a qualitative-quantitative which used phenomenological and ethnographic approach on the experiences of 30 Massive Open Online Course (MOOC) participants in MOOC Camp Cagayan Valley who finished Content-Based Instruction (CBI) sponsored by the US Department of State, offered by the AE E-Teacher Program and administered by FHI 360 via Canvas ([www.canvas.net](http://www.canvas.net)) as the MOOC platform.

Using the method of triangulation, questionnaire uploaded through SurveyMonkey.com was forwarded to the MOOCers for the proponent/s to easily access their answers. Individual reflections were utilized to investigate their experiences as they endeavor pre, mid and post CBI experience. Their answers were coded and classified into themes using Maguire and Delahunt (2017) practical guide in thematic analysis. Moreover, focused-group discussions through meet-up discourses were administered to complement the data elicited through the questionnaire, individual reflections and observations. Frequency count and percentage were used quantitatively while the rest of the data were analyzed qualitatively.

## **Results and Discussion**

Table 1 shows the profile of respondents according to gender preference, education, school/ agency, type of organization, years of service, age group of the students they teach, MOOC experience. As to gender, it was gleaned that male outnumbered female participants with 20 and 10 respectively. Results indicated in the study of Morante, et.al. (2017) is contrary to the data revealed. Engagement in online courses is a highly individual and complex activity. According to them, the differences between how men and women engage varied suggesting that engagement is multifaceted.

In education, all participants finished their bachelor's degree, 24 finished master's degree and 9 finished doctorate degree. 20 participants work in Cagayan State University, 9 in Department of Education and 1 in the Office of Civil Defense. All participants work in the government.

As to type of organization, 18 participants work in public college, 8 participants work in public secondary, 2 participants work in public preschool and public graduate school, 1 participant works in public elementary and training institute.

12 participants' years of experience range from 1-5 years, 8 participants range from 6-10 years, 9 participants range from 11-15 years and 1 participant range from 15-20 years.

As to the participants' students age range, 9 participants teach adult (25+), 18 participants teach young adults (18-24), 6 participants teach teenager (13-17), 1 participant teaches children (5-10).

17 participants are MOOC participant first timers while 13 participants experienced other MOOC courses. It can be inferred from this data that most of the participants were already into MOOC (Angeles, et.al, 2016). However, Crues, et.al. (2018) in their study found out that the age of their respondents (11, 202) in five MOOCs was statistically related to the reasons they gave for taking a MOOC, but their gender was not in contrast to the findings of Angeles, et.al. (2016)

Bayeck (2016) preliminary findings on students enrolled in a massive open online course stated that part of a larger study on the effect of groups on retention and completion in MOOCs, the paper provides students' demographics (i.e., location, gender, education level, and employment status), and motivation for taking the course. Findings show that women outnumbered men and that students mostly enrolled into the course.

Another study by Bozkurt and Aydin (2015) that findings have some similar patterns in terms of age and education. This study is associated and connected that according to University of Edinburg (2013), participants from all age categories, with the highest proportion aged 18-24 years old (21%), 25-34 years old (33%) and 35-44 years old (18%). In terms of education level, Coursera reported that of all Coursera participants, 18,1% have high school degree, 5,2% have associate degree, 38,9% have bachelors degree, 37,8% have postgraduate degree. When compared these xMOOCs and Hybrid MOOC data, though age variable seems to have a similar pattern both in x and Hybrid MOOCs, education level of MOOCers in Hybrid MOOCs has a higher tendency. These findings reveal that most of the MOOCers are middle aged both in x or Hybrid MOOCs and most of the MOOCers completed highest level of education.

**Table 1. Profile of the respondents.**

<b>GENDER PREFERENCE</b>	<b>FREQUENCY</b> (n=30)	<b>PERCENTAGE</b>
Male	20	66.67%
Female	10	33.33%

<b>EDUCATION</b>		
Doctorate	9	31.03%
Masteral	24	82.76%
Bachelor	30	100%
<b>SCHOOL/ AGENCY</b>		
Cagayan State University	20	66.67%
Department of Education	9	29.98%
Office of Civil Defense	1	3.33%
<b>ORGANIZATION</b>		
Public Graduate School	2	6.67%
Private Graduate School	0	0.00%
Public College	18	56.67%
Private College	0	0.00%
Public Secondary	8	26.67%
Private Secondary	0	0.00%
Public elementary	1	3.33%
Private elementary	0	0.00%
Public pre-school	2	6.67%
Private pre-school	0	0.00%
Others (Training Institute)	1	3.33%
<b>YEARS OF SERVICE</b>		
1-5	12	40.00%
6-10	8	26.67%
11-15	9	30.00%
15-20	1	3.33%
<b>AGE GROUP OF STUDENTS</b>		
Adults (25+)	7	23.33%
Young adults (18-24)	18	60.00%
Teenager (13-17)	6	20.00%
Pre-teens (11-12)	0	0.00%
Children (5-10)	1	3.33%

Preschool (0-4)	0	0.00%
I am not currently teaching	0	0.00%
<b>MOOC EXPERIENCE</b>		
CBI	17	56.67%
OTHER MOOC COURSES	13	43.33%

Table 2 displays the MOOC participants' familiarity with CBI course. With the responses yes, no and maybe, 17 participants answered yes with 56.57%, 7 said no with 23.33% and 6 said maybe with 20.00%. The data in this table shows that majority of the participants are familiar with CBI. The importance of CBI in educational paradigm was underscored by research findings that identified several areas of concern; for example, the poor performance of English language learners in academic areas that was attributed in part to the specialized language of the academic disciplines, for instance, Mathematics (Cocking & Mestre, 1988; Crandall, Dale, Rhodes, & Spanos, 1990; Cuevas, 1984) and social studies (Short,1993). This highlighted one of the challenges for CBI—the lack of expertise among language teachers both in the content areas and in the discipline-specific pedagogy within which language teaching is embedded (Kaufman, 2004). The TESOL standards for teacher education programs (TESOL, 2002) have addressed this issue by emphasizing the melding of a strong linguistic foundation for teacher candidates with a solid grounding in the respective disciplines of the core curriculum including the importance of teachers' awareness and knowledge towards CBI. A study by Valeo (2013) solidifies the idea on her data indicating that the participants were able to identify the focus of the instruction they received in reference to content or language. However, no relationship between awareness of language and language outcomes was found. Strongly she recommended in the context of content-based language instruction and FFI and the possible role of orientation and depth of processing in learner attention and awareness. The result of table may be an initial step to further the participants' engagement to CBI.

**Table 2. Frequency of Familiarity of CBI**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
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	<b>n=30</b>	
YES	17	56.57%
NO	7	23.33%
MAYBE	6	20.00%

Prior to this MOOC, are you already familiar with CBI?

Answered: 30 Skipped: 0

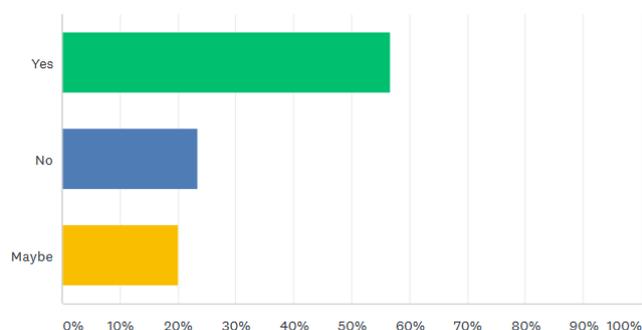


Table 3 shows the frequency of use of CBI approach in classes. In the response, “Yes, I have been consciously using this approach, 8 or 26.67% of the participants responded while 21 or 70% answered “Yes, I have been unconsciously using this approach”. 1 or 3.33% answered “Yes, but I have just started recently” and none of the participants answered “no, but I will soon utilize this approach.”. This data exhibited that while most participants use CBI in their classes, they are seemingly unconscious of their use. This means that there is need to address the awareness and knowledge acquisition of participants being teachers of English. This highlighted one of the challenges for CBI—the lack of expertise among language teachers both in the content areas and in the discipline-specific pedagogy within which language teaching is embedded (Raufman and Crandail, 2018)

**Table 3. Frequency of Use of CBI Approach in Classes**

<b>Response</b>	<b>Frequency n=30</b>	<b>Percentage</b>
Yes, I have been consciously using this approach	<b>8</b>	<b>26.67%</b>

Yes, I have been unconsciously using this approach	<b>21</b>	<b>70.00%</b>
Yes, but I have just started recently	<b>1</b>	<b>3.33%</b>
No, but I will soon utilize this approach	<b>0</b>	<b>0.00%</b>

Prior to this MOOC on CBI, have you been consciously using (or have you used) this approach in your own class/es?

Answered: 30 Skipped: 0

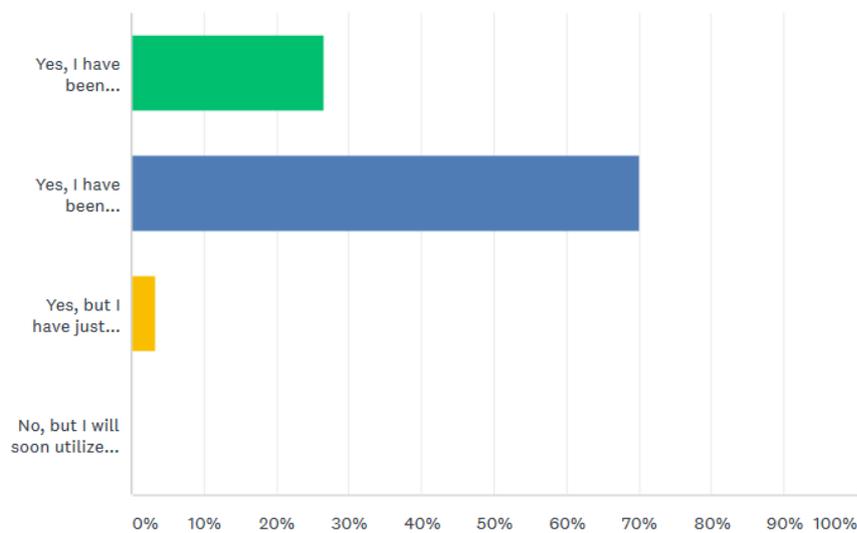


Table 4 exhibits the relative importance of content and language in English lessons that use CBI. Results show that 14 or 46.67% of the participants believe that English Language – 50 % and Content – 50%. 8 or 26.67% of the participants believe that English Language – 75% and Content – 25%. 6 or 20.00% of the participants go for English Language – 25% and Content – 75%. 2 or 6.67% of the participant said English Language – 100%. Finally, only 1 or 3.33% said Content – 100%.

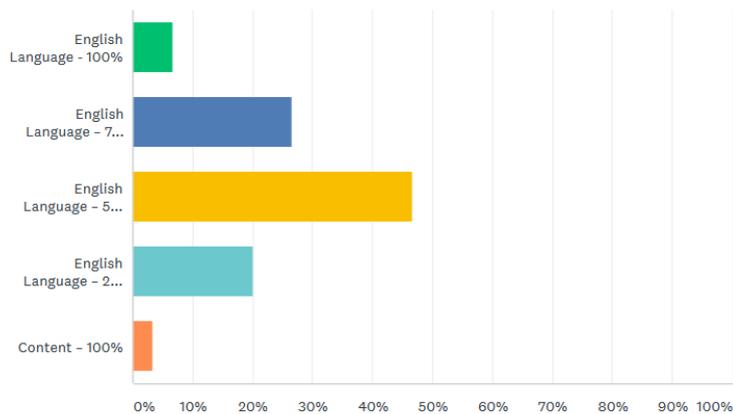
While there are several relative choices preferred by the participants, studies show that there is a need for the CBI integration in classrooms to boost the students interest and engagement as well as to measure up their level of knowledge both in content and language (Stoller, 2004). Stoller (2004) pointed out that in this way, students develop their skills and build their knowledge around a certain process-oriented task and within a meaningful academic

environment, which furnishes the way for more attachment to learning communities and interactive work (Nordmeyer, 2010).

**Table 4. Relative Importance of content and language in English Lessons that Use CBI**

Choose one of the percentages below that reflect your opinion on the relative importance of content and language in English lessons that use CBI.

Answered: 30 Skipped: 0



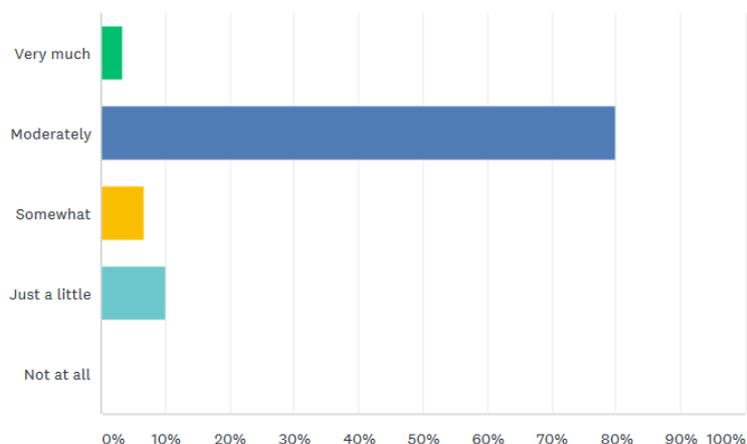
Response	Frequency n=30	Percentage
English Language – 50 % Content – 50%	14	46.67%
English Language – 75% Content – 25%	8	26.67%
English Language – 25% Content – 75%	6	20.00%
English Language – 100%	2	6.67%
Content – 100%	1	3.33%

Table 5 displays the level of familiarity with the different CBI models. A widely accepted theoretical premise in second language acquisition holds that learners must notice language form in order to learn it. This premise provides support for language instruction that integrates attention to language form with attention to content. Empirical research has shown this combination to be effective; however, little research has investigated how learners attend to form in content-based language contexts. (Valeo, 2013)

**Table 5. Level of Familiarity with the Different CBI Models**

I am familiar with the different CBI models.

Answered: 30 Skipped: 0



ANSWER CHOICES	RESPONSES
Very much	3.33% 1
Moderately	80.00% 24
Somewhat	6.67% 2
Just a little	10.00% 3
Not at all	0.00% 0
<b>Total Respondents: 30</b>	

Table 6 shows the reasons of enrolling MOOC CBI. In this table, two groups were presented. The first one were the participants' answers from an open-ended question while the other one is answered by ticking the given. Proponents validated this claim asking the participants to write their reasons of enrolling this course. Excerpts from the interview revealed that the primary reason for enrolling that most participants responded is the issuance of certificates, additional knowledge, transfer of learning, career advancement, professional growth and development, develop my teaching skills, new learning, I want to refresh my knowledge on CBI and I want to apply it in any teaching career, to gain more knowledge, I want to learn new concepts on CBI, new learning opportunities, Peers/ teacher/ colleague encouragement, to improve my strategies as an ESL teacher, curious what is CBI, I enrolled in CBI because I feel it could help me in teaching my Literature classes in English, learning more teaching strategies, a refresher, International certificate, new circle of professionals.

These responses were validated in the questionnaire where the ponente, one of the proponents included an item to tick all that applies in the given choices as to why they enrolled the course. Also, their responses were consistent with their answers during the MOOC meet-ups scheduled every Saturdays in four consecutive times as per requirement of the US Department of State and AE E-Teacher program.

It can also be inferred that the responses of the participants are diverse and that this could vary depending on various tenets. Crues, et.al (2018) argued that the diversity in reasons that students have for enrolling in massive open online courses (MOOCs) is an often overlooked aspect while modelling learners’ behaviors in MOOCs. He used survey data from 11,202 students in five MOOCs spanning different academic disciplines, evaluateed the reasons that students enrolled in MOOCs, using an unsupervised learning method, Latent Dirichlet Allocation (LDA). After fitting an LDA model, they used correspondence analysis to understand whether these reasons were general, and could be invoked across the five MOOCs, or whether the reasons were course-specific. Furthermore, log-linear mod-els were employed to understand the relations between the reasons students enrolled, the course they took, and their background characteristics. They found out that students enrolled for many different reasons, and that their age was statistically related to the reasons they gave for taking a MOOC, but their gender was not. Crues, et. al, (2018) concluded with a discussion of how instructors and course designers can use the information they revealed when creating new or redesigning existing MOOCs. They said that “if the reasons a student takes a MOOC are more thoroughly understood, it could help explain why MOOCs have such high attrition rates and provide insight to ameliorate this issue, ultimately improving retention and learning.”.

**Table 6. Reasons for Enrolling MOOC CBI**

<b>REASONS OF ENROLLING MOOC CBI</b> <b>(open-ended question)</b> What was your reason of enrolling MOOC CBI?
Certificates
Additional knowledge
Transfer of learning
Career advancement
Professional growth/ development

Develop my teaching skills		
New learning		
I want to refresh my knowledge on CBI and I want to apply it in any teaching career		
To gain more knowledge		
I want to learn new concepts on CBI		
New learning opportunities		
Peers/ teacher/ colleague encouragement		
To improve my strategies as an ESL teacher		
Curious what is CBI		
I enrolled in CBI because I feel it could help me in teaching my Literature classes in English		
Learning more teaching strategies		
A refresher		
International certificate		
New circle of professionals		
<b>Reasons of Enrolling MOOC CBI (through ticking)</b>		
<b>Reasons</b>	<b>Frequency (n=30)</b>	<b>Percentage</b>
professional development	<b>28</b>	<b>93.33%</b>
additional knowledge/ educational advancement	<b>27</b>	<b>90.00%</b>
additional materials for teaching and learning	<b>25</b>	<b>83.33%</b>
free course	<b>24</b>	<b>80.00%</b>
transfer of knowledge	<b>21</b>	<b>70%</b>
certificate issued by the US Department Of State	<b>20</b>	<b>66.67%</b>
international certificate	<b>19</b>	<b>63.33%</b>
flexible time	<b>17</b>	<b>56.67%</b>
easy access	<b>16</b>	<b>53.33%</b>

certificate given by AE E-Teacher	<b>15</b>	<b>50.00%</b>
no training opportunities	<b>5</b>	<b>16.67%</b>
no time to leave work post	<b>2</b>	<b>6.67%</b>

Table 7 exposes the facilitating factors that aided participants in understanding and appreciating CBI. In the table, revelations on MOOC CBI lectures, activities, forum; social media group chat MOOC camp meet-ups; facilitators/ MOOC LAC leaders are the reasons the participants understand and appreciate the course. This was strengthened by the study of Petronzi (2016) said the open feedback revealed that quality assured MOOCs have significant impact on the lives of enrolled learners and pedagogical design and advances in these courses are considered, particularly in relation to collaborative learning. Finally, the application of MOOCs to wider learning and teaching at Higher Education Institutions (HEIs) is discussed, with emphasis placed on the advantages of readily available resources and scope for scholarly activity. This has been manifested by the responses of the participants both in the questionnaire and interview (open-ended question) as well as interaction during meet-ups. Indeed their answers, MOOC CBI lectures, activities, forum; social media group chat MOOC camp meet-ups; facilitators/ MOOC LAC leaders aided understanding and appreciation because this manifested strong collaboration among the participants and strong relationship and coordination of the facilitator and LAC leaders in the course of their MOOC CBI experience.

**Table 7. Facilitating Factors in Aid of Understanding and Appreciation of the CBI**

<b>Facilitating Factors</b>	<b>Examples</b>
MOOC CBI LECTURES, ACTIVITIES, FORUM	discussion boards on Canvas
	online exchanges with fellow MOOCers on Canvas
	online forum
	facilitated quizzes
	organization of lectures and activities
	lecture content

	access to lectures/ packets either online or offline
	free access to Instructional Materials
SOCIAL MEDIA GROUP CHAT	online exchanges with MOOCers within the MOOC camp
MOOC CAMP MEET – UPS	activities during meet-ups
	scheduled meet-ups
	recognition of input during meet-ups
FACILITATORS/ MOOC LAC LEADERS	attention of facilitators/ LAC leaders
	assistance of facilitators/ LAC leaders (eg. tech'l assistance, badge and certs. access etc)

Table 8 reveals the impeding factors that affected participants in understanding and appreciating CBI dwells on the access to internet, time constraint, work-related, family-related, school-related (as a student). Studies show that access to internet is one the main reasons why some participants finds it hard to cope with others. However, MOOC meet-ups scaffold this concern because during meet-ups, the participants with the guidance and management of the LAC leaders and facilitator aid in the understanding towards MOOC CBI. MOOC camps are indeed helpful in the completion of the MOOCers in a certain community (Angeles, et.al, 2016). Also, MOOC camps makes time more manageable in that the discussions regarding the course are opened-up. One of the features of Canvas which is the platform of CBI is that the participants may access the packets online or offline. This means that anytime, access is available. Packets are actually solutions to problems in access to internet and time management as discussed in MOOC CBI orientation 2019. Work-related is one of the impeding factors for understanding and appreciation CBI as seen in the work related in table 1, most of the participants are working in the government or public. Moreover, most of them are teachers from State Universities and Colleges (SUCs) which can be concluded that they indeed have problems as to time constraint. In fact time constraint and work-related is closely associated with each other. The chronically overworked state of public school teachers in the Philippines is well-known (Esguerra 2018). The workload of public school teachers is not only limited to teaching but also to other nonteaching tasks. Given this workload, actual teaching is

increasingly being sidelined by the multitude of other responsibilities and roles that teachers play. This according to studies affect family and school responsibilities was posed during the interview and reflected in their answers from the questionnaire.

**Table 8. Impeding Factors to Understanding and Appreciation of CBI**

access to internet
time constraint
work-related
family-related
school-related (as a student)

### **MOOC CBI EXPERIENCE**

Table 9 presents the key ingredient for success in MOOCing and Languageing is to understand the transformation process students undergo as their sojourn progresses and process of realization sets in as it goes with it (Maguddayao, 2018). It is important to incorporate the roles of social and physical environments in understanding how the experiences are played out (Altbach, 1991) and how these affect the totality of the experience. Moreover, it is reported that students actively re-conceptualize and re-interpret their experience as it comes and, in the process, re-negotiate the quality of experiences from stage to stage. This is similar to the notion of a “U-curve experience” (Black and Mendenhall, 1991). The U-curve suggests a three stage process: “honeymoon stage” where students experience an overwhelming appreciation at the beginning or even mixed emotions of their overwhelming expectations, followed by the series of “what ifs”, apprehension, lack of awareness, fear of the unknown and as the “reality” sets in and realization, and finally, a recovery stage (or failure) where the students try to make sense of their struggles (Black and Mendenhall, 1991). These studies point out to the need of comprehending the MOOC CBI as a lived experience for participants.

This table discloses personal responses of the participants from pre, mid and post experiences from MOOC CBI. Pre experience reveals Excitement/ Mixed Emotions, Apprehensions, No/ Lack of Knowledge, Fear of the Unknown, Expectation and Curiosity, Difficulty, Initial Realization. These thematic tenets were drawn from their responses as on the

following: On excitement and mixed emotions, participants were excited with the course and classmates, nervous but excited and excited to learn new concepts.

As to apprehensions, most students said they have a lot of apprehensions, anxious because they thought it would be a tough course and felt hesitations.

In terms of knowledge, some claim they did not know the concept of CBI, others have little knowledge in CBI, clueless about the course, unaware of using CBI during the lecture time and unaware of how it would be done. One said, "Before the course, I think I am already doing CBI approach but I am not aware of doing so." Others said, "I was lacking knowledge".

Fear of the unknown is also one of their pre experiences stating, "I thought the course was difficult". Other said, "I thought it would be difficult considering the bulk of work, assignments, readings and of course it is my first time to undergo such online course. I thought I would not finish the course."

It was also gleaned that the participants are full of expectations, more learning about CBI

Curiosity also came in as they say they felt curious and found it hard at first. Other confessed that they did not really understand CBI and the methods that come alongside of it.

Initial realization was experienced even in the pre sojourn of the participants as they claimed that teaching language was pretty much segregated and realized that they would try to explain the topics in simplest using English but some students prefer more time on applications and case methods. This is the case of the teachers who teach technical courses like Engineering and Information and Computing Sciences.

In their mid experience, realization still came into play. Enlightenment/ engaging, enjoyment, appreciation, experimentation, time constraint, challenge are the themes.

Along each theme, realization was one of the responses. They came to know about the CBI approaches they were using. Also, others realized that there is really a need to include content in teaching English that there is realization of the scarcity of time and resources when preparing lessons in English in content learning more about the theories n CBI and the importance of content in teaching English. The concepts are familiar and were sometimes used in some of my classroom situations. Active discussions (online and offline) were also what they realized. They learned different ways of teaching CBI to their learners. And finally, other said there was a realization that the techniques I am doing is a CBI approach.

Enlightenment/ Engaging is another theme for their mid experience. They said, they I enjoyed learning, answering assessment, and most especially applying the concepts from CBI to my classes

Others felt engaged as they feel that they are already aware of using the language properly with emphasis on the context. They also thrilled to learn more

As they felt engaged they felt joy. They attested that they enjoyed reading and answering quizzes, participating in group activities during meet-ups. One even said, “Oh it was fun! they enjoyed learning with other MOOCers. They concluded that the lessons were very interesting.

Appreciation were also spelled out during the series of interview and survey.

Other participants claimed that MOOC CBI was like having an experiment, trying out what is taught and looking for its effectiveness

There were also claims that time constraint were their concern. Time was a problem. One reiterated, “I need to prioritize and set time to read lessons and answer quizzes, beating schedules of each module was a challenge”.

The challenge came in during the course as the participants were challenged with the modules, time and co-MOOCers. Others also felt they were restrained by the way they teach English which is positive in a way because they realized they may try what they learned from the course.

Post experience posits the idea of how they judge the totality of their experience. Participants felt various emotions as they come to the end of the course. Most of them responded on post realization, learning, planning/ application, gain/ improvement, integration, confidence, contentment, empowerment, sense of fulfillment/ satisfaction, excitement

There were realizations of integrating content in teaching English. Others concluded that it was an excellent course to adapt its techniques and use it for teaching. They felt the need to apply more strategies using CBI on the my lessons

Learning was successful as they verbalized their thoughts on the importance of CBI, different methodologies in teaching CBI, learned something new, learned a lot

They also responded positively on planning/ application of what they have learned and the concepts learned in content-based teaching in English.

They felt they improved and gained additional teaching strategies and strategies in coming up with lessons related to CBI.

Integration was also one of their visions as they were able to integrate better especially the use of secondary language. Also, a preference to apply it in their classes.

One said, “After taking the course I was more encouraged to use CBI especially in my Literature classes.” Others said, “I feel more confident to teach new strategies I learned” and “I felt I became more competent.”

Most of the participants claimed they were contented with the outcome and felt empowered

There was a sense of fulfillment/ satisfaction as they claimed, they were so happy finishing the course was fulfilling. In common, they said, “I felt good about myself because I made it and I was enlightened about the readings I had.”, “Very satisfying” and said they applied the concepts learned in content-based teaching in English. Excited to use all the learning that they gained.

Similar patterns were experienced by the foreign students are reflected in the study of Maguddayao (2018) in the sojourning of students in the Philippines. All in all their experience was fulfilling and successful as they have completed their medical course and went back to their home countries.

As a conclusion to the over-all interview to validate their claims, participants in this study claimed that all in all their experience were worth the effort and sacrifices. When they were asked if they will take another MOOC course when given the opportunity, they all said YES!

**Table 9. MOOC CBI Pre, Mid and Post Experience**

<b>PRE- Experience</b>	
<b>Thematic Analysis</b>	<b>Lived Experience</b>
Excitement/ Mixed Emotions	Excited with the course and classmates Nervous but excited Excited to learn new concepts
Apprehensions	I have a lot of apprehensions. I was anxious because I thought it would be a tough course I felt hesitations

No/ Lack of Knowledge	<p>I did not know the concept of CBI</p> <p>With little knowledge in CBI</p> <p>I was clueless about the course</p> <p>I am unaware of using CBI during the lecture time</p> <p>I was unaware of how it would be done</p> <p>Before the course, I think I am already doing CBI approach but I am not aware of doing so.</p> <p>I was lacking knowledge</p>
Fear of the Unknown	<p>I thought the course was difficult</p> <p>I thought it would be difficult considering the bulk of work, assignments, readings and of course it is my first time to undergo such online course. I thought I would not finish the course.</p>
Expectation and Curiosity	<p>Full of expectations</p> <p>More learning about CBI</p> <p>I felt curious</p> <p>I was curious</p>
Difficulty	<p>I find it hard at first</p> <p>I did not really understand CBI and the methods that come alongside of it</p>
Initial Realization	<p>Teaching language was pretty much segregated</p> <p>I would try to explain the topics in simplest using English but some students prefer more time on applications and case methods.</p>
<b>MID EXPERIENCE</b>	

Mid Realization	<p>I came to know about the CBI approaches I was using</p> <p>There is really a need to include content in teaching English that there is realization of the scarcity of time and resources when preparing lessons in English in content learning more about the theories n CBI and the importance of content in teaching English</p> <p>The concepts are familiar and were sometimes used in some of my classroom situations</p> <p>Active discussions (online and offline)</p> <p>I learned different ways of teaching CBI to my learners</p> <p>A realization that the techniques I am doing is a CBI approach</p>
Enlightenment/ Engaging	<p>I enjoyed learning, answering assessment, and most especially applying the concepts from CBI to my classes</p> <p>Felt engaged</p> <p>I am already aware of using the language properly with emphasis on the context</p> <p>I was thrilled to learn more</p>
Enjoyment	<p>I enjoyed reading and answering quizzes</p> <p>I enjoyed participating in group activities during meet-ups</p> <p>Oh it was fun</p> <p>I enjoyed learning with other moocers</p> <p>The lessons were very interesting</p>
Appreciation	I appreciate CBI

Experimentation	It was like having an experiment, trying out what is taught and looking for its effectiveness
Time Constraint	Time was a problem. I need to prioritize and set time to read lessons and answer quizzes, beating schedules of each module was a challenge
Challenge	I was challenged I felt I was restrained by the way I teach English
<b>POST EXPERIENCE</b>	
Post Realization	Realization of integrating content in teaching English An excellent course to adapt its techniques and use it for teaching I need to apply more strategies using CBI on the my lessons
Learning	I learned the importance of CBI I learned the different methodologies in teaching CBI I learned something new I learned a lot
Planning/ Application	I plan to apply what I have learned I apply the concepts learned in content-based teaching in English
Gain/ Improvement	I gained additional teaching strategies I have improved my strategies in coming up with lessons related to CBI
Integration	I am able to integrate better especially the use of secondary language

	I can apply it After taking the course I was more encouraged to use CBI especially in my Literature classes
Confidence	I feel more confident to teach new strategies I learned More confident in using the language I felt I became more competent
Contentment	Contented with the outcome
Empowerment	I felt empowered
Sense of Fulfillment/ Satisfaction	I was so happy finishing the course was fulfilling. I felt good about myself because I made it and I was enlightened about the readings I had Very satisfying I apply the concepts learned in content-based teaching in English
Excitement	I am excited to use all the learning that I gained

### **Conclusion and Recommendation**

In light of the findings, it is therefore concluded that the experience of the participants in MOOC CBI was fulfilling and successful. Realizations were reflected in their responses. That the data and information elicited from the triangulation were valid and coincided. Their lived experience were associated with the U-Curve experience where in the honeymoon stage expectations set in and the fear of the unknown were common experience to all. Also from the beginning they experience impeding factors and fear but as the time progresses they realized that these are just fears and excitement came in in the mid experience likewise with enjoyment and the vision to apply the concepts and strategies learned to their education. In the end, post experience a sense of fulfilment and happiness were felt. MOOC CBI was wholistically a worthy experience to all the participants in that when they all proclaimed that when given the opportunity, they will enrol again in MOOC

Courses and they will trumpet and campaign for other Filipinos to join the MOOC Camp and enrol in MOOC courses.

It is thereby recommended that, more MOOC opportunities be opened to Filipino educators and non-educators to have access in the world of digitization to address the emergence of Industrial Revolution 4.0. Also, it is recommended that MOOC Courses may be infiltrated and integrated in the academic curriculum for the Filipinos to be at par with the trending educational technology. Students and lifelong learners must take social media as a social responsibility and digital citizenship must be applied and one of the ways is to make use of the benefits social media can bring to people like joining MOOC courses offered by the US Department of State. Make cyberspace a haven for learning.

Studies on Digital Citizenship, ways on how to address the Industrial Revolution 4.0 in the academe must be conducted. On the other hand, similar studies on MOOCing and Languageing at a wider scope are hereby strongly recommended.

Finally, to increase the scientific literature and citation of MOOCing and Languageing studies, researchers must embrace scientific studies that would qualify them to publish in high impact publications.

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*How's my English?*

**Communications Skills: A Relevant Indicator of Work Success**

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**Abstract**

This study ascertained the degree of relevance of some indicators such as communications skills to work success of Bachelor of Secondary Education (BSED) graduates for a period of 10 years. It also ascertained among others, the socio-demographic and academic profiles of the respondents, including their employment status and first job-seeking and first job experiences. This study is both quantitative and qualitative. The 343 respondents were chosen through stratified random sampling. The primary data gathering instrument was the questionnaire. However, to validate the responses in the questionnaire, the researchers also used interview and focus group discussions to make the data more reliable. This study revealed that most of the respondents are English majors, some are recipients of Latin honors, only few are not LET passers. Most of them are employed with regular or permanent status in government institutions. The FGD participants revealed that some of them are not employed

because they are pursuing graduate studies to help them get employed more easily in the future. Most of those employed in teaching are in the Department of Education as they are prepared to teach basic education in the Philippines. Majority of the graduates got their first job through recommendation which affirms that “who you know” is an important means of getting a (good) job. Majority of the respondents also disclosed that they did not find difficulty in finding their first job because they are equipped with the necessary credentials, confidence, and communication skills to compete with other graduates. More importantly, the degree or preparation is very relevant with their first employment. Finally, this study revealed that the principal competencies learned in college that are most useful and relevant in their jobs are Communication Skills, Critical Thinking Skills, and Human Relations Skills –where Communication Skills is the most essential. The researchers, therefore recommend that since Communication Skills is the most relevant and essential competency useful to seeking a job or having a job, a more rigorous training and workshop involving oral and purposive communication should become part of an Exit Seminar for Graduating Students to prepare them well for job interviews and even as they exercise their teaching professions. A refresher course in English Proficiency is also in place to keep them more confident in using the English language.

**Keywords:** communication skills, focused-group discussion, work success

## **Introduction**

Every educational institution is inherently accountable of its graduates. Knowing where and what have become of its graduates, and how they were able to land their jobs. These are valuable feedbacks in determining the value and purpose of the education it provides. A study about how its graduates have fared in the workforce is a good mechanism to ascertain how the institution has impacted these graduates in terms of their individual and professional lives. As a tool to document the graduates, the institution may obtain a wealth of idea in evaluating the successes, challenges as well as its weaknesses and gaps in producing work-ready graduates. Given these valuable information, the institution is in better position to rethink and redefine its curricular programs, admission and retention policies as well as its inputs and avowals.

There are numerous studies highlighting the indispensable and crucial role of research in any educational institution. These researches show that studies about students/graduates

cannot be undermined as it serves numerous purposes for the growth and development of the institution. According to Latif and Bahroom (2010), one of the three good and compelling reasons for the Open University Malaysia (OUM) to regularly conduct its research on their graduates is to establish the contributions the university has made to its learners in their career promotions and in pursuing their studies to a higher level or gaining entry to other institution of higher learning. Tracer studies, for example, enable the contextualization graduates of a particular university through a system that is dynamic and reliable in order to determine their life path or movement (Boaduo, et. Al. 2009). Millington (2001) further states that studies about graduates provide quantitative structural data on employment and career, character of work and related activities, and information on the professional orientation and experiences of their graduates.

The Cagayan State University, College Of Teacher Education at Andrews Campus is known to be the seat of teacher education among the eight campuses of the university as it is the oldest campus having offered the teaching course. Through the years, it has its share of producing a great number of teachers employed not only in the region but throughout the country and the world. As the college is undertaking quality assurance through accreditation, the need to conduct studies on its graduates is essential and mandated. As a matter of fact, it has just been awarded Level 3 Accreditation on both its Bachelor of Secondary Education (BSED) and Bachelor of Elementary Education (BEED) Programs recently. However, the College of Teacher Education at Andrews Campus calls for more evidences proving the quality, employability and value of its graduates. It has to show proofs of its successes relative to its educational efforts as well as weaknesses as reflected from its graduate outcomes. Within the purview of quality assurance, the college is expected to identify gaps as basis for searching areas and development such as those in curriculum and competencies learned which are most relevant as far as quality of graduates is concerned.

Every student aiming to find success in the future should develop excellent presentation skills. Sometimes the quality of your spoken words may determine if people will hire you or not. Further, you are judged by the way you speak. As you get promoted to your job, the more often there will be events and occasions that you are required to speak. As a teacher, a big part of your waking hours will be spent on speaking with a lone person or with a big group. In an interview, for example, the interviewee mostly does most of the talking in a 70-30 percent ratio according to Adler & Elmhorst (2008).

Do the graduates manifest the very satisfactory, if not excellent communication skills required of teaching?

The importance of Communication Skills in the world of business and personal life is an absolute must because it generally accounts for the difference between success and failure. According to Sanchez (2017), being able to communicate effectively is the most critical component in total quality management. The way individuals perceive and talk to each other at work about different issues is a major determinant of success. It has been proven that poor communication reduces quality, weakens productivity, and essentially leads to anger and lack of trust among individuals within the organization.

Do the graduates have critical thinking abilities?

Do the graduates possess human relation skills useful for the teaching job?

These are the questions that prompted the researchers to conduct this study of the College of Teacher Education graduates which could be a basis for continued effort to grow and develop as a program and as a college of the university.

### **Objectives of the Study:**

This study ascertained the relevance of Communication Skills as an indicator of work success among the graduates of the College of Teacher Education at Andrews Campus for the past 10 years. Specifically, the study aimed to: (a) determine the socio-demographic and academic profile of the respondents; (b) determine the current employment status of the respondents; (c) ascertain the reasons for being never been employed; (d) find out the first job seeking and first job experiences of the respondents; and (e) determine the factor/s mostly relevant to their work success.

### **Methodology**

This study employed both quantitative and qualitative research methods. It utilized descriptive research design considering that the central purpose of the study is to gather and present information not only of the demographic and academic profile of the respondents, but more importantly the determination of the relevant skills associated to work success.

The main respondents are the graduates of Bachelor of Secondary Education of the College of Teacher Education (CTE), Andrews Campus from the school years 2007-2008 to 2016-2017.

Using Slovin’s formula and stratified random sampling, it utilized 343 respondents out of 2,428 total population of BSED graduates for the ten-year period. These respondents are graduates of the six (6) specializations of the BSED program, namely English, Filipino, Social Science, Science, Math, and Technology and Livelihood Education. Data were collected by locating the sampled graduates per specialization using the roster of graduates. The questionnaire was primarily utilized as the data-gathering instrument. This questionnaire was floated through mail, face book, email, and personal delivery of enrolled students in the college who personally know the sampled respondents. The survey data are limited by their reliance upon the response of the respondents. Another limitation of the study is that data were collected from the respondents themselves, thus the possibility of social desirability bias may not be erased.

The qualitative method was employed in the study using in-depth interviews with key informants and focus group discussions (FGD). This is to probe into the general information obtained from the survey questionnaire. Focus group participants were recruited from the survey questionnaire and they were asked if they are willing to participate in a focus group discussion to explore some of the issues in greater depth. Being a descriptive survey study, analysis of the socio-demographic and academic profile, current employment status, as well as relevance of skills was done using frequency counts, percentage, ranks and means.

## Results and Discussions

**Table 1. Socio-demographic profile of the respondents**

SOCIO-DEMOGRAPHIC PROFILE	FREQUENCY (n=343)	PERCENTAGE
<i>Sex</i>		
Male	99	28.86
Female	<b>244</b>	<b>71.14</b>
<i>Civil Status</i>		
Single	<b>232</b>	<b>67.64</b>
Married	106	30.90
Separated	2	0.68

Widow/Widower	3	0.87
<b>Age</b>		
25 and below	<b>167</b>	<b>48.69</b>
26-30	130	37.90
31-35	22	6.41
36-40	15	4.37
41 and above	9	2.62
<b>Region of Origin</b>		
01 (Ilocos Region)	3	0.87
02 (Cagayan Valley Region)	<b>304</b>	<b>88.63</b>
03 (Central Luzon)	1	0.29
04 (Calabarzon)	1	0.29
CAR (Cordillera Administrative Region)	29	8.45
NCR ( National Capital Region)	5	1.46
<b>Province of Origin</b>		
Cagayan	<b>278</b>	<b>81.05</b>
Isabela	21	6.12
Quirino	1	0.29
Nueva Viscaya	1	0.29
Batanes	3	0.87
Others	39	11.37
<b>Location of Current Residence</b>		
City	80	23.32
Municipality	<b>263</b>	<b>78.68</b>

Table 1 presents the socio-demographic profile of the respondents. It is gleaned from the table that the proportion of the female respondents is higher than the male ones with a percentage of 71.14 and 28.86, respectively. In terms of civil status, majority of the respondents are single with 67.64 percent followed by the married ones with 30.90 percent. This means that the respondents are mostly single which is, according to what we know is common among teachers. As regards age, most of the respondents have ages below 25, which

confirms why many of them are not yet married. Majority of the respondents come from Cagayan Valley Region with a significant percentage of 88.63 percent. A dismal .87 percent and .29 percent come from Ilocos Region and Regions 3 and 4, respectively. Finally, the proportion of respondents currently residing in municipalities is greater than that of those residing in the cities.

**Table 2. Academic profile of the respondents**

ACADEMIC PROFILE	FREQUENCY (n=343)	PERCENTAGE
<b><i>Highest Educational Attainment</i></b>		
BS Degree	<b>302</b>	<b>88.05</b>
BS Degree with MA units	21	6.12
Masters Degree	19	5.54
Masters Degree with Ph.D. units	1	0.29
Ph. D. Graduate	0	0.00
<b><i>Year Graduated</i></b>		
2016	<b>68</b>	<b>19.83</b>
2015	51	14.87
2014	48	13.99
2013	41	11.95
2012	29	8.45
2011	27	7.87
2010	20	5.83
2009	14	4.08
2008	25	7.29
2007	20	5.83
<b><i>Specialization</i></b>		
Science	55	16.03
English	<b>88</b>	<b>25.66</b>
Filipino	49	14.29
Social Science	68	19.83

Mathematics	60	17.49
TLE	23	6.71
<b><i>Honors or Awards Received</i></b>		
Magna Cum Laude	2	0.58
Cum Laude	14	4.08
Academic Distinction	<b>40</b>	<b>11.66</b>
With Merit	14	4.08
<b><i>LET Performance</i></b>		
Passer	<b>307</b>	<b>89.50</b>
Non-passer	36	10.50

Table 2 shows the academic profile of the respondents. It clearly reveals that majority of them are bachelor's degree graduate with 302 or 88.05 percent out of 343. A few were able to finish their Masters Degree with 5.54 percent, and only 1 earned doctoral units. Most of the respondents are graduates of 2016 with 19.83 percent. Graduates of 2007-2017 constitute less than 10 percent of the respondents. In terms of specialization, most of the respondents are majors in English with 25.66 percent or 88, followed by Social Science with 19.83 percent. TLE majors are the least with 6.71 percent. Of the 343 respondents, only 74 or 20.41 percent received honors- Forty or 11.66 percent graduated with academic distinction, 14 or 4.08 percent are Cum Laude and With Merit, and 2 or 0.58 percent graduated as Magna Cum Laude. Finally, a significant 307 or 89.50 percent passed the Licensure Examination.

### **Current Employment Status of the Respondents**

The current employment status of the respondents, as revealed from the survey conducted, it is clear that the respondents have considerably high percentage of employability. Such finding is analogous to the study of Gines (2014) and Aquino, et. Al. (2015) who reported a high employment rate among teacher education graduates of Normal University in the Philippines. With such finding, It can also be assumed that since CSU is a state university, its graduates are comparable with that of a normal university specializing in teacher education.

On the other hand, a small percentage of unemployed and never employed graduates affirms the study of Aquino, et. Al. (2015) and Torres (2015) who found out a certain degree of underutilization of skills among education graduates. Aquino, et. Al. asserted that although

a high percentage of the employed graduates disclosed that their first job was related was related to their college degree of BSED or BEED, some 32 percent admitted that it was not. Further, it is also revealed that majority of the respondents are regular or permanent with almost half of them being employed with regular or permanent status. About one-fourth are contractual, with the rest as temporary employed or self-employed. This signifies that they are easily absorbed as teachers or workers as they have the essential requisites (eligibility, experience, training) for the teaching job.

The proportion of respondent who landed on a teaching job is higher than those in the non-teaching job or not related to BSED Degree. This finding implies that employment of the respondents in the teaching profession is considerably high, and that the graduates were able to use their college degree to their advantage on their first job. The FGD respondents asserted that the decision of the unemployed graduates to land on a non-teaching job maybe a consequence of their immediate need to earn for a living. Hence, they accepted the job although the job is not related to their college preparation.

Current employment status also reveals that majority of those who are in the teaching job are currently employed in the elementary or secondary public schools. A considerable number are also teaching in private schools with few of them in State Universities and/or private sectarian schools. The finding implies that most of the graduates of the BSED program are absorbed in the Department of Education and other educational institutions (which is the intended graduate outcome of CSU) as they are prepared to teach basic education.

Finally, it is revealed that majority of the respondents are working in the Philippines while only a few are working abroad.

### **Reasons for Being Never Been Employed**

The principle reason for being never been employed among the graduates is pursuing advanced or further study. The FGD respondents revealed that these graduates are not in a hurry to find a job, so they decided to take their master degree instead of seeking employment. Few other FGDs also opined that since these graduates are unemployed, they just pursued their masters degree to maximize their time for their graduate studies so that when they are done with their studies, this might facilitate their employment. It has to be noted that graduate degree is an entry requirement in college employment and at the same time needed to become competitive in the labor market.

The other reasons of the respondents for being never been employed are: (a) family concern and decided not to find a job, (b) lack of work experience, and (c) no job opportunity. FGD respondents revealed that graduates' decision not to find a job is because no one will take care of the children or elderly at home. FGD respondents also revealed that their decision was due to lack of experience and insecurities of the graduates.

### **First Job-Seeking Experience**

The respondents' first job-seeking experience were mostly through recommendation which signifies that they have good social capital or social connection in the teaching field. These people may be their relatives, family friends, neighbors and the like. This finding affirms that the prevalent use of job contacts to find work suggests that "who you know" is an important means of getting a good job. It also confirms that network theories of social capital which argues that well-connected workers benefit because of the job information and influence they receive through their social ties. (Mouw, 2003).

It is also revealed that majority of the respondents had spent 7-11 months to land on their first job. This finding suggests that the graduates are employable and marketable in the labor market. It also affirms the study of Aquino, et. al. (2015) and Colarte (n.d.) who found out that more than one half of the teacher education graduates in their study were employed in less than a year from graduation. Probing on this matter, FGD participants affirmed that they did not find difficulty finding their first job after graduation because they are equipped with the necessary credentials, confidence, and competencies to compete with other graduates. This is short to saying that the BSED program provides good training and formation to its graduates.

It is further illustrated the two (2) primary difficulties encountered by the respondents in looking for their first job are few job vacancy and inadequate experience. FGD participants opined that those who saw few job vacancy as difficulty in finding their first job can be accounted to the fact that they lack the necessary information to know available job vacancies. They do not have access to formal job information such as college placement, recruitment advertisements, placement agencies or search firms and informal job information sources such as friends, teachers, and relatives. This finding affirms the assertion of Schwab, et. al. (2007) that one of the first tasks required of job seekers is to find sources of information about job opportunities. Meanwhile, the difficulty of finding the first job due to inadequate experience has been opined by the FGD participants has been due to lack of self-confidence. They

revealed that graduates who do not have the self-confidence in finding a job will surely find difficulty obtaining it. This finding confirms the idea of Feather and O'Brien (2004) who averred that the young people's job-seeking was positively related to their perceived desirability of being employed and to their negative feelings about being employed.

### **First Job Experiences**

There is a higher portion of respondents who did not shift jobs after their first job in college. This suggests that they are happy with their first job, satisfied with their pay and loyal to their institution or organization. Such finding negates evidence from U.K. indicating that 40% of those who enter teaching are no longer there after five years (Kyriacou and Kunc, 2006; Purcell, Wilton, Davies & Elias, 2005).

The majority of the respondent landed a teaching job after graduation, which implies that the first teaching job is related to the degree they obtained. This is supported by the finding of Torres (2015) who found out that while many education graduates are employed as teachers, there is a considerable number of graduates employed in non-teaching jobs.

Many of the respondents obtained professional, technical or supervisory positions at first job. The rest of them belonged to the rank-and-file or clerical work. This finding implies that they were trained as a teacher and employed as a teacher. In other words, the degree preparation is very much relevant with their first employment.

Finally, the top three reasons of the respondents for staying in the first job after college are: (a) related course or program of study, (b) related to special skill, and (c) proximity to residence. FGD participants revealed that they need to land in a teaching job even with the lower pay in private schools because that is what they finished as a course. In short, they do not like to be underemployed. Besides, they needed to acquire teaching experience to guarantee their employment in the Dep. Ed.

### **Relevance of the Curriculum and the Competencies Learned**

The respondents claimed that the BSED curriculum is relevant to their first job. Probing on this matter, the FGD participants revealed that they are happy and satisfied with the educational preparation they acquired from the college because their training and preparation are adequate and relevant. They narrated that during their interview and demonstration teaching, the graduates of CSU are competitive outsmarting graduates from other colleges and

universities. Other FGD participants also contend that right after graduation and even without the teaching license, school administrators from private schools absorb them immediately most especially with the massive transfer of their teachers to the public schools. This has been experiences most especially in the last three years with the implementation of the K-12 program.

It is also significantly revealed that the principal competencies learned in college that are most useful in first job are: (a) Communication Skill; (b) Critical Thinking Skill; and (c) Human Relations Skill. FGD participants claimed that these three skills, most especially Communication Skill, are the foremost competencies required in teaching. They averred that communication skill is the most essential competency that they learned because it taught them the ability to convey in clear, coherent and meaningful way the information to be transmitted to their students.. Without this skill, they would not have become competitive and effective teachers. Significantly, this skill is very much emphasized in the Intended Graduate Attribute (IGA) of the BSED program highlighting, among others, that its graduates ought to be good and effective communicators. This affirms what Norton (2017) asserted that there is a strong evidence that perceived teacher effectiveness is related to perceived communicator style – that is, the way one is perceived to communicate. FGD respondents also claimed that critical thinking is another one important and useful skill learned in college because it prepared them to lead their students in analyzing, judging, and evaluating information, theories and concepts. For them, this skill has made them become good and effective teachers, too.

Finally, Human Relations Skill is the third most useful competency learned in college because it prepared them how to effectively relate with their students, colleagues, superiors, teachers, and other stake holders. The FGD participants affirmed that teaching is relational in nature that is why one of the essential skills of teachers is to have good interpersonal relationship with the students. Learning could hardly take place in the classroom that does not build a nurturing psycho-social environment.

Significantly, the foregoing finding on Communication Skill as the most useful skill among teacher education graduates was analogous with the findings of Aquino, et. al. (2015), Dumas and Dumlao (2011), and Loquias (2015).

## **Conclusion**

Based on the results and findings of this study, the researchers conclude that:

1. Most of the respondents are English majors.
2. Some of the respondents are recipients of Latin Honors.
3. Majority of them are in government institutions like the Dep. Ed. as regular or permant employee.
4. Some of them are pursuing graduate school studies.
5. Many of them got their first job through recommendation, although they are prepared to teach basic education.
6. They did not find difficulty in seeking for employment because they are equipped with the necessary credentials, confidence, and competencies learned in college.
7. Communication Skills is the most relevant and useful among the competencies learned in college.

### **Recommendation**

The current research was intended to determine the skills most relevant in job-seeking experiences of graduates of BSED. The researcher, therefore, recommends that:

1. Although there is a relatively low percentage of graduates who are not yet employed and never been employed, the college must still further strengthen its program and linkage with the different schools in the immediate vicinity and the nearby towns or regions to improve the chances of these graduates of finding employment.
2. The college must address the difficulties encountered by the graduates in looking for a job such as access to formal job information and inadequate experience through enhanced college placement and seminars on job search.
3. Since Communication Skills is the most relevant and essential competency useful to seeking a job or having a job, a more rigorous training and workshop involving oral and purposive communication should become part of an Exit Seminar for Graduating Students to prepare them well for job interviews and even as they exercise their teaching professions. A refresher course in English Proficiency is also in place to keep them more confident in using the English language.

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## **Philippine Literature as a Vehicle to Strengthen Values Education**

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### **Bioprofile**

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### **Abstract**

Philippine literature encompasses the life experiences of the Filipino people expressed in different literary genres. It is an expression of thoughts, feelings, ideas, values and various aspects of human life. It preserves cultural heritage and life-learning insights. It empowers the Filipino people to live with moral and socio-cultural values towards humane relations and inspiring life-goals. Values Formation on the other hand is the end result of value-driven processing, analysis and values orientations towards humane behavior and transformation. This study of Philippine literature is an avenue to uncover the Filipino identity through value-laden literary pieces. It ascertained the level of awareness of the respondents on selected folksongs and proverbs and their perceptions on the manifestations of values deduced from these literary pieces. With total enumeration, there were 215 respondents from the second year college students their parents, and teachers. Descriptive research design was utilized. The weighted mean was used to treat the level of awareness and perception on the manifestations of values.

Findings show that students are very much aware while parents are very aware on proverbs and folksongs. With values deduced from these literary pieces, the students, teachers and parents' perception on the manifestations of these values deduced from proverbs and folksongs is revealed to have been strongly manifested. Further, there is a significant difference in the level of awareness on proverbs and folksongs between students and parents and there is significant difference in the perception of students, parents, and teachers on the manifestation of values deduced from the proverbs and folksongs in the contemporary society.

**Keywords:** Philippine literature, folksongs, proverbs, values education

## **Introduction**

The most noble literature of man at all times is the Holy Bible which exists long before the birth of Christ. It provides universal virtues and values towards Christian formation and values orientations.

In literature, the different literary genres reflect varied life experiences and Philippine literature is one of those that has richly provided value-laden literary pieces reflective of humane behavior and transformation. So, while universal virtues and values are reflective in the Sacred Scriptures, moral and socio-cultural values are reflective in Philippine literature.

However, due to rapid changes in our world today, life is like a maze which is full of challenges and conflicts due to the advancement of science and technology, emergence of different customs and traditions, language barriers, highly complicated computer-based systems, social media influence which require corresponding adjustments in lifestyle, political as well as socio-cultural and religious factions, family division which in turn would lead to values degradation and some other conflicting issues and problems the society continuously faces. These rapid changes are affecting home, school and community. This is so because the world today is precarious and perilous. So, the clash of values in the contemporary society gives rise to the problematic situations.

So, while Philippine literature encompasses all that is in man's experiences and values formation, not all those who read it find the value of understanding and exemplifying in their lives the lessons and values echoed in the Filipino-authored literary pieces. Others might not even read more of the value-laden Philippine Literary pieces, like in an article last August 16, 2014, which is 'Keeping a pulse in Philippine literature' by Nathaniel Sierras and Josienne

Cordova, in 'The Lassalian', they pointed out that there are Lasallians who believe that Philippine Literature is heading towards its death due to more preference of foreign words and reading foreign-authored books rather than the local literature of different genres. Furthermore, case study of Filipino folk music by Danilo Agacia stressed in his finding that there is fast disappearance of Filipino folk music because of the modernization of lifestyle not only in the urban but in rural areas as well because of television and other social media networking sites. Hence, the love for Philippine literary pieces is waning which is not supposed to be because if we look back into our past, those known Philippine literary pieces sung and recited or used by elders in conversations and social gatherings like proverbs and folksongs are very rich sources of values that may hone the Filipino people towards a value system – a value system towards values education patterned from the universal virtues and values revealed in the bible and from the values revealed in proverbs and folksongs. Some folksongs are used in the “harana” which depict an expression of true love, compassion, hope, joy, happiness, and gladness (Temporal, C. et al, 2018).

Proverbs on the other hand, had been and still remain powerful and effective instruments of transmitting ideas, motive, knowledge and social morality from generation to generations (Bolaji, E., 2017). These are rich sources of values towards values education.

Values education is a process of teaching and learning about the ideals that a society deems important (Department of Education, Science and Training, 2005). It helps in shaping attitudes and in understanding the values of life and applying these values in dealing with relationships and social situations (Arweck et.al, 2004). Likewise, it is very important for character building as values may help develop among the students an understanding, commitment to and tendency to behave in accordance with core ethical values (Milson, et.al. 2002). Further, understanding and explaining extremely complex nature of the values at the national and global settings and rationale them in a healthy way is the most important condition to build a peaceful society and the world. (Mimar, T., 2014).

### **Objectives:**

This study aimed to determine the level of awareness of the participants on Philippine literary pieces and to ascertain their perceptions on the manifestation of socio-cultural and moral values deduced from folksongs and proverbs. It likewise ascertained the significant difference on the

level of awareness of students and parents on proverbs and folksongs and participants' perceptions on the manifestation of values of these literary pieces in the contemporary society.

## **Methodology**

### **Research Design**

This study utilized the descriptive research design to determine the level of awareness of participants on value-laden proverbs and folksongs and participants' perception on the manifestations of these moral and socio-cultural values deduced from the identified literary pieces,

### **Sampling and Participants**

With total enumeration, there were 215 participants from the fourth year college students (105) their parents (105), and teachers (5). Those whose parents worked abroad at the time of the conduct of the study (2018) had their grandparents and guardians as their parents.

### **Instrument**

A self-made survey questionnaire used in this study was content-validated by experts and tried out to fourth year college students. The survey questionnaire was used to determine the participants' level of awareness on value-laden literary pieces and perception on the manifestations of these values in the contemporary society. The survey questionnaire elicited the level of awareness and perception on manifestation of values deduced from identified Ilokano and Filipino proverbs and folksong. There were 15 proverbs and 5 folksongs considered in this study and there were four values deduced from each of the proverbs and folksongs.

### **Collection of Data**

The researcher personally administered the survey questionnaire to the students and teachers purposely for 100% retrieval. Then the researcher instructed the students to give the questionnaire for parents and explain to them how they would answer. The data were collated, tallied and tabulated for interpretation.

## Analysis of Data

The weighted mean was used for the level of awareness on value-laden Philippine literary pieces and the perception on the manifestations of values deduced from select Philippine literary pieces particularly proverbs and folksongs. The t-test was used to determine the level of awareness of parents and students on proverbs and folksong, while the analysis of variance was used to determine the significant difference of the participants' perception on the manifestation of values deduced from proverbs and folksongs.

## Results and Discussion

This section covers the presentation, analysis, and interpretation of data and information generated through the questionnaire. Specifically, it presents level of awareness on select value-laden literary pieces and the perceptions on the manifestation of values deduced from proverbs and folksongs.

Table 1. Level of awareness of students on proverbs

<b>Proverbs</b>	<b>WM</b>	<b>DI</b>
Batong buhay ka man na sakdal ng tigas, sa patak ng tubig lamang naaagnas. (The hardest stone is eroded by the constant dropping of water)	3.85	VA
Ang Kabayanihan ay bunga ng libo-libong kahirapan.	3.87	VA
Mabuti ang malinis na budhi kaysa sa yamang salapi. (Conscience is better than material riches)	4.52	VMA
Nu awan iti pagrigatan awan met ti pagnamayan. (Where there is hardship there is pleasure and happiness)	4.48	VMA
Ti nalabes a ganat, isu't pakaalaan ti taktak. (Haste makes Waste)	4.33	VMA
Ang kasipagan ay ina ng kayamanan at kagin-hawaan (Industry is the mother of wealth and well-being)	4.32	VMA
Ang dalagang may puri, wala mang salapi may yumi at dangal na itinatangi (A maiden who is pure, though she has no money, has modesty and honor to cherish)	4.23	VMA
Agyaman ka kenni bubon no imminum ka iti danum (Be grateful to the well when you drink water)	4.21	VMA

Ti tao masapul na tiulidan, a kas kanen a masapul nga asinan (A man needs model just as food needs salt)	3.86	VA
Ti timpuyug isu't pigsá (In unity there is strength)	4.21	VMA
Ti tao a nadayao, adayo a mauyao (Courteous person is never despised)	4.26	VMA
Ang marangal na pagkatalo, mabuti sa masamang panalo (Defeat is honorable than a disgraceful victory)	4.08	VA
Kalpasan ti bagyo, linac ti sumarunu (After the storm comes fair weather)	4.29	VMA
Di ka ruruden ti tao babaen ti langa ngem ketdi kitaem dagiti naimbag nga aramid na (Judge not by words but by deeds)	4.28	VMA
Ang hindi marunong luingon sa pinggalingan ay di makakarating sa patutunguhan (He who does not look back whence he came will not reach his destination)	4.54	VMA
<b>Weighted Mean</b>	<b>4.22</b>	<b>VMA</b>

Table 1 shows that students are very much aware of selected proverbs. This means that words full of wisdom are highly recognized as sources of inspiration especially to the young people of today's generation. The same table shows that proverb "Ang hindi marunong lumingon sa pinggalingan ay di makakarating sa patutunguhan" (He who does not look back whence he came will not reach his destination) got the highest weighted mean of 4.54. This means that the Filipino people are conscious that once they experience the goodness of their friends or fellow, then goodness is reaped at the end. This proverb serves as reminder that sense of gratitude is still strong in the Filipino values system. This implies that Filipino children have strong family solidarity that even though they have gone far in their career of socio-economic status, their sense of gratitude to elders much more to their parents is greatly manifested. This is supported by the citation of Allen (2018) that it is important to deeply feel in the heart the value of gratitude which may live up to the reputation as "mother of all virtues" since it encourages the development of patience, humility, and wisdom. This proverb likewise reminds everyone never to forget the goodness done, and that if given the chance, return the good favor not exactly to the person who does you good but also those who need the goodness you can offer. This reflects the value of reciprocity which is seen among Filipinos. Connors (2017) puts it as he cited Napoleon Hill in his quote "There is no such thing as something for nothing" which means that concern for others especially those who helped you like the members of the family happily

enjoined with your success. On the other hand, the proverb that got the lowest weighted mean of 3.85, with descriptive interpretation of very aware is “Batong buhay ka man na sakdal ng tigas, sa patak ng tubig lamang naaagnas” (The hardest stone is eroded by the constant dropping of water) which means that not at all times that Filipinos are soft-hearted persons because it takes time for them to forgive which implies that it takes time to heal one’s brokenness. Hence, there is still hope to have better relationship no matter what the situation is.

Table 2. Level of awareness of parents on proverbs

<b>Proverbs</b>	<b>WM</b>	<b>DI</b>
Batong buhay ka man na sakdal ng tigas, sa patak ng tubig lamang naaagnas. (The hardest stone is eroded by the constant dropping of water)	3.61	VA
Ang Kabayanihan ay bunga ng libo-libong kahirapan. (Bravery is the fruit of thousand hardships)	3.54	VA
Mabuti ang malinis na budhi kaysa sa yamang salapi. (Conscience is better than material riches)	4.04	VA
Nu awan iti pagrigatan awan met ti pagnamayan. (Where there is hardship there is pleasure and happiness)	4.03	VA
Ti nalabes a ganat, isu’t pakaalaan ti taktak. (Haste makes Waste)	4.12	VA
Ang kasipagan ay ina ng kayamanan at kagin-hawaan (Industry is the mother of wealth and well-being)	4.14	VA
Ang dalagang may puri, wala mang salapi may yumi at dangal na itinatangi (A maiden who is pure, though she has no money, has modesty and honor to cherish)	4.12	VA
Agyaman ka kenni bubon no imminum ka iti danum (Be grateful to the well when you drink water)	4.11	VA
Ti tao masapul na tiulidan, a kas kanen a masapul nga asinan (A man needs model just as food needs salt)	3.72	VA
Ti timpuyug isu’t pigsa (In unity there is strength)	3.51	VA
Ti tao a nadayao, adayo a mauyao (Courteous person is never despised)	4.33	VMA
Ang marangal na pagkatalo, mabuti sa masamang panalo (Defeat is honorable than a disgraceful victory)	4.24	VMA

Kalpasan ti bagyo, linac ti sumarunu (After the storm comes fair weather)	4.22	VMA
Di ka ruruden ti tao babaen ti langa ngem ketdi kitae dagiti naimbag nga aramid na (Judge not by words but by deeds)	4.27	VMA
Ang hindi marunong luingon sa pinggalingan ay di makakarating sa patutunguhan (He who does not look back whence he came will not reach his destination)	4.21	VMA
<b>Weighted Mean</b>	<b>4.01</b>	<b>VA</b>

*Legend:*      4.20 – 5.00 – *Very Much Aware*      2.60 – 3.39 – *Aware*  
                    3.40 – 4.19 – *Very Aware*                1.80 – 2.69 – *Quite Aware*  
                    1.00 – 1.79 – *Never*

Table 2 shows the level of awareness of the parents on proverbs. As shown in the table, the parents are very aware of these proverb as indicated by a weighted mean of 4.01. This means that parents are aware of these proverbs serve as instrument in trying to comprehend better the values of life expressed in the form of sayings. The proverb “Ti tao a nadayao, adayo a mauyao (Courteous person is never despised) got the highest weighted mean of 4.33, with a descriptive interpretation of very much aware. This means that Filipinos are courteous people, noble and dignified. Further, this proverb gives a lesson that parents inculcate the value of being courteous and never to despise whoever the person is. Instead, be respectful for respect begets respect. This has a very good lesson to impart. It encourages the children to gain self-respect as they are courteous and polite in dealing with others because they believe that others are of the same dignity as theirs. On the other hand, the lowest weighted mean of 3.54, with descriptive interpretation of very aware is the proverb “Ang Kabayanihan ay bunga ng libo-libong kahirapan” (Bravery is the fruit of thousand hardships) which means that before a person is known a hero, many sacrifices, challenges, hardships are yet to experience. There is no short cut to success. There is always a process towards it. This shows that there is really a need to walk through the tunnel to reach its end where the bright light awaits.

Table 3. Level of awareness of students on folksongs

<b>Folksongs</b>	<b>WM</b>	<b>DI</b>
Dalagang Filipina	4.46	VMA

Toy Daton Ko	4.19	VA
Kasasaad Ti Kinabalarang	4.23	VMA
Nasudi Ni Ayat	4.28	VMA
Ang Ligaya Ng Isang Magulang	4.36	VMA
<b>Weighted Mean</b>	<b>4.30</b>	<b>VMA</b>

Table 3 shows that the students are very much aware of folksongs especially those that pertain to love relationships. This implies that the youth in today's generation still imbibe in their hearts the truths of true love, respect for parents and the joy of having good and harmonious relationships. The song "Dalagang Filipina" got the highest weighted mean of 4.46, with descriptive interpretation of very much aware. This means that the students are still conscious of the songs that pertain to the Filipina character. The lowest weighted mean of 4.19, with descriptive interpretation of very aware is on the song "Toy Daton Ko" which is a song of making commitment to a person loved but students are not familiar of it.

Table 4. Level of awareness of parents on folksongs

<b>Folksongs</b>	<b>WM</b>	<b>DI</b>
Dalagang Filipina	3.84	VA
Toy Daton Ko	3.56	VA
Kasasaad Ti Kinabalarang	3.56	VA
Nasudi Ni Ayat	3.52	VA
Ang Ligaya Ng Isang Magulang	3.76	VA
<b>Weighted Mean</b>	<b>3.65</b>	<b>VA</b>

Table 4 reveals that parents are very aware on folksongs having the messages on true love and faithfulness, simplicity and beauty. This implies that Filipinos are music lovers especially those that are closely linked with our culture/ and or with our customs and traditions. The song "Dalagang Pilipina" got the highest weighted mean of 3.84 with a descriptive interpretation of very aware. This shows that the parents are concerned with the Filipina character imbedded in songs. The lowest weighted mean is 3.52, with descriptive interpretation of very aware is on the song "Nasudi ni Ayat" which means that the parents are more familiar with the Filipino song rather than the Ilokano song that offers true love in its message.

Table 5. Perception of students on the manifestation of values in the contemporary society

<b>Values Deduced from Proverbs</b>	<b>WM</b>	<b>DI</b>
Batong buhay ka man na sakdal ng tigas, sa patak ng tubig lamang naaagnas. (The hardest stone is eroded by the constant dropping of water)		
Gentleness	3.80	SM
Loving concern	4.10	SM
Flexibility	3.59	SM
Hope	4.09	SM
Ang Kabayanihan ay bunga ng libo-libong kahirapan. (Bravery is the fruit of thousand hardships)		
Self-sacrifice	4.29	VSM
Perseverance	4.01	SM
Courage	4.08	SM
Patriotism	4.07	SM
Mabuti ang malinis na budhi kaysa sa yamang salapi. (Conscience is better than material riches)		
Purity	4.21	VSM
Self-discipline	4.19	SM
Honesty	4.09	SM
Love for truth	4.29	VSM
Nu awan ti pagrigatan awan met ti pagnamayan. (Where there is no hardship there is no pleasure and happiness)		
Self-sacrifice	4.26	VSM
Endurance	3.93	SM
Patience	4.25	VSM
Understanding	4.18	SM
Ti nalabes a ganat, isu't pakaalaan ti taktak. (Haste makes Waste)		
Wise decision	4.05	SM
Patience	4.30	VSM
Endurance	3.67	SM

Trust	4.10	SM
Ang kasipagan ay ina ng kayamanan at kagin-hawaan (Industry is the mother of wealth and well-being)		
Industriousness	4.27	VSM
Diligence	3.97	SM
Self-sacrifice	4.20	VSM
Perseverance	4.14	SM
Ang dalagang may puri, wala mang salapi may yumi at dangal na itinatangi (A maiden who is pure, though she has no money, has modesty and honor to cherish)		
Modesty	4.12	SM
Purity	4.13	SM
Chastity	4.22	VSM
Self-confidence	4.22	VSM
Agyaman ka kenni bubon no imminum ka iti danum (Be grateful to the well when you drink water)		
Gratitude	4.21	VSM
Humility	4.03	SM
Kindness	4.30	VSM
Goodwill	4.19	SM
Ti tao masapul na ti ulidan, a kas kanen a masapul nga asinan (A man needs model just as food needs salt)		
Dependence	4.08	SM
Generosity	4.02	SM
Self-discipline	4.13	SM
Trust	4.05	SM
Ti timpuyug isu't pigsá (In unity there is strength)		
Cooperation	4.37	VSM
Unity	4.80	VSM
Understanding	4.23	VSM
Courage	4.21	VSM

Ti tao a nadayao, adayo a mauyao (Courteous person is never despised)		
Respect	4.41	VSM
Humility	4.13	SM
Courteous	4.07	SM
Self-discipline	4.10	SM
Ang marangal na pagkatalo, mabuti sa masamang panalo (Defeat is honorable than a disgraceful victory)		
Honesty	4.17	SM
Respect	4.13	SM
Justice/Equity	3.83	SM
Humility	3.86	SM
Kalpasan ti bagyo, linac ti sumarunu (After the storm comes fair weather)		
Hope	4.38	VSM
Confidence	4.03	SM
Perseverance	3.98	SM
Trust	4.22	VSM
Di ka ruruden ti tao babaen ti langa ngem ketdi kitaem dagiti naimbag nga aramid na (Judge not by words but by deeds)		
Respect	4.27	VSM
Truth	4.17	SM
Kindness	4.13	SM
Humility	4.00	SM
Ang hindi marunong luignon sa pinggalingan ay di makararating sa patutunguhan (He who does not look back whence he came will not reach his destination)		
Sense of gratitude	4.15	SM
Respect	4.16	SM
Humility	3.80	SM
Obedience	4.06	SM
<b>Weighted Mean</b>	<b>4.13</b>	<b>SM</b>

Table 5 shows the perception of parents on the manifestation of values deduced from proverbs with an average weighted mean of 4.13, and with descriptive interpretation of strongly manifested. The highest weighted means are the values of hope (4.38), patience (4.30), self-sacrifice (4.29), respect (4.27), trust (4.22) and purity (4.21), and all with descriptive interpretation of strongly manifested. This implies that Filipinos are generally optimistic people with the inspiration to live and move on because of the belief that behind the cloud, the sun is still shining. So be clothed with the values of patience, self-sacrifice, respect, trust and purity towards values formation.

Table 6. Perception of parents on the manifestations of values in the contemporary society

Values Deduced from Proverbs	WM	DI
Batong buhay ka man na sakdal ng tigas, sa patak ng tubig lamang naaagnas. (The hardest stone is eroded by the constant dropping of water)		
Gentleness	3.52	SM
Loving concern	3.60	SM
Flexibility	3.52	SM
Hope	3.68	SM
Ang Kabayanihan ay bunga ng libo-libong kahirapan. (Bravery is the fruit of thousand hardships)		
Self-sacrifice	4.00	SM
Perseverance	3.96	SM
Courage	3.96	SM
Patriotism	3.80	SM
Mabuti ang malinis na budhi kaysa sa yamang salapi. (Conscience is better than material riches)		
Purity	3.68	SM
Self-discipline	3.60	SM
Honesty	3.72	SM
Love for truth	3.72	SM
Nu awan iti pagrigatan awan met ti pagnamayan. (Where there is no hardship there is no pleasure and happiness)		

Self-sacrifice	4.00	SM
Endurance	4.00	SM
Patience	3.92	SM
Understanding	3.60	SM
Ti nalabes a ganat, isu't pakaalaan ti taktak. (Haste makes Waste)		
Wise decision	4.16	SM
Patience	3.81	SM
Endurance	3.72	SM
Trust	3.72	SM
Ang kasipagan ay ina ng kayamanan at kagin-hawaan (Industry is the mother of wealth and well-being)		
Industriousness	4.28	SM
Diligence	3.92	SM
Self-sacrifice	3.72	SM
Perseverance	3.84	SM
Ang dalagang may puri, wala mang salapi may yumi at dangal na itinatangi (A maiden who is pure, though she has no money, has modesty and honor to cherish)		
Modesty	3.76	SM
Purity	3.88	SM
Chastity	3.76	SM
Self-confidence	3.76	SM
Agyaman ka kenni bubon no imminum ka iti danum (Be grateful to the well when you drink water)		
Gratitude	4.08	SM
Humility	4.24	VSM
Kindness	4.16	SM
Goodwill	3.72	SM
Ti tao masapul na ti ulidan, a kas kanen a masapul nga asinan (A man needs model just as food needs salt)		
Dependence	3.68	SM

Generosity	3.56	SM
Self-discipline	3.60	SM
Trust	3.72	SM
Ti timpuyug isu't pigsa (In unity there is strength)		
Cooperation	4.28	VSM
Unity	4.28	VSM
Understanding	3.76	SM
Courage	3.56	SM
Ti tao a nadayao, adayo a mauyao (Courteous person is never despised)		
Respect	4.36	VSM
Humility	4.16	SM
Courteous	4.04	SM
Self-discipline	3.76	SM
Ang marangal na pagkatalo, mabuti sa masamang panalo (Defeat is honorable than a disgraceful victory)		
Honesty	4.20	VSM
Respect	3.76	SM
Justice/Equity	3.96	SM
Humility	3.88	SM
Kalpasan ti bagyo, linac ti sumarunu (After the storm comes fair weather)		
Hope	4.08	SM
Confidence	3.84	SM
Perseverance	3.64	SM
Trust	3.76	SM
Di ka ruruden ti tao babaen ti langa ngem ketdi kitaem dagiti naimbag nga aramid na (Judge not by words but by deeds)		
Respect	3.92	SM
Truth	3.88	SM
Kindness	3.96	SM
Humility	4.04	SM

Ang hindi marunong luingon sa pinggalingan ay di makararating sa patutunguhan (He who does not look back whence he came will not reach his destination)		
Sense of gratitude	4.48	VSM
Respect	3.72	SM
Humility	3.92	SM
Obedience	3.76	SM
<b>Weighted Mean</b>	<b>3.75</b>	<b>SM</b>

Table 6 shows the perception of parents on the manifestations of values (deduced from proverbs) in the contemporary society. The table discloses that the values with highest weighted mean are sense of gratitude (4.48), respect (4.36), cooperation and unity (4.28), humility (4.24), and honesty (4.20), with descriptive interpretation of very strongly manifested. This shows that Filipinos as perceived by parents are grateful enough to the teachings of the past. It further stressed that even though they have already climbed up the ladder of success, they'll surely come back and say to those who molded them formally and informally; at home, in the school and in the community: "I owe much from you" and "Thank you" which is one way to manifest sense of gratitude. The values that got the lowest weighted mean of 3.52, with descriptive interpretation of very aware are gentleness and flexibility. This shows that Filipino people have gentleness of heart and they can easily adapt to the cultural climate of whatever aspect of human life.

Table 7. Perception of students on the manifestations of values in the contemporary society

Values Deduced from Foksongs	WM	DI
<b>Dalagang Filipina</b>		
Prudence	4.17	SM
Modest	3.99	SM
Simplicity	4.21	VSM
Concern for dignity/ Reputation	4.22	VSM
<b>Toy Daton Ko</b>		
True love/ Fidelity	4.17	SM

Trust/understanding	4.23	VSM
Honesty	4.24	VSM
Deep sense of responsibility	4.11	SM
<b>Kasasaad ti Kinabalasang</b>		
Joy/happiness	4.20	VSM
Care/concern	4.12	SM
True love	4.21	VSM
Self-sacrifice	4.10	SM
<b>Nasudi ni Ayat</b>		
Prudence	4.07	SM
True love	4.29	VSM
Kindness	4.21	VSM
Faithfulness	4.34	VSM
<b>Ang Ligaya ng Isang Magulang</b>		
Parental love	3.96	SM
True joy and happiness	4.33	VSM
Beauty and simplicity of character	4.18	SM
Goodness	4.27	VSM
<b>Weighted Mean</b>	<b>4.18</b>	<b>SM</b>

Table 7 shows the perception of students on the manifestation of values (deduced from folksongs) in the contemporary society. As gleaned on the table, the average weighted mean is 4.18, with descriptive interpretation of strongly manifested. The values that got the weighted mean with descriptive interpretation of very strongly manifested are faithfulness (4.34), true joy and happiness (4.33), true love (4.29), goodness (4.27), honesty (4.24), trust and understanding (4.23), concern for dignity (4.22), simplicity and kindness (4.21), happiness and joy (4.20). Faithfulness in the song “Nasudi ni Ayat” got the highest weighted mean which reveals that Filipinos are faithful people in friendship and in love. It implies that Filipinos are faithful enough in their love relationships especially in marriage whereby husband and wife commit themselves with freewill and in good faith to live together in sickness and in health, for better or for worse until the end of their lives. The values with lowest weighted mean are

modesty (3.99) and parental love (3.96) parental love with descriptive interpretation of strongly manifested. This shows that with the advent of science and technology, to be modest in all ways is now a taboo, and parental love is even substituted with gadgets.

Table 8. Perception of parents on the manifestations of values in the contemporary society

<b>Values Deduced from Folksongs</b>	<b>WM</b>	<b>DI</b>
<b>Dalagang Filipina</b>		
Prudence	3.99	SM
Modest	4.21	SM
Simplicity	4.40	VSM
Concern for dignity/ Reputation	4.32	VSM
<b>Toy Daton Ko</b>		
True love/ Fidelity	4.22	VSM
Trust/understanding	4.01	SM
Honesty	3.84	SM
Deep sense of responsibility	4.17	SM
<b>Kasasaad ti Kinabalasang</b>		
Joy/happiness	4.07	SM
Care/concern	4.30	VSM
True love	4.24	VSM
self-sacrifice	4.07	SM
<b>Nasudi ni Ayat</b>		
Prudence	3.98	SM
True love	4.13	SM
Kindness	3.97	SM
Faithfulness	4.11	SM
<b>Ang Ligaya ng Isang Magulang</b>		
Parental love	4.16	SM
True joy and happiness	4.37	VSM
Beauty and simplicity of character	4.28	VSM
Goodness	4.39	VSM

Weighted Mean:	4.16	SM
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Table 7 shows the perception of parents on the manifestation of values (deduced from folksongs) in the contemporary society. As shown in the table, the values that got the weighted mean with descriptive interpretation of very strongly manifested are simplicity (4.40), goodness (4.39), true love (4.24), true joy and happiness (4.37), concern for dignity and reputation (4.32), care and concern (4.30), beauty and simplicity (4.28). This shows that Filipinos are seen of good character and that Filipino women are seen beautiful in their simplicity of life and character.

Table 8. Perception of teachers on the manifestation of values in the contemporary society

Values Deduced from Proverbs		
Batong buhay ka man na sakdal ng tigas, sa patak ng tubig lamang naaagnas. (The hardest stone is eroded by the constant dropping of water)		
Gentleness	3.77	SM
Loving Concern	4.10	SM
Flexibility	4.63	SM
Hope	4.18	SM
Ang Kabayanihan ay bunga ng libo-libong kahirapan. (Bravery is the fruit of thousand hardships)		
Self- sacrifices	3.96	SM
Perseverance	3.68	SM
Courage	4.13	SM
Patriotism	3.94	SM
Mabuti ang malinis na budhi kaysa sa yamang salapi. (Conscience is better than material riches)		
Purity	4.23	VSM
Self- discipline	4.21	VSM
Honesty	4.19	SM
Love for truth	4.24	VSM

Nu awan iti pagrigatan awan met ti pagnamayan. (Where there is no hardship there is no pleasure and happiness)		
Self – sacrifice	4.20	VSM
Endurance	3.91	SM
Patience	4.38	VSM
Understanding	4.01	SM
Ti nalabes a ganat, isu’t pakaalaan ti taktak. (Haste makes Waste)		
Wise decision	3.94	SM
Patience	4.06	SM
Endurance	3.72	SM
Trust	4.06	SM
Ang kasipagan ay ina ng kayamanan at kagin-hawaan (Industry is the mother of wealth and well-being)		
Industriousness	4.36	VSM
Diligence	4.83	VSM
Self- sacrifice	4.20	VSM
Perseverance	3.99	SM
Ang dalagang may puri, wala mang salapi may yumi at dangal na itinatangi (A maiden who is pure, though she has no money, has modesty and honor to cherish)		
Modesty	4.12	SM
Purity	4.21	VSM
Chastity	4.11	SM
Self – confidence	4.13	SM
Agyaman ka kenni bubon no imminum ka iti danum (Be grateful to the well when you drink water)		
Gratitude	4.06	SM
Humility	3.98	SM
Kindness	4.09	SM
Goodwill	4.13	SM
Ti tao masapul na ti ulidan, a kas kanen a masapul nga asinan (A man needs model just as food needs salt)		

Dependence	3.98	SM
Generosity	3.64	SM
Self –discipline	4.08	SM
Trust	4.03	SM
Ti timpuyug isu’t pigsá (In unity there is strength)		
Cooperation	4.37	VSM
Unity	4.13	SM
Understanding	3.74	SM
Courage	4.21	VSM
Ti tao a nadayao, adayo a mauyao (Courteous person is never despised)		
Respect	4.43	VSM
Humility	4.02	SM
Courteous	3.89	SM
Self –discipline	4.23	VSM
Ang marangal na pagkatalo, mabuti sa masamang panalo (Defeat is honorable than a disgraceful victory)		
Honesty	3.87	SM
Respect	4.21	VSM
Justice / Equity	4.04	SM
Humility	3.73	SM
Kalpasan ti bagyo, linac ti sumarunu (After the storm comes fair weather)		
Hope	4.33	VSM
Confidence	4.07	SM
Perseverance	4.10	SM
Trust	4.24	VSM
Di ka ruruden ti tao babaen ti langa ngem ketdi kitaem dagiti naimbag nga aramid na (Judge not by words but by deeds)		
Respect	4.36	VSM
Truth	4.29	VSM
Kindness	4.28	VSM
Humility	4.08	SM

Ang hindi marunong luigon sa pinggaligan ay di makakarating sa patutunguhan (He who does not look back whence he came will not reach his destination)		
Sense of gratitude	4.33	VSM
Respect	4.37	VSM
Humility	4.19	SM
Obedience	4.21	VSM
<b>WEIGHTED MEAN</b>	<b>4.12</b>	<b>SM</b>

Table 8 shows the perception of teachers on the manifestation of values in the contemporary society. The table reveals that diligence got the highest weighted mean of 4.83 followed by the value of flexibility with a weighted mean of 4.63. This implies that Filipinos are diligent workers and are proud enough to do their responsibilities and are very much willing to sacrifice for the common good. Likewise, Filipinos can easily adjust to the current situations with strength and hope. This is also expressed in the poem, Pliant like a Bamboo by Ismael V. Mallari which likewise depicts that Filipinos, though they already reach the highest ladder of education, still they bend low and remain humble enough to reach those who need their help.

Table 9. Perception of teachers on the manifestation of values in the contemporary society

<b>Values Deduced from Folksongs</b>	<b>WM</b>	<b>DI</b>
<b>Dalagang Filipina</b>		
Prudence	3.92	SM
Modesty	4.06	SM
Simplicity	4.00	SM
Concern for dignity/Reputation	4.16	SM
<b>Toy Daton Ko</b>		
True love/Fidelity	4.00	SM
Trust/ understanding	3.80	SM
Honesty	3.48	SM
Deep sense of responsibility	3.46	SM
<b>Kasasaad ti Kinabalasang</b>		
Joy/Happiness	3.96	SM

Care/ Concern	3.92	SM
True love	3.68	SM
Self- sacrifice	3.60	SM
<b>Nasudi ni Ayat</b>		
Prudence	3.96	SM
True Love	3.72	SM
Kindness	3.68	SM
Faithfulness	3.84	SM
<b>Ang Ligaya ng Isang Magulang</b>		
Parental Love	4.08	SM
True Joy and Happiness	3.88	SM
Beauty and Simplicity of Character	3.96	SM
Goodness	3.80	SM
<b>WEIGHTED MEAN</b>	<b>3.85</b>	<b>SM</b>

Table 9 shows the perception of teachers on the manifestation of values deduced from folksongs in the contemporary society. The table reveals that concern for dignity or reputation got the highest mean of 4.16, followed by parental love (4.08) and Modesty (4.06), with descriptive interpretation of strongly manifested. This means that teachers believe that these values are strongly manifested as Filipinos have high regard to people of good reputation. In addition, parental love is strongly manifested and this is so because of the strong family ties among Filipinos.

Table 10. Test on significant difference on level of awareness

Group	X	SD	D	Computed-t	Critical value at 0.05	Decision
Parents	3.83	0.4061	0.4260	4.7396	1.960	Reject Ho
Students	4.26	0.2783	0.4260	4.7396	1.960	Reject Ho

Table 10 shows the significant difference on the level of awareness of students and parents. The SD obtained for the students is 0.2783 which is lower than the SD of parents which is

0.4061. The computed – t value is 4.7396 and the critical value at 0.05 is 1.960. Since the computed-t is greater than the tabular value, hypothesis is rejected. Therefore, there is a significant difference in the level of awareness of parents and students.

Table 11. Test on the significant difference on the perceptions of respondents in the Manifestations of Values in the Contemporary Society

Source of Variation	Sum of Squares	DF	Obtained F-Ratio	Tabular Value	Decision
Between Groups	.518	2	94.827	4.6052	Reject Ho
Within Groups	.075	15	51.917	19.42	

Table 11 shows the test on the significant difference on the perceptions of respondents in the manifestations of values in the contemporary society. Since the computed F-Ratio is greater than the tabular value at 0.05 significant level, the hypothesis is rejected. Hence, there is a significant difference on perceptions of students and parents on the manifestations of values deduced from proverbs and folksongs in the contemporary society.

### Conclusion

The study determined the level of awareness of the participants on Philippine literary pieces and their perceptions on the manifestation of values deduced from folksongs and proverbs. The students are very much aware while parents are just aware of the folksongs and proverbs particularly on the proverb “Ang di marunong lumingon sa pinanggalingan any di makararating sa paroroonan” and on the folksong “ Ang Dalagang Filipina.” In addition, the participants perceived that the manifestation of values (deduced from the proverbs and folksongs) in the contemporary society are strongly manifested. Further, there is no significant difference in the level of awareness and manifestation of values deduced from proverbs and folksongs. This infers that the students and parents are aware of the proverbs and folksongs as rich sources of values and likewise perceived that there is a strong manifestation of these values deduced from proverbs and folksongs in the contemporary society.

## **Pedagogical Implication**

This study has contributed more knowledge on the use of proverbs and folksongs as rich sources of values formation. Its results are likewise a baseline information for teachers and parents to consider the use of Philippine literary pieces who are Filipino-authored in the formation of values and in the education of children. Furthermore, these Philippine Literary pieces are good sources of re-awakening the values system of the Filipino family towards nation building.

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