# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education
October 19-21, 2023   De La Salle University

# Working Papers in Applied Linguistics and Language Education

EDITED BY:

**SHIRLEY N. DITA**
**LEAH E. GUSTILO**

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

DE LA SALLE UNIVERSITY - MANILA
OCTOBER 19-21, 2023

## Hosted by:

**Department of English and Applied Linguistics (DEAL)**
Br. Andrew Gonzalez FSC College of Education (BAGCED)
**DE LA SALLE UNIVERSITY - MANILA**

# Editorial Team

# Table of Contents

# PAPER PRESENTATIONS

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# CORPUS LINGUISTICS

# Complex Prepositions in Philippine English:
# A Corpus Analysis

**Ivy F. Amante**
Mindanao State University-Buug Campus, Buug, Zamboanga Sibugay
ivy.amante@msubuug.edu.ph

**Abstract.** Philippine English as corpora may offer a different perspective particularly in the English parts of speech and may be considered an interesting research path for language researchers. With the hope to provide a testament to the vibrancy and uniqueness of Philippine English characteristics, his corpus-based study determined the most common complex prepositions in Philippine English using the ICE-Philippines Corpus using AntConc 3.5.7 software and described their semantic and syntactic features following the list of complex prepositions by Klegr (2002), semantic categories as provided by Kroupova (1985), and adopting the method used by Ella and Dita (2017) on analyzing syntactic features. Findings revealed that the meanings of these complex prepositions align with the semantic categories of Kroupova (1985). Furthermore, these complex prepositions occur in the active voice and are inseparable. It further revealed a slight use of deviation and distinctive patterns from Standard American English. Conclusively, this underlying system that governs the use of complex prepositions implies characteristics of Philippine English as an emerging language of innovation in the World Englishes paradigm.

**Keywords:** complex, prepositions, semantic, syntactic

## 1. Introduction

### 1.1 Background of the Study

There exists a fascinating development of 'Englishes' around the world, as nations that have adopted English are becoming fewer to countries in which English is spoken as their second, foreign or native language for the setting of linguistic norms. Neighborhood varieties like Indian English and Nigerian English are progressively seen as underpinning national independence (Bolton, 2006). Similarly, there are a number of countries that have contributed to the ever mushrooming 'Englishes' across the globe. One of these English varieties is Philippine English, which also shows some of the locally characteristic linguistic features. Schneider (2007) emphasized that studies on the nativization of the English language into diverse local English varieties have already received a lot of attention in the field of world Englishes.

Some linguistic features of Philippine English can be seen from an investigation of the yields of English instructors, media specialists, and pioneers of society in the Philippines while features of global English can be abstracted from a study of worldwide print and

broadcast media. Llamzon (1969) and Gonzales (1985) contended that accents, phonology, grammar are what make Philippine English particular and recognizable to Filipinos and non-Filipinos. The distinctions in these linguistic features between international English and Philippine English maybe attributed to an interface or interaction between the Philippine languages and the systematized types of Filipino instructors, who many, if not all, learned their English from Filipino teachers who, in turn, learned from other Filipino teachers.

Even though the conceptualization of the rising varieties of New Englishes, similar to the Philippine English, is relatively new, it has benefitted much from late advancements in corpus linguistics in terms of the description of its grammar. In describing grammar, Gonzales and Alberca (1978) noted distinct variations in word order, article usage, noun sub-categorization, as well as, some inconsistencies in pronoun-antecedent agreement, subject-verb agreement, and tense-aspect usage. Bautista (2000) noted similar findings in subject-verb agreement, articles, prepositions, mass and count nouns, word order, and comparative constructions. Specifically, it is not uncommon to find the use of English prepositions reflecting Filipino structures—that is to say, literal translations from Filipino to English. The differences between the prepositional systems of English and Filipino are believed to constitute the deviation on the use of prepositions among the Filipinos despite their respective mother tongue have shown speaking skills of the Filipino language and who simultaneously demonstrated similar skills in English. While English which has several prepositions denoting various kinds of relationships juxtaposes the so few prepositions Filipinos generally use -- only three -- *sa, ng, kay*. Overwhelmed by the numerous prepositions to choose from, the Filipino learner is likely to rely on his understanding of English on his first language (L1), resulting in differences in usage.

In Standard American English (SAE), prepositions appear as adjuncts as they point to the contentions of predicates, and they combine with different grammatical features to express new meanings according to Schrapfer Azar (1989). For the most part, prepositions, including two-word and three-word prepositions or the complex ones, are viewed to be troublesome by Filipinos, as well as, by different students (of English) who consider prepositions an additional language. Despite the viewed difficulty, the Filipinos in general, and students in particular, still need to be instructed due to the importance of prepositions in the grammatical system and eventually in the learning of the language.

With the numerous developments in the 21st-century teaching, there are now various aspects to help and guide students to completely learn explicit use of linguistic items, like prepositions, in English language. One approach to assist learners in comprehending the use of prepositions is to understand their behavior in spoken and written discourse and interestingly, corpora-based studies have made it relatively easier to determine the typical behavior of prepositions in both spoken and written discourse. Descriptions by Gonzalez and Alberca (1978) of Philippine English of the mass media, stylistic shifts in the print media (Gonzalez, 1991), and Gonzalez (1985, 1986, 1987) are significant contributions to the understanding of Philippine English and its uses, including

prepositions. All the more significantly, similar research is required on Philippine English used in other domains such as the classroom, international conferences, board meetings of business establishments, and in business organizations, to name a few. Additionally, there are new ideas communicated through numerous publications that have attempted to unravel the issues identifying the emergence of Philippine English. Many resources on Philippine English are presently accessible, especially on exploring the variety, for example, the Philippine component of the International Corpus of English (ICE), compiled by Ma. Lourdes Bautista, Danilo Dayag, and Loy Lising (2004) and now directed by Ariane Borlongan.

This compiled component of ICE-Philippines has not been thoroughly maximized to land at a more nuanced portrayal of the Philippine English, specifically its prepositions. Furthermore, the present investigation wished to explore the complex prepositions as the primary topic being among the grammatical units that have not yet been widely studied. The inquiry, thus, broadened its focus as it has ventured on complex prepositions with side aims of recognizing their semantic categories and syntactic features in relation to how Filipinos use them as integral part of their being second language user-learners of English. Huddleston (1984) noted that complex prepositions have not pulled in a lot of attention so far, and only a few concepts have been studied universally. It may be, therefore, hypothesized that the developing acknowledgment of complex prepositions goes hand in hand with an increasingly functional approach to language teaching and learning, like the communicative approach, unhampered by morphological constraints.

The aim of this study is to fill this gap and offer significant contributions to the existing literature in the studies of Philippine English utilizing the International Corpus of English (ICE-Philippines). This study further attempted to determine the most common forms of complex prepositions in Philippine English and describe their semantic categories and syntactic features. The study finally, also hoped to come up with a notion of the characteristics of the complex prepositions being used by the Filipinos in spoken and written discourse.

## 1.2 Related Literature and Studies

The linguistic development of Philippine English (PE) is influenced primarily by the American English and the Spanish language. Today Philippine English is categorized as one variety of English from the Outer Circle of nations by Kachru (1983). This emerging local variety of Philippine English has attracted a lot of attention in the field of research and numerous scholars have done studies pertaining to its linguistic domains.

1.2.1  Philippine English

Llamzon's (1969) monograph entitled Standard Filipino English had three important claims. First, that there exists a variety of English in the Philippines (different from American and British Englishes) and, by then, it had become standardize. Second, that there was a

sizable number of native and near-native speakers of English in the Philippines. Lastly, that a local model had to be taught in schools.

While then Llamzon's claim on the emergence of a standardized local variety of English in the Philippines was questioned by Gonzalez (1972) and Hidalgo (1970), it seems to have gained acceptance from most linguists. In fact, Gonzalez himself had been very much involved in the study of new English. Bautista (2000a), thus, described Philippine English. According to him, Philippine English is not English that falls short of the norms of Standard American English (SAE); it is not badly learned English as a second language; and, its distinctive features are not errors committed by users who have not mastered the American standard. It is, instead, a nativized variety of English that has features which differentiate it from Standard American English because of the influence of the first language (specifically in pronunciation but occasionally in grammar), because of the different culture in which the language is embedded (expressed in lexicon and in discourse conventions), and because of a restructuring of some grammar rules (manifested in the grammar of Philippine English).

In 1982, the group of Filipinos who convened in Singapore for a discussion on the issues relating to Philippine English agreed that, until Standard Philippine English has been defined and described, then a decision to move to a local model in English language teaching may be postponed. To date, descriptions of Standard Philippine English have already been made by Bautista (2000a) and Borlongan (2007) and reference works are now available -- for example, the works of Bautista and Butler (2010) and Borlongan (2011a). Bautista (2001, 2003) and Martin (2014b) stated that pluricentric models have been proposed aiming at teaching sociolinguistic competence in the classroom and in coming up with even more progressive views of privileging local norms according to Borlongan (2011b).

Thus, pertaining to some relevant observations in language features like the subject of the study, the complex prepositions of Philippine English necessitate this study. Below are discussions of some studies on the nature and features of complex prepositions.

1.2.2  Complex Prepositions

Prepositions in the English language are used to denote position in sentences. Spatial concepts in writing require a very detailed and specific description due to the precise nature of directions and location. Tversky (1996); Taylor and Tversky (1996), in Grabowski & Miller (2000) made a revelation that perspective taken in spatial descriptions varies within complex descriptions as well as across situations and environments, thus perhaps resulting in a wide variety of prepositions in the English syntactic repertoire.

Musliyanti (2012) defines preposition as "… a word that shows the relationship between two words in a sentence. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns

following them and one of the elements of the basic: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction, time, manner, agent, possession, and condition, between their objects and other parts of the sentence" (p. 2).

As mentioned by Klegr (2000) there is a specific range of some of the categories can be briefly characterized as follows: the agreement category, typified by in accordance with, indicates conformity with the concept and person. realized by the noun in complement position; its opposite is the category of disagreement-contrast-comparison of equal size indicating disagreement of various degrees down to complete absence of agreement. The benefit category introduces the beneficiary of the proposition; the contrasting detriment category expresses a loss sustained by someone; the connection category expresses that the complement is in some way linked with another element, an action, and others, in the sentence; the degree category indicates the ultimate stage (expressed by the complement) in which the activity has resulted; the guidance category defines what the described activity, process is governed by; the identification-specification category (under the name of Sanders, for the equivalent of 12) classifies a circumstance by means of a superordinate term in the PNP sequences of which the complement is a specific instance.

In view of separability and inseparability, Klegr (2002) provided criteria for prepositionality. When formulating the criteria for distinguishing complex prepositions from free phrases, two sources served as an inspiration, CGEL (chap. 9, prepositions and prepositional phrases) and Kroupova's study.

In some of the recent researches, Cuypere's (2013) semantic analysis on prepositions argued that certain prepositions of movement present complications with spatial concepts for non-native learners. Since these concepts may vary across different cultures, there is a high probability for discrepancies in the syntactic use of prepositions by ESL/EFL learners.

Another study was conducted by Kodach (2011) that investigated how Japanese and Filipino learners of English, who have different first language (L1), understand the meanings of English prepositions and form the semantic networks of them. They investigated 'at' and 'on' as their target prepositions from two perspectives: the perspective of the prototypicality and the influences of learners' L1. Through the experiment, it was found out that the prototypical meanings are spatial usages among the groups and learners' L1 has a positive effect on the construction of the prototype in the mind of the Japanese learners and Filipino learners.

1.2.3  Corpus-based Grammatical Studies of Philippine English

In the field of corpus linguistics, the grammatical descriptions of Philippine English though still are limited, yet, signal for promising accounts in due time as Philippine English and its

grammar are become central as new topic for research endeavors. Standard reference corpora such as the International Corpus of English (ICE) have made it possible to research grammatical phenomena even in smaller outer circle varieties of English. Specifically, it is the availability of a Philippine English corpus in the form of the Philippine component of the International Corpus of English (ICE-Philippines) that paved the way to the advancement of the linguistic description of Philippine English, to a more empirical and quantitative approach that corpus-based linguistics can offer.

Using the print material sub-corpus of the Philippine component of the International Corpus of English (Bautista, Lising, & Dayag 1999), Bautista (2000a, summarized in 2000b) investigated the use of prepositions among English learners of different L1 backgrounds. She found numerous instances of deviations in subject-verb agreement, articles, prepositions, tenses, mass and count nouns, pronoun-antecedent agreement, word order, and comparative constructions.

In 2012, at least around 50 studies were made with ICE-Philippines serving as a dataset. These studies have been reported in various journal articles, papers in edited volumes (including one solely devoted to ICE-Philippines studies [Bautista, 2011b]), monographs, and theses and dissertations. Borlongan and Lim (2012a) systematically summarize in a meta-synthesis the findings of corpus-based studies of Philippine English that have seen publication. Imperial (2014) made use of ICE-Philippines in his study investigating the synchronic nature of lexical variation in the deontic modality system of Philippine English (PE).

In addition to Philippine English studies, the work of Morales (2015) examined the semantic functions and the dominant verb-phrase structure of the modal must under the category of printed written texts of persuasive writing in press editorials found in the Philippine component of the International Corpus of English (ICE-Philippines) compiled by Bautista, Lising, and Dayag (1999). The study aimed to determine whether the modal must conform to or deviates from the standard modal usage in American English. Overall, the results of the study further confirm Gustilo's (2011) findings that the modal must in Philippine editorials maintains its conformity to the standard modal usage in American English. Based on the study results, a number of pedagogical implications are provided for ESL/EFL instruction and for future research.

Moreover, Borlongan and Gonzales (2017) conducted research which led them to provide a corpus-based description of telephone-conversation openings in Philippine English. The data for the analysis of telephone conversations in Philippine English come from the Philippine component of the International Corpus of English and their study made use of the telephone calls documented in the dialogic, spoken texts in ICE-Philippines coded as S1A-091 to S1A-100. The analysis revealed interesting insights with regard to how similar or different openings in telephone conversations are in Philippine English with reference to American English.

Another corpus-based study was conducted by Ella and Dita (2017). The study determined the most common forms of phrasal-prepositional verbs (PPVs) in Philippine English using the ICE-Philippines and described their syntactic and semantic features, following Quirk et al.'s (1985) framework. Results showed that come up with, get out of, look forward to, come out with, hold on to, and catch up with are the most frequently used PPVs by Filipinos.

Philippine English certainly has come up with its own distinctive patterns of use in some grammatical aspects. Thus, there exist marked differentiation in the use of grammatical structures across different genres of speech and writing and independent linguistic choices. With the above-mentioned studies, the present study wishes to contribute interesting and worthwhile work in the field of literature by investigating further deviations in the use of English by Filipinos specifically on a different area of the parts of speech, complex prepositions, which have not yet been extensively explored in the field of Philippine English studies, in comparison to what the Standard American English.

## 1.3 Research Questions

This study sought to describe quantitatively and qualitatively the use of complex prepositions in the Philippine component of the International Corpus of English.

Specifically, it sought to answer the following questions:
1. What are the common complex prepositions utilized in ICE-Philippines?
2. What are the semantic categories of these complex prepositions?
3. What are the syntactic features of these complex prepositions?
4. How do the semantic categories and syntactic features characterize the complex prepositions of English in ICE-Philippine Corpus?
5. What explains these characteristics of complex prepositions?

## 1.4 Theoretical Framework

The present study is gravitating around the recent model of English which is the World Englishes (WE) paradigm explains that English today has gone beyond the general description of post-colonial and institutionalized varieties and is being defined as the linguistic diversity realized by all global users (Ates, Eslami & Wright (2015). This advocates the creation of *multidialectical English speakers/listeners* among World Englishes with intercultural insight and knowledge (Lee, 2012) by supporting linguistic and cultural diversity with cultural tolerance.

With the many available theories of complex prepositions existing in the English language, this study utilized the framework provided by Klegr (2002) since it has a huge volume list of complex prepositions. Moreover, Klegr's list has an enormous amount of word combinations with prepositional functions and has a suitable range of collections

of complex prepositions with all the possibilities that these prepositions were utilized in the written and spoken texts of ICE-Philippines.

In addition, the theory on semantic categories of the complex prepositions under investigation subscribed the twenty-five categories presented by Kroupova (1985) whose list provides clear and detailed descriptions of the categorized complex prepositions.

For syntactic features, the study adopted the method from the study of Ella and Dita (2017) that dealt on syntactically describing phrasal-prepositional verbs in Philippine English. This study, on the other hand, focused on analyzing each of the complex prepositions in terms of type I (transitive prepositional phrase) or Type II (intransitive prepositional phrase), transitivity and intransitivity, separability and inseparability, and voice. Viewed relevant in the syntactic descriptions of the prepositions, the study adopted such method used by Ella and Dita (2017) being a recent method for syntactic analysis applicable not only in phrasal-prepositional verbs but also in complex prepositions. Thus, having the study pursued could also offer additional contributions to corpus-based studies on complex prepositions utilizing ICE-Philippines since to date, studies of such a kind have yet to be explored, thus, filling this gap is significant.

## 1.5 Significance of the Study

This endeavor wishes to contribute in the field of language studies. The findings of this corpus-based study may also offer some insights into the teaching of English complex prepositions.

The results of the study may help school administrators and program coordinators provide and produce academic materials like books and other references for teachers and students to use, especially, in the field of language studies; and, for them to be guided as to semantic and syntactic characteristics of complex prepositions when teaching and learning. This study also stresses the importance of ensuring that ESL learners are exposed to prepositions because the more ESL learners are exposed to prepositions, the better they will acquire their common and fine shades of meanings. Since complex prepositions have somehow led to a certain level of difficulty, particularly, confusion among the second language learners and have a very important role to play in the teaching and learning of English, this study may benefit the teachers by showing a clear description of the exact usage of complex prepositions by different writers in numerous corpora. There still remains much to be done in the field of Philippine English as an English variety, thus, this research may inspire researchers of language and linguistics to do further advances in the study of Philippine English that could offer possible and practical ways in teaching effectively Philippine English. Moreover, this study, inspires them further to help Philippine English to flourish as abounding birth of future studies on our English variety with its grammar and other linguistic features is a hope to count on.

## 2. Methodology

The study utilized a descriptive quantitative-qualitative research design. The investigation focused on published corpora of the International Corpus of English – The Philippines Corpus (ICE-PHI).

Following the ICE standards, as compiled in 2004, these components include spoken and written texts in the form of public and private dialogue, scripted and unscripted monologue, student writing, letters, academic papers, popular papers, reportage, and instructional materials among others. The researcher then used AntConc 3.5.7, the latest version of the software tool for the analysis of the corpora.

The complex prepositions utilized in the ICE-Philippines, as provided by Klegr (2002), were typed one by one in the 'Search Term' Bar of the AntConc 3.5.7 software. The Concordance Plot Tool showed the search results plotted as a 'barcode' format. This allowed the researcher to see the position where search results appeared in target texts. The top twenty (20) most common prepositions were considered for semantic analysis.

## 3. Results and Discussion

### 3.1  The Common Complex Prepositions

Out of the 1,110 complex prepositions that were searched, 344 were found.  The 'Prep1 + Noun + Prep 2' pattern is evident in numerous cases. The 'in + Noun + of' pattern exemplified by the complex preposition has been constantly productive. Other patterns such as 'by + Noun + of' (by way of), 'on + Noun + of' (on top of), and 'in + Noun phrase + of' (in the form of) are frequent. It is also interesting to note that the pattern 'Prep1 + NP + Prep2' is present in the entire corpus.

The studied corpus also contains two-word, three-word, and four-word prepositions.

### 3.2  Semantic Categories of Common Complex Prepositions

The preposition '*because of*' dominantly occurs in sentence medial position. In fact, its dominance is not only seen in the used excerpts but also in its percentage (the highest) based on its occurrences in both spoken and written texts, thus, keeping its position at the top of the list. Moreover, being the most used preposition could be speculated that it has been learned as a primary vocabulary among Filipino users of English. The preposition '*in terms of*' does not seem to be easily predictable from the meanings of the words in it. This preposition carries the conceptual meaning of containment within the noun 'terms', where a term is defined as a period of time. The whole preposition is not temporal; rather it seems to have gained a meaning of respect.

Table 1

*Frequency of the Top Twenty (20) Common Complex Prepositions*

| Common Complex Prepositions | Frequency | | Total | % |
|---|---|---|---|---|
| | Spoken | Written | | |
| 1. Because of | 229 | 115 | 344 | 29.89 |
| 2. In terms of | 102 | 56 | 158 | 13.73 |
| 3. Instead of | 49 | 43 | 92 | 7.99 |
| 4. In front of | 50 | 15 | 65 | 5.65 |
| 5. In the case of | 28 | 23 | 51 | 4.43 |
| 6. On top of | 17 | 28 | 45 | 3.91 |
| 7. At the end of | 19 | 25 | 44 | 3.82 |
| 8. As a result of | 17 | 26 | 43 | 3.74 |
| 9. On the part of | 29 | 11 | 40 | 3.48 |
| 10. On the basis of | 27 | 7 | 34 | 2.95 |
| 11. In relation to | 17 | 15 | 32 | 2.78 |
| 12. As part of | 16 | 15 | 31 | 2.69 |
| 13. In accordance with | 22 | 9 | 31 | 2.69 |
| 14. In the form of | 10 | 15 | 25 | 2.17 |
| 15. In the course of | 16 | 9 | 25 | 2.17 |
| 16. In the field of | 11 | 13 | 24 | 2.09 |
| 17. In the middle of | 7 | 14 | 21 | 1.82 |
| 18. In the light of | 8 | 10 | 18 | 1.56 |
| 19. By way of | 10 | 6 | 16 | 1.39 |
| 20. On board | 4 | 8 | 12 | 1.04 |
| Total | 688 | 463 | 1,151 | 100 |

Table 2

*Semantic Categories of the Top Twenty (20) Common Complex Preposition*

| Common Complex Prepositions | Semantic Category | Meaning |
|---|---|---|
| 1. Because of | Cause-Reason | for reason of, due to |
| 2. In terms of | Respect | by means of, regarding |
| 3. Instead of | Replacement | in place of, as an alternative to |
| 4. In front of | Place | denotes a place or location |
| 5. In the case of | Identification/Specification | what one should do in a particular situation |
| 6. On top of | Addition/Exception, Manner, Time | on the highest surface of something |
| 7. At the end of | Place | refers to the end of physical location |
| 8. As a result of | Cause-Reason | something results in a particular situation or event |
| 9. On the part of | Means-Agency | to ascribe responsibility for something |
| 10. On the basis of | Guidance | based on, because of |
| 11. In relation to | Connection | concerning, regarding |
| 12. As part of | Range | a piece or segment of something |
| 13. In accordance with | Agreement | it is done in the way that the rule says |
| 14. In the form of | Identification/Specification | To describe the shape or figure of something |
| 15. In the course of | Time | it happens during that period of time |
| 16. In the field of | Range | introducing the phrase and with locative |
| 17. In the middle of | Place | involved in something |
| 18. In the light of | Respect/Disregard | considering something |
| 19. By way of | Manner | so as to pass through or across, via |
| 20. On board | Place | riding on or in a ship, train or airplane |

Table 2 presents the semantic categories of the common complex prepositions found in ICE-Philippine Corpus and their corresponding meaning as analyzed in the various excerpts from the spoken and written texts. The analysis subscribed in the framework of Kroupova (1985) on semantic categories of complex prepositions.

### 3.3  Syntactic Features of Common Complex Prepositions

Almost all of the top twenty (20) complex prepositions found are occurring generally in the medial position and rarely in the initial position.

Interestingly, it is important to note that the present study shows similar findings with the study of Ella and Dita (2017) where they dwell on phrasal prepositional-verbs. In the present study, among the two syntactic features, the top twenty (20) complex prepositions found in the ICE-Philippine Corpus follow the type I pattern for they typically occur in the active voice. Bensal (2012) noted that active voice is more preferred than the passive voice, for it allows the speaker to express himself/herself in a more direct and emphatic manner. Moreover, these prepositions are hardly passivized as their construction can be awkward and barely acceptable. Additionally, these prepositions are found to be in the type II pattern, *inseparability*, because all of them are presumed prepositional phrases, as described by Klegr (2002), prepositions with head-complement sequences that are not a separable and variable unit in terms of syntax and meaning.

### 3.4  Characteristics of Complex Prepositions in ICE-Philippine Corpus

There are distinct formal items found in the utilization of these complex prepositions in ICE-Philippines. For instance, within the texts, '*as a result of*' has the variation '*as the result of*', '*in accordance with*' has the variation '*in accordance to*', and '*in the form of*' with a distinct form '*in a form of*'. Despite these variations – the presence and absence of the article in the form and the numerical variation of the noun in the PNP constructions, these alternative forms do not carry a difference in the meaning of the recognized complex prepositions. Klegr (2002) pointed out that the disproportionality underlines two things: the weight of semantic signification in the sequences is clearly on the N1 component rather than the initial preposition; secondly, the PNP sequence is an enormously efficient means of extending the limited grammatical resources of language.

In terms of their syntactic features, it can be seen that the existence of productive combinatory patterns in combination with suitable semantic categories has greatly facilitate the formation of new PNP constructions with prepositional function in Philippine English and that they were predisposed to become prospective complex prepositions. As Quirk and Mulholland (1964) put it, "since P '-P2 is expounded more often by *in-of* than by any other pair of prepositions, this feature may well have analogical power" (p. 71). And it is not uncertainly true in the different pairs from the main twenty (20) listed prepositions, thus, the factor of similarity may be added to those mentioned above. The

factor of similarity is contributing to the enormous number of complex prepositions existing in the English language.

Further, very much in keeping with Quirk and Mulholland's (1964) finding, the *in-(the)-N-of* pattern is remarkable for its universality. While in Quirk and Mulholland's sample, it was evenly distributed throughout the classes they distinguished, this formal pattern appeared in 8 out of the top 20 Philippine English complex prepositions utilized in the corpus.

Analysis of the formal characteristics of the top 20 complex prepositions in Philippine English leads to the conclusion of the inseparability and presence of these prepositions set them in the active voice. Further, the PNP sequences in the texts concentrated on two aspects: the prepositions P1 and P2 and the patterns of their combinations. There is also the presence of totally different prepositions, including two-member units such as '*on board*', three-member units like '*in terms of*', and four-member units such as '*in the light of*'.

### 3.5  Philippine English Complex Prepositions

In the semantic characteristics, the use of complex prepositions in Philippine English still lies on the Standard American English with concepts that have been adopted universally. Klegr (2002) stated that the reserved attitude to complex prepositions, which may spring from uncertainties about their 'prepositionality', is typically encountered in dictionaries. It can be seen that this might be because of so much exposure to formal and traditional grammar instruction and exposure to the Standard American English native speakers and models. Nelson (2009) explained that American English language became highly embedded in Philippine society and level of education serves as predictors of English proficiency in the Philippines. The study also has shown that the number of PNP constructions in the ICE-Philippine Corpus is enormous, even if on closer analysis some of them will have to be discarded, and that they are productive, widely-used and potent tool of expression in language.

Based on the syntactic views and findings, the minimal results in the distinct formal patterns seen in the use of complex prepositions opens the space for the use of Standard Philippine English in creative endeavors, but not in communicative ones, and English users in the Philippines remain beholden to the standard.

This could also be a proof of how linguistic escape releases the works from allegiance to a standard, allowing the texts a certain sincerity of expression unaccompanied by fear or guilt. As the analysis shows that Filipinos' use of English could further elucidate and answer the question that Philippine English has already achieved linguistic independence. This may lead to the growing acceptance of Philippine English variety, as one of the local varieties of English. It is also informative to note that these variations are due to the use of English prepositions reflecting Filipino structures and that

is to say, literal translations from Filipino to English which on the other hand could account for the cautiousness in their usage in written forms.

Finally, another factor that explains the findings is that the creation of an interlanguage involves the fusion of the linguistic structures of two languages. The term is used to characterize the peculiar utterances of a second language learner, not as deviations or mistakes, but as part of a separate but genuine linguistic system. The writer's use of grammatical deviations is not a reflection of their lack of proficiency but is a preference for an interlanguage with which to express their thoughts.

## 4. Conclusion

From the twenty (20) common prepositions that were analyzed, the findings of the present study showed that in spoken texts complex prepositions were constantly used indicating that Filipinos, probably, are more comfortable on utilizing then in their verbal expressions (with a domineering percentage); yet, they are cautious about in using complex prepositions in written texts. This may suggest that Filipinos, being second language learner-users of English, are very careful, meticulous in applying such prepositions in writing, thus, the less usage is suggestive of the fact that they solely rely on translating the prepositions from English to Filipino.

Semantically, all the top twenty (20) complex prepositions do not contain variations and do not deviate in the expression of meanings which may indicate that Filipinos show the tendency to adopt only one form, which may also have something to do with unfamiliarity with other expressions, complexity in the usage, or limited vocabulary.

In general, this paper suggests the relevance of increasing awareness of the English language local variety, Philippine English. It provided a semantic and syntactic descriptions of the use of complex prepositions in Philippine English and its characteristics, through the analysis of ICE-Philippines, thereby providing support for locating Philippine English as a variety that is still moving towards the parameters of linguistic independence.

## 5.0 Recommendations

The present study recommends that a more precise investigation can be done to the semantic and syntactic domains of prepositions which can result in generalizations to contribute a formulating consistent theory of raising grammatical framework in terms of the complex prepositions. Other studies can deal with the way complex prepositions are formed, and particularly about how specific they are, and about the roles they may have in their contexts. Otherwise, a comparison between a specialized type of discourse with everyday language use could reveal the specificity of such constructions. This study also paves the way for other future research in some grammatical areas, such as adjectives, adverbs, and verbs.

## References:

Ates, B., Eslami, Z. R., & Wright, K. L. (2015). Incorporating world Englishes into undergraduate ESL education courses. *World Englishes*, 34(3), 485

Bannard, C. & Baldwin, T. (2002). Distributional Models of Preposition Semantics (p.16) Stanford University Stanford, USA

Bautista, M. L. S. (2000a). Defining Standard Philippine English: Its status and grammatical features (p.20). Manila, the Phils.: De La Salle University Press, Inc.

Bautista, M.L. (2000b). Studies of Philippine English: Implications for English language teaching in the Philippines. *Journal of Southeast Asian Education*, 1(2), 271-295.

Bautista, M. L. S. (2008). Investigating the grammatical features of Philippine English. In M. L. S. Bautista & K. Bolton (Eds.), Philippine English: Linguistic and literary perspectives (pp. 201-218). Hong Kong, China: Hong Kong University Press

Bautista, M. L. S. (2010a). Comparing spoken and written text-types in Singapore English and Philippine English. In D. J. Y. Bayot (Ed.), Inter/Sections: Isagani Cruz and friends (pp. 175-200). Manila, the Phils.: Anvil Publishing, Inc. for De La Salle University.

Bautista, M. L. S. (2010b). Exemplary analyses of the Philippine English corpus. In L. Billings & N. Goudswaard (Eds.), Piakandatu ami Dr. Howard P. McKaughan [In honor of Dr. Howard P. McKaughan] (pp. 5-23). Manila, the Phils.: Linguistic Society of the Philippines.

Bautista, M. L. S. (2011). Some notes on 'no in Philippine English. In M. L. S. Bautista (Ed.), Studies on Philippine English: Exploring the Philippine component of the International Corpus of English (pp. 75-89). Manila, the Phils.: Anvil Publishing, Inc. for De La Salle University

Bautista, M.L., Llamson, T., Sibayan, B. P. (2004). International Corpus of English. The Philippines Corpus. Department of English and Applied Linguistics, De la Salle University-Manila. 2401 Taft Avenue, Manila, Phillipines.

Bensal, E. (2012). The prepositional verbs in Asian Englishes: A corpus-based analysis (p.849). Unpublished Master's Thesis, De La Salle University Manila.

Bolton, K. (2006). World Englishes today. *World Englishes*, 37, (240-252)

Borlongan A. & Collins, P. (2017). Has Philippine English Attained Linguistic Independence? The Grammatical Evidence. *Philippine ESL Journal Vol. 19*, July 2017

Borlongan A. & Gonzales, W. (2017). Openings of telephone conversations in Philippine English. Tokyo University of Foreign Studies & University of Tokyo. *Asian Journal of English Language Studies*, 5.

Borlongan, A. M. (2011). A grammar of the verb in Philippine English (Unpublished doctoral dissertation) (p.232-241). De La Salle University, Manila, the Philippines.

Borlongan, A. M. (2016). Relocating Philippine English in Schneider's dynamic model. Paper presented at the 17th Annual Conference of the International Association for World Englishes, November 23-25, 2011, Melbourne, Australia.

Dita, S. N. & Ella J. R. (2017). The Phrasal-Prepositional Verbs in Philippine English: A Corpus-based Analysis. Manila, the Phils.: Anvil Publishing, Inc.

Gonzales, A. & Alberca, W. (1978). Philippine English of the mass media, preliminary edition. Manila, the Phils.: De La Salle University Research Council.

Gonzales, W. (2017). Chinese Filipinos tag their questions, kiam si? Some notes on tag questions in Philippine Hybrid Hokkien. *Philippine ESL Journal* Vol. 19, July 2017

Gustilo, L. E. (2011). Modal auxiliaries in Philippine English newspapers: A corpus-based analysis. *Philippine ESL Journal*, 6, 81-109

Huddleston, R. (1984). Introduction to the Grammar of English (p. 341). Cambridge, UK: Cambridge University Press.

Imperial, R. A. (2014). Lexical Variation in Philippine English: The Case of Deontic MUST and HAVE TO. *Philippine Journal of Linguistics*.

Kachru, B. (1983). Models for non-native Englishes. In K. Bolton & B.B. Kachru (Eds.) *World Englishes: Critical concepts in linguistics*. London, UK: Routledge.

Klegr, A. (2002). English Complex Prepositions of the type In Spite of and Analogous Sequences. *A Study & Dictionary* (p.671).Univerzita Karlova V Praze. Nakladatelstvi Karolinum, Praha 2002

Kroupová, L. (1985). Sekundární předložky v současné spisovné češtině [Secondary Prepositions in present-day standard Czech], Lingüistica XIII, ČSAV, ÚJČ.

Lee, K. (2012). The World Englishes paradigm. *English Teaching: Practice & Critique*, 15(1), 155-168.

Lim, J., & Borlongan, A. M. (2011). Tagalog particles in Philippine English: The cases of ba, na, 'no, and pa. *Philippine Journal of Linguistics*, 42, 58-74

Borlongan, A. M., & Lim, J. (2012, May). Distinctive features of Philippine English: A metasynthesis of corpus-based grammatical studies. Poster presented at the 33rd International Computer Archive of Modern and Medieval English (ICAME) Conference, Louvain, Belgium.

Llamzon, T. A. (1969). Standard Filipino English (p. 92). Manila, the Philippines: Ateneo University Press.

Morales, R.C. (2015). Modal Must in Philippine Editorials: A Corpus-based Study. *Philippine Journal of Linguistics.*

Musliyanti B. M. (2012). Students' Ability in Using Preposition: A Case study at faculty of letters of Hasanuddin University (p.2-3). Retrieved from http://repository.unhas.ac.id.

Nelson, G. (2009). The Handbook of World Englishes. Blackwell.

Quirk, R., & J. Mulholland. (1964). Complex prepositions and related sequences. In English studies presented to R. W. Zandvoord on the occasion of the 70th birthday, 45, 64–73. Amsterdam.

Schneider, Edgar W. (2007). Postcolonial English. *Varieties around the world* (p. 143-147). Cambridge, UK: Cambridge University Press

Schrapfer Azar, B. (1989). Understanding and using English Grammar, USA: Prentice Hall.

# Corpus Analysis of Gerunds in Philippine English

**Michelle Grace C. Lumotos, Michelle D. Perez, & Ivy F. Amante**
Mindanao State University-Buug, Zamboanga Sibugay
Mglumotos@gmail.com

**Abstract.** This study focused on the seven selected texts from ICE Philippines. These texts were business letters, students' essay, instructional letter, persuasive letter, creative writing, social letters, and reportage. Using the four functions of gerunds by Bressnan, J. (1997), the selected texts were analyzed. Using the software ANTCONC, this study looked into the different texts and distinguished the gerunds being found and analyzed their functions. Based on the findings of the study, there were 498 excerpts containing gerunds. 23.69% of the gerunds function as subject, 14.66% function as object, and 61.65% function as gerund after preposition. The findings showed that the most dominant gerund function used in ICE Philippine Corpus is gerund after preposition. In contrast, there are no gerunds that function as subjective complement in ICE Philippines. Though the usage of linking verb is part of everyday communication, the association of gerunds is rare and is not always used in writing.

**Keywords:** gerund, function, corpus, International Corpus English

## 1. Introduction

### 1.1 Background of the Study

English has brought us a great deal range of varieties of English language because of its meaningful influence around the world. According to the investigation, the Philippine variety of English was a result of an emergence from its colonial background. Philippines belongs to what are called the 'outer circle' countries where Philippine English is used in major societies or organizations as an inheritance or legacy of colonization.

English language imparted useful influence to numerous countries until it reached and spread in the Philippines. Filipinos use this language in the aspect of science and technology, legislature, judiciary, bureaucracy, in higher education, discourses, and many more. Aside from controlling domains, Philippine English also provides effective use and vital role in employment. The grammatical use and the fluency are the agents that empowered a communicator to be efficient and resourceful. Even so, problems inevitably ascend in dealing this language's usage such as the incorrect use of phonology, pattern, spelling, and importantly, the grammar. The phonology, grammar, lexicon, and discourses are the linguistic features that describe the characteristics of today's Philippine English. On the other hand, the distinction between Filipino and American variety in the production of vowel sounds, stress, and syllables was being noted (Lamson, 1969).

It is during the Middle English period, when the studies on the history of the gerund usually focus. There also seems to be a general argument that during this period, gerunds had slowly acquired all its main characteristics. Gerunds are identified as words that end in *ing* and form as a nouns or action words. Gerunds as part of the study will be analyzed if there is possible deviation, difference and distinction upon their functions between Philippine English and Standard English.

Morphologically, the verbal noun in *ing* and the gerund are indistinguishable. The verbal characteristics of the gerund are reflected only on the level of syntax and meaning. The syntactic verbal characteristics differentiating the gerund from the verbal noun are described by this example (Tajima, 2000): *His drawing fascinated me*. The form of *ing* in this statement can be classified neither as a noun nor as a gerund. With the distinction of the gerund from the present participle, a similar problem arises. Again, these forms are morphologically identical and are distinguished on the basis of their syntactic behavior. The gerund assumes the syntactical functions of a noun while the participle assumes the syntactical functions of an adjective (Dušková, 1994). The *ing* form in these syntactic functions is consistently a gerund. However, there are some syntactic functions in which both participle and gerund can occur. This pertains the connection of the attribute and the position of the adverbial adjunct.

The aim of this study is to offer contributions to the existing literature in the studies of Philippine English and Standard English utilizing the International Corpus of English. It will attempt to determine the most common functions of gerunds in Philippine English and describe them extensively. Further, the study also hopes to come up with a notion on the characteristic of the functions of gerunds as they are used in written discourses by Filipinos.

## 1.2  Related Literature and Studies

Corpus Analysis is a form of text analysis which allows you to make comparisons between textual objects at a large scale(Froehlich, 2015). It allows us to see things that we don't necessarily see when reading as humans. If you've got a collection of documents, you may want to find pattern grammatical use or frequently recurring phrases in corpus. You also may want to find statistically likely and/or unlikely phrases for a particular author or kind of text, particular kinds of grammatical structures or a lot of examples of particular concept across a large number of documents in context. Corpus analysis is especially useful for testing intuitions about texts and/or triangulating results from other digital methods.

### 1.2.1  Gerund

Gerunds are not, however, all that easy to identify. Gerunds function as nouns. Thus, gerunds can be subjects, subjective complements, direct objects, indirect objects, and objects of prepositions.

Gerunds are words that function as nouns and have an *ing* ending. Since gerunds are derived from verbs and have an *ing* ending, they do express action. However, because gerunds function as nouns, they occupy slots traditionally held by nouns in sentences such as subjects, direct objects and object of prepositions. Gerunds may occur as one word, or they may be part of a gerund phrase.

Gerund, functioning as subject. *Writing* is my most beneficial summer hobby. Gerund, functioning as direct object. James loves *eating*. Gerund, functioning as object of Preposition. You will get good remarks by *studying*. Gerund phrase, functioning as subject. *Eating* on the run is one of the most unhealthy American habits. Gerund phrase, functioning as direct object. The teacher cannot tolerate *playing* during *class*. Gerund phrase, functioning as object of preposition. We found the keys by *looking* on the ground next to the car.

*Gerund functions as a condenser*. For instance, the sentence, "Then the demon threwthe man down before them all and came out without injuring him." The classification was created with regard to the Prague School Typology, focusing not on the gerund itself, but on the structure of the whole sentence. The structure of all the ModE sentences in the first category is VF + [prep + G]. That is, a superordinate and a subordinate (or second) verb. The action of the second verb takes the form of a gerund.

*Gerund in a construction expressing aspect*. For instance, the sentence, "When Moses finished speaking to them, he put a veil over his face." The ModE examples have the structure [VF + G]12. The finite verb expresses the aspectual meaning of the phrase whereas the gerund denotes the verbal action itself. The aspect is thus expressed by a verbal phrase13. In the Old English translation, the authors found several possibilities of expressing the aspectual meaning of a given sentence. The first group of solutions is similar to the Modern English solution by a verbal phrase, that is, by combining a finite verb of aspectual meaning and a nominal element (participle, infinitive or noun). The second group of solutions is where the verb itself is neutral regarding aspect and the aspectual meaning is expressed either by an adverb, a temporal conjunction or a prefix. In the third group of solutions, the aspectual meaning is expressed solely by the semantics of the finite verb or by its context.

The appearance and increasing use of the gerund (as a means of complex condensation) is thus connected to the typological transformation of English in which the subordinate clauses (typical for inflection) gradually give way to nominalization. The lack of word-class distinctions is favourable to the gerund because the gerund is a noun, which has gradually acquired verbal characteristics, and therefore it cannot be assigned to any word-class. The increasing use of periphrastic verbal phrases results in reducing the dynamism of the finite verb, which is then more inclined to give way to the non-finite forms. From the syntactic point of view, the rise and increasing functional load of the gerund is closely connected to the shift of the "semantic centre of gravity" from the finite verb on to the nominal element which resulted in the verb's frequently ceasing to be "the unmatched instrument of predication". (Vachek, 1961) The gerund,

a nominalization itself, then overtakes many functions of the finite verb. It is one of the solutions of the problem of the second verb as well as a means of expressing some aspectual meanings.

1.2.2   Studies on Philippine English

According to Llamson's (1969) a half-century publication of his seminal work on Philippine English approaches and its encouraging, heartening, and inspiring to know that the variety which has emerged in the Philippines is much better understand now than ever before. There have tried communicated through many publications and briefly reviewed earlier which have tried to untangle the issue relating to the emergence of Philippine English. Many resources on Philippine English are now available, particularly on researching on the variety: For example, the Philippine component of the International Corpus of English (complied by Ma. Lourdes Bautista, Danilo Dayag, and Loy Lising and now directed by Ariane Borlongan) the Philippine parallels to the Brown (1960) and, soon, the Before-Brown (1930s) corpora (both compiled by Ariane Borlongan), the entry on Philippine English in the Electronic World Atlas of Varieties of English (eWAVE, Kortmann & Lunkenheimer,2013; with the Philippine English entry prepared by Ariane Borlongan and JooHyuk Lim 2013). The Ateneo de Manila University, De La Salle University, and the University of Santo Tomas in the Philippines all offer courses on world Englishes and Philippine English which will almost certainly provide the academic community and the interested public with a steady stream of new generations of scholars to stand on the shoulders of those who previously contributed to the study of Philippine English. There is still much work left to be done, but linguists and scholars are definitely undertaking interesting and worthwhile work, and a special issue such as this one is testament to the vibrancy of Philippine English scholarship both in and out of the Philippines. It is hoped that this special issue bridges work on Philippine English from what has gone before to what lies ahead for another half-century and further and, hence, the title 'Contemporary Perspective on Philippine English'.

Though controversial at the time of Llamzon's publication in 1969 the Philippine English as an object of inquiry has received much attention from linguist, most especially in the Philippines, as shown in the review of linguistic research in the Philippines by Dayag and Dita (2012). Indeed, it has been remarked that the Philippines has most likely produced the most comprehensive research on an indigenized Southeast Asian English (Tay, 1991).

In the Philippines, English proficiency is found out to be declining. A recent language test result showed that the Philippines is no longer the top one English speaking country in Asia. This brought up an alarming impact towards job providing industries in and out of the country, and is currently driving the Department of Education to intensify the effort providing an educational system that will improve

student's mastery in English. However, programs and projects conducted by schools are not enough to promote the development of English language proficiency among Filipino students. Teachers have to be competitive enough in using the language to effectively teach students in becoming critical and analytical in communicating with the use of English. Learning experiences that will help students reach the optimum level of their communicate ability must be provided (Suelto 2005).

Bautista (2010a, 1010b) also applies corpus-based techniques (though her 2000[b] study was significantly done manually) in her two recent studies which touched on the verb in Philippine English. In a paper dated 2010(a), she replicated Schneider's (2000) study and looked at the patterns of the use of subjunctive in Philippine and Singapore Englishes. She found that Philippine English as well as Singapore English follow American English more closely in terms of preference for the subjunctive rather than *should*, though she notes that the subjunctive is also gaining frequency even in British English, perhaps due to the influence of American English too (Quirk et al., 1935). The statistical treatment that she employed revealed no significant difference in the use of the subjunctive in Philippines and Singapore Englishes.

A volume of corpus-based studies of Philippine English was edited by Ma. Lourdes Bautista in 2011 as part of the De La Salle University Centennial Book Series. Several papers in the said volume touched on the Philippine English verb, including that of Borlongan (2011c), Collins (2011), and Schneider (2011). Borlongan replicated the work of Hundt (1998) in an attempt to account for some of the formal properties of Philippine English in morphosyntactic terms. Among the morphosyntactic variables he looked at is the regularization of irregular verb morphology, which was claimed to be most advanced in American English. His findings have shown that Philippine English has basically adopted the regularization of patterns of the irregular verb morphology of its parent American English, even with specific lexical items like *prove*.

What needs to be understood as well is that English was used in the Philippines where previously it was not spoken. English was recognized, transported, and founded in the country. Stated in another way, English in the Philippines was embraced by many Filipinos and has been widely used in various domains. Now, a good number of Filipino speak, write, read, and listen in English. Prose and nonprose publication started to use the language, and since then "English- the means the Americans used to teach [ Filipinos] via the mass media, the arts, social, business and political interaction- continues to be a strong thread that binds the two nations' (Espinosa,1997,para. 5).

Gonzalez (1973, p.3) describes the rapid acquisition of English in the Philippines as 'an unprecedented success,' brought about by a unique combination of factors: economic and sociological, particularly the Filipino people's receptiveness to outside influence combined with their lack of cultural accord during its colonization; the teaching of English and its use as a medium of instruction; and the eagerness of the Filipinos to learn and adopt a language those stature , by association to its Western countries of origin, was gaining prominence.

Kolaiti and Wilson (2014) carried out a corpus based investigation of the unitary account from Relevance Theory, and lexical pragmatics in particular, in which narrowing, approximation and metaphorical extension are explained within the same model. They argue that:

The documentation of Corpus-based provides a valuable correlation and complement to further traditional processes of investigation, by aiding to sharpen intuition, improve and test hypothesis and lessen the probability of intuitive data as mere artifacts of the linguist.

They point to the fact that corpus studies are a valuable source of inspiration for theorists in Relevance Theory, who are mainly concerned with the mental processes that enable the hearer to infer the speaker's meaning. This is primarily due to the fact that corpus work has forced 'us to consider examples that we might not have come up with ourselves, helping to sharpen and test our hypotheses, and raised new intriguing questions (Kolaiti and Wilson 2014, 212).

The first corpus of Philippine English that was compiled is ICE-PH. The compilation of ICE-PH was spearheaded by Ma. Lourdes Bautista with Jenifer Loy Lising and Danilo Dayag as collaborators. The later tagging and parsing of ICE-PH involved Ariane Borlongan. Rachel Edita Roxas, Sherly Dita, Dino Flores, and JooHyuk Lim. All the persons involved with ICE-PH are from De La Salle University in Manila, the Philippines (Jenifer Loy Lising has moved to Macquarie University after she completed her task for the project) and so the project is based in at De La Salle University.

In a 2004 paper and another one in 2011(a), Bautista provides an overview of ICE-PH, as well as the methodology of its compilation. ICE-PH, as with all the other components of the International Corpus of English (ICE),follows the common ICE as outlined by Nelson (1996): The corpus is compose of about one million words distributed almost evenly across 500 texts with specified categories; therefore, there are approximately 2000 words per text with some being composite to reach the 2000 word minimum. Also, the texts were sampled from the English spoken or written by adults aged 18 and above and who received formal education through the medium of English up to the postsecondary level. The texts are divided into spoken and written texts, the major text categories. All in all, the texts include private and public dialogues, unscripted and scripted monologues, and non-printed and printed written materials.

The availability and accessibility of the Philippine component of the International Corpus of English (ICE-PHI) paved the way to various researches by linguist worldwide. The countless possibilities of corpus linguistics and the detailed description of the creation and completion of the ICE-PHI, as provided by Bautista (2004), have been the impetus for the online corpora of Philippine languages.

English learners find gerunds and infinitives challenging. A gerund is the *ing* form of a verb that functions as a noun. For instance, "Swimming is enjoyable." In this sentence, *swimming* is the gerund and acts as a noun.

The surveys of Mann and Pirbhai-Illich (2007) and Mann (2007) invite a replication as well as a comparison in the Philippines for several reasons. On the two countries' similarities, they both have English as their functionally-native language. They have also implemented a bilingual education policy in the 1980s, though the Philippines had an older version of the policy in as 1974. Their similarities are also points of their difference: The English localized in the Philippines was transplanted by the Americans while in Singapore by the British. In addition to this, English is slowly moving towards becoming a genetically-native language in Singapore and this is primarily because of the sociolinguistic trends that have just been discussed. The policies under implementation in the two countries are also somewhat different; while the Philippines seems to be more inclined with the propagation (and eventual intellectualization) of Filipino primarily through education, Singapore amalgamates the multicultural identities in the city-state through English. Lastly, the geographic probability of absolute, thorough implementation of the policies in a city-state country like Singapore but of course more difficult in an archipelagic country like the Philippines, notwithstanding the fact that human, financial, material resources are scare in the Philippines. These reasons, among others, make this study on Filipino students both.

In conclusion, Filipinos do not already apply the language of the Americans and British in speaking and writing. We speak and write in a language that is certainly ours. Even so, it is natural that we continuously follow the language's general structures to maintain our unity with other language users. But because of variations and innovations, we now have shown our freedom in linguistics or politics. Without doubt, we use the language in ways truly our own, even in the most central and most important constituents of sentences in the language, the verb.

## 1.3 Research Questions

This study sought to describe quantitatively- qualitatively the use of gerunds in the Philippine Component of International corpus of English

Specifically, it sought to answer the following queries:

1. What are the functions of the gerunds in ICE-Philippines?

2. What is the prevailing function of gerund found in ICE – Philippine Corpus?

3. Is there a possible deviation or distinction between the functions of gerund in Philippine and Standard English?

## 1.4 Theoretical Framework

Philippine English has a unique ordering preference of modals that does not follow American English but does not completely veer away from the general English patterning (Borlongan, 2011). The application of subjunctive is one facet of modality in which PE shows its American legacy: Philippine English preference for the mandative subjective in the categories of written text and the "were" subjunctive in the spoken text categories is very much American. One of the forms of verbals is gerund where it may act as subject, verb, and object.

Gerunds are words that have an *ing* ending. Although they look like present participles, they perform specific functions in a sentence. The gerund always has the same function as a noun (although it looks like a verb). Like a noun, it can perform different functions in a sentence. According to Bressnan (1997), there are four functions of gerunds. Gerunds can be a subject, subject complement, object, and gerund after preposition.

Gerund as the subject. The gerund is the subject in the sentence. *Flying makes me nervous*. What makes me nervous? The answer is *flying*. In the sentence above, *flying* is the subject that is modified by the verb *makes*.

Gerund as subjective complement. Gerund is used after linking verbs and complement the subject of the sentence. *His mistake was talking too much*. The word *was* is the linking verb and *talking* is the gerund. *Was talking* are the words that complement the subject *mistake*.

Gerund as the object. Gerund can be a direct object and indirect object. Direct object answers the question *what*. *Ann enjoys shopping*. What does Ann enjoy? Ann enjoys shopping. *Shopping* is the object in the sentence. Indirect object is used with a verb and a direct object. It often answers the question *to what*. *I will give dancing my best shot*. Give my best shot to what? To dancing. *Dancing* is the indirect object in the sentence.

Gerund after preposition. The gerund is used when a verb comes after a preposition. *He is good at singing*. *At* in the sentence is the preposition and *singing* is the gerund.

In the course of analyzing the study, different functions of gerunds as mentioned above would be the bases of the researchers in evaluating the selected written discourse from the chosen corpus which is the International Corpus of English (ICE) – Philippines Corpus.

## 1.5  Significance of the Study

It was hoped that the results of this study would be beneficial to the following stakeholders:

*School administrators*. This study can be their reference in making the course outlines of their lesson plan to suit abilities and needs of students.

*Teachers*. This study would be beneficial to the teacher's teaching abilities concerning about the deviation of gerunds function in Philippine English and Standard English.

*Students*. This study would be beneficial for the students to improve their learning concerning gerunds.

*Future researchers*. This could be their reference on their future related studies.

## 2. Methodology

This study utilized a descriptive quantitative - qualitative research design. The qualitative research design was used in conducting descriptive investigation of gerunds and understanding the functions of gerunds in Philippine English from the International Corpus English (ICE). The quantitative research design was used in analyzing the frequency counts of the use of the different of gerunds function.

The corpus followed the common design of ICE corpora. The 'Corpus' folder contains 200 written texts, and 300 spoken text, all in plain text format. The files in the corpus bear filenames corresponding to their classification in the hierarchy of ICE Text Categories. The written texts are composed of non-printed non-professional writing ( Students Essays-10 texts, Examination Scripts-10 texts) and correspondence (Social Letters-15 texts, Business Letters-15 texts), and printed academic writing (Humanities- 10 texts, Social Sciences-10 texts) Natural Sciences- 10 text, Technology-10 texts), reportage ( Press New Reports-20 texts), and instructional writing (Administrative Writing – 10 texts, Skills and Hobbies- 10 texts), persuasive writing ( Press Editorials -10 texts), and creative writing (Novels and Stories-20 texts).

This study used a purposive design in choosing the written corpora in the International Corpus of English (ICE) and it utilized all the registers in ICE Philippines. The researchers only selected Philippine components from corpora about gerunds. The researchers also utilized the software AntConc version 3.5.8.0 in analyzing the data in the study.

## 3. Results and Discussion

Words that end in *ing* and function as a noun are called gerunds. A number of sentences have gerund and this conclude that gerund can function as a subject, subjective complement, object, and gerund after preposition.

From the analysis of the ICE-Philippine Corpus, one of the functions of gerund that is found is as subject. Gerund is the subject of the sentence when it performs the action. Gerund phrases in a sentence can also act and function as subject. One sample excerpt is seen below:

*34. <ICE-PHI:W1B-024#152:9>*
*<u>Working</u> with the Company has taught me the value of hardwork.*

From the presented sentence no. 34, *Gerund as Subject* is found by the use of the word "working" in the gerund phrase "working with the Company" as subject of the predicate "has taught me the value of hardwork".

*60. <ICE-PHI:W1A-002#58:2>*
*<u>Using</u> an existentialist framework, Beauvoir here interprets the Otherness of woman as being correlated with the in-itself; with man, naturally, as the for-itself. </p>*

From the displayed sentence no. 60, *Gerund as Subject* is evident by the use of the word "using" in the gerund phrase "using an existentialist framework" as subject of the predicate "Beauvoir here interprets the Otherness of woman as being correlated with the in-itself; with man, naturally, as the for-itself. </p>".

*68. ICE-PHI:W2F-017#3:1*
*<u>Flying</u> terrifies me.*

From the presented excerpt no. 68, *Gerund as Subject* is seen by the use of the word "flying" as subject of the predicate "terrifies me".

From the analysis of ICE-Philippine Corpus, another function of gerund that is found is as object. Gerund functions as direct and indirect object. Gerund as direct object is when the gerund is the receiver of the action and answers the question "what" and on the other hand, indirect object answers the question "who", "whom", or "what" the action is directed at. From ICE Philippine Corpus, the researchers only found direct object for gerunds. One sample excerpt is displayed below:

*160. <ICE-PHI:W2F-008#136:1>*
*She had difficulty <u>explaining</u>.*

From the presented sentence no. 160, *Gerund as Object* is found by the use of the word "explaining" as answer of the question "what did she has difficulty".

*162. <ICE-PHI:W2F-010#113:1>*
*With a shy smile at the old man and his friend, the Negrito commenced <u>eating</u>.*

From the displayed statement no. 162, *Gerund as Object* is evident by the use of

the word "eating" as answer of the question "What did the Negrito commence?".

> 165.  <ICE-PHI:W1B-013#42:1>
> I quit <u>smoking</u> as well.

From the presented excerpt no. 165, *Gerund as Object* is seen by the use of the word "smoking" as answer of the question "What do I quit?".

> 178. <ICE-PHI:W2C-004#16:1>
>
> He blamed the <u>swelling</u> of the NPA 's ranks to the reduction of community-based militias and the absence of government agencies in remote areas.

From the shown sentence no. 178, *Gerund as Object* is found by the use of the word "swelling" in the gerund phrase "swelling of the NPA ranks" as answer of the question "What did he blame?".

> 191.  <ICE-PHI:W2F-008#199:1>
> Gina stopped <u>writing</u>.

From the displayed statement no. 191, *Gerund as Object* is evident by the use of the word "writing" as answer of the question "What did Gina stop?".

From the analysis of ICE-Philippine Corpus, another function of gerund that is seen is as gerund after preposition. Gerund after preposition is when the gerund follows a preposition. Gerund phrase also functions as gerund after preposition. Most common prepositions that are found from ICE Philippines are *in*, *of*, *from*, *to*, and *for*. One sample excerpt is displayed below:

> 201.       <ICE-PHI:W1B-020#57:3>
> To update the teacher with new techniques in <u>teaching</u>.

From the presented excerpt no. 201, *Gerund after Preposition* is found by the use of the word "teaching" as gerund after preposition as followed by the linking verb "in".

> 208.      <ICE-PHI:W1B-020#159:7>
> The cost of <u>maintaining</u> the gardens, orchards and landscaped area of the Model Farm House itself is not the responsibility of PPAI. </p>

From the displayed statement no. 208, *Gerund after Preposition* is evident by the use of the word "maintaining" in the gerund phrase "maintaining the garden" as gerund after preposition as followed by the preposition "of".

> 211.      <ICE-PHI:W1B-021#72:3>
> But it should not stop us from <u>striving</u> to hit a higher goal:

*achieving a BLUE rating. </p>*

From the presented excerpt no. 211, *Gerund after Preposition* is seen by the use of the word "striving" as gerund after preposition as followed by the preposition "from".

240.    *<ICE-PHI:W1B-023#170:9>*
*Though I have gone through financial and emotional difficulties in the course of my study, I remain steadfast in <u>aiming</u> my goal.*

From the displayed sentence no. 240, *Gerund after Preposition* is found by the use of the word "aiming" in the gerund phrase "aiming my goal" as gerund after preposition as followed by the preposition "in".

261.    *<ICE-PHI:W1B-030#29:1>*
*Many thanks for <u>agreeing</u> to help out. </p>*

From the presented excerpt no. 261, *Gerund after Preposition* is seen by the use of the word "agreeing" as gerund after preposition as followed by the preposition "for".

From ICE Philippine Corpus, the researchers found 498 excerpts containing gerunds. Gerunds are words that end in *ing* and function as a noun. In addition, not all words that end in *ing* are gerunds. Of 498 excerpts, the researchers discovered 117 gerunds functioning as subject (23.49%). There are no gerunds functioning as subjective complement. There are 72 gerunds functioning as object (14.46%) and 307 gerunds are functioning as gerund after preposition (61.65%). The most dominant function is gerund after preposition.

It is important to note that there are no evidences of gerunds that function as subjective complement. Subjective complement is either an adjective, a noun, or a pronoun, and it can also come out in noun phrases. Subjective complement can never be an adverb. Communicators find it hard to apply this function in the case that only few aspects of communication are applicable by this function, gerund as subjective complement. In learning a language, subjective complement is hard to determine. In some cases, writers encounter difficulty in writing trying to determine the subjective complement. This makes the gerund function, gerund as subjective complement, not evidently applied by the Filipinos from ICE Philippines. In the aspect of communication, communicators commonly use prepositions to connect and relate the ideas. Prepositions describe relationships between two entities. These relationships include those of direction, position, time, and various degrees of emotional and mental states. Using prepositions is very usual and common whatever the subjects and concepts are the reason why gerund after preposition is the dominant used in ICE Philippines. In English grammar, prepositions are used to show how nouns or pronouns relate to other words that are in the same sentences that makes it called as "widgets". They also introduce information words that include where, when and why something takes place or general description of information (Laka, 2013). These make this gerund function,

gerund after preposition, as the most dominant used by the Filipinos.

3.3 Is there a deviation found on the use of gerunds in ICE-Philippines Corpus from the Standard American English?

Based on the analysis of the different corpora namely the business letters, persuasive writing, instructional writing, student essays, creative writing social letters, and reportage, there are no deviation or distinct forms that were found on the use of functions of gerunds in ICE-Philippines Corpus. Thus, in terms of the functions of gerunds, the results of the present study do not conform to the claims of Llamzon (1969) that Filipinos has a distinct way of using English language. The study further concludes that the use of gerunds in ICE-Philippines Corpus still conforms to its uses on Standard American English.

## 4.0 Conclusion

Based on the results of the study, the researchers have arrived at the following conclusions:

Using preposition is mostly present and used in writing where even gerunds are being associated with it that makes the function of gerund, *gerund after preposition*, as the most dominant use in ICE-Philippines. Though the usage of linking verb is part of everyday communication but the association of gerunds and linking verb is rare and is not always used in writing and if there are some words ending in *ing* that are being associated with linking verbs, most do not function as gerunds but as verbs. Moreover, the most dominant function of gerunds used by Filipinos is the *gerund after preposition* and Filipinos rarely use the function of gerund which is the *gerund as subjective complement*. Lastly, there were no deviation nor distinct forms that were found on the use of functions of gerunds in ICE-Philippines Corpus

## 5.0 Recommendations

Based on the findings and conclusion of the study, the researchers have pointed out some recommendations. Future researchers may conduct study about Philippine English that focuses on other grammatical aspects aside from gerunds and may also use other corpora like computer mediated communications in studying the functions of gerunds in Philippine English. Teachers and students may consider the innovative features, variations, and uniqueness of Philippine English as a focus of language studies. It is also recommended and encouraged to conduct related studies that focus more on the analysis of gerunds to further validate the results of the present study.

## References:

Bautista,M.L. (2000a). *Defining Standard Philippine English: It Status and Grammatical features.* Manila, Philippines: De La Salle University Press,Inc.

Bautista,M.L. (2000b).Studies of Philippine English in the Philippines.*PhilippineJournal of Linguistics,*31(1),39-65

Bautista,M.L. (2004).An overview of the Philippine component of the International Corpus of English (ICE-PH).*Asian Englishes*, 7(2), 8-26

Bautista, M.L. *Studies of Philippine English: Exploring the Philippine component of theInternational Corpus of English (pp.159-173).* Manila, Philippines.Anvil Publishing. Inc. for De La Salle University.

Borlongan, A. (2011a). *A grammar of the verb in Philippine English* (Unpublisheddoctoral dissertation). De La Salle University, Manila, the Philippines.

Borlongan, A.,et.al. (2012,May).*Distinctive features of Philippine English: Ameta- synthesisof corpus-based studies* .International Computer Archive of ModernandMedieval English (ICAME) Conference, Louvain, Belgium

Bressnan, J. (1997).Mixed categories as head sharing constructions.MirriamButt &TracyHolloway King.Stanford, CA:CSLI Publications

Collins, P. (2009). Modals and quasi-modals in World English. *World Englishes,*28,281-292

Duskova, I. (1994).Grammar of contemporary English onthebackground.Prahan:Academia,1994.Czech

Frorhlich, H. (2015).Corpus Analysis.Programming Historian4

Hundt, M. (1998).*New Zealand-fact or fiction?: A corpus-basedstudyinmorphosyntactic variation.* Amsterdam, Netherlands & Philadelphia, PA:JohnBenjamins Publishing Company

Schneider, E. (2011).The subjunctive in Philippine English:An updated assessment

Tajima, M. (2000).The syntactic development of the gerund inmiddleEnglish.Tokyo:NAN'UN – DO

Vachek, J. (1961).Some less familiar aspects of the analytical trend of English.BrnoStudies in English 3,9 -28

Williams, I. (1994).Translators and translations of the anglo – saxon bible https://study.com/academy/lesson/function-of-verbals-gerunds-participle-and infinitive.html

# Word Formation Processes in Philippine Mainstream Media:
# A Corpus-Based Analysis

**Danah Marie Mancao, Ahzra-Mina Ausad, Kenneth Joseph Monroid, Ireneo Pelayo, & Joveth Jay Montaña**
Mindanao State University, General Santos City
danahmarie.mancao@msugensan.edu.ph

**Abstract.** The language used in Philippine mainstream media plays a pivotal role in shaping communication, reflecting societal dynamics, and employing various word processes to create new lexical units, improve efficiency, and contribute to media discourse. The present study aimed to compare the utilization of morphological processes of 255 words collected and provide insights into the language practices within Philippine mainstream media. The analysis revealed acronyms as the most frequently used process in printed media, accounting for (32.94%). In online media, compounding emerges as the dominant process (34.12%), while in television, compounding is also prevalent (35.29%). Overall, among the 255 words analyzed, compounding stands out as the predominant morphological process, accounting for 30.20% of the instances. Acronyms follow closely with 24.31%, and other processes such as derivation (9.41%), coinage (7.45%), back-formation and blending (6.67% each), multiple processes and clipping (5.88% each), and borrowing (3.53%) occur to a lesser extent. Thus, the findings suggest future studies should conduct in-depth analyses of word formation processes and their implications in Philippine mainstream media.

**Keywords:** morphological processes; mainstream media; language

## 1. Introduction

Language is a powerful tool that shapes communication and reflects the cultural, social, and political landscape of a society (Anggraini & Fatmawaty, 2019). In the context of Philippine mainstream media, language plays a vital role in conveying information, influencing public opinion, and shaping public discourse. Within this dynamic environment, word processes, such as compounding, blending, abbreviation, and other linguistic phenomena, are employed to create new lexical units and enhance communication efficiency (Rivera 2023; Katigbak, 2020).

While the role of language in Philippine mainstream media is widely acknowledged, there is an issue that lies in the exploration of specific word processes employed in Philippine English context. Previous studies (Salvacion, 2022; Dayon; 2018; Cantina, 2020) have primarily focused on language use and media influence, with limited attention given to the analysis of word processes and their implications.

Word processes in Philippine mainstream media extend beyond linguistic analysis (Faradisa et al., 2019; Cunanan, 2022). By examining the prevalence and patterns of these processes, we can unravel the underlying mechanisms that shape media communication and contribute to the construction of meaning. This knowledge is valuable not only for linguists and language researchers but also for media professionals, journalists, and communication practitioners. Understanding the intricacies of word processes in mainstream media enables us to enhance media literacy, improve media communication strategies, and promote effective public discourse. Moreover, this analysis can provide insights into the evolving nature of the Philippine language landscape and its relationship with media culture (Pamungkas, 2015; Abiog & David, 2020).

While previous studies have touched upon the role of language in mainstream media, there is a dearth of research specifically focused on word processes in the Philippine context. However, studies by Renner (2018), Dian et al. (2017), Zaim (2017) and Mweri (2021) have emphasized the importance of word formation processes in language evolution and lexical enrichment. Additionally, corpus-based analyses conducted by researchers like Astero (2019) and Torres (2019) have provided valuable insights into the use of word processes in different linguistic contexts. Incorporating these studies into the analysis of Philippine mainstream media will contribute to a comprehensive understanding of word processes within this specific domain.

The study attempts to contribute and enhance the existing body of knowledge of corpus-based analysis of word processes in Philippine mainstream media. By employing linguistic methodologies and utilizing a representative corpus of media texts, we aim to identify and examine the prevalence, patterns, and functions of word processes employed by media practitioners. Through this analysis, the study seeks to uncover the linguistic strategies used in media communication, investigate word processes, and aim to potentially shed light on the evolving nature of language in the Philippine media landscape. Ultimately, this research aims to contribute to our understanding of language dynamics, media influence, and effective communication strategies in the context of Philippine mainstream media.

Specifically, the study will address and investigate the following research questions:

1. What types of word formation processes are found and employed in Philippine mainstream media?

2. What are the word-formation processes that are more dominantly used in Philippine mainstream media?

## 1.1  LITERATURE REVIEW

In the realm of word formation processes, scholars such as Renner (2018), Dian et al. (2017), Zaim (2017), and Cantina (2020) have defined them as the combination, modification, or alteration of existing words or word elements to create new lexical units, including compounding, acronymy, blending, and other multiple processes. Consequently, Rivera (2023) and Katigbak (2020) assert that Philippine mainstream media serves as a conduit for word-formation processes. Furthermore, Salvacion (2022) and Dayon (2018) highlights the linguistic proficiency of Filipino netspeakers in employing characteristics such as compounding, blending, acronymy, and abbreviation, evident in the abundance of generalized terms found in Philippine English blogs (Afable et al., 2021; Cunanan, 2022; Torre, 2019).

Indrian's study (2022) acknowledges Yule's (2010) comprehensive framework of word formation processes, which encompasses compounding, blending, derivation, and multiple processes. This framework provides insights into the creation of new words in a language and emphasizes the intricate interplay between linguistic and social factors, ultimately shaping the language and reflecting the social context of its users (Aisovich et al., 2021; Mutiah et al., 2021).

Language, being a dynamic system, evolves to accommodate new experiences and practices, which contribute to individuals' language identity and cultural heritage. It even extends to the creation of new languages as a means of protection against social stigma (Abiog & David, 2020; Cabelita & Gacrama, 2020; Cantina, 2020; Mojica & De Leon, 2022). Consequently, word formation processes serve as a vehicle for introducing new vocabulary, including professional terminologies and object-related names (Mweri, 2021; Anggrisia et al., 2020).

Furthermore, it is worth emphasizing the role of mainstream media as a prominent catalyst for linguistic innovation. Renowned media outlets, such as newspapers, magazines, and television, serve as platforms where new words and phrases emerge and gain widespread recognition (Anggraini & Fatmawaty, 2019; Faradisa et al., 2019). Through various word formation mechanisms like compounding, blending, and acronymy, mainstream media contributes to the expansion of vocabulary and the adaptation of language to contemporary trends and developments (Torres, 2019; Dian et al., 2017). This interaction between word formation processes and mainstream media underscores the dynamic nature of language and its capacity to evolve in response to societal influences and communication needs (Moehkardi, 2016; Farijani, 2015; Pamungkas, 2015).

Prawiti (2017) conducted an in-depth analysis using the comprehensive theoretical framework proposed by O'Gardy (1996). By adopting O'Gardy's theory, which encompasses compounding, derivation, blending, and various linguistic phenomena, researchers gain profound insights into the intricate mechanisms through

which new lexical units are formed and adapted in language usage (Prawiti, 2017; O'Gardy, 1996).

This theoretical approach not only provides a comprehensive understanding of word formation processes but also unveils the dynamic nature of language and its responsiveness to societal changes. Through the lens of O'Gardy's theory, the symbiotic relationship between word formation processes, linguistic innovation, and mainstream media becomes apparent (Prawiti, 2017).

By integrating Prawiti's empirical findings, O'Gardy's theoretical insights, and the influence of mainstream media, our understanding of how language evolves and adapts in contemporary contexts is enriched. This exploration highlights the vital role played by word-formation processes in shaping linguistic expressions within mainstream media, reflecting the cultural dynamics and linguistic creativity of journalism (Mensah, 2016; Torres, 2019; Wang et al., 2020).

## 1.2 Theoretical Framework

Figure 1
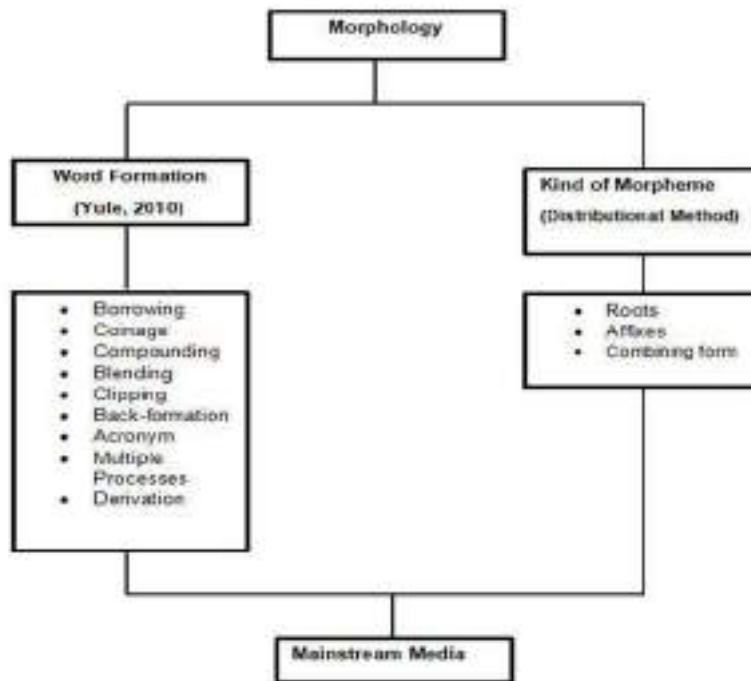


As a subfield of linguistics study, the primary goal of studying morphology is to learn about the structure and content of word forms, and it seeks to represent the type of investigation that includes all of the basic parts utilized in a language known as a "morpheme." According to Yule (2010), word formation is a constant evolution of new terms and new uses of old terms as a reassuring sign of vitality and creativeness in the way a language is shared by the needs of its users. The word formation processes are

included in the scope of morphology study. The researcher focused on word formation analysis in this morphology. The words and terms will initially be collected from Philippine mainstream media. The theory of word formation applied is that proposed by (Yule 2010), primarily coinage, borrowing, compounding, blending, clipping, acronym, back-formation, derivation, and multiple processes, which this paper will also apply to analyzing. The researcher attempted to determine whether each of these words was part of a phrase in the data source, particularly in Philippine mainstream media.

## 2. Methodology

The study utilized a descriptive qualitative approach in nature to its inquiry. Specifically, it analyzed the data and word formation processes. The analysis focused on the 255 selected words and terms in Philippine mainstream media within the year 2023 that were collected and categorized based on their word-formation processes.

To guide the analysis, the study adapts Yule's (2010) proposed framework of word formation processes primarily coinage, borrowing, compounding, blending, clipping, acronyms, derivation, backformation, multiple processes and Smith's (2018) distributional method of morpheme as reflected in Table 1.

The study used frequency counts and percentages to classify and identify the most dominant word-formation process employed within the Philippine mainstream media.

## 3. Results and Discussion

The following section presents the discussion based on the data that were collected in Philippine Mainstream Media, specifically newspapers, magazines, and online news portals. Formation of words is divided by the rules of word formation (Novianti, 2017). Word formation does not always discuss a new word that is newly invented. From the types of word formation, there are new words which are created by combining the old words into one word and become a new word with new meaning (Fajriani, 2015). Employing a descriptive qualitative approach, the study allows for a detailed analysis of the subject matter, aligning with its objective. The researchers selected words and terms of Philippine mainstream media that were collected for the conduct of the study and made sure that it is within the year 2023 and were pre-processed. Thus, this study was set up to analyze and categorize the processes of word formation, particularly the commonly used processes, observed in the words found in the Philippine Mainstream Media.

Table 1

*Data gathered from Newspapers (Philippine Daily Inquirer & Manila Bulletin)*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Tala | [Tala] | Tala | Coinage |
| Balikbayan | [Balikbayan] | Balikbayan | |
| Barangay | [Barangay] | Barangay | |
| Oplan Tokhang | [Oplan + Tokhang] | Oplan Tokhang | |
| Bayanihan | [Bayanihan] | Bayanihan | |
| Google | [Google] | Google | |
| Kakampink | [Kakampink] | Kakampink | |
| Kilig | [Kilig] | Kilig | |
| Bakuna | [Bakuna] | Bakuna | |

Table 1.1

*Data gathered from Newspapers (Philippine Daily Inquirer & Manila Bulletin)*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Donate | [Donate] | Donation | Back-Formation |
| Access | [Access] | Accessible | |
| Illustrate | [Illustrate] | Illustration | |
| Shop | [Shop] | Shopper | |
| Evaluate | [Evaluate] | Evaluation | |

Table 1.2

*Data gathered from Newspapers (Philippine Daily Inquirer & Manila Bulletin)*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Localization | [Local + (-iz) + (-ation)] | Local '-ize' '-ation' | Derivation |
| Standardization | [Standard + (-iz) + (-ation)] | Standard '-ize' '-ation' | |
| Organization | [Organiz + (-ation)] | Organiz '-ation' | |
| Editorialize | [Editorial + (-ize)] | Editorial + '-ize' | |
| Minimalism | [Minimal + (-ism)] | Minimal '-ism' | |
| Normalize | [Normal + (-ize)] | Normal '-ize' | |
| Adaptation | [Adapt + (-ation)] | Adapt '-ation' | |
| Globalize | [Global + (-ize)] | Global '-ize' | |

Table 1.3

*Data gathered from Newspapers (Philippine Daily Inquirer & Manila Bulletin)*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| El Nino | [El + Nino] | El Nino | *Borrowing* |
| Perya | [Perya] | Perya | |
| Kontrabida | [Kontra + bida] | Kontra bida | |

Table 1.4

*Data gathered from Newspapers (Philippine Daily Inquirer & Manila Bulletin)*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Comelec | [Com + elec] | Commission on Election | *Blending* |
| Stratplan | [Strat + plan] | Strategic Plan | |
| Telco | [Tel + co] | Telephone company | |
| Webinar | [Web + inar] | Web Seminar | |
| Staycation | [Stay + cation] | Stay vacation | |
| Brunch | [Br + unch] | Breakfast lunch | |

Table 1.5

*Data gathered from Newspapers (Philippine Daily Inquirer & Manila Bulletin)*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| PhilJA | [Phil + J + A] | Philippine Judicial Academy | *Multiple Processes* |
| GoJUST | [Go + JUST] | Governance in Justice | |
| COVID-19 | [CO + VI + D + 19] | Coronavirus Disease 2019 | |

Table 1.6

*Data gathered from Newspapers (Philippine Daily Inquirer & Manila Bulletin)*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Grad | [Grad.] | Graduate | *Clipping* |
| Gov't | [Gov't] | Government | |
| Sen. | [Sen.] | Senator | |
| Meds | [Med + (-s)] | Medicines | |
| Capt. | [Capt.] | Captain | |

Table 1.7

*Data gathered from Newspapers (Philippine Daily Inquirer & Manila Bulletin)*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| AI | [A + I] | Artificial Intelligence | Acronym |
| CAB | [C + A + B] | Civil Aeronautics Board | |
| SARBAC | [S + A + R + B + A + C] | Subasta Agrarian Reform Beneficiaries Agricultural Cooperative | |
| HMO | [H + M + O] | Health Maintenance Organization | |
| FFCCCII | [F + F + C + C + C + I] | Federation of Filipino Chinese Chamber of Commerce Inc. | |
| BRCA | [BR + CA] | Breast Cancer | |
| RCAM | [R + C + A + M] | Roman Catholic Archdiocese of Manila | |
| PFL | [P + F + L] | Philippine Football League | |
| RCNAS | [R + C + N + A + S] | Research Center for Natural and Applied Sciences | |
| ICHO | [I + C + H + O] | Improved Cargo Handling Operations | |
| PBBM | [P + B + B + M] | President BongBong Marcos | |
| DOTA | [D + O + T + A] | Defense of the Ancients | |
| CODM | [C + O + D + M] | Call of Duty Mobile | |
| UPLIFT | [U + P + LI + F +T] | Urban Program for Livelihood Finance and Training | |
| HLB | [H + L + B] | Heart Lung and Blood | |
| ICTSI | [I + C + T + S + I] | International Container Terminal Services, Inc. | |
| DND-OIC | [D + N + D + O + I + C] | Department of National Defense-Officer-in-Charge | |
| PSAC | [P + S + A + C] | Private Sectors Advisory Council | |
| PAAE | [P + A + A + E] | Pennsylvania Association of Agricultural Educators | |
| CSPMAP | [C + S + P + M + A + P] | Cancer and Supportive- Palliative Medicines Access Program | |
| STL | [S + T + L] | Small Town Lottery | |
| NFSPI | [N + F + S + P + I] | National Federation of Sugarcane Planters Inc. | |
| BARMM | [B + A + R + M + M] | Bangsamoro Autonomous Region in Muslim Mindanao | |
| NAPOLCOM | [NA + POL + COM] | National Police Commission | |
| DHSUD | [D + H + S + U + D] | Department of Human Settlements and Urban Development | |
| OSHDP | [O + S + H + D + P] | Organization of Socialized and Economic Housing Developers of the Philippines | |
| ABAP | [A + B + A + P] | Advanced Business Application Programming | |
| MADASIGON | [MA + DA + SI + GON] | Mandirigmang may Dangal Simbolo at Galing at Pagbangon | |

Table 1.8

*Data gathered from Newspapers (Philippine Daily Inquirer & Manila Bulletin)*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Back-to-back | [Back + to + back] | Back to back | Compounding |
| Foolproof | [Fool + proof] | Fool proof | |
| Backlogs | [Back + log + (-s)] | Back logs | |
| Homestuck | [Home + stuck] | Home stuck | |
| Blockchain | [Block + chain] | Block chain | |
| Spillover | [Spill + over] | Spill over | |
| Deadlook | [Dead + look] | Dead look | |
| Boom-bust | [Boom + bust] | Boom bust | |
| Century-old | [Century + old] | Century old | |
| Buy-bust | [Buy + bust] | Buy bust | |
| Chickendinner | [Chicken + dinner] | Chicken dinner | |
| Dreamplay | [Dream + play] | Dream play | |
| Backdrop | [Back + drop] | Back drop | |
| Small-scale | [Small + scale] | Small scale | |
| Bedrock | [Bed + rock] | Bed rock | |
| Underclassmen | [Under + class + men] | Under class men | |
| Pushback | [Push + back] | Push back | |
| Comfort food | [Comfort + food] | Comfort food | |

Table 2

*Data gathered from  Online News Articles and Magazines (PhilStar, Manila Bulletin, YES! Ph, On the Spot, and Metro).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Wanderlust | [Wanderlust] | Wanderlust | Coinage |
| Instaworthy | [Instaworthy] | Instaworthy | |
| Staycation | [Staycation] | Staycation | |
| Self-care | [Self-care] | Self-care | |

Table 2.1

*Data gathered from Online News Articles and Magazines (PhilStar, Manila Bulletin, YES! Ph, On the Spot, and Metro).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Edit | [Edit] | Editor | |
| Enroll | [Enroll] | Enrollment | |
| Discuss | [Discuss] | Discussion | *Back-Formation* |
| Orient | [Orient] | Orientation | |
| Locate | [Locate] | Location | |

Table 2.2

*Data gathered from Online News Articles and Magazines (PhilStar, Manila Bulletin, YES! Ph, On the Spot, and Metro).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Adaptation | [Adapt + (-ation)] | Adapt '-ation' | |
| Beautifully | [Beautiful + (-ly)] | Beautiful '-ly' | |
| Digitization | [Digit + (-iz) + (-ation)] | Digit '-ize' '-ation' | |
| Romanticize | [Romantic + (-ize)] | Romantic '-ize' | |
| Customization | [Custom + (-iz) + (-ation)] | Custom '-ize' '-ation' | |
| Specialization | [Special + (-iz) + (-ation)] | Special '-ize' '-ation' | *Derivation* |
| Localization | [Local + (-iz) + (-ation)] | Local '-ize' '-ation' | |
| Popularize | [Popular + (-ize)] | Popular '-ize' | |
| Visualization | [Visual + (-iz) + (-ation)] | Visual '-ize' '-ation' | |
| Characterization | [Character + (-iz) + (-ation)] | Character '-ize' '-ation' | |

Table 2.3

*Data gathered from Online News Articles and Magazines (PhilStar, Manila Bulletin, YES! Ph, On the Spot, and Metro).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Cuatro | [Cuatro] | Four | |
| Ohana | [Ohana] | Family | *Borrowing* |
| Via | [Via] | By way of | |

Table 2.4

*Data gathered from  Online News Articles and Magazines (PhilStar, Manila Bulletin, YES! Ph, On the Spot, and Metro).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Mindanews | [Minda + news] | Mindanao news | *Blending* |
| Promposal | [Prom + posal] | Prom proposal | |
| Tiktoclock | [Tikto  + clock] | Tiktok clock | |
| Mini-mart | [Mini + mart] | Miniature mart | |
| Filmfest | [Film + fest] | Film festival | |
| Lipsync | [Lip + sync] | Lip synchronization | |
| Transwomen | [Trans + women] | Transgender women | |
| Ecosystem | [Eco + system] | Ecological system | |
| Gen Z | [Gen + Z] | Generation  Z | |

Table 2.5

*Data gathered from  Online News Articles and Magazines (PhilStar, Manila Bulletin, YES! Ph, On the Spot, and Metro).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| iWantTFC | [i + Want + T + F + C] | I  Want  The  Filipino Channel | *Multiple Processes* |
| K-dramas | [ K + drama + (-s)] | Korean dramas | |
| P-pop | [P + pop] | Philippine pop | |
| J-pop | [J + pop] | Japanese pop | |
| Semifinals | [Semi + finals] | Semi finals | |
| Uncomfortable | [(Un-)  +  comfort  + able] | 'Un-' comfort able | |
| e-Government | [e + Government] | Electronic Government | |

Table 2.6

*Data gathered from  Online News Articles and Magazines (PhilStar, Manila Bulletin, YES! Ph, On the Spot, and Metro).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Condo | [Condo] | Condominium | *Clipping* |
| Congrats | [Congrats] | Congratulations | |
| Atty. | [Atty.] | Attorney | |
| Dr. | [Dr.] | Doctor | |
| Msg. | [Msg.] | Message | |

Table 2.7

*Data gathered from Online News Articles and Magazines (PhilStar, Manila Bulletin, YES! Ph, On the Spot, and Metro).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| POV | [P + O + V] | Point of View | *Acronym* |
| ECQ | [E + C + Q] | Enhanced Community Quarantine | |
| LOL | [L + O + L] | Laugh Out Loud | |
| OOTD | [O + O + T + D] | Outfit Of The Day | |
| CCTV | [C + C + T + V] | Closed Circuit TeleVision | |
| TF | [T + F] | Talent Fee | |
| YOLO | [Y + O + L + O] | You Only Live Once | |
| GMA | [G + M + A] | Global Media Arts | |
| CNBC | [C + N + B + C] | Consumer News and Business Channel | |
| CF | [C + F] | Cystic fibrosis | |
| FBSE | [F + B + S + E] | Filipino Brand of Service Excellence | |
| APSEMO | [A + P + S + E + M + O] | Albay Public Safety and Emergency Management Office | |
| APPCU | [A + P + P + C + U] | Award for Promoting Philippine-China Understanding | |

Table 2.8

*Data gathered from Online News Articles and Magazines (PhilStar, Manila Bulletin, YES! Ph, On the Spot, and Metro).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Brainwashed | [Brain + wash + (-ed)] | Brain washed | |
| Masterclass | [Master + class] | Master class | |
| Button-down | [Button + down] | Button down | |
| Loveteam | [Love + team] | Love team | |
| Banknotes | [Bank + note + (-s)] | Bank notes | |
| Social Media | [Social + Media] | Social Media | |
| Blocktime | [Block + time] | Block time | |
| Buzzfeed | [Buzz + feed] | Buzz feed | |
| Noontime | [Noon + time] | Noon time | |
| Wildcard | [Wild + card] | Wild card | |
| Spillover | [Spill + over] | Spill over | |
| Showtime | [Show + time] | Show time | |
| Supershow | [Super + show] | Super show | |
| Oilfield | [Oil + field] | Oil field | |
| Brokeback | [Broke + back] | Broke back | |
| Gaymother | [Gay + mother] | Gay mother | *Compounding* |
| Songbird | [Song + bird] | Song bird | |
| Blackpink | [Black + pink] | Black pink | |
| Seamaster | [Sea + master] | Sea master | |
| Child-star | [Child + star] | Child star | |
| Undertone | [Under + tone] | Under tone | |
| Superbrand | [Super + brand] | Super brand | |
| Self-love | [Self + love] | Self love | |
| Hourglass | [Hour + glass] | Hour glass | |
| Motorway | [Motor + way] | Motor way | |
| Wildfire | [Wild + fire] | Wild fire | |
| Postseason | [Post + season] | Post season | |
| Frontline | [Front + line] | Front line | |
| Brain-dead | [Brain + dead] | Brain dead | |

Table 3

*Data gathered from Television  Headlines (CNN Philippines & TV5).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Fantaserye | [Fantaserye] | Fantaserye | *Coinage* |
| LegitDaBarkadas | [LegitDaBarkadas] | LegitDaBarkadas | |
| Situantionship | [Situantionship]] | Situantionship | |
| Furbaby | [Furbaby] | Furbaby | |
| Fantard | [Fantard] | Fantard | |
| BTS | [BTS] | BTS | |

Table 3.1

*Data gathered from Television Headlines (CNN Philippines & TV5).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Direct | [Direct] | Director | *Back-Formation* |
| Host | [Host] | Hostess | |
| Evaluate | [Evaluate] | Evaluation | |
| Visit | [Visit] | Visitor | |
| Publish | [Publish] | Publisher | |
| Investigate | [Investigate] | Investigation | |
| Advise | [Advise] | Advisor | |

Table 3.2

*Data gathered from Television Headlines (CNN Philippines & TV5).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Commercialize | [Commercial + (-ize)] | Commercial '-ize' | *Derivation* |
| Socialize | [Social + (-ize)] | Social '-ize' | |
| Customize | [Custom + (-ize)] | Custom '-ize' | |
| Globalization | [Global + (-iz) + (-ation)] | Global '-ize' '-ation' | |
| Modernization | [Modern + (-iz) + (-ation)] | Modern '-ize' '-ation' | |
| Scandalous | [Scandal + (-ous)] | Scandal '-ous' | |

Table 3.3

*Data gathered from Television Headlines (CNN Philippines & TV5).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Cookie | [Cookie] | Cookie | *Borrowing* |
| Pizza | [Pizza] | Pizza | |
| Murder | [Murder] | Murder | |

Table 3.4

*Data gathered from Television Headlines (CNN Philippines & TV5).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Transgender | [Trans + gender] | Transitional Gender | *Blending* |

Table 3.5

*Data gathered from Television Headlines (CNN Philippines & TV5).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Esport | [E + sport] | Electronic sport | *Multiple Processes* |
| COVID-19 | [CO + VI + D + -19] | Corona Virus Disease 2019 | |
| KPOP | [K + POP] | Korean Popular | |
| iWantTFC | [i + Want + T + F + C] | I Want The Filipino Channel | |
| PHIVOLCS | [PH + I + VOLC + S] | Philippine Institute of Volcanology and Seismology | |

Table 3.6

*Data gathered from Television Headlines (CNN Philippines & TV5).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| Mic | [Mic] | Microphone | *Clipping* |
| Ad | [Ad] | Advertisement | |
| Lab | [Lab] | Laboratory | |
| Net | [Net] | Internet | |
| Phone | [Phone] | Telephone | |

Table 3.7

*Data gathered from Television Headlines (CNN Philippines & TV5).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|---|---|---|---|
| DFA | [D + F + A] | Department of Foreign Affairs | |
| OFW | [O + F + W] | Overseas Filipino | |
| NCR | [N + C + R] | National Capital Region | |
| MWC | [M + W + C] | Manila Water Company | |
| BSP | [B + S + P] | Bangko Sentral ng Pilipinas | |
| PBL | [P + B + L] | Philippine Basketball League | |
| SC | [S + C] | Supreme Court | |
| PAGASA | [P + A + G + A + S + A] | Philippine Atmospheric Geophysical and Astronomical Services Administration | |
| NPA | [N + P + A] | New People's Army | |
| PNP | [P + N + P] | Philippine National Police | Acronym |
| MLBB | [M + L + B + B] | Mobile Legends: Bang Bang | |
| PAF | [P + A + F] | Philippine Air Force | |
| PDEA | [P + D + E + A] | Philippine Drug Enforcement Agency | |
| ROTC | [R + O + T + C] | Reserve Officers' Training Corps | |
| PUV | [P + U + V] | Public Utility Vehicle | |
| CHED | [C + H + E + D] | Commission on Higher Education | |
| PWD | [P + W + D] | Persons with Disability | |
| SONA | [S + O + N + A] | State of the Nation Address | |
| LGBTQ | [L + G + B + T + Q] | Lesbian, Gay, Bisexual, Transgender, Queer, and/or Questioning | |
| TV | [T + V] | Television | |
| TBATS | [T + B + A + T + S] | The Boobay and Tekla Show | |

Table 3.8

*Data gathered from Television Headlines (CNN Philippines & TV5).*

| Words | Morphological Description | Basic Lexicon | Word Formation Process |
|-------|--------------------------|---------------|------------------------|
| Lipstick | [Lip + stick] | Lip stick | |
| Lunchtime | [Lunch + time] | Lunch time | |
| Primetime | [Prime + time] | Prime time | |
| First time | [First + time] | First time | |
| Playoff | [Play + off] | Play off | |
| Spokesperson | [Spokes + person] | Spokes person | |
| Low-income | [Low + income] | Low income | |
| Widespread | [Wide + spread] | Wide spread | |
| New Normal | [New + Normal] | New Normal | |
| Rooftop | [Roof + top] | Roof top | |
| Workshop | [Work + shop] | Work shop | |
| Overtake | [Over + take] | Over take | |
| Undernutrition | [Under + nutrition] | Under nutrition | |
| Overseas | [Over + seas] | Over seas | |
| Lifestyle | [Life + style] | Life style | *Compounding* |
| Nationwide | [Nation + wide] | Nation wide | |
| Earthquake | [Earth + quake] | Earth quake | |
| Hotdog | [Hot + dog] | Hot dog | |
| Breakup | [Break + up] | Break up | |
| Loveteam | [Love + team] | Love team | |
| Puregold | [Pure + gold] | Pure gold | |
| Businessman | [Business + man] | Business man | |
| Facebook | [Face + book] | Face book | |
| Basketball | [Basket + ball] | Basket ball | |
| Volleyball | [Volley + ball] | Volley ball | |
| Showtime | [Show + time] | Show time | |
| Prime-time | [Prime + time] | Prime time | |
| Congressman | [Congress + man] | Congress man | |
| Jackpot | [Jack + pot] | Jack pot | |
| Platform | [Plat + form] | Plat form | |

**Analysis of the word formation process on Philippine Mainstream Media**

The data taken from the mainstream media on the common word formation process. The data analysis seeks to answer the research questions :*(1) What types of word formation processes are found and employed in Philippine mainstream media? (2) What are the word-formation processes that are more dominantly used in Philippine mainstream media?* This section presents the data showing the most found and used word formation process in the Philippine Mainstream Media. There are nine processes that will be explained which are Borrowing, Blending, Acronym, Clipping, Compounding, Coinage, Derivation, Back-formation, and Multiple Processes.

## Compounding

Compounding is a process in which two individual bases are combined to form a new one (Liu, W., & Liu, W.,2014). In many languages, compounding is the most frequently used way of making new words. Its defining property is that it consists of the combination of lexemes into larger words (Fajriani, 2015). In simple cases, compounding consists of the combination of two words, in which one word modifies the meaning of the other, the head. This is a very large, and therefore very important source of new words. To produce a new word by compounding, what we do is put together two words in a perfectly transparent way, and the various changes take place which may cause the compound to lose its transparency. Some words that undergo the process of compounding are *showtime, frontline, blackpink, songbird, and spillover.*

## Acronym

Forming words through acronyms is a phenomenon during the 20th century, which is a practice that continues up to the present. Acronyms are words formed from the initials of certain names. Acronyms are words formed by the word formation process in which the initialism is pronounced as a word such as "YOLO" or *You Only Live Once*, "LOL" or *Laugh Out Loud*, "ECQ" or *Enhanced Community Quarantine,* "LGBTQ" or *Lesbian, Gay, Bisexual, Transgender, Queer, and/or Questioning*, "TF" or *Talent Fee,* etc.

## Blending

Blending is the combination of two separate forms to produce a single new term (Yule, 2010). In blending, parts of two familiar words are yoked together to produce a word which combines the meanings and sound of the old ones. Most treatments converge on a definition of blends as words that combine two words into one, deleting material from one or both of the source words. One example of a word that undergoes the process of blending is the word *"Mindanews"* that consists of two morphemes. They are *Mindanao* and *news*. Both of them can be classified as free morphemes because they can stand alone as a word. The word formation that happens here is the blending process. The word Mindanao only be taken partially of the original word became *Minda-* in the word only be taken partially of the original word became be- in the word Mindanews. Then incorporate it with another word at the end of the word, in this case the word *news*, so the new word created by blending them becomes *Mindanews*. Same goes with the other words "Promposal" from *Prom Proposal*, "Filmfest" from *Film Festival*, "Comelec" from *Commission on Election*, "Transgender" from *Transitional Gender*, etc.

## Clipping

Clipping is the word formation process in which a word is reduced or shortened without changing the meaning of the word. Clippings are, also, known as shortenings. This process is generally considered a linguistic phenomenon consisting in cutting up,

trimming, or "mincing" a word, so as to produce a shorter version of this word by loss of material. One example of clipping is the word *congrats* which is not a completely new word. The word *congrats* is reduced from the original word *congratulations*. We may use the short one when we are in an informal situation, while we can use the original form in a formal or informal situation. Same with the other words that are collected in this study such us, "Atty." from *Attorney*, "Net" from *Internet*, "Sen." from *Senator*, "Meds" from *Medicine*, "Capt." from *Captain*, "Ad" from *Advertisement*, "Msg" from *Message*, and "Condo" from *Condominium*. In many cases it is apparent that they are deliberate shortenings to save time and space; such clipping is, technically speaking, not "new" words, but stylistic variants of existing words.

## Multiple Processes

Multiple processes is when a word is possible to trace operation more than one processes at work in a particular word, for example the word "PhilJA " was a shortened term of Philippine Judicial Academy which consisted of two morphological processes including Clipping and Acronym. The word "Philippine" was clipped into "Phil" and the "Judicial Academy" was acronymized into "J.A". Another word that includes multiple processes is the "K-dramas" that utilize the Acronym process of word Korean into "K", while the other process is the Compounding where two morphemes are put together and create new
meaning. To further give an example, consider the word "K" that consist of the word Korean or "K" and "Drama" which means 'A play specifically in theater, movie and television. Multiple processes allow a word to be in a more versatile way of forming and derive a new meaning that deeply depends on its contextual meaning. The same way of forming words with multiple processes are the terms "J-Pop", "K-Pop" and "iWantTFC". These terms utilized compounding and acronymy morphological processes.

## Borrowing

Borrowing is the process of taking words from other languages. In this study, there were ten borrowed words found. Namely "El Nino", "Perya", "Cuatro", "Ohana", "Via", and "Kontrabida". The term "El Nino" means "The Christ Child" refers to a warming of the ocean. "Perya" which is a local carnival that is oddly unique because of the rides, shows, and other events. "Perya" is famous in the Philippines where you can certainly find one who is celebrating fiestas in their barrios. The term "Cuatro" means Four. Additionally, "Kontrabida" which is from *"contra vida"*. These terms originally came from the Spanish Language. On the other hand, "Ohana" is a Hawaiian word for "Family". Lastly, "Via" means "By way of" originated from Latin an ablative form of via "way, road, or path".

## Coinage

Coinage is the creation of a very new word since there is no appropriate borrowed or native word to express it. Coinage or in other word, it is called word manufacture is a new word created from names. It is common in cases where industry needs a name for a product (Fatmawaty & Anggraini, 2019). Additionally, Wahyu (2020) defined the coinage as the new word and existing word taken from a brand such as Beat, Toyota, and Vaseline. In the same vein as him, Yule (2010) stated that coinage was an entirely new form of words that used the commercial product as its standard. Some examples of Coinages are *Tala, Fantaserye, Bakuna, Balikbayan, Bayanihan,* etc.

## Back-Formation

Back formation is the process when a word of one type (usually a noun) is reduced to form a word of another type (usually a verb) (Yule, 2010). Here are some examples: *Host* as a verb (Hostess as a noun), *Locate* as a verb (Location as a noun), *Direct* as a verb (Director as a noun), *Orient* as a verb (Orientation as a noun), *Evaluate* as a verb (Evaluation as a noun).  Back-formation is the opposite of word derivation. It is a process that creates a new word by removing a real or supposed affix from another word in language (Fatmawaty & Anggraini, 2019). The reduction process changes the function of the words that first have a role as a type and change into another type.

## Derivation

Word derivation is a process of transforming an existing word into another word by means of affixation. Derivation is achieved by adding affixes (Fatmawaty & Anggraini, 2019). This process is the most common word formation process to be found in the production of new English words. This process makes clear the word class assignment of the word to make it into an adjective, adverb or another part of speech. An addition of a word, whether it has happened at the beginning (prefix) or the ending (suffix) of a word, changes the word's function. Besides, these word formation types are largely dominated by small "bit" called affix. For example, -ize, -ation , pre-, -ly, -ous, -ish, -ism, and -ness and so on. Some examples like *prejudge, brownish, capitalism, happiness, modernization, popularize, beautifully, scandalous.*

Figure 1

*Dominant word-formation processes employed in Print Media*
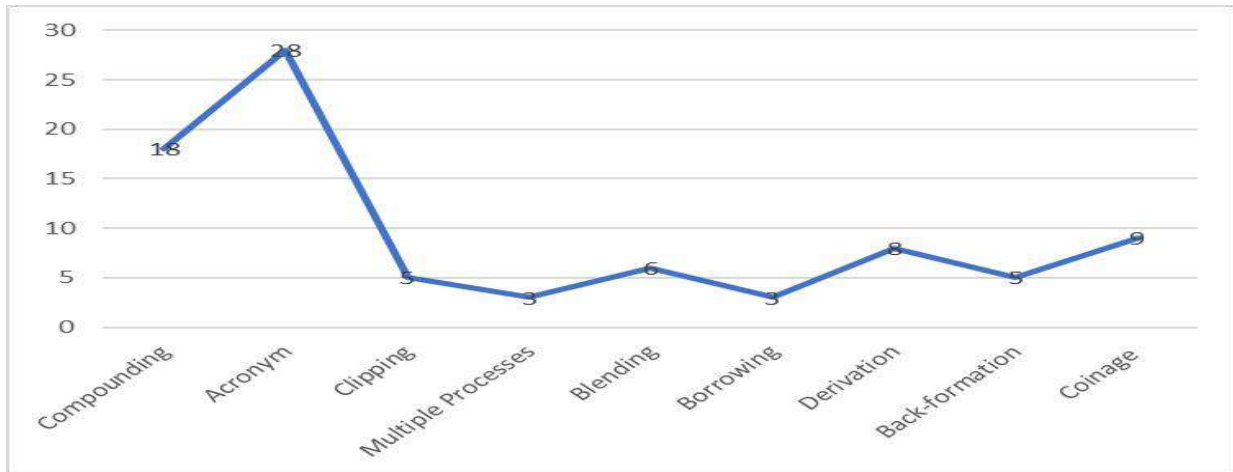


In printed media, specifically in newspapers (Philippine Daily Inquirer and Manila Bulletin) the most dominantly used word-formation process is Acronym with 28(32.94%). Followed by compounding 18(21.18%), coinage 9(10.59%), derivation 8(9.41%), blending 6(7.06%), both the process of back-formation and clipping have the percentage of (5.88%) with the total number of 5 words each process, and lastly the process of multiple processes and borrowing with each having 3(3.53%).

Figure 2

*Dominant word-formation processes employed in Online News Articles and Magazines*
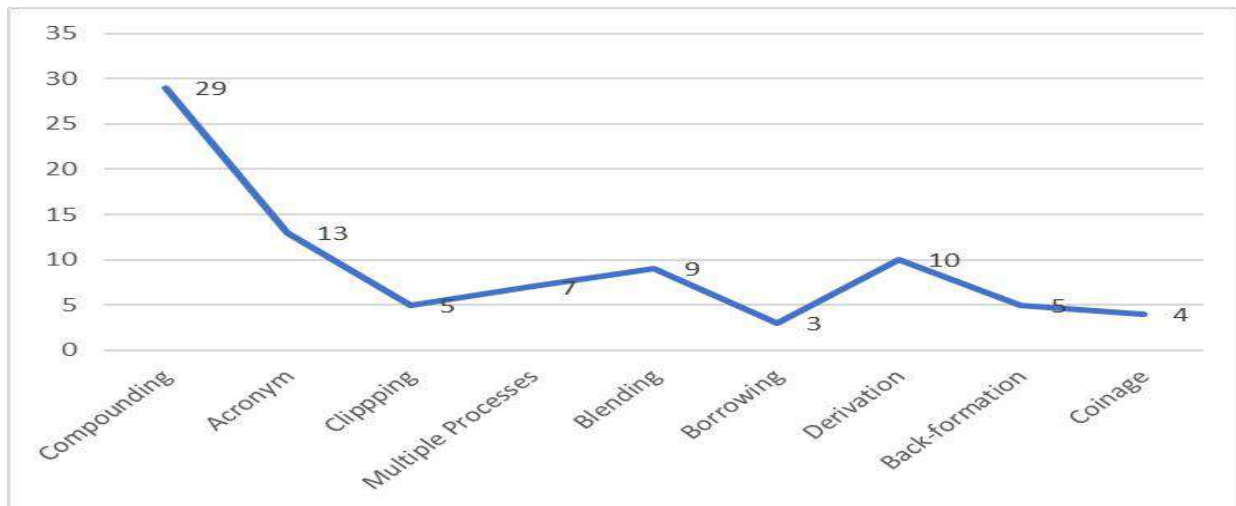
In online media, specifically in online magazines and articles, the most dominantly used word-formation process is Compounding with 29(34.12%). Followed by acronym 13(15.29%), derivation 10(11.76%), blending 9(10.59%), multiple processes 7(8.24%), both the process of back-formation and clipping have the percentage of (5.88%) with the total number of 5 words each process, coinage 4(4.71%), and lastly the process of borrowing with 3(3.53%).

Figure 3

*Dominant word-formation processes employed in Television Headlines*
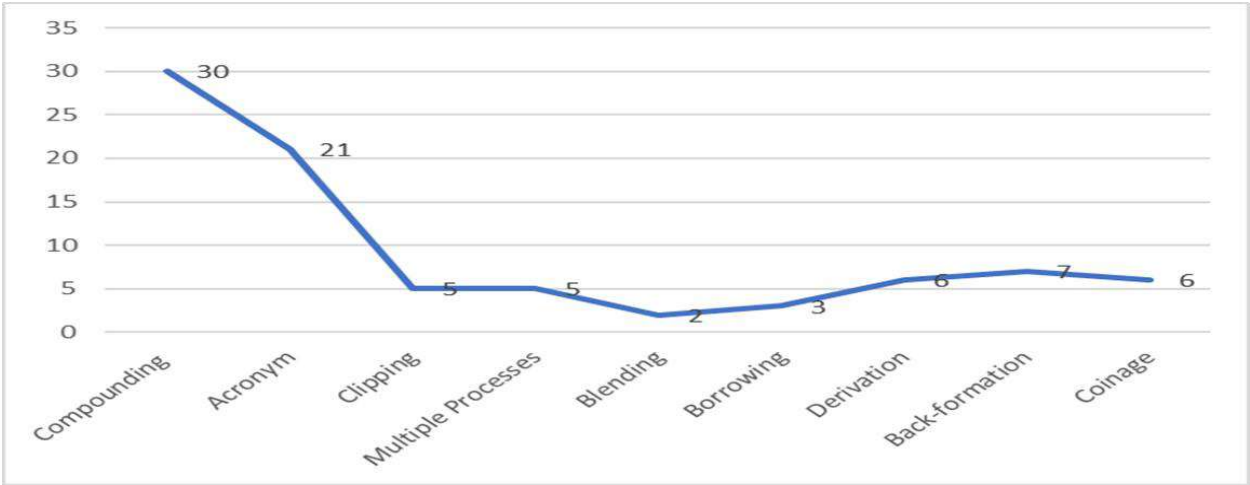


In Television Headlines, the most dominantly used word-formation process is Compounding with 30(35.29%). Followed by acronym 21(24.71%), back-formation 7(8.24%), both the process of derivation and coinage have the percentage of (7.06%) with the total number of 6 words each process, multiple processes and clipping have 5(5.88%), borrowing 3(3.53%), and lastly the process of blending with 2(2.35%).

Figure 4
*Dominant word-formation processes employed in overall Philippine Mainstream Media (Printed, Online, Television Headlines)*
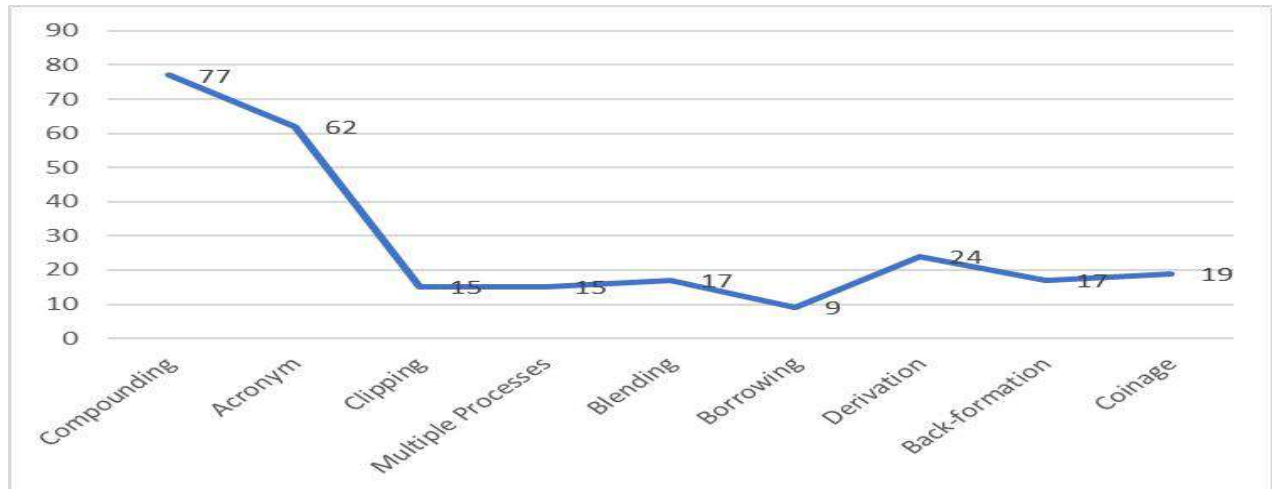


Among the 255 words analyzed in Philippine Mainstream Media, compounding emerged as the predominant morphological process, accounting for 77 instances (30.20%). Acronyms represented the second most common process with 62 occurrences (24.31%), followed by derivation with 24 instances (9.41%), coinage with 19 instances (7.45%). Both the process of back-formation and blending have 17 instances (6.67%). Multiple processes and clipping were less frequent, each comprising 15 cases (5.88%), while borrowing accounted for 9 words (3.53%).

The data imply that most of the words used in the Philippine Mainstream Media were formed by the process of compounding as they connect two separate words into a single word. In view of the reported results, it suggests that frequent use of the compounding can result in coining new words or terms, thereby expanding the vocabulary of Philippine English (PhE).

Recent studies about the word-formation process have been conducted in social media interaction use. The findings of this study agrees with the study of Anggraini and Fatmawaty (2019) that there are types of word formation processes such as borrowing, compounding, blending, clipping, multiple processes, derivation, back-formation, coinage, and acronyms. However, the study conducted by Abdul & Intan (2017) presents contrast findings, suggesting that derivation is the most common type of word formation process used in the headlines of the selected education articles during the specified

time frame on the Jakarta Post website. This concludes that there is a gap between this study and the conducted study of Abdul & Intan that their study revealed that derivational is the most frequently used

in their corpus, while this study of researchers concluded that compounding is the most frequently used in Philippine mainstream media. Gaps are presented, this only implies that Language is indeed distinctive and developing in many ways. Although many studies have different outcomes with regards to the corpus that they are focusing on, it still contributes to the expanding circle of Philippine English in the Philippines.

## 4. Conclusion and Recommendations

In summary, the study identifies and examines nine of the word formation processes outlined in Yule's theoretical framework. It is evident that the use of morphological processes in Philippine mainstream media is extensive, as these processes are employed to incorporate and introduce other terms. However, findings of the study argue in the potential oversimplification of the words as presented in the tables, as their complete understanding may not be fully recognized. It should be noted that while many of these words already existed, their usage might not yet be comprehensible to all. Thus, it is recommended for future studies to conduct in-depth analyses of individual word formation processes and their specific implications in the context of Philippine mainstream media. The findings of this study emphasize the importance of integrating the study of word formation processes into language education. Educators can enhance students' language proficiency by incorporating real-life examples from mainstream media, allowing them to analyze and understand the diverse morphological processes in contemporary language use.

**References:**

Abiog., E.B., & David, R. (2020). More than words: A documentation and a morphological analysis of an indigenous language in the Philippines. Journal of Language and Linguistic Studies, 16(4), 1774-1783

Afable, C. B. Austria, H. M. et.al. (2021) Lexical Features of When in Manila Blogs: IPE Word-Formation Processes and their Acceptability to ESL Teachers. Modern Journal of Studies in English Language Teaching and Literature Vol. 3 Issue 1

Aisovich, V. R., Kozhamuratkyzy, Z. A., Khatipovna, D. G., Tasbulatovna, K. B., Zhurkenovich, S. R., (2021).The Principles of Economy in Word-Formation in Functional Styles of English. Arab World English Journal (AWEJ), page 424- 435.

Akut, K., (2020) . Morphological Analysis of the Neologisms during the COVID-19 Pandemic. International Journal of English Language Studies (IJELS), 1-6

Anggraini, P.A., Fatmawaty, R. (2019). An Analysis of English Word Formation Processes in Beats Apart Novel by Alanda Kariza and Kevin Aditya. Journal of English Teaching and Learning, 2621-4156.

Anggrisia, N. F., Rosyidah, I., & Riza, A. (2020). Word Formation Process on Best Seller Food Brand Name in Grab and Go-Jek Application. Journal of English Language Teaching and Learning, 2686-665X

Cabelita, S., Gacrama, G.. (2020). Davao Gay Community Sociolect: A Neologism Sketch. International Journal of English Language and Linguistics Research, 2053-6313

Cantina, J. M. (2020). Gay Argot: Beyond the Coded Words and Meanings of Lavender Lexicon. International Review of Humanities and Scientific Research

Cunanan,, M. A, Manuel, M. J. (2022) Discourses on the Social Accommodations of Code-Switching in Computer-Mediated Communication. International Journal of Literature Studies.

Dayon, C. (2018). Semantic Feature of Philippine English: A Qualitative Analysis

Dian L., Abdul K., & Intan N. Z. (2017). The Analysis of Word formation Processes in Jakarta Post Website, page 30-36

Faradisa, A., Aziz, Z., & Yasin, B. (2019). An Analysis of Word Formation Processes Found in Instagram. Research in English and Education, 52-64.

Fajriani, N. (2015). English Word Formation Analysis in The Jakarta Post's Sci-Tech Articles 2014. Uinjkt Repository

Indrian, R. (2022). A Morphological Analysis of Word Formation Process Used in Mobile Application Names. Indonesian Journal of English Language Studies (IJELS), 2715-0895

Katigbak, C. (2020) Morphological word formation Processes drawn from Millennial expressions. 8. 1. 18.

Mensah, C. E. (2016). A Morpho-Semantic Analysis of Mfantse Neologisms in some Radio Stations in the Cental Region

Moehkardi, R.R.D. (2016). Patterns and Meanings of English Words Through Word Formation Processes of Acronyms, Clipping, Compound and Blending Found in Internet-Based Media. Humaniora, 324-338

Mojica, D. R. S., & De Leon, M. G. M. (2022). Davao Conyo invasion: A morpho semantic analysis. International Journal of Research Studies in Education, 11(3), 237-271

Mutiah, S.D., Hidayat, D.N., & Alek, A. (2021). Exploring the Word Formation Process on Rich Brian's Of icial Music Video Comments. Journal of English Education, Literature, and Culture, 2528-4479

Mweri, J. (2021). Corona Virus Disease (COVID-19) Ef ects on Language Use: An Analysis of Neologisms

Novianti, D. (2017). Word Formation Analysis of English Slang Language on Deadpool Movie. Uinjkt Repository

Pamungkas, K. (2015). Word Formation and Product Naming Strategy: A Study of Morphology. International Seminar "Language Maintenance and Shift" V, 2988-6799

Pratiwi, C. (2017). An Analysis of Word Formation Process on Kerata Basa. Unika Repository.

Renner, V. (2018). Structural borrowing in word-formation: An exploratory overview, page 2-12

Rivera, R. R. (2023) Exploring the Lexicon of Philippine Daily Inquirer Editorials.

Salvacion, J. D., Marilou Y. Limpot. (2022) Linguistic Features of Filipino Netspeak in Online Conversation. International Journal of Multidisciplinary Research (IJMR)

Temporosa, J.L. (2022). Morphological Analysis of Filipino Slang Words.

Torres, J. L. (2019) Positioning Philippine English Grammar and Lexicon in Four Discourse Quadrants. Asian EFL Journal 22(2):253-276

Wang, D., Su, J., Hongbin, Y. (2020). Feature Extraction and Analysis of Natural Language Processing for Deep Learning English Language

Zaim, M., (2017). Shifting the system of Indonesian worf formation: The study on Morphology and Sociolinguistics of Acronyms, Blending, and Cliping. Pusat Kajian Humaniora (Center for Humanities Studies), page 248-262

# A Comparative Analysis of the Phonological Features
# of Cebuano-Gensan and Cebuano-Davao

**Chelsy Jane G. Arcillas, Pamela Kate C. Nebrea, Rollie May C. Quicoy, Jeffrey E. Floriza, & Joveth Jay D. Montaña**
Mindanao State University-General Santos City
jeffrey.floriza@msugensan.edu.ph

**Abstract.** Geographical location is one of the social actors that affects the characteristics and specific components of a certain language. This has an impact on a language's geographical distribution and areas of use. This also refers to the phonological characteristics of a language. All languages follow specific patterns in the sounds that speakers use, how those sounds combine to produce symbols, as well as how those symbols are put together into clear sentences. The present qualitative study aimed to provide a comparative analysis between the phonological features of the Cebuano Gensan and the Cebuano Davao. Twenty-two (22) respondents were used as material in gathering data and results for this study, specifically, eleven (11) individuals from Cebuano Gensan and eleven (11) individuals from Cebuano Davao. The analysis of the data shows that Cebuanos from Davao and Gensan share huge similarities and that the changes in stress, intonation, and junction become apparent in the results. The words in Cebuano Davao are spoken expressively compared to how they are spoken in Cebuano Gensan, which leads to different and specified stress in words, junctures, and intonation. These results suggest that given the differences in geographical location, it is essential to learn more about this interesting similarity and difference between language variations that have common linguistic foundations and are widely spoken.

**Keywords:** Phonology, Phonological Features, Geography, Language Variation, Cebuano-Davao and Cebuano-Gensan

## 1. Introduction

### 1.1 Background of the Study

People who live in different areas of the world have different cultural backgrounds and use different languages. Language and culture appear on the surface to be two distinct fields, but they have an intertwined relationship and affect each other mutually (Kuo, M.M. & Lai, C.C., 2015).

Furthermore, Language has been found to be both socially sharpening and socially shaped. Through its social identity, relations, and technique, language brings about complex discourses and conventions that influence social life (Hill, 2009). This means that language is not an independent construct but social practice both creating

and being created by the structures and forces of social institutions within which we live and function. This study covers the comparative analyses of two varieties of language spoken in different locations. It follows, then, that learning a new language will also involve grappling with the notion of culture in relation to language.

Syal & Jindal (2007) argue that languages vary from one place to another where speakers of the same language use it differently based on the place where they live. Beal (2010) agrees that geographic location leads to the emergence of dialectal variations within a language. The emergence of dialects or language variation can be attributed to some primary factors. These include geographic location, class, education, occupation, ethnicity, sex, and age (Matras, 2009; Wardhaugh, 2006). In regional variation, the assumption is that there is a connection between language and space or location. Numerous studies have indicated that geographic location plays an essential role in language variation and the emergence of dialects. That is, when speakers of the same group are geographically apart, it is more likely that they use language differently. (Omar, A. & Alotaibi, M., 2017). This states that languages can vary based on where they are spoken, with speakers of the same language using it differently depending on their geographic location. This variation, known as dialectal differences, can be influenced by factors such as geography, social class, education, occupation, ethnicity, gender, and age. Studies have shown that geographic location plays a significant role in language variation, especially when speakers from the same group are geographically separated.

Understanding a language should first involve understanding its patterns of sound. All languages have definite patterns in the sounds that the speaker uses, how those sounds are combined to form symbols, and how those symbols are organized into meaningful sentences. Phonological structure is not the same as the orthography in alphabetic writing systems, and we urge you to keep the notions of 'letter' and 'sound' distinct in your thinking about pronunciation (Gussenhoven, C. & Jacobs, H., 2017).

Taylor, B. M., & Pearson, P. D. (2002) said that Linguists have identified five basic components (phonology, morphology, syntax, semantics, and pragmatics) found across languages. In fact, some languages have similar structural patterns while others are totally different.

The importance of this study is to help in analyzing the phonological features of Cebuano Davao compared to Cebuano Gensan and to compare and contrast the distinctiveness and similarities in both varieties of language. In the course of language acquisition, phonological features gradually emerge both bottom-up and top-down, that is, both from the phonetic input (i.e., sound) and from the semantic or morphological input (i.e., structured meaning) (Boersma, P. et. al., 2022).

In phonological theory the building blocks of speech sounds are often argued to be what are called "distinctive features." They typically have phonetic definitions and phonetically inspired names (e.g., [voice], [nasal], [labial]). While various algorithms for feature specification exist, segments and natural classes of segments are typically interpreted as bundles of the phonetically defined feature values that match their

phonetic descriptions. Hall D.C. & Mielke, J. (2022) from the book Distinctive Features and Laryngeal Control made by Leigh Lisker and Arthur S. Abramson (1971) stated that the more recent work of Chomsky and Halle (1968), the role of distinctive features within phonological theory has become even more crucial.

## 1.2 Purpose of the study

The purpose of this study is to find the similarities and differences of the phonological features of Cebuano-Davao and Cebuano-Gensan in terms of their stress of words, intonations and junctions. In this paper, further discussion about the phonological features of both varieties of language was investigated and presented.

## 1.3 Objectives

The objectives of this research are to compare and contrast the phonological features of Cebuano Davao and Cebuano Gensan, as well as, the analysis of the distinction and similarity of both Cebuano Davao and Cebuano Gensan language as varieties. In conclusion, this study aims to identify and understand the similarities and differences that concern the phonological features of Cebuano Davao and Cebuano Gensan as varieties of both languages.

## 1.4 Scope and Delimitation

This comparative analysis focuses on the phonological features of Cebuano-Gensan and Cebuano- Davao dialects, specifically stress patterns, intonation, and juncture. The study is limited to the geographic regions of Gensan and Davao in the Philippines, excluding other Cebuano dialects. Data were collected from native speakers through recordings, interviews, and questionnaires. The analysis aimed to identify similarities and differences between these dialects. However, it does not consider historical changes, may have a limited sample size, and its conclusions apply only to Cebuano-Gensan and Cebuano-Davao, without generalization to other Cebuano dialects or extensive exploration of external linguistic influences.

## 1.5 Statement of the problem

1. What are the phonological features between Cebuano-Davao and Cebuano-Gensan?
2. What is the phonological variation between Cebuano-Davao and Cebuano-Gensan?

## 1.6 Theoretical Framework

This paper examines the intonation patterns found in two varieties of Spanish, as spoken in Lima and Cuzco, Peru, and compares them with the patterns found for Cuzco Quechua. Utterances are analyzed in two pragmatic contexts, both broad and contrastive focus, and in two modalities, both declaratives and interrogatives. The intonation contours are

examined within the Autosegmental Metrical (AM) model of intonation. In addition to conducting a cross-dialectal analysis of Peruvian Spanish, this dissertation adopts a sociolinguistic approach, in order to examine the possibility of contact between the prosodic systems of Spanish and the indigenous language of Quechua. That is, within Cuzco, speakers with different language backgrounds are compared, including native Spanish speakers, native Quechua-Spanish bilinguals, and native Quechua speakers who are also second language learners of Spanish.

## 1.7 Related Literature and Studies

Oral communication always demands clarity in producing a language such as English in order to minimize or avoid communication failure. However, in the context of using English as a medium of communication among speakers who consider it as their second language, regardless of their acquired proficiency, they still commit phonological errors, either intended or otherwise. Ironically, the commission of errors in the expected phonology in English consequently facilitated the communication process instead of constraining it as contended. Thus, it is interesting to know what are these phonological errors in English committed by the learners and how the commission of these phonological errors influenced the academic discourse of native Cebuano-Visayans learners. Through a qualitative single-case study, data were gathered and analyzed following the thematic analytical framework of Miles and Huberman. Findings reveal that these phonological errors fall generally within segmental and suprasegmental areas along with specific identified phonemes and elements. Moreover, the commission of these phonological errors is associated with the alignment of proficiency disparity and its factors and assessment for improvement. Therefore, it is concluded that as English as second language speakers orally communicate, either intentionally or not, the phonological errors committed facilitated the exchange of concepts in the academic discourse as speakers begin to share an abstract concept of meanings that are associated with the produced phonological error (Momongan et al., 2023).

Stress is one of the most neglected components of the Arabic language in classrooms (Lin, 2018; Ryding, 2013).This study is devoted to analyzing stress production in Arabic as produced by Cebuano learners in order to highlight the challenges so that teachers can address them in the best way. The data have been examined within the metrical theory of word stress elaborated in Hayes (1995). A sample of 100 words has been considered, spoken by six non-native speakers of Arabic, three females and three males, whose first language is Cebuano, the national language of the Philippines. Data analysis shows that native Cebuano speakers have an iambic foot, where the foot involves left-to-right parsing, satisfies the End Rule Right Principle by which the main stress lands on the head of the rightmost visible foot, and imposes a weak ban on the degenerate foot. Intriguingly, foot iambicity observed in the produced words is regarded as a reflection of the speakers' source language (L1) that has an iambic foot. Arabic words spoken by Cebuano non- natives conform to the bimoraic condition for the minimal phonological word that takes the primary stress, and is repaired only through vowel lengthening; whereas gemination, as a main strategy for creating bimoraicity, is

totally absent. Similarly, vowel lengthening is seen as a transfer effect of L1, where stress always attracts a long vowel. The results point to the great importance of prosody in teaching Arabic as a foreign language, since prosodic features significantly contribute to the communication intelligibility (Huneety et al., 2020).

This descriptive-qualitative study looks into the English words that certain members of Generation Z use when speaking Cebuano Visayan in the southern portion of Cebu, Philippines. The 80 study participants' 15 live, recorded role-plays served as the basis for a validated, self-made matrix. It was analyzed in three stages: phase one looked for code-mixing in words, phase two looked for code-switching in utterances, and phase three looked at creating a monograph using the study's data-collection process. The phylogenetic change hypothesis put forth by Hockett (2008) and Odlin's (1989) Borrowing Transfer Theory serve as the foundation for this investigation. These ideas emphasize the possibility that anytime two languages interact, one or both may undergo transformation.The evolutionary change is concentrated on language mixing and switching within a particular speaking population. The results of the study demonstrated that most Cebuano Visayan affixes are found in words that follow verbs. Adjective affixes from the Cebuano Visayan language serve as an auxiliary in the mixed-in English term but have little impact on the English word's meaning. The vast bulk of the content terms have complicated grammar. Intrasentential codeswitching is the most often used of the three types of code-switching. Therefore, it is concluded that Cebuano Visayan uses linguistic borrowing from English through code-mixing in words and code-mixing in utterances. Because these phenomena augment genuine knowledge acquisition, it is recommended that Language Teachers allow the students to use more than one code in oral classroom participation through code-mixing and code-switching (Sales, 2022).

Cebuano, also known as Bisaya', is a member of the Bisayan languages, under the Malayo- Polynesian subdivision of the Austronesian family. It is spoken by about 16 million people around the world (Ethnologue 2019), most of who live in central Philippines, mainly on the islands of Cebu and Bohol, eastern Negros, western Leyte, and northern parts of Mindanao (Wolff 1972). Shryock (1993) presents a metrical analysis of the distribution of primary and secondary stress in Cebuano. No phonetic measurements are mentioned as a support for the data, i.e., it is not clear what criteria were used to decide which syllable of a word is stressed. This paper first presents data which shows that the most significant phonetic correlates of stress in Cebuano are duration and vowel quality, specifically the first and second formant (F1 and F2). In addition, this paper argues that the stress pattern in Cebuano is weight-sensitive, iambic, right-aligned, and extrametrical, with certain loanwords being the exceptions, and presents an analysis of the stress pattern using Optimality Theory (henceforth OT, Prince & Smolensky 1993/2004). All the data used in this paper are extracted from two sources: a dictionary of Cebuano compiled by Wolff (1972) and Shryock (1993), and presented using IPA symbols. All the recordings are collected from a native speaker of Cebuano ( Xu, 2020).

## 2. Methodology

### 2.1 Research Design

In this study, the researchers used a qualitative descriptive type of research. To define qualitative research, Aspers and Corte (2019) stated that "qualitative research as an iterative process in which improved understanding to the scientific community is achieved by making new significant distinctions resulting from getting closer to the phenomenon studied". Meanwhile, according to Atmowardoyo (2018), descriptive research is defined as a research method used to describe existing phenomena as accurately as possible with the main objective of descriptive research is to systematically describe the existing phenomena being studied. This qualitative research study was conducted using a descriptive research methodology with the goal of identifying the similarities and differences in phonological features between Cebuano-Gensan and Cebuano Davao in terms of stress, juncture, and intonation.

### 2.2 Research Respondents

To obtain accurate data, the researchers initially planned to have 15 participants per geographic location, but due to unforeseen circumstances when they conducted the study, there were only 11 participants from Cebuano-Gensan and Cebuano-Davao who participated in the study. Therefore, out of the 30 respondents aimed at by the researchers, there were only a total of 22 respondents who voluntarily responded to the study.

### 2.3 Research Instrument

The respondents were gathered by the researchers through profiling and personal interviews. The interview was done through recording their phonological features by reading the Swadesh list that they translated into their vernacular language. Moreover, the instrument that was utilized in this study was a Swadesh List developed by Morris Swadesh in 1950. Specifically, the Swadesh List consists of 100 words such as all, ash, bark, belly, big, etc. These were the words that were being translated by the respondents who participated in the study and the Swadesh List was transcribed by the researchers using IPA (International Phonetic Alphabet). Furthermore, a spectrogram analysis was also employed in the study to determine the differences between cebuano-davao and cebuano-gensan in terms of word stress, juncture, and intonation. According to Artificial Intelligence for Future generation Robotics (2021), a spectrogram is a graphic representation of audio signals, demonstrating the amplitude of the audio of a signal over a specific time interval. Therefore, Cebuano-Davao circumflex is considered strong in its diction however, Cebuano-Gensan circumflex is noticeably gentler in tense.

## 3. Results and Discussion

The results in this study were gathered from the respondents and were interpreted by the

researchers. The words chosen on each table are words frequently used by each location.

Tables below show the data collected throughout the conduct of this study.

### 3.1. Phonological Features between Cebuano-Davao and Cebuano-Gensan

*Elements*

*Stressed Part Identification:* To highlight the stressed part of a word, The use the **bold text formatting**, which is commonly used for emphasis in written text.

*Juncture Identification:* The **"/"** symbol is commonly used to denote junctures in linguistic analysis or when transcribing speech. It helps linguists and language learners understand how a word is broken down into its constituent parts.
For example, in the word "unhappiness," you can identify the juncture between
"un-" and "happiness" using the "/" symbol: "un-/happiness."

Table 1

*Intonation Symbols*

| RISING | FALLING | FLAT | HIGH | LOW |
|--------|---------|------|------|-----|
| / | \ | – | \| | __ |

Table 2

*Similarities between Cebuano-Davao and Cebuano-Gensan*

| WORDS IN ENGLISH | TRANSLATE D TO CEBUANO (In both Cebuano - davao and Gensan dialect) | TRANSLATE D TO IPA | STRESS | INTONATION | JUNCTURE |
|---|---|---|---|---|---|
| ALL | TANAN | Tɛnɛn | Tɛ**n**ɛn | Tɛnɛn– | Ta/nan |
| FAT | TAMBOK | təmbɔk | tə**m**bɔk | təmbɔk\ | Tam/bok |

| MOUTH | BABA | bɑ-bɑ | bɑ-bɑ | bɑ-bɑ/ | Ba/ba |
| HAND | KAMOT | kamɔt | kamɔt | kamɔt– | Ka/mot |
| DIRTY | HUGAW | hʊgaw | hʊgaw | hʊgaw\ | Hu/gaw |

Table 2 presents a thorough analysis of language translations from English to Cebuano-Davao and Gensan, accompanied by phonetic transcriptions in the International Phonetic Alphabet (IPA). The similarity is most evident in the stressed components, intonations, and juncture patterns of the translated words both in Cebuano and Phonetic translations.

Table 3

Differences between Cebuano-Davao and Cebuano-Gensan

| WORDS IN ENGLISH | TRANSLATED TO CEBUANO | | TRANSCRIBED TO IPA | | STRESS | | INTONATION | | JUNCTURE | |
|---|---|---|---|---|---|---|---|---|---|---|
| | DVO | GSC | DVO | GSC | DVO | GSC | DVO | GSC | DVO | GSC |
| TO COME | MU-ANHI | Mu-adto | mʊ-anhI | mʊ-adtɔ | mʊ-**anhI** | mʊ-**adtɔ** | mʊ-anhI\ | mʊ-adtɔ\ | Mu/an/hi | Mu/ad/to |
| COLD (WEATHER) | TUGNAW | BUGNAW | tʊgnaw | bʊgnaw | tʊ**g**naw | bʊ**g**naw | tʊgnaw/ | bʊgnaw– | Tug/na w | Bug/n aw |
| FOOT | BATIIS | TIIL | batIis | ti-Il | b**a**tIis | t**i**-Il | batIis\ | ti-Il\ | Ba/ti/is | Ti/il |
| MOUN TAIN | Buntod | BUKID | bʊntɔd | bʊkId | b**ʊ**ntɔd | b**ʊ**kId | bʊntɔd\ | bʊkId\ | Bun/tod | Bu/kid |
| TO COUNT | MU-IHAP | BILANGON | mʊ-Ihap | bIlaŋɔn | m**ʊ**-Ihap | bIlaŋɔn | mʊ-Ihap– | bIlaŋɔn\ | Mu/ihap | Bi/lang/on |
| TO BREATH | PAGINHAWA | MUHINGA | pagInhəwa | mʊhIŋa | pa**gI**nhəwa | mʊhIŋa | pagInhəwa/ | mʊhIŋa– | Pa/gin/h a/wa | Mu/hi / nga |
| TO BLOW | PAGHUBO | HUYUPON | paghʊ bɔ | hʊjʊpɔn | pag**hʊ**bɔ | hʊ**jʊ**pɔn | paghʊbɔ– | hʊjʊpɔn\ | Pag/hu / bo | Hu/yu / pon |
| TO FLOAT | MULUTAW | MULOTAW | mʊlʊtaw | mʊlɔtaw | mʊl**ʊ**taw | mʊlɔtaw | mʊlʊtaw\ | mʊlɔtaw/ | Mu/lu/ta w | Mu/lo/taw |
| DUGO | DUGO | DUGO | dʊgɔ | dʊgɔ | d**ʊ**gɔ | dʊgɔ | dʊgɔ– | dʊgɔ\ | Du/go | Du/go |

Table 3 shows the words that are different in translation from both Cebuano speaking locations. The differences in the inflectional usage as well as the phonological features

are very different from each other. The word "tugnaw" is frequently used by most Cebuano speakers in Davao, however, the word "bugnaw" is frequently used in Cebuano Gensan. This also shows that 100% of the respondents used the two words that often. Almost all of the respondents translated the words into exactly the same translation in different languages.

Notably, it was observed that Cebuano-Gensan often uses tagalog words in a Cebuano syntactic form. From the word "Bilangon" came from the tagalog word "Bilang" which is to count then added the suffix "on" from the Cebuano Affixes making the word "bilangon" but the translated word of "To count" in Cebuano-Davao is "Muihap" in which the word came from main land Cebu's "Moihap". These observations can be also seen on the translated words of "To Breath" from Cebuano- Gensan's "Muhinga" deprived from the tagalog word "Hinga" and added a prefix of "Mu" from the Cebuano affixes different from Cebuano-Davao's "Paghubo" but then the word "Paghubo" is a different meaning when a Cebuano-Gensan speaker would hear the word "Paghubo" on which it means "To strip" in Gensan.

The translated words of "Blood" in Cebuano-Davao and Gensan are "Dugo." Although they are the same word it is noticed that the stress of each word are placed differently. "Dugo" in Cebuano-Davao's "dʊgɔ" the stress is placed on the "ʊ" when the researchers listened to the recordings while translating. Showing that Cebuano-Davao speakers are more expressive than Cebuano-Gensan's "dʊgɔ" on where the stressed component was placed at the end of the word making the intonation of Cebuano-Gensan a falling tone while on the other hand Cebuano-Davao's "dʊgɔ" falling on a flat intonation tone due to the fact that the stressed component was place at the first part of the word.

The juncture patterns in the words from Cebuano-Davao and Cebuano-Gensan showcase intriguing differences in how words are pronounced. In Cebuano-Davao, there is a distinctive pattern of separating certain sounds with pauses, as seen in words like "Mu/an/hi" and "Ba/ti/is." Meanwhile, in General Santos City, sounds often blend together, as illustrated by "Mu/ad/to" and "Ti/il." This difference in juncture reflects the way words are spoken, providing a sense of identity and character to each location. Interestingly, not all words exhibit these regional differences. In the case of "Du/go," both Davao and GSC share a common juncture pattern, indicating that some words remain consistent across these regions.

**3.2 Spectrogram Analysis**

Circumflex in Cebuano Gensan is softer in tense than in Cebuano Davao. Example word is "muinom" in Cebuano Gensan and "inumun" in Cebuano Davao.

Figure 1

*Spectogram of word "Muinom" in Cebuano Gensan*
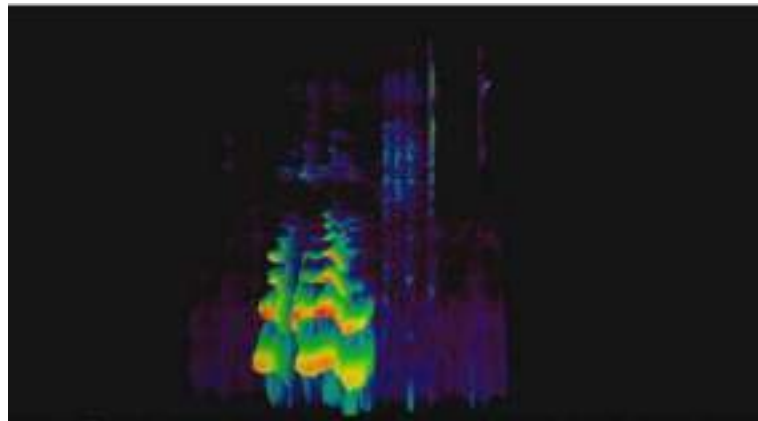
Figure 2

*Spectogram of word "Inumun" in Cebuano Davao*
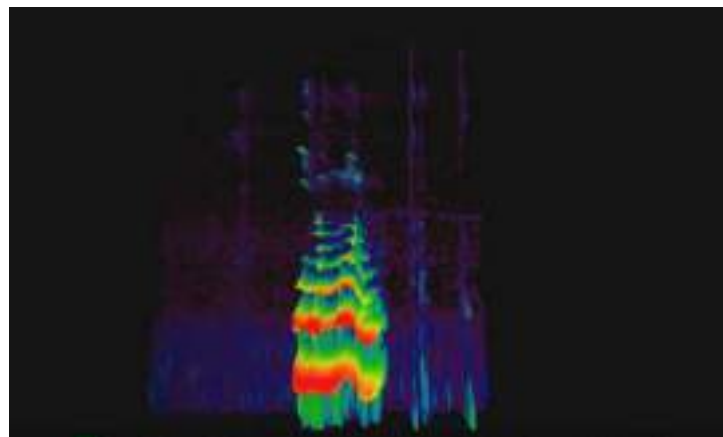


Figures 1 and 2 show the difference in juncture, intonation, and stress of the words. The result also shows that there words that are very different in both varieties of language. As an example, take the words "batiis" in Cebuano Davao and "paa" in Cebuano Gensan. Both words refer to the same part of the body which is "leg" but is very distinct from its pitch, spelling, intonation and stress. Same with the case of the word "buntod" in Cebuano Davao and "bukid" in Cebuano Gensan. Another difference are the words "mang dakop" in Cebuano Gensan and "pagpangayam" Cebuano Davao which both means "to hunt".

The pictures below show an indication of stress on the vowel using capital letters.

Figure 3

*Spectrogram of word "huyUpon" in Cebuano Gensan*
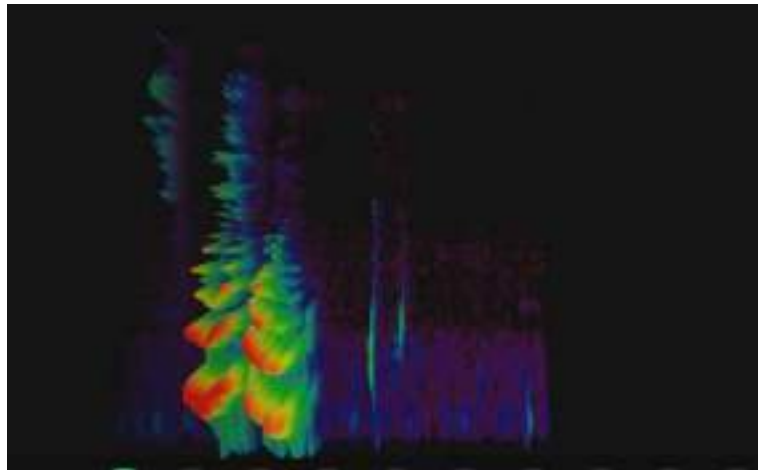
Figure 4

*Spectrogram of word "huyupOn" in Cebuano Davao*
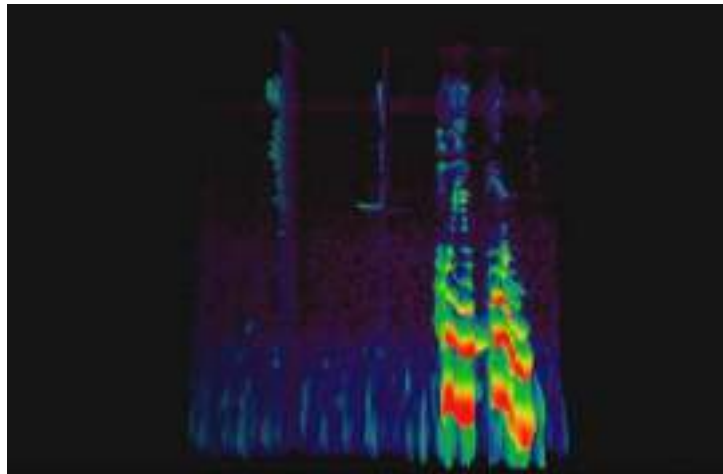
Figure 5

*Spectrogram of word "muhUyop" in Cebuano Gensan*
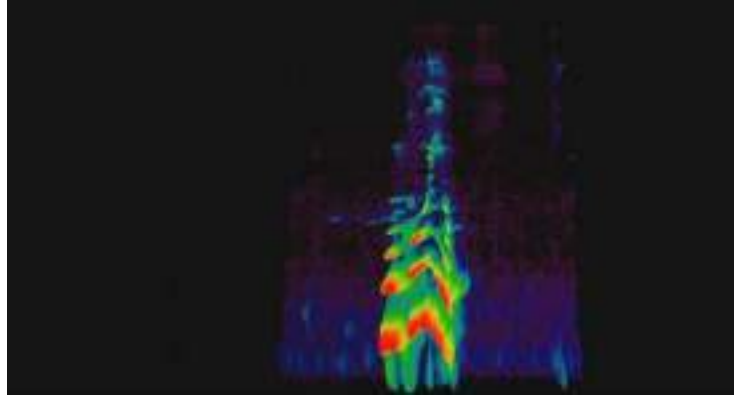


Figure 6

*Spectrogram of word "muhuyOp" in Cebuano Davao*
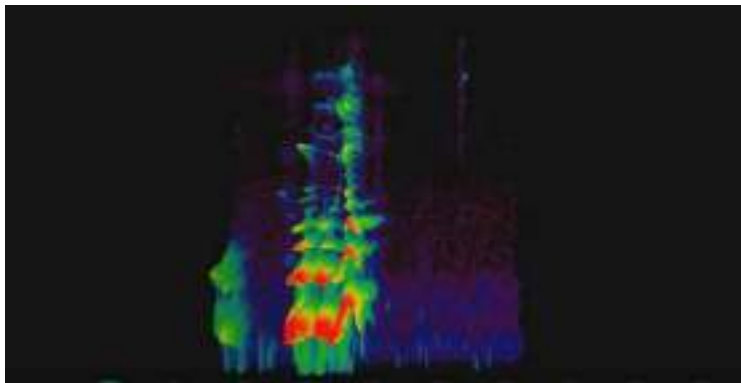


Words such as, huyupon and muhuyop have distinct stress, intonation, and juncture in Cebuano Gensan and Cebuano Davao. The differences are displayed in the picture above using a spectogram. However, both words are similar in spelling but differ in inflectional usage. Cebuano Gensan uses "mu" as a prefix as well as Cebuano Davao. Also, Cebuano Gensan has a suffix "on " which is also present in Cebuano Davao. Both inflections change the course of the words.

Figure 7

*Spectrogram of word "mulutAw" in Cebuano Gensan*
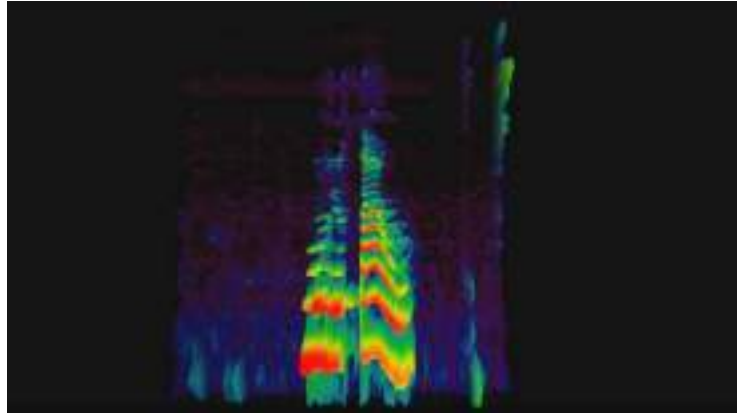
Figure 8

*Spectrogram of word "mulutAw" in Cebuano Davao*
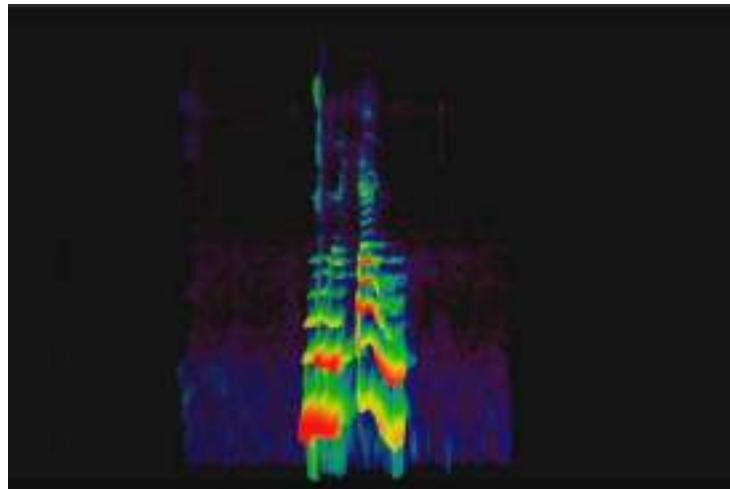


There are also words in Cebuano Davao and Cebuano Gensan which contain the same stress, intonation, and juncture. There are no differences in the way speakers pronounce this word considering the different geographical locations.

Figure 9

*Spectrogram of word "tyan" in Cebuano Gensan*
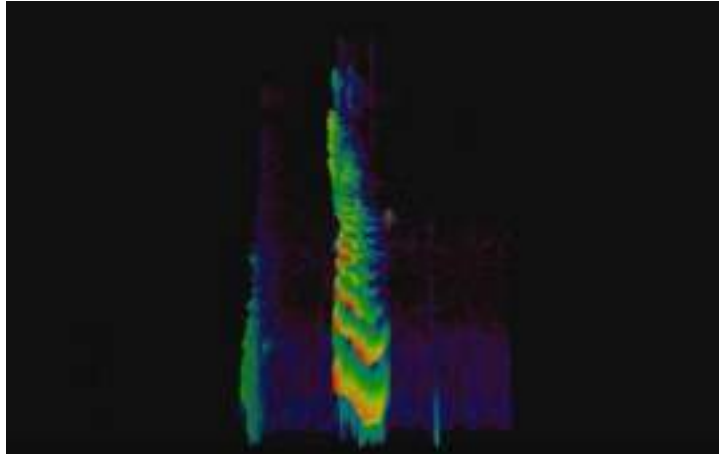
Figure 10

*Spectrogram of word "Tiyan" in Cebuano Davao*
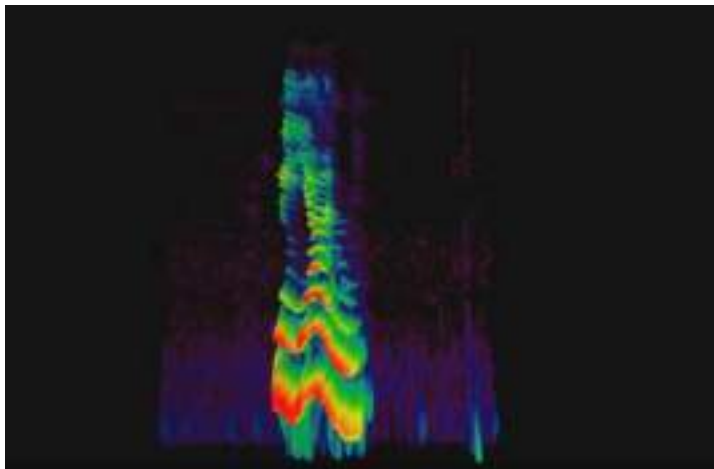


The result shows that there are words which contain different syllable count. An example based on the data collected is the words "tyan" and "tiyan". More often, Cebuano Gensan pronounced the word as "tyan" while Cebuano Davao speakers pronounced the word as "tiyan" with an extra vowel that contributes to the addition of syllables.

Letters at the end of the word also differ in both varieties of Cebuano. Words from Cebuano Davao such as "muanhi" and "muanha" are very different from Cebuano Gensan's "muadto". Depending on the context, "muadto" may have different meanings such as "muadto dira" which is "muanha" in Cebuano Davao. "Muadto diri" is an equivalent word for Cebuano Davao as "muanhi".

Words such as "balahibo" and "balihibo" are both present in Cebuano Gensan

and Cebuano Davao. This word is common in the speech discourse of speakers in both different geographical locations. Changes and differences in the usage of letters "w" and "l" is also present in both varieties of language. For instance, Cebuano Davao has a common usage of "w" in the word "nahibaw-an" but in contrast, Cebuano Gensan uses the letter "l" in the word "nahibal-an". Juncture also plays a huge role in the distinctiveness of the language, Cebuano Davao has a more expressive pronunciation which leads to rapid utterance while Cebuano Gensan pronounces the syllables in a less expressive manner.

There are words also in Cebuano Gensan in the Swadish list consisting of no equivalent word in their discourse. However, in Cebuano Davao, a translation is present. An example of the word is "green" translated as "lunhaw" in Cebuano Davao. The findings testified that the word "lunhaw" is very common and used by many speakers in Davao but in Cebuano Gensan, the word "green" does not have any translations which leads speakers to use the English term "green" in their discourse.

## 4. Conclusion

Geographical location really plays an important role in the distinction between languages. Also, differences in location are what should be considered as well as the similarities of language. Phonological features are one of the affected domains in language learning as it affects and implies meaning to the speech discourse. The data interpreted by the researchers shows that there are huge differences and similarities between Cebuano Gensan and Cebuano Davao. Identified in the results are the differences in stress, intonation, and juncture. Cebuano Davao is more likely to be an expressive language which results in the different and specified stress in words, juncture, and intonation. Syllables in words as well as the vowels are pronounced with great diction. However, in Cebuano Gensan, words are not pronounced as expressively as in Cebuano Davao. There are words also that do not have any equivalent translation in Cebuano Gensan but only in Cebuano Davao. The use of prefix, affix, and suffix together with the use of inflections are also distinct from both languages. There is a case where inflections in both languages alter the meaning and context depending on the location of the inflections in a certain word. But still, most of the words are common to each other. In this study, it shows that there are a lot of similarities also in spelling conventions. Some words also have many equivalent translations depending on the context and usage. This study also showed that there is a relation between the results of the study from other studies that are presented in this paper which gave significant results in comparing the phonological features of Cebuano Davao and Cebuano Gensan. Lastly, it is crucial to investigate more about the interesting similarities and differences between varieties of language which share common roots and have prevalent use in the speaking community considering the difference in geographical location due to the fact that not a lot of studies have been made in this specific area.

## 5. Recommendations

Due to time constraints, the study was unable to provide a deeper analysis of the historical events on the influences of Cebuano-Davao and Cebuano-Gensan's adaptation on the Cebuano Language as well as go through other places that speaks the same language in which limits the study on minor branches of Cebuano speakers in Mindanao. It was also unable to dwelve on the influences of socioeconomic status' influences on the language of the speaker making the study rely on purely a cebuano speaker from the respected areas. With this, it is recommended to future researchers to dive more into the historical impacts of other cebuano speaking communities to fully comprehend the influence of the importance of geographical location and culture and to make a note on the influences on the differences of speaking in terms of the socioeconomic status of the speaker. These recommendations are encouraged for futures researchers to reach for a more broader and in-depth results. The findings of this study can help future researchers by using it as a basis on studying the Phonological Features on other Cebuano speaking communities.

## References:

Aspers, P., & Corte, U. (2019). What is Qualitative in Qualitative Research. Qualitative Sociology, 42(2), 139–160.

Beal, J. C. (2010). An introduction to regional Englishes: dialect variation in England. Edinburgh: Edinburgh University Press.

Boersma, P., Chládková, K., & Benders, T. (2022). Phonological features emerge substance-freely from the phonetics and the morphology: Canadian Journal of Linguistics/Revue canadienne de linguistique. Cambridge Core. https://www.cambridge.org/core/journals/canadian-journal- of-linguistics-revue-canadienne-de-linguistique/article/phonological-features-emerge- substancefreely-from-the-phonetics-and-the- morphology/308FF454E1B3E843F2DBDADB12FBB999

Gussenhoven, C. & Jacobs, H. (2017). Understanding Phonology. The Fourth Edition.

Hill, J. H. (2009). The everyday language of white racism. John Wiley & Sons.

Huneety, A., Mashaqba, B., Al-Quran, M., & Hishma, J. (2020). Stress production by Cebuano learners of Arabic: A metrical analysis. Indonesian Journal of Applied Linguistics, 9(3), 517- 525.

Kuo, M.M. & Lai, C.C (2006). Linguistics across Cultures: The Impact of Culture on Second Language Learning.

Lisker, L. & Abramson A.S. (1971). Distinctive Features and Laryngeal Control. Linguistic Society of America. https://www.jstor.org/stable/412155

Matras, Y. (2009). Language contact. Cambridge: Cambridge University Press.

Momongan, C. P., Sanchez, S., Viray, H. M., & Ramos, A. (2023). Influence of Phonological Errors in English Academic Discourse of Cebuano-Visayan Learners. Journal of World Englishes and Educational Practices, 5(1), 96-105.

O'Rourke, E. (2005). Intonation and language contact: A case study of two varieties of Peruvian Spanish. University of Illinois at Urbana-Champaign.

Omar. A. & Alotaibi, M. (2017). Geographic Location and Linguistic Diversity: The Use of Intensifiers in Egyptian and Saudi Arabic.

Sales, A. J. G. (2022). linguistic borrowing of english words and utterances among Philippine's generation Z in Cebuano Visayan. REiLA: Journal of Research and Innovation in Language, 4(1), 41-53.

Syal, P., & Jindal, D. V. (2007). An Introduction to Linguistics: Language, Grammar and Semantics.

Taylor, B. M., & Pearson, P. D. (2002). The CIERA school change project: Supporting schools as they implement home-grown reading reform.

Wang, W. (1967). Phonological Features of Tone. International Journal of American Linguistics, 33(2), 93–105.

Wardhaugh, R. (2006). An introduction to sociolinguistics (5th ed.). Oxford: Blackwell Publishing.

Xu, S. A. (2020). Cebuano Stress: Phonetic Cues and Phonological Pattern.

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# CRITICAL DISCOURSE ANALYSIS

# Performing Activism in Quezon: A Critical Discourse Analysis of
## *Sining ADhika's* Online Theatrical Plays

**Jade A. Oraa**
Manuel S. Enverga University Foundation, Quezon
University of the Philippines Los Baños, Laguna
oraajade@mseuf.edu.ph
jaoraa@up.edu.ph

**Abstract.** This paper addressed the concern of how activism is staged and conveyed in online theatrical plays performed by *Sining ADhika* – a newly established campus-based theatre group of Senior High School Department in the Manuel S. Enverga University Foundation, Lucena City, Quezon. It is a group of Arts and Design Track students who have produced online theatrical plays in 2020 in spite of various constraints brought by the pandemic situation. Specifically, this study's attempt was to discuss briefly Philippine activism especially in local theatre productions; to identify the themes of all online theatrical plays, including scripts and songs performed; to interpret how the online theatrical plays conveyed activism; and to discuss these plays in lieu with the political and economic landscape of the Philippines. More so, this study followed the three dimensions of Critical Discourse Analysis such as (1)text, (2)discursive practice, and (3)social practice. This paper delved on how *Sining ADhika* displayed online activism about the youth, the family and society, and the government and governance. Augusto Boal's Theatre of the Oppressed" was elucidated alongside the construed meanings of activism from the scripts and performed songs.

**Keywords:** activism, online theatre, COVID-19 pandemic, political theatre, university-based theatre play

## 1. Introduction

In a contemporary society like the Philippines, protest and social movements are perennial. For Filipinos, performance or drama has been the artistic form quickest to respond to current history (Fernandez, 1987), especially when history leaves people a cathartic story. The Philippine theatre essentially continued the production of social awareness, advocacy, and militancy despite endemic poverty, lack of government subsidies, and current pandemic situation. This justifies the very aim of art according to Alice Guillermo in the late 1980s – not to simply render some object or other, but to make it a carrier of meanings (Flores, 2019). And apparently, one of which that theatre performance conveys is activism.

Social activism in Quezon province stems from the several acts of oppression and suppression experienced by some of the activists over the past years: the killing of land

rights activist Elisa Tulid, a leader of Samahan ng Magsasaka in San Andres, Quezon (OMCT, 2013); the missing of the then 23-year-old rights group Karapatan activist Alexandria Pacalda and later claimed to had been abducted by the military in General Luna, Quezon (Mallari, 2019); the rally of environmental activists around a Philippine Diocese in Quezon against the construction of the new coal-fired plants in the areas as it was inconsistent with the efforts to mitigate climate change (Gomes, 2020); and the harassment and red-tagging incidents reported by Karapatan-Quezon despite a global coronavirus pandemic in municipalities of Lopez, Catanauan, Macalelon, Unisan, Agdangan, Padre Burgos, and Atimonan (Umali, 2020).

These meanings of oppression, injustices, and militancy respond to Augusto Boal's "Theatre of the Oppressed" which explicates that theatrical stage is where all actors rehearse for the revolution and social movements. Albeit having several facets, theatre for social change is designed to create community and engage the community in a public sphere or dialogue. Theatre can be used to exemplify the possibilities of and inspire people to pursue social change.

Essentially, Guillermo's scrutiny of the brisk interaction between art and history (Flores, 2019) and Boal's radical and political activism towards social change pave the way for theatrical plays to be a repository of interpreted signs and meanings of activism.

This paper addresses the concern of how activism is staged and conveyed in online theatrical plays performed by *Sining ADhika,* a newly established campus-based theatre group of the Senior High School Department in the Manuel S. Enverga University Foundation based in Lucena City, Quezon. It is a group of Arts and Design Track students who have started producing short and full-length online theatrical plays in spite of various constraints brought by the pandemic situation.

All the online theatre plays produced by *Sining ADhika* from AY 2021-2022 are the selected theatrical plays to be discussed in this paper since these plays pioneered the group's goal of becoming its brand as a campus-based theatre production in MSEUF-SHS. Particularly, this research has the following objectives discussed:

1. Discuss briefly Philippine activism especially in local theatre productions;
2. Identify the themes of all online theatrical plays, including scripts and songs performed;
3. Interpret how the online theatrical plays conveyed activism in the Philippines; and
4. Discuss these plays in lieu with the political and economic landscape of the Philippines.

## 2. Review of Related Literature

### 2.1 The Rise of Staging Activism in the Philippines

Activism in the Philippines has always been an elephant in the room since 1972 when the darkest days of martial law challenged the country's freedom to live and express. That year, the protest theatre which had begun in the late 1960s-short plays staged in the streets, public plazas, churchyards, and strike picket lines to protest injustice and corruption-was abruptly silenced (Fernandez, 1987).

Inequality, oppression and domination are terms that are relative to activists but the notion of power as the core of problematic relationships at both macro- and micro-levels is more recent (Medel-Anonuevo, 1996). One breadth of activism—especially in the Philippines—is the unequal power relations between classes or between the state and the people. Eventually, an upsurge of student protests and movements occurred by the late sixties (Jimenez, 2014). From January to March 1970, more violent protest rallies were mounted against the Marcos regime, which came to be known as the First Quarter Storm (Agoncillo, 1990, as cited in Jimenez, 2014).

The University of the Philippines set as the benchmark of student activism. According to Jimenez (2014), students from nonsectarian schools such as Mapua Institute of Technology, the Far Eastern University, and the Lyceum of the Philippines, and such sectarian schools as De La Salle College, Ateneo de Manila, University of Santo Tomas, and San Beda College joined the protest movements. The justified agitation stretched from Greater Manila to the Visayas and Mindanao (Damo-Santiago, 1972, as cited in Jimenez, 2014). The activists took part in militant organizations such as the Kabataang Makabayan (Nationalist Youth) and the Movement for Democratic Philippines (MDP), among others. Calderon (197) as cited in Jimenez (2014) that the radical students eventually held key positions in student publications and student council.

Furthermore, Jimenez (2014) posited the structuration theory of Prof. Gidden in analyzing the phenomenon of student activism at the then De La Salle College. The salient points drawn as to why student activism was mounted were: the tuition fee increase that caused uproar amongst students in school year 1971-1972; the presence of 'clerico-fascists' in private educational institutions; the Brother Becker case where 600 students held a four-hour demonstration to show support for Becker who was dismissed from the College, the NROTC controversy whereas around 600 cadets refused to attend the drill due to their 'dissatisfaction with the present NROTC system as well as the 'manifestation of their protest against the hazing of Shore Patrol trainees by probationary officers; the affirmation for the academic freedom and rights; the agitation for a nationalist education; and the campus' elitist orientation.

From then on, students from various campuses empowered themselves in amplifying their plight and advocacies to a broader audience. That was when various

meanings of imperialism, injustice, oppression, and liberation finally were decoded to make inferences, draw conclusions, and carry into elusive streets through the form of theatre art (Fernandez, 1987). This is in response to what Guillermo in the late 1980s articulated – not to simply render some object or other, but to make it a carrier of meanings (Flores, 2019).

According to E. San Juan Jr. (n.d.) as mentioned in Rappler (2020), during the Martial law years, Marcos controlled Filipinos' access and the kind of information they got. He also stifled public scrutiny of the government and ensured he would have the final say on what he claimed was truth. The years of martial law and its aftermath have been paradoxically the age of maturity for Philippine theatre (Fernandez, 1987), which has grown beyond the allegories of the "seditious" playwrights of the early American occupation, or the double-talk of the Japanese occupation, to confront socio-political issues circulating the society.

One of the pioneers of Philippine theatre was Severino Montano (1915-1980) who was posthumously appointed "National Artist" by the National Commission for Culture and the Arts. Montano managed in 1950s various measures to promote professional theatre and theatre education in some of the far-flung barrios in his hometown in Manila (Leonhardt, 2019). His successful dramas were *Sabina, The Merry Wives of Manila,* and *The Ladies and the Senator.*

The political breadth of Philippine theatre has become more evident during the second half of 20th century according to Pamela Del Rosario (1994, as cited in Delimata, 2013). The Filipino culture that time was strongly inspired by the theatre tradition of Augusto Boal's *Theatre of the Oppressed.* More so, Del Rosario argued that thinking about theatre should be rather as an important tool in the fight for political and social changes (Delimata, 2013), as what Boal posited in his theory.

However, still, other playwrights clothed their protest in the robes of traditional theatre with the likes of PETA's *Panunuluyan* (1979), Nicanor Tiongson's *Philipinas Circa 1907* (1982), and Bonifacio Ilagan's *Pagsambang Bayan* (1977), wherein entertainment through traditional formula of song, dance, and romance was on the topmost layer of performance.

According to Delimata (2013), theatre practice has become more political, revolutionary, and calling for social and/or governmental changes. Indeed, theatre is designed to challenge the status quo and call for actions to revolutionize and solve chaos in the society. *Theatre of the Oppressed* solidifies the fact that social change has always been the major aim of the people on the marginalized sectors. Theatre is an art form that empowers the marginalized, the oppressed (Delimata, 2013).

Counter cultural dependence, theater content, style and purpose changed.

Poverty, injustice, oppression, graft and corruption became common themes during this period. Plays featured the laborer and farmer, slum dweller and scavenger using social realism, i.e., the mode that utilizes theater as a lecture platform for purposes of mass education (Del Rosario, 1994, as cited in Delimata, 2013).

Further, PETA, and its social and political concern, did not end up with i.e., the fall of Marcos government (Delimata, 2013). Nowadays PETA leads several theatre educational programs (i.e., The School of People's Theater), trains young people (PETA Metropolitan Teen Theater League Program, Children's Theater Program, Arts Zone Project) and first of all, its performing arm – the Kalinangan Ensemble – regularly stages play in the PETA Theater Center in Quezon City (Delimata, 2013). As a matter of fact, *Rak of Aegis* (2014) is the most recent and most common stage play being produced by PETA, which was written by Liza Magtoto and directed by Maribel Legarda (Camacho, 2021).

Another political narrative that has been staged through theatre plays in the Philippines is *Dekada '70*. A Black Box Production's musical adaptation of Lualhati Bautista's novel, *Dekada '70* brings the story to a new audience of young, screaming for change generation. Politics, injustice, and history are common topics in theater. The events that inspired the production are the deepest wounds in Philippine history – Martial Law (De Paula, 2020). And given the recent developments in our political landscape, the topics of the musical are still, sadly, one of the biggest problems facing society, as told by Director Pat Valera.

*Dekada '70,* albeit having a deeply personal story, actually resembles bigger issues that challenged the nation and stemmed out activism. It is a show filled with small, perfect moments like these; moments that condense big emotions and feelings into something easier to hold, easier to grasp; moments experienced by anyone who'd lived through the darkness and uncertainty that had cloaked Metro Manila in the 1970s (Nuevo, 2020).

## 2.2 Quarantined Activism and the Online Theatre

In parts of Southeast Asia, the rise of authoritarian regimes has created conditions of impunity in which state and non-state actors have exploited restrictions during the COVID-19 pandemic to restrain activism, contain indigenous livelihoods, and intensify resource exploitation (Dressler, 2021). Filipinos cannot deny the fact that during the hit of the coronavirus pandemic in 2020, freedom and rights were stretched and strongly challenged by Duterte administration.

In 2020, the United Nation's Human Rights Council released a damning report stating that, between 2015 and 2019, at least 248 human rights and environmental defenders had been murdered in their pursuit of social and environmental justice in the Philippines (OHCHR, 2020). According to Dressler (2021), the incidents of harassment,

intimidation and murder of so-called leftist defenders have increased considerably since President Duterte assumed office. Elected in 2016, President Duterte deliberately use vulgar, sexist, confrontational and violent language to demonstrate their charisma and power to get the 'job done' at any cost (e.g., controlling crime and activism) and to distance themselves from the 'political establishment', despite themselves often being political elites from wealthy, well-established families (McCoy, 2017).

During the COVID-19 pandemic, the Duterte administration seemed to have exacerbated the situation when violence against defenders has taken on new atmospheric dimensions. Under Duterte's rule, COVID-19 has further driven complex violent atmospheres involving viral clouds, transmission, infection, and containment of activists and others in civil society already marginalized by the ruling elite and the state's security apparatus (Dressler, 2021).

While people are grappling with the global pandemic, activism or—at least—being proactive has been quarantined in the country since Anti-Terror Law. In the lead up to the Duterte government's signing of the Anti-Terrorism Act (RA No 11479) into law on the 3rd of July, 2020, human rights and environmental defenders contended with the convergence of intensifying red-tagging and the violent atmosphere of COVID-19 (Batac, 2020; Chavez, 2020).

In areas where human rights and environmental activism overlap with police or paramilitary guarding mines, plantations or major infrastructure and military-led counter-insurgency campaigns, ECQ restrictions have been accompanied by military and police surveillance, harassment and arrests (Jennings, 2020, as cited in Dressler, 2021). Once in lockdown, many activists have received unexpected and unwanted visits from enforcement units with violent consequences. According to Dressler (2021), many arrests have occurred at police checkpoints at so-called quarantine 'boundary zones' or during household visits late at night while 'suspects' were sleeping under lockdown.

In addition, despite a global coronavirus pandemic, and a declaration by the President of a unilateral ceasefire between government forces and the revolutionary New People's Army (NPA), rights group Karapatan said soldiers of the 85th Infantry Battalion in Quezon province still found the time to harass local farmers (Umali, 2020). According to report of Umali (2020), harassment and red-tagging incidents reported by Karapatan-Quezon despite a global coronavirus pandemic in municipalities of Lopez, Catanauan, Macalelon, Unisan, Agdangan, Padre Burgos, and Atimonan.

Despite the constraints in staging theatrical plays brought by the global pandemic, if social awareness is at stake especially when activism is stretched, theatre narrative has to be perpetuated.

After its successful runs in 2019, *Ang Huling El Bimbo* was streamed online in 2020

for public viewing. It is a musical play that draws from the Eraserheads songbook (Peters, 2020). Certainly, the play resonates with those of the '90s moments – the plaid fabrics, the baggy clothes, the university culture. Basically, it tackles the life of different people in the '90s.

It speaks volume about silence being oppressive where it exposes how ill-equipped people are when dealt with an emergency situation of sexual assault. There is a criticism in men's silence in violence. Silence is oppressive because it privileges order and harmony over someone's trauma.

Another salient and critical point drawn from *Ang Huling El Bimbo* is how it capitalizes in what Brillante Mendoza (2020) called as "poverty porn" as "supreme art" rather than what they simply are. The social angling of the latter scenes had challenged the middle-class audiences to cry against historical revisionism at the expense of sympathy to men.

*Makinal,* another theatre play streamed online in 2020, is the UP Laboratoryo's adaptation of *Machinal.* This is a story with effective visuals and sounds improvisations. The storyline revolves around Helen, an employee of a patriarch boss named Mr. Jimenez (YouTube, 2020). This play has conveyed the realities that our society is unfortunately facing today, particularly the inferiority of women and their stolen freedom (Sardea, 2020). It showed social injustice in women and how suffocating it is to live in a world run by the belief that women are restricted for freedom. It has challenged the status quo of the role of women in this functioning society, and how these people begged for their own freedom (Sumilang, 2020).

According to Theatre Fans Manila (2021), student organizations from five (5) universities produced via online a trilogy production, a theatre festival, and a series of Filipino plays last March 2021. *The Maze Trilogy* by the Polytechnic University of the Philippines Sining-Lahi Polyrepertory featured *Wangwang, Coffee Break,* and *Solo. Entablado* of the University of the Philippines Diliman produced an online theatre festival with titles including *3SAM, Apat na Kaluluwa sa Loob ng Ari ng Ama,* and *Over a Cup of Coffee.* The present-day adaptation of Sophocles' classic *Oedipus Rex* was streamed online by *Tanghalang Ateneo* with new title *Password:03dlpu5_R3x.* Originally slated in February 2021, *VEER@US: Tetralohiyang Hinaing na Ibaling ang Pansin sa Atin* by Ateneo's *ENTABLAD* was streamed online someime in March 2021. Lastly, *Kung Paano Maghiwalay* by Far Eastern University *Theatre Guild* staged online the Egg Theatre Company's original piece.

The themes of the university-based online theatrical plays delved into raising awareness on the LGBT+ community's struggles, mental health, grief, the battle against HIV/AIDS, alternate possibilities, moral responsibility, crime, politics, romance and break ups, redemption, and many other socio-political issues (Theatre Fans Manila, 2021).

## 3. Methods

Discourse, as cited in Lanuza (2021), generally refers to spoken language or forms of speech (van Dijk, 1997, p. 1). In a deeper theoretical point of view, discourse consists of three essential elements: (1) language use, (2) the communication of beliefs, and (3) interactions in a social situation (van Dijk, 1997, p. 2).

Appropriating the current trends of critical discourse analysis, this paper explored how activism is staged and conveyed in online theatrical plays performed by *Sining ADhika* from First Semester to Second Semester of AY 2020-2021. Discourse is more than the study of language; it delves on how the use of language can affect certain actions upon others or create events (Johnstone, 2008, as cited in Lanuza, 2021). Hence, Fairclough (1992) explicates discourse as a form of social practice, social event, and social structure, rather than a purely individual activity or a reflex of situational variables.

Following Fairclough (1992), this study followed the three dimensions of Critical Discourse Analysis such as (1) text, (2) discursive practice, and (3) social practice.

Text. This study looked at the common themes and categories extracted from the spoken dialogues and performed songs of *Sining ADhika*. The main focus here are the produced online theatrical plays during the AY 2020-2021: *Ako Rin* and *Langit, Lupa… Sino Ang Taya?*

Discursive practice. Meanings from the online theatrical plays were subject to interpretations and placed in the hierarchy of text. Discourse does not only mean understanding and comprehensively inferring from the resources of the community, but also challenging the received and existing linguistic rules and cultural resources.

Discourse as social practice. Studying *Sining ADhika*'s online theatrical plays entails understanding the language in theatre and how they communicate the message of activism to their audience and to the people in general. The political and economic implications of the online theatrical plays will provide more ground-breaking standpoint for radical social movements.

More so, Augusto Boal's theory, "Theatre of the Oppressed", discerned the construed meanings of activism from the scripts and performed songs of the online theatrical plays.

## 4. Results and Discussion

Using Critical Discourse Analysis (Fairclough, 1992), this study explored how activism was performed in online theatrical plays of *Sining ADhika* in AY 2020-2021 through **text**, **discursive practice**, and **discourse as social practice.** The researcher also appropriated Boal's Theatre of the Oppressed in exploring the study's social structures.

This study extracted several themes and categories (text) from the spoken dialogues and performed songs of *Ako Rin* and *Langit, Lupa… Sino Ang Taya?* such as: superiority amongst youth, ignorance, effect to the family, government's self-interest, same-sex relationship, hierarchy of classes, social injustices, and law being unfair, among others. But the focus of this analysis is on the three most overarching key themes from the play and these are (1) Youth Generation, (2) Family and the Society, and (3) Government and Governance.

The production team's main roles were interviewed to solicit their interpretive insights about certain attributes of the study. Their insights were substantiated in discussing further the connection of the theatre plays to the socio-political and economic issues in the Philippines during the Duterte administration.

Table 1
*Profile of the Subjects*

| Subject | Name | Production Role | Age | Sex |
|---------|------|-----------------|-----|-----|
| A | Fiorella Baldeo | Director-Writer | 19 | Female |
| B | Bea Sumilang | Director | 19 | Female |
| C | Yssa Aranilla | Scriptwriter | 20 | Female |
| D | Aron Balasta | Songwriter | 19 | Male |
| E | Francene Baldeo | Actor-Songwriter | 19 | Female |

Table 1 shows the profile of four subjects who participated in the interview and were the core members of *Sining ADhika*. Subject A, 19, as the director-writer, Subject B, 19, as the director, Subject C, 20 as the scriptwriter, and Subject E, 19, as an actor-songwriter, were all female members. Meanwhile, Subject D, 19 and male, was one of the songwriters.

The production roles of these female and male members imply the participation of the youth in exhibiting national awareness and consciousness about the socio-political issues surrounding them. Seemingly, female production heads dominated the core team of *Sining ADhika*.

Figure 1
*Ako Rin official digital poster*



This is the official digital poster of *Ako Rin* which was released via online last November 23, 2020. However, there were other publicity materials released (e.g., teaser photo, teaser video, and official trailer).

Figure 2
*Langit, Lupa… Sino ang Taya? official digital poster*



This is the official digital poster of *Langit, Lupa… Sino ang Taya?* which was released via online last April 12, 2021. However, there were other publicity materials released (e.g., teaser photos, countdown pubmats, teaser videos, and official trailer).

### 4.1 Youth Generation

The following analysis displays how the online theatrical plays portrayed the narratives of youth generation as a contributing factor to staging activism.

Table 2
*Themes present in the online theatrical plays' script and songs*

| AKO RIN | |
|---|---|
| Codes/Categories | Transcription |
| Threat to the youth | Eman: "'Di ba't sinabi ko na sa iyo na itigil mo na 'yang pagpo-*post* mo ng kung anu-ano?! Gusto mo ba talagang mapahamak kang bata ka?" |
| Superiority amongst youth | Eman: "Mas mabuting itigil mo na ang ginagawa mo, bilang isa sa mga boses ng kabataan. Learn your place. Bata ka pa lang, wala ka pang alam." |
| Older generation being upstaged by youth | Athena: "…inaasahan ng bayan ang mga kabataan pero bakit tila sila'y nagigitla… |
| LANGIT, LUPA… SINO ANG TAYA? | |
| Codes/Categories | Transcription |
| Same-sex relationship | Apolaki: "Minsan na rin akong umibig, sinta. Siya'y makisig na lalaki. Mahal namin ang isa't isa noon kagaya ng ating pagmamahalan. Ngunit ako'y kanyang iniwan din sa dulo ng aming walang hanggan." |
| Post-traumatic stress disorder | Elias: "Giyera? Sol, hindi pa tapos ang giyera. Hindi matatapos ang giyera!" |
| World war trigger | Soledad: "Anong kaaway? Kuya, baka nakakalimutan mo naman na matagal na panahon na ang lumipas mula noong tayo ay nakaligtas sa giyera." |

In *Ako Rin,* the common specific themes under youth generation were the threat to the youth, undervalued movement, ignorance, superiority amongst youth, and older generation being upstaged by the youth. Subjects B, C, and D perceived activism as brought by the history, a call for social change, and a way to convey the plight of the masses. And subject A believed that activism could be articulated through theatre as a revolutionary form of art:

> *"Natandaan ko mula sa aking guro na ang teatro ay rebolusyonaryo, ito'y para sa pagbabago. Kung kaya't ang teatro ay maaring maging mabisang*

*outlet para mailahad ang mga hinaing at iba't ibang*
*nais iparating gamit ang entertainment."* (Baldeo,
2021, para. 1)

The production team posited meanings as to how the youth of this generation was compelled to enforce their right to expression through online theatre. Red tagging was the major theme of the online theatre play for it is the social reality today that has to be conveyed to the people (A); there have been overwhelming injustices in the streets and activism has been quarantined since the enactment of the Anti-Terror Law (B); the fundamental right and freedom of speech has been challenged (C); and the theatrical play aimed to amplify the voices and current experiences of the Filipinos who are red-tagged (D).

More so, the subjects explicated the theatrical texts as a form of youth empowerment whereas "art as the conveyor of truth":

*"Dahil nga mas nae-engganyo ang mga tao sa*
*entertainment, sa tingin namin ay mas mapapa-*
*convey ang message sa bigger audience by giving*
*that source of satisfaction sa kanilang mga buhay"*
(Aranilla, 2021, para. 6)

In addition, Balasta (2021) stated that online theatre plays a pivotal role to youth narratives such as the "plight of the youth in the society":

*"Sapagkat ang teatro ay sumasalamin sa tunay na*
*buhay. Layunin nitong magpalaganap, maipakita, at*
*maipahayag ang mga kaganapan na kasalukuyang*
*nagaganap sa ating lipunan"* (para. 7)

*Ako Rin*'s *Athena* and *Eman* – the two lead roles – represented varied characters and realities in the Philippines today. *Athena* represented those Filipinos who are critical of the government's erroneous administration; those empowered women who were once undervalued and dominated by men; the youth who are aggressively oppressed in speaking for truth; and the young generation who continuously calls for social change and social justice. *Eman's* character represented the likes of Bong Go to President Duterte who seems to be a constant follower during his presidency; those who are blinded and who choose to be blinded by the government; the reality that choosing family's security in exchange of exercising the freedom to speak up is a lesser evil; and those older generation who are and who chose to be apolitical in spite of the blatant social injustices today.

Youth empowerment as the main theme in the online theatrical play was

successfully conveyed because of various challenges faced by the youth today – where their activism is rooted from – such as superiority complex from the older generation, invalidated thoughts and emotions, and oppressive actions after being critical and threatened by the enacted Anti-Terror Law in 2020. Women being undervalued, extra-judicial killings, and the hierarchy of social classes are still evident in the real plight of the masses. And theatre still serves its purpose of staging the rage for political and social change (Delimata, 2013).

Meanwhile, in *Langit, Lupa… Sino Ang Taya?*, same-sex relationship, post-traumatic stress disorder (PTSD), and world war trigger were the common themes categorized under youth generation. The subjects rationalized their perception in creating the online theatrical play *Langit, Lupa… Sino ang Taya?* based on some of the striking lines from the script:

> Apolaki:
>
> Malaya kang
> Iwanan ang sakit sa puso
> Hayaan mo, wag mo na 'kong hintayin sa dulo
> 'Di mo mahahanap sakin ang ligaya mong inaasam

According to Baldeo (2021, para. 31), "Iniibig pa rin ni Maya si Apolaki kahit alam niyang ang totoong nararamdaman ni Apolaki ay iba" – exhibiting a perception on and conveying same-sex relationship. Moreover, Subject C discussed that this form of activism on gender is a by-product of oppression:

> "…shows the cry of the people who are in need, the
> ones who cry for peace, seemingly begging due to the
> fact that in our present reality, they/we, are in the state
> of oppression." (Balasta, 2021, para. 15)

More so, a world war discourse was projected as a trigger to someone who suffers from a traumatic past experience:

> "Ang parte ng kantang ito ay inawit ni Soledad kung
> saan siya ay isang biktima ng gera at kung saan
> nagkaroon siya ng PTSD o traumatic experiences na
> gumagambala sa kanya araw araw." (Baldeo, 2021,
> para. 16)

The subjects expounded the narrative of activism and history in the Philippines being performed through theatre at this present time. They emphasized that it is a perennial call to challenge the status quo (A); and it is their way to amplify the current plight of the masses (D).

In *Langit, Lupa, Sino Ang Taya?*, *Soledad* – younger sister of *Elias* from war – construed meanings from her character such as problematic freedom, abandonment of the country, oppression amongst people, and traumatic past experiences. *Maya*, who found utmost love for *Apolaki*, showed the tough love between social classes, stories of oppression and superiority, and the cry for perpetual truth. *Apolaki*, who loved someone from his same sex, exuded that there is power in authority, freedom is not absolute at all, despair for love's sake, and that, same-sex love is still a critical issue to address today.

At present, there have been discussions about empowering gender equality and inclusivity, and advocacies in promoting mental health awareness since it has drawn timely and relevant arguments amongst the Filipino youth today.

With this current plight of the masses as portrayed through *Ako Rin* and *Langit, Lupa, Sino Ang Taya?* online theatrical plays, Del Rosario (n.d.) solidified that thinking about theatre should be rather as an important tool for the Filipino youth to elevate the fight for political and social changes (Delimata, 2013).

## 4.2 Family and Society

The following analysis discusses how the online theatrical plays conveyed the narratives of family and society as a contributing factor to staging activism.

Table 3
*Themes present in the online theatrical plays' script and songs*

| AKO RIN | |
|---|---|
| Codes/Categories | Transcription |
| Effect to the family | Eman: "Habang natanda ka lalong natigas 'yang ulo mo! 'Di mo ba naiisip kung ano yang pinapasok mo? Kung anong pahamak madadala nito sa pamilya natin?" |
| Familial concern | Eman: "…hindi ko lubos maisip ang posibilidad na mapahamak ang kapatid hindi maaaring maging panakip kung sakaling ang lubid ay mapatid dahil sa prinsipyo mo…" |

| LANGIT, LUPA… SINO ANG TAYA? | |
|---|---|
| Codes/Categories | Transcription |
| Love between two different social classes | Maya: "Hindi mo man lang ako pinaglaban, laban sa maling bintang ng ating tribo. Alam kong nananaginip lamang ako sa katayuan ng aking nakaraang buhay, ngunit gusto kong marinig mula sa mga labi mo, Ginoong Apolaki…" |
| Social classes | Guita: "Bakit kasi ang langit ay para lamang sa mayaman at ang lupa ay para sa mahihirap?" |
| Social injustices | Guita: "Matagal nang patay ang hustisya. Matagal nang namumuno ang mayayaman." |

Table 3 displays the common themes relative to Family and Society present in *Ako Rin*'s scripts and songs. The effect of activism to the family and familial concern topped all the categories. Subject C demystified his insights on how the play presented the effect of activism to the family:

> *"Wala s'yang magawa dahil na rin sa mga banta ay wala s'yang opsyon, kundi maaaring madamay at masaktan ang mga taong nasa paligid at mahal nya sa buhay tulad nalang ni Athena."* (Balasta, 2021, para. 3)

*Ako Rin* and the subject's perception toward activism expounds on how the family of activists experience the threat brought by the proactive movements of the activists. More so, according to Subject D, *Eman* represents those members of the family and the society who are and remain apolitical despite the blatant injustices and inequalities in the society.

> *"Eman represented the older generation of citizens who chose not to meddle with politics and leave things as they thought they should."* (Baldeo, 2021, para. 4)

The consistent character of *Eman* in the play solidifies the need for the youth today – like *Athena* – to draw a deeper sense of national consciousness and awareness from how the older generation perceives the society at present.

> Eman:
> ATHENA, malayo ang kinatatayuan mo sa kung ano ang tunay na nangyayari sa bansa. Mas mabuting itigil mo na ang ginagawa mo, bilang isa sa mga boses ng kabataan. Learn your place. Bata ka pa lang, wala ka pang alam.

Subject A shared her interpretive thoughts from these lines focusing on national consciousness and awareness which the youth seemingly have within themselves more than the older ones have in them.

> *"Ito ay kadalasang binabanggit sa aming mga kabataan lalo na at naranasan ko na rin itong isyung ito. At ang masasabi ko lamang ay nagkakamali sila. Ngayon, ang mga kabataan pa ang may mas madaming alam na katotohanan kesa sa mga nagmamarunong na matatanda."* (Aranilla, 2021, para. 13)

From perceptions to lyrics and script, *Ako Rin* as a theatrical play was justified and resonated to family and society through the relatable roles of *Eman* and *Athena* which displayed disputes in political beliefs between two members of the family (Baldeo, 2021).

Meanwhile, *Langit, Lupa... Sino Ang Taya?* was rationalized by the subjects through its striking lines and songs. The most common themes present in this play were love between two people from different social classes, social injustices, and social classes per se.

*Maya*, who found utmost love for *Apolaki*¸ showed the tough love between social classes, stories of oppression and superiority, and the cry for perpetual truth. *Apolaki*, who loved someone from his same sex, exuded that there is power in authority, freedom is not absolute at all, despair for love's sake, and that, same-sex love is still a critical issue to address today.

> Maya:
> Hindi mo man lang ako pinaglaban, laban sa maling bintang ng ating tribo. Alam kong nananaginip lamang ako sa katayuan ng aking nakaraang buhay, ngunit gusto kong marinig mula sa mga labi mo, Ginoong Apolaki...

Indeed, from these lines of *Maya* to *Apolaki*, social stratification continues to interfere in a romantic relationship representing the realities of the society. This is one of the stories that the production team eyed to mount in an online platform.

> "Goal po talaga ng production na mag-cater ng various stories of hierarchy of social classes na super relevant lalo sa panahon ngayon..." (Balasta, 2021, para. 23)

*Aling Seling,* mother of *Dex,* clearly demonstrated in her character and story the social injustices evident today, the need to challenge the current system, the responsibility to confront the social condition, and the unfair and unjust society. *Dex* showed how the policemen are deemed as the authority for security, the country's poor justice system, corruption and injustices evident between police and the ordinary Filipinos, and the personal interest vested in government.

One of the writers was fully aware of the social injustices the Filipino people have been experiencing especially at the height of the pandemic, hence, the online theatrical play.

> "Sobra na po 'yung social injustices na nakikita or nababalitaan natin sa paligid, sa news, at sa iba pang medium." (Aranilla, 2021, para. 21)

Subject B explicated that *Guita*'s character as the lead role in the play represents realities in the country today --  stories resonating to Filipino families and society.

> *"Since Guita represents our country, she said this for she no longer wants to stay silent how poor she became and that her children (Filipino) barely even care about it. She wanted to slap us with hard truth and open our eyes to reality."* (Aranilla, 2021, para. 54)

The main character *Guita*'s final striking lines displayed varied meanings and interpretations amongst the subjects. There has been no significant change in the country in terms of justice system since the history (A); the realities in the plight of the masses should always be narrated to the next generation (B); there are Filipinos who keep on turning a blind eye on the government's mishaps (C); and perpetual narratives of oppression, activism, and social change should be performed (D).

Despite the wicked situation of the country which was portrayed by the online theatrical play, its official soundtrack *Panahon* creates sense of hope (A), aims to exercise the absolute freedom to live and express (B), creates movement towards social change (C), and encourages its audience to still manifest their dream not only for themselves but for the society (D).

Activism in this online theatrical play is stemmed from various social injustices, hierarchy of classes, police authority and dominance, and same-sex relationship being performed by the actors representing individual stories of the Filipinos from different classes and situation. Through the perpetuated narratives through theatre, perceived meanings are collated to create social movement towards social change. This justifies

the very aim of art according to Alice Guillermo in the late 1980s – not to simply render some object or other, but to make it a carrier of meanings (Flores, 2019).

## 4.3 Government and Governance

The following analysis discusses how the online theatrical plays conveyed the narratives of government and governance as a contributing factor to staging activism.

Table 4
*Themes present in the online theatrical plays' script and songs*

| AKO RIN | |
|---|---|
| Codes/Categories | Transcription |
| Blinded by the government | Athena: "Mas masahol pa tayo kumpara sa mga bulag at ampaw! Nakakahiyang isipin na may mga mata at pandinig sila na mas gumagana kumpara sa kung ano ang meron tayo." |
| Government's personal interest | Athena: "They treat this as if it's a game, pero ang totoo, we're all just disposable pieces, sacrificed for their own satisfaction." |
| Law should be fair | Eman: "…ang batas ay batas, ang batas nga ba ay laging batas?" |
| LANGIT, LUPA… SINO ANG TAYA? | |
| Codes/Categories | Transcription |
| Police authority; False accusation | Dex: "Di bale, titingnan ko 'yong kanyang mga galaw. Pag lumagpas na siya ay irereport natin sa ibang pulis… Patay na ang aking ina! Dahil lamang sa iyo, Mang Randy! Pagbabayaran mo ang lahat ng kasalanan mo- Sandali! Bakit ako ang pinoposasan niyo?" |
| Blinded by the government | Guita: "Sorry ha, pero ang kapal ng mukha niyong sabihin na maayos ang pamamalakad ng ating bansa. Bingi ata kayo at hindi niyo pa naririnig ang buong hinaing ng mamamayan tapos babanatan nyo ako tungkol sa pakikinig?" |

Studying *Sining ADhika*'s online theatrical plays entails understanding the language in theatre and how they communicate the message of activism to their audience and to the people in general. The political and economic implications of the online theatrical plays will provide more ground-breaking standpoint for radical social movements.

In *Ako Rin,* the common specific themes under government and governance

were the blinded by the government, government's personal interest, and law should be fair.

Youth empowerment, as the main theme of *Ako Rin*¸ solidifies the call of the youth today for various issues such as: press freedom, red-tagging of social activists, *Ligtas na Balik-Eskwela*, mental health issues exacerbated by the COVID-19 pandemic, constraint in online classes, victim-blaming in rape cases, among others.

Further, the Anti-Terrorism Act (RA No 11479), passed into law on the 3rd of July, 2020, has still been contested by human rights advocates and lawyers, and environmental defenders with the convergence of intensifying red-tagging and the violent atmosphere of COVID-19 (Batac, 2020; Chavez, 2020).

From the current plight of the Filipinos with our government and perceived governance, *Sining ADhika*'s songwriter posited their insights on the relevance of mounting an online theatrical play at a time like this.

> *"Dito rin nagsisimula ang pagbabago ng mga kultura, pagkakaroon ng kamalayan sa mga bagay bagay dahil na rin sa mga istoryang ibinabahagi dito, hindi magkakaiba ang teatro dito at lalo na kung live ito ipinapalabas, magkakaroon ng tinatawag na first-hand experience ang mga manunuod kung saan makikita nila ang istoryang nais iparating sa mga aktor."* (Balasta, 2021, para. 5)

In *Langit, Lupa… Sino ang Taya,* the multiple narratives performed by the actors are pivotal in representing various socio-political issues in the country today such as: liberating same-sex union and relationship, mental health issues specifically the post-traumatic stress disorder (PTSD) brought by a dreadful past experiences, proliferation of fake news on digital media and the lack of social accountability, historical revisionism, extra-judicial killings, graft and corruption, cultural biases and hierarchy of social classes, among others.

Indeed, *Sining ADhika*'s online theatrical plays is designed to challenge the status quo and call for actions to revolutionize and solve chaos in the society, as theatre practice has become more political, revolutionary, and calling for social and/or governmental changes (Delimata, 2013). Online theatre has emerged as an avenue for people to stir dialogues of hope and change in this challenging time.

The scriptwriter of the production team emphasized:

> *"Ito rin, ang teatro, ang maaring magsilbing liwanag*

*sa mga napapaghinaan ng ilaw sa panahon ng pandemya sapagkat aminin na natin na nakakabugnot at depressing itong mga panahong ito.*" (Aranilla, 2021, para. 5)

Aranilla (2021) also solidifies that art should not conform but rather be critical of the history and current plight of the masses (Flores, 2019).

*"Ang pagtigil ng pagsusulat at pagkukuwento ay nangangahulugan lamang na wala nang kaganapan sa ting bayan."* (para. 6)

In response to Augusto Boal's "Theatre of the Oppressed", the socio-political issues in our government mentioned above were performed as a gesture of activism in the online theatrical play. Hence, the online theatrical play evidently served as a rehearsal for a revolution in creating social change – that revolution resonated last May 2022 during the National Elections where activists campaigned and rallied behind their presidential bets.

## 5. Conclusion

Now more than ever, protest and social movements are perennial in a contemporary society like the Philippines. Indeed, performance or drama has been the artistic form quickest to respond to current history for Filipinos (Fernandez, 1987), especially when history leaves people a cathartic story – history. Philippine theatre perpetuated the production of various meanings with sense of social awareness, advocacy, and militancy in spite of endemic poverty, lack of government subsidies, and current pandemic situation. Activism in theatre, stemmed from oppression, addresses the political inclination that affects the youth of different sex, age, and status, and Filipinos in general.

The rise of online theatre during the hit of the pandemic, albeit constraints in audience reception and access, justifies that activism is even more needed to convey to the public and make them experience the first-hand plight of the masses through online theatrical plays.

Lastly, this paper has analyzed that activism through *Sining ADhika* stems from history, oppression, and plight of the Filipino masses which resonate political inclination with the people. From theatre, activism is quintessential in creating social change and revolution through social participation in the communities and involvement in decision-making.

**References:**

Anonuevo, Carolyn M. (1996). From activism to feminism to gender and development work in the Philippines.

Boehm, A. & Boehm, B. (2003). Community Theatre as a Means of Empowerment in Social Work: A Case Study of Women's Community Theatre. https://doi.org/10.1177/ 146801730333002

Delimata, Maria (2013). Contemporary theatre in the Philippines: The actor in the identity shaping process. *Mimesis Journal*. https://doi.org/10.4000/mimesis.342

Dressler, Wolfram (2021). Quarantining activism: COVID-19, frontline defenders and intensifying extractivism in the Philippines. *Journal of Political Ecology*.

Erven, Eugene (1987). Philippine political theatre and the fall of Ferdinand Marcos. *The MIT Press Stable*. https://www.jstor.org/stable/1145816

Fairclough, N. (1995). *Critical Discourse Analysis. The Critical Study of Language*. London: Longman.

Fairclough, N. (1992). Discourse and social change. *Cambridge, UK: Polity Press.*

Fernandez, Doreen G. (1987). Philippine theatre after martial law. *University of Hawai'i*. https://www.jstor.org/stable/1124438

Flores, Patrick D. (2019). The abstractions of critique: Alice Guillermo and the social imperative of art. *Project Muse*. https://doi.org/10.1353/sen.2019.0006

Gomes, Robin (2020). Philippine diocese, activists oppose coal power plants. *Vatican News*. https://www.vaticannews.va/en/church/news/2020-09/philippines-diocese-stop-coal-power-plants.html

Hageman, S. J. (2017). Theatre for social change: Histories & applications. *Ursinus College*. https://digitalcommons.ursinus.edu/theater_sum/4

Introduction guide to rhetorical studies. *Master's in Communications*. https://www. mastersincommunications.com/research/rhetorical-studies/

Jimenez, Jose Victor (2014). The first sparks of student activism at De La Salle College, 1968-1972. *De La Salle University*. https://www.researchgate.net/ publication/355854437

Lanuza, G. M. (2020). The Theological Squabble of Duterte Against the Catholic Church: Discourse Analysis of Duterte's God-Talk Based on the Verses Found in Online News. *Plaridel Journal.*

Leonhardt, Nick (2019). Severino Montano and the development of theatre in the Philippines in the 1950s. *Journal of Global Theatre History.*

Mallari Jr., Delfin T. (2019). 'Missing' activist taken to police station in Quezon – Solcom. *Inquirer Southern Luzon.* https://newsinfo.inquirer.net/1164935/ missing-activist-taken-to-police-station-in-quezon-solcom#ixzz7HfFccysN

OHCHR (2020). Report of the United Nations High Commissioner for Human Rights on the Situation of human rights in the Philippines. *Human Rights Council*, Annual report of the United Nations High Commissioner for Human Rights and reports of the Office of the High Commissioner and the Secretary-General.

OMCT (2013). Killing of land rights activist Ms. Elisa Lascona Tulid. *OMCT.* https://www.omct.org/en/resources/urgent-interventions/killing-of-land-rights-activist-ms-elisa-lasco%C3%B1a-tulid

Pa-a, Saul (2019). Student activist-turned-NPA surrenders in Quezon. *Inquirer Southern Luzon.* https://www.pna.gov.ph/articles/1080609

Suarez, K. R. (2020). Theater as a mirror of reality?: Reflections on the "Ang Huling El Bimbo: the hit musical" debate. *Gantala Press.* https://gantalapress.org/ 2020/05/15/theater-as-a-mirror-of-reality-reflections-on-the-ang-huling-el-bimbo-the-hit-musical-debate/

Tadem, E. (2020). [Analysis] Philippine marginalized communities and states in pandemic times. *Rappler.* https://www.rappler.com/voices/thought-leaders/analysis-philippine-marginalized-communities-state-pandemic-times

Umali, Justin (2020). Harassment, red-tagging of farmers continue in Quezon amid lockdown. *Bulatlat.com*

# Identity Construction of Filipino Charismatics: An Analysis of the Interplay of Language, Gender and Identity Construction in Testimonials

**Ma. Vera I. Tuplano**
De La Salle University, Manila
ma.vera.tuplano @dlsu.edu.ph

**Abstract:** Identity and its construction have been regarded as one of the common themes in sociolinguistic studies in the past two decades (De Fina, 2007; De Fina, Schiffrin & Bamberg, 2006; Bucholtz & Hall, 2005). Hence, the study investigated on the interplay of language, gender and identity construction in a community of practice (CofP) focusing on the testimonials of the sixty participants in a charismatic community, the Lord's Flock. Utilizing several frameworks about identity construction in relation to community of practice and testimonials, the interviewed participants' (males=30; females=30) recorded narratives were analyzed, tabulated and interpreted. The study has yielded self-presentation strategies in enacting their identities. Moreover, female participants were inclined to employ intimidation and positioned as themselves as agents, whereas men exhibited might, power and possession as demonstrated in their respective lexical choices.

**Keywords**: identity construction, testimonials, charismatics, self-presentation strategies, community of practice

## 1. Introduction

### 1.1. Background of the Study

Bucholtz and Hall (2005) underscore the primacy of interaction as the groundwork for the construction of identity. De Fina Shiffrin and Bamberg (2006) have added the significance of the social context in the construction and interpretation of one's identity through continuing discursive practices. In the same way, Weinberg (2013) espouses the notion of a fragmented and fluid identity as the outcome of a discursive process in a social context.

The ubiquity of the group is paramount in defining one's identity. Eckert and McConnellGinet (1999) focus on identity construction of affiliates with divergent characteristics, working together in a community of practice (CofP). They argue CofP members assume identities with varying roles, develop distinct linguistic patterns, and regularly share experiences. Linguistic style emerges parallel to their communal experience with the constant reworking of experiences, beliefs, and practices that engender a distinct way of life.

Moreover, A Catholic Charismatic Renewal (CCR) exemplifies a community of practice (CofP) whose members called *charismatics.* are engaged in communal activities that insinuate a confluence of beliefs, values and practices, reified through constant spiritual activities. Community membership fortifies the enactment of one's identity in a collective setting and completes the notion of collaborative meaning making. Further, membership in the CCR is a process of transformation of spiritual experience, a prelude to self-actualization and a renewed sense of identity (Araw & Araw, 1999).

Similarly, language and gender are crucial components in the construction of one's identity in a CCR. *Charismatics* develop linguistic patterns as they perform tasks and responsibilities in the community (Eckert & McConnell-Ginet as cited in Hall et al., 1992). Likewise, linguistic repertoire acts as a unifying force to maintain solidarity among its members (Darquennes & Vandenbussche, 2011; Rahimi & Hematiyan, 2011, p.10). To this end, testimonials, common in prayer meetings, are linguistic resource, which demonstrate the members' competency and communal values (Sharp, as cited in Jule, 2007, p.12). Indeed, testimonies are not only narratives of transformation, but also an epitome of transformation for listeners.

Further, gender is constantly produced in differential forms of communicative participation within a CofP where responsibilities are dependent on community's demands. (Eckert & McConnell-Ginet,1999). Dowd (2012) in his study of CCR in Kenya and Nigeria revealed that women *charismatics* are empowered through their leadership participation, (Sharp, as cited in Jule, 2007).

Mostly, the CCR exemplified in this study aptly accounts the definition of a community of practice (CofP) with its shared practices, traditions, and norms. Equally significant is the interplay of language and gender contributory to the construction of a charismatic identity. Bucholtz (1999, p.221) further asserts that the CofP has revolutionized the area of language and gender within the context of social practice.

Given the descriptive account of the Lord's Flock as a charismatic community, this research is an addition to an increasing body of data on identity construction in a religious community of practice (CofP) that incorporates language and gender as key factors in the enactment of one's identity. Moreover, it is anchored on the notions of Social Constructionism, Symbolic Interactionism and Community of Practice as the foremost groundwork in theory building about identity construction of the Lord's Flock *charismatics* and their community.

## 1.2. Literature Review

### 1.2.1. Language and Gender

The gendered words and expressions are responsible in gender enactment in discursive interaction (Bamman, Eisenstein & Schnoebelen, 2014; Lopez & Edfelt, 2007; Romaine, 1999; Coates, 1998). With the onset of language use, gender is automatically constructed, thereby, making language as the appropriate medium for the enactment of gender identity, exemplified by the choice of linguistic features (Motschenbacher, 2009).

The domain of internet communication has shown the interplay of language and gender, as enumerated in the studies of Bamman, Eisenstein and Schnoebelen (2014); Zappavigna (2013); Tajalosa (2010); and Gustilo (2006). Aside from the social media, samples of research in the written media about language and gender are evident in Motchenbacher (2009) gendered language in men and women's magazines and Bowker's (2003) project about gender asymmetry in language for specific purpose (LSP).

1.2.2  Language, Gender and Presentation Strategies

In the academia, the following researches focus on self-presentation strategies intersecting with language and gender: Sadler, Hunger and Miller (2010); Afful (2010); Lewis and Neighbors (2005); Voh, Ciarocco, and Baumeister's, (2005); On the other hand, Guadagno and Cialdini (2007) conducted a review among male and female employees within the corporate organization's notion of gender orientation.

Another portal for the enactment of self-presentation strategies is the personal home page (PHP) through (CMC) (Gustilo, 2006). Moreover, personality attributes have accounted individual differences, in enacting one's identity; men have incremental bouts of intimidation than women, a clear manifestation of assumed male aggression (Sadler et al., 2010). However, women have reported an increase in the use of Apologies, Self-Promotion and interpersonal abilities (Lewis & Neighbors, 2005).

1.2.3  Language, Gender, Identity Construction and Community of practice

A number of studies about employees within the CofP context include Ghadiri, Gond and Bres' (2015) group of corporate social responsibility (CSR) consultants; Zayts and Schnurr's (2014) nurses as counsellors and information providers; Holmes and Woodhams' (2013) apprenticeship among construction workers. Other CofP research pertaining to linguistic focus comprise Barke 's (2010) honorifics.

The sharing of expertise among affiliates goes through apprenticeship for entry into a professional CofP culture (Holmes & Woodhams, 2013). A professional identity is formed, hinged on the required norms, beliefs, linguistic repertory and gender orientation.

1.2.4. Community of practice in religious communities

The religious community in a host country becomes a haven of belongingness for migrants addressing their feelings of loneliness (Nieves & Rosati, as cited in Jule, 2007). Utilizing gendered lexicon in religious ceremonies, the members (Brazilian) perform gender contingent upon

the identity of their God (Lopez & Edfelt, as cited in Jule, 2007). A female oriented community, a priestess is allowed to perform religious ceremonies.

On the local front, Rivera (2009) focused on community's responsiveness to society's issues and significance of mass media in information dissemination. Finally, Araw and Araw (1999) examined the profiling of members according to socio-economic status in relation to the extent of participation in the community.

## 1.3 Objectives/ Research Questions

The general goal of the study is to analyze the interconnection of language and gender in the identity construction of the participants who narrate life-changing stories within the context of a charismatic community.

Specifically, this research intends to answer the following questions:

1.3.1 How do the participant narrators construct their old and new self in the different parts of the testimony using self-presentation strategies?

1.3.2. How are the following linguistic features used in the testimonials as means of identity construction?
1.3.2.1. language preference
1.3.2.2 first person pronouns
1.3.2.3 kinship terms
1.3.2.4 honorific "po"

1.3.3. How is gender enacted in the process of identity construction in terms of self-presentation strategies and linguistic features in RQ1 and RQ2, respectively?

## 1.4 Theoretical Framework

### 1.4.1 Social constructionism

Identity from the lens of social constructionism is enacted by a social process that maintains, reshapes or modifies by social relations in a social structure (Berger & Luckman, 1991). Identity is deemed unstable, fragmented and fluid (Wetherell, 2007; De Fina, 2013; Hall, as cited in Zayts & Schnurr, 2014, p.347). The focus is on 'doing' rather than on 'being' and the 'deessentialization' of the self (De Fina, as cited in Van Dyjk, 2011, p.267). Similarly, the construction of one's identity in a group is a collaborative undertaking of practices and traditions situated in social and cultural hub where actors/agents are continually creating and recreating their sense of identity with others. (Wetherell, 2007; Littoseliti, 2006).

Evidently, language juxtaposed with identity gives meaning and understanding to

social reality relative to one's involvement in a socio-cultural context (Berger & Luckman, 1991). Through socio-cultural traditions and practices, language, central in identity construction, further affirms and discloses one's identity revelatory of one's group preference and affiliation (Cameron, 2001; Milroy, as cited in Coulmas, 2005).

Notably, the practice of narration, a form of discourse, involves the "doing" of identity that allows the narrator to recount different stories and construct different versions of self or identities (Benwell & Stokoe, 2006, p. 138). Further, Schiffrin (1996), De Fina (2003) and Georgakopoulou (as cited in Van Dijk, 2011) declare that narratives are perceived by many as a relevant point for the expression of one's identity because the narrators present themselves as players or participants in a real world.

### 1.4.2   Symbolic interactionism

Mead (1934), a pioneer advocate of symbolic interactionism, considered human beings undergo experiences to form part of a socially synchronized actions. Language is a significant symbol, a consciousness of the self to act in relation to others (Hewitt, 2003, p.9). Thus, man as a social being is mindful of one's environment and one's evolution.

Moreover, symbolic interactionism is a system of beliefs which encompasses a prototype of patterns and regularities of an individual's social life; human behavior aligned with one's goals and intentions; and human reflexivity, which renders an individual's self- awareness and consciousness (Hewitt,2003),

### 1.4. 3. Goffman's Self-presentation rituals

Erving Goffman, a Canadian sociologist, who was inspired by the work of Mead (1934) and Blumer (1969), produced ethnographic works about daily interaction (Creese & Copland, 2015). He likened everyday management to a theater which he termed as dramaturgical approach, *a drama set on stage and to a religious ceremony filled with ritual observances, implicated in the collaborative manufacture of selves* (Charon, 2004, p.175-176).

In addition, Goffman (1967) argues that interaction as a social event is interpreted as performance molded by environment and audience to supply others with impressions aligned to the desired goal of the person in any given situation. He further adds that self- presentation in a discursive context requires observance of ethical rules to uphold harmony, maintain order & consistency.

### 1.4.4   Community of Practice (CofP) (Lave &Wenger, 1991, 1998; Eckert & McConnel-Ginet 1992, 1998)

Eckert and McConnell-Ginet introduced the term "Community of Practice" (CofP) to sociolinguistics as a way to conceptualize language and gender in 1992, adopted from Lave and Wenger (1991). Eckert and McConnell Ginet (1999) defined a CofP as a group

engagement with a common undertaking which is reified through sharing of practices, collaborative activity. Language is one practice in which *habitus,* a set of dispositions to act, are embedded in each person, and through which the individual becomes socially locatable to observers (Bucholtz, 1999, p.205). Moreover, speakers develop linguistic patterns as they participate in activities in the various communities of practice.

1.4.5  Labov's narrative analysis (1972)

Labov's model of narrative analysis has become canonical in the interpretation of life stories that focus on identity construction, since narratives are instrumental in creating realities and the eventual construction of oneself (De Fina & Georgeakopoulo, 2008). Labov (1972) outlined the categories of narrative analysis, as discussed in his book *Language in the Inner City: Studies in the Black English Vernacular.*

Labov's (1972) categories of narrative analysis contain the salient parts. It commences in the *abstract/orientation,* proceeds to the *complicating action,* suspends at the focus of *evaluation* before resolution, concludes with the *resolution* and returns the listener to the present time with the coda (p.369). Finally, the story consists of a narrator, characters, setting, and events that move over time, coupled by predicaments and resolution (Benwell & Stokoe, 2006).

1.4.6. Jones and Pittman (1982) self-presentation strategies

Jones and Pittman (1982) define self-presentation strategies (SPS*)* as the actor's involvement in shaping his/her responses to create an impression, to augment or to maintain power in a relationship (p.233). The multitude of self-presentation strategies demonstrate the significance of presenting oneself as in the case of participant testimonials whose life changing narratives are influential in negotiating various renditions of identities, contingent upon the discursive setting and the individual's interpretation of reality (Goffman, 1959).  (The table of SPS is in Methodology)

1.4.7.  Other self - presentation strategies

Aside from Jones and Pittman (1982) taxonomy of self-presentation, the following are impression management tactics:

Basking in Reflected Glory (BIRG) (Cialdini, Thorne, Borden, Walker & Freeman, 1976) is an identity tactic that describes an individual who openly announces his/her attachment to a successful other,

Burnishing (Cialdini, 1989) is an emphasis on the favorable features and accomplishments that a person is positively linked or connected. It connotes the association with a successful other that preludes self-enhancement and self-worth.

Apology (Tedeschi & Lindscold, 1976) is an expression of accountability on certain damage or harm on the aggrieved party, reified by feelings of guilt and remorse.

Justification (Scott & Lyman 1990) is a declaration of reason for offensive behavior while at the same time accepting some sense of accountability.

Excuse (Tedeschi, & Lindscold, 1976) is another identity tactic that professes a denial of responsibility for unfortunate events.

Salutation (Goffman, 1967) is a self-presentation ritual that addresses recipients with episodes of greetings and goodbyes.

Admitting mistakes (Dubrain, 2011) as an identity strategy creates a favorable impression because the person admitted his errors to appear more honest and credible.

## Significance of the Study

Being an affiliate of a Catholic Charismatic Community necessitates adherence to traditions and moral codes, insinuates discipline of a carefully constructed habitus and creates daily interaction and shares experiences (Csordas,2007, p.310; Bordieu,1990). It forges a distinct charismatic identity whose spiritual gifts are utilized for the service of the local and the larger community.

Moreover, the Catholic charismatic community exemplifies a community of practice (CofP) where the development of shared practices emerges as the participants make meaning of the joint enterprise in relation to the enterprise (Eckert & McConnell- Ginet, 1999, p.186). Moreover, Eckert and McConnel-Ginet detail that gender within the context of CofP is either gender specific or a combination of male and female CofP.

Gender, community of practice (CofP) and religion could be a favorable topic for research undertaking since Jule (2007) encourages more research into various kinds of religious groups juxtaposed with language and gender in an institutional setting. She further avers that this type of research project could yield beneficial data for those who intend to pursue studies in the interplay of language, gender, and CofP intersecting with identity construction.

## 2. Methodology

### 2.1 Research Design

The study, which is qualitative and part quantitative, has focused on understanding the uniqueness of human experience, flexible and unpredictable rather than permanent

(Breakwell, Hammond & Fife-Schaw, 2000). Ethnographic in its approach, the study zeroes in on the transformative spiritual experiences of members of a charismatic community with a localized culture and a distinct way of life.

As a participant observer and a member of the charismatic community under study, the researcher herself has assured access to the research site that allowed her to be immersed in the community, thus providing ample time to develop an *emic* and *etic* perspective (Creswell, 2007). Moreover, the research takes into account episodes of the research participants' self-presentation strategies and linguistic features that are enormously significant in their identity enactment.

Hence, the study explores identity construction in the participants' testimonies through the interplay of gender and language within the context of a charismatic community. The data, are self-confessed testimonials with written consent as part of ethical research mandate. Further, the researcher has examined the testimonials following phases of recording, transcribing, coding, tabulating, analyzing, and interpreting the data. In addition, the coding of data was based on rhetorical movement characterized by a "discoursal or rhetorical unit that performs a coherent communicative function in written or spoken discourse" (Swales, as cited in Darabad, 2016, p.127).

## 2.2 Unit of Data Analysis

The sentential unit of analysis was the foundation in the interpretation of the participants' testimonials. The major theoretical framework(s) underlying this study comprise Labov's (1972) analysis of narrative segments; Jones and Pitman (1982) Self-Presentation Strategies and other related tactics; Social Constructionism; and Symbolic Interactionism that require sentential analysis for easier grasp and interpretation of data.

## 2.3 Analytical Category

The succeeding tables are classified and labeled self-presentation strategies, narrative segments, gender and linguistic repertoire, with matched definition and codes utilized in the analysis of the participants' testimonials.

Table 1
*Summary of Self-Presentation Strategies (SPS)*

| Self-Presentation Strategies | Definition/description | CODE |
|---|---|---|
| 1.Self-Promotion (Jones & Pitman, 1982) | highlights one's achievement, successes or feats as interpreted by observers. | SP |
| 2.Supplication (Jones & Pitman, 1982) | presents weaknesses to receive compassion and help from others. | SUPP |
| 3.Ingratiation (Jones & Pitman, 1982) | uses favors or flattery to obtain likability; statements of familiarity and humor. | INGR |
| 4.Intimidation (Jones & Pitman, 1982) | inflicts power and control upon others authority and a possible consequence of danger. | INT |
| 5.Exemplification (Jones & Pitman, 1982) | goes beyond what is required and pertains to acts of perseverance and dedication. | EXEMP |
| 6.Salutation (Goffman,1967) | addresses recipients through greetings and goodbye. | SAL |
| 7.Excuse (Tedeschi & Lindscold,1976) | denies responsibility for negative events while admitting one's mistakes. | EX |
| 8. Justification (Scott & Lyman, 1968) | provides reasons for negative behaviors while accepting some sense of responsibility. | JUS |
| 9.Apology (Tedeschi & Lindscold, 1976) | expresses accountability for a harm done to others expressing guilt and remorse. | AP |
| 10.Basking in reflected glory (Cialdini et al., 1976) | announces affiliation with a successful other and share in the recognition. | BIRG |
| 11. Burnishing (Cialdini, 1989) | stresses the favorable features/benefits of something a person is positively linked. | BUR |
| 12.Admitting mistakes (Dubrin, 2011) | admits one's flaws/errors to appear more honest and credible. | AM |

Table 1 shows the various self-presentation strategies (SPS) with specific definition and

ascription and appropriate codes assigned to each strategy.

Table 2
*A Roster of gender and linguistic repertoire*

| Gender and Linguistic Repertoire | Definition/Description | Codes |
|---|---|---|
| Pronouns | first person pronouns singular forms /nominative /objective. | PRON |
| Honorifics | grammatical encoding of social status; indicates deference/social distance. | HON |
| Kinship terms | Lexis pertains to kins | KTs |

Source: Bamman, Eisenstein and Schnoebelen (2014)

Table 2 enumerates the components of gender and linguistic repertoire with specific designation, description and codes.

Table 3
*Labov's (1972) Narrative Segments of the Testimonials*

| Narrative Segment | Definition /Description | Code |
|---|---|---|
| 1.Abstract | introduces the story to gain the listener's focus. | ABS |
| 2.Orientation | supplies basic information-4 Ws of the story. | OR |
| 3.Complicating Action | delves into the main event of the story a response to what happened. | CA |
| 4.Evaluation | indicates why the story is told. the narrator's point of view/perception on certain events in the narration. | EV |
| 5.Resolution | informs the audience how the crisis was resolved. | RES |
| 6.Coda | signals the narrative is over and recapitulates the whole meaning of the story. | CO |
| | | |

Table 3 contains the narrative segments that organized the testimonials into a sequential pattern. Each narrative phase was defined and assigned code for the analysis of data.

**2.4 Intercoder reliability**

To ensure the reliability of the classification method employed in the study, the researcher enlisted the assistance of qualified coder, who could confirm, suggest, and provide opinions and could refute or to disagree. the researcher and the other coder met and resolved disagreements. As a result, one hundred percent was achieved in all the coding categories.

## 2.5. Research Participants

Sixty (60) participants from three TLF chapters in Luzon, Visayas and Mindanao took part in the study. Demographic data include age, gender, marital status, academic, and employment status.

## 2.6 Data Source

Sixty (60) audio-recorded narratives were transcribed, coded, tabulated, interpreted based on narrative parts of the testimonials, linguistic repertoire, gender roles, and self- presentation strategies.

## 3.0   Results and Discussion

## 3.1  Self-Presentation Strategies (SPS)

Jones and Pittman (1982), influenced by Goffman, define self-presentation strategies (SPS) as forming of one's responses in others, an impression that the person desires. The data presented in Table 4 reveals the self-presentation strategies (SPS) of male and female participants in each of the narrative parts of the testimonials, aligned to the narrative segments of Labov (1972).

Table 4
*Self-presentation strategies of male and female participants in narrative phase(s)*

| Narrtive Sgment | | SUPP | ING R | EXEMP | BIRG | BUR | SP | AM | INT | BID | JUS | SAL | AP | EX |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Abstract | Female | 11 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | **0** | 1 | **0** | **0** | 0 |
| | Male | 12 | 1 | 0 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| | Sbtotal | **23** | **2** | **1** | **1** | **1** | **0** | **0** | **1** | 0 | 1 | 0 | 0 | **0** |

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Old Life** | Orientation | Female | 8 | 5 | 2 | 2 | 4 | 7 | 0 | 2 | **30** | **2** | **5** | **0** | 0 |
| | | Male | 11 | 0 | 4 | 0 | 1 | 8 | 0 | 1 | 25 | 2 | 3 | 0 | 0 |
| | | Sbtotal | **19** | **5** | **6** | **2** | **5** | **15** | **0** | **3** | 55 | 4 | 8 | 0 | **0** |
| | C. Action | Female | 390 | **152** | **63** | 47 | **25** | **40** | **10** | **37** | 0 | **8** | 0 | **1** | 0 |
| | | Male | 319 | 62 | 35 | 29 | 22 | 15 | 3 | 14 | 0 | 15 | 0 | 0 | 0 |
| | | Sbtotal | 709 | 214 | 98 | 76 | 47 | 55 | 13 | 51 | 0 | 23 | 0 | 1 | **0** |
| **New Life** | Resolution | Female | 73 | **136** | **131** | 93 | **45** | **8** | 6 | 3 | **0** | **3** | **0** | **1** | 0 |
| | | Male | 49 | 140 | 123 | 106 | 59 | 27 | 9 | 4 | 0 | 3 | 0 | 1 | 1 |
| | | Sbtotal | **122** | 276 | 254 | 199 | 104 | 35 | 15 | 7 | 0 | 6 | 0 | 2 | 1 |
| | Coda | Female | **13** | **46** | **30** | **53** | **21** | 0 | 2 | 0 | **0** | **1** | **0** | **0** | 0 |
| | | Male | 2 | 42 | 33 | 31 | 31 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 |
| | | Sbtotal | **15** | 88 | 63 | 84 | 52 | **0** | **2** | **0** | 0 | 1 | 1 | 0 | **0** |
| | | **Grand Total** | 888 | 585 | 422 | 362 | 209 | 105 | 30 | 62 | 55 | 35 | 9 | 3 | 1 |

Table 4 illustrates the multitude of self-presentation strategies (SPS) utilized by male and female participants in each of the narrative segment of their testimonies.

The participants engaged themselves in a network of self-presentation strategies (SPS) that engendered a multiplicity of identities, from old life into a new life. The participants in their *old life* utilized Supplication, with instances of Intimidation and Justification, though mitigated by episodes of Ingratiation Exemplification, Basking in Reflected Glory, Burnishing and Self-Promotion.

In the participants' *old life*, they confessed their depressing situation and erroneous acts, but had the capacity to do so through self-presentation strategies (SPS). The interplay of dichotomous SPS (Supplication vs. Ingratiation, Exemplification, Burnishing, BIRG and Self Promotion) indicates a mitigating strategy of resurrecting damaged identity, an aftermath

of their erroneous decision and disapproving behavior. Further, the paradoxical identity of the participants is constructed through Supplication with streaks of Aggression/Intimidation and justifying acts, although persevering despite frustrations, accepting life's trials, expressing spiritual affirmation, and displaying competencies, amidst unwarranted misery.

In the *new life,* the participants have greater inclination for Ingratiation, manifested in their statements of appreciation to a life of spiritual transformation; Exemplification, and Basking in Reflected Glory, referential to the Almighty Being as the source of blessings. Consequently, a new identity emerges attributed to the charismatic community, the fertile ground for harnessing the charismatic identity.

All in all, the modes of identity enactment mainly represented by self-presentation strategies (SPS) demonstrate how narratives construct the participants' experiential schema in relation to their perception of the world and their notion of reality (Bruner, as cited in Brockmeier & Carbaugh, 2001). The participants recounted their testimonials in a charismatic community, through representation of their *old* and *new life* within a community of practice (CofP).

## 3.2 Language Choice

The language choice of the participants in this study is characterized by a commonality of spiritual lexicon that coalesce their native/local language and English in a charismatic community. Generally, the participants' lexical repertoire focuses on spiritual metamorphosis and the significance of the charismatic community in their lives.

### 3.2.1 Personal pronouns

The data demonstrate that the participants employ personal pronouns in narrating their life changing stories. It shows their use of pronouns signify their agency which is associated with their ability to act and interact within the socio-cultural context.

Table 5
*Summary of male and female participants' personal pronouns*

| Participant(s) | Personal Pronouns | | | | | | Total Pronouns | Total Sentences |
|---|---|---|---|---|---|---|---|---|
| | Ako | % | Ko | % | Akin | % | | |
| Males | 915 | 48% | 747 | 39% | 239 | 12.52% | 1908 | 1506 |
| Females | 1159 | 51% | 938 | 41% | 152 | 6.71% | 2263 | 1774 |
| Total | 2074 | 50% | 1685 | 40% | 391 | 9.37% | 4171 | 3280 |

Table 5 reveals male and female participants (FP)'use of personal pronouns.

Apparently, the results disclose that the female participants are more expressive in

narrating their testimonials, based on the number of sentences they generated in their testimonials. Personal pronouns ako and *ko* are pervasive for both male and female participants, although FPs usage of *ako* is greater than the MPs. Nevertheless, it does not mean that males are not as agentive as the females. In contrast, male participants have more instances of *akin* than their female counterpart.

3.2.2  Kinship Terms (KTs)

The kinship connection identifies one's group as specific and personal, contingent upon the symbolic meanings attached to one's particular culture (Parkin, 1997). Within the Philippine context, the Filipino concept of an extended family involves a network of relatives.

Table 6
*Summary of males and females' kinship terms (KTs)*

|  | SPE | FR | CHIL | MO | FA | AUN | SIB | BRO | SIS | FAM | PAR | COU | GRP | #KTs | Sentences |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| FPs | 64 | 26 | 59 | 43 | 20 | 12 | 25 | 13 | 28 | 31 | 10 | 1 | 7 | 339 | 1774 |
| MPs | 30 | 39 | 31 | 49 | 29 | 5 | 25 | 41 | 14 | 32 | 35 | 11 | 7 | 346 | 1506 |
| Total | **94** | **65** | **90** | **92** | **49** | **17** | **50** | **54** | **42** | **63** | **45** | **12** | **14** | 685 | 3280 |

Legend:  SPE -spouse; FR-friend; CHIL-children; MO-mother; FA-father; AUN- aunt; SIB-sibling; BRO-brother SIS-   sister; FAM-family; PAR- parents; COU-cousin; GRP- grandparents

Table 6 demonstrates that male and female participants are predisposed to kinship terms (KTs) in giving accounts of their narratives.

Male and female participants focus mainly on kinship terms that associate them to their family as reference, interfacing how they enact social reality in the assignment of meanings and preferences to each kinship term (KT). The female participants have greater instances for *spouse* and *children* that presupposes certain partiality for one's nuclear family, where they have assumed lateral roles with their husband.  However, males employ kinship terms to interpret their relationships within members of their families who provide emotional support and strength. Hence, their transformation is partly attributed to their family, and to the charismatic community that resurrected them from their once depressing lives

3.2.3  Honorific "po"

Honorifics insinuate social status by assigning respect aligned to social distance between interlocutors in a discursive interaction. Hence, honorifics delineate a sense of formality contingent upon a specific situation and context. Within the Filipino context, honorific "po"

embedded in the tradition of Tagalog kinship culture is a marker of respect and when interacting with older persons.

Table 7
*Summary of female participants' (FPs) honorific "po"*

| Female | # of Honorific "po" | % |
|--------|---------------------|-----|
| Luzon | 122 | 74 |
| Cebu | 4 | 2.45 |
| Davao | 37 | 22.69 |
| Total | 163 | 100% |

Table 7 discloses that female participants across Luzon, Visayas and Mindanao have varying episodes of honorific "po" usage based on the overall score of honorific "po."

The results of the data show that "po" is rarely used among Cebu and Davao female participants. In contrast, "po" is included in Luzon female participants' linguistic repertoire, which traditionally is part of the Tagalog cultural identity (Anza, 2019).

Table 8
*Summary of male participants' honorific "po"*

| Male | # of Honorific | % |
|------|----------------|-----|
| Luzon | 121 | 37.46 |
| Cebu | 44 | 13.62 |
| Davao | 158 | 48.91 |
| Total | 323 | 100% |

Table 8 reveals that male participants from Luzon, Visayas and Mindanao utilize the honorific "po" with varied results.

Findings indicate that male participants (MPs) demonstrate familiarity with "po." Generally, male participants (MPs) are more inclined to use "po" than their female counterpart. The outcome of the data suggests that "po," traditionally a symbol of deference in the Philippine context specifically in Luzon, is no longer common among participants, as demonstrated in the number of episodes (Anza, 2019).

The foregoing discussion of the linguistic repertoire discloses the interplay of language and identity that allows individuals as performers and agents of their roles through discursive interaction, utilizing language as conduit for identity enactment in a community of practice (Eckert & McConnell-Ginet, 1999). The exemplars constitutive of the

language choice of the charismatic participants index the importance of language in enacting identity, through the gradation of lexical choices. The unparalleled delineation of the old and new life has been ably documented through lexical repertoire that traces the spiritual path of a charismatic identity in a religious community of practice.

The male and female participants 'use of personal pronoun construes their agentive ascription, a prelude to identity enactment. Hence, female participants situate themselves as agentive constructors utilizing discursive devices that enact a high agency and demonstrate how the agency dilemma is navigated and controlled resulting in a strong and determined identity (Bamberg, De Fina & Schiffrin, 2011, p.187). It considers the female participants 'inclination as performers and doers (use of *ako*) and not merely passive recipients. Male participants, on the other hand, are more predisposed to the personal pronoun *akin*, which expresses ownership and control, but also agentive because they lay certain claims to territorial notions of dominance, power and influence (Lewis & Neighbors, 2005; Sadler, Hunger & Miller, 2010).

In the same way, results of the study demonstrate that kinship terms among the male participants denote affinity to their family members. This is not hampered by familial relationships but extends to close friends. Inevitably, the male participants employ kinship terms to interpret their relationships within their families and friends, who provide emotional support system in times of crisis and need. Males' interpretation of their reality is constructed on how they view the world within the lens of their proximity with family, relatives and friends and how the ascription of the kinship terms engenders the value they assign to their significant ones in their daily interaction.

However, findings disclose that kinship terms among the female participants illustrate their predilection for their own nuclear family, a community of practice itself, where they have parallel roles with their husbands as provider and support for their offsprings' well-being. Consequently, the compromise of their respective identities as spouses is associated with the roles assumed in the family and their ability to co-construct their identities. Hence, female participants construct their reality in relation to their affinity.

Finally, another aspect of linguistic repertoire is the honorific "po," a presumed indicator of deference and a marker of Filipino identity seemingly prevalent in Luzon where it was widely practiced. Findings reveal that male participants are more inclined to use "po" than their female counterpart who are not predisposed to employ "po" in their narratives. Data yield also illustrate that "po" is uncommon among participants, as detailed in the number of instances. Moreover, the practice of honorific "po"" customarily an icon of respect attached to Tagalog identity, particularly in Luzon Island has lost its popularity (Anza, 2019).

Hence, the continual creation of a charismatic identity is shaped through daily interaction, perpetuation of practices, beliefs, and appropriate linguistic choice that differentiate them from other community of practice and to the global reality as well

(Eckert & McConnell-Ginet, 1999). In this context, gender delineation may not be followed, but it constituted a sharing of meaningful experiences in a charismatic community. It utilizes language as the portal for identity construction: a spiritual renewal, whether one is a male or female affiliate (Talbot, 2010).

## 4. Conclusion

Identity constructed in a narrative/testimonial is an interplay of self-presentation strategies (SPS) of males and females and linguistic repertoire. Research participants enact their identities through the choices self-presentation strategies (SPS) in recounting their lifechanging testimonials. The construction of the participants *'old life'* identity was anchored on their painful experiences. However, their new *life* in the charismatic community is marked by a renewal of spiritual life. Thus, the community of practice (CofP) has encouraged shared practices, beliefs and differentiating behavior indicative of a *charismatic* identity.

Obviously, these male & female participants metamorphosed from old to a new identity depicted as *ingratiating, appreciative, faithful and exemplifying*. As a result, spiritual redemption means an alteration of identity that fortifies a person's ability to cope with the exigencies of life, anchored on God's providence. Evidently, in their *old life*, they were both subjected to deplorable conditions, enacted similar identities in a religious community of practice–The Lord's Flock community.

In addition, the language repertoire of the research participants underscored their identity as *charismatics* by way of their inclination to employ personal pronouns, kinship terms and the honorific "po." Their use of language repertoire contributes to the enactment of their charismatic identity that is continuously enacted aligned to the community's (CofP) moral mandates (Cameron, 2001). Likewise, autobiographical narratives are useful in examining the ethical and social context facet of identity construction.

Finally, Berger and Luckman (1991) succinctly illustrate that it is only within the religious community that real conversion can be effectively maintained as conceivable: A religious community provides a plausible structure for the new reality and the new being which s/he located his/her new identity (p.177). Hence, a new identity emerges out of the new reality espoused by the religious community of practice with its corresponding moral traditions, practices and beliefs that inevitably alter an affiliate's perception of reality and connive with the social reality pervasive in a religious community of practice, whether one is a male or female affiliate.

**References:**

Afful, J.B.A. (2010). Address forms among university students in Ghana: A case of gendered identities. *Journal of Multilingual and Multicultural Development,* 31 (5), 443-456.

Anza, P. (2019, Feb. 13). Filipino culture: Showing respect to elders. *Owlcation*. https://owlcation.com/humanities/Filipino-Culture-Showing-Respect-To-Elders.

Araw, A.M. & Araw, M.C. (1999).*A study on the extent of participation of the members of the El Shaddai movement.* (Unpublished thesis). De La Salle University.

Archakis, A. & Papazachariou, (2008). Prosodic cues of identity construction: Intensity in Greek young women's conversational narratives. *Journal of Sociolinguistics*, 25 (5), 627-647.

Bamberg, M., De Fina, A., & Schiffrin, D. (2011). Discourse and Identity Construction. In S.J. Schwartz et al. (Eds.), *Handbook of Identity Theory and Research* (pp.603-628). doi 10.1007/978-1-4419-7988-9_8, © Springer Science+Business Media.

Bamman, D., Einstein J., & Schonoebelen, T. (2014). Gender identity and lexical variation in social media. *Journal of Sociolinguistics*, 18 (2), 135-160.

Benwell, B. & Stokoe, E. (2006). *Discourse & Identity*.  Edinburg University Press.

Barke, A. (2010). Manipulating honorifics in the construction of social identities in Japanese television drama. *Journal of Sociolinguistics*, 14(4), 456-476.

Berger, P. & Luckman, T. (1991). The Social Construction of Reality: A Treatise in the Sociology of Knowledge.  Penguin Books.

Blumer, H. (1969*). Symbolic interactionism: perspective and method.* Prentice-Hall.

Bourdieu P. (1990).*The Logic of Practice.*  Polity Press.

Bowker, L. (2001). Terminology and gender sensitivity: A corpus-based study of the LSP of infertility. *Language in Society*, 30, 589-610.

Breakwell, G., Hammond, S., Fife-Schaw, C. (2000). *Research methods in Psychology*. Sage Publications, Inc.

Brockmeier, J., & Carbaugh, D. (Eds.). (2001). *Narrative and Identity: Studies in Autobiography.* John Benjamins North America.

Bucholtz, M. (1999). **"Why be normal?":** Language and identity practices in a community of nerd girls. *Language in Society*, 28, 203–223.

Bucholtz, M. & Hall, K. (2004). Language and Identity. In A. Duranti (Ed.), A *Companion to Linguistic Anthropology* (pp.369-394). Blackwell Publishing Ltd.

Bucholtz, M. & Hall, K. (2005). Identity and interaction: A sociocultural linguistic approach. *Discourse Studies,7* (4-5):585-614.

Bucholtz, M., Liang, A.C. & Sutton, L. (1999) (Eds). *Reinventing Identities: The Gendered Self in Discourse*. Oxford University Press.

Cameron, D. (2001). *Working with Discourse*. Thousand Oaks, California: Sage Publication.

Charon, Joel M. (2004). Symbolic Interactionism: An Introduction, An Interpretation, An Integration. Boston: Pearson

Cialdini, R. (1989). Indirect tactics of image management: Beyond basking. In R. Giacalone, P. Rosenfeld, & C. Riordan (Eds.), *Impression management in organizations* (pp. 56-59). New York, NY: Routledge.

Cialdini, R. B., Borden, R., Thorne, A., Walker, M., Freeman, S., & Sloane, L. T. (1976). Basking in reflected glory: Three (football) field studies. *Journal of Personality and Social Psychology,* 34(3), 366-375. Retrieved from http://psycnet.org/psycinfo/1977-10287-001.

Cialdini, R. B., & Richardson, K. D. (1980). Two indirect tactics of image management: Basking and blasting. *Journal of Personality and Social Psychology, 39,* 406-41.

Coates, J (1998). *Language and Gender*: A Reader. Blackwell.

Copland, F. & Creese, A. (2015). Linguistic Ethnography: Collecting, Analysing and Presenting. Sage Publications.

Coulmas, F. (2005). *Sociolinguistics: The Study of Speaker'sChoices*.Cambridge: Cambridge University Press.

Cresswell, J (2007). Qualitative Inquiry and Research Design: Choosing among five approaches 2nd ed. Sage Publications.

Csordas, T. (2007). Global religion and the re-enchantment of the world: The case of the

Catholic charismatic renewal. 7 (3), 295-314. doi 10.1177/ 1463499607080192.

Darabad, A. (2016). Move analysis of research article abstracts: A cross-disciplinary study. *International Journal of Linguistics, 8*(2), 125-140. [www.macrothink](www.macrothink) .com/ijl.

Darquennes, J., & Vandenbussche, W. (2011), Language and religion as a sociolinguistic field of study: Some introductory notes. *Sociolinguistica-International Yearbook of European Sociolinguistics*, 25, 1-11. Doi: 10.1515/9783110236262.1.

De Fina, A. (2013). Transnational Identities. *Applied Linguistics,* 34, 509-515. Doi: 10.1093/ applin/am1023.

De Fina, A., & Georgakopoulou, A. (2008). Analysing narratives as practices. *Qualitative Research*, (3), 379-387.

De Fina, A. (2007). Code switching and the construction of ethnic identity in a community of practice. *Language in Society,* 36,371-392. Doi: 10.1017/S0047404507070182

De Fina, A., Schffrin, D., and Bamberg, M. (2006). *Discourse and Identity.* Cambridge University Press.

Dowd, R. (2012). The Roman Catholic Charismatic Movement and Civic Engagement in Sub-Saharan Africa. *Research Gate*. https://www.researchgate.net/ publication/256026186. The Roman Catholic Charismatic Movement and Social Capital in Sub-Saharan Africa.

DuBrin, A. (2011).    Impression Management in the workplace: Research, Theory and Practice. Routledge.

Eckert, P., & McConnell-Ginet, S. (1992). Communities of practice: Where language, gender, and power all live. In K.Hall, M.Bucholtz, B. Moonwomon (Eds.), *Locating Power*. Proceedings of the 1992 Berkeley Women and Language Conference.

Eckert, P., & McConnell-Ginet, S. (1992). Communities of practice: Where language, gender, and power all live. In S. McConnell-Ginet (Ed.) *Gender, sexuality and meaning: Linguistic practice and politics* (pp. 93-95). Oxford University Press.

Eckert, P., & McConnell-Ginet, S. (1999). New generalization and explanations in language and gender research. *Language in Society,* 28(2), 185-201.

Eckert, P. & McConnell-Ginet, S. (2003). *Language and Gender.* Cambridge University Press.

Ghadiri, D., Gond, J., & Bres, L. (2015). Identity work of corporate social responsibility consultants:

Managing discursively the tensions between profit and social responsibility. *Discourse & Communication, 9*(6), 593-624. doi: 10.1177/1750481315600308.

Goffman, E. (1959). *The Presentation of Self in Everyday Life*. Doubleday and Company.

Goffman, E. (1967). Interaction Ritual: Essays on Face-to-Face Behaviour. Doubleday Company.

Guadagno, R., & Cialdini, R. (2007) Gender differences in Impression Management in Organizations*: A qualitative review Springer Science + Business Media.* http://www.academia.edu/1992915/Gender differences.

Gustilo, Leah (2006). Self-presentation in Filipino personal home pages: An analysis of contextual dimensions and expressive resources of a computer –mediated communication. (Unpublished Dissertation). De La Salle University.

Hall, S. (2000). Who needs identity? In P. Du Gay, G. Evans, & P. Redman (Eds.), *Identity a reader* (pp. 15-30). Sage and Open University.

Hewitt, J. P. (2003). Self and society: A symbolic interactionist social psychology (9th Ed.). Boston: Allyn & Bacon.

Holmes, J. & Meyerhoff, M. (1999). The Community of Practice: Theories and methodologies in language and gender research. *Language in Society, 28*, 173- 183.

Holmes, J., & Woodhams, J. (2013). Building interaction: The role of talk in joining a community of practice. *Discourse & Communication, 7*(3), 275-298. Doi: 10.1177/1750481313494500.

Hyden, L.C (2010). Identity, self, narrative. In M. Hyvarinen, L.C. Hyde, M.Saarenheimo & M.Tamboukou (Eds.), Beyond *Narrative Coherence* (pp.33-48). John Benjamins Publishing Co.

Jones, E., & Pittman, T. (1982). Toward a general theory of strategic self- presentation. In J. Suls (Ed.), *Psychological perspectives on the self* (pp. 231-262). Lawrence Erlbaum Associates.

Labov, W. (2010). Narratives of personal experience. In P. Hogan (Ed.) *Cambridge Encyclopedia of the language sciences (*pp. 546-548). Cambridge University Press. http://www.ling.upenn.edu/~wlabov/L560/NarPersExp.pdf.

Lave J., &Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge University Press.

Leary, M., Nezlek, J., Downs, D., Radford-Davenport, J., Martin, J., & McMullen, A. (1994). Self-presentation in everyday interactions: Effects of target familiarity & gender composition. *Journal of Personality and Social Psychology*, *67*(4), 664- 673.

Lewis, M. & Neighbors, C. (2005). Self-Determination and the Use of Self-Presentation Strategies. *Journal of Social Psychology*, 145 (4), 469-89.

Lichterman, P. (2008). Religion and the Construction of Civic Identity. *University of Southern California. 73*(1), 83-104. Doi: 10.1177 /000312 240807300105.

Litosseliti, L. (2006). *Gender and Language: Theory and Practice*. Oxford University Press.

Llamas, C. (2007). A place between places: Language and identities in a border town. *Language in Society, 36*(4), 579-604. Doi: 10.1017 /S0047 40450 7070455.

Lopez, A. & Edfeldt, C. (2007). The role of language in the construction of gender and ethnic-religious identities in Brazilian-Candomble communities. In A. Jule *Language and Religious Identity* (pp.149-169). Palgrave Macmillan.

McConnell-Ginet, S. (2005). What's in a Name?''Social Labeling and Gender Practice .In J. Holmes and M. Meyerhoff (Eds). *The Handbook of Language and Gender (pp*. 69-97). Blackwell Publishing.

McConnell-Ginet, S. (2011). Gender, Sexuality, and Meaning: Linguistic Practice and Politic. Oxford University Press.

Mead, G. (1934). *Mind, Self and Society*. The University of Chicago Press.

Milroy, J. (1998). Varieties and variation. In F. Coulmas (Ed.), *Handbook of Sociolinguistics* (pp. 33-45). Blackwell.

Motchenbacker, H. (2009). Speaking the gendered body: The performative construction of commercial femininities and masculinities via body-part vocabulary. *Language in Society, 38* (1), 1-22.

Nieves, N., & Rosati, R. (2007). The interplay of language, religion, ethnicity and gender: A case study of Hispanic churches in Lancaster, Pennsylvania. In A. Jule Language *and Religious Identity* (pp.29-48). Palgrave Macmillan.

Oppong, S. (2013). Religion and Identity. *American International Journal of*

*Contemporary Research*, 3(63), 10-16.   http://aijcrnet.com/journals /Vol 3 No 6 pdf

Parkin, R. (1997).  *Kinship: an introduction to basic concepts*. Blackwell.

Perez, P. (1997). The singles environment: A study on the singles for Christ group of the couples for Christ family ministry. (Unpublished thesis) De La Salle University.

Rahimi, A. & Hematiyan, N. (2011). Language and Religion; Linguistic Religion or Religious Language. https://www.researchgate.net/publication/283723882 Language and Religion Linguistic Religion or Religious Language.

Rivera, R. (2009) *The couples for Christ: Sub organizational framing and socio political mobilization*. Unpublished thesis. (University of Notre Dame) . http://gradworks.umi.com /33/33/3333915.html.

Romaine, S. (1999**)** *Communicating Gender*. Lawrence Erlbaum Associates, Inc.

Rumble, A. (2011).  Religion as a collected identity. In R. Kramer, J. Leonardelli & R. Livingston.  *Social Cognition, Social Identity and Intergroup Relations: A Festschrift in honor of Marilyn Brewer* (pp. 145-161Taylor & Francis Group

Sadler, M., Hunger, J., & Miller, C. (2010). Personality and impression management: Mapping the Multidimensional Personality Questionnaire onto 12 self-presentation tactics. *Personality and Individual Differences, 48*(5), 623-628.

Sharp, E. (2007). Testimonies and the expansion of women's roles in a transnational Mexican parish . In A. Jules (Ed.) Language *and Religious Identity* (pp.7-26). Palgrave Macmillan.

Tajalosa, T. (2010.) Self-presentation of Filipino and Indian women in online dating sites: A contrastive rhetoric analysis. *University journal.*

Talbot, M. (2010). *Language  and Gender (2nd Ed.)*. Polity Press.

Tedeschi, J. T, & Lindskold, S. (1976). Social psychology: Interdependence, interaction, and influence. Wiley.

Van Dijk T. (2011). *Discourse Studies: A Multidisciplinary Introduction*. Sage Publications

Vohs, K., Baumeister, R., & Ciarocco, N. (2005). Self-regulation and self-presentation: Regulatory resource depletion impairs impression management and effortful self-presentation depletes regulatory resources. *Journal of Personality and Social Psychology, 88* (4), 632-657.

Weinberg, M. (2013). The ideological dilemma of subordination of self-versus self-care: Identity construction of the 'ethical social worker'. *Discourse & Society*, *25*(1), 84-99. Doi: 101177/0957926513508855.

Wenger, E. (1998). Communities of practice: Learning, meaning and identity. Cambridge University Press.

Wetherell, M. (2007). A step too far: Discursive psychology, linguistic ethnography and questions of identity. *Journal of Sociolinguistics*, 11(5), 661-681.

Zappavigna, M. (2013). Enacting identity in microblogging through ambient affiliation. *Discourse & Communication*, 8, 209-228. Doi10.1177/1750481313510816.

Zayts, O. & Schnurr, S. (2014). More than 'information provider' and 'counselor': Constructing and negotiating roles and identities of nurses in genetic counselling sessions. *Journal of Sociolinguistics,* 18(3), 345-369.

Zilles, A. & King, K., (2005). Self-presentation in sociolinguistic interviews: Identities and language variation in Panambi, Brazil. *Journal of Sociolinguistics,* 9 (1), 74-94.

Zulita, M.T. (1996). The El Shaddai movement: Its history, structure, and practices and teachings. (Unpublished thesis) De La Salle University.

.

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# DISCOURSE ANALYSIS

# The Role of Language and Communication in Fighting Mental Health Stigma and Discrimination: Asian Communities in Focus

**Maico Demi B. Aperocho**
University of Mindanao, Matina, Davao City
maperocho@umindanao.edu.ph

**Abstract.** Asian Americans/Asians in the United States of America suffer not only from racism of discrimination but also from mental health stigmatization that result in limited communication and problematic language use. This paper examined Asian students' experiences of discrimination and mental health stigma in an American community and their narratives of communication use to fight racism, educate people about mental health, and express themselves. Using narrative inquiry and survey methods, the researcher studied 14 college students of Asian descent. Findings reveal that participants experienced various instances of discrimination such as community racism to microaggression. Mental health stigma exists not only among their peers but also within their families, heavily influenced by religion and culture. The participants also narrated that these experiences made them realize the importance of language and communication in improving their Asian life in an American community. They also revealed that language and communication are important in breaking cultural barriers and making others understand their daily struggles being Asians in a community that is primarily driven by social imbalances.

**Keywords:** language, mental health, narrative analysis, Asians, Asian Americans

## 1. Introduction

Asian Americans/Asians comprise a big portion of the population in the United States of America. However, there are specific communities where they are underrepresented. Besides this, Asian Americans/Asians face daily experiences of racism and mental health stigma due to many reasons. In these instances, language and communication play a pivotal role in combatting similar experiences in society. This section provides the background of the research problem explored in this paper and the questions that the researcher aimed to answer.

### 1.1 Background of the Study

Asians in the different parts of the world experience various forms of racial discrimination. This is specifically true in the United States of America (USA) where Asian immigrants and Asian Americans encounter many circumstances of racism. Nadal (2020) posed that Asian Americans, Pacific Islanders, and Native Americans are still typically excluded from conversations on race and racism. Amidst the gravity of racism in the USA, many Asians still do not live peacefully due to the adverse effects that racial discrimination has brought into their lives. The Annie E. Casey Foundation (2023) reported that the common race-related

experiences of Asian American communities in the USA has had negative effects on the mental health of the youth. This only shows that even racism has a big influence on the mental health of many Asian Americans in the bigger community. In the words of Barriga (2021), racism was no longer foreign to an Asian American like her. She further stated that nothing much has changed in the issue on racism in the USA over the decades.

Asians deal not only with racism but also with mental health challenges. Uba (1994) expressed how Asian American communities underuse mental health services. For Asian Americans, there has been a barrier to the access of mental health services. Since then, Asian Americans struggle with getting mental health support due to various beliefs, cultural practices, and stigma (Hatanaka, Watanabe, & Oro, 1975; Kitano, 1969; Leong, 1986, Sue & McKinney, 1975). Uba further mentioned that this pattern of underutilization has been found in various Asian American communities, mirroring low admittance rates in hospitals and consultations with experts. This underutilization of mental health support reveals so much about the struggles of many Asian American communities in the US in terms of dealing with their mental health issues. Because many Asian households do not choose to obtain mental health support, the young ones are at risk. Besides this, there are also other reasons that contribute to Asian American communities' views towards mental health and support. Lin and Cheung (1999) identified immigration histories, effects of racism and discrimination, narratives of trauma and refugee experiences, identity conflicts, and even the culturally inappropriate assessment instruments used in the USA. All these have influences on how Asian Americans understand their mental health situation and how society embraces their unique take on mental health support in the USA. Although Asian Americans utilize mental health support out of all racial groups in the US, it does not mean that they do not need it, most especially the young ones who deal with mental health issues on a daily basis.

The McLean Hospital (2021) reported that mental health stigma impacts all cultures, but Asian Americans could be more affected by it. Asian Americans face much pressure from society, discouraging them from seeking mental health support from professionals. It was also found that for some Asian Americans, the real value of a person depends on how well they can look after their families; and having signs of a mental health issue could show weaknesses in this belief. Also, some studies show that Asian Americans' underuse of mental health support shows some cultural concerns such as mental health conversations being mostly a taboo in many households and the never-ending denial of symptoms due to religious beliefs or faith.

Given the unending situation of Asian Americans in terms of dealing with discrimination and mental health stigma in society, language and communication are important aspects of their lives that need further investigation. The Hogg Foundation for Mental Health (2023) ascertains that language matters so much in mental health. Meanwhile, Hancock (2023) posits that language and communication have a strong relationship with mental health. With this, it is important to explore the experiences of Asian Americans in relation to discrimination and mental health stigma and the role that language and communication play in these encounters. The interplay of language, communication, and mental health is significantly interesting considering that it provides a

deeper understanding of Asian Americans' mechanisms in fighting racism and stigma in society. Hence, this paper is written to provide a voice to selected Asian American youths who experienced racism and mental health stigma in various social institutions in the bigger American community.

This research assesses Asian Americans' wellbeing in terms of their social experiences of racism and mental health stigma. Also, their everyday realities being Asian Americans are explored in this paper to provide the readers a clearer picture of the Asian communities' struggles when it comes to dealing with discrimination and mental health stigma. Lastly, the researcher explored as well the roles of language and communication in these experiences to underscore the importance of fighting all forms of racism and mental health stigma in society. All these objectives were attained in the context of Spokane in the State of Washington in the USA. As of July 2022, the United States Census Bureau reported that 83.1% of its population is White alone while Asian comprise 2.9% of the total population. This prompted the researcher to explore the Asian American community in the said locality so as to have a microscopic look into the members' everyday realities, especially those of college students who have high interactions with their peers and other people in the community.

## 1.2  Research Questions

In the conduct of this study, the researcher aimed to provide substantial data to answer the following questions:

a. What are the Asian American communities' realities in terms of discrimination, mental health well-being, and stigma in society?

b. What are the roles of language and communication in fighting racial discrimination and mental health stigma as experienced by the Asian Americans/Asians?

## 2. Methodology

### 2.1  Research Design

The researcher used a qualitative approach to research to delve deeper into the narratives and realities of the selected participants. Specifically, narrative analysis was used to understand better the everyday experiences of the Asian Americans involved in this study. Figgou and Pavlopoulos (2015) stated that narrative analysis refers to the "cluster of analytic methods for interpreting texts or visual data that have a storied form" (p. 1). The researcher primarily used this design to ensure that he understood how the participants made sense of their lives as Asian Americans in the USA in relation to their encounters of discrimination and mental health stigma and their use of language and communication in fighting these. Besides narrative analysis, the researcher also utilized a qualitative survey in which the participants were asked to assess their experiences of discrimination, mental health stigma, and language use. Deakin University (2023) stipulates that qualitative surveys

employ open-ended questions to reveal the participants' experiences and narratives. Because the researcher wanted to have a precursor to the actual interviews conducted with the participants, a qualitative survey was administered beforehand.

## 2.2. Research Participants

The researcher used convenience sampling in the selection of the participants. The online qualitative survey was sent to various local colleges and universities in Spokane, Washington State. Only 14 Asian American/Asian college students responded to the survey. The participants' details are shown in Table 1.

Table 1

*Participants' profile*

| Participant | Asian Country/ies | Age Bracket | Status of Citizenship |
|---|---|---|---|
| Participant 1 | Philippines, China | 18-19 | American Citizen |
| Participant 2 | Japan, Korea | 18-19 | American Citizen |
| Participant 3 | Thailand | 20-21 | American Citizen |
| Participant 4 | Philippines | 22-23 | American Citizen |
| Participant 5 | Philippines | 20-21 | American Citizen |
| Participant 6 | Philippines | 18-19 | American Citizen |
| Participant 7 | China, Japan, Taiwan | 22-23 | American Citizen |
| Participant 8 | Vietnam | 20-21 | American Citizen |
| Participant 9 | Vietnam | 25 and older | International Student |
| Participant 10 | Uzbekistan | 25 and older | International Student |
| Participant 11 | Qatar | 22-23 | American Citizen |
| Participant 12 | Vietnam, China | 20-21 | American Citizen |
| Participant 13 | Philippines | 20-21 | American Citizen |
| Participant 14 | Philippines, Indonesia, China | 22-23 | American Citizen |

## 2.3 Instruments and Data Collection

The researcher primarily used a qualitative survey administered online using Google Form. This questionnaire has five sections. Section 1 required the participants to supply some personal details that included their Asian country of origin/descent, age, and status of citizenship. Section 2 is a Mental Well-Being Assessment adapted from DASS21. This part sought to determine the participants' mental health status over the past week by rating statements from 0 (did not apply) to 3 (applied very much). Section 3 is an Everyday Discrimination Scale (Williams) in which participants responded to "how often" statements by rating themselves from 1 (never) to 6 (every day). Section 4 is a Internalized Stigma of Mental Illness Inventory (Ristsher) that helped participants rate themselves in terms of mental health stigma experience in American society with the scale of 1 (strongly disagree) to 4 (strongly agree). The last part, Section 5, is a Language Use and Communication Assessment, a researcher-made questionnaire that prompted the participants to rate themselves in

terms of language and communication use, using the scale of 1 (strongly disagree) to 4 (strongly agree). Four open-ended questions were also included in the questionnaire to elicit information about their specific experiences of discrimination and mental health stigma. The second round of data collection was a one-on-one online interview with five of the participants who expressed willingness to provide further information regarding their experiences. In this phase, the researcher used an interview guide questionnaire composed of open-ended questions that probed on the participants' experiences of discrimination and mental health stigma being an Asian/ Asian American.

## 2.4 Data Analysis

The researcher made frequency tables for all the survey data that had findings based on the scales provided. In analyzing the narratives, the researcher did manual thematic analysis that involved values coding, an analytic coding strategy that focuses on conflicts, struggles, and power issues. Next, the researcher proceeded to categorizing and theming, where larger meanings behind the codes were unraveled. To provide visual presentations of the data, the researcher chose to use word clouds to graphically represent the dominant codes in the open-ended survey data and interviews.

## 3. Results and Discussion

### 3.1 Mental Well-Being

Findings reveal that most participants expressed that they were worried about situations in which they might panic and make fool of themselves. The mental well- being survey indicated that 13 of the participants have extreme worries when it comes to facing situations that would cause them anxiety and self-doubts. The participants also indicated that they found it very challenging to relax in most situations. They further explained that this issue emanates from the social and peer pressure they experience daily not only at school but also in their homes. In relation to this, most participants also shared that they found it hard to wind down and to work up the initiative to do things. A few of them also mentioned that they get easily agitated. Lau et al. (2009) reported that Asian Americans have elevated social anxiety, which is primarily influenced by the cultural differences they experiences in terms of attunement to the emotional states of other people around them. Additionally, Uba (1994) posted that Asian Americans have stressors facing them that most American do not experience, and these stressors cause the development of mental disorders. In this study, the participants expressed that their mental well-being is generally okay; however, there are days when they feel overwhelmed with inconsistent emotions that mainly impact their motivation at school and adaptation to stressful situations. The findings also revealed that most of the emotional and mental states that describe the participants' well-being involve intrapersonal issues such as challenges in controlling self and handling stressful situations, which result in bottling up stress and affecting motivation to do things. Hsu et al. (1985 in Uba, 1994) expressed that many Asian Americans, for example, Japanese Americans are often taught to control their emotional expressiveness. These limits in their expression is sometimes driven by cultural

values that focus more on self-control and interpersonal harmony. Because of some self-restrictions due to culture and religion, many Asian Americans suffer from the consequences. For instance, Okamura et al. (2016 in Nadal, 2021) revealed that Filipino-American youth revealed higher prevalence of anxiety and panic disorder than White American youth. Considering this, there is a bigger need for scholars to study how these individuals communicate with others to channel out their emotional and mental loads.

## 3.2 Everyday Discrimination

All participants agree that they experienced encounters with people who feel that they are better or superior. They expressed that being in a White-dominated community can sometimes be challenging, most especially when the Asian American community is considered inferior by a few individuals. Because of this, some Asian Americans choose not to voice out their ideas and emotions and opt to be silent in situations that would have required their voices and participations; for example, in the case of the Asian American college students. The participants also shared that there were times when they felt threated or harassed. Shown in Table 2 are some of the participants' responses on experiences of discrimination or racism.

Table 2 clearly reflects the different instances that the Asian American participants experienced racism or discrimination because of their culture, physical looks, and language. This only shows that discrimination, even until now, is still prevalent in White communities where Asian Americans try to live peacefully.

Table 2

*Participants' narratives on discrimination*

| Participant | Verbatim Statements |
|---|---|
| 1 | "I was faced with some discrimination because I did not "look" like my ethnicity. I was upset because they assumed I was not something because I did not fit the physical norm." |
| 2 | "One experience of stigma that I experienced as an Asian American was last semester, when my friends were pronouncing a Japanese word wrong. We were walking back to our dorm together, and karaoke had come up in the conversation. I told my friends politely how it was pronounced ("kara-oke" as compared to "carry-okie"), and they ignored me. One even said "I'm Japanese, and I don't care to say it the right way." After that, they said that our group was "big booty Latinas" and then said I was excluded from the group despite the fact that we were all friends." |
| 4 | "I'm biracial, so people often perceive me as white, (incorrectly) as Hispanic, or as mixed-race Asian. So my experiences are more commonly people asking me unsolicited questions about, or trying to guess, my ethnicity." |
| 5 | "During COVID, people would cover their mouths and believe that because I am Asian that I am a carrier of the disease." |

| 7 | "In high school, students who were acquaintances with me would call me 'Asian' rather than my name even if I vocalized my name to them again. I'd often be stereotyped as being good at math or people wouldn't believe me when I told them I can't speak an Asian language." |
|---|---|
| 13 | "I was in Paris in June of 2019, and I was strolling the night with friends and two French guys pull their eyes back and say "Ching Chong" to our faces as they ride past us on opposite directing escalators. The other time was when I was in Coeur d'Alene with [organization] for a day trip and a random middle aged white lady came up to us and asked "where we were from" and "what we were and if we were international students." I felt as if those comments aren't necessarily discrimination but it felt like harassment." |
| 14 | "I haven't had anything super explicit, but usually it's more microaggressions like treating my culture as exotic or acting like my living habits are weird." |

Uba (1994) posited that racism has evolved through the years. In their modern shape, racists claim that rather than subordinated groups being considered "biologically inferior," it is now seen that members of these groups lack character, American cultural values, or competence in American culture such as language proficiency. Based on the participants' narratives, as shown in Table 2, their experiences of discrimination were based on deviations from the expected American values or the effective use of the English language. Apart from impacting their self-esteem, these Asian Americans have become more susceptible to mental health problems. As McGarity-Palmer et al. (2023) indicated, Asian Americans experienced increased rates of anti-Asian racism during the pandemic. Experiences of these racism, whether personal or collective, result in stress and psychosocial trauma that adversely affect Asian Americans' mental and physical health.

### 3.3 Mental Health Stigma

All participants expressed positive things about mental health and their experience living with mental health conditions. Of the 14 participants, six of them were clinically diagnosed with various mental health illnesses such as social anxiety and depression. Despite this, all of them agree to the statement that people with mental illness make important contributions to society and that they can have a good, fulfilling life, despite the mental disorder. These are reflections of their positive mindset on themselves and others living with mental health conditions. However, eight of them also shared that they do not talk about themselves because they do not want to burden other with their mental illness. In the United States, Americans greatly value conversations on mental health; but many Asian American communities still do not engage that much in these conversations, not even in their homes, with their families, or around their friends. Stipulated in Table 3 are some sample statements from the participants' responses.

Table 3 shows that the participants' experiences of mental health stigma are based on cultural and family values as well as narratives of immigration and survival in the USA. Uba (1994) reported that Asian American families, like Chinese Americans, Filipino Americans, and Japanese Americans, have social control in terms of guilt and shame. Children are wanted

to be seen by their parents and the community as successful individuals. Hence, any manifestation of mental health issues is a sign of weakness and failure. This is perhaps one reason why many Asian Americans think that they need to keep their mental health problems among themselves because they do not want to be judged by their families being vulnerable and unsuccessful.

Table 3

*Participants' narratives on mental health stigma*

| Participant | Verbatim Statements |
|---|---|
| 1 | "It felt difficult to express my mental struggles because there is a stigma of mental health in the Asian community. I felt nervous to tell my parents about my social anxiety because I was afraid of judgement and me being seen as overreacting." |
| 2 | "My family tried going to group therapy together, and I told my dad that I wanted to stop playing golf and stop golf lessons because the pressure was too much and he felt too harsh about it, and to this day, he tells people that I'm at fault for my quitting. He said that my expectations were too high, and he was just applying an adequate amount of pressure to me based on the expectations that I had previously set and the goals I had for my progress in golf." |
| 3 | "I can't talk to my parents about my anxiety because they think it's my lack of sleep that's causing the anxiety. The only person in my family who somewhat understands is my brother who is around the same age as me." |
| 4 | "I have white friends who just don't seem to understand that my being Asian, and the experiences that come with this, contribute to my mental health. Food, social anxiety, trauma, etc. can contribute but being Asian and experiences of racism are less comfortable for them to acknowledge." |
| 5 | "Being from a Filipino family, mental health is something that I was raised to not believe and rather believe that if there is something wrong with myself mentally, I am a failure and disgrace because money is the key to all happiness." |
| 6 | "At home, having mental health problems is a matter of not working hard enough or not doing enough to feel successful or stable." |
| 7 | "My mom is a believer that people with mental health issues are always on the extremes. People are either fine or extremely mentally ill and cannot control themselves. This thought process comes from my grandparents who immigrated from China. Before I realized I have depression and anxiety, I thought the same. My Asian family also tends to believe mental illness can be controlled if we try hard enough and that it should never be spoken about if we are struggling because it shows we are less worthy." |
| 8 | "I started therapy a few years ago and when I told some family members they called me weak. They said that mental health and talking to someone is not going to help or do anything. They said that it is just taking time away from my responsibilities." |

Furthermore, empirical studies cited in Uba (1994) also indicate that most Asian

American families have restrained and indirect communication style. This feature of a family could also be contributory as to why many Asian Americans, for example, the participants of this study, feel like they could not talk about themselves or their mental health situation. Hsu et al. (1985 in Uba, 1994) also reported that "Asian American values traditionally emphasize conformity to normative behavior" (p. 43). One example of this are Japanese American families that are traditionally taught that "being yourself" and behaving based on the way one feels are just secondary to "behaving well" and adhering to social expectations based on a person's social role. In this case, it can be noted that many of the participants, although wanted to express themselves, were restrained by their parents' expectations or the family's failure to provide a safe space where conversations on mental health could be comfortably done. Based on the participants' responses, it can be understood that these Asian American college students need more connection within their families and opportunities for conversations to talk about their mental health situations.

### 3.4  Roles of Language and Communication

Based on the survey and interview responses of the Asian American college students, they have reflections on their experiences of discrimination and mental health stigma in society. They also acknowledged the important roles of language and communication in fighting racism and stigma.

Figure 1

*Experiences of discrimination*

As expressed by the participants, their experiences of discrimination primarily come from people they meet every day. As shown in Figure 1, the word *people* represents the overall experience of Asian American participants in terms of discrimination. In the interview, they expressed that being in a White-dominated community is sometimes unsafe for them as they could experience various forms of microaggressions and hate attacks from random people they meet publicly. They also fear that, if discrimination is felt within their circles, there is even a higher chance that it could be experienced with random individuals they meet in the public.

The participants also acknowledge that their families are a primary source of their mental health stigma. This can be seen in the dominance of the word *family*, as shown in Figure 2.

Figure 2

*Experiences of mental health stigma*

Figure 2 shows that mental health stigma is highly evident in their homes, and their parents usually are the ones who unconsciously make this even more visible and felt. As discussed previously, Asian American families are unique in terms of communication style, cultural perspective, and acceptance of mental health issues in relation to scholarship/achievement orientation and social control of the ideal family image. The participants also shared that this family-based conventions in accepting mental health have influence on both their mental and physical health.

Based on the Language Use and Communication tool used by the researcher, it was identified that the participants agree to some indicators pertaining to their use of language and communication in relation to fighting discrimination and stigma. Nine of the 14 participants noted that they express themselves when they feel like they are discriminated because they are Asians. Meanwhile, all of them indicated that they use communication to educate people regarding mental health. Surprisingly, three of the participants shared that when they are confronted with a situation of discrimination or stigma, they just keep silent and walk away. Regardless, majority of the participants clearly mentioned that language

and communication are important in combatting experiences of mental health stigma and discrimination.

Figure 3

*Importance of language and communication*



As can be seen in Figure 3, the participants acknowledge the importance of communication. The words *communication* and *important* appeared to be dominant in the word cloud generated from the participants' responses. Based on the interview, communication and language have pivotal roles in three ways. First, Asian Americans acknowledge that they can use these as tools to underscore their identities as Asians. Establishing who they are in a community flooded with social imbalances is a stepping stone for them to fight all forms of discrimination and stigma towards the Asian American community. Second, they feel that language and communication would help them a lot establish stability both in terms of their mental and physical health. The participants shared how bottling their emotions could intensify the stressors they experience and suffer from

daily, but with the help of language and communication, they improve their mental well-being, and consequently, their physical health. Lastly, language and communication are important in breaking barriers. Many Americans engage in racism and stigma because they, sometimes, fail to understand the consequences of their actions. Through communication, Asian Americans can educate these people to help them better understand the long-term effects of discrimination and stigma to the Asian American community, as a whole.

Hastings (2020) mentioned that "language is the capability that makes it possible to communicate with others and to develop shared understandings" (p. 75). Furthermore, Hastings notes that human capability to communicate using language is a sophisticated opportunity as communication involves both linguistic and non- linguistic aspects. In the case of discrimination and mental health stigma, the Asian American college students recognize that language and communication are instrumental in creating a social reality where people have shared understandings of things. This is what is needed in a community where racism and stigma are still prevalent.

Moreover, Hastings emphasize that the social environment can be, and often is, highly hostile to people with mental health conditions. Instances of stigma and discrimination are highly pervasive features of daily life for those who live with a mental health issue. What is problematic with this situation is that the Asian American college students of this study realized that, over the years, they have learned to self-stigmatize as well. According to Chan and Mak (2016 in Hastings, 2020), "discrimination and social stigma may also lead to self-stigma, in which harmful stereotypes are internalized, and stigma and discrimination are turned on the self" (p. 85). All the more that Asian American communities need to engage more in small-scale conversations, such as with family and friends, to foster acceptance and fight all forms of stigma relating to mental health. In the same way, language and communication should also be socially utilized to raise more awareness in fighting discrimination and stigma brought about by racial or cultural differences.

## 4. Conclusions and Implications

The findings all reveal that Asian Americans experience issues on their well-being, specifically in terms of how they deal with social anxiety and depression. They also continually experience discrimination and mental health stigma. Discrimination is often experienced publicly, and surprisingly, with friends or peers. On one hand, mental health stigma, as expressed by the Asian American college students, usually comes from their family; and this is typically tied to culture and religion. The participants also acknowledged the importance of language and communication in fighting various forms of discrimination and mental health stigma.

This study highlights that Asian communities need to be strengthened to fight the longstanding discrimination and mental health stigma in White-dominated communities. Stereotypes against people living with mental health conditions need to be ended with proper education and information dissemination. Because mental health stigma usually comes from families, family education on mental health awareness and promotion of this

must be strengthened in the Asian/Asian American household. Academic institutions must also continually reach out to the vulnerable groups, most especially in addressing experiences of discrimination and mental health stigma. There is also a need for a program that must be designed by a college or a university to cater to the mental health needs of its students and the entire academic community. Finally, applied linguists may also explore the conduct of similar research on the intersections of race, language and communication use, and mental health.

**References:**

Aperocho, M.D. et al. (2023). Mental health stigma and language use in the Philippines: SDGs as reminders of protection, inclusion, and education. In *Sustainable Development Goals.* https://www.researchgate.net/publication/372532132_Sustainable_Development_Goals

Aperocho, M.D., & Tarusan, M.A. (2022). Depressive language on a virtual common: A critical discourse analysis. *International Journal of Multidisciplinary: Applied Business and Education Research, 3*(3), 454-475. https://www.ijmaberjournal.org/index.php/ijmaber/article/view/365

Barriga, S.R. (2021). *Growing up as an Asian American, racism wasn't foreign to me. Not much has changed.* https://www.hrw.org/news/2021/03/26/growing-asian-american-racism-wasnt-foreign-me-not-much-has-changed?gclid=Cj0KCQjwj5mpBhDJARIsAOVjBdr4enNkgrnInXRJmN-LiKP2TYN4Jkj0e-EY2LBxYg1-xgzyFNugeElaAkrREALw_wcB

Deakin University (2023). *Survey and questionnaires.* https://deakin.libguides.com/qualitative-study-%20designs/surveys#:~:text=Definition,explore%20further%20in%20the%20research.

Figgou, L., & Pavlopoulos, V. (2015). Social psychology: Research methods. *International Encyclopedia of the Social and Behavioral Sciences (Second Edition).* https://www.sciencedirect.com/topics/social-sciences/narrative-analysis

Hancock, A. et al. (2023). Speech, language and communication needs and mental health: The experiences of speech and language therapists and mental health professionals. *Int J Lang Commun Disord, 58*(1), 52-66. https://doi.org/10.1111/1460-6984.12767

Hastings, J. (2020). *Mental health ontologies. How we talk about mental health, and why it matters in the digital age.* University of Exeter Press.

Hogg Foundation for Mental Health (2023). *Language matters in mental health.* https://hogg.utexas.edu/news-resources/language-matters-in-mental-health#:~:text=Language%20matters%20in%20mental%20health.,and%20the%20world%20around%20us.

Lau, A. et al. (2009). Explaining elevated social anxiety among Asian Americans: Emotional attunement and a cultural double bind. *Cultur Divers Ethnic Minor Psychol, 15*(1), 77-85. https://doi.org/10.1037/a0012819.

Lin, K.M., & Cheung, F. (1999). Mental health issues for Asian Americans. *Psychiatric Services, 50*(6), 774-780. https://doi.org/10.1176/ps.50.6.774

McGarity-Palmer, R. et al. (2023). Trends in racial discrimination experiences for Asian Americans during the COVID-19 pandemic. *J Racial Ethn Health Disparities, 1-16.* https://doi.org/10.1007/s40615-022-01508-y.

McLean Hospital (2023). *Why Asian Americans don't seek help for mental illness.* https://www.mcleanhospital.org/essential/why-asian-americans-dont-seek-help-mental-illness

Medical News Today (2021). *Asian American mental health stigma: Why does it exist?* https://www.medicalnewstoday.com/articles/asian-american-mental-health

Nadal, K.L. (2021). *Filipino American psychology: A handbook of theory, research, and clinical practice.* Wiley.

The Annie E. Casey Foundation (2023). *The adverse effects of racial discrimination on Asian American kids.* https://www.aecf.org/blog/the-adverse-effects-of-racial-discrimination-on-asian-american-and-native-american?gad=1&gclid=Cj0KCQjwj5mpBhDJARIsAOVjBdrJLmE-joKPi0xjZ8nEWwgXuU5iZ4hQlM4b_Yt0NzpR6sP5D8BDK74aAkB6EALw_wcB

Trinh, N.H. et al. (2009). *Handbook of mental health and acculturation in Asian American families.* Humana Press.

Uba, L. (1994). *Asian Americans: Personality patterns, identity, and mental health.* The Guilford Press.

# ICALLE 2023

**4th International Conference on
Applied Linguistics and Language Education**

# ED TECH

# ISKOTUTORIAL: Development of an Educational Website Using WordPress

**Elirie A. Abalin, Michelle B. Apolinar, Russell Lawrence A. Aquillo, Danica P. Dela Cruz, John Renald T. Gonzales, and Rojay G. Ignacio II**
Polytechnic University of the Philippines-Santa Maria, Bulacan Campus (PUP-SMBC)
abalinelirie@gmail.com

**Abstract.** This research addresses the critical issue of declining grammar proficiency among secondary school students in selected high schools in the Philippines. The study specifically focuses on the least learned grammar skills identified through a presurvey: Tenses of the Verbs, Eight Parts of Speech, and Subject-Verb Agreement. to address these deficiencies, an innovative solution was proposed through the development of an educational website, "ISKOTUTORIAL," using WordPress. The website incorporates various features such as educational blogs, videos, and gamified assessments. The study was conducted using the ASSURE Instructional Design Model, a step-by-step process for organizing and delivering lessons that integrate technology and media into the teaching process. The study found that the developed website effectively addresses the identified grammar deficiencies and integrates technology into the teaching and learning process. The website was found to be in alignment with the principles of Education 4.0, which emphasizes the use of technology to create personalized and adaptive learning experiences for students. The research concludes that the integration of technology into students' education, specifically through the use of an educational website, can significantly enhance their grammar proficiency.

**Keywords:** Grammar Skills, Educational Website, ASSURE Instructional Design Model, Technology Integration, Education 4.0

## 1. Introduction

### 1.1 Background of the Study

The delivery of education, particularly in language acquisition and grammar skill development, has seen a significant transformation in recent years. The emergence of educational websites, blogs, and video classes as popular teaching tools has revolutionized the learning environment. These digital platforms have become crucial for enhancing grammar skills, as research has shown a positive correlation between the time students spend using different instructional methods and their success in grammatical tasks (Ahmad, 2018).

The creation of educational websites on platforms like WordPress represents an efficient way of integrating technology into language learning. These websites offer an engaging, interactive environment that promotes effective learning (Smutkupt & Srisawat, 2017). The researchers' educational website, ISKOTUTORIAL, provides various functionalities that enable learners to enhance their grammar skills and deepen their understanding of the language. The study titled "ISKOTUTORIAL: Development of an Educational Website Using WordPress in Enhancing Grammar Skill" demonstrates the efficient use of technology to enhance learning. The researchers have used WordPress as their primary tool for developing a language learning site, aiming to improve learners' abilities such as writing sentences, spelling words, diagramming sentences, and other grammatical skills.

The COVID-19 pandemic has further exacerbated the situation, making it difficult for students to acquire even the most basic grammar skills. In response, a team of researchers developed ISKOTUTORIAL, an educational website using WordPress to enhance grammar skills through technology-based tools like blogs, video lessons, and gamification. Even before the pandemic, the state of English-language education in the Philippines was a cause for concern. Studies indicate that Filipino English proficiency is significantly lower than that of their Southeast Asian neighbors. The Philippines ranked 27th out of 100 nations on the EF English Proficiency Index for 2020. Despite the government's efforts to improve English language education, the quality of instruction and resources available to students in public schools remains subpar. This has resulted in many Filipino students struggling with even the simplest grammar rules. The problem is compounded by the fact that English is not the primary language spoken in the country, and many students lack exposure to the language outside of the classroom. For instance, in a study conducted in a government-run university in Tacloban City, Leyte, Philippines, it was found that students used a restricted set of discourse markers in their writings, indicating a gap in their familiarization with other discourse markers and their functions (Borja, 2021). This limitation in their language use suggests that their current English language education may not be providing a comprehensive understanding of the language's complexities, thereby affecting their proficiency in English. While the government has been making efforts to improve English language education, these efforts seem to be falling short of providing students with a holistic understanding of the language. This could be due to a variety of reasons, such as insufficient teacher training, inadequate resources, and a lack of emphasis on practical language use in the curriculum.

This study aims to bridge the gap in grammar learning among secondary students by providing materials through the educational website ISKOTUTORIAL. Developed with WordPress, the website is designed to support students' learning, particularly in the area of grammar. The researchers believe that ISKOTUTORIAL will make learning fascinating

and engaging for the modern learner, thereby enhancing students' proficiency in grammar for both speaking and writing processes.

The concept of Education 4.0 is crucial in this context. According to the International Journal of Advanced Research and Publications (2019), Education 4.0 is a new era of education driven by digital technologies and the accelerated development of artificial intelligence, machine learning, and the internet of things. It aims to prepare students for the workplace requirements of the 21st century, which include critical thinking, creativity, collaboration, and digital literacy. In conclusion, the creation of an educational website using WordPress to improve grammar skills exemplifies how technology can be integrated into education to create a more personalized and student-centered learning environment, which is a central tenet of Education 4.0.

The researchers aim to develop a website that caters the least learned grammar skills of secondary school students at selected high schools that need improvement and identify the preferred website material of these learners among gamification, educational blogs, and educational videos. The objectives of this paper are to: (1) evaluate the grammar skills of secondary school students at selected high schools using a pre-survey through Google Forms; (2) develop an educational website based on the data gathered from selected high schools; and (3) evaluate the developed educational website by experts in Language and IT.

This study will fill in the gaps between the grammar skills of learners and how the proposed educational website using WordPress will improve these skills. The researchers believe that integrating technology into students' education will enhance and improve their grammar proficiency. As stated, Education 4.0 offers numerous advantages to high school students, such as personalized learning, technology integration, collaborative learning, flexibility and adaptability, and career readiness. These skills and experiences are essential for success in the contemporary workplace and prepare young students for future challenges. Consequently, this paper will identify the factors affecting students' grammar competency and propose a solution to this problem. By examining the various factors that contribute to poor grammar skills, such as inadequate teaching methods and a lack of practice opportunities, this paper aims to provide insights into how these issues can be addressed. Ultimately, the proposed solution will aim to improve students' overall English language proficiency and prepare them for success in their academic and professional lives.

### 1.2 Related Literature and Studies

1.2.1 Nature and Significant Role of Grammar Competence

Linguistic Competence or Grammatical Competence refers to the unconscious knowledge of grammar that allows a speaker to use and understand a language. This indicates that although humans are not aware of the principles and rules governing the arrangement of sounds, words, and sentences, they are aware of when those principles and rules have been broken. Theoretically, all barriers of memory, preoccupation, emotion, and other factors that can cause even an articulate native speaker to create or fail to detect grammatical errors must be removed for linguistic competence to "fully" work (Norqduist, 2020).

In the research study conducted by Omar (2019), he defined grammar as the foundation of language, and without it, people would find it very difficult to express themselves correctly in academic writing and speech. As a result, grammar rules are connected to the content of a particular topic. Additionally, it facilitates communication among speakers of a variety of languages thanks to grammar's finite rules of construction. However, grammar is distinct and requires time to execute flawlessly and without mistakes. Furthermore, students who struggle with grammar also struggle with writing for academic and professional purposes.

Rossiter (2021) stated that there are professional reasons to use proper grammar. Employers are increasingly concerned with how applicants write and speak for any job that requires any type of writing or communication with coworkers, customers, or suppliers - and that includes most jobs except the most humdrum and basic of jobs. Those who cannot speak coherently or write grammatically are likely to be marked down in a job interview. He also added that a society in which everyone speaks the same language and adheres to the same norms is inherently more inclusive and less divisive than one in which different groups of people approach a common language differently or use different languages entirely.

Grammar competence largely refers to a person's ability to use grammar in their speech or writing. This uses academic training in language use that significantly improves communication skills. One of the key factors in this study that prompted researchers to develop tools to improve grammar abilities is grammar competency.

Grammar competency nowadays seems to be unattended for some students as they rely mostly on the information given from the internet. It acts as the primary language of teaching in educational institutions, the language of business and law, science, and tourism. With over 14 million Filipinos speaking in English, it has traditionally been one of the nation's official languages. The expertise in grammar is a great foundation in increasing the knowledge of the students that will soon help them find great jobs and it

will also help to drive the economy of the country as it will be globally competitive. In order to enhance the grammar competency of the students, an effective and efficient instructional material should be provided; moreover, it is also essential to determine the factors affecting their grammatical competence.

### 1.2.2 The State of Grammar Competency in the Philippines

The Philippines is considered one of the largest English-speaking nations in the world. In fact, English is one of the official languages in the Philippines. But throughout the years, a gradual deterioration in English language proficiency can be observed among Filipinos based on the EF English Proficiency Index, Test of English for International Communication (TOEIC), and the average score of Filipino IELTS takers. Although many Filipinos speak English at least somewhat fluently, there has been a steady decline in English proficiency over the years, according to the EF English Proficiency Index (EPI), a yearly ranking of English proficiency. The Philippines' rating fell from 14th in 2018, to 20th in 2019, to 27th in 2020, and then to 18th in 2021. The Philippines drops to rank 22 in 2021, that is still a far way from their position of 13th in 2016 (Philippines Drops to 22nd in English Proficiency Ranking - Business World Online, 2022). According to a study conducted by Hopkins International Partners, which is the official Philippine representative to the group called Test of English for Interna- tional Use, the English proficiency level of college graduates from the Philippines is lower than the target English proficiency of high school students in Thailand and the competency requirement for taxi drivers in Dubai. This information was reported in an article by GMA News and PhilStar Global in February 2018. (TOEIC).

Rex Wallen Tan, general manager of Hopkins International Partners, said this was concerning because, according to TOEIC metrics, the average English proficiency score of a Philippine college graduate was only 631.4 while business process outsourcing agents should have a score of 850. Taxi drivers in Dubai, United Arab Emirates, were expected to have a TOEIC proficiency score of 650 (Morallo, 2018). IPD Education, an Australian company that offers English language testing in 80 countries for students, professionals, and others looking to immigrate, seek employment, or pursue higher education in English- speaking countries, also reported that the overall average score of Filipino IELTS takers was disappointing because many of them were supposedly "educated," according to Andrew King, country director for the Philippines. The statistics compiled by IPD Education in 2021 show that English standards in the Philippines are declining as a result (Santos et al., 2022)

Meanwhile, according to Cabansag as cited by Ulit (2018), the investigation in a State University in Cagayan Valley, Philippines about the written language proficiency of high school students discovered that the majority of students lacked a strong command of the use of punctuation, capitalization, and other mechanics. Additionally, most students consistently violate capitalization standards, verb tenses, and verb usage norms

in their papers. This demonstrates the deficiencies in written language skills among Filipino students. (p.10) In addition, the majority of the mistakes that limited the students' progress were caused by their inability to apply the rules in the many facets of grammar. Despite having had prior instruction, students continue to struggle with creating grammatically sound phrases. They are still unsure about how to let the verb and the subject agree, select the proper preposition from the list of in, on, and at, and keep in mind that nouns can also have irregular forms. The proper antecedent for some nouns is another challenge for English language learners.

Furthermore, Sumalinog (2018) stated that minor grammatical errors frequently cripple the meaning of the communication being engaged in. When errors persist, misunderstanding occurs, resulting in delays in comprehension, which leads to failure on the part of the sender as he transmits the intended message to the receiver. As a result, teachers' effectiveness and efficiency are being questioned. Though the intelligibility and comprehensibility of what is written should be prioritized over grammatically correct phrases and sentences, the need to master the complexities of grammar must be addressed, especially given that English is a second language. Almost all transactions worldwide use it.

1.2.3  Effectiveness of Technology in Grammar Learning

In the study conducted by Robanni and Khoirotunnisa (2021), students are frequently discouraged from reading when reading materials like textbooks. They are unable to enjoy reading a textbook and won't be motivated to finish it. Non-authentic materials are not entertaining for students and it doesn't motivate them. Worksheets, textbooks, films, and other materials are a few examples of non-authentic reading materials. He also discovered that students prefer to read English comics on two applications and four websites. The research's participants listed every factor that went into selecting those programs and websites. Due to the great quality of the images on those websites and applications, readers were drawn to read the online English comics as reading material to improve their reading skills.

The Philippines' educational system has been criticized for the decline in language proficiency among its graduates, with educators and language specialists pointing out that college graduates today lack the language proficiency that was once seen as their ticket to obtaining desirable employment. They do not fall short in oral interviews or written exams due to a lack of expertise in their fields of study; rather, it is due to their inability to articulate these substantive concepts in a way that is understandable to others. In line with this, they suggest that while learning through video lectures, students pay more attention, are more engaged, are better prepared for tests, and receive better grades. The ability of CAI (Computer Aided Instruction) materials in the form of multimedia and

video to hold students' attention, boost their motivation, and improve their learning experience is now widely acknowledged by educators. A video or multimedia presentation can be an effective teaching tool when handled properly (Jarata, 2015).

By using web resources and technology, students can learn grammar in an interactive way. Websites, blogs, video lessons and games have been found effective in enhancing the grammar of students by making them more confident in their usage of grammar rules and standardization. With the growing use of technology particularly online, this makes students more comfortable with expressing themselves through writing and speaking. There is also a new generation of "digital natives" who were raised on computers, iPads and smartphones. They write essays using digital devices rather than pen and paper. Indeed, a student's vocabulary increases and their problem-solving skills are improved. The use of technology in education has helped to provide students with the opportunity to learn while they are still at school or work.

1.2.3 Iskotutorial's Goal for Language Education

Websites play an important role, and web-based learning is a good example. Today, the Internet plays several critical roles in education, including providing information, fostering communication, providing a space for creativity, and delivering instruction. Websites are becoming more important in education, a website can be used as a source of information, an assessment tool, and a platform for producing and sharing a product Dinc stated (2017).

According to a study entitled Websites as support tools for learning the English language by Macancela (2019), websites contribute to easing the English language among learners. There are dynamic strategies that can be done to reinforce and acquire skills in the language. Using this tool, learners have the chance to improve their understanding of the English language as it can display various interactive activities and information that will motivate the students to acquire skills. The results of the research, 78% of the students who received information using websites learned more satisfactorily because they enjoyed and received the subject with interaction. One of the websites mentioned in the research is "All things grammar" which students can make as a guidebook that has dialogue, reading and writing activities, and audio that will allow the students to have additional resources to be engaged in the aspects of grammar.

In general, technological advancements can be used in adding the learning learners that will serve as the learner's accompaniment in learning the language by practicing and exposing themselves to the topic. According to Joshi of Forbes in 2022 the fourth industrial revolution is linked to the learning method known as "Education 4.0," which aims to transform education in the future through automation and cutting-edge

technology. This technological revolution includes robotics, artificial intelligence, and smart technology. If universities want to continue turning out successful graduates, they must prepare their students for a world where cyber-physical systems are pervasive throughout all businesses. This means integrating technology into the curriculum, completely changing the way that people learn, and using technology to improve student life.

## 1.3 Research Questions

This study aims to answer the general problem: How to develop an expert-validated educational website using WordPress that aims to enhance the grammar skills of secondary school students at selected high schools based on the data from the presurvey?

Specifically, the researchers answered from the following:

1. What is the least learned grammar skills of Grade 7 and Grade 8 based on the presurvey conducted at selected high school?
2. What is the experts' assessments based on DepEd's Evaluation Tool for non-print materials in terms of: 2.1 Content Quality;

2.2 Instructional Quality;
2.3 Technical Quality; and
2.4 Other findings

## 1.4 Theoretical Framework

The researchers aimed to develop an educational website using WordPress to enhance grammar skills among English language learners. To achieve this goal, the researchers utilized several theories that support the effectiveness of technology in language learning.

One of the theories used by the researchers is the Self-Determination Theory proposed by Deci and Ryan (1985). This theory posits that individuals are more motivated and engaged in their learning when they have a sense of autonomy and control over the process. The researchers found that the use of WordPress aligns with the principles of the Self-Determination Theory as it provides learners with the opportunity to engage in self-directed learning. By having the freedom to choose their own learning goals and materials, learners are more likely to be motivated and engaged in the process of enhancing their grammar skills.

Another theory utilized by the researchers is the Connectivism Theory. This theory suggests that learning is a process of building connections between different pieces of information and experiences. The researchers applied this theory to the use of WordPress,

as it allows learners to connect with others and access a wide range of language learning resources.

The researchers also used the Multimedia Approach based on Constructivist Learning Theory, as reported in a study by Sasan (2021). This theory suggests that using multimedia approaches, such as videos, podcasts, and interactive games, can provide a more engaging and interactive way for students to learn a second language. The researchers found that using multimedia approaches in language learning can lead to improved language proficiency and better overall learning outcomes.

The researchers utilized several theories that support the effectiveness of technology in language learning and applied them to the development of an educational website using WordPress. The combination of these theories is expected to enhance grammar skills among English language learners.

### 1.5 Significance of the Study

#### 1.5.1 Students

The result of the study will help students improve their grammar skills. It has the potential to aid in the early development of their reasoning, background knowledge, and thinking skills. Through this study, students' grammar challenges may be addressed, leading to greater instruction and practice for thriving in the real world.

#### 1. 5.2 Teachers and School Admin

The findings of the study may encourage teachers and school admin to provide technology-based materials by using educational websites. The usage of the educational website may aid teachers to implement alternative learning modalities that best suit their students' needs.

#### 1.5.3 Future Researchers

The findings of the study will serve as a reference material or a guide for future researchers who wish to carry out the same study or any other research concerning the development of any educational website to improve grammar skills. Through this research, they can also reveal any opportunities for any improvements.

### 2. Methodology

The developmental method of research was used in this study. Developmental research has been defined as "the systematic study of creating, developing, and assessing instructional programs, procedures, and products that must meet internal consistency

and effectiveness requirements" (Seels & Richey, 1994, p. 127). This methodology focuses on developing a website that aids the grammar skills. Relatively, the method was appropriate in this study to determine the application of technology in teaching grammar specifically the part of speech in English.

## 2.1 Research Instrument

The research instrument used in the study was adapted from the Department of Education (DepEd) - Evaluation Rating Sheet for Non-Print Materials. In which, it deals with different descriptions. The evaluation tool was divided into four factors, and these are the following: Factor A. Content Quality, which has 10 items; Factor B. Instructional Quality, which has 10 items; Factor C. Technical Quality, which has 13 items; and Factor D. Other Findings, which has 4 items. It has four criteria, and these are the following: 4 being Very Satisfactory (VS); 3 being Satisfactory (S); 2 being Poor; and 1 being Not Satisfactory. It is referred to guidelines and processes for LRMDS Assessment and Evaluation.

The evaluation process includes several stages that enabled the researchers to fulfill the aim of the study. The researchers looked for experts that are suitable for evaluating websites, 10 English language teachers, and 10 IT experts. The researchers requested a letter from the evaluators for the developed websites. Once confirmed, the dissemination of the evaluation form is conducted and answered by experts. Interpretation of the evaluation form is done through means. Then, proceed with the presentation of the data. The researchers used the pass-fail pointing system of the Iskotutorial. The acceptability of each to

## 2.2 Data-Gathering Procedure

The data gathering procedure for this study began by requesting permission from the selected high school to conduct research on the development of educational websites for enhancing students' grammar skills. Once permission was secured, a pre-survey was distributed to Grade 7 and 8 teachers, facilitated through a Google Form. The teachers' participation was voluntary, with those available being encouraged to respond. To proceed with the survey, teachers were required to acknowledge their consent based on the Data Privacy Act of 2012.

Within the Google Form, a consent statement was provided, ensuring ethical considerations were addressed. Upon granting consent, teachers were directed to respond to a pivotal question: "What is the least learned grammar skill of the students? Why?" This question aimed to pinpoint the specific grammar skills requiring improvement and laid the groundwork for the subsequent development of the educational website. After collecting responses, diligent data analysis and organization were carried out to

identify trends and insights. The data revealed the grammar skills perceived as least learned among students, providing a solid foundation for the creation of the educational website's content.

Utilizing these insights, the educational website was meticulously developed, tailored to address the identified weaknesses in students' grammar skills. The goal was to construct an effective tool capable of enhancing language proficiency by targeting these specific areas of improvement.

Following the website's development, experts in the fields of English and Information Technology were approached for evaluation. These professionals were selected for their expertise and were asked to assess the educational website's effectiveness in enhancing grammar skills. The evaluation process involved these experts thoroughly reviewing the website and providing insights using a specialized evaluation form.

The evaluation forms collected from the experts were subjected to rigorous analysis to derive meaningful conclusions. This analysis encompassed the strengths, weaknesses, and potential effectiveness of the website in enhancing language proficiency, thereby contributing to the research's overall conclusions.

Throughout the entirety of the data-gathering procedure, the researchers upheld ethical standards and professionalism. They ensured participants comprehended the study's intent and procedures, while prioritizing the privacy and confidentiality of the involved individuals.

Overall, the data-gathering procedure was conducted with the utmost professionalism and ethical standards. The researchers ensured that the participants fully understood the purpose and procedures of the study, and their privacy and confidentiality were protected throughout the process. The study's findings and recommendations are expected to contribute to the improvement of language education at the Polytechnic University of the Philippines' Santa Maria Campus.

## 3. Results and Discussion

Table 1

*Least Learned Grammar Skills of the Students*

| RANK | GRAMMAR LESSON |
|------|----------------|
| 1 | Tenses of the Verbs |
| 2 | Eight Parts of Speech |
| 3 | Subject-Verb Agreement |
| 4 | Parallel Structures |
| 5 | Modals |
| 6 | Vocabulary |
| 7 | Capitalization |
| 8 | Prepositions |
| 9 | Punctuation |
| 10 | Transitions |
| 11 | Adjective |
| 12 | Adverb |

The first goal of the research is how to develop the Iskotutorial using WordPress. The development of the educational website was anchored from ASSURE Model. ASSURE Model is a step-by-step manual for organizing and delivering lessons that include technology and media into the teaching process. Sezer et. al in 2013 supported that the ASSURE model makes claims about the educational potential and problem-minimization of technology. On the other hand, by efficiently utilizing the model, students will be more engaged, technology will be integrated into the classroom, and different evaluation methods, aside from the conventional ones, such as democratic learning approaches, will be used. This approach includes all six key stages of the instructional preparation process: (1) Analyze Learners; (2) State Standards and Objectives; (3) Select Strategies, Technology, Media, and Materials; (4) Utilize Technology, Media, and Materials (5) Require Learner Participation (6) Evaluate and Revise.

ASSURE model was used in constructing the lessons and activities of the ISKOTUTORIAL website. The researchers followed the stepby-step method of the model on the created lesson blogs, video lessons, and gamified assessments. These are the steps that the researchers made according to the ASSURE model:

Analyze Learners. The researchers had a pre-survey of grade 7 and grade 8 English teachers of selected high school in Bulacan. The pre-survey gave answers on what are the least learned grammar skills of the students. The top 3 least learned grammar skills are tenses of verbs with five (5) votes, eight parts of speech with three (3) votes, and subjectverb agreement with (3) votes.

State Standards and Objectives. The objective of this research aims to know the grammar skills of secondary students at selected high school in Bulacan and identify the factors that affect the learning progress of students in learning grammar. Thus, the researchers aim to know the factors that contribute to the reasons on why students prefer gamification, educational blogs, and educational videos.

Select Strategies, Technology, Media, and Materials. The researchers used the data gathered through google form to develop a website in WordPress, wherein the educational blogs will be posted. While the educational videos were posted in YouTube, and the gamified assessments were developed in Kahoot!

Utilize Technology, Media, and Materials. The educational videos were uploaded in YouTube for easy accessibility to users. The gamified assessments were developed in Kahoot! for an engaging activity. While the educational blogs were uploaded in the Iskotutorial website that was developed in WordPress. According to Famana & Yasin (2022)5, WordPress is appropriate and suitable for learning and teaching process. Hence, it will be the useful for the language learning especially in grammar skills.

Require Learner Participants. The researchers conducted an evaluation to validate the Iskotutorial by the experts. It was evaluated by the 10 English language teachers, and 10 Information Technology experts.

Evaluate and Revise. The 20 evaluators gave recommendations for the betterment of the website. The recommendations were used by the researchers to improve the website.

Table 2

*Experts' Assessment on Content Quality of ISKOTUTORIAL*

| Remarks | Frequency (f) | Percentage (%) |
|---|---|---|
| Passed | 10 | 100 % |
| Failed | 0 | 0 % |
| Total Average Points | 37.11 | (Passed) |

To determine whether the developed educational website is open for public use. It was evaluated with DepEd evaluation tool for nonprint materials. It has four factors such as: Factor A. Content Quality; Factor B. Instructional Quality; Factor C. Instructional Quality; and Factor D. Other Findings.

Based on the criteria, the result show how the developed educational website was evaluated. The first factor is the content quality, obtaining at least 30 points from 10 English Language Teachers, the educational website passed the first factor. The content of the ISKOTUTORIAL website followed the learning competency that can be found in DepEd content standards. The result of the evaluation of the content of the website was supported by the study of Ella and Mizunuma (2015) which also developed a material that aims to offer a device that can be used in the teaching process of Subject-Verb Agreement. Based on their research, the modern-inspired traditional learning device became more effective because of its content that was based on the DepEd learning competency for the SVA. Moreover, the attractiveness and the interactive feature of the device have contributed to the effectiveness of the learning process of the students.

The second factor is the Instructional Quality and it obtained 100% passed having 10 out of 10 votes from English Language Teachers. ISKOTUTORIAL is an educational website that includes instruction that are well-defined for students.

Table 3

*Experts' Assessment in Instructional Quality of ISKOTUTORIAL*

| Remarks | Frequency (f) | Percentage (%) |
|---|---|---|
| Passed | 10 | 100 % |
| Failed | 0 | 0 |
| Total Average Points | 36.2 | (Passed) |

The third factor is the Instructional Quality and it obtained 100% passed having 10 out of 10 votes from Information Technology experts. It means that it was verbally interpreted as passed based on the gained votes. This was supported by the study of Hasan and Abuelrub (2016), in which they focused on the various usability problems of educational websites. It highlighted that it is important to identify different types of errors related to educational websites because these are the foundation of the content, specifically errors like inconsistency in the language of the interface, punctuation errors, and grammatical accuracy problems. By identifying and addressing these problems, it will make the educational website more user-friendly.

Table 4

*Expert's Assessment on Technical Quality of ISKOTUTORIAL*

| Remarks | Frequency (f) | Percentage (%) |
|---|---|---|
| Passed | 10 | 100% |
| Failed | 0 | 0% |
| Total Average Points | 46.5 | (Passed) |

The fourth factor is the other findings and it obtained 60% passed and 40% having 6 out of 10 votes (passed) from English Language Teachers. It means that it was verbally interpreted as passed based on the gained votes.

Table 5

*Experts' Assessment on Other Findings of ISKOTUTORIAL*

| Remarks | Frequency (f) | Percentage (%) |
|---|---|---|
| Passed | 6 | 60% |
| Failed | 4 | 40% |
| Total Average Points | 15.22 | (Passed) |

Based on the study conducted by Qudah (2016), who found that teaching through an educational website on the Internet can be beneficial for students. Qudah's study reported significant improvements in student, allowing for personalized learning experiences that adapt to students' scientific level, pace, and preferences. The ISKOTUTORIAL website provides students with a flexible platform to enhance and practice their grammar skills anytime and anywhere, fostering a self-paced and engaging learning environment.

## 4. Conclusion

4.1 ISKOTUTORIAL, a developed educational website, has the potential to enhance the Grade 7 and Grade 8 students as it focused on their least learned grammar skills.

4.2 The least learned and essential skills of Grade 7 and Grade 8 students were 8 Parts of Speech, Subject-Verb Agreement, and Tenses of Verbs. These lessons became the focus of the educational website.

4.3 The evaluation of the developed educational website revealed that the "content quality" was deemed "passed". This indicates that the website provides high-quality and valuable content to enhance the grammar skills of 7th and 8th grade students.

4.4 The evaluation of the "instructional quality" of the developed educational website is "passed." This indicates that the website's instructional design effectively facilitates learning and comprehension of the targeted grammar skills.

4.5 The evaluation of the "technical quality" of the developed educational website yielded as "passed." This indicates that the website's technical aspects, such as functionality and usability, are well implemented and contribute to a positive user experience; user friendliness.

4.6 The percentage of the "other findings" category for the developed educational falls and classified as 60% "passed" and 40% "failed." Yet the researchers ensure that all the problems and comments of the evaluators were all fixed. This conclude that the educational website is ready for public use. These findings suggest that the ISKOTUTORIAL website effectively addresses content, instructional aspects, and technical considerations, providing valuable insights.

## 5. Recommendations

5.1 Students should take full advantage of the ISKOTUTORIAL website, a comprehensive educational platform developed using WordPress, to enhance their grammar skills. By actively utilizing this resource in addition to their classroom learning, students can engage in self-directed learning and receive supplementary materials that aid in improving their overall English language proficiency. Moreover, students should actively collaborate with their peers through the ISKOTUTORIAL website, sharing learning experiences and insights to foster a deeper understanding of the language.

5.2 Grade 7 and 8 Teachers should integrate the ISKOTUTORIAL website into their language education programs. This powerful educational tool, built on WordPress, offers an interactive and immersive learning experience that can significantly enhance student engagement and improve learning outcomes in grammar. By incorporating the ISKOTUTORIAL website into their teaching practices, teachers can provide students with a dynamic and effective learning environment.

5.3 Junior High School teachers should incorporate the utilization of the ISKOTUTORIAL website, developed using WordPress, into language education curricula. By integrating this platform, they can provide students with personalized and student-centered learning opportunities aligned with the principles of Education 4.0. Through the ISKOTUTORIAL

website, students can improve their grammar skills in a self-paced manner, promoting active learning and critical thinking.

5.4 Department of Education should actively collaborate with Information Technology expert to design and develop educational websites tailored to the specific needs of language learners, with a particular emphasis on the improvement of the ISKOTUTORIAL website. These collaborations can ensure that the platforms effectively enhance grammar skills while being user-friendly and accessible to a diverse range of learners.

5.5 Future researchers or scholars are highly encouraged to embark on extensive in research studies that delve into the utilization of educational websites, specifically those developed using WordPress, such as the ISKOTUTORIAL website, to enhance language education. These studies should aim to refine and optimize the platform to transform it from a free website to a fully developed and comprehensive tool that can effectively support grammar instruction.

5.6 Implement Rigorous Testing with Students: To assess the effectiveness of the ISKOTUTORIAL website, researchers should conduct rigorous testing with a diverse group of students. These tests can include pre- and post-assessments to measure improvements in grammar skills, usability testing to identify potential usability issues, and gathering feedback through surveys or interviews to gather insights from the user perspective.

5.7 Enhance User Interface and Experience: Researchers should focus on optimizing the user interface and experience of the ISKOTUTORIAL website. This can involve improving the website's layout, navigation, and visual design to ensure a user-friendly and intuitive experience for learners of different ages and backgrounds. Incorporating multimedia elements, interactive exercises, and engaging visuals can further enhance user engagement and retention.

5.8 Expand Grammar Topics and Learning Resources: Scholars should consider expanding the range of grammar topics covered on the ISKOTUTORIAL website. Conducting thorough content analysis and research, they can identify additional grammar concepts that are essential for learners at various proficiency levels. This expansion should include comprehensive explanations, examples, and interactive exercises to support learners' comprehension and application of grammar rules.

**References:**

Ackerman, MA., C. E. (2018, June 21). Self-determination theory and how it explains
motivation. PositivePsychology.com.
https://positivepsychology.com/selfdetermination-theory/

Ahmad, A. (2018). Developing the English grammar module based-cooperative Learning
to teach basic English grammar: Focus on students' needs. ELT-lectura, 5(2), 138–148.
https://doi.org/10.31849/elt-lectura.v5i2.1586

Ancheta, Q., & Ferrer, C. (2022). Utilization of English video lessons and their significance to the
Philippine language curriculum: a literature review. IJOTL-TL: Indonesian journal of
language teaching and linguistics, 7(3), 234–242. https://doi.org/10.30957/ijoltl.v7i3.703

Arong, A. (2021). English proficiency of grade 9 junior high school students the problem and its
setting. Academia.edu.
https://www.academia.edu/34306562/English_proficiency_of_grade_9_junior_hig h_s
chool_students_the_problem_and_its_setting

Astuti, L., Wihardi, Y., & Rochintaniawati, D. (2020). The development of web-based learning
using interactive media for science learning on levers in human body topic. Journal of
science learning, 3(2), 89–98. https://doi.org/10.17509/jsl.v3i2.19366 B.

Anyayahan, R. (2022). Using multimedia videos in developing students grammatical skills.
European online journal of natural and social sciences: Proceedings, 11(1(s)), pp.
147–164.
https://europeanscience.com/eojnss_proc/article/view/6418?fbclid=IwAR0PaHc
fsfwVLrrNfYRhCIkKK 0f6XXLJP9_HpIJ131LM4lJjnDcvCvR-36g

Barraquio, D. (2015, January 01). Grammar proficiency of Colegio de San Juan de Letran
Calamba college students. https://ejournals.ph/article.php?id=6780

Blankman, R. (n.d.). The fun of learning: gamification in education. www.hmhco.com.
Retrieved February 4, 2023, from https://www.hmhco.com/blog/what-
isgamificationin-
education?fbclid=IwAR25fiNUnP89kUYg5_Tq1vQ68Xp49hm94mgugzzCfYbeWxrA
R_RwJX3h0

Borja A. (2021). Discourse Analysis in the Reading Class. TESOL Quarterly.
 https://eric.ed.gov/?q=Discourse+analysis++in+english&id=EJ177876

Cagas , Rina Lorraine (n. d.). "The use of tiktok videos in enhancing the speaking and
 grammar skills of higher education students." Language education forum, vol.
 Vol. 3, science and education publishing, 2022, https://doi.org/10.12691/lef-3-1-1

Cambridge dictionary. (2023, February). website. CambridgeWords.
 https://dictionary.cambridge.org/us/dictionary/english/website?fbclid=IwAR0RBJ eeT
 WExh9EJzKjQz33Cj8tjOQMbI5k_paOxJ3g7NJdMLsZdYQanjyg

Deese, A. (2016, March 10). 5 Benefits of gamification. Smithsonian science education
 center. https://ssec.si.edu/stemvisions-blog/5-benefits-gamification

Dinc, E. (2017). Web-based education and accesibility. International journal of
 technology in education and science, 1(1), 29–35.
 https://files.eric.ed.gov/fulltext/EJ1227484.pdf Ella, J., &

Mizunuma, Y. (2015). development of IM YUNIC for SVA learning device for grammatical
 proficiency [review of development of IM YUNIC for SVA learning device for
 grammatical proficiency]. Research gate; Global research and development
 services. https://www.researchgate.net/profile/Jennibelle-
 Ella2/publication/342876510_Development_of_IM_Yunic_for_SVA_learning_devic
 e_for_ grammatical_proficiency/links/5f0aa2a0a6fdcc4ca46359ce/Development-
 of- IMYunic-for-SVA-learning-device-for-grammatical-proficiency.pdf

Enriquez, M. A. S. (2014). Students' perceptions on the effectiveness of the use of Edmodo as a
 supplementary tool for learning. DLSU research congress 2014. Retrieved from
 https://www.dlsu.edu.ph › LLI-II-010-FT

Ekaningsih, N. (2017). Enhancing students English grammar ability with online website link.
 EduLite: Journal of English education, literature and culture, 2(2), 431–444.
 https://doi.org/10.30659/e.2.2.431-444

Educational video - meaning and definition. (2021, November 15). Teachmint.
 https://www.teachmint.com/glossary/e/educationalvideo/?fbclid=IwAR2bp87W
 RFuAc5dcGhEkf4rWGYP4Di3WJ_NpiFsVe_J_aKpmz_o
 mPiAli30#:~:text=by%20teachmint%40wpEvaluating internet sources |

Lydia M. Olson library. (2018). Lib.nmu.edu.
https://lib.nmu.edu/help/resourceguides/subject-
guide/evaluatinginternetsources#:~:text=There%20are%20six%20(6)%20criteria,sit
e%20is%20one%20 of%20quality

Farmana, Y., & Yasin, M. (2022). Development of web-based English learning media using
content management system (WordPress) and elementor plugin.
International journal of educational research and social sciences (IJERSC), 3(6), 2256–
2264. https://doi.org/10.51601/ijersc.v3i6.541

Frederick, N. (2020). The professional importance of grammar and how it should be taught
| the people, ideas, and things (PIT) journal. Unc.edu.
https://pitjournal.unc.edu/article/professional-importance-grammar-and-
howitshould-be-taught

Göksün, D. O., &GüldenGürsoy, G. (2019, March). Comparing success and engagement in
gamified learning experiences via ... Comparing success and engagement in
gamified learning experiences via Kahoot and Quizizz.
https://www.researchgate.net/publication/331467462_Comparing_success_and
_eng agement_in_gamified_learning_experiences_via_Kahoot_and_Quizizz

Hafiz, H. (2022). The effect of drill technique towards students' vocabulary mastery in
learning english. JurnalIlmusosial dan pendidikan (JISIP), 6(2).
https://ejournal.mandalanursa.org/index.php/JISIP/article/viewFile/3144/2446

Hasan, L., & Abuelrub, E. (2016, July 16). Common usability problems on educational
websites. Researchgate; unknown.
https://www.researchgate.net/publication/281904329_Common_Usability_Proble ms_
on_Educational_Websites

How do I introduce students to educational websites? (n.d.).
K12teacherstaffdevelopment.com. Retrieved February 4, 2023, from
https://k12teacherstaffdevelopment.com/tlb/how-do-i-introduce-
studentstoeducational
websites/?fbclid=IwAR17Q42N649rDzHG_1q7CZCb5yp9dH_kZVfAtMBz7HSC85FJY    ZqhW

Jarata, J. R. B. (2015, August). Use of computer aided instruction in enhancing english grammar performance of college students. international journal of scientific & engineering research. Vol. 6, issue 8. https://www.citefactor.org/journal/pdf/useofcomputer-aided-instruction-in-enhancing-english-grammar-performance-ofcollegestudents.pdf

Joshi, N. (2022, March). Understanding education 4.0: The machine learning-driven future of learning. Forbes. https://www.forbes.com/sites/naveenjoshi/2022/03/31/understanding- education-40-the-machine-learning-driven-future-oflearning/?sh=538018395bc2

Kao, Y. (2019). The role of social networking sites in English language learning and teaching: A case study of WordPress. English language teaching, 12(6), 1-15. Retrieved from https://eric.ed.gov/?id=EJ1229566

Lazaro, J. M. (2019). Word wall and word bank: enhanced vocabulary and reading comprehension skills of grade 4 pupils in general Luna Elementary school. Ascendens Asia journal of multidisciplinary research abstracts, 3(2K). https://ojs.aaresearchindex.com/index.php/AAJMRA/article/view/8514

Licorish, S., Owen, H., Daniel, B., & George, J. (2018, July 21). Students' perception of Kahoot!'s influence on teaching and learning - research and practice in technology enhanced learning. https://telrp.springeropen.com/articles/10.1186/s41039-018- 0078-8

Luján Mora, S. (2013). Educational blogs [review of educational blogs]. University d'alacant; University d'alacant. http://desarrolloweb.dlsi.ua.es/blogs/what-is-aneducation-blog

Mabuan, R. (2015). Presented at the DLSU research congress. DLSU research congress, 3. https://www.dlsu.edu.ph/wp-content/uploads/pdf/conferences/researchcongressproceedings/2015/LLI/006LLI_Mabuan_RA.pdf

Mabuan, R. A. (2018). Using blogs in teaching tertiary ESL writing. English review: journal of English Education, 6(2), 1. https://doi.org/10.25134/erjee.v6i2.1238

Macancela, J. (2019). Websites as support tools for learning the English language sitios web comoherramientas de apoyo para elaprendizaje del idiomaInglés. Journal

of science and research: Revistaciencia e investigacion, 4(2), 13–20. https://doi.org/10.5281/zenodo.3240648

Mandracchia, N. R. (2020). Using assessment to inform web resource selection: Development of the usage rating profile-web resource (URP-WR) [review of using assessment to inform web resource selection: development of the usage rating profile-web resource (URP-WR)]. E scholarship university of california. https://escholarship.org/content/qt2nf09497/qt2nf09497_noSplash_696070e2699f 4fc ab0d5b570e0a7540e.pdf?fbclid=IwAR2lQfrbGKBVbstB7h4AQzrljbAcEePzlFDBtXVK ZglqkSavAma0unhEuy4

Mansuri, S. (2022). Importance of educational website post pandemic. Perception system technology perceived. https://www.perceptionsystem.com/blog/benefits-ofeducational-webdevelopment/

Manuel, J. B. (2022). English language proficiency of senior high school students. Multidisciplinary journal for education, social and technological sciences, 9(1), 71–86. https://doi.org/10.4995/muse.2022.16638

Merza, H. N. (2021). English grammar competence of Filipino college freshmen. Journal of positive school psychology, 2022(4), 2949–2958. https://www.journalppw.com/index.php/jpsp/article/download/3766/2466

Morallo, A. (2018, February 8). Filipino graduates' English skills lower than target for cab drivers in Dubai, study says. Philstar.com; Philstar.com. https://www.philstar.com/headlines/2018/02/08/1785840/filipino-graduatesenglishskills-lower-target-cab-drivers-dubai-study-says

Nordquist, R. (2012). What is linguistic competence? January? https://www.thoughtco.com/what-is-linguistic-competence-1691123

Oliveira, K. K. de S., & de Souza, R. A. C. (2021). Digital transformation towards education 4.0. Informatics in education. https://doi.org/10.15388/infedu.2022.13

Omar, Y. Z. (2019). Teaching pedagogical grammar in context to enrich English language learners' academic writing. International journal of linguistics, literature and translation (IJLLT). Vol. 2, Issue 3, page 216.

https://eric.ed.gov/?id=ED595056.

Özturk, C. (2020). The effect of gamification activities on students' academicachievements in social studies course, attitudes towards the course and cooperative learning skills https://files.eric.ed.gov/fulltext/EJ1244229.pdf

Palmer, J. (2018). Wordpress for researchers. Journal of medical internet research, 20(2), e57. https://scholar.google.com/scholar?hl=en&as_sdt=0%2C5&q=what+is+WordPres s& btnG=#d=gs_qabs&t=1673180076892&u=%23p%3D8T2IYB663uUJ Qudah,

A. H. (2016). The effect of using an educational website in achievement of bachelor students in the course of basic concepts in mathematics at Al Al-Bayt University. Journal of education and practice, 7(5), 139-146. https://files.eric.ed.gov/fulltext/EJ1092398.pdf

Rafiq, K. M., Hashim, H., Yunus, M. M., & Nor Pazilah, F. (2019, November). Gamifiedlearning to teach ESL grammar: Students' perspective. https://www.researchgate.net/publication/337485734_gamifiedlearning_to_teac h_ESL_grammar_students'_perspective

Rahayu, I., &Purnawarman, P. (2019, June 01). The use of quizizz in improving students' grammar understanding through self-assessment. https://www.atlantispress.com/proceedings/conaplin-18/125911438

Robanni, S. A. &Khoirotunnisa, U. (2021). Online English comics as reading materials for English language education department studies. European journal of educational research. Vol. 10, issue 3, 1359-1369. https://eric.ed.gov/?id=EJ1307692.

Rossiter, A. (2021). The importance of grammar. https://files.eric.ed.gov/fulltext/ED613321.pdf

Sahagun, R. L. A. (2021). Grammar skills of secondary teacher education students in a state university: Basis for worktext development. International journal of multidisciplinary: Applied business and education research, 2(9), 843–849. https://doi.org/10.11594/ijmaber.02.09.15

Salcedo, M. A. A., &Licup, R. J. (2022). A framework for designing a Philippine Englishbased pedagogic model for teaching English grammar. Philippine association for language teaching. https://ajels.ust.edu.ph/wp-content/uploads/2022/07/3A-framework-fordesigning-a-philippine-english-based-pedagogic-model-forteaching-englishgrammar.pdf

Santos, A., Fernandez, V., & Ilustre, R. (2022, July 14). English language proficienty in the Philippines: An overview. al-kindipublisher.com. https://alkindipublisher.com/index.php/ijels/article/view/3575/3187

Sasan, J. M. (2021). Enhancing English proficiency for Filipinos through a multimedia approach based on constructivist learning theory: A review. Researchgate. https://www.researchgate.net/publication/364127395_enhancing_english_profici ency _for_filipinos_through_a_multimedia_approach_based_on_constructivist_learning _th eory_a_review

Sezer, B., Karaoglan Yilmaz, F. G., & Yilmaz, R. (2013, October 1). Integrating technology into classroom: The learner-centered instructional design. ERIC. https://eric.ed.gov/?q=assure+model&id=ED561175

Sioco, E., Presley, V., & De Vera. (2018). Grammatical competence of junior high school students. TESOL international journal, 13(1). https://files.eric.ed.gov/fulltext/EJ1247221.pdf

Smutkupt, S., &Srisawat, T. (2017). A WordPress-based instructional model for developing semantically-driven academic writing lessons for Thai EFL university students. Researchgate.https://www.researchgate.net/publication/313477183_A_WordPre ssbased_Instructional_Model_for_Developing_Semanticallydriven_Academic_Wri ting_Lessons_for_Thai_EFL_University_Students

Sumalinog, G. (2018). (PDF) Common grammatical errors of the high school students: The teachers' perspective. https://www.researchgate.net/publication/328612436_common_grammatical_e rrors_ of_the_high_school_students_the_teachers

What is WordPress? (n.d.). Namecheap. Retrieved February 4, 2023, from https://www.namecheap.com/wordpress/whatiswordpress/?fbclid=IwAR2j2Ovx AQc3bGt0bhkOLIedlLcVl08mypHYRO7XMlj6Iw16 WZnbBat9Mk

Why is grammar important? 7 top reasons. (2022, December 26). Becomeawritertoday.com. https://becomeawritertoday.com/why-isgrammarimportant/?fbclid=IwAR1LfiXj20IGEta9mhQtFPHVjuPfGaBgT7oaymApfl Rz b6_qf14U A2RzmPs#:~:text=Good%20grammar%20means%20writing%20or

Pangandaman, K., Nassefah, D., Lambayong, C., & Ergas, G. (2019). Philippine higher education vis-a-vis education 4.0: A scoping review. In international journals of advanced research and publications.

# Improving English Vocabulary Skills of First-Year Education Students through Quizlet

**Kenneth Q. Del Rosario, Jerlyn G. Bernardo, Samantha Aubrey L. Bernabe, Maria Venuzel L. Bilan, and Jhanell Dyne H. Gunita**
Polytechnic University of the Philippines-Santa Maria, Bulacan Campus (PUP-SMBC)
kennethdelrosario153@gmail.com

**Abstract.** Filipinos are considered English as a Second Language (ESL) learners, but still, students even at the tertiary level have limited English vocabulary suitable for university and professional level reading and writing. This paper examines the use of Quizlet in improving the English vocabulary skills of first-year non-English major students at Polytechnic University of the Philippines – Santa Maria Bulacan Campus (PUP-SMB). It is a quasi-experimental study that uses one-group pre-test and post-test design. Quizlet is an application, facilitators and students could create their own study sets and track their progress alongside learning through its four free features Flashcard, Learn, Test, and Match. The experiment revealed that the level of the students' vocabulary improved from low level to an excellent level after using Quizlet. From a mean score of 5.025 (low level) on their pre-test it improved to 36.37(excellent level) on their post-test. The researchers conclude that there is a significant difference between the results of the tests and that using Quizlet can improve the English vocabulary skills of the respondents because of its game-like features that make learning engaging and fun. With Quizlet's accessibility, ease to use, and features, improving English vocabulary skills was successful.

**Keywords:** college, English vocabulary, gamification, non-English major, Quizlet

## 1. Introduction

### 1.1 Background of the Study

Vocabulary plays a crucial role in effective communication and cognitive development. A rich and diverse vocabulary enables individuals to express themselves precisely and with nuance, leading to better understanding and engagement in various social and professional settings. Mastering vocabulary is crucial when acquiring a new language since it serves as a fundamental aspect of the language (Narzullayeyna & Jamshidovna, 2021). By investing in expanding vocabulary, we not only improve language skills but also foster critical thinking and creativity, as words serve as tools to articulate and explore ideas. Embracing continuous learning and exposure to new words can ultimately empower an individual to become more eloquent, informed, and confident. Vocabulary can be seen as a problem for several reasons, lack of rich and varied vocabulary among many individuals hinders effective communication. Without a diverse range of words to

express thoughts and ideas, people may struggle to convey their messages accurately, leading to misunderstandings, misinterpretations, and incompetency in their academic endeavors and in the work field. In a recent study by Jamshidovna (2021) stated that it has been demonstrated that university students also struggle with learning vocabulary. Writing new words, using words correctly, pronouncing new words, inferring meanings from context, and figuring out the grammatical structure of words were the challenges. Additionally, Khan (2011) presents tertiary students with challenging vocabulary but the students find it difficult, they also have a tough time understanding words having numerous meanings.

In the Philippines, English is the second official language which makes Filipinos as English as Second Language (ESL) learners. In the classroom setting, a student needs to understand English before learning Mathematics and Science since English is the medium of instruction in these subjects. This just shows how vital learning English vocabulary is in the pursuit of knowledge of Filipinos and in their everyday life. According to Solitana and Generoso (2022), communication classes were difficult and demanding for ESL students. The majority could speak English rather easily, but many lacked the vocabulary knowledge and writing abilities necessary for university-level reading and writing work for professional and academic purposes. Additionally, the Philippines is a multilingual country, many students grow up speaking Filipino or other local languages, which could lead to less frequent usage and practice of English. Moreover, the curriculum and teaching methods might not prioritize extensive English vocabulary development, resulting in a potential gap in language proficiency. To address this, increasing the emphasis on English education, creating immersive language-learning opportunities, and using technological applications could help students improve their English vocabulary skills.

Quizlet is an invaluable tool for improving vocabulary because it offers a wide array of features that facilitate effective learning. The result of the study by Anjaniputra and Salsabila (2022) showed that Quizlet have the advantage of employing gamified learning features to enhance their vocabulary. Furthermore, the accessibility of the platform on both Android and iOS devices grants users the freedom to practice vocabulary anytime and anywhere. Its extensive database contains countless user-generated flashcards covering various subjects and languages, making it a comprehensive resource for vocabulary building. Secondly, its interactive nature engages learners, promoting active recall, which is known to enhance memory retention. Additionally, Quizlet's various study modes, such as matching games and practice tests, cater to different learning styles, ensuring a personalized and efficient vocabulary learning experience. Lastly, the platform's accessibility on multiple devices allows users to practice anytime and anywhere, making it convenient for consistent and continuous learning.

The study will help non-English major students in improving their vocabulary and tackle the difficulties encountered by language learners. Quizlet's has a wide range of

study materials, interactive features, customization options, and data analytics make it a valuable ally for teachers looking to enhance their students' English vocabulary. In line with it, by leveraging Quizlet's features, school administrators can create and curate customized vocabulary sets tailored to the specific needs of their students. This allows them to focus on relevant topics and areas where improvement is needed the most. With its extensive database, spaced repetition system, personalized study sets, collaborative community, and audio features collectively offer a well-rounded platform to future researchers, making it an effective tool for enhancing English vocabulary and empowering them with the language skills required for academic success and impactful research.

## 1.2 Related Literature and Studies

### 1.2.1 Vocabulary: A Challenge for English Learners

Learning vocabulary is essential for learning a new language because it is a central component of the language and is regarded as a critical means to communicative competence (Jamshidovna, 2021). According to Gardner (2013), a large vocabulary is necessary for second language acquisition to be successful. However, Kayi-Aydar (2018) stated that word knowledge is only one aspect of vocabulary growth, and that understanding pronunciation, spelling, grammatical features, connotations, morphological alternatives, and semantic linkages are also important. English language learners can successfully develop their vocabulary when they are guided and scaffolded.

According to Rohmatillah (2014), when acquiring vocabulary, students often experience six different types of challenges. (1) The majority of students have trouble pronouncing words, which may hinder their ability to learn vocabulary, (2) it also affects the students having bad performance in writing and spelling, (3) one of the reasons why children struggle to learn vocabulary is because words have varied grammatical forms or inflections. Moreover, (4) students may find it hard when they are choosing the proper meaning of a word, (5) besides that, students struggle to use words in context when they are unfamiliar with their definitions, and (6) learners have a hard time learning vocabulary because whenever they found words that new to them or even the expressions that contained idiomatic, they find it confusing so the result of it students are cannot express their feeling rather it is written or spoken.

To support the study, Reskiawan, B., Andas, N., and Hajra (2020), assert some factors that affect the process of acquiring vocabulary. The goal of their study is to understand the challenges that students have when acquiring vocabulary. The researchers were able to demonstrate that there is a gap in vocabulary competence. Those factors affecting the slow progress of learning in vocabulary are (1) students struggle to distinguish between English word pronunciation and the written word (2) without the interaction using English, students may find it difficult especially in learning

words. Practicing using English may help the students to develop and adapt what they are learning whenever they are involved in it. In addition, (3) students also have confusion whenever they are encountering new words, they used to mismatch sound and spelling of a word (4) also, students struggle with words that are similar but it contains different meaning and (5) wrong pronunciation also causes miscommunication that may affect students mastery when it comes in vocabulary. Barr (2016), states that nowadays the methods of vocabulary instruction receive minimal attention which means that vocabulary is learned through participation in other activities like communicative teaching language.

In a recent study by Jamshidovna (2021), It has been demonstrated that university students also struggle with learning vocabulary. Writing new words, using words correctly, pronouncing new words, inferring meanings from context, and figuring out the grammatical structure of words were the challenges. Khan (2011), on the other hand in his study, presents tertiary students with challenging vocabulary that includes synonyms, spelling, and prefixes, but the students find it difficult. They also had a tough time understanding words having numerous meanings.

Another study with university students as its participants have issues with English vocabulary. A study conducted by Afzal, 2019 examined the problems encountered in English vocabulary of English majors at Prince Stattam bin Abdulaziz University (PSAU) in Saudi Arabia. The study uses online questionnaire to 100 respondents from five different level of fourth year BA English Program. The findings revealed that English Majors at PSAU struggle with numerous aspects of vocabulary learning, including knowing the meanings of new terms, correct pronunciation, language usage, memorizing and spelling of unfamiliar terms. According to this study, students who have little vocabulary knowledge struggle academically in a variety of university courses on translation, linguistic, and literature. The limited "word repository" that PSAU students have as a result of their inadequate vocabulary knowledge has also been demonstrated to impair their reading comprehension.

In conclusion, vocabulary is the words in a language that a person understands to communicate effectively with others; it can be written or verbal. It is also words that a person knows the function of which are developed innately. Vocabulary is important in increasing literacy especially in developing knowledge, developing reading skills, and developing writing skills. One of the ways to be proficient in a language and to be effective in communication is by having a large vocabulary. However, English learners---primary, secondary, and even tertiary students majoring in English suffer from different challenges that come with vocabulary; like spelling, pronunciation, context, unfamiliar definitions, and idiomatic expressions that affect their comprehension and communication. This just tells how crucial it is for English learners to have a range of vocabulary or to improve it.

1.2.2 Improving Vocabulary through Quizlet

There have been many advancements made in various learning tools and approaches that aid teachers in effectively teaching English, particularly vocabulary, in a variety of contexts. One of these is the interactive use of technology to speed up the learning of second languages known as Computer Assisted Language Learning (CALL), and it provides worthwhile opportunities for language practice outside of a classroom setting (Rogers, 2018). MALL or Mobile Assisted Language Learning is a subset of CALL that is portable, flexible, and interconnected. Devices such as smartphones, Personal Digital Assistants (PDAs), and tablets are used for mobile learning or examples of MALL (Bukharaev & Altaher, 2017). The most recent programs of MALL enable interaction among students through the use of adaptable e-flashcards, fun games, and group projects (Montaner-Villalba, 2019). Through a range of multimedia, the system's educational activities improve students' vocabulary retention and familiarity with curriculum-related terms by switching vocabulary instruction from tedious memorizing to game-based learning. Students were split into three groups for an experiment that used various vocabulary review techniques. The course material and instructor were the same for all groups, and the English skill levels of the students were comparable. It was found that students who employed the suggested approach demonstrated greater learning interest, attention, and efficacy as well as a sense of triumph and victory over their peers (Wu & Huang, 2017).

Quizlet which was created in 2005 by Arthur Sutherland, is a tool specifically designed for vocabulary learning that has game-like features. It is one of the educational applications that both support web browsers (CALL) and mobile applications (MALL). There are several tools in Quizlet that might aid teachers in planning their lessons. It encourages group learning, drill and repetition, as well as enjoying learning (Anjaniputra & Salsabila, 2018). Quizlet's success as a vocabulary-building e-learning tool can be ascribed to the expanding influence of information and communication technology in all facets of society. In and outside of the classroom, it encourages active learning (Montaner-Villalba, 2019). An article by Lewis R. (2020), discussed ways to remember English vocabulary, and one of the effective methods included the use of vocabulary applications. One such application is Quizlet, which not only promotes repetition learning and other mentioned principles but also incorporates gamification to enhance learning.

The efficiency of Quizlet as an aid for vocabulary learning is investigated in the study by Barr (2016). This study is significant because it sheds light on the efficiency of online learning resources and how they affect vocabulary development. According to the study, Quizlet is useful for enhancing vocabulary learning. Additionally, it was discovered that using Quizlet helped students to become more motivated and involved in their education. The study found that Quizlet improved students' performance on vocabulary exams. Barr's research demonstrates, in conclusion, that Quizlet is a useful tool for learning vocabulary. The study also shows how effective and engaging a learning

experience may be made possible by using digital technologies. As such, it provides valuable insights into the use of digital tools in education.

Moreover, in Dizon's study in 2016 when he used Quizlet, just like other studies it was found that the platform was effective and provided a positive number of learners who gained L2. The study also emphasized the accessibility of Quizlet through the website and through an application on smartphones, it made a difference because participants in the study were elated to use the application using their smartphones. With that, Dizon suggested comparing the efficacy of Quizlet with the usage of paper-based vocabulary learning methods. Despite the positive results that were revealed, it is not known whether the respondents were able to retain the vocabulary they had learned after. In either case, Dizon is a strong proponent of using Quizlet in the EFL classroom to study vocabulary.

An experimental-design study was undertaken by Sanosi (2018) at a university in Saudi Arabia, Prince Sattam Bin Abdulaziz University, to determine the effects of the Quizlet application on two groups of low-level EFL students. According to the study's findings, Quizlet is a helpful resource for learning vocabulary and encourages studying both inside and outside of the classroom. Students can communicate and confidently react to vocabulary questions thanks to live education inside the classroom, which promotes beneficial engagement. Learning can therefore be a cooperative and collaborative activity. Finally, Quizlet's study sets are made to accommodate independent learners' needs. They can do a variety of learning assignments, evaluate their vocabulary learning, and spice up the vocabulary learning process.

The platform has proved its efficiency in improving the English vocabulary of whether high school students or college students this is because the repetition, familiarization, and memorization that Quizlet provides to its users. Because it was proven that improving of vocabulary is somehow dependent on these factors; Zubenko and Shwedel (2019) conducted a study in which they demonstrated the possible effects of repetition (repeated exposure) on the acquisition and retention of 120 English target words by 51 Ukrainian-speaking ESL students at a Ukrainian university. The theory was that word repetition would have a large and positive impact on students' vocabulary learning and performance when it occurred frequently during casual listening. The study examines the performance of second-year students who studied the same language they had studied during the trial the prior year using the spaced repetition of L2 vocabulary strategy.

In conclusion, Quizlet is a useful digital learning tool that may be applied to enhance EFL and ESL students' vocabulary development. It works effectively to improve word recall, understanding, memorization, and retention through repletion as well as student engagement, motivation, and involvement in language study because of its game-like features. Quizlet is a helpful resource for individual learning since it promotes self-paced learning, and in the tertiary level as well because the study sets are created

with learners' requirements in mind. Quizlet may also make it possible for students to learn in groups and cooperatively in the classroom. Quizlet can be a helpful tool for language educators and learners.

## 1.3  Research Questions

The study aims to determine the effect of Quizlet in improving the English vocabulary of first-year college non-English major education students.

Specifically, the study answered the following:
1. What is the level of the respondents' vocabulary based on the pre-test?
2. What is the level of the respondents' vocabulary based on post-test?
3. Is there any significant difference between the pre-test and post-test results after using Quizlet?

## 1.4  Theoretical Framework

This study was anchored by the Educational Progressivism Theory (1916), Game Engagement Theory (1996), Dual Coding Theory (1991), Multimedia Theory (1997), Spaced Repetition Theory (1930), and Theory of Information Processing Level (1975). These six theories can be applied to understanding how Quizlet can improve English vocabulary.

First, the Educational Progressivism Theory (1916), proposed by John Dewey, it refers to applying progressive ideas in education, modern technology is an example of it. With regard to this theory, Quizlet is an accessible platform that can be accessed through a website and an application downloadable on smartphones. Through the innovation of technology, Quizlet can provide an educational experience that can be tailored to the student's needs and interests.

Second, Game Engagement Theory (1996) proposed by Richard Bartle. This theory suggests that players are motivated to play games based on a range of factors, such as personal satisfaction, the feeling of achievement, competition, and social interaction. In relation to this theory, using Quizlet can provide an engaging environment for students to learn vocabulary, as it offers a wide variety of activities with its features such as flashcard, learn, test, and especially match which a game-like learning mode that provide a sense of personal satisfaction and achievement because of its time limit and ranking.

Third is the Dual Coding Theory (1991) proposed by Allan Pavio, claimed that there are two components wherein humans can learn. The human mind can deal with both verbal coding and non-verbal or visual coding. With this theory, Quizlet has features such as flashcards, learn, match, and test, in line with it, flashcards show both linguistics and non-verbal things to help students remember the material more easily and engaging. It

contains words and sentences, and it has images and voice-over to help its users understand the information provided. With the Quizlet feature, flashcards can combine both verbal and visual elements to produce a more solid memory representation, learning, comprehension, and memory retention.

Moreover, Multimedia Learning Theory (1997) it was proposed by Richard Mayer, claimed that humans can learn when both words and images are presented in one frame rather than presenting one at a time. Concerning this theory, Quizlet helps to study and learn more effectively because it has features which show images that provide visual cues and help reinforce their understanding of the content and audio enabling users to add pronunciation guides or other audio elements to their flashcards. It makes the users more engaged because they find it interesting and it is fun to learn using both visual and audio. Mayer and Teng proved that audio-visuals give a high quality of learning when it comes to retention and vocabulary learning.

Furthermore, the Spaced Repetition Theory (1930) is a learning technique and theory coined by psychologists C. Lloyd and H. Jenkins. The effectiveness of spaced repetition, where short study periods are distributed over time, compared to mass practice or cramming. The phenomenon was first documented by Ebbinghaus, who observed that he could accurately recite sequences of gibberish with half as many practices spread out over three days compared to a day of cramming. This theory was utilized by Quizlet and by the online sessions that this study conducted. By regularly reviewing flashcards with new words and their meanings, users can take advantage of Quizlet's algorithm that schedules review sessions based on the concept of spaced repetition. As a result, students will have more repeated exposure to these challenging words, increasing the likelihood of remembering them in the long term.

Finally, the Theory of Information Processing Level by Craik, F. (1975), explains how information is processed and retained by maintenance rehearsal and elaborative rehearsal. Wherein, elaborative rehearsal concerns deep processing activities that strive to meet the information being processed with long-term memory. Once an individual attains the vocabulary knowledge of unfamiliar terms, they are able to proceed to activities such as using the terms in sentences, phrases, or even in conversations. This is what Quizlet does with its learning modes for its users to attain vocabulary knowledge, from easy to complex activities meaning from flashcard to match feature that constitute to the long retention of information to the individual also with the repetition of the sessions.

This study is founded on these six theories since Quizlet is a product of modern technology that is relevant to the learning habits of the students. It creates an engaging, motivating, game-like environment that drives learners to interact with the platform and continuously use it to learn by familiarization, repetition, and memorization, which is provided by the features of Quizlet one of these is the digital flashcards with images and text-to-speech that according to Dual Coding and Multimedia Theory helps students to retain knowledge better. Lastly, Quizlet helps long-term memory retention by the spaced

repetition technique that the platform uses that is anchored on the Spaced Repetition Theory. Through all of these, it can be explained that Quizlet can improve the English vocabulary skills of the students.

## 1.5 Significance of the Study

### 1.5.1 Students

Through this study, students can be assisted in improving their vocabulary using the intervention tool which is Quizlet by understanding its features and how it works. If proven effective, respondents may use the Quizlet as a tool in helping them to improve and enhance their vocabulary.

### 1.5.2 Teachers

The study can help assist the teachers by making the class more interactive, interesting, and productive and make students engaged by using the intervention tool in teaching vocabulary. If proven effective, they can use Quizlet as a tool for improving students' vocabulary by continuously employing it as a teaching strategy.

### 1.5.3 School Administrators

This research can be used by school administrators to develop and implement teaching strategies or competitions using Quizlet as an intervention tool for learning vocabulary. Moreover, this study may use as a guide and by giving proper assistance in making programs or seminars to in solving the problems of those people who have difficulty learning vocabulary.

### 1.5.4 Future Researchers

The research study will provide future researchers with knowledge on the strategies they can use in helping the students, which will be a useful basis for their current study. This study can be repeated with different participants, with the inclusion of new factors, and in a different environment.

## 2. Methodology

This study used a quantitative approach using a one-group pretest-posttest design, a type of quasi-experiment, this is to examine the effectiveness of the Quizlet platform on vocabulary improvement among the respondents by measuring the same group twice, one before the intervention and another after the respondents' exposure to the intervention. The respondents of this study consisted of first-year non-English major students at the Polytechnic University of the Philippines – Santa Maria Bulacan Campus (PUP-SMBC) specifically the Bachelor of Secondary Education Majoring in Mathematics (BSED MT) 1-1 and 1-2. The researchers used a purposive sampling technique to select

their sample. Initially, there were 93 participants, however, only those who completed the eight sessions were considered qualified respondents for the study which were 40 students.

## 2.1 Research Instrument

The researchers modified a standardized test which is the Vocabulary Level Test (VLT) by Nation; it was utilized as an instrument for both the pre-test and post-test. The VLT includes three versions (A, B, and C) with different items from the same frequency levels with 18 items for each word level (2000, 3000, 5000, University Word List, and 10,000). In this particular study, the researchers used a modified Version A with 20 items and included the University Word List (UWL) and the 10,000 word level for assessment purposes. Since the test was modified by the researchers to fit the level of tertiary knowledge, to validate the relevancy of the sentences, and to make the test a 20-item test since, it was validated by three experts in the field of education (Validator I, a research instructor at Immaculate Concepcion I-College; Validator II, a school principal at Liceo di San Lorenzo; and Validator III, a senior high school English teacher at Bunsuran National High School).

## 2.2 Data-Gathering Procedure

The process of gathering data for this study started with coordination with the people involved such as the college instructor and the class representatives of the respective sections. Proceeded with the orientation and the signing of consent forms of the respondents, after that, a 30-minute pre-test was conducted in a face-to-face setting. Then, eight online sessions of Quizlet that were supervised by the researchers and were monitored using Quizlet, Google Classroom, Google Meet, and Facebook Messenger. After the intervention, the respondents were given a one-week rest before they proceeded to answer the post-test for 30 minutes in a face-to-face setting.

## 3. Results and Discussion

Table 1

*Level of Vocabulary based on Pre-test*

| Level of Vocabulary | Frequency | Percentage |
|---|---|---|
| Excellent | 0 | 0% |
| Very Good | 0 | 0% |
| Good | 0 | 0% |
| Average | 7 | 17.5% |
| Low | 33 | 82.5% |
| TOTAL | 40 | 100% |
| **Total Mean Score** | **5.025** | **Low** |

Based on the pre-test, 33 students, or 82.5% of the total respondents were considered to have low-level vocabulary skills, while seven students, or 17.5% of the total respondents were considered to have average level of vocabulary skills. On the other hand, no students have excellent, very good, and good level of vocabulary skills. In total, the 40 respondents have a mean score of 5.025 which is considered low-level vocabulary skills. In a study by Ibrahim et al. (2016), it revealed that vocabulary is a vital component in the process of enhancing reading comprehension, without reading comprehension the academic endeavors of the students may be at risk. According to Ediger (2013), having strong oral communication skills which are linked to vocabulary skills is indeed necessary in school and society because there is a connection between a person's capacity to effectively communicate their ideas or thoughts to his success in the classroom and as a professional in the future. Additionally, according to Coxhead and Boutorwick (2018), they found that Math textbooks at Grade 8 required 8,000 word list, and the pre-test that this study employed had University and 10,000 word list which the respondents who were future math teachers failed, this means that the respondents lack the vocabulary skills for university level of vocabulary skills and may fail to transfer knowledge to their future students. On the other hand, according to Coxhead (2021), a subject area has an effect on the meaning of a word in a context. The same words would have different meanings depending on the subject area that was being taught, which is why it may be possible for Math majors to be confused about some words being used in everyday casual usage of English.

Table 2

*Level of Vocabulary based on Post-test*

| Level of Vocabulary | Frequency | Percentage |
|---|---|---|
| Excellent | 35 | 87.5% |
| Very Good | 5 | 12.5% |
| Good | 0 | 0% |
| Average | 0 | 0% |
| Low | 0 | 0% |
| TOTAL | 40 | 100% |
| **Total Mean Score** | **36.37** | **Excellent** |

After the intervention, 35 students, or 87.5% of the total respondents, were deemed to have excellent level vocabulary skills based on the post-test results. While five students, or 12.5% of the total respondents, had very good vocabulary skills. On the other hand, none of the respondents were considered to have good, average, and low level of vocabulary skills. Overall, the 40 students got a 36.37 total mean score which is considered to be excellent level of vocabulary skills.

The post-test findings revealed a substantial difference from the pre-test, which may have been the effect of memorization, which has a big impact on their vocabulary

skills. Based on Yang, W. & Dai, W. (2011), the main barrier to learning English is vocabulary, which is why Chinese students have historically relied on rote memory or memorizing by repetition to master lexical terms. Additionally, memorization was the only strategy they used to learn words. With eight online sessions on four Quizlet features, the intervention made it possible for the responders to increase their vocabulary skills through memorization and repetition. Furthermore, digital flashcards aid in familiarization and memorization, as demonstrated by several studies by Altiner (2011), Azabdaftari & Mozaheb (2012), Hung (2015), and Lander (2016). These researchers discovered that when students want to increase their vocabulary, digital flashcards are more effective than traditional flashcards because they foster a more positive and deliberate vocabulary training.

Table 3

*Significant Difference Between the Tests After Using Quizlet*

| Paired Samples Test | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | Mean Difference | T-value | df | Sig. (two-tailed) | Result | Decision |
| Pair 1 | Pre-test Post-test | -31.35 | -57.04 | 39 | .000 | There is significant difference | Reject the null hypothesis |

The computed t-value with 95% confidence interval is $t(39) = -57.048$, $p < 0.000$. The t-value is higher compared to the critical value on the two-tailed t-test table which is 2.042 and the p-value 0.000 is lower than the set significant level of 0.05. Due to the means of the pre-test and post-test scores, the direction of the t-value, and the result of the p-value, the researchers conclude that there was a statistically significant difference in an improvement in the English vocabulary skills of first-year education students following the use of Quizlet from $5.025 \pm 2.380$ to $36.375 \pm 3.901$ ($p < 0.000$); an improvement of $31.350 \pm 3.47$. Therefore the decision is to reject the null hypothesis.

The efficiency of Quizlet in enhancing English vocabulary has been demonstrated in numerous studies by Lander (2016), Dizon (2016), and Barr (2016), who divided the respondents into three groups: non-users, visual, and kinesthetic. The kinesthetic group used all of Quizlet's learning modes, while the visual group made use of the match tool. It was evident that these groups performed better than non-users overall. In addition, Van, H. et al. (2020) recent research revealed that Vietnamese college students who did not major in English, made considerable progress and that they were eager and motivated to utilize Quizlet to increase their vocabulary.

The significant difference between the pretest-posttest findings demonstrated that the four Quizlet elements that the respondents utilized had a significant impact on their vocabulary abilities. Two of these features are learning modes that resemble games

and aid in memorizing and becoming familiar with words and their meanings: "Test," where Quizlet creates exams in a variety of formats, like multiple-choice, matching, true/false questions and, writing the target words; and "Match," a game where participants need to match the word to its appropriate meaning. Additionally, respondents had memorized or have been familiar to the words due to the eight online sessions, it was explained by the theories and recent studies anchored on this study that repetition and memorization were proven to have an impact in improving vocabulary (Weaver, L., 2022; Rupley and Schmitt, 2020; Gunawan, 2020; and Zubenko and Scwedel, 2019).

## 4. Conclusion

This study revealed several important findings based on the analysis. First, using the e-learning platform Quizlet can help improve the students' English vocabulary skills. The respondents had a low level of English vocabulary prior to the intervention. According to Afzal (2019) this problem can affect language use, academic performance, literature, and translation in accordance with English language skills. Second, this implies that Quizlet is an effective digital tool for improving vocabulary abilities, particularly for non-English majors.

Furthermore, the repetition learning that occurred while utilizing the Quizlet was identified as a significant factor contributing to the substantial improvement in respondents' English vocabulary. Third, the researchers concluded that other factors contributed to the considerable increase. Among the factors are engagement, motivation, ease of access, and the usage of computer-based flashcards. These findings are consistent with a study by Rupley and Schmitt (2020) which also highlighted Quizlet's ability to enhance motivation and engagement among users.

The researchers concluded that, while the results were positive, external factors that could have influenced the major improvement seen. These external factors include close monitoring by the researchers during the intervention, the repeated use of Quizlet by the respondents, and the visualization of words, that visually represented words improve memory retention (Gaybulloyevna, 2022). In addition, Quizlet is a useful digital tool for incorporating vocabulary learning. However, it is essential to acknowledge that it has its limitations as a technology-based learning tool. Ethical aspects should be considered while utilizing Quizlet for educational purposes.

## 5. Recommendations

Based on the results, the study provided some recommendations for the successful implementation of Quizlet as an educational tool for improving students' vocabulary. It is advisable that students take advantage of the four free Quizlet features (flashcard, learn, test, and match) as a vocabulary learning tool in a 30-minute session. In addition, it enables teachers and facilitators to monitor students' learning progress. Hence, using

Quizlet in shorter sessions can also be integrated into daily lessons for motivation, such as "unlocking difficulties" or "daily word bank". Teachers may also create engaging activities to facilitate vocabulary learning and incorporate game-like activities into regular classrooms. Furthermore, teachers may also provide additional feedback following each activity, just as Quizlet promotes.

Future researchers may explore vocabulary skills further by using writing tasks like constructing sentences or essays. This can help determine if vocabulary improvement is solely attributed to repetition and memorization. Additionally, conduct studies without strict supervision to assess students' interest and motivation in using Quizlet voluntarily. To further evaluate its effectiveness, the study could be replicated with students from different grade levels, college courses, or years or on larger groups of subjects. Moreover, comparing Quizlet to other mobile game-like tools to whether the platform's efficacy for improving English vocabulary is unique or if similar findings might be obtained with other tools for tertiary-level vocabulary enhancement.

## References:

Aba, L. (2019). Flashcards as a media in teaching English vocabulary. Al-Lisan: Jurnal Bahasa, 4(2), 170-179.
https://www.journal.iaingorontalo.ac.id/index.php/al/article/view/865

Afzal, N. (2019). A study on vocabulary learning problems encountered by BA English majors at the university level of education. Arab World English Journal (AWEJ) Volume, 10.

Al-Malki, M. (2020). Quizlet: An online application to enhance EFL foundation students' vocabulary acquisition at Rustaq College of Education, Oman.
https://scholar.google.com/scholar?hl=tl&as_sdt=0%2C5&q=Quizlet+%2B+college&oq=#d=gs_qabs&t=1676549006506&u=%23p%3Di5a5mKzc37QJ

Altiner, C. (2011). Integrating a computer-based flashcard program into academic vocabulary learning. ProQuest.
https://www.proquest.com/openview/e4a480a42136747e069b4bd84332a854/1?pq-origsite=gscholar&cbl=18750

Andarab, M. S. (2019). The effect of humor0integrated pictures using Quizlet on vocabulary learning of EFL learners. Journal of Curriculum and Teaching.
https://files.eric.ed.gov/fulltext/EJ1227309.pdf

Anjaniputra, A. G. & Salsabila, V. A. (2018). The merits of Quizlet for vocabulary learning at tertiary level. Indonesian EFL Journal. https://journal.uniku.ac.id/index.php/IEFLJ/article/view/1370/1026

Avisteva, R. T. (2021). The use of Quizlet as a vocabulary acquisition learning media for eleventh grade students. Atlantis Press SARL. https://www.atlantis-press.com/proceedings/inusharts-20/125962568

Azabdaftari, B. & Mozaheb, M. (2012). Comparing vocabulary learning of EFL learners by using two different strategies: Mobile learning vs. flashcards. ERIC. https://eric.ed.gov/?id=EJ1064983

Barr, B. (2016). Checking the effectiveness of Quizlet as a tool for vocabulary learning. Academia. https://www.academia.edu/34392828/Checking_the_Effectiveness_of_Quizlet_as_a_Tool_for_Vocabulary_Learning

Bartle, R. (1996). Hearts, clubs, diamonds, spades: Players who suit MUDs. http://www.mud.co.uk/richard/hcds.htm

Calub, C. L., & Calub, F. L. (2017). Breadth of productive vocabulary knowledge of pre-service teachers: Basis for the proposed intervention strategies in vocabulary enhancement. IAFOR Journal of Language Learning. https://files.eric.ed.gov/fulltext/EJ1167247.pdf

Chaikovska, O. & Zbaravska, L. (2020). The efficiency of Quizlet-based EFL vocabulary learning in preparing undergraduates for state English exam. https://files.eric.ed.gov/fulltext/EJ1297826.pdf

Cherry, K. (2022). What is memory? How memory help us?. Verywell Mind. https://www.verywellmind.com/what-is-memory-2795006#:~:text=Memory%20refers%20to%20the%20psychological,is%20not%20a%20flawless%20process

Clark, J. M. & Paivio, A. (1991). Dual coding theory and education. https://scholar.google.com.ph/scholar?q=Clark,+J.+M.+%26+Paivio,+A.+(1991).+Dual+coding+theory+and+education.+Educational&hl=en&as_sdt=0&as_vis=1&oi=scholart

Coxhead, A. (2021). Vocabulary in English in tertiary contexts: Connecting research and learning. LEARN Journal: Language Education and Acquisition Research Network. https://so04.tci-thaijo.org/index.php/LEARN/article/view/248672/168985

Craik, F. I. M. (1975). Depth of processing and the retention of words in episodic memory. Journal of Experimental Psychology General. http://doi.org/10.1037/0096-3445.104.3.268

Dai, W. & Yang, W. (2011). Rote memorization of vocabulary and vocabulary development. ERIC. https://files.eric.ed.gov/fulltext/EJ1081019.pdf

Dizon, G. (2016). Quizlet in the EFL classroom: Enhancing academic vocabulary acquisition of Japanese university students. https://files.eric.ed.gov/fulltext/EJ1135913.pdf

Ediger, M. (2013). Oral communication across the curriculum. EBSCO. https://web.p.ebscohost.com/abstract?direct=true&profile=ehost&scope=site&authtype=crawler&jrnl=00941956&AN=97169759&h=7UdWKkseJOlY%2feBDUFZ8hXsWquFo%2fg%2feFMnjHlH2ajFDROgoZ1U6Sv8U%2fXLC7UO6iE011iRSbsUC%2bPEidg6b0g%3d%3d&crl=c&resultNs=AdminWebAuth&resultLocal=ErrCrlNotAuth&crlhashurl=login.aspx%3fdirect%3dtrue%26profile%3dehost%26scope%3dsite%26authtype%3dcrawler%26jrnl%3d00941956%26AN%3d97169759

Ferrer, C. & Carmen, L. (2022). Strategies and attitude in English vocabulary learning of grade 11 Filipino students: A literature review. http://dx.doi.org/10.2139/ssrn.4228926

Gaybulloyeyna, A. G. (2022). Memory as an important factor in learning vocabulary: A multidisciplinary peer reviewed journal. https://doi.org/10.17605/OSF.IO/A3S7F.

Gomez, A. (2017). Oral proficiency assessment of pre-service teachers of a public university in the Philippines. Research Gate. https://www.researchgate.net/profile/Abigail-Gomez/publication/333373034_Oral_Proficiency_Assessment_of_Pre-Service_Teachers_of_a_Public_University_in_the_Philippines/links/5ce9336ca6fdccc9ddcd2e5b/Oral-Proficiency-Assessment-of-Pre-Service-Teachers-of-a-Public-University-in-the-Philippines.pdf

Gunawan, H. (2020). The effectiveness of repetition in increasing students vocabulary. SIMETRIS. https://doi.org/https://doi.org/10.51901/simetris.v14i2.250

Hong, N. & Du, N. (2021). Intentional vocabulary learning using digital flashcards. ERIC. https://eric.ed.gov/?id=EJ1079086

Ibrahim, E. (2016). The relationship between vocabulary size and reading comprehension of ESL learners. ERIC. https://eric.ed.gov/?id=EJ1095578

Jamshidovna, M. (2021). The problems of learning a foreign language: Difficulties with learning vocabulary in second language acquisition. Journal of Pedagogical Inventions and Practices. https://zienjournals.com/index.php/jpip/article/download/319/232

Kang, S. (2016). Spaced repetition promotes efficient and effective learning: Policy implications for instruction. Policy insights from the behavioral and brain sciences. https://doi.org/10.1177/2372732215624708

Khan, F. (2011). Portmanteau vocabularies for multi-cue image representation. https://proceedings.neurips.cc/paper/2011/hash/86b122d4358357d834a87ce618a55de0-Abstract.html

Kose, T. & Mede, E. (2016). Perceptions of EFL learners about using an online tool for vocabulary learning in EFL classrooms: A pilot project in Turkey. Procedia-social and Behavioral Sciences, 232, 362-372.

Kremme, B. & Schmitt, N. (2017). Vocabulary levels test. In the TESOL encyclopedia of English language teaching.

Lander, B. (2016). Quizlet: What the students think: A qualitative analysis. EUROCALL. https://books.google.com.ph/books?hl=en&lr=&id=TN6_DQAAQBAJ&oi=fnd&pg=PA254&dq=Lander+2016%2BQuizlet&ots=IPShhRy6Ip&sig=cE-nwKQ6I1IVrK4KU5NyFOcjTOo&redir_esc=y#v=onepage&q=Lander%202016%2BQuizlet&f=false

Laufer, B. & Nation, P. (1999). A vocabulary-size test of controlled productive ability. Language testing, 16(1), 33-51.

Lave, J. & Wenger, E. (1991). Situated learning: Legitimate peripheral participation. Cambridge University Press.

McDermott, K. & Roediger, H. (2023). Memory (encoding, storage, retrieval). http://noba.to/bdc4uger.

Meara, P. (2002). EFL vocabulary tests. University of Wales Swansea.

Meara, P. (1992). EFL vocabulary tests. ERIC.

Miangah, T. & Nezarat, A. (2012). Mobile-assisted language learning. https://www.researchgate.net/publication/271600581_Mobile-Assisted_Language_Learning

Montaner-Villalba, S. (2019). The use of Quizlet to enhance vocabulary in the English language classroom. https://files.eric.ed.gov/fulltext/ED600970.pdf

Nail, B. & Ammar, W. (2017). Mobile learning education has become more accessible.

Narzullayevna, S. & Jamshidovna, M. (2021). The problems of learning a foreign language: Difficulties with learning vocabulary in second language acquisition. https://zienjournals.com/index.php/jpip/article/download/319/232

Nuraeni, C., Carolina, I., Supritanya, A., Widiati, W., & Bahri, S. (2020). Mobile-assisted language learning (MALL): Students' perception and problems towards mobile learning in English language. https://iopscience.iop.org/article/10.1088/1742-6596/1641/1/012027/pdf

Olmos, C. (2009). An assessment of the vocabulary knowledge of students in the final year of secondary education: Is their vocabulary extensive enough?. International Journal of English Studies.

Pamolarco, A. (2022). Effectiveness of digital flashcards in enhancing engagement and vocabulary acquisition in Mathematics: The case of students with learning disabilities. https://ejournals.ph/article.php?id=18147

Pangket, W. (2019). Oral English proficiency: Factors affecting the learners' development. http://ijsmsjournal.org/2019/volume-2%20issue-2/ijsms-v2i2p112.pdf

Prayogi, A. & Wulandri, M. (2021). Implementing a mobile application Quizlet to help senior highschool students learn vocabulary. https://journal.unnes.ac.id/sju/index.php/elt/article/view/42775/18681

Quigley, A. (2020). How to develop vocabulary in the classroom. https://www.educationnext.org/how-to-develop-vocabulary-classroom/

Ramadani, F. (2017). The problems of teaching and learning English vocabulary through reading.

Reskiawan, B., Andas, N. & Hajra. (2020). A study on students' difficulties in vocabulary mastery at first grade students of SMPN 1 Baula. https://jurnal.fs.umi.ac.id/index.php/tamaddun-life/article/view/74

Rogers, S. (2018). Computer-assisted language learning and media selection. https://www.aace.org/review/computer-assisted-language-learning-media-selection/

Rohmatillah, (2014). A study on students' difficulties in learning vocabulary. https://www.neliti.com/publications/178083/a-study-on-students-difficulties-in-learning-vocabulary

Rupley, L. & Schmitt, N. (2020). Investigating the effects of Quizlet on vocabulary acquisition: A systematic literature review. https://doi.org/10.1075/llt.19061.rup

Saavedra, A. & Barredo, C. (2020). Factors that contribute to the poor writing skills in Filipino and English of the elementary pupils. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3697915

Salawazo, I. et al. (2020). Analysis of students' vocabulary in learning English. https://journal.ipm2kpe.or.id/index.php/LEEA/article/view/1017

Samortin, M. (2020). Effects of gamified learning activities in enhancing junior high school students' English vocabulary retention. https://www.feu.edu.ph/wp-content/uploads/2020/10/AJPE-V1I1-Samortin-R2020.pdf

Sangtupim, N. & Mongkolhutthi, P. (2019). Using Quizlet in vocabulary learning: Experiences from Thai high school students. http://ethesisarchive.library.tu.ac.th/thesis/2018/TU_2018_6021042210_10713_10581.pdf

Sanosi, A. (2018). The effect of Quizlet on vocabulary acquisition Asian Journal of Education and E-Learning. https://doi.org/10.24203/ajeel.v6i4.5446

Sasan, J. & Rabilla, A. (2022). Enhancing English proficiency for Filipinos through a multimedia approach based on constructivist learning theory: A review. Cyber Leninka. https://cyberleninka.ru/article/n/enhancing-english-proficiency-for-filipinos-through-a-multimedia-approach-based-on-constructivist-learning-theory-a-review

Settles, B. & Meeder, B. (2016). A trainable spaced repetition model for language learning. https://aclanthology.org/P16-1174.pdf

Solitana, J. & Genoroso, J. (2022). Relationship between Filipino ESL learners' vocabulary learning strategies and vocabulary ability. Silliman Journal. http://sillimanjournal.su.edu.ph/index.php/sj/article/view/31

Taghizadeh, m. & Porkar, P. (2018). Tablet, flashcard and SMS and their effects on EFL learners' attitudes and vocabulary knowledge. https://www.academia.edu/36766123/Tablet_Flashcard_and_SMS_and_their_Effects_on_EFL_Learners_Attitudes_and_Vocabulary_Knowledge

Teng, M. (2023). The effectiveness of multimedia input on vocabulary learning and retention. https://www.tandfonline.com/doi/abs/10.1080/17501229.2022.2131791

Van, H. et al. (2020). Using Quizlet to enhance vocabulary acquisition of non-English major freshmen. Researchgate. https://www.researchgate.net/profile/Vy-Luu-2/publication/343334381_PROSODY-BASED_TECHNIQUES_FOR_ENHANCING_EFL_LEARNERS'_LISTENING_SKILLS_in_Proceedings_of_the_8th_OpenTesol_international_conference_2020_page_263-276/links/5f239d08a6fdcccc439be6f1/PROSODY-BASED-TECHNIQUES-FOR-ENHANCING-EFL-LEARNERS-LISTENING-SKILLS-in-Proceedings-of-the-8th-OpenTesol-international-conference-2020-page-263-276.pdf#page=576

Viberg, O. & Gronlund, A. (2012). Mobile assisted language learning: A literature review. http://urn.kb.se/resolve?urn=urn:nbn:se:du-10659

Vocabulary Level Test. (2017). The TESOL Encyclopedia. https://onlinelibrary.wiley.com/doi/full/10.1002/9781118784235.eelt0499

Vygotsky, L. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.

Weaver, L. (2022). The best way to memorize vocabulary according to science. The Weaver School. https://weaverschool.com/blog/best-way-memorize-vocabulary.

Whitton, N. (2011). Game engagement theory and adult learning, simulation, and gaming. https://doi.org/10.1177/1046878110378587

Wu, T. & huang, Y. (2017). A mobile game-based English vocabulary practice system based on portfolio analysis. Journal of Educational Technology and Society. https://www.jstor.org/stable/90002180

Yana, W. (n. d.). Multimedia learning theory. https://opentext.wsu.edu/theoreticalmodelsforteachingandresearch/chapter/multimedia-learning-theory/

Yee, N. (2006). Motivations for play in online games. Cyberpsychology and Behavior.

Zubenko, T. (2022). Spaced vocabulary acquisition while incidental listening by ESL university students. https://eric.ed.gov/?q=Repetition+in+improving+vocabulary&ff1=subSecond+Language+Learning&ff2=dtySince_2022&id=EJ1362730.

Zubenko, T. & Schewedel, A. (2019). Integrating mobile listening and physical activity to facilitate intentional and incidental vocabulary acquisition. http://ae.fl.kpi.ua/article/view/165717

# Designing Principles-Based YouTube Video Selection Guidelines for English Language Teaching (ELT): A Theoretical Validation

**Aldin A. Ferasol, Paul Melvin M. Rolda, & King Gabriel C. Decena**
Don Bosco Technical Institute, Makati City
FEU High School, Manila
aldinferasol@gmail.com

**Abstract**. The drastic change caused by the global pandemic has made educational institutions adapt to online learning as their mode of instruction. The Philippines adapted to this situation by shifting from face-to-face to online learning. As part of this, DepEd has established a streamlined version of the old curriculum guide from 2016, which is called Most Essential Learning Competencies (MELCs) (Department of Education, 2020). This shift has created a demand for instructional material that uses YouTube videos as one of their primary sources. Many scholars have claimed that numerous existing instructional materials are not aligned with its current curriculum. Hence, there is a necessity for alignment (Tosh, Woo, and Doan, 2021). There are existing guidelines in material selection, like Tomlinson (2011) and Barrot (2016) that are not aligned with MELCs, Social Emotional Competency (SEC), and Social Emotional Learning (SEL). This study used a qualitative research design, where researchers designed 11 principles-based guidelines aligned with those to address the need to use YouTube videos as instructional materials. The guidelines were theoretically validated using the established framework in materials development and ESL Pedagogy.

**Keywords**: Most Essential Learning Competencies; Social and Emotional Learning; Materials Development; ESL

## 1. Introduction

### 1.1 Current state of education in the Philippines

In response to the impact of the Covid-19 pandemic on education in the Philippines, the Department of Education (DepEd) has reaffirmed its commitment to quality education through the "Sulong Edukalidad" framework. This commitment led to the streamlining of the curriculum, resulting in the creation of "Most Essential Learning Competencies" (MELCs) to align with the evolving educational landscape in the country (DepEd, 2020).

DepEd's basic education continuity strategy is a robust response to the challenges posed by the pandemic. It emphasizes the need for uninterrupted education while recognizing the importance of educational equity and its role in economic development, encapsulated in the "no child left behind" tagline. Consequently, educational institutions have implemented safeguards to

ensure continued operation. The revised MELCs are a pivotal part of DepEd's strategy, aimed at strengthening the education system against potential disruptions.

Furthermore, DepEd's commitment to MELCs aligns with international educational goals, particularly Sustainable Development Goal 4 (SDG 4), which seeks to establish resilient education systems during crises. MELCs play a vital role in ensuring education continuity and addressing essential learning abilities, foundational for subsequent grade levels and lifelong learning, underscoring their importance in maintaining education quality (DepEd, 2020).

## 1.2 Current state of instructional materials

The global pandemic prompted an education system shift in the Philippines and worldwide, moving from traditional face-to-face classes to online and flexible learning methods. This transition highlighted the growing importance of multimedia resources like YouTube in education (TeachOnline.Ca, 2020). The integration of digital technology in the learning environment aligns with global educational objectives (Benmouhoub, 2015). While the use of technology in education is not a novel concept, innovations have transformed the types of media used, with educators incorporating multimedia into classrooms since the early 1920s (Snelson and Perkins, 2009). Buzzetto-More (2014) emphasizes technology's potency in enhancing student learning, particularly through online resources like learning websites and YouTube.

According to Jones and Cuthrell (2013), YouTube serves as a valuable instructional aid and source of information when thoughtfully curated for the intended audience. Duffy (2008) further highlights YouTube's role in contextualizing instructional materials, providing an evaluation framework, and boosting student motivation. YouTube is increasingly recognized as a pivotal platform for academic purposes, especially in improving students' competence in interpreting visual information, particularly in English language learning (Kabooha and Elyas, 2018). It offers the unique advantage of breaking down classroom boundaries and delivering lessons to a global audience.

Teachers have embraced YouTube videos as authentic materials, aiding student engagement in language learning (Mestari and Malabar, 2016). The internet, noted by Huda (2017), is the most commonly used source for authentic materials in English Language Teaching (ELT). Thoughtful selection of YouTube videos as authentic materials encourages learner participation. Additionally, Almurashi (2016) explains that YouTube videos provide authentic situations and day-to-day content, significantly enhancing student comprehension and performance in English courses.

A study by Tosh, Woo, and Doan (2021) reveals that YouTube, alongside platforms like Kahoot and Quizlet, is the most frequently used material for various subjects, including English Language Arts (ELA). YouTube ranks highly as a digital resource, although some educators express concerns about alignment with primary curricula. They emphasize the importance of ensuring that digital materials in distance learning are well-connected to offer a cohesive learning experience.

### 1.3 Need to have aligned instructional materials selection guidelines

Tosh, Woo, and Doan (2021) emphasized the importance of embedding curricula into digital instructional materials to achieve flexibility in the current educational context. Aligning these materials with the concepts of the Most Essential Learning Competencies (MELCs), the prevailing curriculum, is crucial for designing guidelines on using YouTube videos as instructional materials for English Language Teaching (ELT).

Despite the growing need for ELT materials in online and flexible learning, there is limited scholarly exploration in this area (Tarrayo and Anudin, 2021). Therefore, it is imperative to conduct context-specific studies that cater to the current educational landscape in the Philippines, yielding valuable guidance for teaching and learning.

Tarrayo and Anudin (2021) surveyed English Language teachers at a Philippine state university to gauge their perspectives on materials development in the context of flexible learning during the pandemic. Their findings highlighted that ELT teachers recognize the value of tailoring materials to the current educational landscape, making them resourceful. They emphasized that digital instructional materials need not be complex but should be thoughtfully crafted to enhance students' critical-thinking skills.

Furthermore, Tosh, Woo, and Doan (2021) concluded that both teachers and students require resources and support systems that extend beyond mere access to digital instructional materials to effectively address the challenges posed by the current educational scenario during the pandemic. Consequently, research focused on designing guidelines for selecting ELT materials, particularly in the realm of YouTube videos, can offer valuable guidance to practitioners, ensuring alignment with MELCs and key principles such as Social and Emotional Learning (SEL) and Social and Emotional Competence (SEC).

### 1.4 Literature Review

### 1.4.1 Most Essential Learning Competencies (MELCs)

Desirable learning abilities, which enhance but are not essential for foundational competencies, were outlined. The Department of Education introduced the

Most Essential Learning Competencies (MELCs) for nationwide use, as outlined in the Guidelines on the Use of Most Essential Learning Competencies (2020). These MELCs must exhibit the following characteristics as stipulated in the guidelines: (1) Alignment with national and/or local standards/frameworks; (2) Connection of content to higher concepts across content areas; (3) Applicability to real-life situations; (4) Ongoing importance beyond school, and (5) Unlikelihood of being acquired outside of formal education settings.

The release of MELCs responds to current pandemic challenges and aligns with the Department's long-term commitment to meeting SDG-4's requirement of establishing resilient educational institutions, particularly during emergencies. Consequently, MELCs serve to ensure educational continuity across the curriculum dimension while simplifying competencies in the preceding curriculum.

### 1.4.2 Social and Emotional Learning (SEL)

In 1994, the Collaboration for Academic, Social, and Emotional Learning (CASEL) was founded with the vision of integrating Social and Emotional Learning (SEL) into high-quality and equitable education for all. SEL is an integral component of human development, involving the application of knowledge, skills, and attitudes that facilitate meaningful human connections, emotional regulation, and personal support. Within the educational realm, SEL creates vital links between students and teachers, fostering relationships and enabling responsible and compassionate decision-making while addressing issues of inequity, ultimately promoting a healthier learning community. CASEL's Framework outlines five essential competencies for advancing SEL: (1) Self-awareness, (2) Self-management, (3) Social awareness, (4) Relationship skills, and (5) Responsible decision-making.

In contemporary education, one of the key challenges is accommodating students from diverse multicultural and multilingual backgrounds. Social and Emotional Learning plays a pivotal role in equipping children with the knowledge, responsibility, and social relevance required for success. Students lacking an understanding of SEL may underperform, disrupting their own educational progress and potentially engaging in risky behaviors that can impact their future, as noted by Benson (2006) and Weissberg et al. (2015).

### 1.4.3 Social and Emotional Competence (SEC)

In the current educational landscape, which emphasizes strict standardized testing, non-academic indicators like attitude and classroom interaction are also significant. Michigan State University has provided guiding principles to assist educators in nurturing social and emotional competence, including (1) Role Modeling, (2) Creating a Safe Environment, (3) Responding calmly and consistently, and (4) Prioritizing self-care.

Denham (2010) highlights the role of integrating Social-Emotional competence in the classroom to foster school readiness. Children who enter school with strong social skills are better equipped to establish new connections and maintain a positive attitude in their interactions. The study indicates that students lacking these competencies may participate less in the classroom, struggle with certain cognitive skills, and potentially develop antisocial behaviors in later years.

## 1.5 Theoretical Foundations

The foundation of the present study is anchored on the theory of materials development, specifically on the principles of second language acquisition relevant to the development of materials for the teaching of languages (Tomlinson, 2011) and 17 tenets of English as Second Language (ESL) Pedagogy (Barrot, 2016).

### 1.5.1 Second Language Acquisition (SLA) relevant to materials development for teaching of languages

Tomlinson focused on innovative material development ideas and incorporated references to research with significant implications. Drawing from his Second Language Acquisition (SLA) research, his own experience, and insights from other writers, Tomlinson outlined fifteen materials development principles in his 1998 work. The principles of Tomlinson (2011) are as follows: (1) Materials should achieve impact, (2) Materials should help learners to feel at ease, (3) Materials should help learners to develop confidence, (4) What is being taught should be perceived by learners as relevant and useful, (5) Materials should require and facilitate learner self-investment, (6) Learners must be ready to acquire the points being taught, (7) Materials should expose the learners to language in authentic use, (8) The learners' attention should be drawn to linguistic features of the input, (9) Materials should take into account that the positive effects of instruction are usually delayed, (10) Materials should take into account that the positive effects of instruction are usually delayed, (11) Materials should take into account that learners differ in affective attitudes, (12) Materials should permit a silent period at the beginning of instruction, (13) Materials should maximize learning potential by encouraging intellectual, aesthetic and emotional involvement which stimulates both right- and left-brain activities, (14) Materials should not rely too much on controlled practice, and (15) Materials should provide opportunities for outcome feedback.

According to Tomlinson (1998), materials development involves providing language input to enhance comprehension. This task is undertaken by writers, teachers, or learners with the goal of facilitating language learning through tailored language exposure and experiences. Materials developers, including teachers, utilize diverse resources such as images, textbooks, worksheets, and readings.

Tomlinson (2018) emphasizes the importance of materials going beyond mere replication or duplication of existing content. Instead, they should be thoughtfully designed, guided by language acquisition theories and a deep understanding of the learning context. Therefore, whether using YouTube videos or other elements, materials developers and teachers should apply relevant principles to optimize language learning. MELCS, SEC, and SEL serve as foundational principles ensuring the effectiveness of selected YouTube videos in the teaching and learning process.

### 1.5.2 Sociocognitive-Transformative Approach

The Sociocognitive-Transformative Approach integrates Atkinson's (2002) sociocognitive approach, emphasizing the interplay of social, cognitive, and cultural aspects of language, with Mezirow's (1978) transformative learning, which connects learning to active participation and contribution to society. It serves as a pedagogical concept for nurturing communicatively competent, 21st-century literate learners, filling the gap left by previous models that lacked the integration of sociocultural, transformative, and pragmatic aspects of learning.

This approach has significantly advanced ESL teaching by incorporating the latest theoretical and practical principles (Barrot, 2016). Additionally, publishers and material developers can employ this model to evaluate their practices against current sound theories and L2 pedagogical principles. The approach is underpinned by the following ELT pedagogical tenets: (1) Teaching-learning processes need to adhere to the principles of constructivism. (2) Language acquisition and development are best facilitated when both the social and cognitive factors are considered. (3) Teaching-learning processes need to allow learners to perform social actions, participate in communities, and contribute to social and self-transformation. (4) Teaching-learning processes need to take into account learners' individual differences by employing differentiation and by aligning content and tasks to their social realities and psycholinguistic ability. (5) Teaching-learning processes need to be contextualized by providing learners authentic language experience. (6) Forms, skills, and various text types need to be revisited at increasing levels of difficulty and sophistication. (7) Language is effectively learned through social interactions and collaboration between and among learners, teachers, and community. (8) Information and communication technology needs to be integrated in the teaching-learning processes with emphasis on developing 21st-century multiliterate learners using integrative CALL. (9) Teaching-learning processes need to adopt a process-orientation (Lai, 2009; Littlewood, 2009). (10) Reflection is a fundamental component of teaching-learning processes. (11) Language teaching and learning involves the integration of all macro skills: speaking, listening, reading, writing, viewing, and representing. (12) Language teaching and learning involve the integration of grammar and vocabulary to macro skills explicitly or incidentally. (13) Teaching-learning processes need to adopt form-meaning connections and

integrate form-focus instruction and meaning-based activities. (14) Assessment needs to employ contextualized self-, peer, and teacher assessment in both traditional and alternative methods. (15) Language teaching and learning involve the development and integration of multiple literacies aligned to 21st-century learning. (16) Language teaching and learning involve a balanced emphasis on all components of communicative competence with due consideration on pragmatic competence. (17) Teaching-learning processes need to integrate language and culture in order to prepare learners to become intercultural speakers who can understand the language and behavior of different cultures and establish their own identity as users of another language. The Sociocognitive-Transformative Approach is relevant to this study's use in developing guidelines based on MELCs, SEC, and SEL principles.

### 1.6 Research aims and objectives:

This study aimed to develop evidence and principles-based guidelines in selecting YouTube videos as ELT materials. Specifically, the objectives are the following:

1. Develop evidence and principles-based guidelines in selecting YouTube videos as ELT materials that are aligned in MELCS, SEL, and SEC.

2. Validate the designed guidelines through theoretical validation using Tomlinson's (2011) and Barrot's (2016) theories.

### 2.0 Methodology

### 2.1. Research Design

This study utilized a qualitative research design to achieve its objectives. The researchers developed evidence and principles-based guidelines aligned with MELCs, SEC, and SEL. Thematic analysis was employed to categorize and identify themes in the selected sources, justifying how each category fits into its respective section. The study adhered to the phases of thematic analysis outlined by Braun and Clarke (2006), offering a systematic approach to analyzing qualitative data through different codes.

### 2.2 Thematic Analysis

The mentioned principles were categorized using the process of thematic analysis developed by Braun and Clarke (2006). The following are the phases of the thematic analysis used in this study:

**2.2.1 Data Familiarization:** This initial step involved reading and transcribing the data, focusing on noting key ideas relevant to the study.

**2.2.2 Generating Initial Codes:** In line with Braun and Clarke (2006), this phase enabled researchers to define interesting features within the dataset and assess their suitability for grouping under predetermined codes.

**2.2.3 Searching for Themes Across the Data:** This step involved collating codes into potential themes by gathering all relevant data for each theme. The data were extensively reviewed, and the cycle was repeated to refine the codes and organize them into identifiable themes.

**2.2.4 Reviewing Themes:** In this phase, the researchers checked the applicability of the identified themes in relation to the presented data. It included further rounds of review to validate the codes and identify any inconsistencies in the data associated with each code.

**2.2.5 Producing the Report:** This final phase encompassed presenting the data in a clear and concise manner, ensuring that readers could comprehend the analysis and the study's results. It also involved creating visual representations of the data.

This method was selected because it emphasizes the connection between established principles (MELCs, SEC, and SEL) and the existing guidelines of Tomlinson (2016) and Barrot (2016), forming the foundation for strengthening future guidelines for the selection of YouTube videos as learning materials.

### 2.3 Methodological Framework

The researchers will follow the Procedure of Principles-Based Guidelines Design and Validation Model remodel from the Sociocognitive-transformation Instructional Materials Design Model of Barrot (2015). It consists of four phases: explore, design, validate, and refine. It will guide the researchers from sourcing the guidelines and principles to the validation process, as shown in Figure 1.

Figure 1

*Principles-Based Guidelines Design and Validation Model*
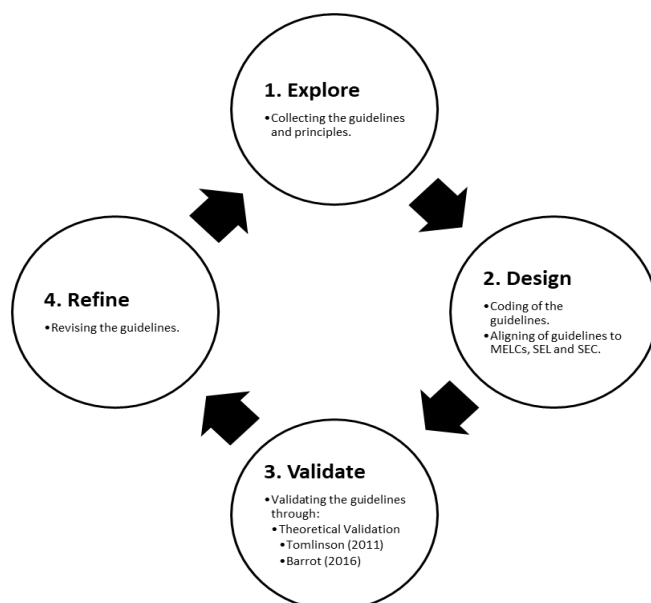
### 2.3.1 Procedure of Principles-Based Guidelines Design and Validation Model

**Phase 1:** Explore

During the exploration phase, the focus is on collecting principles from various sources to align with the guidelines. This phase aims to gather the fundamental ideas necessary for designing the guidelines. In this study, researchers collected vital ideas from each principle, which would later be categorized as part of the coding process in the next phase. The following principles and theoretical foundations were considered when designing the guidelines for selecting YouTube videos as ELT materials: Brian Tomlinson's material development in language teaching guidelines (2016) and the 17 tenets of ESL pedagogy by Barrot (2016), MELCs, SEL, and SEC.

**Phase 2:** Design

The design phase involves coding the principles from each source and aligning them with the guidelines. During this phase, the coding process takes place, with the synthesis of MELCs, SEC, and SEL principles serving as the foundation for designing the guidelines. Instead of formulating themes, the principles were categorized into three themes, following the Sociocognitive-transformative approach model of Barrot (2014). This model is underpinned by the sociocognitive approach and transformative learning, pedagogical principles, and teaching activities and learning goals. The three themes adopted in categorizing the ideas within each principle are intentionally designed to be general, making them relevant in various English as a Second Language (ESL) contexts (Barrot, 2014).

**Phase 3:** Validate

To ensure the alignment of the guidelines with the principles, the researchers conducted theoretical validation of the designed Principles-based YouTube video selection guidelines. They used checklists based on the categorized principles and guidelines derived from the theoretical foundations. The researchers also included additional space to indicate where each specific checklist corresponds to the guideline. Member checking, or re-checking by the researchers, was carried out throughout the validation process to ensure its reliability. More details regarding the validation procedures will be discussed in the Theoretical Validation Procedures section.

**Phase 4:** Refine

The outcome of the theoretical validation plays a vital role in this phase, justifying the alignment found in the designed guidelines. In this phase, the results of the checklists used during the validation process by the researchers are utilized to finalize the guidelines. The researchers also discuss the overall

potential use of these guidelines for selecting YouTube videos as instructional materials in ELT. Additionally, recommendations for the pilot run of the designed principles-based guidelines in this study will be provided.

## 2.4 Theoretical Validation Procedures

During theoretical validation, the researchers ensured that the designed guidelines aligned with MELCs, SEC, and SEL principles adhered to the theories of materials development in ESL pedagogy, as per Barrot (2016) and Tomlinson (2011). A Yes or No checklist with 33 items (Appendix A) was created based on the 17 tenets of ESL Pedagogy (Barrot, 2016) and Principles of Second Language Acquisition relevant to materials development (Tomlinson, 2011) to assess the suitability of the guidelines for selecting effective YouTube video materials for ELT. The alignment of principles and guidelines was refined until it consistently matched the specific items on the checklist.

To enhance credibility in the validation process, member-checking, a technique in qualitative research, was used to minimize biases and address discrepancies in responses. Member-checking, a technique in qualitative research, was employed to reduce biases and address discrepancies in responses, maintaining the data's contextual integrity. Members' responses provided real-time assessments of key aspects of the research, strengthening data validity, and allowing for immediate corrections, challenges to misconceptions, and the addition of valuable information for future research (Lincoln and Guba, 1985).

## 3.0 Results and Discussion

### 3.1 Coding Process and Results

The process of Braun and Clarke (2016) is applied in each phase of the design of each principle-based guideline in selecting YouTube Videos as ELT Materials. Each process are done as follows:

**3.1.1 Data Familiarization:** The researchers collected and analyzed the principles needed for the basis of the created guidelines which are MELCS, SEC and SEL. The data is read, and the researchers discussed potential connections to each principle in preparation for the next step.

**3.1.2 Generating Initial codes:** The researchers based the created principles in relation to MELCS, SEC and SEL. These were the initial codes used since it will be the foundation of each created principle. The initial codes are generated as follows in Table 1:

Table 1
*Alignment of Guidelines to the Principles*

| Principles | Indicator/s | Initial Guidelines |
|---|---|---|
| Most Essential Learning Competencies (MELCs) | (1) It is aligned with national and/or local standards/ frameworks. | Guideline No. 7 |
| | (2) It connects the content to higher concepts across content areas | Guideline No. 7 and Guideline No. 8 |
| | (3). It is applicable to a real-life situation | Guideline No. 1 |
| | (4) If students leave school, it would still be important for them to have this competency above many others, | Guideline No.1 |
| | (5) It would not be expected for most students to learn this in settings other than through formal education. | Guideline No. 9 |
| Social Emotional Competencies (SEC) | (1) Self-awareness, | Guideline No. 11 |
| | (2) Self-management, | |
| | (3) Social awareness, | Guideline 4 |
| | (4) Relationship skills, | Guideline 2 |
| | (5) Responsible decision making. | Guideline 3 |
| Social Emotional Learning (SEL) | (1) Role Modeling, (2) Safe Environment, | Guideline 10 Guideline No. 5 |
| | (3) Calm and steady reactions | Guideline No. 6 |
| | (4) Self-care. | Guideline No. 11 |

**3.1.3 Searching Themes across the data:** The researchers organized each principle in a table and discussed potential themes present in each created principle, as shown in Table 2. Each principle is related to each code if it is under MELC, SEC or SEL and is compared to the theories of Tomlinson and Barrot as foundations.

Table 2

*Mapping Principles to MELC, SEC, and SEL with Tomlinson and Barrot's Theoretical Foundations*

| Initial Created Guidelines | Theoretical Foundations | | Synthesis |
|---|---|---|---|
| | Tomlinson's Theory | Barrot's Theory | |
| 1 The teacher should select YouTube videos that should help students understand the use of language by demonstrating real-life applications of the lesson. | Materials should expose the learners to language in authentic use | Principle 5: Teaching-learning processes need to be contextualized by providing learners authentic language experience | This guideline aims to select YouTube videos that expose learners to the reality of life and apply it in a real-life context. The learners must be exposed to materials that help them understand reality, especially in language acquisition. Authentic materials such as YouTube videos that provide the learners with a lesson in understanding real-world context will help them to understand the authentic use of language in everyday life. Tomlinson (2011) explained that many researchers have said that exposure to authentic use of language is |

| | | | |
|---|---|---|---|
| | | | essential, but it is not adequate for language acquisition. Hence, he suggested that the materials can provide exposure to authentic input by providing them with activities where language is being used, such as interviews, projects in local communities, etc. Barrot (2016) also mentioned that the learners should have authentic language experience. Thus, the contents of YouTube videos that show how the language is used in the real-world context will help them acquire their target language effectively |
| 2 The teacher should select YouTube videos that should highlight the importance of having good relationships by showing how to interact with people appropriately. | Materials should provide the learners with opportunities to use the target language to achieve communicative purposes. | Principle 7 Language is effectively learned through social interactions and collaboration between and among learners, teachers, and community | Communicative practice, such as building a good relationship by interacting appropriately, can be achieved by providing materials that give opportunities to learners to be exposed to the use of language for communication (Tomlinson, 2011). The students should know how to determine the purpose, the |

| | | | strategies, and expressions in interaction. Barrot (2011) claimed that social interactions and collaborations among the people and community are the best way to learn a language. To effectively interact and collaborate, YouTube videos should show contents that show how to interact appropriately with people. |
|---|---|---|---|
| 3 The teacher should select YouTube videos that show how to make the correct judgment by showing the possible consequences in choosing language for communication. | Materials should provide opportunities for outcome feedback | Principle 3: Teaching-learning processes need to allow learners to perform social actions, participate in communities, and contribute to social and self-transformation. | YouTube videos should have content that shows the importance of having correct judgment and the consequences of choosing the appropriate language for communicating. Tomlinson (2011) encouraged that the materials should provide opportunities for outcome feedback. Given this, they will be aware of the language they produce concerning the purpose of communicating, which can help them have an informative source about language use. In that way, the learners can |

| | | | correctly judge how they will use language in a specific purpose of communication and how it will affect the outcome of their language use. Wherein, Barrot (2016) highlighted allowing the students to perform and participate in various communication situations such as social actions for communities and social and self-transformation. Therefore, the YouTube video should encourage students to judge language for communication and its consequence correctly. |
|---|---|---|---|
| 4 The teacher should select YouTube videos that should expose students to social issues in their current setting and responsibilities through visual representation and examples. | What is being taught should be perceived by learners as relevant and useful | Principle 5 Teaching-learning processes need to be contextualised by providing learners authentic language experience<br><br>Principle 8: Information and communication technology needs to be integrated in the teaching- | The guideline recommends a YouTube video that will assist students in understanding the social significance of language use. Tomlinson (2011) stated in his material development principle that teachers should make students aware of the potential use of language and skills they are teaching. A questionnaire in Namibia revealed that two of the most |

| | | learning processes with emphasis on developing 21st century multiliterate learners using integrative CALL | important reasons for secondary school students wanting to learn English were to be able to write love letters in English to be able to write letters of complaint to the village headman on behalf of villagers, as well as letters of complaint from the village headman to local authorities, according to Tomlinson (2011). This is what this guideline means; it should make students socially aware by teaching them about the function of language in society. This YouTube video should bridge the gap between society and school by utilizing a contextualized and authentic teaching-learning process (Barrot, 2016). Furthermore, Barrot (2016) stated that integrating information and communication technology is very important in developing 21st-century multiliterate learning, and YouTube video is one way of incorporating it into the teaching-learning process. |
| --- | --- | --- | --- |

| | | | |
|---|---|---|---|
| 5 The teacher should select YouTube videos that should promote a safe space free from biases, discrimination, and stereotyping. | Materials should take into account that learners differ in affective attitudes | Principle 4: Teaching-learnin g processes need to take into account learners' individual differences by employing differentiation and by aligning content and tasks to the their social realities and psycholinguistic ability. | Whether physical or virtual, a classroom should be a safe place for all students. This guideline is intended to select a YouTube video that will not promote prejudice. According to Tomlinson (2011), materials should consider the learner's differences, particularly their affective attitudes. Furthermore, Larsen-Freeman and Long (1991) emphasized that a materials developer should consider the diversity of language instruction and the variety of affective attitudes. Barrot (2016) agreed that the teaching-learning process should consider individual differences through differentiation and align content and tasks to their realities and psycholinguistic ability. According to Tomlinson (2011), YouTube video selection should cater to a wide range of interests while keeping the cultural sensitivities of target learners in mind and preparing teachers to provide general and specific advice on how to |

| | | | respond to negative responses from students (Tomlinson, 2011). |
|---|---|---|---|
| 6 The teacher should select YouTube videos that should help students deal with their reactions when dealing with unknown concepts. | Materials should take into account that learners differ in affective attitudes.<br><br>Materials should take into account that the positive effects of instruction are usually delayed<br><br>Learners must be ready to acquire the points being taught | Principle 16 Language teaching and learning involve a balanced emphasis on all components of communicative competence with due consideration on pragmatic competence. | It is normal to encounter unusual reactions from diverse learners, especially when dealing with new concepts. According to Tomlinson (2011), no materials developer can cater to all affective variables. Still, the material developer needs to be aware of the inevitable attitudinal differences of the materials' users. In light of these differences, Barrot (2016) emphasized that language teaching and learning should include a balanced emphasis on all components of communicative competence and due consideration for learners' pragmatic competence. This affects learner readiness, which can be achieved through materials that create situations requiring the use of previously untaught variational features, materials that ensure that learners gained |

| | | | sufficient mastery over the developmental features of the previous stage before teaching a new one, and materials that roughly tune the input so that it contains some features that are slightly above each learner's current state of proficiency (Krashen, 1985). According to Krashen (1985), each learner will only learn what they are ready to learn from new input. This implies that the YouTube video should be something that will prepare students for the new lessons and concepts that they will encounter. The most important lesson for material developers to remember is that they cannot expect to choose a specific point for teaching and assume that all learners are ready and willing to learn it (Tomlinson, 2011) |
|---|---|---|---|
| 7 The teacher should select YouTube videos that should follow the competencies of the current curriculum in English. | Materials should provide the learners with opportunities to use the target language to achieve communicative | Principle 11. Language teaching and learning involves the integration of all macro skills: speaking, | The guideline aims to make sure that the videos align with the local and national structure of education. Tomlinson (2011) discusses that |

| | | purposes | listening, reading, writing, viewing, and representing.

Principle 12 Language teaching and learning involve the integration of grammar and vocabulary to macro skills explicitly or incidentally.

Principle 15. Language teaching and learning involve the development and integration of multiple literacies aligned to 21st century learning

Principle 13 Teaching-learning processes need to adopt form-meaning connections and integrate form-focus instruction and meaning-based activities.

Principle 14: Assessment needs to employ contextualised self-, peer, and | materials should give learners the chance to use the target language as part of their development. The use of language provides an opportunity for practitioners to produce situations where learners can use said languages as part of their instruction. Barrot (2016) gave similar insights where integration of macro skills is necessary and the integration of grammar and vocabulary. The YouTube videos should show these macro skills and an opportunity to use the language to make sure that learning has been achieved. |
|---|---|---|---|---|

| | | teacher assessment in both traditional and alternative methods. | |
|---|---|---|---|
| 8 The teacher should select YouTube videos that should help learners to develop higher-order thinking skills such as creating, evaluating, and applying. | Materials should maximize learning potential by encouraging intellectual, aesthetic, and emotional involvement which stimulates both right- and left-brain activities. | Principle 6 Forms, skills, and various text types need to be revisited at increasing levels of difficulty and sophistication<br><br>Principle 1 Teaching-learning processes need to adhere to the principles of constructivism | The guidelines aim to connect YouTube videos to higher-order thinking skills to ensure the relevance of the information even after the discussion. Tomlinson (2011) stated that materials should encourage the learners to think more and release their potential through various activities. Barrot (2016) also provided ideas saying the multiple forms should be of increasing difficulty and that it follows the principles of constructivism that allows students to think deeply when the discussion is ongoing. Therefore, the YouTube video should help the students maximize their language learning by exposing them to various videos relevant to the constructivist approach and promoting critical thinking. |
| 9 The teacher should select YouTube videos that should be | Materials should not rely too much on | Principle 2 Language acquisition | This guideline ensures that the selected YouTube videos |

| | | | |
|---|---|---|---|
| appropriate for language policy in the school setting. | controlled practice. | and Development are best facilitated when both social and cognitive factors are taken into account.<br><br>Principle 9 Teaching-learnin g processes need to adopt a process orientation.<br><br>Principle 15. Language teaching and learning involve the development and integration of multiple literacies aligned to 21st century learning | adhere to the language teaching and policy in the school setting. As Tomlinson (2011) stated, materials should not rely too much on controlled practices that focus on a conventional way of teaching the language. The traditional practices in language learning are proven to be effective, yet as learners change over time and policies are being changed, we must adapt when selecting proper assessments. Barrot (2016) stated that the process for learning and teaching needs to follow the process that has been used by the school and is proven effective. It is also said that since it is in a school setting, it is expected to be integrated multiple literacies aligned to 21st-century learners. Therefore, the YouTube videos should be suitable for any means of discussion and fit the school's current policies in terms of language learning. |
| 10 The teacher should select YouTube videos that should encourage students to become role models by highlighting | Materials should take into account that learners differ in affective | Principle 17 Teaching-learnin g processes need to integrate | The guideline aims to select YouTube videos that allow students to become role models by |

| good values in learning the target language. | attitudes. | language and culture in order to prepare learners to become intercultural speakers who have the ability to understand the language and behavior of different cultures and establish their own identity as users of another language. | emphasizing the good values in learning their target language. Tomlinson (2011) highlighted that the students have different language learning attitudes. Competent language speakers show positive attitudes in learning the language by allowing them to motivate others and become role models for others as well. Barrot (2016) also shared the same concept and added that the idea of understanding diverse cultures is relevant in becoming competent intercultural speakers. These students can communicate and maintain good values in using and learning their target language. The YouTube videos can help develop a positive mindset in learning the language as well as encourage other learners to improve their intercultural communicative competence. |
|---|---|---|---|
| 11 The teacher should select YouTube videos that should help | | Principle 10 Reflection is a fundamental | This guideline provides learners with autonomy to |

| contribute to the development of the students in their target language by showing them self-awareness, self-management, and self-care. | | component of teaching-learning processes. | monitor themselves and reflect on learning their target language. Tomlinson (2011) said that materials should facilitate learner self-investment where the students can learn among themselves and discover information about the use of their target language that others may not provide. It also affects the impact on the students, who are sure that the information about the language they absorb will be part of their daily lives. Barrot (2016) agrees with Tomlinson by stating that reflection is an essential aspect of the teaching and learning process of the language. The YouTube videos allow the students to reflect on their language use and think about how they would improve their communication skills through self-reflection. |
|---|---|---|---|

**3.1.4  Reviewing themes:** The researchers created a detailed description as to why each principle falls in each specific code and is backed by the theories of Tomlinson and Barrot.

**3.1.5 Producing the report:** The researchers organized each principle and wrote each description for the data to be read in a detailed and clear manner after minor revisions.

## 3.2 Principles-Based YouTube Videos Selection Guidelines for ELT

The principles of MELC, SEC, and SEL were categorized using Barrot's (2016) socio-cognitive transformation approach model. Following the Model of the Sociocognitive-transformative approach of Barrot (2016), 11 guidelines have been established for selecting YouTube videos for ELT. The designed guidelines were aligned to MELCs, SEC, and SEL principles. It is then theoretically validated by showing their correspondence to the principles in Tomlinson's (2011) theory in materials development and Barrot's (2016) 17 tenets in ESL pedagogy and theoretical evidence. The final principles-based guidelines and their explanation are as follows:

**Guideline 1:** The teacher should select YouTube videos that should help students understand the use of language by demonstrating real-life applications of the lesson.

This guideline aims to select YouTube videos that expose learners to the reality of life and apply it in a real-life context. The learners must be exposed to materials that help them understand reality, especially language acquisition. Authentic materials such as YouTube videos that provide the learners with a lesson in understanding real-world context will help them understand the authentic use of language in everyday life. Tomlinson (2011) explained that many researchers have said that exposure to authentic use of language is essential, but it is not adequate for language acquisition. Hence, he suggested that the materials can provide exposure to authentic input by providing them with activities where language is being used, such as interviews, projects in local communities and many more. Barrot (2016) also mentioned that the learners should have authentic language experience. Thus, the contents of YouTube videos that show how the language is used in the real-world context will help them acquire their target language effectively.

**Guideline 2:** The teacher should select YouTube videos that should highlight the importance of having good relationships by showing how to interact with people appropriately.

Communicative practice, such as building a good relationship by interacting appropriately, can be achieved by providing materials that give opportunities to learners to be exposed to the use of language for communication (Tomlinson, 2011). The students should know how to determine the purpose, the strategies, and expressions in interaction. Barrot (2011) claimed that social interactions and collaborations among the people and community are the best way to learn a language. To effectively interact and collaborate, YouTube videos should show contents that show how to interact appropriately with people.

**Guideline 3:** The teacher should select YouTube videos that show how to make the correct judgment by showing the possible consequences of choosing a language for communication.

YouTube videos should have content that shows the importance of having correct judgment and the consequences of choosing the appropriate language for communicating. Tomlinson (2011) encouraged that the materials should provide opportunities for outcome feedback. Given this, they will be aware of the language they produce concerning the purpose of communicating, which can help them have an informative source about language use. In that way, the learners can correctly judge how they will use language for a specific purpose of communication and how it will affect the outcome of their language use. Wherein, Barrot (2016) highlighted allowing the students to perform and participate in various communication situations such as social actions for communities and social and self-transformation. Therefore, the YouTube video should encourage students to judge language for communication and its consequence correctly.

**Guideline 4:** The teacher should select YouTube videos that should expose students to social issues in their current setting and responsibilities through visual representation and examples.

The guideline recommends a YouTube video that will assist students in understanding the social significance of language use. Tomlinson (2011) stated in his material development principle that teachers should make students aware of the potential use of language and their teaching skills. A questionnaire in Namibia revealed that two of the most important reasons for secondary school students wanting to learn English were to be able to write love letters in English to be able to write letters of complaint to the village chief on behalf of villagers, as well as letters of complaint from the village chief to local authorities, according to Tomlinson (2011). This is what this guideline means; it should make students socially aware by teaching them about the function of language in society. This YouTube video should bridge the gap between society and school by utilizing a contextualized and authentic teaching-learning process (Barrot, 2016). Furthermore, Barrot (2016) stated that integrating information and communication technology is particularly important in developing 21st-century multiliterate learning, and YouTube video is one way of incorporating it into the teaching-learning process.

**Guideline 5:** The teacher should select YouTube videos that should promote a safe space free from biases, discrimination, and stereotyping.

Whether physical or virtual, a classroom should be safe for all students. This guideline is intended to select a YouTube video that will not promote prejudice. According to Tomlinson (2011), materials should consider the learner's differences, particularly affective attitudes. Furthermore, Larsen-Freeman and Long (1991) emphasized that a materials developer should

consider the diversity of language instruction and the variety of affective attitudes. Barrot (2016) agreed that the teaching-learning process should consider individual differences through differentiation and align content and tasks to their realities and psycholinguistic ability. According to Tomlinson (2011), YouTube video selection should cater to a wide range of interests while keeping the cultural sensitivities of target learners in mind and preparing teachers to provide general and specific advice on how to respond to negative responses from students (Tomlinson, 2011).

**Guideline 6:** The teacher should select YouTube videos that should help students deal with their reactions when dealing with unknown concepts.

It is normal to encounter unusual reactions from diverse learners, especially when dealing with new concepts. According to Tomlinson (2011), no materials developer can cater to all affective variables. Still, the material developer needs to be aware of the inevitable attitudinal differences of the materials' users. Barrot (2016) emphasized that language teaching and learning should include a balanced emphasis on all components of communicative competence and consideration for learners' pragmatic competence. This affects learner readiness, which can be achieved through materials that create situations requiring the use of previously untaught variational features, materials that ensure that learners gained sufficient understanding over the developmental features of the previous stage before teaching a new one, and materials that tune the input so that it contains some features that are slightly above each learner's current state of proficiency (Krashen, 1985). According to Krashen (1985), each learner will only learn what they are ready to learn from new input. This implies that the YouTube video should be something that will prepare students for the new lessons and concepts that they will encounter. The most important lesson for material developers to remember is that they cannot expect to choose a specific point for teaching and assume that all learners are ready and willing to learn it (Tomlinson, 2011).

**Guideline 7:** The teacher should select YouTube videos that should follow the competencies of the current curriculum in English.

This guideline aims to make sure that the videos align with the local and national education structure. Tomlinson (2011) discusses that materials should give learners the chance to use the target language as part of their development. The use of language provides an opportunity for practitioners to produce situations where learners can use said languages as part of their instruction. Barrot (2016) gave similar insights where integrating macro skills is necessary and integrating grammar and vocabulary. The YouTube videos should show these macro skills and an opportunity to use the language to make sure that learning has been achieved.

**Guideline 8:** The teacher should select YouTube videos that should help learners to develop higher-order thinking skills such as creating, evaluating, and

applying.

The guidelines aim to connect YouTube videos to higher-order thinking skills to ensure the relevance of the information even after the discussion. Tomlinson (2011) stated that materials should encourage the learners to think more and release their potential through various activities. Barrot (2016) also provided ideas saying the multiple forms should be of increasing difficulty and that it follows the principles of constructivism that allows students to think deeply when the discussion is ongoing. Therefore, the YouTube video should help the students maximize their language learning by exposing them to various videos relevant to the constructivist approach and promoting critical thinking.

**Guideline 9:** The teacher should select YouTube videos that should be appropriate for language policy in the school setting.

This guideline ensures that the selected YouTube videos adhere to the language teaching and policy in the school setting. As Tomlinson (2011) stated, materials should not rely too much on controlled practices that focus on a conventional way of teaching the language. The traditional practices in language learning are proven to be effective, yet as learners change over time and policies are being changed, we must adapt when selecting proper assessments. Barrot (2016) stated that the process for learning and teaching needs to follow the process that has been used by the school and is proven effective. It is also said that since it is in a school setting, it is expected to be integrated multiple literacies aligned to 21st-century learners. Therefore, the YouTube videos should be suitable for any means of discussion and fit the school's current policies in terms of language learning.

**Guideline 10:** The teacher should select YouTube videos that should encourage students to become role models by highlighting good values in learning the target language.

This guideline aims to select YouTube videos that allow students to become role models by emphasizing the good values in learning their target language. Tomlinson (2011) highlighted that the students have different language learning attitudes. Competent language speakers show positive attitudes in learning the language by allowing them to motivate others and become role models for others as well. Barrot (2016) also shared the same concept and added that the idea of understanding diverse cultures is relevant in becoming competent intercultural speakers. These students can communicate and maintain good values in using and learning their target language. The YouTube videos can help develop a positive mindset in learning the language and encourage other learners to improve their intercultural communicative competence.

**Guideline 11:** The teacher should select YouTube videos that should help contribute to the development of the students in their target language by showing them self-awareness, self-management, and self-care

This guideline provides learners with autonomy to monitor themselves and reflect on learning their target language. Tomlinson (2011) said that materials should facilitate learner self-investment. The students can learn among themselves and discover information about the use of their target language that others may not provide. It also affects the impact on the students, who are sure that the information about the language they absorb will be part of their daily lives. Barrot (2016) agrees with Tomlinson by stating that reflection is an essential aspect of the teaching and learning process of the language. The YouTube videos allow the students to reflect on their language use and think about how they would improve their communication skills through self-reflection.

The finding of the theoretical validation revealed that the principle-based guidelines based on MELCS, SEC, and SEL in selecting YouTube videos as ELT materials are aligned with the theories in Materials Development (Tomlinson, 2011) and the 17 Tenets of ESL pedagogy (Barrot, 2016). The guidelines conformed to the 33-item checklist. The member checking was practiced during the validation to avoid discrepancies and biases (See Appendix C for the result of the checklist).

**4.0 Conclusion**

The current study revealed a need to develop principles-based guidelines (Tosh, Woo, and Doan, 2021) based on the current principles and theories that are essential to the present times. The study also showed that this area received insufficient attention and is less explored in the literature by scholars (Tarrayo & Anudin, 2021). The designed guidelines focused on selecting YouTube videos since the study also revealed that YouTube is the primary source for video streaming since many scholars have claimed its benefits to language learning. Yet, there is a need to connect digital instructional materials to the current curricula to maximize the students' learning potential (Tosh, Woo, and Doan, 2021).

As a result, 11 principles-based guidelines were established and are aligned to the principles of Materials Development (Tomlinson, 2011) and 17 Tenets of ESL Pedagogy (Barrot, 2016) to help contribute to the development of materials for ELT.

The researchers applied the Sociocognitive-transformative model (Barrot, 2016) in the theoretical validation process because this focused on integrating the most recent and established principles in ESL Teaching from theoretical and practical perspectives. The principles of materials development of Tomlinson (2011) further intensified the validity of the guidelines to select materials for ELT that are aligned to the language acquisition theories that are important in understanding the strategies to learn the target language effectively, as the guidelines were grounded on the principles. Thus, the applied model and principles utilized in the study became relevant in developing guidelines based on the current principles of MELCs, SEC, and SEL for future use in an academic setting.

The researchers suggest conducting a practitioner validation to support the connection between the principles used in this study and the developed guidelines. After this, the researchers recommend a pilot run of the guidelines for selected teachers to provide empirical evidence of the potential use and effectiveness of the guidelines in selecting appropriate YouTube videos for ELT and further improvement of the guidelines. The researchers also recommend considering other principles not mentioned as a theoretical foundation for creating guidelines in terms of materials development.

**References:**

Almurashi, W. A. (2016). The effective use of YouTube videos for teaching English language in classrooms as supplementary material at Taiga University in Alula. International Journal of English Language and Linguistics Research, 4(3), 32-47.

Atkinson, D. (2002). Toward a sociocognitive approach to second language acquisition. Modern Language Journal, 86(4), 525–545.

Barrot, J. S. (2015). A sociocognitive-transformative instructional materials design model for second language (L2) pedagogy in the Asia Pacific: Development and validation. The Asia-Pacific Education Researcher, 24(2), 283–297.

Barrot, Jessie. (2016). Examining the teaching beliefs and practices of experienced ESL teachers: A sociocognitive-transformative perspective. 3L The Southeast Asian Journal of English Language Studies, 22, 153-163. doi:10.17576/3L-2016-2201-12.

Benmouhoub, L. (2015). YouTube videos as pedagogical tools to improve EFL learners' oral fluency. https://pdfs.semanticscholar.org/c5e71ca2d4a155a42.pdf

Buzzetto-More, N. A. (2014). An examination of undergraduate students' perceptions and predilections of the use of YouTube in the teaching and learning process. Interdisciplinary Journal of E-Learning and Learning Objects, 10(1), 17-32.

Denham, S. A. (2006). Social–emotional competence as support for school readiness: What is it and how do we assess it. Early Education and Development, 17(1), 57–89.

Department of Education. (2020). Guidelines on the use of the Most Essential Learning Competencies (MELCS).

Duffy, P. (2008). "Engaging the YouTube Google-Eyed Generation: Strategies for Using Web 2.0 in Teaching and Learning." The Electronic Journal of e-Learning, 6(2), 119-130.

Fundamentals of CASEL. (1999). Collaborative for Academic, Social, and Emotional Learning (CASEL).

Gibbs, G. R. (2007). Thematic coding and categorizing. Analyzing Qualitative Data. London: SAGE Publications, Ltd.

Huda, M. (2017). The use of authentic materials in teaching English: Indonesia Teacher's perspective in EFL classes. International Journal of Social Sciences, 3(2). doi:https://dx.doi.org/10.20319/pijss.2017.32.19071927

Jones, T., & Cuthrell, K. (2011). YouTube: Educational potential and pitfalls. Computers in the Schools, 28(1), 75. doi:10.1080/07380569.2011.553149

Kabooha, R., & Elyas, T. (2018). The effects of YouTube in multimedia instruction for vocabulary learning: Perceptions of EFL students and teachers. English Language Teaching, 11(2), 72-81. doi: https://doi.org/10.5539/elt.v11n2p72

Lincoln, Y. S., & Guba, E. G. (1985). Naturalistic Inquiry. Beverly Hills, CA: Sage Publications. https://researchdesignreview.com/2021/11/29/member-checking-importanc e-context/lid=IwAR3C96ipTQ

Mestari, S., & Malabar, F. (2016). The use of authentic materials in teaching grammar for EFL students (Teachers' perspective). Language Learning and Technology Journal, 19(2).

Mezirow, J. (1978). Perspective transformation. Adult Education Quarterly, 28(2), 100–109.

Ryan, Gery W., & Bernard, H. Russell (2003). Techniques to identify themes. Field Methods, 15(1), 85–109. doi:10.1177/1525822X02239569

Snelson, C., & Perkins, R. (2009). From silent film to YouTube™: Tracing the historical roots of motion picture technologies in education. Educational Technology Faculty Publications.

Stringer, K. (2018). What is social-emotional learning and how does it affect kids? https://givingcompass.org/article/what-is-social-emotional-learning-and-how-does-it-affect-kids/?gclid=CjwKCAaAwKyNBhBfEiwA_mrUMj264tB6HnC3sy_my U6OJAQl-LNyFqy2xjSrnWm5PIjMElVD6lLW_xoCI7kQAvD_BwE&fbclid=IwAR1rwc ac9vEuNlFx_mZakeB97uEMustda6c84vXblQlKBSrVoP3

Tarrayo V. & Anudin A.G. (2021). Materials development in flexible learning amid the pandemic: Perspectives from English language teachers in a Philippine state university. Innovation in Language Learning and Teaching. DOI: 10.1080/17501229.2021.1939703.

TeachOnline.Ca (2020). A new pedagogy is emerging, and online learning is a key contributing factor. https://teachonline.ca/tools-trends/how-teach-online-student-success/new- pedagogy-emerging-and-online-learning-key-contributing-factore-learning-k ey-contributing-factor

Tomlinson, Brian (2011). Material Development in Language Teaching (2nd Ed.). Cambridge: Cambridge University Press.

**Appendix A: Checklist**
**Barrot's (2016) 17 tenets of ESL Pedagogy**

| Principle | Yes | No | Evidence |
|---|---|---|---|
| 1. Do the guidelines select a YouTube video that allows the teaching-learning process to adhere to constructivist principles? | | | |
| 2. Do the guidelines select a YouTube video that takes into account both social and cognitive factors to facilitate language acquisition and development? | | | |
| 3. Do the guidelines select a YouTube video that helps the teaching-learning process by allowing students to engage in social actions, participate in communities, and contribute to social and self-transformation? | | | |
| 4. Do the guidelines select a YouTube video that helps the teaching-learning process consider learners' individuality by aligning the content to their social realities and psycholinguistic ability? | | | |
| 5. Do the guidelines select a contextualized YouTube Video and allow the learners to experience authentic language? | | | |
| 6. Do the guidelines allow the YouTube video to revisit forms, skills, and various texts at increasing levels of difficulty and sophistication? | | | |
| 7. Do the guidelines select YouTube videos that enable students to collaborate and interact with teachers, students, and the community? | | | |
| 8. Do the guidelines select YouTube videos that allow students to integrate technology that develops multiliteracy? | | | |
| 9. Do the guidelines select a YouTube video that allows students to comprehend the ideas presented and think about the process? | | | |
| 10. Do the guidelines select a YouTube video that allows students to reflect on the material being viewed? | | | |

| | | | |
|---|---|---|---|
| 11. Do the guidelines select YouTube videos that integrate macro skills (speaking, listening, reading, writing, viewing, and representing) in language teaching? | | | |
| 12. Is there evidence that the guidelines integrate grammar and vocabulary to the macro skills explicitly or incidentally in the chosen YouTube video? | | | |
| 13. Do the guidelines select the YouTube video adopted by Form-meaning connections and integrate form-focus instruction and meaning-based activities? | | | |
| 14. Do the guidelines allow for contextualized assessments of traditional and alternative methods when selecting YouTube videos? | | | |
| 15. Do the guidelines select YouTube videos that involve and integrate multiple literacies aligned to 21st-century learning? | | | |
| 16. Do the guidelines select YouTube videos that show the connection between language and culture to prepare students to become intercultural speakers who can understand the language and behavior of different cultures? | | | |
| 17. Do the guidelines select YouTube videos that show the connection between language and culture to prepare students to become intercultural speakers who can understand the language and behavior of different cultures? | | | |

**Tomlinson's (2011) Principles of Second Language Acquisition Relevant to The Development of Materials for the Teaching of Languages**

| Principle | Yes | No | Evidence |
|---|---|---|---|
| 1. Do the guidelines allow the teacher to select a YouTube video that has an impact? | | | |
| 2. Do the guidelines select YouTube videos that help learners feel at ease? | | | |
| 3. Do the guidelines select YouTube videos that develop learners' confidence? | | | |

| | | | |
|---|---|---|---|
| 4. Do the guidelines select YouTube videos that are relevant and useful to learners? | | | |
| 5. Do the guidelines provide an opportunity for the YouTube video to facilitate learners' self-investment? | | | |
| 6. Do the guidelines allow the YouTube video to prepare the learners to be ready to acquire the points being taught? | | | |
| 7. Do the guidelines select YouTube videos that expose the learners to authentic language use? | | | |
| 8. Do the guidelines select a YouTube video that allows the students to draw linguistic input from the YouTube video? | | | |
| 9. Do the guidelines consider that the positive effect of the YouTube video is usually delayed? | | | |
| 10. Do the guidelines select YouTube videos that take account of the different learning styles of the students? | | | |
| 11. Do the guidelines take account of the different affective attitudes of the learners when selecting YouTube videos? | | | |
| 12. Do the guidelines permit a silent period when using the YouTube video? | | | |
| 13. Do the guidelines select YouTube videos that maximize the potential of the students by encouraging intellectual, aesthetic, and emotional involvement? | | | |
| 14. Do the guidelines select YouTube videos that rely on too much controlled practice? | | | |
| 15. Do the guidelines provide opportunities for feedback when using the YouTube video? | | | |

**Appendix C: Checklist with Data**

**Barrot's (2016) 17 tenets of ESL Pedagogy**

| Principle | Yes | No | Evidence |
|---|---|---|---|
| 1. Do the guidelines select a YouTube video that allows the teaching-learning process to adhere to constructivist principles? | ✓ | | Guideline 8 |
| 2. Do the guidelines select a YouTube video that takes into account both social and cognitive factors to facilitate language acquisition and development? | ✓ | | Guideline 9 |
| 3. Do the guidelines select a YouTube video that helps the teaching-learning process by allowing students to engage in social actions, participate in communities, and contribute to social and self-transformation? | ✓ | | Guideline 3 |
| 4. Do the guidelines select a YouTube video that helps the teaching-learning process consider learners' individuality by aligning the content to their social realities and psycholinguistic ability? | ✓ | | Guideline 5 |
| 5. Do the guidelines select a contextualized YouTube Video and allow the learners to experience authentic language? | ✓ | | Guideline 1 |
| 6. Do the guidelines allow the YouTube video to revisit forms, skills, and various texts at increasing levels of difficulty and sophistication? | ✓ | | Guideline 8 |
| 7. Do the guidelines select YouTube videos that enable students to collaborate and interact with teachers, students, and the community? | ✓ | | Guideline 2 |
| 8. Do the guidelines select YouTube videos that allow students to integrate technology that develops multiliteracy? | ✓ | | Guideline 4 |
| 9. Do the guidelines select a YouTube video that allows students to comprehend the ideas presented and think about the process? | ✓ | | Guideline 9 |
| 10. Do the guidelines select a YouTube video that allows students to reflect on the material being viewed? | ✓ | | Guideline 11 |

| | Yes | No | Evidence |
|---|---|---|---|
| 11. Do the guidelines select YouTube videos that integrate macro skills (speaking, listening, reading, writing, viewing, and representing) in language teaching? | ✓ | | Guideline 7 |
| 12. Is there evidence that the guidelines integrate grammar and vocabulary to the macro skills explicitly or incidentally in the chosen YouTube video? | ✓ | | Guideline 7 |
| 13. Do the guidelines select the YouTube video adopted by Form-meaning connections and integrate form-focus instruction and meaning-based activities? | ✓ | | Guideline 7 |
| 14. Do the guidelines allow for contextualized assessments of traditional and alternative methods when selecting YouTube videos? | ✓ | | Guideline 7 |
| 15. Do the guidelines select YouTube videos that involve and integrate multiple literacies aligned to 21st-century learning? | ✓ | | Guideline 9 |
| 16. Do the guidelines select YouTube videos that show the connection between language and culture to prepare students to become intercultural speakers who can understand the language and behavior of different cultures? | ✓ | | Guideline 6 |
| 17. Do the guidelines select YouTube videos that show the connection between language and culture to prepare students to become intercultural speakers who can understand the language and behavior of different cultures? | ✓ | | Guideline 10 |

**Tomlinson's (2011) Principles of Second Language Acquisition Relevant to The Development of Materials for the Teaching of Languages**

| Principle | Yes | No | Evidence |
|---|---|---|---|
| 1. Do the guidelines allow the teacher to select a YouTube video that has an impact? | ✓ | | Guideline 11 |
| 2. Do the guidelines select YouTube videos that help learners feel at ease? | ✓ | | Guideline 11 |

| | | | |
|---|---|---|---|
| 3. Do the guidelines select YouTube videos that develop learners' confidence? | ✓ | | Guideline 11 |
| 4. Do the guidelines select YouTube videos that are relevant and useful to learners? | ✓ | | Guideline 4 |
| 5. Do the guidelines provide an opportunity for the YouTube video to facilitate learners' self-investment? | ✓ | | Guideline 11 |
| 6. Do the guidelines allow the YouTube video to prepare the learners to be ready to acquire the points being taught? | ✓ | | Guideline 6 |
| 7. Do the guidelines select YouTube videos that expose the learners to authentic language use? | ✓ | | Guideline 1 |
| 8. Do the guidelines select a YouTube video that allows the students to draw linguistic input from the YouTube video? | ✓ | | Guideline 6 Guideline 2 |
| 9. Do the guidelines consider that the positive effect of the YouTube video is usually delayed? | ✓ | | Guideline 6 |
| 10. Do the guidelines select YouTube videos that take account of the different learning styles of the students? | ✓ | | Guideline 5 |
| 11. Do the guidelines take account of the different affective attitudes of the learners when selecting YouTube videos? | ✓ | | Guideline 5 |
| 12. Do the guidelines permit a silent period when using the YouTube video? | ✓ | | Guideline 9 |
| 13. Do the guidelines select YouTube videos that maximize the potential of the students by encouraging intellectual, aesthetic, and emotional involvement? | ✓ | | Guideline 8 |
| 14. Do the guidelines select YouTube videos that rely on too much controlled practice? | ✓ | | Guideline 9 |
| 15. Do the guidelines provide opportunities for feedback when using the YouTube video? | ✓ | | Guideline 3 |

# Grammarly as Automated Written Corrective Feedback tool for L2 Composition

## Kathleen T. Nepomuceno

De La Salle Medical and Health Sciences Institute, Dasmariñas, Cavite
ktnepomuceno@dlsmhsi.edu.ph

**Abstract.** The Fifth Industrial Revolution has been coined to establish the space which humans take may be shared with machines for optimal results, sustainability, and innovation. This human-machine collaboration, formerly deemed as "the future", is now "the present" with Artificial Intelligence (AI) as a mechanism in most industries and sectors, including education. The emergence of softwares, applications, and different digital implements have found the classroom as a place of integration and innovation. It is in this light that this present research fills a gap by exploring the potential of an AI-assisted Corrective Feedback tool for L2 compositions. This qualitative study probed Grammarly as an Automated Written Corrective Feedback (AWCF) tool in the context of English for Academic and Professional Purposes (EAPP) class. Using Ellis (2010)'s framework for Investigating Corrective Feedback, the features of Grammarly were inspected. With 22 responsive writing outputs as corpus, the types of grammar errors identified, as well as a content analysis of Grammarly's free account were examined. Results of this study suggest that Grammarly as an AWCF tool complements, affirms, and sustains feedbacking necessary in language teaching-learning context. The research recommends the exploration of related or similar tools to provide fitting opportunities for innovating ESL/EFL writing classes.

**Keywords:** ESL/EFL, writing, feedback, AI

## 1. Introduction

The use of computer technology in language teaching has been deemed as a boon and a bane, especially during the beginnings of Computer Assisted Language Learning (CALL) in 1960s and 1970s (Davies, 2016) especially in its early conception. Language teachers, being at the forefront, share polarizing views as regards utilizing and maximizing the available technologies and tools then and now. Interestingly, it is agreed upon amongst futurists and technologists that the present times is now set in the Fifth Industrial Revolution (5IR). Noble et al. (2022) posit that 5IR "paves the way for a (r)evolution in thinking about and leveraging human–machine collaborations for greater societal well-being". This is remarkably noticeable with the persistence of Artificial Intelligence (AI) in almost all aspects of the 21st century day-to-day life (Tek- Tai, 2020; Collins et al., 2021; Lee, 2021). The emergence of softwares, applications, and different digital implements have found the classroom as a place of integration and innovation. It is in this light this present research fills a gap by exploring the potential of an AI-assisted Corrective Feedback tool for L2 compositions— that is Grammarly.

Corrective Feedback (CF) is a response to errors in the Second Language (L2)

production by the learner— be it oral or written. Traditionally, CF is provided primarily by the teacher and on certain pedagogical situations, by the learner's peers. The recognition of erroneous L2 production, is by and large, a question of when and how corrective strategies are executed. Such nature of CF, Ellis (2009) cites, is frequently cause of debate among language educators and advocates, specifically on concerns regarding "whether to correct errors, what errors to correct, how to correct them, and when to correct them". Because CF treads on negative feedback— where learner's production "lack veracity or is linguistically deviant" (p.3), it must be acknowledged and responded to. The challenge of giving objective, yet, learner- centered CF encourages a more proactive perspective on its benefits and liabilities in the context of ESL/EFL teaching and learning. With the development of technological tools, a paradigm on CF is added to the equation that is automated, computer-based, and digital in nature.

## 1.1 Background of the Study

Before Automatic Written Corrective Feedback (AWCF) emerged, there was already a prominence of AWE or Automated Writing Evaluation. A local study conducted by Barrot (2021) mentions the AWE paved way for the rise of AWCF. Hockly (2019) defines AWE as a software that compares students' works in a large database of written works sharing the same prompt, genre, or even rubric. Earlier on, AWEs were exclusive to particular tertiary educational institution designed by educational materials providers such as Cambridge and Pearson. Meanwhile, Zhang (2021) cites that even as far back as 1960s, AWE such as Page Essay Grade (PEG) has made analysis and scoring of learners' writing samples possible. Eventually, with the innovations on Natural Language Processing (NLP) technologies, AWCF rose as interaction with and by human language became more and more efficient and accurate. Thus cementing its place in ESL/EFL teaching and learning environment.

Several studies on AWCF and its application in the language classroom have showcased its promising results (Koltovskaia 2020; Barrot, 2021; Guo et al., 2021) when it comes to learner engagement. It was apparent, that the use of an AWFC promotes CF encourages autonomy when dealing with one's erroneous production, specifically with grammar. In addition, there was also a noticeable improvement on language accuracy and lexical choices with learners' utilization of AWCF in their composition (Shang, 2019; Tan et al., 202; Shadiev & Feng, 2022).

## 1.2 Significance of the Study

This study seeks to contribute to the published reviews on Automated Corrective Written Feedback (ACWF), specifically on Grammarly, in the context of the English as L2 classes. It serves purpose to the following:

For English Language teachers, this study offers insights on the features of Grammarly as an Automated Written Corrective Feedback (AWCF) tool that may be used as basis for their own utilization and practice.

For English language learners, this study presents Grammarly as an assistive tool in improving their writing endeavors that accords with their English teachers' directions and guidance.

For language education policymakers, this study weighs in on the use of technological implements in the context of language teaching and learning and suggests the calibration of policies, standards, and guidelines in implementing Computer-Assisted Language Learning (CALL).

For educational materials and technology specialist and innovators, this study pushes for a balanced and equitable design of applications, tools, and gadgets that harnesses the potential of language teaching and learning experience.

## 1.3 Statement of the Problem

This study investigated Grammarly as an Automated Written Corrective Feedback (AWCF) tool in the context of English for Academic and Professional Purposes (EAPP) class. Specifically, this study sought to answer the following questions:

1. What are the types of grammar errors identified by Grammarly in the corpus?

2. What features of Grammarly assist ESL/EFL teacher/learners in providing Automated Written Corrective Feedback?

This study aims to provide insights on the appropriate use of computer technology in the context of English language teaching and learning. Furthermore, it is hoped that the integration of AI-based tools would be appropriated and optimized, catering to the interest of language education stakeholders.

## 1.4 Theoretical Framework

The researcher adopted Ellis' *Framework for Investigating Corrective Feedback* (see Figure 1). This framework draws from several studies conducted on Oral and Written CF. For this study, however, the focus lies on Written CF only.

Figure 1

*Ellis (2010) Framework for Investigating Corrective Feedback*
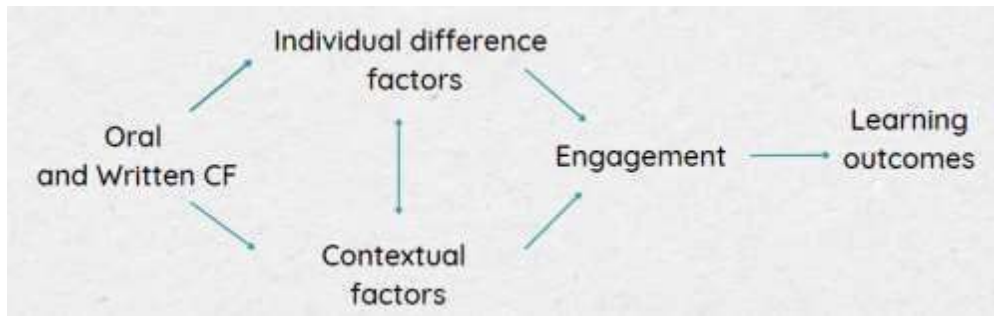
Ellis cites that there is a "substantial body" of research on Oral and Written Corrective Feedback (CF) which are "taxonomic", as well as "descriptive" (p. 337) that have identified strategies that can be employed in the language classroom. Thus, his 2010 framework specifically points to the variables that researches on CF addresses.

Written CF, in contrast to Oral CF is "invariably explicit". Ellis further says that a mark or word written on their (students) work is by and in itself "constitutes correction"—one that promotes learner-writer autonomy rather than acquisition. As Oral CF is immediate, Written CF is delayed and is only made available after the learner commits the error/s.

Written CF are deemed to be directed to Individual factors and Contextual factors of the L2 learners. Ellis cites that most research on CF focused on the effects of specific CF strategies and learning outcomes, but not including learner factors (i.e. anxiety, motivation, response, etc.) and teacher factors (i.e. treatment of errors, consistency, precision, etc.). Should mismatch between learner and teacher factors arise, more problems arise and goals are not met.

Another factor that Ellis finds essential are Contextual factors composed of macro factors (i.e. learning setting) and micro factors (i.e. nature of activity). Ellis mentions that while Oral CF takes contextual factors into consideration, Written CF barely does. Further, he finds that these affect the attitude of both learners and teachers towards CF.

Engagement, Ellis posits, points to "how learners respond to the feedback they receive" (p. 342). He says that it is influenced by the first two factors mentioned previously. Further, this may be examined in three (3) perspectives: 1) cognitive or how the learner attends to the CF received, 2) behavioral or in what way the learner uptake or revise texts, and 3) affective or on how the learner attitudinally to CF.

Last to this framework's component is Learning Outcomes. Written CF views feedback as a means "to help learners become better writers". CF research tends to explore the acquisition benefits and "measure the outcome of exposure to CF" (p. 344).

This study subscribes to Ellis' framework as an attempt on exploring variables in CF. He proposes that this framework serve as basis for examining each factor separately or pursue research on the relationship between them. The researcher, thus, narrowed down the investigation on the Contextual Factor of AWCF environment as afforded by Grammarly's features and capabilities as a tool for L2 composition.

## 2.0 Methodology

### 2.1 Research Design

This qualitative study aims to describe Grammarly as an Automated Written Corrective Feedback (AWCF) tool on selected Responsive Writing outputs of Grade 12 students in English for Academic and Professional Purposes (EAPP).

### 2.2 Data Gathering

The researcher selected 22 out of 33 Responsive Writing (RW) outputs from one (1) Grade 12 section at De La Salle Medical and Health Sciences Institute – Special Health Sciences Senior High School (DLSMHSI-SHSSHS). These RW outputs were uploaded by the students for the formative assessment, *Piquing Position*, which is a preliminary task for the upcoming Synchronous Class on Position Paper Writing. For the purpose of this study, these were downloaded from the designated Assignment bin of Canvas.

The following criteria were set to determine the inclusion of the outputs that will compose the corpus of this study:

1. The output was submitted on time (i.e. during the first 30 minutes of the Synchronous Class)

2. The output is composed of 2-3 sentences only.

Both criteria adhere to the instructions provided for the said formative assessment.

After finalizing the student outputs to be included as corpus these were prepared to be analyzed using Grammarly.

### 2.3 Data Analysis

Qualitative descriptive analysis was used to answer the research questions of this study. To do so, the researcher subscribed to Grammarly for a Free account which was "personalized" by answering the website's inquiries about "writing needs". This account then is meant for "school" writing and the user is identified as an "educator". Given that there are Premium & Business account versions and options that were not selected, it must be noted that certain features of Grammarly have not been explored in this study.

Each of the 22 RW outputs were entered (i.e. copied and pasted) one at a time on Grammarly's website. This is followed by Grammarly's generation of feedback.

## 3.0 Results & Discussion

## 3.1 Grammarly reports

In order to establish Grammarly as an Automated Written Corrective Feedback (AWCF) tool, the researcher created an account and input machine-readable texts. In the case of this present study, the corpus has been downloaded from the students' Canvas Assignment bin.

Among the data generated by Grammarly are *Words, Sentences,* and *Score*. *Words* refer to the word count while *Sentences* refer to the number of sentences identified from each text entered for analysis. The 22 Responsive Writing (RW) outputs has a total of 1,723 words and an average of 2.63 sentences. These metrics need to be acknowledged as an offshoot of the criteria set for this study's corpus.

Meanwhile, *Score* pertains to the "performance" of each text which Grammarly describes as "quality of writing" in the text. Since Grammarly claims to be an AI assistant, the user is given an option to address the concerns on quality of writing by giving suggestions towards the improvement of the text's performance. The RW outputs garnered an average of 81.90 for Score.

## 3.2 Research Question 1: What are the types of grammar errors identified by Grammarly in the corpus?

The current study looked into Grammarly's Corrective Feedback, specifically on its detection of grammar errors, grouped under *Correctness*.

Grammarly's website stipulates that the Free account has the following features on *Writing suggestions*:

- Correctness
  - Grammar, spelling, and punctuation
- Clarity
  - Conciseness
- Delivery
  - Tone detection
- Citation
  - Auto-citations
- Security
  - Enterprise-grade privacy and security

Grammarly drumbeats its service as communication assistance with its "robust, real- time

feedback" on the user's writing, primarily backed by AI or Artificial Intelligence. Thus, it promotes improvements on grammar and mechanics of writing.

Running the corpus on Grammarly, it identified six (6) out of ten (10) grammar- related Writing Issues on Correctness: 1) Pronoun use, 2) Incorrect verb form, 3) Incorrect noun number, 4) Faulty subject-verb agreement, 5) Wrong or missing preposition, and 6) Determiner use.

Table 1

*Consolidated results of Grammarly's Corrective Feedback*

| RW outputs | Words | Sentences | Score | Issues left | Critical | Pronouns Use | Incorrect verb forms | Incorrect noun number | Commonly confused words | Misspelled words | Faulty subject-verb agreement | Confused words | Punctuation in compound/ complex sentences | Wrong or missing prepositions | Determiner use/a/an/the/this, etc. | Wordy sentences (Clarity) | Advanced |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 61 | 3 | 97 | 2 | | | | | | | | | | | | | 2 |
| 2 | 53 | 3 | 92 | 3 | | | | | | | | | | | | | 3 |
| 3 | 53 | 3 | 92 | 3 | 2 | 1 | | 1 | | | | | | | | | 1 |
| 4 | 78 | 3 | 95 | 3 | | | | | | | | | | | | | 0 |
| 5 | 86 | 3 | No issues found | | | | | | | | | | | | | | 0 |
| 6 | 110 | 3 | | | | | | | | | | | | | | | 6 |
| 7 | 73 | 3 | 90 | 5 | 2 | | | | 1 | 1 | | | | | | | 3 |
| 8 | 97 | 3 | 82 | 8 | 2 | | | | | | 1 | 1 | | | 2 | | 6 |
| 9 | 76 | 3 | 89 | 4 | 0 | | | | | | | | | | 1 | | 4 |
| 10 | 74 | 2 | 84 | 6 | 1 | | | | | | | | 1 | | | 1 | 5 |
| 11 | 59 | 2 | 70 | 4 | | | | 1 | 2 | 1 | | | | | | 1 | 2 |
| 12 | 114 | 3 | 83 | 8 | 3 | 1 | | 2 | | | | | | | | 1 | 5 |
| 14 | 83 | 2 | 80 | 7 | 4 | | | 1 | | | | | | 1 | 1 | 1 | 3 |
| 15 | 71 | 3 | 83 | 6 | | | | | | | | | | | | 1 | 6 |
| 16 | 79 | 2 | 97 | 3 | 1 | | | | | | | | | | 1 | | 2 |
| 17 | 96 | 2 | 92 | 5 | 2 | | | | | | 1 | | | 1 | | | 3 |
| 18 | 69 | 2 | 84 | 6 | 3 | | | 1 | | | | | 1 | 1 | | | 3 |
| 19 | 78 | 3 | 99 | 1 | | | | | | | | | | | | | 1 |
| 20 | 88 | 3 | 90 | 5 | 1 | 1 | | | | | | | | | | | 4 |
| 21 | 46 | 2 | 83 | 5 | 2 | | | | | | | | | 2 | | 1 | 3 |
| 22 | 86 | 2 | 80 | 7 | | | | | | | | | | | | | 7 |
| 23 | 113 | 3 | 52 | 16 | 8 | | | 1 | | | 1 | | | 1 | 1 | 2 | 8 |
| Total | 1723 | 2.6364 | 81.905 | 5.35 | 31 | 3 | 7 | 3 | 1 | 3 | 2 | 5 | 1 | 4 | 3 | 10 | 77 |

Table 1 illustrates the number of Writing Issues on *Correctness* related to grammar. Grammarly identifies grammatical errors, along with misspelling and misuse of punctuations as a basic concern that must be addressed to maintain the writer and the text's credibility.

Magnifying the Grammarly as an AWCF tool, it is necessary to mention that it provides a direct type of Corrective Feedback where the error is identified and the corresponding correction is provided. Table 2 particularizes Grammarly's identification of Incorrect verb forms present in the corpus. There are a total of six (6) errors of this type across the 22 RW outputs. Each of these errors were underlined in red by Grammarly and direct

Corrective Feedback is given as option for the user to either accept or reject. It must be emphasized though that the Premium Advanced suggestions, which is not accessible with Free account, were also detected on the corpus. Meanwhile, one (1) distinct text, RW#5, was noted with "No issues found" not only on *Correctness* but also on *Clarity*. Also, no Premium Advanced suggestion was generated for this RW output.

Table 2

*Error-Corrective Feedback sample*

| Types of errors | f | Grammatical Errors in the corpus | Grammarly's Corrective Feedback |
|---|---|---|---|
| Incorrect verb forms | 7 | … making their decision questionable and <u>are</u> set as a bad example. | being |
| | | Being a medical and healthcare professional should be a role model for their patients. | delete "Being" |
| | | ... may cause them to be ignoring or <u>downplaying</u> their habits than <u>to seek</u> help or make the necessary lifestyle adjustments… | downplay |
| | | | Seek |
| | | … if <u>practice</u> in moderation and within a safe environment, you could avoid the risk and would not affect anybody due to you drinking or smoking. | practiced |
| | | … and lead to them <u>compromise</u> the safety of their patients. | compromising |
| | | … it was also <u>studies</u> that nicotine can be in help for calmness… | studied |

Table 2 presents a sample on the Error-Corrective Feedback generated by Grammarly. Incorrect verb form issues reveal errors on tense-aspect form and function in the RW outputs. Whether these are accuracy problems or typographical error, Grammarly is not wired to determine their cause, yet, it provides an option for the user to decide if the Corrective Feedback will be incorporated on the text or not.

Further on, based on the frequency of errors, Incorrect verb forms make 32% (highest count) while Faulty subject-verb agreement with 9% (lowest count). With verb usage revealing opposite result, Grammarly presents Corrective Feedback that addresses form and function issues.

Figure 2

*Percentage distribution of Writing Issues on Correction*
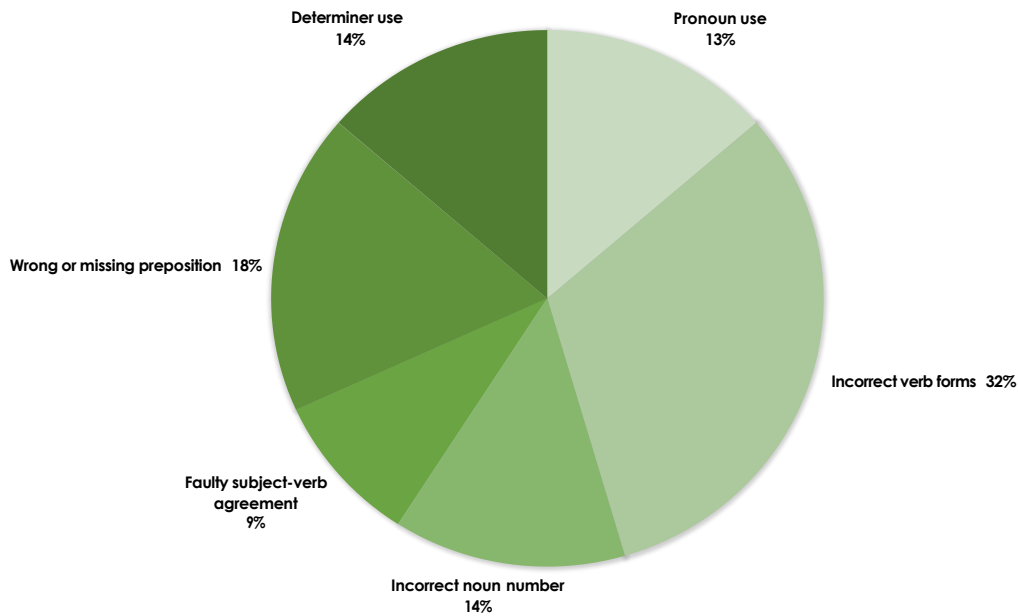


It is equally important to note that Writing Issues, specifically on Correctness, were identified and prompted for correction by Grammarly. However, as far as the Free account enables, alongside the 22 RW outputs, Clarity (i.e. lexical and syntactic) improvements were cited, but Corrective Feedback per se is not altogether accessible.

### 3.3 Research Question 2: What features of Grammarly assist ESL/EFL teacher in providing Automated Written Corrective Feedback?

Grammarly provides interactive user experience. First, the user is prompted to "Type, or paste (Ctrl + V) your text here or upload document", thus a computer or machine- readable is prepared by the user. Specifically, Microsoft word (.doc, .docx), OpenOffice (.odt), TXT, and RTF file extensions or types are compatible with Grammarly. This poses a limitation, especially for ESL/EFL pen-and-paper written outputs. As for this study, the submission of the formative assessment was done via Canvas, so a digital copy of the texts is readily available for Grammarly's requirements. Once a text or document has been pasted or uploaded on Grammarly, it renders the feedback almost immediately. It means that the faster the internet connection is, the faster Grammarly works.

#### 3.3.1 Direct Automated Written Corrective Feedback

The general layout of Grammarly dedicates the left side of the page for the text or document while the right side is meant for the feedback (see Figure 2). Writing Issues on

Correctness are underlined in red while Writing Issues on Clarity are underlined in blue. These color-coded Writing Issues correspond to the Corrective Feedback generated by Grammarly. Each presented with a brief note. For instance, Grammarly suggests correction on the use of the article "the" on Figure 2.

Figure 3

Grammarly's direct CF mechanism
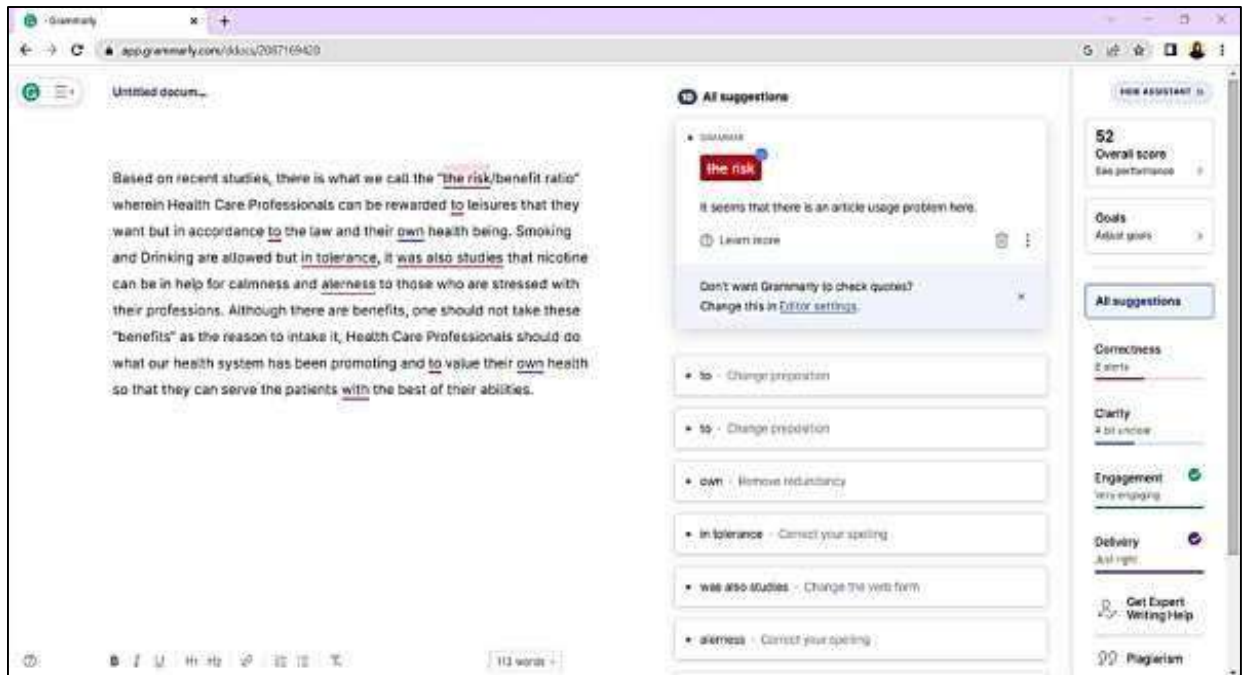


When clicked, a box containing the Corrective Feedback and rationale are viewable to the user. Further, the "Learn more" option provides a form-focus instruction which the user can read through before accepting or rejecting the direct Corrective Feedback (see Figure 3).

Figure 4

*Grammarly's form-focus instruction*
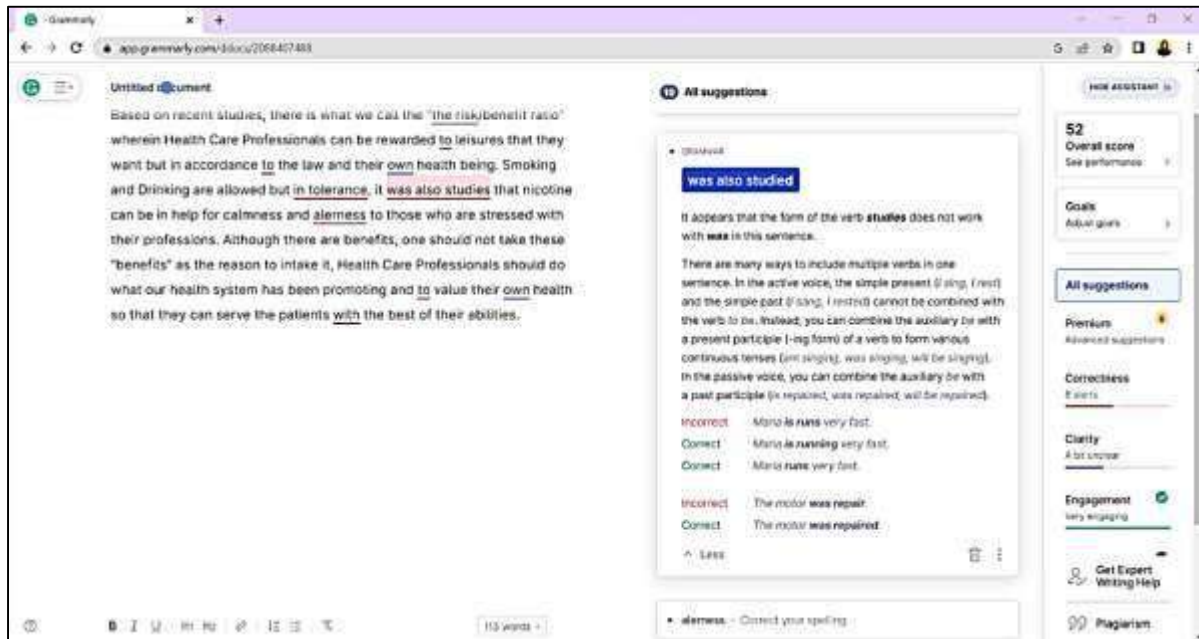


Figure 4 presents the online interface of Grammarly that the user with a Free plan or account has access to. On this end, the user is able to view Corrective Feedback options, allowing him/her to improve the Overall score or performance of the text at hand.

Subsequently, Grammarly further offers Advanced suggestions on improving the additional writing issues it determined soon after all Corrective Feedback has been accepted by the user. Figure 4 exemplifies Grammarly's online interface when the user accepts all suggestion (i.e. Corrective Feedback). Compared to Figure 3's Overall score, this presents the same text with a much higher score, increasing its "performance". Premium suggestions are offered to the user, including writing experts on standby and plagiarism check. This, however, is only accessible for Premium or Business accounts.

Figure 5

*Grammarly's Premium suggestion*
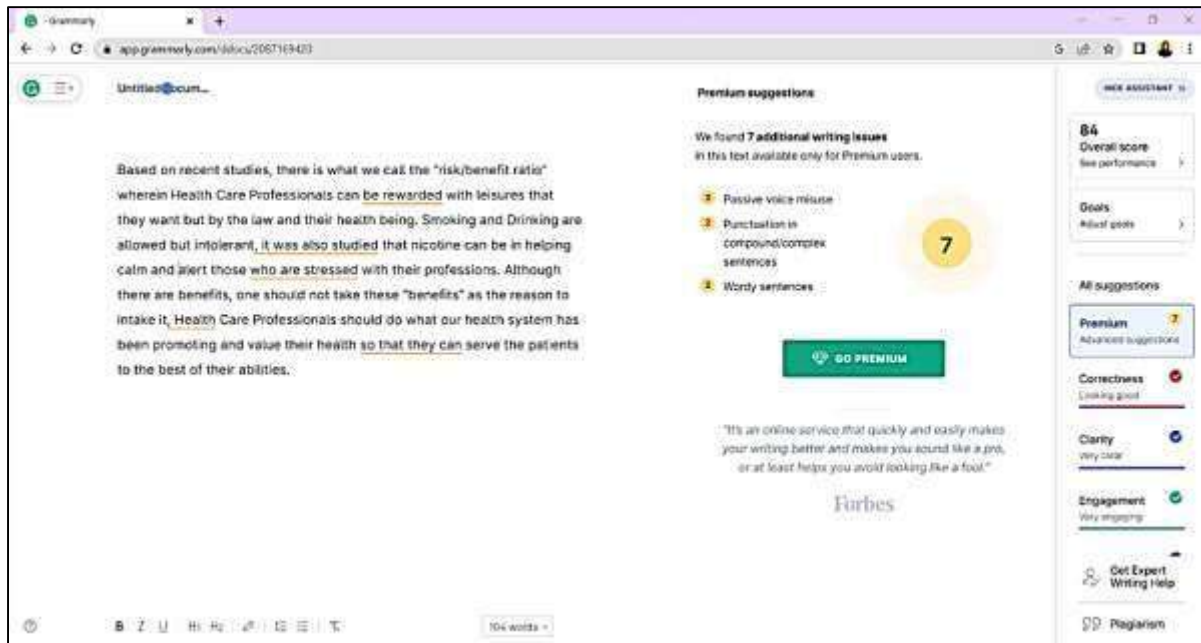


These features made available online are also accessible to the user via a downloadable PDF report. Details include the General Metrics, Score, Writing Issues, as well as the direct Corrective Feedback (see Appendix B).

### 3.3.2 AI assistance

Aside from the Corrective Feedback, Grammarly also delivers an Assistant tab. Found on the extreme right side of the window are several features that the user can explore.

**Over-all score.** This feature provides a General Metrics of the text uploaded by the user. It includes Performance, Word count, Readability, and Vocabular. A "Download PDF report" option is available which the user may refer to offline (see Figure 4).

**Goals.** The user has the option to narrow down or exact the setting of the Free account in which writing suggestions are "tailored" accordingly. Audience may be set as General, Knowledgeable, or Expert; Formality set as Informal, Neutral, or Formal; and Intent set as Inform, Describe, Convince, Tell A Story. Domain, however, is on General as default since the rest of its setting is only accessible via Premium account.

**Engagement and Delivery.** On a Free account, these features provide generic remarks that affirm the quality of the user's text or document. In a Premium and Business account, the AI assistance of Grammarly provides further refinement measures for the

user to consider.

**Get Expert Writing Help & Plagiarism.** If the user selects, "Go Premium", these two features are accessible. Writing experts on stand-by to provide real-time assistance. On the other hand, Grammarly also caters plagiarism checker by comparing the user's text with "billions of web pages".

## 4.0 Conclusion

This present study examined Grammarly as an Automated Written Corrective Feedback (AWCF) tool in the context of English for Academic and Professional Purposes (EAPP) class. The findings revealed that Grammarly, as an AI-supported online tool generates metrics on the Writing Issues, particularly, Correctness of grammar. This encourages the learner to practice autonomy. Similar to the studies cited earlier (Koltovskaia 2020; Barrot, 2021; Guo et al., 2021). Grammarly as an AWCF tool promotes an array of possibilities for the learner and the teacher's cognitive, behavioral, affective perspectives on feedback (Ellis, 2010).

Equally important is that this study proceeded with a descriptive analysis of Grammarly's online interface that allows a teacher to provide and a learner to receive accurate CF. As it was found that the user is equipped with interactive personalization features of the Grammarly, the macro and micro factors under Contextual factors may be accorded to user's status quo.

This study provided information as to how AWCF through an AI-assisted tool such as Grammarly, may be utilized in L2 composition. In hindsight, Grammarly (and other similar applications or software) is a potential integration to form-focus instructions, corrective feedback, and other pedagogical grammar approaches and strategies.

Nonetheless, limitations of this study need to be taken into consideration. First, it must be noted that this probe on Grammarly has been made using a Free account. Optimizing its capabilities, perhaps, have to be further explored with a Premium account. Since the preliminary data establishes which types of error Grammarly detects, the user— either the teacher or the learner— remains to be the main facilitator of maximizing its features as a CF tool, even as a free subscription. Second, researchers who intend to conduct a similar or related study may expand the corpus so as to determine Grammarly's consistency and quality on providing CF. Lastly, a comparative analysis between Grammarly and other AWCF tools may also be conducted. To close, AWCF tools are alternative means to the teachers' work as a source of feedback for the learners. Correspondingly, may also complement, affirm, and sustain feedbacking that may be afforded based on the language learning context such as class size, class hours, resources to name a few. As it is with all efforts in education and educational technology, tools are tools and teachers are teachers. The difference remains unchanged.

**References:**

Barrot, J. (2021). Using automated written corrective feedback in the writing classrooms: effects on L2 writing accuracy. *Computer Assisted Language Learning, 36*(4), 584-607. https://doi.org/10.1080/09588221.2021.1936071

Collins, C., Dennehy, D., Conboy, K., & Mikalef, P. (2021). Artificial intelligence in information systems research: A systematic literature review and research agenda. *International Journal of Information Management, 60.* https://doi.org/10.1016/j.ijinfomgt.2021.102383

Ellis, R. (2009). Corrective Feedback and Teacher Development. *UC Berkley L2 Journal, 1*, 3-18. https://escholarship.org/uc/item/2504d6w3

Grammarly. (2023). *Features.* https://www.grammarly.com/features

Hockly, N. (2019). Automated Writing Evaluation. *ELT Journal, 73*(1), 82-88. DOI:10.1093/elt/ccy044

Koltovskaia, S. (2020). Student engagement with automated written corrective feedback (AWCF) provided by Grammarly: A multiple case study. *Assessing Writing, 44.* https://doi.org/10.1016/j.asw.2020.100450

Lee, R. (2020). Artificial Intelligence in Daily Life. *Research Gate*. DOI:10.1007/978-981-15-7695-9

Noble, S., Mende, M., Grewal, D., Parasuraman, A. (2022). The Fifth Industrial Revolution: How Harmonious Human–Machine Collaboration is Triggering a Retail and Service [R]evolution. *Journal of Retailing, 98*(2), 199-208. https://doi.org/10.1016/j.jretai.2022.04.003

Shang, H. (2019). Exploring online peer feedback and automated corrective feedback on EFL writing performance, 30(1). *Interactive Learning Environments.* https://doi.org/10.1080/10494820.2019.1629601

Tan, S., Choo, Y. W., & Xu, W. (2022). Exploring the effects of automated written corrective feedback, computer-mediated peer feedback and their combination mode on EFL learner's writing performance. *Interactive Learning Environments.* https://doi.org/10.1080/10494820.2022.2066137

Tek-Tai, M.C. (2020). The impact of artificial intelligence on human society and bioethics. *Tzu Chi Medical Journal, 32*(4), 339-343. doi: 10.4103/tcmj.tcmj_71_20

Woodworth, J., & Barkaoui, K. (2020). Perspectives on Using Automated Writing Evaluation Systems to Provide Written Corrective Feedback in the ESL Classroom. *TESL Canada Journal, 37*(2).https://doi.org/10.18806/tesl.v37i2.1340

**Appendix A**
*Summary of Errors and CF*

| Types of errors | f | Grammatical Errors in the corpus | Grammarly's Corrective Feedback |
|---|---|---|---|
| Pronoun use | 3 | How could the people who warn us that these are harmful also engage with <u>these</u>? | them |
| | | Additionally, the lives of the patients are in the hands of the healthcare workers <u>which</u> may be at risk | Who |
| | | … but that doesn't mean that if they partake in that activity outside of work <u>that they</u> automatically shouldn't be allowed to | they |
| Incorrect verb forms | 7 | … making their decision questionable and <u>are</u> set as a bad example. | being |
| | | Being a medical and healthcare professional should be a role model for their patients. | delete "Being" |
| | | ... may cause them to be ignoring or <u>downplaying</u> their habits than <u>to seek</u> help or make the necessary lifestyle adjustments | downplay |
| | | | Seek |
| | | … if <u>practice</u> in moderation and within a safe environment, you could avoid the risk and would not affect anybody due to you drinking or smoking. | practiced |
| | | … and lead to them <u>compromise</u> the safety of their patients. | compromising |
| | | … it was also <u>studies</u> that nicotine can be in help for calmness… | studied |
| Incorrect noun number | 3 | Drinking alcohol and smoking should not Medical and Health Care Professionals could be patients of diseases, and especially substance <u>abuses</u>. | Abuse |
| | | Being a medical and and healthcare <u>professional</u> should be a role <u>model</u> for their patients. | professionals |
| | | | Models |
| Faulty subject-verb agreement | 2 | … in order to prevent yourself from having deadly diseases that <u>is</u> harmful to your body. | Are |
| | | ... unless their smoking and drinking <u>becomes</u> a habit and interferes in their work. | Become |

| | | | |
|---|---|---|---|
| Wrong or missing prepositions | 4 | We must also look <u>how</u> this vices affect the person and their livelihood | at how |
| | | … unless their smoking and drinking becomes a habit and interferes <u>in</u> their work. | With |
| | | Medical and Health Care Professionals know the personal choices that could be detrimental <u>for</u> their health | To |
| | | Based on recent studies, there is what we call the "the risk/benefit ratio" wherein Health Care Professionals can be rewarded <u>to</u> leisures that they want but in accordance <u>to</u> the law and their own health being. | with |
| | | … to value their own health so that they can serve the patients <u>with</u> the best of their abilities. | To |
| Determiner use | 3 | We must also look how <u>this</u> vices affect the person and their livelihood… | These |
| | | Suppose a hospital has only <u>few</u> medical and health care professionals… | a few |
| | | Based on recent studies, there is what we call <u>the "the</u> risk/benefit ratio" wherein Health Care Professionals… | the risk |

**Appendix B**
*Grammarly's downloadable PDF report*

---

grammarly    Report: Untitled

# Untitled

by Kathleen Nepomuceno

---

### General metrics

| 658 | 113 | 3 | 27 sec | 52 sec |
|-----|-----|---|--------|--------|
| characters | words | sentences | reading time | speaking time |

---

### Score

**52**

This text scores better than 52% of all texts checked by Grammarly

### Writing Issues

| 16 | 8 | 8 |
|----|---|---|
| Issues left | Critical | Advanced |

---

### Writing Issues

**8**   Correctness

- 1   Determiner use (a/an/the/this, etc.)
- 3   Wrong or missing prepositions
- 1   Confused words
- 2   Incorrect verb forms
- 1   Misspelled words

**2**   Clarity

- 2   Wordy sentences

---

Report was generated on Thursday, Jun 15, 2023, 10:44 AM     Page 1 of 4

251

# Perceptions of Selected Public and Private High School English Teachers on Artificial Intelligence (AI) as a Tool in Language Teaching

**Marizan T. Tapel, Ana Lyn R. Navarro, Cynthia T. Odiaman & Dr. Alain F. Razalan**
University of Perpetual Help System Dalta, Las Pinas Campus
tapelmarizan@gmail.com

**Abstract**. Artificial intelligence has provided schools with clusters of tools to improve students' performance. There are attempts to adapt the capabilities of AI in language teaching. This study aims to explore the perceptions of selected public and private high school teachers regarding Artificial Intelligence (AI) as a tool for language teaching. This study utilized a mixed-method approach to determine the perceptions of selected public and private high school English teachers on artificial intelligence (AI) as a tool in language teaching. The research instrument consisted of Likert scales and semi-structured interviews with open-ended questions. Data were collected through online questionnaires and interviews. The quantitative phase was analyzed using the weighted mean and standard deviation, while the qualitative findings were analyzed through thematic and content analysis. The findings revealed moderate familiarity with AI among participants and a generally positive perception of its potential impact on language teaching. However, concerns were expressed regarding AI dependence when used as a tool in language teaching. The results provide insights into the perceptions of the selected public and private high school English teachers toward AI as a tool in language education for targeted training and support to enhance familiarity and utilization of AI in language teaching practices.

**Keywords:** perceptions, familiarity, language teaching, artificial intelligence (AI)

## 1.0 Introduction

### 1.1 Background of the Study

Artificial intelligence (AI) has emerged as a powerful tool in the field of education, revolutionizing traditional teaching and learning practices (Hamal O., 2022). With its ability to process vast amounts of data, analyze patterns, and make intelligent decisions, AI has the potential to enhance pedagogy and transform educational experiences. This introduction focuses on the growing body of analysis studies that have explored the integration of AI in pedagogy (Hamal, O., El Faddouli, N. E., Harouni, M. H. A., & Lu, J., 2022).  In recent years, numerous analysis studies have been conducted to examine the impact of AI on pedagogy. These studies aim to understand how AI can be effectively utilized to improve teaching and learning outcomes (Chan, C. K. Y., 2023).

The teachers' perceptions about their program to develop their status started after recognizing that the root of a problem that hinders the implementation of AI education is due to a lack of comprehension of AI which causes a problem with the

application (Lee & Perret, 2022). Although professional development is significant, considering the teachers' readiness must be looked at since not everyone is interested in technology. These changes can affect the teachers' perceptions of AI education (Nikolopoulou, K., 2021). If the teacher will not be open to changes in AI it will be difficult to implement AI in the classroom (Lin & Van Brummelen, 2021). Because of that, the accumulation of the perceptions of teachers about their knowledge of AI should be considered because it could support how AI will be successful.

The breakthrough of Artificial Intelligence (AI) in teaching is insinuating to transform education (Sánchez-Prieto et al., 2020). Also, AI-supported instruction is anticipated to enhance the teaching and learning process (Zawacki-Richter et al., 2019). It is also said that AI can assist in predicting student drop-out rates, profiling student backgrounds, monitoring student progress, and automating essay scoring (Popenici & Kerr, 2017).

The teachers must have the skills, knowledge, and attitude to utilize AI-based education to be successful in schools (Häkkinen et al., 2017). However, some teachers are still not knowledgeable in AI-based systems usage. This is attributed to their lack of knowledge and skill about it, which is an issue to look at (Seufert et al., 2021).

## 1.2 Research Questions

This study aimed to explore the perceptions of the selected public and private high school English teachers in using artificial intelligence (AI) in language teaching.

Specifically, it sought to answer the following research questions:

1. What is the level of familiarity among selected public and private high school English teachers regarding Artificial Intelligence (AI) as a tool in language teaching?

2. How do English teachers perceive the potential impact of artificial intelligence (AI) as an instructional tool in language teaching?

3. What are the English teachers' perceptions of artificial intelligence (AI) in language teaching?

## 1.3 Literature Review

### 1.3.1 Artificial Intelligence

AI is a short-term Artificial intelligence (Ahmet, C., 2018). Artificial intelligence is the replication of human intelligence functions by machines, particularly computer systems. Expert systems, natural language, recognition of speech, and machine vision are specific

AI applications that can be used in teaching the English language (Sun, Z. et al., 2021). AI can even assist teachers in creating lesson plans and other teaching materials as well as engaging their students in new ways (Li, X., 2017).

1.3.2 Language Teaching

Language teaching has an intriguing, but contentious history, and throughout the last century, the discussion about teaching techniques has developed. Language is the fundamental instrument in terms of social and psychological aspects. Language has a crucial role in the processes of communicating, explaining emotions and opinions, integration, and cultural connection (Xu, L. et al., 2022).

1.3.3 Artificial Intelligence as a Tool in Language Teaching

The rise of digital technology platforms has made it easier to teach the English language. Using artificial intelligence (AI) technologies, we may now enhance English proficiency. Combining language with digital literacy is the best way to be globally competitive. The text processing of a language serves as the foundation for AI. Therefore, AI-based tools would improve language instruction (Alqahtani, S. M. et al., 2018).

Based on the technology of today, Artificial intelligence (AI) has made significant inroads into language teaching, providing innovative solutions to enhance language learning experiences. Some examples of artificial intelligence (AI) that can be used in language teaching are as follows:

**Innovative Language Learning Apps:** Various language learning applications use AI to tailor learners' performance and competence levels, including Duolingo and Babbel. They created engageable and effective lessons and activities for students (Chamboko-Mpotaringa, M., & Manditereza, B., 2023).

**Advanced AI Chatbots:**  One of the most advanced AI chatbot technologies is ChatGPT which utilizes machine learning and natural language processing to give users the option to communicate with a virtual assistant. These chatbots provide immediate feedback on pronunciation, grammar, and vocabulary, assisting language learners in honing their abilities (Limna, P. et al., 2023).

**Speech Recognition:** One of the essential technologies for achieving intelligent human-computer interaction is speech recognition technology. The use of speech, which is the most natural form of human-machine communication, can effectively address input efficiency (Xu, H., 2022).

**AI Language Translation:** Recent technology developments have made it possible to translate materials into a variety of languages using Machine translation, that rely on

human interaction (Kolhar, M., & Alameen, A., 2021). These resources can be used by students to comprehend in their native language.

**AI Language Assessment and Analysis:** Utilizing machine learning and linguistic analysis, provides the objective assessment of writings based on many criteria like grammar, coherence, and logic. To assist students in assessing their development, they give thorough feedback and grades (Yesilyurt, Y. E., 2023).

**AI Adaptive Learning Systems:** AI-enabled learning systems are becoming more popular because of their capability to offer education based on the specific needs of students to make sure that each learner has a customized experience (Kabudi, T., Pappas, I., & Olsen, D. H., 2021).

**AI Language Generation:** AI can assist numerous students' testing, evaluation of student learning, and distributed practice. Specific themes and language proficiency levels can be catered to in these generated documents (Mollick, E. R., & Mollick, L., 2023).

These provide how AI is transforming language instruction by tailoring learning experiences, offering immediate feedback, and presenting innovative methods for practicing and enhancing language abilities. The use of AI in language learning is predicted to increase as technology develops (Baidoo-Anu, D., & Ansah, L. O., 2023).

### 1.4 Theoretical Framework

**Intelligent Tutoring System**

Intelligent Tutoring Systems (ITS) is the study of how to design educational systems that deliver training that is specific to the requirements of certain students, as many good educators do. To address the growing need for individualized instruction, ITSs have undergone a revival as a one-to-one tutoring technique (Alhabbash et al., 2016).

ITSs are adaptive data-based instructional systems that provide learners with real-time tailored tutoring services based on their topic and learning styles without regard for time or space limits (Ni, A., & Cheung, A., 2023). ITS acts as the system's brain by providing subject knowledge, and pedagogical, which identifies learners' knowledge gaps, tracks learners' knowledge status, and an interface that lets learners interact with the system—have been widely discussed in prior literature (Ni, A., & Cheung, A., 2023).

### 1.5 Significance of the Study

This research is made with the aim of providing crucial information and knowledge regarding the chosen topic from the participants, recent studies, and related sites needed for the expected importance to the individuals as follows:

**Students.** This study can be helpful to them because it identifies where the students falter in learning the English language.

**School.** This can be helpful in the marketing strategies of the school. The improvement of the services of online schools will attract prospective students.

**Curriculum Designer.** This can be helpful to the curriculum designer in creating and implementing educational programs. They can work in schools, offices, universities, and other organizations and may require specialized subject knowledge and skills.

**Other Researchers.** This study can help perform research independently as a principal investigator, the search for knowledge, or in general, any systematic investigation to establish facts.

## 2.0 Methodology

### 2.1 Research Design

This study utilized a mixed-method approach with an explanatory sequential design to determine the perceptions of selected public and private high school English teachers on artificial intelligence (AI) as a tool in language teaching. An explanatory sequential design is a two-phase design where the quantitative data is collected and analyzed first, then qualitative data is collected and analyzed based on the quantitative results. The qualitative data will be used to explain the quantitative data to have a deep understanding of the research problem.

Furthermore, the mixed-method approach combines the ability of both quantitative and qualitative research which helps better understand quantitative results. The present study used a quantitative phase and followed up with a semi-structured interview with selected public and private high school English teacher participants. This study used a sequential approach where the quantitative phase is followed by the qualitative phase (Hirose, M., & Creswell, J. W., 2023); where the qualitative is used to contextualize the quantitative data (Hirose, M., & Creswell, J. W., 2023). Data were coded, and explanations were monitored for clarity of the meaning during the interview. It interprets patterns of meaning within the thematic analysis of qualitative data. The qualitative phase consisted of two instruments to ensure the validity of the data obtained: semi-structured interviews with an open-ended form. This study helped the researcher to determine the perceptions of selected public and private high school English teachers on artificial intelligence (AI) as a tool in language teaching.

## 2.2 Sampling

The respondents from the selected public and private high school teachers were purposely chosen in this study. All participants consisted of 15 English teachers from different schools located in different cities (Kawit, Pasay, and Paranaque).

Purposive sampling was used to identify the sample population who are likely to possess certain characteristics and experiences. In this way, respondents were selected to fit the researcher's study, focusing on a relatively small sample. The researcher obtained roughly 15 selected public and private English high school teachers; therefore, there were 5 from each school.

## 2.3 Research Instrument

This study utilized Likert scales and semi-structured interviews with open-ended questions that the selected public and private high school teachers answered. Semi-structured interviews are questions or topics that are schematic based on a semi-structured interview guide that needs to be utilized by the interviewer.

The researchers prepared a selected public and private high school English teachers' perception scale of Artificial Intelligence as a tool in language teaching.

To examine the emerging themes in the qualitative findings, the quantitative phase was conducted by administering survey questionnaires (Borsa, Damasio, & Bandeira, 2012) which consisted of 10 items in a 4-point Likert Scale ranging from 4 (very familiar), 3 (familiar), 2 (slightly familiar) and 1 (not familiar at all. Another 15 items in 4-point Likert-type questions ranging from 1 (strongly disagree) to 4 (strongly agree) were administered to determine the respondents' perception of the potential impact of the AI tools in language teaching.

The said questionnaires consisted of two parts: Part I of the questionnaires for the demographic profile and Likert scales for the level of familiarity with AI tools of the selected public and private English high school teachers and their perceptions on the potential impact of these tools in language teaching.

Part II is the semi-structured open-ended interview questionnaire that asks the perceptions of selected public and private high school English teachers on Artificial Intelligence (AI) as a tool in language teaching.
For further intelligibility of the scale, this study was piloted with 15 selected public and private high school teachers and modified for content but not the structure of the questions. To identify the perceptions of selected public and private high school teachers on Artificial Intelligence as a tool in the language teaching process, a variety of sources were used to collect data in the qualitative phase leading to the perception of selected

public and private high school teachers on Artificial Intelligence as a tool in language teaching.

## 2.4 Validation of Research Instrument

The researcher presented the research instrument to the validators for the necessary inputs and corrections to improve the questionnaires. The researchers sought the assistance of experts in this field to validate the instruments.

In this study, the experts judged the instrument's content validity, redundancy, readability, and clarity of the items. In terms of selecting a particular tool, previous researchers have suggested that the instrument be "consistent with the organization's culture, acceptable, easy to administer, and applicable to all levels" (Nation, Carmichael, Fidler, & Violato, 2011).

The researcher utilized Cronbach's Alpha to test the reliability of the research instrument. Cronbach's Alpha is a statistic that gauges the internal consistency of the survey questions that load into the same factors. (Retrieved from https://www.mtab.com/how-cronbachs-alpha-can-strengthen-your-survey). The pilot tests were given to selected public and private high school teachers.

## 2.5 Data Gathering Procedure

The researcher sought approval from the school principals to conduct the study. The questionnaires for the respondents were sent via the Internet through Google Forms for easy access. It was then retrieved after a day and the researchers collated the data gathered for data analysis.

The present study was conducted online to explore through a mixed-methods explanatory sequential design approach, the factors that may affect the perceptions of selected public and private high school teachers on artificial intelligence as a tool in a language teaching context. During the interviews, the respondents and the researchers discussed the perceptions of selected public and private high school teachers of Artificial Intelligence as a tool in language teaching. 15 selected public and private high school teachers shared their perceptions of Artificial Intelligence as a tool in language teaching as well. The researchers ensured the confidentiality of the information, all audio recordings, and transcriptions that contain pseudonyms that the selected public and private high school teachers chose for use in the research findings section.

## 6. Statistical Analysis Procedure

This study utilized descriptive statistical tools in the data analysis.

**1. Percentage.** This is utilized to determine the demographic profile of the teacher respondents.

For a variable x and y combined, the percentage is computed as follows:

$$\%x = \frac{x}{x + y} * 100$$

$$\%y = \frac{x}{x + y} * 100$$

**2. Weighted Average.** This was used to determine the total mean of the respondents' familiarity with AI tools and perception of the potential impact of AI as an instructional tool in language teaching.

To obtain the weighted average, the formula below will be used:

$$WA = \frac{TW}{N}$$

Where:

WA= weighted average
TW= sum of the total weight
N= number of respondents

**3. Likert Scale.** This scale was used to measure the respondents' level of familiarity with AI tools.

In the analysis of the respondents' familiarity with the AI tools, the following boundaries were used:

| Weighted Average | Description |
| --- | --- |
| 3.25 – 4.00 | Very Familiar |
| 2.50 – 3.24 | Familiar |
| 1.75 – 2.49 | Slightly familiar |
| 1.0 – 1.74 | Not familiar at all |

In the same manner, a **Likert scale** was also used to measure the potential impact of AI tools in language teaching.

In the analysis of the respondent's perceptions of the potential impact of AI as an instructional tool in language teaching, the following boundaries were used:

| Weighted Average | Description |
|---|---|
| 3.25 – 4.00 | Highly Positive |
| 2.50 – 3.24 | Positive |
| 1.75 – 2.49 | Negative |
| 1.0 – 1.74 | Highly Negative |

**4. Thematic and Content Analysis.** This will be used to analyze the themes that emerged during the semi-structured interview with the respondents after the data were collected, analyzed, coded, and interpreted.

## 3.0 Results

### 3.1 Research Findings

In this section, the results of the analysis of the Likert scale and interview data with coding techniques are shown. Researchers conducted interviews to find out the role of AI Artificial Intelligence as a tool in language teaching of selected public and private high school English teachers.

3.1.1 Level of Familiarity from the Perspective of Respondents

Table 1

*Respondents' Level of Familiarity in Artificial Intelligence*

| STATEMENTS | MEAN |
|---|---|
| 1. I have a thorough understanding of artificial intelligence (AI). | 3.00 |
| 2. I am familiar with how AI can be applied in language teaching. | 2.80 |
| 3. I am familiar with the numerous AI tools that are accessible in language teaching. | 2.73 |
| 4. I am familiar with AI-based applications to be used in my language teaching. | 2.67 |
| 5. I am aware that AI has more to offer than the traditional way of teaching the language. | 2.93 |
| 6. I am aware of the disadvantages of employing AI in language teaching. | 2.87 |
| 7. I participate in professional development programs using AI in language education regularly. | 2.20 |
| 8. I keep abreast of the most recent developments in AI as tools in language teaching. | 2.53 |
| 9. I actively investigate fresh AI-based opportunities. | 2.40 |
| 10. I explore AI tools to be used in teaching the language. | 2.46 |
| OVERALL MEAN SCORE | **2.66** |
| SD | **0.23** |
| DESCRIPTOR | **FAMILIAR** |

The results indicate the level of familiarity among participants regarding artificial intelligence (AI) in language teaching. It showed that the overall mean score of 2.66 with a 0.23 standard deviation suggests **moderate familiarity.**

Participants expressed a thorough understanding of AI with a mean score of 3 but demonstrated lower familiarity with specific applications and tools, such as AI-based applications with a mean score of 2.67, and exploration of AI tools in teaching with a mean score of 2.46. While participants were aware of the potential benefits of AI in language teaching with a mean score of 2.93, they also demonstrated awareness of the disadvantages with a mean score of 2.87.

However, there is room for improvement in terms of active participation in professional development programs with a mean score of 2.2 and staying up-to-date with the latest developments in AI tools with a mean score of 2.53. These findings highlight the importance of providing targeted training and support to enhance participants' familiarity and utilization of AI in language teaching.

3.1.2 Impact of AI as an Instructional Tool

Table 2

*Impact of artificial intelligence (AI)*

| Statement | Mean |
|---|---|
| 1. AI has the potential to significantly impact my job role as an English teacher in the future. | 3.33 |
| 2. AI-powered tools can enhance language instruction. | 3.20 |
| 3. AI can enhance student engagement in language learning. | 3.27 |
| 4. I am concerned about the potential impact of AI on my job role as an English teacher. | 3.2 |
| 5. I believe AI can automate administrative tasks which allows me to focus more on instructional delivery. | 2.93 |
| 6. AI can provide personalized feedback to students, enhancing their language learning experiences. | 3.00 |
| 7. Integrating AI into language education can provide more individualized instruction. | 3.00 |
| 8. AI has the potential to improve the efficiency of delivering instruction in language education. | 3.00 |
| 9. I am concerned about potential job displacement due to the integration of AI in language education. | 2.80 |
| 10. I believe AI can provide timely feedback on students' language learning progress. | 3.07 |
| 11. AI-powered language resources can provide students with increased access to authentic language materials. | 3.00 |
| 12. I feel adequately prepared to integrate AI into my language teaching practices. | 2.73 |
| 13. I would like to receive training and support to effectively integrate AI into my language teaching practices. | 3.33 |
| 14. AI can improve students' language learning outcomes. | 3.07 |
| 15. I believe that the integration of AI in language education will have a positive impact on my job role as an English teacher. | 3.27 |
| OVERALL MEAN SCORE | **3.08** |
| SD | **0.17** |
| DESCRIPTOR | **Positive** |

The results indicate a generally positive perception among participants regarding the impact of AI as an instructional tool in language education. It showed that the overall mean score of 3.08 with a 0.17 standard deviation suggests a positive attitude toward the potential benefits of AI. Participants recognized the potential of AI to significantly impact their job roles as English teachers in the future with a mean score of 3.33 and believed that AI-powered tools can enhance language instruction with a mean score of

3.2. They also acknowledged the potential of AI to enhance student engagement with a mean score of 3.27 and provide personalized feedback with a mean score of 3 to enhance language learning experiences. Additionally, participants believed that integrating AI into language education can provide more individualized instruction with a mean score of 3 and improve the efficiency of delivering instruction with a mean score of 3.

However, some concerns were expressed regarding potential job displacement due to AI integration with a mean score of 2.8. In fact, the results indicate that the participants have a positive perception of the potential impact of AI in language education, with a desire for training and support to effectively integrate AI into their teaching                                                                              practices.

### 3.1.3 Perspectives and Readiness to Embrace AI as a Tool in Language Teaching

The responses to the interview questions reveal perspectives and readiness related to English teachers' familiarity, views, technical knowledge, preferences, concerns, and willingness to integrate artificial intelligence (AI) tools in language teaching. Being accustomed to AI indicates that some teachers have limited knowledge or are unfamiliar with AI, while others are familiar with its capabilities and use it in their classrooms. The views on using AI highlight that teachers recognize the benefits of AI in language teaching but have reservations due to the lack of training and exposure.

The knowledge in using AI shows that teachers' technical knowledge affects their views, with some already using AI and others open to embracing it despite lacking experience. The preference for AI reveals that teachers see AI as both a blessing and a threat, acknowledging its potential to revolutionize language teaching but expressing concerns about student dependency. The AI dependency underscores teachers' concerns about students becoming overly reliant on AI.

Lastly, AI integration in teaching demonstrates teachers' openness to using AI tools, considering them interactive and effective, although some reservations persist due to potential abuses. Hence, the responses reflect a mixed perspective among English teachers regarding the use of AI in language teaching, balancing the recognition of benefits with cautiousness about potential challenges.

There were 35.7% of the participants who expressed limited knowledge and awareness of AI tools and their use in teaching. They mentioned being uninformed or not knowledgeable about AI, particularly due to a lack of computer skills. Some participants described their knowledge as limited or scarce, indicating a need for further understanding.

*"I'm not really knowledgeable about it but somehow I'm informed about some tools that can be used as AI, particularly in teaching."*
*"I have an Idea, but I think it is still scarce."*

The use of AI is not widely used, because of being illiterate on the part of teachers, even if it could serve as a main tool in teaching. AI that is applied to education provides quality assessment and tutoring (Jani et al., 2020).

There were 85.7% of participants who mentioned that AI tools can alleviate the burden on teachers and enhance learner interest. Some participants acknowledged that AI can support communication and expand tools for teaching through the Internet.

*"It is really a big help for us. It will help us to lessen the tasks or work that we have."*
*"AI can be used to make our job easy. Some AI sites help us identify errors in writing which will lessen the effort and time in doing our tasks."*

AI is remarkable because it is a combination of decisions from human skills and human intelligence that machines are capable of making. AI is intended to create an advanced technology that can make the best decisions (Calatayud, V. G., Espinosa, M. P. P., Roig-Vila, R., 2021).

There were 57.1% of participants who had varying levels of familiarity with AI in language teaching. Some expressed being slightly or somewhat familiar with AI tools and their potential applications in teaching. A few participants mentioned being aware of the use of AI in teaching but not specifically in language teaching.

*"I think that using AI is not really hard, AI tools are designed to be user-friendly".*
*"AI provides the advantage of organized information, allowing students to access knowledge from various sources effortlessly."*

Artificial Intelligence is made to improve English instruction's quality and its effectiveness in teaching language (Sun et al., 2020), creating a technology that the teacher can use which will enable to increase the level of proficiency of students with the use of online learning platforms.

There were 85.7% of participants who perceived AI tools as potentially beneficial for language teaching. They highlighted the positive impact of AI in delivering lessons more effectively and reducing errors.

*"It is a blessing because AI can be used as a tool for us to enhance some tasks or activities to be given to our students."*
*"I can consider it a blessing since students nowadays are very much into technology."*

Experts who create AI systems are applied to process learning and for English memory in giving information. Some systems have been combined into an English teaching environment to have better effects on acquiring knowledge compared to traditional ways of teaching (Sun, M., Li, Y., 2020).

There were 78.6% of participants who expressed a desire for more training and support to enhance their awareness and usage of AI in teaching. They recognized the need to improve their technical knowledge and understanding of AI tools.

*"We cannot monitor the full potential of students".*
*"They could be more grammatically fluent and the accentuation may be more convincing because it was programmed that way."*

The system provides a model with an advanced teaching strategy in teaching information based on curriculum, reviews of literature, surveys, methods in an interview, observation in the classroom, and statistical methods to help students to improve their learning efficiency and content (Li, G., Wang, R., Zhou, Q., 2021).

There were 85.7% of participants who said that AI can provide access to a wide range of educational resources and facilitate interactive and immersive learning experiences.

*"I like to use it for better applications and tasks to be given to my learners."*
*"Yes. To suffice the various needs of learners."*

The platform is designed for "English teaching intelligence" to implement an assessment model of English teaching. This kind of approach can develop an online system of "deep learning" to improve their English language skills and precede towards learning and teaching (El Aissaoui, O., El Madani El Alami, Y., Oughdir, L., & El Allioui, Y., 2018).

## 4.0 Discussion

### 4.1 Level of familiarity with artificial intelligence (AI) in language teaching

The results showing the level of familiarity with artificial intelligence (AI) in language teaching indicate that the majority of respondents (73.33%) were familiar with AI to some extent, while a smaller percentage (13.33%) claimed to have a thorough understanding of AI. This suggests that English teachers have a certain level of awareness and knowledge regarding AI in the context of language teaching.

Among the specific statements, the highest level of familiarity was observed for the statement "I am aware that AI has more to offer than the traditional way of teaching the language," with a mean score of 2.93. This indicates that teachers recognize the potential benefits and advantages of integrating AI into language teaching methodologies.

On the other hand, the mean scores for statements related to specific AI applications and tools, such as AI-based applications for language teaching (2.67) and familiarity with numerous AI tools (2.73), were slightly lower. This suggests that while teachers are aware of AI's broader potential, they may have limited exposure to specific AI tools and applications in the language teaching context. Using AI in teaching language has a positive result in the development of language proficiency of students in their English education.

The use of AI as a platform for learning to be able to speak the English language matches the studies that showed how students' English-speaking performance developed by using AI agents (Ruan et al., 2021).

Furthermore, the results indicate that a significant portion of respondents, or 33.33% participated in professional development programs using AI in language education. This reflects a proactive approach by teachers to enhance their familiarity with AI and stay updated with the latest developments in this field (Pokrivčáková, 2019) explained that the integration of AI as a tool in teaching language requires preparedness for language teachers to integrate AI tools in the context.

**4.2 Perception of the impact of AI as an instructional tool among English teachers**

There is also a positive perception of the impact of AI as an instructional tool among the English teachers surveyed. Several statements received mean scores above 3, reflecting a positive outlook on the potential of AI in language teaching.

Teachers believe that AI has the potential to significantly impact their job role, enhance language instruction, and improve student engagement. They also recognize the potential of AI in providing personalized feedback, offering individualized instruction, improving instructional efficiency, and enhancing students' language learning outcomes (Pokrivčáková, 2019).

AI can have the capability to do many tasks and help teachers focus on making interactive games or activities in class (Kasneci et al., 2023). AI could be an assistant in managing different areas for improvement, practices, and educational improvement of students (Shaik et al., 2022).

AI in language teaching has a lot of benefits and big impacts according to educators and researchers, especially in teaching English language to different countries. The Computer Assisted Language Learning (CALL) has brought changes when it comes to the quality between student and computer interaction (Pokrivčáková, 2019). AI could make the students engage and improve their learning with the use of scoring automatically which only AI is enabled to do (Fu et al., 2020). Definitely, AI significantly helps individuals to improve their linguistic capability to communicate (Shazly, 2021).

The percentage results further support the positive findings, with a significant proportion of respondents expressing a highly positive view of most statements. This indicates a widespread belief among English teachers that AI can have a beneficial impact on their teaching practice and student outcomes. This highlights the need for careful implementation strategies and ongoing support to address these apprehensions and ensure that AI is seen as a tool that enhances and supports teachers' roles rather than replacing them. Integrating AI into education has a lot of risks and challenges for teachers. There is a chance that AI could replace the roles of language teachers, especially in doing time-consuming tasks (Yigitcanlar et al., 2020). Nowadays, it is caused by having low self-esteem and feeling helpless thinking about displacement and loss of privacy (Hassan et al., 2023).

Furthermore, the results suggest a positive disposition among English teachers towards the use of AI as an instructional tool. To effectively leverage the potential of AI, it is important to address concerns, provide training and support, and ensure that teachers feel adequately prepared to integrate AI into their teaching practices.

### 4.3 English teachers' perceptions of artificial intelligence (AI) in language teaching

4.3.1 Familiarity with AI in language teaching

According to the survey conducted among English teachers, it was found that almost half of the respondents are familiar with the existence of artificial intelligence, but not so accustomed to its uses. This indicates that while English teachers are aware of the concept of AI, they may not have extensive knowledge or experience in utilizing AI technologies in their teaching practices.

AI has improved the teaching and learning process, especially in language education. It can make language learning experiences more interactive and productive in many ways (Yu & Nazir, 2021). The familiarity with the existence of AI among English teachers is a positive finding as it suggests that they have some level of awareness about the potential benefits and implications of AI in education. However, the lack of familiarity with its uses indicates that there may be a need for further training and professional development to help teachers effectively integrate AI into their language teaching practices.

### 4.3.2 Teachers' view on using AI as a tool in language teaching

English teachers are now aware of the benefits of AI as a tool in teaching the English language. However, there is also an issue of their lack of knowledge in integrating AI into their teaching practices. Based on research, teachers can see the ability of the use of AI in teaching language. They now feel unprepared and uncertain about how they will incorporate AI into their class.

The incorporation of AI in language instruction is typically seen favorably by English teachers, who appreciate its potential to improve both teaching and learning processes discovered that EFL prospective teacher educators had positive beliefs about the integration of WhatsApp, an AI-powered platform, in English learning and teaching (Saiful, 2018). They found that the majority of secondary school English teachers have positive views about the integration of ICT including AI in teaching English lessons.

### 4.3.3 Technical Knowledge in Views on Artificial Intelligence in Language Instruction

English teachers' level of technical knowledge affects their views on artificial teaching. Since some of them are already familiar with it, they have been using it in their classrooms already. However, some of them lack exposure and experience but they are willing and open to changes and development like this in language teaching.

Teachers should know how to stay updated with the advancement of technology. They have to have the willingness to adapt to changes that can help them enhance their teaching practices and improve the performances of their students (Pokrivcakova, S., 2019).

### 4.3.4 Teachers' Preference for AI

English teachers see AI integration in language teaching as both a blessing and a threat due to its capabilities to revolutionize language teaching and personalized learning. However, teachers are also sharing their worries about being dependent on AI and its threat to their roles as a teacher. The capability of AI to correct and give feedback may lead to becoming passive.

English teachers generally have a positive view of integrating AI and technology in language teaching (Kasneci, G., 2023). They recognize the potential of AI to enhance language learning experiences, improve instructional efficiency, and provide personalized feedback. The use of AI-powered platforms and tools has been explored and found to be beneficial in language education. These technologies offer opportunities for individualized learning, interactive and productive language practice, and improved access to authentic materials. Teachers also acknowledge the role of AI as a tool in facilitating language teaching.

### 4.3.5 Dependency of using AI in teaching

English teachers have expressed concerns about the potential dependency of students on artificial intelligence (AI) in the classroom. They worry that students may become overly reliant on AI technologies and neglect the development of critical thinking and problem-solving skills (Mizumoto, A., & Eguchi, M., 2023).

### 4.3.6 AI Integration in Teaching Language

English teachers are open to using artificial intelligence (AI) in language teaching since it will make language teaching interactive and effective but still with a few reservations because of the potential abuses in using AI (Wang, W., 2022). It says that the combination of intelligence and decision-making is what the machines are capable of doing. AI can build a higher-level or advanced machine that can create smart decisions (Calatayud, V. G., Espinosa, M. P. P., Roig-Vila, R., 2021).

## 5.0 Conclusion

This study explored English teachers' perceptions and familiarity with AI as an instructional tool in language teaching. The findings indicate that while teachers have a moderate level of familiarity with AI, there is room for improvement in their knowledge and utilization of specific AI applications and tools. The study results also reveal a generally positive perception of the impact of AI as an instructional tool among English teachers. They recognize the potential of AI to significantly impact their job roles, enhance language instruction, and improve student engagement and learning outcomes. However, concerns about job displacement and student dependency on AI were expressed by a small percentage of teachers.

To effectively integrate AI into language teaching, it is crucial to address teachers' concerns, provide targeted training and support, and ensure they feel adequately prepared to utilize AI tools. Professional development programs should focus on increasing teachers' familiarity with AI and its applications in language education. Collaboration between educators and developers is essential to create AI tools that align with pedagogical principles and enhance the teaching and learning process.

Additionally, ongoing research and evaluation are necessary to measure the effectiveness of AI integration in language teaching and address any challenges that may arise. The findings suggest that while English teachers have a positive outlook on the potential of AI in language education, there is a need for continuous support and training to maximize the benefits of AI and address any potential drawbacks. By embracing AI as an instructional tool and leveraging its capabilities, educators can create more personalized, engaging, and efficient language learning experiences for their students.

**References:**

(2023). The Asian Conference On Education 2022: Official Conference Proceedings. https://doi.org/10.22492/issn.2186-5892.2021

Ahmet, C. (2018). Artificial intelligence: how advance machine learning will shape the future of our world. Shockwave Publishing via PublishDrive.

Alqahtani, S. M., Bhaskar, C. V., Vadakalur Elumalai, K., & Abumelha, M. (2018). WhatsApp: An online platform for university-level English language education. *Arab World English Journal* (AWEJ) Volume, 9.

Baidoo-Anu, D., & Ansah, L. O. (2023). Education in the era of generative artificial intelligence (AI): Understanding the potential benefits of ChatGPT in promoting teaching and learning. Journal of AI, 7(1), 52-62.

Borsa, J. C., Damásio, B. F., & Bandeira, D. R. (2012). Cross-cultural adaptation and validation of psychological instruments: Some considerations. Paidéia (Ribeirão Preto), 22, 423-432.

Bowen, P. W., Rose, R., & Pilkington, A. (2017). Mixed methods-theory and practice. Sequential, explanatory approach. *International Journal of Quantitative and Qualitative Research Methods*, 5(2), 10.

Calatayud, V. G., Espinosa, M. P. P., Roig-Vila, R. (2021). Artificial Intelligence For Student Assessment: a Systematic Review. *Applied Sciences*, 12(11), 5467. https://doi.org/10.3390/app11125467

Chamboko-Mpotaringa, M., & Manditereza, B. (2023). Innovative Language Learning Approaches: Immersive Technologies and Gamification. In Transforming the Language Teaching Experience in the Age of AI (pp. 189-214). IGI Global.

Chan, C. K. Y. (2023). A comprehensive AI policy education framework for university teaching and learning. International Journal of Educational Technology in Higher Education, 20(1), 1-25.

Cukurova, M., Luckin, R., & Clark-Wilson, A. (2019). Creating the golden triangle of evidence-informed education technology with EDUCATE. *British Journal of Educational Technology*, 50(2), 490-504.

El Aissaoui, O., El Madani El Alami, Y., Oughdir, L., & El Allioui, Y. (2018, July). A hybrid machine learning approach to predict learning styles in adaptive E-learning

system. In International Conference on Advanced Intelligent Systems for Sustainable Development (pp. 772-786). Cham: *Springer International Publishing*.

Fu, S., Gu, H., Yang, B. (2020). The Affordances Of Ai-enabled Automatic Scoring Applications On Learners' Continuous Learning Intention: An Empirical Study In China. Br J Educ Technol, 5(51), 1674-1692. https://doi.org/10.1111/bjet.12995

Häkkinen, P., Järvelä, S., Mäkitalo-Siegl, K., Ahonen, A., Näykki, P., & Valtonen, T. (2017). Preparing teacher-students for twenty-first-century learning practices (PREP 21): a framework for enhancing collaborative problem-solving and strategic learning skills. *Teachers and Teaching*, 23(1), 25-41.

Hamal, O., El Faddouli, N. E., Harouni, M. H. A., & Lu, J. (2022). Artificial intelligence in education. Sustainability, 14(5), 2862.

Hassan, M. S., Alhalbusi, H., Abdelfattah, F. (2023). Chatting With Chatgpt: Investigating the Impact On Psychological Well-being And Self-esteem With A Focus On Harmful Stereotypes And Job Anxiety As Moderator... https://doi.org/10.21203/rs.3.rs-2610655/v1

Heift, T., & Schulze, M. (2007). Errors and intelligence in computer-assisted language learning: Parsers and pedagogues. Routledge.

Hirose, M., & Creswell, J. W. (2023). Applying core quality criteria of mixed methods research to an empirical study. *Journal of Mixed Methods Research*, 17(1), 12-28.

Hrastinski, S., Olofsson, A. D., Arkenback, C., Ekström, S., Ericsson, E., Fransson, G., ... & Utterberg, M. (2019). Critical imaginaries and reflections on artificial intelligence and robots in postdigital K-12 education. *Postdigital Science and Education*, 1, 427-445.

J. C., Damásio, B. F., & Bandeira, D. R. (2012). Cross-cultural adaptation and validation of psychological instruments: Some considerations. Paidéia (Ribeirão Preto), 22, 423-432.

Jani, K. H., Jones, K. A., Jones, G. N., Amiel, J. M., Barron, B., Elhadad, N. (2020). Machine Learning To Extract Communication and History-taking Skills In Osce Transcripts. *Med Educ*, 12(54), 1159-1170. https://doi.org/10.1111/medu.14347

Kabudi, T., Pappas, I., & Olsen, D. H. (2021). AI-enabled adaptive learning systems: A systematic mapping of the literature. *Computers and Education: Artificial Intelligence*, 2, 100017.

Kasneci, E., Seßler, K., Küchemann, S., Bannert, M., Dementieva, D., Fischer, F., … & Nerdel, C. (2023). Chatgpt For Good? On Opportunities and Challenges Of Large Language Models For Education.. https://doi.org/10.35542/osf.io/5er8f

Kolhar, M., & Alameen, A. (2021). Artificial Intelligence Based Language Translation Platform. *Intelligent Automation & Soft Computing*, 28(1).

Kushakov, Y. X., Bekimbetova, Z. B., & Tulabayeva, G. (2022). TEACHING PROFESSIONAL TERMINOLOGY AS A PART OF WHOLE LANGUAGE TEACHING. *Journal of new century innovations*, 11(6), 74-79.

Lee, I., Zhang, H., Moore, K., Zhou, X., Perret, B., Cheng, Y., ... & Pu, G. (2022, February). AI Book Club: An Innovative Professional Development Model for AI Education. *In Proceedings of the 53rd ACM Technical Symposium on Computer Science Education-Volume 1* (pp. 202-208).

Li, G., Wang, R., Zhou, Q. (2021). Design and Application Of College Online Education Platform Based On Webrtc. SCPE, 2(22). https://doi.org/10.12694/scpe.v22i2.1879

Li, L., Qin, L., Xu, Z., Yin, Y., Wang, X., Kong, B., ... & Xia, J. (2020). Using artificial intelligence to detect COVID-19 and community-acquired pneumonia based on pulmonary CT: evaluation of the diagnostic accuracy. *Radiology*, 296(2), E65-E71.

Li, X. (2017). The construction of intelligent English teaching model based on artificial intelligence. *International Journal of Emerging Technologies in Learning* (iJET), 12(12), 35-44.

Limna, P., Kraiwanit, T., Jangjarat, K., Klayklung, P., & Chocksathaporn, P. (2023). The use of ChatGPT in the digital era: Perspectives on chatbot implementation. *Journal of Applied Learning and Teaching*, 6(1).

Lin, P., & Van Brummelen, J. (2021, May). Engaging teachers to co-design integrated AI curriculum for K-12 classrooms. In Proceedings of the 2021 CHI conference on human factors in computing systems (pp. 1-12).

Mahdi, A. O., Alhabbash, M. I., & Abu-Naser, S. S. (2016). An intelligent tutoring system for teaching advanced topics in information security.

Meunier, F. (2012). Formulaic Language and Language Teaching. *Ann Rev Appl Linguist*, (32), 111-129. https://doi.org/10.1017/s0267190512000128

Mizumoto, A., & Eguchi, M. (2023). Exploring the potential of using an AI language model for automated essay scoring. *Research Methods in Applied Linguistics*, 2(2), 100050.

Mollick, E. R., & Mollick, L. (2023). Using AI to implement effective teaching strategies in classrooms: Five strategies, including prompts. *Including Prompts* (March 17, 2023).

Nation, J. G., Carmichael, E., Fidler, H., & Violato, C. (2011). The development of an instrument to assess clinical teaching with linkage to CanMEDS roles: a psychometric analysis. Medical Teacher, 33(6), e290-e296.

Newton, D. P., & Newton, L. D. (2019, November). Humanoid robots as teachers and a proposed code of practice. In Frontiers in education (Vol. 4, p. 125). *Frontiers Media SA*.

Newton, D. P., Newton, L. D. (2019). Humanoid Robots As Teachers and A Proposed Code Of Practice. *Front. Educ.*, (4). https://doi.org/10.3389/feduc.2019.00125

Ni, A., & Cheung, A. (2023). Understanding secondary students' continuance intention to adopt AI-powered intelligent tutoring system for English learning. *Education and Information Technologies*, 28(3), 3191-3216.

Nikolopoulou, K. (2023). STEM activities for children aged 4–7 years: teachers' practices and views. *International Journal of Early Years Education*, 31(3), 806-821.

Olsen, J. K., Faucon, L., & Dillenbourg, P. (2020). Transferring interactive activities in large lectures from face-to-face to online settings. *Information and Learning Sciences*, 121(7/8), 559-567.

Pokrivčáková, S. (2019). Preparing Teachers For the Application Of Ai-powered Technologies In Foreign Language Education. *Journal of Language and Cultural Education*, 3(7), 135-153. https://doi.org/10.2478/jolace-2019-0025

Popenici, S. A., & Kerr, S. (2017). Exploring the impact of artificial intelligence on teaching and learning in higher education. *Research and Practice in Technology Enhanced Learning*, 12(1), 1-13.

Rawson, T. M., Ahmad, R., Toumazou, C., Georgiou, P., & Holmes, A. H. (2019). Artificial intelligence can improve decision-making in infection management. *Nature human behaviour*, 3(6), 543-545.

Ruan, S., Jiang, L., Xu, Q., Liu, Z., Davis, G. M., Brunskill, E., & Landay, J. A. (2021, April). Englishbot: An ai-powered conversational system for second language learning. *In 26th international conference on intelligent user interfaces* (pp. 434-444).

Saiful, J. A. (2018). Efl Prospective Teacher Educators' Beliefs Towards the Use Of Whatsapp In English Learning And Teaching. *PAROLE J. Linguist. Edu.,* 2(8), 66. https://doi.org/10.14710/parole.v8i2.66-71

Seufert, S., Guggemos, J., & Sailer, M. (2021). Technology-related knowledge, skills, and attitudes of pre-and in-service teachers: The current situation and emerging trends. *Computers in Human Behavior*, 115, 106552.

Shaik, T. B., Tao, X., Li, Y., Dann, C. E., McDonald, J., Redmond, P., … & Galligan, L. (2022). A Review Of the Trends And Challenges In Adopting Natural Language Processing Methods For Education Feedback Analysis. IEEE Access, (10), 56720-56739. https://doi.org/10.1109/access.2022.3177752

Shazly, R. E. (2021). Effects Of Artificial Intelligence On English Speaking Anxiety and Speaking Performance: A Case Study. *Expert Systems*, 3(38). https://doi.org/10.1111/exsy.12667

Stange, K. C., & Gotler, R. S. (2006). Mixed methods and diverse perspectives. *Annals of Family Medicine*, 4(4), 290-291.

Sun, M., Li, Y. (2020). Eco-environment Construction Of English Teaching Using Artificial Intelligence Under Big Data Environment. *IEEE Access*, (8), 193955-193965. https://doi.org/10.1109/access.2020.3033068

Sun, Z., Anbarasan, M., & Praveen Kumar, D. J. C. I. (2021). Design of online intelligent English teaching platform based on artificial intelligence techniques. *Computational Intelligence*, 37(3), 1166-1180.

Wang, W. (2022). Machine Learning-based Intelligent Scoring Of College English Teaching In the Field Of Natural Language Processing. *Computational Intelligence and Neuroscience*, (2022), 1-9. https://doi.org/10.1155/2022/2754626

Xu, H. (2022). Intelligent automobile auxiliary propagation system based on speech recognition and AI driven feature extraction techniques. *International Journal of Speech Technology*, 25(4), 893-905.

Xu, L., Naserpour, A., Rezai, A., Namaziandost, E., & Azizi, Z. (2022). Exploring EFL learners' metaphorical conceptions of language learning: a multimodal analysis. *Journal of Psycholinguistic Research*, 51(2), 323-339.

Yesilyurt, Y. E. (2023). AI-Enabled Assessment and Feedback Mechanisms for Language Learning: Transforming Pedagogy and Learner Experience. In Transforming the Language Teaching Experience in the Age of AI (pp. 25-43). *IGI Global*.

Yigitcanlar, T., Desouza, K. C., Butler, L. K., Roozkhosh, F. (2020). Contributions and Risks Of Artificial Intelligence (Ai) In Building Smarter Cities: Insights From A Systematic Review Of The Literature. Energies, 6(13), 1473. https://doi.org/10.3390/en13061473

Zawacki-Richter, O., Marín, V. I., Bond, M., & Gouverneur, F. (2019). Systematic review of research on artificial intelligence applications in higher education–where are the educators?. *International Journal of Educational Technology in Higher Education,* 16(1), 1-27.

Zhong, H., Xiao, C., Tu, C., Zhang, T., Liu, Z., & Sun, M. (2020). How does NLP benefit legal system: A summary of legal artificial intelligence. arXiv preprint arXiv:2004.12158.

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# GENRE ANALYSIS

# Syntactic Variations in Dito Ka Lang by Moira Dela Torre and In My Heart by Lim Yeon: A Linguistic Analysis

**Lady Johainee D. Banocag**

Mindanao State University – Main Campus, Marawi City, Lanao del Sur

banocag.ld89@s.msumain.edu.ph

**Abstract.** This paper presents the syntactic variations of the original Korean song In My Heart and its Filipino rendition Dito Ka Lang within the Principles and Parameters Theory (PPT). A number of 10 lines, 5 from each song, were selected for the linguistic analysis and the Null-Subject and Head Position Parameters of the songs were discussed using the English literal and idiomatic translations, as well as the parameters found in the natural languages of Korean and Filipino. The researcher compared whether the parametric variations of the original Korean song were maintained in its Filipino rendition or not. It was found that Korean as a Null-Subject language is not entirely reflected in the Korean song In My Heart, while Filipino as a Non-Null-Subject language is generally evident in the Filipino song Dito Ka Lang. On the other hand, Korean as a Head-Final language and Filipino as a Head-First language are both reflected in their corresponding songs. This study concludes that the parametric variations of the Korean song In My Heart are not maintained in its Filipino rendition Dito Ka Lang since it is by a majority seen that the parameters of the natural languages of both languages are reflected in their songs.

**Keywords:** Head Position Parameter, Korean and Filipino Language, Null-Subject Parameter, Principles and Parameters Theory (PPT)

## 1. Introduction

Music is one of the numerous medium where language is present and expressed. From the words of Henry Wadsworth Longfellow, "Music is the universal language of mankind." Emotions or feelings are expressed through different musical elements like sound, melody, harmony, and rhythm. The most obvious form of language present in music are the information expressed through words formed in the lyrics of songs. Since music conforms to the characteristics of language, many researchers continue to apply linguistic theories to further study and acknowledge music as a language. Some of these studies include *Language Learning Enhanced by Music and Song* (Israel, 2013), *The Influences of Using Song Lyrics in Grammar Learning* (Tri Utami, 2018), *Syntactic Analysis on Sentence Patterns in Agnez Mo's Song Lyrics* (Dachi, 2022), and even studies like *From Singing to Speaking: Facilitating Recovery from Non-fluent Aphasia* (Schlaug, Norton, Marchina, Zipse, & Y Wan, 2010). Among all the studies that used and applied different linguistic theories and

approaches in the linguistic analyses of songs, no study has been found to have used the Principles and Parameters Theory (PPT).

The Principles and Parameters Theory (PPT) postulates the universal principles or abstract grammar rules as well as the particular parameters or choices made by various languages. The Principles and Parameters Theory has continued to be applicable in popular generative syntax because of these factors (Newmeyer, 2004). This theory is one of the most influential theories by Sir Noam Chomsky since the 1980s.

The Null Subject Parameter defines whether a language is pro-drop or not (Bussmann, 1996). In other words, this explains if a language allows a null subject or dropping of subject or if it only recognizes an overt subject or a present subject. If a language does allow a null subject, then the speakers of that language can still understand sentences made in their natural language even without the presence of a subject in the sentences. In some cases, this is made possible with the presence of dummy subjects and even inflected verbs to support the idea or message of their sentences.

Korean is said to be a Null-Subject language (Kim, 2000). That is, a sentential subject in Korean can be optionally realized on the surface. In this respect, Korean contrasts with non-null subject languages such as English and French, and it is grouped with other null subject languages such as Chinese, Japanese, Italian, Spanish, and Portuguese. Within the group of null subject languages, Chinese, Japanese and Korean have been categorized as "discourse-oriented" languages, in which null subject can be identified by a discourse topic (Huang,1984). Grammatical arguments, such as sentence subjects and objects, are often phonologically empty in Korean. This is similar to Romance languages, such as Italian and Spanish, in which pronouns are often dropped when there is overt agreement (e.g., agreement in person, number, or gender). Although it permits null arguments like Romance languages, Korean does not have overt agreement for person, number, or gender (Kim,2010). On the other hand, Filipino is generally a Non-Null-Subject language. Tagalog and other Philippine languages require overt subject pronouns, since verbs are not inflected for person and number. However, the term `subject' is somewhat of a misnomer when dealing with Philippine languages; a better designation is topic-oriented languages (Lipski, 1999).

The Head Position Parameter is a proposed parameter that classifies languages according to whether they are head-initial, the head of a phrase precedes its complements, or head-final, the head follows its complements. The head is the element that determines the category of a phrase: for example, in a verb phrase, the head is a verb (Fabregas, Mateu, & Putnam, 2015). In other words, the direction of the head in relation to its complement is parameterized. It can be either 'head initial' or 'head final'. If the language is head initial, as in English, the head comes before the complement.

Studies have shown that Korean is a Head-Last language (Shin, 2015). This means that in the natural language of Korean, the head comes first before the complements.

For example, in English, relative clauses come after the noun head. However, in Korean, relative clauses come before the noun head. On the other hand, Filipino is a Head-First language (Reid & Liao, 2001). The Philippine clause structure is typically right branching, that is, heads of constructions appear in the initial position in the construction. In clausal constructions, this means that the predicate occurs first, with nominal complements, adjuncts and other modifiers of the predicate typically occurring after the predicate. Clausal predicates may be headed by one of a variety of form classes, nouns, prepositions, or verbs, each being modifiable by the dependents normally allowed by these classes.

As the Principles and Parameters Theory (PPT) is an interesting theory, the researcher found, as explained earlier, that there are several studies concerning the parameters of languages specifying their Null- Subject Parameter, Wh- Parameter, and Head Position Parameter, but there is not yet sufficient study on applying the Principles and Parameters Theory (PPT) on songs, moreover on comparing the parametric variations or syntactic variations of two similar songs lyricized in different languages. The researcher has taken into account the fact that the Principles and Parameters Theory (PPT) is applied only to natural languages and not on controlled languages like the lyrics of songs, so the findings of this study can contribute and offer as a beginning in making and exploring studies dealing with the parametric variations of controlled languages and if the parameters of certain languages are reflected and can be learned more efficiently through songs. This is a start to learn more about the limitless possibilities of acquiring and learning a language.

This actuality led the researcher to design a linguistic analysis that attempts to use or apply the Principles and Parameters Theory (PPT) and analyze the syntactic variations of the two songs *Dito Ka Lang* by Moira Dela Torre and *In My Heart* by Lim Yeon, which expresses the same message, theme, and melody but are written or lyricized in two different languages, Filipino and Korean, respectively. The researcher has confirmed this fact by looking at the background of the two songs and by assuring that the songwriters are native speakers of each language. This linguistic analysis seeks to find out:

1. What are the literal and idiomatic translations of the two songs used in this linguistic analysis?

2. What are the parametric variations of the natural languages of Korean and Filipino?

3. What are the parametric variations of the Korean song 'In My Heart' by Lim Yeon and the Filipino song 'Dito Ka Lang' by Moira Dela Torre?

4. What parameters of the natural languages of Korean and Filipino are reflected in their corresponding songs?

5. What parametric variations were maintained from the original Korean song 'In My Heart' by Lim Yeon to its Filipino rendition 'Dito Ka Lang' by Moira Dela Torre?

## 2. Methodology

### 2.1 Research Method

This study used a linguistic analysis in analyzing the data collected, which are selected lines from the lyrics of the Filipino song *Dito Ka Lang* by Moira Dela Torre and the Korean song *In My Heart* by Lim Yeon. The syntax of the selected lines excerpted from the two songs are syntactically and linguistically analyzed while using and applying the Principles and Parameters Theory (PPT). The parameters specifically used in this study are the Null-Subject Parameter and the Head Position Parameter.

### 2.2 Data Gathering Procedure

This study collected existing data or texts in the form of lyrics from the two songs mentioned. The two songs selected for this linguistic analysis are *Dito Ka Lang* by Moira Dela Torre and *In My Heart* by Lim Yeon. The former is the Filipino rendition of the latter, which is an original Korean song. The researcher collected the lyrics of the two songs online from *KLyrics For You* and *Musixmatch*, which are both lyric search engine websites that can be found on *Google*.

### 2.3 Data Analysis

This analysis includes the following phases:

Phase 1. *Id*entifying the Literal and Idiomatic Translations of the Two Songs

The researcher selects 10 (ten) lines for the linguistic analysis, 5 (five) lines from each of the two songs. The researcher then applies literal translation, where each word of the selected lines from the song lyrics is translated to English separately without looking at cohesiveness or how the words were used together in a line or phrase to convey a comprehensible message; and idiomatic translation, where the meaning of the lines or phrases from the source language are communicated in the natural forms of English. The literal English translation follows word-by-word alignment, a rule from the Leipzig Glossing Rules, where each English translated word from the selected lines of the two songs are aligned vertically, word by word, with its source language. On the other hand, the selected lines' idiomatic English translation or idealized data are expressed after the literal translation. These idiomatic English translations provided are the English translations of the two songs provided by the lyric websites where these songs were obtained. The literal or word-by-word translation of the selected lines from the Korean song *In My Heart*

were translated with the aid of *Google Translate,* while the literal or word-by-word translation of the selected lines from the Filipino song *Dito Ka Lang* were translated by the researcher herself since she is a fluent speaker of the Filipino language.

Phase 2. Discussing the Parametric Variations of the Two Songs

The researcher identifies the features or constituents present in each of the two songs that can be used to apply the Principles and Parameters Theory (PPT) like subjects, which can either be a noun or a pronoun; wh- expressions, which are the 5 W's: where, when, who, why, and what; and phrases, which can be headed by a verb, prepositional, or adverbial head word and other constituents that serve as the head word's complements. These are the usual elements used in the Principles and Parameters Theory (PPT). The researcher then classifies these features or constituents to the specific parameters they belong to or fall under according to the definition set or provided by the Principles and Parameters Theory (PPT). Subjects are classified under the Null- Subject Parameter, wh- expressions are classified under the Wh- Parameter, while phrases are classified under the Head Position Parameter for linguistic analysis. Since the two songs used in this analysis did not contain any wh-expressions, the researcher did not include the Wh- Parameter in the analysis. The Null- Subject Parameter and the Head Position Parameter of the two songs used in this linguistic analysis are further discussed separately after the literal and idiomatic translations of the two songs. This discussion also includes whether the parametric variations or syntactic variations of the natural languages of the Filipino language and the Korean language are reflected in their songs, *Dito Ka Lang* by Moira Dela Torre and *In My Heart* by Lim Yeon, respectively.

Phase 3. Comparing the Parametric Variations of the Two Songs

The researcher then provides a conclusion according to the linguistic analysis made on the two songs while using or applying the Principles and Parameters Theory (PPT). This is achieved by comparing, contrasting, and further discussing whether the parametric variations, the Null- Subject Parameter and the Head Position Parameter, of the original Korean song *In My Heart* by Lim Yeon are maintained, sustained, or retained in its Filipino rendition *Dito Ka Lang* by Moira Dela Torre or not. The researcher also provides suggestions for future studies with regards to the present study since this is the first attempt of linguistically analyzing the syntactic variations or parametric variations of songs while using the Principles and Parameters Theory (PPT).

## 3. Results and Discussions

### 3.1 Literal Translations, Idiomatic Translations, and the Parametric Variations of the Selected Lines of the Two Songs

This chapter presents the 10 (ten) selected lines from the two songs used in this study with their corresponding literal and idiomatic English translations, respectively presented. The first 5 (five) selected lines are excerpted from the original Korean song *In My Heart* by Lim Yeon, while the next 5 (five) selected lines are excerpted from its Filipino rendition song *Dito Ka Lang* by Moira Dela Torre. The lines selected from the Filipino rendition song are the same lines or the corresponding lines of its original Korean song, which are lines 1 (one), 6 (six), 12 (twelve), 13 (thirteen), and 21 (twenty-one). The criteria or standard of selecting the lines are the presence of subjects (noun or pronouns), wh- expressions (where, when, why, what, and who), and phrases (composed of the head word and complements). The Principles and Parameters Theory (PPT) involves three parameters namely, the Null-Subject Parameter, that deals whether a language allows a null subject or not; the Wh- Parameter, that explains whether a language allows wh-expression movements or not; and the Head Position Parameter, that discusses whether a language contains phrases that are head-first or head-last. In the following lines selected from the two songs used in this linguistic analysis, there are no wh-expressions present in any part of the lyrics which led this study to linguistically analyze just the Null- Subject Parameters and the Head Position Parameters of the two songs.

**3.2 Selected Lines from the Original Korean Song *In My Heart* by Lim Yeon and the Parametric Variations Found**

(1)

Raw Data of Line 1:

Baramcheoreom naege dagawa

Literal Translation or Word-by-word Translation of Line 1:

|  |  |  |
|---|---|---|
| Baramcheoreom | naege | dagawa |
| Wind like | me to | over come |

Idiomatic Translation or Idealized Data of Line 1:

You came to me like the wind.

(2)

Raw Data of Line 6:

Ima-eum sog-e ige sarang-in georamyeon nan duryeobji anh-a

Literal Translation or Word-by-word Translation of Line 6:

| Ima-eum | sog-e | ige | sarang-in | georamyeon | nan | duryeobji | anh-a |
|---|---|---|---|---|---|---|---|
| This mind | inside | this | lover | If it's | I am | afraid I am | no |

Idiomatic Translation or Idealized Data of Line 6:

I'm not afraid if this is love in this heart.

(3)

Raw Data of Line 12:

Areumdaun kkumi doe-eoga

Literal Translation or Word-by-word Translation of Line 12:

| Areumdaun | kkum | doe-eoga |
|---|---|---|
| Beautiful | dream | becoming |

Idiomatic Translation or Idealized Data of Line 12:

They become beautiful dreams.

(4)

Raw Data of Line 13:

I eoduun bam dareul neom-eo

Literal Translation or Word-by-word Translation of Line 13:

| I | eoduun | bam | dareul | neom-eo |
|---|---|---|---|---|
| This | dark | night | Moon the | beyond |

Idiomatic Translation or Idealized Data of Line13:

Across the moon in the dark night.


(5)

Raw Data of Line 21:

Soneul naemir-eo neoege galge

Literal Translation or Word-by-word  Translation of Line 21:

| Soneul | naemir-eo | neoege | galge |
|--------|-----------|--------|-------|
| Hand   | stick out | you to | go I'll |

Idiomatic Translation or Idealized Date of Line 21:

I'll hold out my hand and go to you.


Korean is a null-subject language (Kim, 2000) but something that is rare and interesting about it is that it is an "inflection-poor" language (Kim L. K., 2010). This means that even though Korean allows a null subject in their sentence, other constituents in their sentence like the verb does not show inflection to express and facilitate the message of the sentence without the presence of a subject. This explanation is, of course, applicable only to Korean's natural language.

As shown in the selected lines excerpted from the Korean song *In My Heart* by Lim Yeon, Korean as a null-subject language is not entirely reflected in the song as shown in these especially because the pronoun *I* is used as a subject in some lines. This is evident in (2), which presents line 6 (six) of the song, from the Korean lyrics *nan* (*I am*) and *dulyeobji* (*Afraid I am*). The pronoun *I* is also used as a subject in (5), which presents line 21 (twenty-one) of the song, from the Korean lyrics *galge* (*go I'll*).

However, the first selected line (1) as well as the third selected line (3), which presents line 1(one) and line 12 (twelve) respectively, shows that there are null subjects used in the Korean song. Line 1 (one) as presented in (1) shows that there is a pronoun *You* used in its idiomatic English translation *You came to me like the wind*, but the literal translation of *Balamcheolom naege dagawa* which translates to *Wind like me to over come* shows no presence of the pronoun *You*. The same applies to line 12 (twelve) as presented in (3) which shows the use of the pronoun *They* in its idiomatic English

translation *They become beautiful dreams* but shows no signs of usage of the same pronoun in *Aleumdaun kkum doeeo* which translates to *beautiful dream becoming* in its literal translation. Among the 5 (five) lines selected to analyze the Null-Subject Parameter of the original Korean line, line 13 (thirteen) of the song as presented in (4) has been excluded in the analysis of the Null- Subject Parameter since it does not cue any necessity in use of a subject.

Korean is also known to be a Head-Last language, which means that the head word comes after the complement (Shin, 2015). As shown in (1), which presents line 1 (one) of the Korean song, and (5), which presents line 21 (twenty-one) of the same song, Korean as a head-last language is entirely shown or expressed in the original Korean song *In My Heart*. In (1), which presents line 1 (one) of the song, the English verb phrase *come over* where the verb *come* is the head word and *over* as the complement, the same phrase was structured as *dagawa* which translates to *over come* in the Korean song where the complement *over* appeared before the head word *come*. In (3), which presents line 12 (twelve) of the song, the English verb phrase *becoming beautiful dream* where the verb *becoming* is the head word and *beautiful dream* as the complements, the same phrase was structured as *Aleumdaun kkum doeeo* which translates to *beautiful dream becoming* in the Korean song where the complements *beautiful dream* appeared before the head word *becoming*.

Prepositional phrases in the Korean song *In My Heart* were also preceded by their complements instead of the prepositional head word. In (1), which presents line 1 (one) of the song, the English prepositional phrase *like [the] wind* where *like* is the prepositional head word and *[the] wind* as the complementary words, the same phrase was structured as *Balamcheolom* which translates to *wind like* in the Korean song where the complement *wind* appeared before the head word *like*. In (2), which presents line 6 (six) of the Korean song, the English prepositional phrase *inside this mind* where *inside* is the prepositional head word and *this mind* as the complementary words, the same phrase was structured as *Ima-eum sog-e* which translates to *this mind inside* in the Korean song where the complementary words *this mind* appeared before the head word *inside*. The same goes to (4) that presents line 13 (thirteen) of the song. The English prepositional phrase *beyond the moon* where *beyond* is the prepositional head word and *the moon* as the complementary words, the same phrase was structured as *dal* which translates to *moon the beyond* in the Korean song where the complementary words *moon the* appeared before the head word *beyond*. Lastly, in (5), which presents line 21 (twenty-one) of the song, the English prepositional phrase *to you* where *to* is the prepositional head word and *you* is the complement, the same phrase was structured as *neoege* which translates to *you to* in the Korean song where the complementary word *you* appeared before the head word *to*.

**3.3 Selected Lines from the Filipino Rendition Song *Dito Ka Lang* by Moira Dela Torre and the Parametric Variations Found**

(6)

Raw Data of Line 1:

Ika'y dumating na parang ihip ng hangin.

Literal Translation or Word-by-word  Translation of Line 1:

|  |  |  |  |  |  |  |
|------|--------|----|------|-----|-----|-------|
| Ika'y | dumating | na | parang | ihip | ng | hangin |
| You're | came | that | like | blow | of | wind |

Idiomatic Translation or Idealized Data of Line 1:

You came like how the wind blows.


(7)

Raw Data of Line 6:

Kung ito'y pag-ibig nga, takot ay 'di na dama.

Literal Translation or Word-by-word  Translation of Line 6:

|  |  |  |  |  |  |  |  |  |
|------|-------|---------|-----|-------|----|-----|---------|------|
| Kung | ito'y | pag-ibig | nga | takot | ay | 'di | na | dama |
| If | this is | love | indeed | fear | is | not | already | feel |

Idiomatic Translation or Idealized Data of Line 6:

If this is indeed love, I will never feel fear.


(8)

Raw Data of Line 12:

At no'ng dumating ka, parang magandang panaginip.

Literal Translation or Word-by-word  Translation of Line 12:

At    no'ng   dumating ka    parang   magandang   panaginip

And   when   arrived      you like         beautiful         dream

Idiomatic Translation or Idealized Data of Line 12:

You were like a beautiful dream when you arrived.

(9)

Raw Data of Line 13:

Kasama ka sa buwan tuwing gabi

Literal Translation or Word-by-word  Translation of Line 13:

Kasama   ka    sa   buwan  tuwing        gabi

With        you   on  moon    every time   night

Idiomatic Translation or Idealized Data of Line 13:

I am with you on the moon every night.


(10)

Raw Data of Line 21:

Ika'y pupuntahan kahit sa'n ka man

Literal Translation or Word-by-word  Translation of Line 21:

Ika'y       pupuntahan   kahit  sa'n      ka    man

You are  go                    even   where   you   are

Idiomatic Translation or Idealized Versions of Line 21:

I will go to you wherever you are.


The natural language of Filipino is generally a Non-Null-Subject language because Tagalog and other Philippine languages require overt subject pronouns. However, the

term `subject' is somewhat of a misnomer when dealing with Philippine languages; a better designation is topic-oriented languages (Lipski, 1999).

Based on the selected lines from the Filipino rendition song *Dito Ka Lang*, the natural language of Filipino which exhibits a non-null-subject parameter is by means of a majority reflected in the song. As shown in (6), which presents line 1 (one) of the Filipino song, *Ika'y dumating na parang ihip ng hangin* which has a literal translation of *You're came that like blow of wind*, *Ika'y,* a contracted form of the two Filipino words *Ikaw (You)* and *ay (are)* uses the overt subject *Ikaw* which translates as *You* in a nominal case. *In (8), which presents line 12 (twelve) of the Filipino song, At no'ng dumating ka, parang magandang panaginip* which has a literal translation of *And when arrived you like beautiful dream,* the pronoun *ka,* which translates to *you* in an objective case, *is* an overt subject or present subject in the song. In (9), which presents line 13 (thirteen) of the Filipino song, *Kasama ka sa buwan tuwing gabi* which has a literal translation *With you in moon every time night,* the pronoun *ka,* which translates to *You* in an objective case, also functions as an overt subject in the song. Lastly, as shown in (10), which presents line 21 (twenty-one) of the Filipino song, *Ika'y pupuntahan kahit sa'n ka man* which has a literal translation of *You are destination even where you are,* the contracted form *Ika'y*, again, contains the overt subject *Ikaw* which translates to *You* in a nominal case. In (7), which presents line 6 (six) of the Filipino song, the word *na (already)*, as found in the lyrics *Kung ito'y pag-ibig nga, takot ay 'di na dama* which has a literal translation of *If this is love indeed fear is not already feeling,* seems to be the indirect overt subject in the line because if a second person or third person is referred to in that line, then the words *mo,* which translates to *you* in second person, or *niya,* which can either be translated as *he* or *she* in third person, could be substituted or used instead of the indirect overt subject *na*.

Filipino is also known to be a Head-First language, which means that heads of constructions appear in the initial position of the construction (Reid & Liao, 2001). As shown in (6), which presents line 1 (one) of the Filipino song, the English prepositional phrase *like how the wind blows* found in the line's English idiomatic translation has the constituents *like* as the prepositional head word and *how the wind blows* as the complementary words. That same phrase lyricized as *parang ihip ng hangin,* which has a literal translation *like blow of wind*, also starts with the prepositional head word *parang* which translates to *like (*as in *similar)*. In (7), which presents line 6 of the Filipino song, the English adverbial phrase *never feel fear* in the line's idiomatic translation has the constituents *never* as the adverbial head *word* and *feel fear* as the complementary words. That same phrase lyricized as *'di na dama,* which has a literal translation of *not already feel*, also starts with the adverbial head word *'di* or *hindi* which translates to *not*. In (8), which presents line 12 (twelve) of the Filipino song, the English prepositional phrase *like a beautiful dream* in the line's idiomatic translation has the constituents *like* as the prepositional head word and *a beautiful word* as the complementary words. That same phrase lyricized as *parang magandang panaginip,* which has a literal translation *like beautiful dream,* also starts with the prepositional head word *parang* which translates to

*like (*as in *similar)*. Lastly, in (9), which presents line 13 (thirteen) of the Filipino song, the English prepositional phrase *on the moon* in the line's idiomatic translation has the constituents *on* as the prepositional head word and *the moon* as the complementary words. That same phrase lyricized as *sa buwan*, which has a literal translation of *on moon*, also starts with the prepositional head word *sa* which translates to *on*. Filipino as a head-first language is generally reflected in the Filipino rendition song *Dito Ka Lang* as proven through the prepositional and adverbial phrases found in its lyrics.

## 4. Conclusions

### 4.1 Comparing the Parametric Variations Found in the Selected Lines of the Korean Song *In My Heart* by Lim Yeon and *Dito Ka Lang* by Moira Dela Torre

Korean as a Null-Subject language is not entirely reflected on the original Korean song *In My Heart*, while Filipino as a Non-Null-Subject language is generally seen on the Filipino rendition song *Dito Ka Lang*. On the other hand, Korean as a Head-Final language and Filipino as a Head-First language are both reflected in each of the language's corresponding songs. The reason behind the first conclusion about how the Null-Subject parameter of Korean is not reflected in the Korean song used in this study made may greatly be because lyrics of songs are usually poetic in form, thus, exhibiting more creative structures compared to the everyday and usual speech patterns of natural languages of, not just Korean and Filipino, but also of other languages. Since it is by a majority seen that the parameters of the natural languages of Korean and Filipino are reflected in their songs then it is apparent to conclude that the parametric variations of the original Korean song *In My Heart* by Lim Yeon are not maintained, sustained, or retained in its Filipino rendition *Dito Ka Lang* by Moira Dela Torre because the latter reflected all the parameters of the natural language of Filipino. However, it is recommended that further studies and linguistic analysis on the application of the Principles and Parameters Theory (PPT) on songs be made to establish much-substantiated evidence to support the results and conclusions made in this linguistic analysis.

## References:

Bussmann, H. (1996). Routledge Dictionary of Language and Linguistics.

Dachi, M. I. (2022). Syntactic Analysis on Sentence Patterns in Agnez Mo's Song Lyrics. Journal of Language Teaching and Learning, Linguistics and Literature.

Fabregas, A., Mateu, J., & Putnam, M. T. (2015). Contemporary Linguistic Parameters: Contemporary Studies in Linguistics. Bloomsbury Academic. Retrieved from Wikipedia.

Israel, H. F. (2013). Language Leraning Enhanced by Muisc and Song. Literacy Information and Computer Education Journal (LICEJ).

Kim, L. K. (2010). Korean Honorific Agreement too Guides Null Argument Korean Honorific Agreement too Guides Null Argument . University of Pennsylvania Working Papers University of Pennsylvania Working Papers: Vol 16: Iss. 1, Article 12.

Kim, Y.-J. (2000). Subject/Object Drop in the Acquisition of Korean: A Cross-Linguistic Comparison. Journal of East Asian Linguistics, 325-351.

Lipski, J. M. (1999). Null subjects in (Romance-derived) creoles: routes of evolution.

Newmeyer, F. (2004). Against a parameter-setting approach to language variation. In Linguistic Variation Yearbook 4 (pp. 181-234). Retrieved from Wikipedia.

Reid, L. A., & Liao, H.-c. (2001). A Brief Syntactic Typology of Philippine Languages. Language and Linguistics 5(2), 433-490. Retrieved from ScholarSpace by the University of .

Schlaug, G., Norton, A., Marchina, S., Zipse, L., & Y Wan, C. (2010). From singing to speaking: facilitating recovery from nonfluent. Future Neurol.

Shin, M.-k. (2015). The Resetting of the Head Direction Parameter. The Resetting of the Head Direction Parameter, 18, 17-35.

Tri Utami, D. D. (2018). The Influences of Using Song Lyrics in Grammar Learning.

**Appendix A**

In My Heart

By Lim Yeon


Baramcheoreom naege dagawa

Mudyeoitdeon sumeul swige hae

Eodiro ilji moreul unmyeonge

Byeoldeurui gil gorireul ttuiwo

In my heart

I maeum soge ige sarangin georamyeon nan duryeopji anha

In my heart

Neul eonjena neoui gyeote isseulgi neoreul hyanghage hae

In my heart

Hwimorachyeo seulpeumi naerin

Mareun ttange kkot-ipi- nallyeo

Areumdaun kkumi doe-eoga

I eodu-un bam dareul neomeo

In my heart

I maeum soge ige sarangin georamyeon nan duryeopji anha

In my heart

Neul eonjena neoui gyeote isseulge neorul hyanghae hae

In my heart

On himi dahan chae

Huhoena sangcheora haedo sanggwaneopseo

Soneul naemireo neo-ege galge

Naega isseoya hal got All my love

In my heart

I gaseumi buseojyeo muneonjinda haedo

Nan neorul saranghae

In my heart

Neul eonjena neoui gyeote isseulge

Neorul hyanghage hae

In my heart

Eonjena neoui gyeote

In my heart

**Appendix B**

Dito Ka Lang

By Moira Dela Torre


Ika'y dumating na parang ihip ng hangin

Ako'y nakahinga dahil sa 'yo

Tadhana ma'y 'di natin pwedeng alamin

Liliwanag ang daan tungo sa 'yo

Dito ka lang sa puso ko

Kung ito'y pag-ibig nga, takot ay 'di na dama

Dito ka lang palagi sa aking tabi

Lahat kayang harapin

Kung dito ka lang

'Di mapigilan ang lungkot na nadarama

Para bang dahong ligaw sa hangin

At no'ng dumating ka, parang magandang panaginip

Kasama ka sa buwan tuwing gabi

Dito ka lang sa puso ko

Kung ito'y pag-ibig nga, takot ay 'di na damaDito ka lang palagi

Sa aking tabi

Lahat kayang harapin

Kung dito ka lang

Ang buong lakas ay ibibigay ko kahit masaktan

Ika'y pupuntahan kahit sa'n ka man

Kung kailangan mo ako, aking mahal

Dito ka lang kahit puso ko'y

Pagod at parang 'di na kaya, mamahalin pa rin kita

Dito ka lang palagi sa aking tabi

Lahat kayang harapin kung dito ka lang

Dito sa aking tabi

Dito ka lang

# Genre Analysis on Selected Abstracts from International Journals in Tourism and Hospitality Management

**Maria Mercedita C. Brodit**
De La Salle-College of Saint Benilde, Manila
mamercedita.brodit@benilde.edu.ph

**Abstract.** Presently, writing for specific disciplines is a necessity. Hyland (2000) stated that written genres of the academe are important because understanding the discipline involves understanding their discourse. Swales (1990) showed the value of genre analysis as a means of studying spoken and written discourse for applied courses. This study examined the structural features of the abstracts published in international journals in tourism and hospitality management and the authors' preference in linguistic or rhetorical choices. Abstracts function as independent discourses (Swales, 1990). The study used the Create a Research Space (CARS) model of Swales and Hyland's classification of rhetorical moves on abstracts. The study revealed that in the journals of tourism and hospitality management, the structural features of abstracts include Purpose-Method- Product-Conclusion. It reflected a cultural facet wherein the American and European writers would assert the results of their findings by using the word "implications" to strengthen their claims. In contrast, the Asian writers simply present the results of their findings and allow the readers to decide the usefulness of this information. The specific functional feature of the abstracts is more on persuasion.

**Keywords:** discourse analysis, tourism, hospitality management, genre analysis

## 1. Introduction

Academic writing has always posed a challenging task to anyone seeking to bridge knowledge gaps. The need to conduct studies in all disciplines is demanded from every profession now more so than before. Some prestigious journals publish research articles (RA) in different fields or disciplines. To be accepted and published here not only constitutes acceptance in the academic community but also the validation of one's expertise in their respective professions. Therefore, researchers from specific industries or disciplines must learn the proper writing of RAs. For their study to be relevant and valuable, it must be shared and easily understood, even by someone not from the same discipline. Learning the proper way of writing for specific purposes becomes a crucial consideration. Hyland (2000) stated that the written genres of the academe are essential because to understand and appreciate the discipline, the discourse must be comprehensible, organized, and easily understood.

Swales (1990) showed the value of genre analysis as a means of studying spoken and written discourse for applied end. Swales (1990) further explains that training people to process and produce academic research in English remains a major international endeavor. In connection to academic research being an international endeavor, the

researcher observed an increase in international journals from various professions and disciplines, particularly tourism and hospitality management. This increase in the publication of journals is most probably due to the impact of tourism on nations and the demands of the times regarding information sharing in the academic community.

Tourism is at its height of influence as it can account for 5% of a nation's GDP annually, according to the United Nations World Tourism Organization, and continues to rise. Several international journal publications, such as the *International Journal of Tourism, International Journal of Hospitality Management,* and *Asia Pacific Journal of Tourism Research,* are now published and have been steadily increasing, thus the need for more studies. Therefore, knowing correct research (journal) writing is necessary.

This study focused on this genre of writing, and the researcher intends to contribute to the current knowledge of academic writing in tourism and hospitality management. As the researcher investigated the genre of writing, she found Swales' extensive discussion on the importance of genre analysis in his article "*Genre Analysis English in Academic and Research Settings.*" Swales (1990) presented models that can be used in the different parts of the research paper. He wanted to "build a bridge" between English for Specific Purposes/Applied Discourse Analysis and L1 writing/composition. English for Specific Purposes type analyses developed in various directions for example are the works of Smith (1984) on the recognition of differences between medical journal editorials and articles, Bhatia (1983) on legislative prose and legal case reports, and Dueñas (2007) on business management research articles, to cite a few. This article by Swales contains the foundation of most genre analyses in academic and research settings. Therefore, this study must take into serious consideration and reference Swales' analysis method.

Swales (1990) noted that there are discernible differences between sections of research articles. This narrowing of textual scope provided a deeper or multi-layered textual account in assessing rhetorical purposes (Swales, 1990). He explained that in assessing rhetorical purposes, stylistic appropriacy might not be as important in terms of the contributions they may or may not make to communicative effectiveness. The researcher wants to discover if this statement about stylistic appropriacy and communicative effectiveness applies to abstracts from international journals in tourism and hospitality management. Most of the authors in tourism and hospitality management journals are practitioners in the tourism industry who are also part of the academe. Being active members in the industry may or may not have a bearing on their writing techniques. Added to this research objective is an aspect of cultural dimension. The researcher decided to compare the abstracts written by Western authors against abstracts written by Asian authors to determine if there would be any distinction between the writing styles or formatting.

## 1.1 Research Objectives

The researcher has been teaching tourism subjects for some time and is familiar with research in this field. She investigated if research articles authored by practitioners in tourism adhere to academic standards or if they provide a unique blend of discourse. The researcher focused on abstracts because abstracts function as independent discourses (Van Dijk, 1980, cited in Swales, 1990). She examined the structures found in international journals on tourism and hospitality management. She found distinctive features that were similar to the study of Salager-Meyer (1990) on medical English abstracts and Dueñas (2007) on business management research articles. The researcher believes that findings in this study will establish the current format accepted in international journals in tourism and hospitality management and pave the way for Filipino researchers to publish more articles that adhere to international standards, particularly in the field of tourism studies.

## 1.2 Research Questions

The research questions for this study are the following:
1. What are the structural features found in the abstracts in international journals in the field of tourism and hospitality management?
2. Do differences in culture or authors' nationality affect the preference in lexical choice or rhetorical structures in the abstracts?
3. Are there specific thematic features in the tourism and hospitality management abstracts?

## 1.3 Theoretical and Conceptual framework

This study referred to the Create a Research Space (CARS) model of Swales (1990) or the Move-Step analysis as a guide in interpreting the abstracts. Swales (1990) stated that narrowing the textual scope can reveal deeper or multi-layered textual accounts that would assess the rhetorical purposes of the abstracts. Furthermore, this could mean that sections of RAs are no longer viewed in terms of stylistic appropriacy but more in the contributions they may or may not make to communicative effectiveness. Hyland's (2000) classification of rhetorical moves in article abstracts helps identify the parts of the abstract that reveal its structure and function. The presentation of Hyland's rhetorical move is also concise and clear. Swales' CARS model provided insights into structuring abstracts and interpreting why such structures are needed and why it was written that way.

The study adopted Hyland's (2000) classification of rhetorical moves in article abstracts to help identify the parts in the abstract that reveal its structure and function. The presentation of Hyland's rhetorical move is concise and clear. It guided the researcher in identifying the parts of the abstracts and the function they represent. Hyland (2000) discussed Abstracts, describing them as part of an RA that requires brevity with persuasive elements possessing cognitive structure. It is a relatively selective representation of the entire article's content. The study highlighted the importance of the

subject and its contribution to the discipline combined with the authors' expertise. The interpretation also touched on the thematic structure that became evident upon scrutiny regarding the usage of or choice of lexemes in this discipline. Table 1 presents Hyland's (2000) classification of rhetorical moves in article abstracts.

Table 1

*A classification of rhetorical moves in article abstracts (Hyland, 2000)*

| MOVE | Function |
|---|---|
| Introduction | Establishes the context of the paper and what motivates the research or discussion. |
| Purpose | Indicates purpose, thesis, or hypothesis and outlines the intention behind the paper. |
| Method | Provides information on design, procedures, assumptions, approach, data, etc. |
| Product | States the main findings, results, arguments, or what was accomplished. |
| Conclusion | Interprets or extends results beyond the scope of the paper, draws inferences, points to applications or more comprehensive applications |

This specific classification guided the researcher in investigating the abstracts used for this study. She could discern the moves and their corresponding function in the abstracts by searching for keywords or themes.

## 1.4  Related Literature

The review of relative literature for this study includes independent studies conducted on the parts of theses, dissertations, and research articles such as the Introductions (Swales, 2000), Conclusions (Bunton, 2005), and Abstracts (Hyland, 2000). This type of research has become known as part-genre analysis. Moreover, extensive research in different fields of specialization, including cross-cultural study, used part-genre analysis. Findings regarding structuring these part-genres are still interesting to date. The researcher followed this trend of research since there has been a demand for different disciplines to produce academic articles that address the current gaps in knowledge.

The study of Shehzad and Abbas (2016) examined the headings of chapters. They did a genre analysis of the headings of introductory chapters of what they refer to as MPhil theses of Linguistics and Literature. Genre analysis of academic genres has not only been contributing to the existing knowledge of genre studies, but its augmentation in traditions of English for academic purposes, English for specific purposes, and English for research purposes is a significant addition in (non)Anglophone traditions of English language pedagogies. They used the CARS model as their framework to analyze their data. They need to resolve academic writing issues in Pakistan for research because their data revealed many deviations from the CARS model. This study helped analyze the

moves found in the CARS model to compare them with Hyland's moves and helped examine the direction of the abstracts in the study. It aided the researcher in checking if the authors in the tourism and hospitality management journals have writing issues or are deviating from the CARS model.

Yin (2016) conducted an exploratory study that investigated the rhetorical structure of three research proposals written by students who were successfully admitted into a Singapore university's MA/PhD programs in applied linguistics. The results showed that the communicative purpose of research proposals and disciplinary expectations shaped the rhetorical structuring and the realization of moves. In this study, the researcher wanted to determine if the discipline of tourism and hospitality management affects how the authors write their abstracts regarding their communicative purpose.

Bunton (2005) studied the structure of the conclusion chapters of Ph.D. dissertations covering different disciplines. Results from the study revealed that field-oriented Conclusions tended to adopt a problem-solution text structure, and variations in focus and structure between disciplines were also noted. This analysis regarding the problem-solution text structure and focus variation was applied in the choice of study on the abstracts.

In addition to the study mentioned above, Ghazanfari et al. (2016) also worked on the conclusion sections in two fields of RAs, Nursing and ELT academic written discourse. The results indicated that both corpora followed the moves proposed and that there were no significant differences in the rhetorical structure of the two fields. The results from this study were helpful in the analysis of the structure of the abstracts. It gave the researcher some valid points to consider in the rhetorical structure of the abstracts from selected RAs.

Concerning studies on Abstracts, the researcher read Mulvaney (2005) defining abstracts as academic summaries; they are overviews or previews for readers. The abstracts will determine if the entire text is good enough to read thoroughly. In a way, it is the selling or marketing part of RAs because they will entice the audience to read further. This definition was fascinating because authors cannot be too creative in their abstracts and deviate from the international guidelines in academic writing. At the same time, they have to write something that will hook their audience. Moreover, the audience must consider whether the abstract's findings are worthy of application and serious consideration. This paper specifically investigated selected abstracts from international tourism and hospitality management journals.

In the work of Salager-Meyer (1991) on medical English abstracts, she mentioned that the moves were violated, making it difficult for readers to comprehend. In her findings, there were instances where the conclusion preceded the results or the results preceded the purpose. This study compared the tourism and hospitality management

articles and whether they showed no deviation from the moves. Tourism and hospitality management is a different discipline, and it was essential to establish this.

A similar study by Piqué-Noguera and Camaño (2015) produced striking results with a wide range of variability in the structure and content of the abstracts, with a vast majority of indicative rather than informative abstracts. These findings suggest the need for a set of agreed-upon criteria for writing abstracts in the field of nursing, more clearly aligned with international guidelines for scientific publication. Like this study, it used abstracts as data to investigate. The researcher wanted to discover if the abstracts of those in tourism and hospitality management also adhere to international guidelines of scientific publications.

In another related scientific discipline, Cross and Oppenheim (2006) studied the semantic organization and thematic structure of 12 abstracts from the field of protozoology to discover whether these abstracts followed generally agreed abstracting guidelines. Thematic analysis revealed that scientific abstract authors thematize their subject by referring to the discourse domain or the "real" world. Not all of the abstracts succeeded in following the guideline advice. However, there needed to be more consistency regarding the semantic organization and thematic structure. This study is very relevant to the researcher's analysis because the tourism and hospitality management field is a league of its own and, therefore, might possess distinct semantic and thematic structures.

Van Bonn and Swales (2007) investigated English and French journal abstracts in the language sciences. This study focused on and compared the abstracts written in both French and English. The analysis of this part-genre showed interesting features in both languages that are not just syntactic but also stylistic. The stylistic difference provided an insight into the sociological context where the English writers use 'promotional elements' while the French would rather discuss the merits of their work. The researcher examined stylistic differences in this study by comparing Western writers with their Asian counterparts. She examined whether the abstracts were argumentative or persuasive.

## 2. Methodology

This is a textual analysis of academic journal abstracts. The data for this study comes from selected international journals specific to tourism and hospitality management. The researcher extracted the abstracts for comparison and evaluation.

### 2.1 Method of Data Collection

For this study, the researcher collected and analyzed 50 abstracts, 25 by Western authors and 25 by Asian authors. These abstracts are from the following journals: the *Asia Pacific Journal of Tourism Research,* the *International Journal of Hospitality Management,* the

*International Journal of Tourism Research,* the *Journal of Hospitality Marketing & Management,* the *Journal of Hospitality & Tourism Research,* the *Journal of Hospitality and Tourism Management,* the *Journal of Policy Research in Tourism, Leisure & Events,* the *Journal of Hospitality & Tourism Education,* and the *Journal of Tourism Challenges and Trends.* Abstracts used were from the issues from the year 2015 until 2023. Abstracts written by Western authors are from the United States of America, Australia, Spain, Italy, Sweden, New Zealand, Turkey, Portugal, Canada, the United Kingdom, Cyprus, The Netherlands, and Croatia. The Asian writers are from China, Taiwan, Hong Kong, Japan, South Korea, Vietnam, Cambodia, India, Indonesia, and Malaysia.

## 2.2 Data Analysis

The study used the CARS model, designed to analyze Introductions in RAs (Research Articles), and Hyland's classification of rhetorical moves in article abstracts, blended as a practical framework for this study. The researcher read 50 abstracts, identified similar features in all articles, and distinguished distinct differences.

First, the researcher investigated the words/phrases that occur in most of the abstracts and noted them down in tables. She then clustered the words according to the "moves" Hyland (2000) stated. The moves in the abstracts became evident precisely due to the occurrence of these words or phrases that cue the transitions. These are a series of communicative categories or moves representing a specific communicative purpose (Swales, 1990). The researcher analyzed whether there was a deviation from the norms or standards set on abstract writing for international journals.

The researcher also divided the tabulation to present the difference between Western and Asian writers. She examined whether differences in race will present any cultural distinction between the two. After carefully categorizing the data, the researcher formed her findings and conclusions.

## 3. Results and Discussion

The corpora used in the study were derived from the abstracts found in international journals specific to the Tourism and Hospitality industry. Table 2 indicates the sources and the number of abstracts collected from each journal.

Table 2

*List of Journal Titles with the corresponding number of authors*

| Journal Titles | Western Authors | Asian Authors |
|---|---|---|
| Asia Pacific Journal of Tourism Research | 1 | 17 |
| International Journal of Hospitality Management | 6 | 1 |
| International Journal of Tourism Research | 3 | 1 |
| Journal of Hospitality Marketing & Management | 1 | 0 |
| Journal of Hospitality & Tourism Research | 0 | 1 |
| Journal of Hospitality & Tourism Management | 1 | 1 |
| Journal of Policy Research in Tourism, Leisure & Events | 6 | 2 |
| Journal of Hospitality & Tourism Education | 4 | 0 |
| Journal of Tourism Challenges and Trends | 1 | 0 |
| International Journal of Hospitality & Tourism Administration | 2 | 2 |
| Number of Publications | 25 | 25 |

The abstracts written by Western authors had an average of 140 words, the highest being 197 words. In contrast, the Asian authors had an average of 127 words per abstract. The difference in the number of words may be attributed to adherence to the standard number of words required in an abstract in international journals by Asian and Western authors.

For the Asian writers, 20 out of 25 immediately began their abstracts with the purpose of their studies, while five made references related to the topic of their study. However, these five Asian authors only had a sentence or two before going to the purpose. Seven Western writers wrote a lengthy introduction before stating the purpose of their study. There was even one who stated the research problem in the first sentence. However, according to Hyland's model, it can be argued that the introduction may be skipped primarily due to the constraints of the number of words required in an abstract. Ideally, readers must be convinced to continue reading the article as early as the first sentence.

The best way is to state the purpose of the study immediately. Table 3 is MOVE 2 of Hyland's model, which he describes as establishing the purpose.

Table 3

*Move 2 - Stating purpose*

| MOVE 2 | Western Authors | Asian Authors |
|---|---|---|
| investigate/explore | 8 | 14 |
| examine/compare | 12 | 10 |
| test/evaluate/verify/analyze | 5 | 1 |
| Total | 25 | 25 |

Ideally, the introduction part of the abstract should prepare readers for the background of the study and, equally, the topic's significance to the community and the writer's grasp of the issues involved (Hyland, 2000). However, the abstracts in international tourism and hospitality management journals showed that most Western and Asian writers prefer to state the purpose of their studies immediately.

Table 3 above presents the most common words used by the writers in stating the purpose of their studies. There is a preference for "investigate/explore" among Asian writers, while Western writers use "test/evaluate/verify" more frequently. The difference in the frequency of usage may indicate some cultural aspects regarding communicative styles. Based on the abstracts read, the writers all adhere to the second move of *Purpose*.

Table 4 is the move that provides information on design, procedures, assumptions, approach, and data gathering. This move is known as MOVE 3.

Table 4
*Move 3 - Stating the methodology*

| MOVE 3 | Western Authors | Asian Authors |
|---|---|---|
| based on/upon | 4 | 4 |
| using/used/utilized | 2 | 5 |
| approach/frameworks | 12 | 15 |
| review(s) | 7 | 1 |
| Total | 25 | 25 |

The transition to MOVE 3 uses words or phrases "based on" or "by using." Studying the composition of the writers, fifteen used the introductory phrase "based on" or "by using." However, twenty-seven writers prefer not to use any introduction and immediately proceed with their approaches, frameworks, or designs. The RAs adhered to Hyland's third move because the succeeding sentences in the authors' abstracts presented how their respective studies were conducted. Some mention the theoretical framework, while others mention the research methodology and procedures. The form of analysis or how the data were analyzed is present in all the abstracts. MOVE 3 contains variables like the study participants, the questionnaire (adopted or restructured), the number of hotels or specific destinations, or a specific type of restaurant or leisure activity. This part reveals the actual processes undertaken, which showed that MOVE 3 is about establishing the niche or the significance of the study. The abstracts needed to be concise; therefore, at the onset of the abstract, the most crucial aspect of the study is stated.

Only five of the fifty articles read used the subject pronoun "we." It appeared briefly at the part where the writers were stating the method of data analysis. Only one abstract used 'we' more than once. Researchers in tourism and hospitality management place emphasis on the application of their findings. According to Hyland (2000), this projects a specific professional identity and a way of conducting social relations with colleagues.

Table 5 is known as MOVE 4. This move states the main findings, results, arguments, or what was accomplished.

Table 5

*Move 4 - Announcing principal findings*

| MOVE 4 | Western Authors | Asian Authors |
|---|---|---|
| Results | 7 | 5 |
| Findings | 11 | 12 |
| Reveals | 4 | 6 |
| direct findings/results | 3 | 2 |
| Total | 25 | 25 |

The table shows MOVE 4 the *Product* in Hyland's model. It is mainly introduced with the terms "results" and "findings." Both Western and Asian writers follow this pattern, as evidenced by 35 abstracts that the researcher read. This pattern takes off from the methodology and the different variables in the studies. This part of the MOVE reveals the research outcome and would not be more than two sentences. This MOVE is significant because it is needed to convince the readers that the results are relevant to the tourism and hospitality industry.

The final tabulation is MOVE 5. This part Interprets or extends results beyond the scope of the paper, draws inferences, and points to applications or more comprehensive applications.

Table 6

*Move 5 - Announcing implications or recommendations*

| MOVE 5 | Western Authors | Asian Authors |
|---|---|---|
| Implications | 6 | 5 |
| contributions/insights | 7 | 10 |
| Conclusions | 2 | 0 |
| direct application | 10 | 10 |
| Total | 25 | 25 |

Table 6 shows MOVE 5 the *Conclusion*. For the last part of the abstracts, the choice of words were "implications," "contributions," and "insights". Fifty percent of the abstracts that had read used these words. Both Western and Asian writers adhere to this part of the MOVE. In recent publications, it is noteworthy that twenty of the abstracts presented the application of their findings directly. This style may be indicative of the nature of tourism and hospitality studies. The writers would like the readers to immediately see how the results can be utilized or applied in the industry.

The following are examples of the abstracts that were analyzed and found to follow the moves of Hyland's model in their abstracts.

*"Culture has been proposed by marketing theorists as one of the underlying determinants of consumer behavior. This trend necessitates cross-cultural inquiries in tourism. However, investigations into tourism motivation are scarce and have only used nationality or ethnicity as proxies to define culture* **(INTRODUCTION)**. *The study reported here aimed to fill this gap* **(PURPOSE)**. *Three subcultural groups were identified based on the grid-group cultural theory and their cross-cultural differences and similarities in tourism motivations were examined* **(METHOD)**. *It was revealed that in the grid-group dichotomy of cultural types, the dimension of the group had a greater influence on individuals' tourism motivation than the grid* **(PRODUCT)**. *The theoretical contributions and limitations of this study are discussed and future studies are proposed"* **(CONCLUSION)**.
(Li et al. from the *Journal of Hospitality & Tourism Research* Vol. 40 No. 1 January 2016, 85-113)

*"Our knowledge of determinants of effectiveness and efficiency of firms continues to expand. However, this knowledge remains quite fragmented and non-cumulative in the service industry* **(INTRODUCTION)**. *Herein, this study explores the effect of entrepreneurial and financial orientations as two key contributors to performance in the service industry* **(PURPOSE)**. *Data for this study were collected from 182 hotels in Switzerland to examine the effect of a financial strategic orientation and an entrepreneurial strategic orientation on two widely used standards of business performance – effectiveness and efficiency. We hypothesized that these effects would be more pronounced under certain dynamic environment conditions* **(METHOD)**. *Findings provide new insights about the merits of building bridges between the entrepreneurial orientation and financial orientation* **(PRODUCT)**. *Within the context of existing research on strategic management, we discuss the implications of our findings for hotel managers and address the study's limitations and future research directions"* **(CONCLUSION)**.
(Kayhan Tajeddini, in the *International Journal of Hospitality Management in 2015)*

Both authors were able to present an introduction, a purpose, the method, the product, and the conclusion(s) in their abstracts. According to Hyland (2000), this is the rhetorical macrostructure corresponding to the paper's organization. Abstracts are generally a promotional genre (Berkenkotter and Huckin, 1995, cited in Hyland, 2000). Twelve out of 50 abstracts followed the rhetorical structure designed by Hyland; the remaining opted not to use the *Introduction* but followed the same pattern for the rest.

The findings of Hyland about disciplinary differences in abstract structures bear similarity in the sample abstracts from journals in tourism and hospitality management. Showing variations in move structuring in the corpus also suggests that credibility, significance, and persuasion are community-specific matters (Hyland, 2000).

## 4. Conclusions and Recommendations

To answer the first research question regarding structural features found in the abstracts in the international journals in tourism and hospitality management, it was noted that for this discipline, they follow the Purpose-Method-Product-Conclusion, accounting for as much as 80 percent of the total abstracts read. This percentage supports the claim of Hyland in his 1997 study on 800 abstracts from eight disciplines, where his study revealed that 25 percent of all the cases account for this same structure. Hyland (2000) explains that the Purpose statement introduces the reader to the area to be covered. Hartley (1994) also suggests that abstract sub-headings, such as a Purpose statement, make it easier for many readers to process the topic. The researcher concludes that in terms of structural features, it is still apparent that abstract on a particular topic or discipline, in this case, international journals in tourism and hospitality management, whether written by Western or Asian authors, will still move immediately to the purpose of the study rather than give an introduction. Swales's (1990) CARS model was designed with the Introduction part of the RA in mind, which means that it will be substantially longer than the abstract and, therefore, can afford to dedicate more move-steps and space for an actual *introduction.*

The second research question is about the differences in the writing styles of Western authors compared to Asian writers. Does culture or nationality affect the choice of linguistic and communicative features? In the study of Dueñas (2007), she focused on the use of 'self-mentions' *(I/we)* in her cross-cultural analysis of business management research articles. Her study showed that Spanish BM scholars would avoid using the first person singular because they prefer the first person plural. Culturally, they place a discourse in a more formal tone. Similarly, in this study, 90 percent of the abstracts used the third person singular. The use of the phrase "*this study* or *the article/paper*" was favored by most writers. This preference of the writers may also be interpreted as a discourse with a formal tone. Only 10 percent of the writers in this study used the second person plural "*we.*" However, the word "*we*" appeared only once in the abstracts, mostly seen in the methodology part and once in the findings. Writers who used "we" came from Canada, Spain, Sweden, Taiwan, and China.

Regarding the communicative features discovered from the abstracts, the Asians preferred to use "*the article/paper/study examines(d)...*" which focused on 'what' was studied, then eventually proceeded to 'why' the study was conducted. Meanwhile, the Western writers used "*the study aims…*" inferring that the results were to be used for specific objectives. In the researcher's analyses, "*the study aims*" indicates that Western writers desire to present to the readers the ultimate purpose or goal of the study at the

beginning of the abstract. She believes a cultural distinction here is similar to Van Bonn and Swales (2007) findings in their comparison of English and French journal abstracts. Their study concluded that choice of voice, use of personal pronouns, sentence length, and transition word selection constitute an appropriate academic style. The same can be said here between Western writers and Asian writers. What the Asians want to communicate first is an established selling point or data that they want to use. The purpose is for the reader to be able to relate or identify common knowledge before reading the article completely. On the other hand, Western writers would like to emphasize the product or output to entice their audience to continue reading the article. For the last Move, the word "implications" was used by both Western and Asian writers. However, Asian writers also prefer "contributes" or "providing insights." It reflects a cultural facet normally associated with how Asian authors view their findings as supporting or validating an already known idea or knowledge. On the contrary, Western writers are more assertive of the result of their findings and present the significance of applying them.

The last research question is whether there is a thematic feature in the abstracts from the tourism and hospitality management field. Thematic analysis of Cross and Oppenheim (2006) revealed that scientific abstract authors thematize their subject by referring to the discourse domain or the "real" world. However, there was general consistency regarding semantic organization and thematic structure. As can be expected, the abstracts from the RAs of tourism and hospitality management are on motivations and perceptions, and the function is not solely for pedagogical reasons but more on using the results to design a managerial-related plan, may it be in a tourist destination, hotel systems or restaurant operations. Although the abstracts follow the features of academic writing, they focus on a particular community or discipline, and the intended readers are mostly practitioners in the tourism and hospitality industry. The contributions of these studies are valuable in their respective fields and have become a good source for the implementation of novel systems that are now supported by well-researched and tested data. The appeal is more on persuasion rather than argumentative.

This part-genre analysis of the abstracts is fascinating and provides a glimpse of the communicative discourse in tourism and hospitality management. Hyland (2000) used the term 'marketisation' when he described abstracts as, in part, the promotion of the writer and his/her paper, which is equal to the promotion of goods, and the researcher partially agrees with that. This study presented two crucial elements about how practitioners from the industry and academe write abstracts. First, the international journals for tourism and management adhere to the correct standards of academic writing. Second, the authors followed the prescribed structure of academic writing, as was evident in their respective abstracts. There is no outright deviation, which made the articles "reader-friendly" since the presentation of the facts and processes were clear and orderly.

The researcher encourages further studies on this topic, particularly for those who teach academic writing. This research may be a valuable reference for specialization writing or industry-centered writing.

## References

Bunton, D. (2005). The structure of PhD conclusion chapters. *Journal of English for Academic Purposes*, 4, 207-224.

Cross, C., & Oppenheim, C. (2006). A genre analysis of scientific abstracts. *Journal of Documentation, 62*(4), 428-446.

Dobakhti, L. (2016). A genre analysis of discussion sections of qualitative research articles in applied linguistics. *Theory and Practice in Language Studies, 6*(7), 1383-1389.

Dueñas, P. M. (2010). Attitude markers in business management research articles: a cross-cultural corpus-driven approach. *International Journal of Applied Linguistics*, *20*(1), 50-72.

Dueñas, P. (2007). 'I/we focus on…': A cross-cultural analysis of self-mentions in business management research articles. *Journal of English for Academic Purposes*, 6, 143-162.

Ghazanfari, M., Mohtasham, N. H., & Amirsheibani, M. (2016). Genre analysis of nursing and ELT academic written discourse. *Journal of Language Teaching and Research, 7*(5), 973-978.

Hartley, J. (1994). Three ways to improve the clarity of journal abstracts. *British Journal of Educational Psychology,* 64, 331-343.

Hyland, K. (2000). Disciplinary discourses: social interactions in academic writing. London: Longman.

Mulvaney, M. (2005). *Academic writing: Genres, samples, and resources*. New York: Pearson Longman.

Piqué-Noguera, C., & Camaño-Puig, R. (2015). The research article abstract: Genre analysis in a nursing corpus of texts. *Revista Signos, 48*(87), 77-94.

Salager-Meyer, F. (1991). Brief communication medical English abstracts: How well are they structured? *Journal of the American Society for Information Science (1986-1998), 42*(7), 528.

Swales, J. M. (1990). *Genre analysis: English in academic and research settings* (The Cambridge applied linguistics series; Cambridge applied linguistics series). Cambridge England: Cambridge University Press.

Shehzad, W., & Abbas, A. (2016). Genre Analysis of Generic Section Headings of MPhil Theses' Introduction Section of Linguistics and Literature. *NUML Journal of Critical Inquiry*, *14*(1), 67-86.

Van Bonn, S. & Swales, J (2007). English and French journal abstracts in the language sciences: Three exploratory studies. *Journal of English for Academic Purposes*, 6, 93-108.

Yin, B. (2016). An exploratory genre analysis of three graduate degree research proposals in applied linguistics. *Functional Linguistics, 3*(1), 1-28.

# A Corpus Linguistic Genre Analysis: Physical Elements of Application Letter of Filipinos and Singaporeans

**Geralden C. Danial, Frances Dana T. Llamera, Rexie Joy G. Paculba, &
Rossel Audencial-Mangaron**
Mindanao State University, General Santos City
geralden.danial@msugensan.edu.ph

**Abstract.** An application letter is a summary of a job seeker's strongest and most relevant skills and abilities that will be expanded in the resume. Despite the value and necessity of application letters, there are still discrepancies on its physical elements, or what technical writers refer to as "moves". Using the descriptive-correlational research method, this study investigated and analyzed the physical components of application letters written brings by Filipino and Singaporean applicants. The study collected 10 sets of Filipino application letters and 10 sets from Singaporean job seekers that were seen online. A coding scheme by Thumnong and Tongpoon-Patanasorn (2017) was utilized to identify the moves present in the application letters. The findings of the study showed that all movements demonstrate high frequency in more than 20 application letters, with moves 1 (Opening) and 8 (Closing) being employed in each letter. It was also found that, out of all eight steps, move 2 (Referring to the information source) had the fewest occurrences. The study valuable insights into the construction of application letters, enabling job applicants to refine their writing strategies and tailor their letters to better align with the expectations of employers in the Philippines and Singapore.

**Keywords**: Tboli; phonological features; suprasegmental; RTPITCH

## 1.0 Introduction

It is common knowledge that a resume and a cover letter for job applications are two crucial documents in the hiring process for employees (Paramasivam & Rahim, 2016). An application letter is a summary of a job seeker's strongest and most relevant skills and abilities that will be expanded in the resume. Henry and Roseberry (2001) defined job application letters as a type of communicative genre that aims to obtain an interview for a job. Despite the value and necessity of application letters, there are still discrepancies on how they should be written, or what technical writers refer to as "moves". The differences in syntax, grammar, and vocabulary may make it challenging to draw meaningful conclusions from the data. The importance of this study is to acknowledge the usefulness of writing an application letter in Filipino and Singaporean English. In this study, the inconsistent use of important physical elements or moves in the sample letters from the Philippines and Singapore was observed. This may be attributed to the applicants' lack of technical writing convention training and knowledge. This study aimed to investigate and analyze the physical elements that are present in Filipino and Singaporean job application letters. The analysis of movement structure allowed the researchers to gain insight into how writers in a particular genre achieve a specific communicative purpose

within a certain boundary of linguistic units. The classification system used in the study, devised by Thumnong and Tongpoon-Patanasorn (2017), was based on earlier research on job application letters (Bhatia, 1993; Henry & Roseberry, 2001; Upton & Connor, 2001; AlAli, 2004).

## 2.0 Methodology

In order to compare and analyze the physical elements of the application letters of Filipinos and Singaporeans, the researchers utilized a descriptive-correlational research method. This study used two sets of job application letters written by Filipino and Singaporean job seekers. The first set comprised 10 English-language application letters from Filipino job seekers downloaded online. On the other hand, 10 examples of job application letters were downloaded from various Singaporean websites that display authentic examples of cover letters from candidates for jobs in both the public and private sectors. Also, this study adopted the coding scheme by Thumnong and Tongpoon-Patanasorn (2017). This coding scheme includes eight moves that were used as a guide to identify the physical elements of the application letters. The identification of moves is primarily based on semantic and pragmatic criteria rather than on linguistic clues. The study used frequency count to identify the obligatory and optional moves. The move will be considered obligatory if present in all the application letters and optional when observed in fewest occurrences.

Table 1

*Description of the Move Structure and Codes for the Present Study*

| Code | Move Description | Example |
|------|------------------|---------|
| M 1 | 1. Opening: to identify and salute the target reader | 'Dear sir', 'Dear sir or madam' |
| M 2 | 2. Referring to the source of information: to indicate how and/or when the applicant learned about the job position opening | 'I saw the housekeeping position which was posted by X.' |
| M 3 | 3. Offering candidature: to indicate a desire to be an applicant for the desired position | 'I would like to apply for X.' or 'I am very interested in the vacancy of X.' |
| M 4 | 4. Promoting the candidature: to enhance the application by indicating selected information or other expressions persuading the reader to consider the application | 'I have five years' experience as X.' or 'I have a Bachelor of Science degree in X.' |
| M 5 | 5. Enclosing documents: to refer to the resume enclosed together with the application letter | 'A resume is enclosed.' |
| M 6 | 6. Encouraging further contact: to keep the opportunity for further contact open | 'I look forward to speaking with you about this employment opportunity.' |
| M 7 | 7. Ending politely: to close the application letter with a polite conventional ending | 'Thank you for your time and consideration.' |
| M 8 | 8. Closing: to close the application letter in a conventional, respectful manner | 'Yours sincerely,' |

*Coding Scheme of Thumnong and Tongpoon-Patanasorn, (2017)*

## 3.0 Results and Discussion

The researchers determined the discrepancy of rhetorical moves between the application letters from the Philippines and Singapore. The discussion is based on the coding scheme, which was created after synthesizing findings from four other studies on job application letters (Bhatia, 1993; Henry & Roseberry, 2001; Upton & Connor, 2001; Al-Ali, 2004), which is presented in the figure in the next page.

Figure 1
*The number of occurrences of moves*
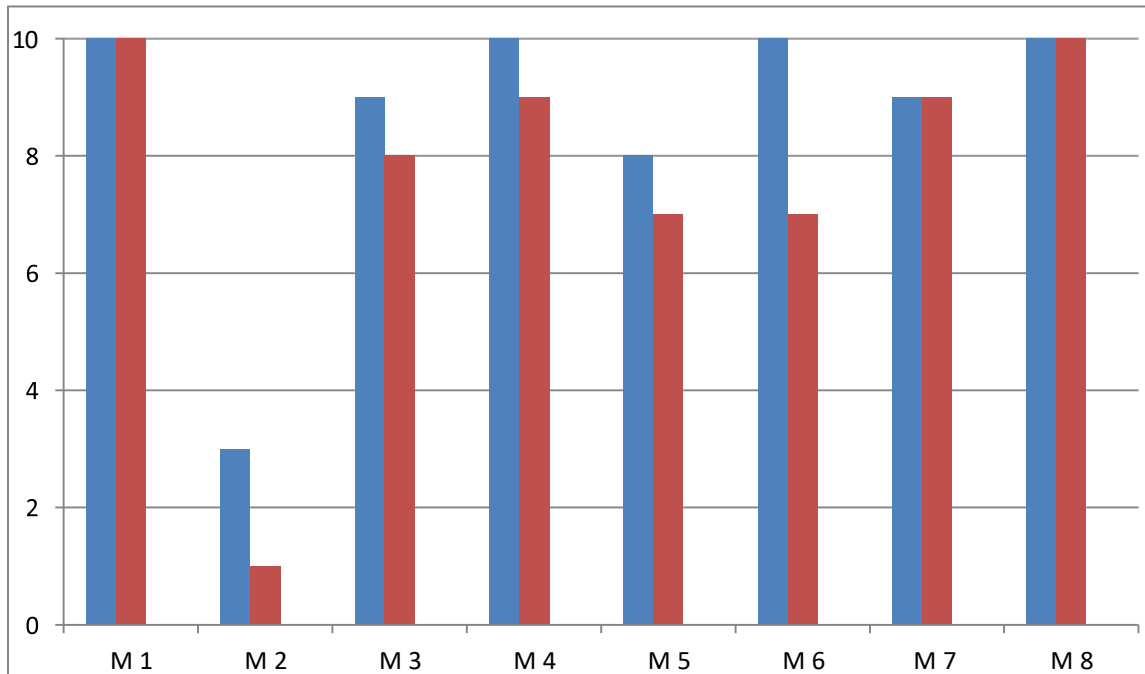


The figure above presents the number of occurrences of rhetorical moves used by the Filipino and Singaporean applicants. The blue series represents the outcomes of the "moves" made by the Filipino applicants, and the red series represents the Singaporeans. The opening move, or Move 1, seeks to identify and salute the target reader. The results show that 20 corpora made use of this move. In Move 2 (Referring to the source of information), indicate how and/or when the applicant learned about the job position opening. Out of 10 application letters in each country, the results indicate that only three (3) applicants from the Philippines used this move and only two (2) applicants from Singapore used this move. Move 3 (Offering candidature) expresses a desire to be an applicant for the desired position. The data demonstrate that out of ten application letters in each country, nine (9) from the Philippines and eight (8) from Singapore used this move. In the fourth move (Promoting the Candidacy), the application is enhanced by indicating the selected information or other expressions persuading the reader to consider the application. In accordance with the data, nine (9) applicants utilized Move 4 from the Philippines, while only eight (8) used Move 4 from Singapore. As for Move 5, (enclosing documents) this refers to the sample enclosed together with the application letter. Out of ten application letters for each country, eight (8) applicants from the Philippines used this move, and only seven (7) from Singapore. Move 6 (Encouraging further contact) keeps the opportunity for further contact open. According to the results, Move 6 was used in all ten application letters from the Philippines, but only seven (7) of the ten from Singapore. In Move 7 (Ending politely), the letter should close the application letter with a polite, conventional ending. The results show that only eight (8) application letters in both countries

use Move 7. Lastly, Move 8 (Closing) is to close the application letter in a conventional, respectful manner. The findings indicate that both nations adopted this move in their application letters.

Table 2
*The Rhetorical Moves in the Application Letters from the Philippines*

| Philippines Application Letters | Move 1 | Move 2 | Move 3 | Move 4 | Move 5 | Move 6 | Move 7 | Move 8 |
|---|---|---|---|---|---|---|---|---|
| PAL 1 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PAL 2 | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| PAL 3 | ✓ | | ✓ | ✓ | | ✓ | | ✓ |
| PAL 4 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PAL 5 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PAL 6 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PAL 7 | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ |
| PAL 8 | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PAL 9 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| PAL 10 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Percentage | 100% | 30% | 90% | 100% | 80% | 100% | 90% | 100% |

Table 3

*The Rhetorical Moves in the Application Letters from Singapore*

| Singapore Application Letters | Move 1 | Move 2 | Move 3 | Move 4 | Move 5 | Move 6 | Move 7 | Move 8 |
|---|---|---|---|---|---|---|---|---|
| SAL 1 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| SAL 2 | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ |
| SAL 3 | ✓ | | ✓ | ✓ | ✓ | ✓ | | ✓ |
| SAL 4 | ✓ | | ✓ | | ✓ | ✓ | ✓ | ✓ |
| SAL 5 | ✓ | | | ✓ | ✓ | | ✓ | ✓ |
| SAL 6 | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| SAL 7 | ✓ | | ✓ | ✓ | ✓ | | ✓ | ✓ |
| SAL 8 | ✓ | ✓ | | ✓ | | ✓ | ✓ | ✓ |
| SAL 9 | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| SAL 10 | ✓ | | ✓ | ✓ | | ✓ | ✓ | ✓ |
| Percentage | 100% | 10% | 80% | 90% | 70% | 70% | 90% | 100% |

Based on the results of the study, 10 application letters from the Philippines and 10 application letters from Singapore were found to have move 1 (Opening). This move is considered obligatory. Move 2 (Referring to the source of information) shows less than 50% of occurrences with only 30% from the Philippines and 10% from Singapore, thus this move is considered optional. Move 3 (Offering candidature) is an obligatory move as it covered 90% of the data, or 9 out of 10 application letters from the Philippines and 80% or 8 out of 10 application letters from Singapore. Move 4 (Promoting the candidature) is another obligatory move as it was found in all the application letters from the Philippines and 90% or 9 out 10 application letters from Singapore. Also, move 5 (Enclosing documents) is considered obligatory as it covered 80% or 8 application letters from the Philippines and 70% or 7 out of 10 application letters from Singapore. Move 6 (Encouraging further contact) is found in all application letters from the Philippines while it is only found in 70% or 7 out of 10 application letters from Singapore. Move 7 (Ending politely) is also considered obligatory as it covered 90% or 9 out of 10 application letters from the Philippines and Singapore. Lastly, move 8 (Closing) is considered obligatory as it was found in all the application letters from the Philippines and Singapore. Overall, the findings show that Move 1 (Opening) and 8 (Closing) exhibit high frequency in the 20 application letters. Additionally, it is also shown that, out of all 8 moves, move 2 (Referring to the source of information) has the fewest occurrences. The findings of the study also reveal that Filipino applicants appear to utilize "moves" more frequently than Singaporean applicants.

The findings are similar to that of English application letters reported by Tatsanajamsuk (2017) who claimed that these letters establish credentials, introduce candidature, and end the application letters politely. These three functional moves are obligatory in his data. However, the study by Tatsanajamsuk (2017) contradicts the present study which reveal that the job seekers do not consider the source of information in writing an application letter. The results above agree with the low frequency of Move 2 that is also identified in previous research conducted in an Asian context. For instance, Hou (2013) discovered that 57.5% of her Taiwanese applicants cited the source of the job posting in their letter of application. The few numbers of occurrences of referring to Source Of Information is in congruence with the findings of Dela Rosa, Lintao, Dela Cruz (2015) which revealed that Filipino teachers' application letters minimally include Move 1 (the source of information) as it was considered an optional move with a percentage of only 40%. This is also similar to the finding of Nuruladilah Mohamed, N., Halim, N.S, Husin, N., Mokhtar, N. (2017) which revealed that move 3 (the Source of Information) could hardly be found in most of the letters where only 2 applicants (13%) stated the sources of the information received. The result of the present study revealed low frequency of move 2- Source of Information as it covered less than 50%.

In the previous study conducted by Cadiao (2021), Move 5, Express politeness, pleasantries, or appreciation at the end of the letter, was considered obligatory as it obtained a percentage of 100% based on the coding scheme developed by Upton and Connor (2001). On the other hand, the current study discovered that out of the 20 corpora, Move 7, Ending politely, was utilized in 90% of both aforementioned countries. Therefore, it is also considered obligatory. This means that all application letters for this group included statements that highlight politeness, pleasantries, or appreciation.

Despite the differences in the sequence of moves between the two coding schemes used in the previous and current studies, it can be said that in terms of writing an application letter, an applicant is obliged to use words to express politeness, gratitude, or appreciation. Furthermore, the results of the present study is also similar to those written by Malays Maasum (2007) which found that job seekers tend to present their abilities, skills, and working experiences to attract employers' attention. These strategies are very pivotal in creating an early impression for an employer. However, the most noticeable finding in the present study is that Singaporean and Filipino applicants had different ways in writing their application letter caused by cultural differences.

This study produced similar research outcomes as those in previous studies (Al-Ali, 2004, 2006; Bhatia, 1993; Connor et al., 1995; Maier, 1992; Upton & Connor, 2001). The findings suggest that the structural and rhetorical differences of moves are derived from the differences in writers' cultural backgrounds and their rhetorical and lexical knowledge of the particular genre. As Connor (2004) suggested, culture is crucial among these factors in contrastive rhetorical analysis. Also, the present findings seem different from English application letters found in online-based application recruitments (Ho & Henry, 2021). The reason is that templates, formats, and questions for the online- based application recruitments are provided. The results of the study can be used to provide insights into how job applicants

can tailor their job application letters to better align with the expectations in these two countries.

## 4.0 Conclusion and Recommendation

In conclusion, the study revealed that there are notable uses of specific "moves" in job application letters from Filipino and Singaporean applicants. Out of 8 moves, only move 1 and move 8 have high occurrences in the 20 application letters. This shows that a professional and courteous way to start addressing the receiver of an application letter is by identifying and saluting the intended reader. Using the proper salutation, such as "Dear Mr/Ms", demonstrates that you've done your own research and are aware of the recipient's title and role. Additionally, closings like "Yours sincerely" are frequently used to finish application letters, this shows respect and sincere interest in the position. This allows recruiters to quickly assess your suitability for the position. Moreover, a comprehensive application letter conveys your level of preparedness and seriousness about the job opportunity. It proves that you have taken the time to research and understand the company's needs, enabling you to tailor your letter accordingly. By following these guidelines, not only will you enhance your chances of being invited for an interview, but it will also help establish a strong foundation for building rapport with potential employers.

By incorporating a diverse range of sources within a large corpus, future researchers can also mitigate potential biases inherent in smaller-scale studies. They can capture various perspectives, cultural nuances, and historical contexts that might have been overlooked in previous research. This inclusive approach fosters a more holistic view and promotes intellectual growth by challenging existing assumptions. In conclusion, leveraging a vast corpus is strongly advised for future researchers seeking insightful results beyond what this study has achieved. The use of such an extensive dataset not only strengthens the credibility and validity of research findings but also enables new discoveries through innovative methodologies.

## References

Al-Ali, M.N. (2004). How to get yourself on the door of a job: A cross-cultural contrastive study of Arabic and English job application letters. Journal of Multilingual and Multicultural Development, 25(1), 1–23. https://www.researchgate.net/publication/240535823

Bhatia, V. K. (1993). Analysing Genre: Language use in professional settings. Routledge, Taylor & Francis Group.

Cadiao (2022). An Analysis of the Physical Elements and Rhetorical Moves in Application Letters of Filipinos and Thais.DOI: https://doi.org/10.55248/gengpi.2022.3.8.50

Connor, U. (2004). Intercultural rhetoric research: Beyond texts. Journal of English for Academic Purposes, 3(4), 291–304. https://doi.org/10.1016/j.jeap.2004.07.003

Dela Rosa J.P, Lintao R.& Dela Cruz M.G (2015) A Contrastive Rhetoric Analysis of Job Application Letters in Philippine English and American English. https://www.academia.edu/25487552/

Henry, A., & Roseberry, R. L. (2001). A narrow-angled corpus analysis of moves and strategies of the genre: Letter of application. English for Specific Purposes, 20, 153- 167. https://www.researchgate.net/publication/223075191

Ho, D. G. E., & Henry, A. (2021). Constraints imposed on the creative cover letter writing by digital online job advertisements. Australian Journal of Applied Linguistics, 4(3), 132-148. https://doi.org/10.29140/ajal.v4n3.513

Hsiao-I Hou. (2013). "Please consider my request for an interview": a crosscultural genre analysis of cover letters written by Canadian and Taiwanese college students. TESL Canada Journal, 30(7): 45-62. https://files.eric.ed.gov/fulltext/EJ1033748.pdf

Maasum, T.N.R.T.M, Darus, S., Stapa, S.D., & Mustaffa, R. (2007). Organisational structure of job application letters by Malaysian graduates. Proceedings of SOLLS INTEC 2007: 15-17. https://www.researchgate.net/publication/235772405

Maier, P. (1992). Politeness strategies in business letters by native and non-native English speakers. English for Specific Purposes, 11(3), 189–205.

Nuruladilah Mohamed, N., Halim, N.S, Husin, N., Mokhtar, N.(2017). *Volume 6 Issue 1 2017, 58 - 69 e- Academia Journal (http://journale-academiauitmt.e)*

Paramasivam, S., & Rahim, M. (2016). Genre analysis of job application letters in Malaysia. The Asian ESP Journal, 12, 144–170. http://psasir.upm.edu.my/id/print/54382/

Tatsanajamsuk, P. (2017). Genre analysis in letter of application and syllabus design. Online Proceedings of the International Conference: https://dx.doi.org/10.21462/jeltl.v7i2.857

Tongpoon-Patanasorn, A., & Thumnong, P., (2020). Move and Politeness Strategies in Job Application Letters in ASEAN Contexts. *LEARN Journal: Language Education and Acquisition Research Network*, *13*(2), 105–125. Retrieved from https://so04.tci-thaijo.org/index.php/LEARN/article/view/243697

Thumnong, Phanupong & Tongpoon-Patanasorn, A.,. (2017). A Genre Analysis of Job Application Letters Written by ASEAN Applicants. https://www.researchgate.net/publication/335516789

Warsidi, W. (2022). Genre Analysis of English vs. Indonesian Application Letters. Journal of English Language Teaching and Linguistics, 7(2), 419-435. https://doi.org/https://dx.doi.org/10.21462/jeltl.v7i2.857

Wijayanti, S. H. (2016). The Moves of Indonesian Application Letters. Lingua Cultura, 11(1). 39-45. http://dx.doi.org/10.21512/lc.v11i1.1726

Upton, T.A., & Connor, U. (2001). Using computerized corpus analysis to investigate the textlinguistic discourse moves of a genre. English for Specific Purposes, 20(4), 313 329.https://www.semanticscholar.org/paper/e9d3cf09d3b76bfb04cc3ab1e7fb3

**Appendix A**

Filipino Application Letter Sample

| | Moves |
|---|---|
| - <br> - <br> <br> Dear Sir, **(M1)** <br> <br> Good day! I am writing to apply for the position **ADMINISTRATIVE OFFICER II-CENTRAL OFFICE-HUMAN RESOURCE DIVISION (SG 11)** in Philippine Statistics Authority (PSA). **(M3)** <br> <br> I obtained my Bachelor's Degree in Accountancy and in Accounting Technology in Colegio De Sebastian in Pampanga and Don Honorio Ventura State University, respectively **(M4)**. I hope to bring my knowledge, skills and commitment to excellence to the Land Bank of the Philippines' innovative environment. <br> <br> As an Accountant student, I've become equipped with the necessary knowledge that come with the position such as; Balancing of accounts, Multitasking, Conflict resolution, Interpersonal skills and Computer competences. <br> <br> My recent job, is a Customer Assistant (Project based) at Land Bank of Philippines I am responsible in gathering and verifying clients information. As a Treasury Officer at Divimart Corporation, I'm in-charge of receiving, checking the authenticity and handling of cash. Filing and reporting of Daily sales and expenses of the branch. My internship at VOF Accounting Solution and Consultancy Services an Accounting Firm also trained me how to help clients with regards to their business issues. Being a trainee, a treasury officer and Customer Assistant had developed in me enthusiasm and a true passion in Customer and Public service skills. <br> <br> For additional details regarding my qualification and expertise, please review my attached resume **(M5)**. Thank you for taking the time to consider this application **(M7)** and I look forward to hearing from you **(M6).** <br> <br> Sincerely, **(M8)** <br> - | M 1: Opening. <br><br> M2: Referring to the Information. <br><br> M3: Offering candidature. <br><br> M 4: Promoting candidature. <br><br> M 5: Enclosing document. <br><br> M 6: Encouraging further contact. <br><br> M 7: Ending politely <br><br> M 8: Closing. |

**Appendix B**

**Singapore Application Letter Sample**

| | Moves |
|---|---|
| -<br>-<br><br>Dear Mr -. **(M1)**<br><br>I am happy to submit my application for **Reinvet Technologies' Internship Programme**. **(M3)**<br><br>As a student of Singapore University majoring in Information technology, I believe I would be a good fit for the role. Reinvets work in nanotechnology, machine learning and robotics has been of great interest to me, and I would be honoured to be able to contribute to these initiatives **(M4).**<br><br>I have received high marks in my robotics and artificial intelligence classes, which I believed would be a great asset to your team **(M4).** My thesis grouped has developed software that can automate work processes in our school library and it was able to help them cut their work times in half. It was a quite successful venture, with the library considering a more large scale rollout of the program.<br><br>I am very comfortable taking leadership roles, having experience as an officer of our school's IT organization **(M4)**. I help organize the org's various activities and events in the university, laising with other student groups and the school administration.<br><br>Outside of class, I volunteer with a local non-profit that helps underprivileged youth **(M4).** Your organizations ongoing CSR partnership with the UN to support refugee children is a cause I'm also interested in.<br><br>I am an intelligent, competent and reliable worker, and I am very passionate about pursuing a career in technology. I believe that I have the skills to significantly contribute to your organization through this internship, which will be a good stepping stone for me to gain more work experience.<br><br>Enclosed is my resume for your review **(M5)** I would greatly appreciate an interview opportunity with your organization to talk about my qualifications and discuss my suitability for the rule further **(M6)**, I can be contacted at <contact number > or through email <email address> Thank you for your consideration **(M7).**<br><br>Sincerely, **(M8)**<br>- | M 1: Opening.<br><br>M 2: Referring to the source of information.<br><br>M 3: Offering candidature.<br><br>M 4: Promoting candidature.<br><br>M 5: Enclosing document.<br><br>M 6: Encouraging further contact.<br><br>M 7: Ending politely<br><br>M 8: Closing. |

# Presidential Inaugural Speeches: A Genre Analysis

**Lexa Chene B. Dela Cruz, Rhudje L. Piyaw**, **Kerby Robert J. Pablo, Kyanah Guinto, Kyle Charvie Supsup, Regie P. Amamio**, **& Joveth Jay Montaña**

Mindanao State University – General Santos City

lexachene.delacruz@msugensan.edu.ph

**Abstract.** This paper examined the speech patterns employed in the Presidential Inaugural Speeches (PIS) as well as the use of euphemisms. Additionally, it looked at the PhE vocabulary used in the presidential addresses. This descriptive qualitative research utilized the online transcript of the Inaugural Speeches from Presidents of the Philippines and the United States. This research adhered to Fang Liu's (2012) move-structure framework, which was based on Swales' (1990) analysis of move structures. The result shows that 4 out of 8 moves were commonly present in the speeches of 6 presidents— Move 1, 4, 6, and 7. While different results yielded for Move 2 and 8 with only three of them used such moves. Meanwhile, euphemisms, although few, are evident in the speeches. Lastly, the usage of Philippine English is observed across the inaugural speeches of Philippine Presidents supporting Torres (2019) claim in which the PhE is accepted in the quadrant of formal spoken and formal written discourse.

**Key Words:** Philippine English; inaugural speeches; genre analysis; discourse; euphemisms

## 1. Introduction

The majority of the people in the Philippines speak English at least somewhat fluently, making it one of the largest English-speaking countries in the world. More than 14 million Filipinos speak English, which has traditionally been one of the nation's official tongues (Cabigon, 2015). While English has gained an official status since the United States' colonization in 1898 to 1946, schools and media, however, mainly use Filipino. Filipino language is the lingua-franca that connects the different language communities in the country. Meanwhile, English is widely used in government, newspapers, and publications. making English public speaking a socio-cultural phenomenon in the country. With this, English has been used as a primary medium in most areas whether written and spoken, especially in politics.

Presidential speeches possess symbolic importance for the nation. It involves a nationally televised audience. It is an opportunity for the president to try to shape policymaking agenda and influence the public's opinion. A presidential speech is used to introduce certain assumptions or underlying arguments about executive branch policies and decisions. It can also be used to develop arguments in favor of policies,

identify goals and aspirations of the presidential administration, and garner support. (How Presidents Get Things Done, 2016).

Part of the policy in a democratic system of a government is to hold elections to determine the country's next leaders. Once proclaimed a winner, a new leader holds an inaugural speech, a platform to convey his/her vision and plans for his administration. The power of words in an inaugural speech is deemed vital as a starting point of his policies; thus, it is important to gain the people's trust as the new leader commences in power. As Beasley (2021) would have it, the President's words matter. In a study titled "Influence of the Presidential Inaugural Address on Audience Perceptions of Candidate Image and the State of the Nation" by Kyle Alexander Rush, he came into a conclusion that the viewers who did not vote for the incoming president would report a greater positive perception of candidate image compared to those who voted for the incoming president. He also added that the audience's perceptions of the state of the nation shows no significant difference between participants.

Hidayat in their study proves some differences in the macro and macro linguistic analysis in the inaugural speeches of SBY and Jokowi in detail. The researchers also recommend that an inaugural speech is influential in scrutinizing someone's behavior, especially country leaders, which perhaps neglects cultural aspects. The contact's residential inauguration speeches provide detail on the social and cultural features. Another study found that the inaugural speeches of President Goodluck Jonathan, President Barack Obama, and Prime Minister David Cameron contained diplomatic relations and promises made. President Barack Obama's inaugural speech contained the most diplomatic relations and the most promises made. Prime Minister David Cameron's inaugural speech contained the least diplomatic relations and promises made to citizens (Umukoro, 2022).

Several studies have been conducted about Presidential Inaugural Speeches (PIS) but little attention was given to the move-structure analysis. Moreover, the conducted studies mainly centered on the use of grammar and speakers' way of speaking and delivering the speeches. Acknowledging this research gap, this study focused on determining the speech styles of Presidential Inaugural speeches of three Philippine presidents— Benigno Simeon C. Aquino III, Rodrigo R. Duterte, and Ferdinand R. Marcos Jr, and three American presidents— Barack H. Obama II, Donald J. Trump, and Joseph R. Biden Jr. This paper analyzed the move-structures used in their speeches and utilization of euphemisms. Furthermore, it also examined the Philippine English (PhE) words found in the speeches of Philippine Presidents.

## 2. Methodology

In order to further explain the phenomenon of Presidential Inaugural Speeches, the researchers used descriptive qualitative research. Qualitative research design is a research approach that focuses on exploring and understanding complex social phenomena through non-numerical data collection and analysis. It involves in-depth examination of individuals, groups, or communities to uncover insights, meanings, and context, often using methods such as interviews, observations, and content analysis.

The study utilized the available online transcript copies of Inaugural Speeches from 2 different countries. The Inaugural Speeches of Presidents from the Philippines, namely: Ferdinand R. Marcos, Jr., Rodrigo R. Duterte, and Benigno S. Aquino III, are retrieved from the website of the Official Gazette of the Philippines. While the Inaugural Speeches of United States Presidents: Joseph Biden, Donald J. Trump, and Barack Obama, are retrieved from the White House website and some various sources. Six (6) transcriptions were gathered and used to determine whether or not the speeches follow the move structure framework presented by Fang Liu (2012) in his study, Genre Analysis of American Presidential Inaugural Speech following Swales (1990) move-structure analysis.

In the framework used by Fang Liu (2012), the writer may decide to establish the research field either by: (a) asserting centrality of the topic; or (b) stating current knowledge; or (c) ascribing key; based on limitations such as the subject's or field's nature, the readership's background knowledge, the author-reader relationship, etc. These tactics fall under the category of submoves and are essentially non-discriminative types. Language-based cues such as explicit lexical items, phrases, grammatical specifiers of content relations, and discourse conjuncts should also be used to spot moves and submoves. The framework presents 8 moves that are reflected in Table 1.

Table 1
*Move-structure Analysis*

| Moves Analysis | |
|---|---|
| **Moves** | **Description** |
| 1 | Salutation |
| 2 | Announcing entering upon office |
| 3 | Articulating sentiments on the occasion |
| 4 | Making pledges |
| 5 | Arousing patriotism in citizens |
| 6 | Announcing political principles to guide the new administration |
| 7 | Appealing to the audience |
| 8 | Resorting to religious power |

This study quantified the data by using frequency counts and percentages by Kanoksilapatham (2005) to identify the obligatory, conventional, and optional motions. It is deemed obligatory if it is used 100% in all of the corpus, if appeared 60-99% then it is conventional, and if it is below 60% it is deemed as optional. In quantifying the data for the utilization of euphemisms, the researchers carefully scanned the speeches to arrive at an analysis. To produce data for the utilization of Philippine English (PhE) by Philippine presidents in their speeches the researchers utilized the Oxford Dictionary to confirm its PhE origin.

## 3. Results and Discussion

### 3.1 Inaugural Speeches

This chapter presents the important findings of this study based on the objectives mentioned. Anchored on Fang Liu's (2012) framework on move-structure analysis, the data in Table 2 shows the results of the frequency of moves utilized in the PIS both for the American Presidential Inaugural speeches (APIS) and Philippine President Inaugural Speeches (PPIS).

Table 2
*Frequency of moves used in the Inaugural Speeches*

| Presidents | Move 1 | Move 2 | Move 3 | Move 4 | Move 5 | Move 6 | Move 7 | Move 8 |
|---|---|---|---|---|---|---|---|---|
| Ferdinand R. Marcos, Jr. | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | |
| Rodrigo R. Duterte | ✔ | | | ✔ | ✔ | ✔ | ✔ | |
| Benigno S. Aquino III | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | |
| Joseph Biden | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Donald J. Trump | ✔ | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |
| Barack Obama | ✔ | | ✔ | ✔ | ✔ | ✔ | ✔ | ✔ |

Meanwhile, Figure 1 presents the overall tally of rhetorical moves of PIS. It shows that 4 out of 8 moves were commonly present in the speeches of six presidents— Move 1, Move 4, Move 5, Move 6, and Move 7. While different results yielded for Move 2 and Move 8 with only half of them used such moves. Meanwhile, Move 3 revealed a different result with 83.33%. By using the lenses of Kanoksilapatham (2005), Moves 1, Move 4, Move 5, Move 6, and Move 5 are deemed as obligatory in the Presidential Inaugural Speeches. Move 3 being a conventional one since it yielded 83.33% result and Move 2 and Move 8 are optional having half of them used falling them into the 50% percentage.

Figure 1

*Summary of the Frequency of Moves in the Speeches*



Frequency of Moves in Speeches
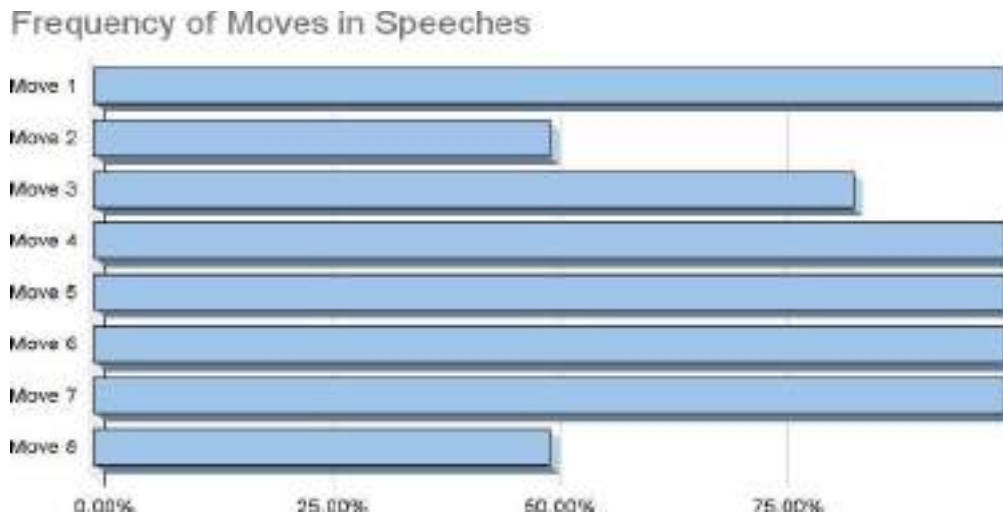
As presented in the table, Move 1 is the salutation. It is where the president greets the crowd at the beginning of his speech. Salutations may appear like: "My fellow citizens," People of the Philippines," etc. This move is observed in all 6 speeches. Just like how President Ferdinand Marcos, Jr. addressed: "OFWs, Our teachers from elementary, Vice President and soon-to-be Secretary of Education, Sara Duterte-Carpio, PGH, Our nurses, My father, President Rodrigo Roa Duterte, Filipinos."

Next, is Move 2 which is the announcement upon entering the office. The new presidents usually make announcements at the very beginning of their speech but, there are some who declare that they accept the office near the closing part of the speech. This is a typical announcement of taking office, especially by presidents of early times, in which the presidents emphasized that they were "called upon by Filipino people" or "the country" to execute the responsibility and they were "elected by people". This move is used by 3 out of 6 speeches— Ferdinand E. Marcos Jr, Benigno C. Aquino III, and Joseph Biden. Evidence found in President Ferdinand Marcos, Jr's inauguration speech: "These are troubling times; what's happening to others can happen to us; but it will not. We see what's happening. We are witness to how it is being stopped. And we have seen the glory that crowns struggle against all odds. Giving up is not an option. We've been through times of bitter division; but united we came through to this when it shall begin again. But better.The campaigns I've run have taken me here where I stand today. I listened to you; and this is what I have heard."

On the other hand, Move 3 is articulating sentiments on the occasion. At the inaugural ceremony, most of the new president utter their sentiments on the occasion when they formally assume the responsibility as the chief executive of the country. In most cases, the new president will express his acknowledgments to the people for their trust and the achievements and successful programs of their predecessor's administration. This can be seen in President Barack Obama's inauguration speech: *"Each time we gather to inaugurate a President we bear witness to the enduring strength of our Constitution. We affirm the promise of our democracy. We recall that what binds this nation together is not the colors of our skin or the tenets of our faith or the origins of our names. What makes us exceptional -- what makes us American -- is our allegiance to an idea articulated in a declaration made more than two centuries ago:*
*"We hold these truths to be self-evident, that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness."*

Additionally, Move 4 is where they make pledges. This move intends to fulfill the expectations of the audience for promise. The new president carries out this speech act to build public confidence in the new leader and his government. This move is present in all of the speeches. Structured from President Rodrigo R. Duterte's inaugural speech: *"It is the people from whom democratic governments draw strength and this administration is no exception. That is why we have to listen to the murmurings of the people, feel their pulse, supply their needs and fortify their faith and trust in us whom they elected to public office."*

Furthermore, Move 5 is when they arouse patriotism among the citizens. The function of this move is to remind or awaken people's love for their country and build confidence for the future, with which the new president successfully unites all the people as a whole. This move is used in all the speeches. Found in President Ferdinand Marcos Jr: *"My father built more and better roads, produced more rice than all administrations before his. President Rodrigo Roa Duterte built more and better than all the administrations succeeding my father's. [applause] Much has been built and so well, that the economic dogma of dispersing industry to develop the least likely places has been upturned; development was brought to them. Investors are now setting up industries along the promising routes built. And yet the potential of this country is not exhausted."*

Move 6 details the announcing of political principles to guide the new administration. This move is indispensable for setting forth political principles and that is also the main expectation of the audience from the speech. This move is found in all of the speeches. Evidently found in President Rodrigo R. Duterte's inauguration speech: *"Therefore, I direct all department secretaries and the heads of agencies to reduce requirements and the processing time of all applications, from the submission to the release. I order all department secretaries and heads of agencies to remove redundant*

*requirements and compliance with one department or agency, shall be accepted as sufficient for all.*

*I order all department secretaries and heads of agencies to refrain from changing and bending the rules government contracts, transactions and projects already approved and awaiting implementation. Changing the rules when the game is on-going is wrong.*

*I abhor secrecy and instead advocate transparency in all government contracts, projects and business transactions from submission of proposals to negotiation to perfection and finally, to consummation.*

*Do them and we will work together. Do not do them, we will part sooner than later."*

Moreover, Move 7 is when they make an appeal to the audience. The audience can never be ignored. There is always a general appeal for aid or assistance or some specific appeal for sacrifice and dedication. All speeches used this move. Evident in the inaugural speech of President Barack Obama: "*They are the words of citizens and they represent our greatest hope. You and I, as citizens, have the power to set this country's course. You and I, as citizens, have the obligation to shape the debates of our time -not only with the votes we cast, but with the voices we lift in defense of our most ancient values and enduring ideals. (Applause.)*

*Let us, each of us, now embrace with solemn duty and awesome joy what is our lasting birthright. With common effort and common purpose, with passion and dedication, let us answer the call of history and carry into an uncertain future that precious light of freedom.* " and from President Rodrigo R. Duterte's inaugural address: "*Prescinding therefrom, I now ask everyone, and I mean everyone, to join me as we embark on this crusade for a better and brighter tomorrow.*

*Why am I here? Hindi kasali ito diyan. The past tense was, I am here because I love my country and I love the people of the Philippines. I am here. Why? Because I am ready to start my work for the nation.*

Lastly, Move 8 is resorting to religious power. It is the part where a president will refer to God many times in his inaugural address, as God is the common religious belief. Generally, presidents supplicate the help of God by two means: invoking God for guidance and seeking divine blessings. Three of the presidential speeches used this move. One example is found in President Barack Obama's inauguration speech: "*Thank you. God bless you, and may He forever bless these United States of America.*"

In order to justify the results found in each move, we used frequency of occurrence defined by Kanoksilapatham (2005), who attempted to classify moves in three steps:

obligatory, conventional, and optional moves. According to Kanoksilapatham (2005), a move is obligatory if it appears in 100% of the corpus, a move is optional if it appears less than 60% of the corpus, and moves appears in 60-99% of the corpus as conventional moves.

In line with the results, Figure 1 shows that Move 1, Move 4, Move 5, Move 6, and Move 7 are obligatory since it is present in all of the speeches. This means that the presidents, in their speeches, observed giving honor and salutation to the masses, arouses patriotism in the citizens, making pledges and promises, appeals to the audience, and made announcements with regards to their political principles to guide the new administration. Also, it reveals that Move 2, Move 3, and Move 8 are conventional as it has 50% and above rate. This indicates that the president traditionally announces about accepting the office, thanking the people for their support as well as his predecessors for the contributions they made to the nation, and refers to God in their inaugural address.

The findings for Move 8 being conventional is explained in Ellah's (2022) study in which the presidential addresses contain examples of phoric connections, definite and indefinite token references, and other types of references. These references are intertextually utilized to identify specific and non-specific persons, places, entities or things to provide useful contextual clues to the audience. For instance, Presidents have invoked "God" and the "Holy Book" to contextualize religious ideology, which explains their fervor for the event's religionization. Further, their perception of God is consistent with their religious belief that human affairs are controlled by God. Given that in President Barack Obama's inauguration speech: "*Thank you. God bless you, and may He forever bless these United States of America.*" he mentioned "He" referring to the Almighty One.

Ellah (2022) further expounded in his findings that Move 5 is conventional in a sense that presidents through their words and speeches typically arouse a sense of nationalism among the citizens. It is usually expressed through reminding them of historical accounts that the country has gone through. Thus, historical discourse is also embedded in political discourse, helping authors and consumers of texts to make connections between the past and the present to make the right decisions for the future.

The other results in Figure 1 reveal the flaw in Liu's (2012) claims since her own findings lack further explanation as she failed to discuss whether or not all 8 moves that were introduced were found in all the corpora he examined. Fang Liu only explored only the use of grammar, speech acts and speakers' speech style and not on move-structure analysis.

### 3.2 Euphemisms

Euphemisms as defined by Cambridge Dictionary is a word or phrase used to avoid saying an unpleasant or offensive word. Hence, this chapter provides evidence of the utilization of euphemisms in political discourse.

Table 3
*Euphemisms found in Inaugural Speeches*

| PRESIDENTS | FREQUENCY USAGE OF EUPHEMISMS | EXAMPLES | |
|---|---|---|---|
| 1. Ferdinand R. Marcos, Jr. | 2 | I. | "not a walk in the park" |
| | | II. | "we won't shirk from that responsibility" |
| 2. Rodrigo R. Duterte | 5 | I. | "inciting class hatred among men" |
| | | II. | "remove redundant requirements" |
| | | III. | "I abhor secrecy" |
| | | IV. | "We will part sooner than later." |
| | | V. | "I have no friends to serve, I have no enemies to harm." |
| 3. Benigno S. Aquino III | 4 | I. | "I have no friends to serve, I have no enemies to harm." |
| | | II. | "wielding the tools of justice" |
| | | III. | "You are the boss so I cannot ignore your orders" |
| | | IV. | "No more junkets, no more senseless spending" |
| 4. Joseph Biden | 5 | I. | "Through a crucible for the ages" |
| | | II. | "A once-in-a-century virus" |
| | | III. | "Weeping may endure for a night but joy cometh in the morning." |
| | | IV. | "I will always level with you." |
| | | V. | "A broken land" |

| 5. Donald Trump | 3 | I. | "The time for empty talk is over. Now arrives the hour of action." |
| | | II. | "A nation is only living as long as it is striving." |
| | | VI. | "There should be no fear. We are protected..." |
| 6. Barack Obama | 5 | I. | "lasting birthright" |
| | | II. | "the obligation to shape the debates of our time" |
| | | III. | "My oath is not so different from the pledge we all make" |
| | | IV. | "victories will be only partial" |
| | | VII. | "advance the timeless spirit" |

Table 3 presents the frequency number of euphemisms that were evidently used in the speeches. Two euphemisms were found in the speeches of Ferdinand R. Marcos Jr. Four were found in the speeches of Benigno Simeon Aquino III and Donald Trump. While, five euphemisms were found in the speeches of Rodrigo Duterte, Donald Trump, and Barack Obama.

The findings in Table 3 for the second objective of this study shows that the number of euphemisms found in each of the PIS mainly ranges from 2 to 5. This may be inline with what Picker (2023) stated that one of the most common areas euphemisms are used is in politics. It is also important to note that these euphemism phrases appeared to be metaphorical. Orwell (2015) wrote in his article that political discourse, he said, is "primarily defending the unsupportable," and it does so primarily through euphemisms. This kind of distraction allows politicians to discuss things "without forming an image in their minds." He also notes that the language is easy to use and "can be propagated through tradition and imitation." In a study titled "Exploring the use of euphemisms in some speeches of president Obama: a pragmatic study" by Huda Yaseen Abdul Wahid , it revealed that Obama's speeches have strong existence of politeness maxims especially the tact and approbation maxims embedded in euphemistic expressions. These euphemistic terms were loaded with two maxims: limit cost to others; maximize benefit to others; and minimize dispraise of others; maximize praise of others. This illustrates how selective Obama's speeches are. In other words, he hasn't had a bad habit of changing the receivers' faces. Additionally, the sympathy maxim predominates in his talks to demonstrate his sincere concern for the families of those who lost their lives during the Iraq War.

### 3.3 Philippine English

Philippine English is the variety of English that is spoken and used in the Philippines. It is one of the official languages of the Philippines, deeming its status as one of the medium of instruction in schools and the lingua franca of the Filipinos. Unlike any other variety of Englishes that have British roots, Philippine English originated from the Americans.

Table 4
*Philippine English words found in Inaugural Speeches*

| PRESIDENTS | FREQUENCY USAGE OF PhE | EXAMPLES |
|---|---|---|
| 1. Ferdinand R. Marcos, Jr | 2 | i. OFW<br>ii. Mabuhay |
| 2. Rodrigo R. Duterte | 1 | i. Moro |
| 3. Benigno S. Aquino III | 3 | i. Pinoy<br>ii. Filipino<br>iii. Mabuhay |

Table 4 presents the PhE words that were utilized in the speeches of the PPIS. It revealed that two PhE words were found in the speech of Ferdinand Marcos Jr, one was found in Rodrigo Duterte, and three were found in the inaugural speech of Benigno Aquino III.

Table 5
*Philippine English Words and their meanings*

| Philippine English Word | Meaning |
|---|---|
| OFW | Overseas Filipino Worker |
| Mabuhay | an exclamation of salutation or greeting: long live ——! good luck (to you)! hurrah! cheers! |
| Moro | A Filipino Muslim; spec. a member of any of the various Muslim peoples of the southern Philippines. |
| Pinoy | A (usually male) native or inhabitant of the Philippines; a person of Filipino descent. Also as adj. Cf. Filipino, n., Pinay, n. |
| Filipino | A native or inhabitant of the Philippine islands, especially one of Spanish or mixed blood. |

Table 5 shows the definition taken from Cambridge Dictionary of each Philippine English Words taken from the Philippine Presidents. The data in Table 4, presents evidence that PPIS utilizes PhE words. However, not too many were found. It is also important to note that these are hybridized lexicons. This finding relates to Torres (2019) that PhE lexicon are

acceptable in four discourse quadrants— informal spoken, formal spoken, informal written, formal written.

## 4.0 Conclusion

This paper examines the Presidential Inaugural Speeches in terms of Move-Structure Analysis using Fang Liu's (2012) framework for move-structure analysis and using frequency counts and percentages by Kanoksilapatham (2005) to identify the obligatory, conventional, and optional motions. Additionally, it also looked up the Euphemisms and Philippine English that is utilized in each Inaugural Speeches.

Beastly (2021) states that the President's word matters, thus having an inaugural speech assures the people of what will happen in the administration. Inaugural addresses are speeches given by individuals who are officially taking office, as a president, vice president or other ranking political position. These speeches are typically delivered during inauguration ceremonies, which signify the start of a term or administration. Inaugural addresses serve as a platform for the elected leader to present their vision, objectives and priorities for their time in office. They often highlight the challenges and opportunities that lie ahead and provide guidance for the nation or organization they will be leading. Inaugural addresses hold importance in the sphere and can establish the tone for the leader's tenure.

From the given results in Move Structure Analysis, 4 out of the 8 moves namely; Move 1, Move 4, Move 5, Move 6, and Move 7 were commonly present in the speeches thus implying that these were obligatory in the speeches. Move 3 as conventional one where only one president didn't use it having a 83.33% percentage, and Move 2 and Move 8 as obligatory since it falls under 50% percentage as three out of six presidents used Move 2 and Move 8. This revealed that the other results in Figure 1 reveal the flaw in Liu's (2012) claims since her own findings lack further explanation as she failed to discuss whether or not all 8 moves that were introduced were found in all the corpora she examined. Fang Liu only explored only the use of grammar, speech acts and speakers' speech style and not on move-structure analysis.

Furthermore, we can quantify that euphemisms are evident in the speeches of Presidential Inaugural Analysis. The results revealed that the presidents used only a few euphemisms. However, this does not debunk the claims of Orwell (2015). Hence, it leads to a point that using sugar-coated words (are sugar-coated words the same as euphemisms? Why use such terms?) may not be necessary but it is somehow an important aspect of a speech, especially in PIS, to get the interest of the masses, or to try persuading the people or they only want to avoid disapproval from others as well as avoid admitting any kind of wrong stance. Thus, the researchers recommend having an

in-depth analysis focusing on the intention of the speaker with regards to the use of euphemisms.

Lastly, the usage of Philippine English is observed across the inaugural speeches of Philippine Presidents supporting Torres (2019) claim that the PhE is accepted in the quadrant of formal spoken and formal written discourse. Thus, supporting Llamzon (1996) claims that a dictionary consisting of a PhE lexicon must be provided to further strengthen that PhE is distinct from other English varieties.

## References

Author. (2016, November 16). 13.2 How Presidents Get Things Done. Umn.edu; University of Minnesota Libraries Publishing edition, 2016. This edition adapted from a work originally produced in 2011 by a publisher who has requested that it not receive attribution. https://open.lib.umn.edu/americangovernment/chapter/13-2-how-presidents-get-things-done/

Bautista, M. L., & Bolton, K. (2008). Philippine English Linguistic and Literary Perspectives. Retrieved April 23, 2023

Beasley , V. B. (2021, January 15). Words Matter: What an Inaugural Address Means Now. https://www.vanderbilt.edu/unity/2021/01/15/words-matter/

Bhandari, P. (2020 , June 19). Scribbr. Retrieved April 25, 2023, from What Is Qualitative Research? | Methods & Examples: https://www.scribbr.com/methodology/qualitative-research/

Cabigon, M. (2015, November). State of English in the Philippines: Should We Be Concerned?. British Council. Retrieved from https://www.britishcouncil.ph/teach/state-english-philippines-should-we-beconcerned-2#:~:text=The%20Philippines%20is%20recognized%20globally,more%20than%2014%20million%20Filipinos.

Full text: 2017 Donald Trump inauguration speech transcript. POLITICO. (n.d.). https://www.politico.com/story/2017/01/full-text-donald-trump-inauguration-speech-transcript-233907

Guray, D. M., Caligan, J. R., Fonte, E. R., Veluz, F. J., & Adnan, A. H. (2022). Awareness of college students towards Philippine English vocabulary items. Research Gate. Retrieved April 23, 2023, from https://l.facebook.com/l.php?u=https%3A%2F%2Fwww.researchgate.net%2Fpublication%2F369559376%3Ffbclid%3DIwAR1iha2t2UP98U-M3ahcCmLSybyPu54A7Id4cE74hUafbQ1b_X1yPIihvlE&h=AT3Itch3YV8n1k6IJxFAfK3ODOzZRHIj37MbH49AH3mlqkWA8j2XDlBEaE_1FDiyjiqyWoEUEQFoS1hKkoNdh0G

Hidayat, D. N., Septiawan, Y., Eviyuliwati, I., Zulfikar, T., & Permana, S. (2022). The inaugural speech of the Indonesian presidents:Analysing speech acts of Jokowi and SBY inaugural speech. Englisia: Journal of Language, Education, and Humanities, 10(1), 1639. https://doi.org/ 10.22373/ej.v 10i1.12760

Inaugural address of president Benigno S. Aquino III (English translation), June 30, 2010: GOVPH. Official Gazette of the Republic of the Philippines. (2010, June 30). https://www.officialgazette.gov.ph/2010/06/30/inaugural-address-of-president-benigno-s-aquino-iii-english-translation/

Inaugural address of president Ferdinand Romualdez Marcos, jr., June 30, 2022: GOVPH. Official Gazette of the Republic of the Philippines. (2022, June 30). https://www.officialgazette.gov.ph/2022/06/30/inaugural-address-of-president-ferdinand-romualdez-marcos-jr-june-30-2022/

Inaugural address of president Rodrigo Roa Duterte: GOVPH. Official Gazette of the Republic of the Philippines. (2016, June 30). https://www.officialgazette.gov.ph/2016/06/30/inaugural-address-of-president-rodrigo-roa-duterte-june-30-2016/

Liu, F. (2012). Genre Analysis of American Presidential Inaugural Speech. *Theory and Practice in Language Studies*, *Volume, Number 11*(ISSN 1799-2591), 2407–2411. https://doi.org/10.4304/tpls.2.11.2407-2411

Loy Lising. (2023). Exploring the Ecology of World Englishes in the Twenty-first Century. Xploring the Ecology of World Englishes in the Twenty-first Century Loy Lising.

Magor, S. (22 C.E.). Intersexuality in Political Discourse:A Study of President Mohammadu Buhari's 2015 Inagural Speech [Review of Intersexuality in Political Discourse:A Study of President Mohammadu Buhari's 2015 Inagural Speech]. Journal of Languages,Linguistics,and Literary Studies, 11(2636-7149-6300), 17.

National Archives and Records Administration. (2013, January 21). Inaugural address by President Barack Obama. National Archives and Records Administration. https://obamawhitehouse.archives.gov/the-press-office/2013/01/21/inaugural-address-president-barack-obama

Official Gazette of the Philippines. (n.d.). Retrieved April 25, 2023, from State of the Nation Address: https://www.officialgazette.gov.ph/past-sonaspeeches/#:~:text=The%20State%20of%20the%20Nation,to%20Congress%20certain%20legislative%20measures.

Orwell, G. (2015, November 9). Politics and the English Language.

Picker, B. (2023). Euphemisms and Public Behavior. https://www.boisestate.edu/. https://www.boisestate.edu/presidents-writing-awards/euphemisms-and-publicbehavior/

Rush, Kyle Alexander, "Influence of the Presidential Inaugural Address on Audience Perceptions of Candidate Image and the State of the Nation" (2017). Dissertations and Theses. Paper 3806. https://doi.org/10.15760/etd.5690

Study.com. (n.d.). Retrieved April 25, 2023, from Presidential Addresses: Purpose, Premises & Arguments: https://study.com/academy/lesson/presidential-addresses-purpose-premises-arg uments.html?fbclid=IwAR080mOx-Rv3esFciJR7wWCNc9vCBZhNE59w78fJZKnBMsa 2DagTotFAD8w#:~:text=Presidential%20addresses%20are%20used%20to,as%20we ll%20as%20garner%20support

The United States Government. (2021, January 21). Inaugural address by President Joseph R. Biden, Jr.. The White House. https://www.whitehouse.gov/briefing-room/speeches-remarks/2021/01/20/inaug ural-address-by-president-joseph-r-biden-jr/

Umukoro, E.S. (2022). EVALUATIVE STUDY OF INAUGURAL SPEECHES OF PAST NIGERIAN AND AMERICAN PRESIDENTS AND BRITISH PRIME MINISTER [Review of EVALUATIVE STUDY OF INAUGURAL SPEECHES OF PAST NIGERIAN AND AMERICAN PRESIDENTS AND BRITISH PRIME MINISTER]. ISSN 1117-4668.

Widiatmoko, P. (2017). ANALYSIS OF PRESIDENTIAL INAUGURAL ADDRESSES USING SEARLE'S TAXONOMY OF SPEECH ACTS [Review of ANALYSIS OF PRESIDENTIAL INAUGURAL ADDRESSES USING SEARLE'S TAXONOMY OF SPEECH ACTS]

Yaseen, H., & Wahid, A. (n.d.). *Exploring the use of euphemisms in some speeches of president Obama: a pragmatic study*. https://www.iasj.net/iasj/download/4f13d48c041536a5

# The Lines of the Head: An Analysis of the Headlines in a State University Newspaper

**Jerame N. Gamboa; Melchor Cayabyab**
Don Honorio Ventura State University; Lyceum-Northwestern University
jngamboa@dhvsu.edu.ph

**Abstract.** In the realm of written communication, few elements hold the power to encapsulate the essence of a news story as effectively as the headline. Beyond its role as a mere textual entry point, the headline stands as a mirror reflecting the priorities and perspectives of both writers and editorial teams. This study aims to describe and analyze the news headlines of the past 5 issues of the school publication in one of the state universities in Region III, Philippines. The study is a sequential explanatory type of research that used the Fairclough framework to examine whether the articles mirror the collective voice of the student body or, alternatively, amplify the viewpoints of the school administration. Findings show that clausal headlines, subject-verb phrase-direct object clausal pattern, headword-post modifier phrasal headlines, and proper-name-headwords were commonly used. The participants of the study explained that the patterns were adopted for clarity, comprehensiveness, getting the reader's attention, conciseness, and identification. The observed linguistic tendencies and the perceived pragmatic functions of dominant lexico-grammatical choices found in the corpus could inform the content of the syllabus in campus journalism and the focus of data-driven training for school paper advisers and writers.

**Keywords:** headlines, news, campus journalism, newspaper, state university

## 1. Introduction

Campus journalism serves as the voice of the students inside an educational institution. It is an instrument to report what is happening in an educational institution. Through campus journalism, feedback is given on the good things the institution initiated and the aspects that must be a focus of concern.

School publications are known to be the "microphones" of the students, for the students, and by the students. They serve as reflections on progress and breakthroughs. They act as eye-openers, and agents of refocus on the processes, issues, and challenges that concern the whole of studentry. They knock on the administration on the things they believe that the school leaders must attend to. On the other hand, they give commendations to the good works and products of excellence not only to the students but also to the whole school community.

According to DepEd Order 19 s. 2018, the publication of a school newspaper is not mandatory. But this is encouraged particularly at the secondary level in connection with the campus journalism program. DO 60 s. 1987 emphasizes the various advantages of teaching journalism and publishing school newspapers which have become a vital part of the secondary school curriculum. Thus, this is supported by RA 7079 also known as the Act Providing for the Development and Promotion of Campus Journalism and for Other Purposes. This law states that campus journalism must protect the freedom of the press and promote the development and growth of campus journalism as a way of strengthening ethical values, encouraging critical and creative thinking, and developing moral character and personal discipline of the Filipino youth.

In the study of Zamanian & Heydari (2012), campus journalists face challenges in news writing. Some of the identified challenges were the correct writing of news headlines, the careful use of words with controversial elements, as well as observing the grammar and syntax rules on the use of transitions. Such challenges continue to be addressed by sending student writers to training, seminars, and conferences as well as through mentoring by their school paper advisers.

The study by Hunahunan (2018) revealed that the most identified errors committed by the news writers are on the grammatical level specifically on the proper use of verb tenses. Capitalization and word choices are also errors that occur in news writing. The study identified a 74% overall error-density index of all news articles which is described as "very problematic". With these findings, the study concluded that some campus journalists are struggling with the correct application of linguistic rules that may affect the content of the news and threaten the effective delivery of campus journalism.

Headlines are one of the parts of any newspaper. Scacco and Mudiman (2015) explained that the headlines are the overview of news stories. They are often short statements found at the beginning of an article in connection with the following information or report. Headlines aim to capsulize the story or present a snapshot of reality. The functions of news headlines can be story summarization, interest generation, immediacy satisfaction, and attention direction.

Scacco and Mudiman (2015) stated that headlines may be written in different forms and kinds. Headlines may appear to be restrained and traditional. Other headlines use creative language. There are those who sensationalize the story or tickle curiosity through unique ways of storytelling. In terms of structure, headlines can be presented in a group of words or in a complete sentence.

Mardyarine and Ariyanti (2016) found out that newspaper passages are in active voice and put the quotations in direct form. Further, they proved that the newspaper also likes to add clausal post modifiers to describe the noun.

Moreover, Sari (2010) analyzed the discourse analysis on an online media "detik.com" using the Fairclough theory. The theory analyzes three dimensions which are text, discourse, and social practice dimension. The results show that the writer uses some figurative language to attract the reader's attention.

Tabe and Fieze (2018) analyzed public and private newspaper headlines through a discourse analysis approach. Their study found that some rhetorical questions and the vocabulary are kind of imposition, tension, and dialogue. Lexical choice in private newspaper headlines creates a negative picture and pushes readers into a pessimist understanding.

On the other hand, Duanprakhon (2012) investigated the language used in the front page headlines of popular newspapers in Thailand. Like the study of Sari (2010), this study also used Fairclough's theory. Findings showed that there are some discursive features of language used in the headlining. It also showed that the language utilized in the headlines of the newspapers reflects the negative principles of the journalists as well as creates the image of some negative social identities.

With the cited literature and studies, there is a need to constantly study the patterns used in newspaper headlines. In doing so, journalists can further equip themselves with proper techniques to be able to present news in an objective and effective manner.

This study aims to describe and analyze the news headlines of the past 5 issues of the school publication in one of the state universities in Region III, Philippines.

The study specifically found answers to the following:

1.      What types of grammatical structures are used in the headline writings?

2.      What patterns do the headlines observe?

3.      In what semantic categories do the headwords of the headlines belong?

4.      Why are the headlines framed the way they appear in the previous issues of the newspaper?

5.      What are the implications of the results of the study to future journalism training and campus paper publication?

## 2. Methods

This study utilized sequential explanatory. The study used a mixed method type of research using a sequential explanatory design. According to Creswell (2003), sequential-explanatory is described as the collection and analysis of quantitative data followed by a collection and analysis of qualitative data. This is to use qualitative results to assist in explaining and interpreting the findings of a quantitative study. The study made use of quantitative data to identify the types of grammatical structures of the headlines, patterns of the headlines, and semantic categories of the headwords of the headlines. After that, the results were tallied and computed. The results were discussed with two campus advisers in interviews to identify the reasons why the headlines were patterned, categorized, and structured as such. The qualitative data were analyzed using thematic content analysis. After which, the answers were coded and formed into themes.

The materials used in the study were the past 5 issues of the school publication of one of the state universities in Region III, Philippines. The newspapers were issued last August 2022- Accreditation Issue, August 2022-Graduation Coverage, and November 2021-Special Issue, November 2019-Mid-January 2020 Issue.  For the interview, the researcher interviewed the two (2) advisers of the studied school publication.

The researchers utilized content analysis, interviews, and documentary materials to attain the objectives of the study.

The study used content analysis following Fairclough Critical Discourse Analysis to identify the types of grammatical structures, patterns, and semantic categories of the headwords of the headlines.

Figure 1

*Fairchlough's three-dimensional framework for analysis of discourse*
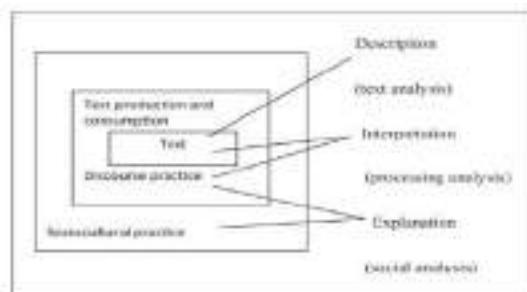


On the other hand, the researcher used the USAS English web tagger in analyzing the semantic categories of the headwords of the headlines.

The results of the quantitative data were validated by an expert in English to ensure the correctness of the analysis.

For the interview, the researcher conducted an unstructured interview with two (2) advisers of the school publication being studied. The participants were coded A1 and A2 respectively. The qualitative data were thematically analyzed using Clark and Brauns's (2006) Reflexive Thematic Analysis. The findings were coded and formed into themes.

Figure 2

*Clark and Braun's (2006) reflexive thematic analysis model*
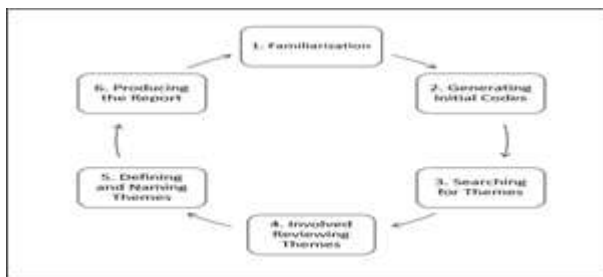


## 3. Results and discussions

### 3.1 Types of grammatical structures of the headlines

Table 1

*Frequency and percentage of the grammatical structures used in the headlines grouped per issue*

| Grammatical Structure | Issue A | | Issue B | | Issue C | | Issue D | | Issue E | |
|---|---|---|---|---|---|---|---|---|---|---|
| | F | % | F | % | F | % | F | % | F | % |
| Phrasal | 3 | 14.29 | 3 | 27.27 | 13 | 40.62 | 2 | 28.57 | 19 | 36.25 |
| Clausal | 5 | 85.71 | 8 | 72.73 | 19 | 59.38 | 5 | 71.43 | 33 | 63.75 |
| Total | 8 | 100 | 11 | 100 | 32 | 100 | 7 | 100 | 52 | 100 |

Table 1 shows the grammatical structures of the headlines in the various issues of the newspapers. Results show that the majority of the headlines are in the form of clausal in all the issues of the newspaper. It further implies that news writers prefer to form their headlines into complete sentences.

The following were the clausal headlines identified:

*Accreditors inspect DHVSU facilities through virtual tour as more programs get accredited. (Issue A)*

*Honorians from GS, COE, CSSP, DLC embark 5-day physical graduation. (Issue B)*

*SC declares parts of anti-terror law unconstitutional. (Issue C)*

*DHVSU, PhilHealth launch joint uni wide EVAW Medical Service advocacy. (Issue D)*

*LHS dance troupe triumphs in Kapampangan Hiphop Competition. (Issue E)*

The results were similar to the explanation of Rindingpadang (2011) that a clausal headline consists of a main clause. Typical new headlines are clausal in type for they provide a brief but informative overview of the content or of the main point.

The following were the phrasal headlines identified:

*Quality Still on Check (Issue A)*

*Graduation in Numbers (Issue B)*

*Riding a byline's essence (Issue C)*

*Bridging Legacy: Women in the Face of Sports (Issue D)*

*Abundance of False Gravity (Issue E)*

According to Kovach and Rossentiel (2007), a phrasal headline is a kind of headline that uses a short and impactful phrase to capture the essence of the news or the article. Most of the time, it consists of a few words or a short phrase that intends to get the reader's attention and convey the main point or theme of the story.

**3.2 Patterns of the Headlines**

**3.2.1 Clausal Patterns**

Table 2

*Frequency, Percentage, and Rank of the Clausal Patterns of the Headlines Grouped per Issue*

| Clausal Pattern | Issue A | | | Issue B | | | Issue C | | | Issue D | | | Issue E | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | % | R | F | % | R | F | % | R | F | % | R | F | % | R |
| Subject-verb phrase-direct object | 2 | 40 | 1 | 4 | 50.00 | 1 | 8 | 42.11 | 1 | 3 | 60.00 | 1 | 6 | 18.18 | 2 |
| Subject-verb phrase-obligatory adverbial | 1 | 20 | 3 | 1 | 12.50 | 3.5 | 4 | 21.05 | 3 | -- | -- | -- | 4 | 12.12 | 4 |
| Subject-verb phrase-indirect object-direct object | 1 | 20 | 3 | 2 | 25.00 | 2 | 1 | 5.26 | 4.5 | -- | -- | -- | -- | -- | -- |
| Subject-verb phrase-direct object-prepositional object | 1 | 20 | 3 | 1 | 12.50 | 3.5 | 5 | 26.32 | 2 | -- | -- | -- | 15 | 45.45 | 1 |
| Subject-verb phrase-direct object-obligatory adverbial | -- | -- | -- | -- | -- | -- | 1 | 5.26 | 4.5 | 1 | 20.00 | 2.5 | 3 | 9.10 | 5 |
| Subject-verb phrase-subject predicative | -- | -- | -- | -- | -- | -- | -- | -- | -- | 1 | 20.00 | 2.5 | 5 | 15,15 | 3 |

Table 2 shows the common clausal pattern of the headlines that were analyzed. Based

**344**

on the results, Subject-Verb Phrase-Direct Object was the most common clausal pattern.

The following were the identified headlines following the Subject-Verb Phrase-Direct Object pattern:

_DHVSU_ _opens_ _AACCUP Survey Online Visit_ (Issue A)
subject   verb phrase         direct object

_1, 408 CEA studes_ _earn_ _baccalaureate degrees_ (Issue B)
subject                verb phrase        direct object

_DHVSU's 18-Day EVAW campaign launch_ _centers_ _Safe Spaces Act_ (Issue C)
subject                                                        verb phrase              direct object

_DHVSU GTC_ _commences_ _4th Genderized Seminar Serye_ (Issue D)
subject            verb phrase        direct object

_Honorians_ _stop_ _Nicholites' rally_ (Issue E)
subject   verb phrase    direct object

The same result was found in the study of Rindingpadang (2004) who conducted a tagmetic analysis of clause patterns of the headlines of the Jakarta Post was conducted. It was found out in the study that the common clausal pattern used is Subject-Predicate-Object. For writers to attract the reader's attention, they must create well-written patterns and make sentences more readable using simple and declarative sentences without choppiness.

Other clausal patterns used on the analyzed headlines were: subject-verb phrase-obligatory adverbial; subject-verb phrase- direct object- prepositional object; subject-verb phrase- indirect object-direct object; subject-verb phrase- direct object- obligatory adverbial; and subject-verb phrase- subject predicative.

The following are the headlines following other clausal patterns:

_CBS_ _holds_ _in-person graduation_ _with 4 Latin Honors graduates_ (Issue B)
subject verb phrase  direct object                      obligatory adverbial

_Cancer survivor_ _becomes_ _PH's top rhythmic gymnast_ (Issue E)
subject              verb phrase              subject predicative

**3.2.2 Phrasal Pattern**

Table 3

*Frequency, Percentage, and Rank of the Phrasal Patterns of the Headlines Grouped Per Issue*

| Phrasal Pattern | Issue A | | | Issue B | | | Issue C | | | Issue D | | | Issue E | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | F | % | R | F | % | R | F | % | R | F | % | R | F | % | R |
| Headword – Post modifier | 3 | 100 | 1 | 1 | 33.33 | 2 | 8 | 61.54 | 1 | -- | -- | -- | 10 | 52.63 | 1 |
| Pre modifier-Headword | -- | -- | -- | 1 | 33.33 | 2 | 2 | 15.38 | 3 | -- | -- | -- | 5 | 26.32 | 2 |
| Pre modifier-Headword-Post modifier | -- | -- | -- | 1 | 33.33 | 2 | 3 | 23.08 | 2 | 2 | 100 | 1 | 4 | 21.05 | 3 |

Table 3 shows the phrasal patterns of the analyzed headlines in various issues of the newspaper. The results revealed that the phrasal pattern of the headword-post modifier is the most common.

The following were the identified phrasal headlines using the headword-post modifier pattern:

*Quality        Still on Check (Issue A)*
headword      post modifier

*Liberation      by lies (Issue C)*
headword      post modifier

*Driving Blues in Angeles Billboard (Issue D)*
headword          post modifier

Prateepchaikul (2010) emphasized that to attract a reader's attention, writers must use varied writing techniques like word choices, patterns, and style. Jonyingjaroenwong (2004) reiterated that readers preferred news and headlines written in simple language and short pattern than those complicated and long for it is easier to comprehend.

Other headlines used pre modifier -headword pattern and pre modifier-headword-post modifier pattern. The following were some of the headlines observing the mentioned patterns:

_The Lost Honorian  Book (Issue E)_
pre-modifier         headword

_Honorian      Athletes      of 2021 (Issue C)_
pre-modifier   headword     post modifier

### 3.3 Semantic categories of the headwords of the headlines

Table 4

_Frequency of Semantic Categories of the Headwords of the Headlines Grouped Per Issue_

| USAS Code | Description | Issue A | Issue B | Issue C | Issue D | Issue E |
|-----------|-------------|---------|---------|---------|---------|---------|
|           |             | F       | F       | F       | F       | F       |
| Z99       | Unmatched/ Other proper name | 4 | 4 | 14 | 3 | 26 |
| P1        | Education in general | 2 | 4 | 1 | 1 | -- |
| S2.1f     | People: Female | -- | -- | 1 | 2 | -- |

Table 4 shows the semantic categories of the headwords. The majority of the headwords of the analyzed headlines are other proper names like names of schools or universities, names of organizations, clubs, and publications, names of an office or an agency, names of a group of students, specific names of persons, and names of events.

The same results were found in the study of Rindingpadang (2004) wherein most of the time nouns are used as the headwords of the clause or of the phrase. Using nouns, they give direct and concrete information about the news or the theme.

### 3.4 Reasons why the headlines framed the way they appeared in the previous issues of the newspaper.

Headlines play a crucial role in attracting readers to read and be engaged with the articles or news. Having such a fact, writers consider various factors to create effective headlines that tell the meaning of the content and at the same time attract readers to read the whole material.

Based on the conducted interview, the editorial board intends to have the cited results as their pattern or structure. The said patterns and structure were adopted by the school publication in the last ten years.

### 3.4.1 The Use of Clausal Headlines

Based on the conducted interview, the following themes emerged:

a.        **Gives information clearly**. Journalistic writing aims to give clear information to its readers. Various techniques and styles can be adopted by the writers so that the readers will get the complete report and will not create misconceptions about the topic. Scacco and Mudiman (2015) emphasized the importance of clear and concise headlines in news writing pointing to clausal headlines that effectively summarize the main point of the article in a straightforward manner. Stovall (2018) reiterated the importance of clarity in news writing and ensuring that readers grasp the main message quickly and accurately. The American Press Institute recommends using the clausal pattern in headlines to ensure clarity and readability. The headlines should be brief, direct, and should accurately convey the central idea of the story.

*"Clauses provide a **clear and direct way** to communicate the key information of the article or news story." A1*

*"It **captures the necessary information** that the readers need to know in a glimpse."- A2*

b.        **Gives a complete summary**. The headlines serve as the bird's eye view of the article. Sometimes, readers just read the headline and are able to understand the essential information of the article.  The Associated Press (AP) Stylebook recommends the use of clausal headlines for summarizing news stories effectively. Clausal headlines offer a concise and clear way to summarize news stories, allowing readers to quickly grasp the main point or action (Ognyanova & McDevitt, 2018).

*"Clauses allow headlines to be **self-contained and provide a complete thought**."- A1*

 *"Clausal headlines present the **news in a nutshell**."- A2*

c.        **Attracts readers' attention**. Writers use varied styles and techniques to attract readers' attention and interest to read further. The findings revealed that headlines incorporating the clausal pattern were more likely to attract readers' attention compared to other headline styles (Steffens, De Vreese, & Boomgaarden, 2018). The less complicated the headline is, the more the readers will engage in the story.

*"Clauses **entice readers to read further**"- A1*

*"Readers **prefer the full sentence headlines**"- A2*

### 3.4.2 The Use of the Subject-Verb Phrase- Direct Object Pattern

As a result of the conducted interview, the following themes emerged:

a.      **Involves conciseness**. Brevity is a vital component of any form of writing. The S-V-DO pattern is commonly used in headlines for brevity and conciseness. It allows for the efficient presentation of essential information, making headlines impactful and engaging. Studies on headline readability and the practices of reputable news organizations support the effectiveness of this pattern in capturing readers' attention and delivering key messages efficiently (Kochhar, Bleiweiss-Sande, & Rosenberg, 2017).

*"S-V-DO pattern tells the **essential information** of a news story or article."- A1*

*"It allows the headlines to be **direct**."-A2*

b.      **Presents news with clarity**. The presentation and pattern to be used in writing the headlines must be done in a clear way. As stated by Stovall (2018), the importance of clarity in news writing determines the success of an article. The subject-verb-object structure in headlines aids in achieving that clarity. This pattern allows journalists to present information in a straightforward and easily comprehensible way.

*"By using subject-verb-object structures, headlines can **quickly convey** the who, what, when, where, why, and how of the story."- A1*

*"It allows the headline **to focus on the main action or subject matter** without unnecessary words or elaboration."- A2*

c.      **Easy to understand**. Communicating the news in the most convenient, comprehensive, clear, and easy-to-understand manner is the objective of any journalistic writer. Headlines using the S-V-DO pattern can be easily understood by readers. This is because the familiarity and simplicity of this pattern contribute to its effectiveness in facilitating comprehension (Brosius, & Kepplinger, 1990).

*"The pattern capsulized the content of the whole article that makes it **easy to understand**."-A1*

*"It allows the headlines to be **understood immediately**."-A2*

### 3.4.3 The Use of Headword-Post modifier Phrasal Pattern

The following themes emerged as a result of the interview:

**a. To highlight the headword**. Emphasis on the headword is given so that readers can directly point out what is the main content or who is the main topic. BBC News (n.d) explained that the headword-post modifier pattern is utilized in headlines to highlight the main element or topic by placing additional information after the headword. This pattern draws attention to the key subject matter while providing context and specificity.

> *"It is able to **emphasize the main point**"-A1*

> *"To **immediately see** the main topic or theme"-A2*

**b. To be concise**. Being direct is important in headlines due to limited space. The Associated Press (AP) Stylebook explained that by using the headword-post modifier pattern, headlines can convey key information in a concise manner without compromising clarity. The headword captures readers' attention, while the post modifier supplements it with relevant information, allowing for a more complete understanding of the headline's message. It is important to note that achieving conciseness in headlines is a balance between providing enough information and avoiding unnecessary wordiness. The headword-post modifier pattern facilitates brevity by presenting key details in a concise manner, but it is crucial to ensure that the headline remains clear, accurate, and informative.

> *"It is **suited** especially when there is **limited space**". -A1*

> *"It helps **maximize the limited space** for the headlines"-A2*

**c. For clarity**. Even though phrases are not complete in a sense, clarity is still important in any manner the headlines are presented. BBC News explained that utilizing the headword-post modifier pattern covers all the elements but in a brief manner. It gives relevant information that contributes to the reader's understanding.

> *"This phrasal pattern is common that makes readers to easily to have a **clear understanding of the main subject or theme** of the headline."-A1*

> *"Placing the post modifier after the headword ensures that the headline retains **clarity and readability**"- A2*

### 3.4.4. The use of proper and other names as headwords

From the interview, the following themes emerged:

a. **For identification of the "who" of the news**. Names as headwords point to the headline's main topic and even the whole article. Kovach & Rosenstiel (2014) explain that using names as headwords in headlines is a common practice that helps identify and distinguish the specific person or entity the article refers to. By using a name as the main subject of a headline, readers can quickly understand who the article is all about and what the story's main focus is.

"*Using names as headwords in headlines **helps immediately identify the central figures** involved in the news story or article.*"- A1

"*It provides **clear reference point** of what is the article about.*"- A2

**b. To get the attention of the readers easily**. Using names as headwords in headlines can be an effective strategy for attracting readers' attention to a news story or article. Murray (2016) stated that people are naturally drawn to stories that involve familiar names or well-known individuals, and headlines that include these names can heighten the readers' interest and encourage them to read on.

"*Names are the best way to **get one's attention or interest**.*"- A1

"*Readers are **more curious** of the identity of topic.*"- A2

### 3.5 Implication for future journalism training and campus paper publication

The use of clausal headlines, S-V-DO pattern, and name headwords has important implications for journalistic writing and campus journalism. These techniques are commonly used in news writing to improve clarity, conciseness, and readability, and can be particularly useful in the fast-paced environment of campus journalism.

The result of the study gives descriptions of the outputs of the student publication in one state college and university in the country. Further, it challenges the student writers to think of further ways in making the news fresh, comprehensive, clear, brief, and attractive. Continuous training and upgrading to the writers are important.

As stated by Kovach & Rosenstiel (2014), journalistic training is vital for it provides them with the skills and knowledge needed to be successful and effective. However, training is not a one-time event; journalists must continue to develop their skills and

knowledge throughout their careers to keep up with changes in the industry and to stay current with emerging trends and technologies. School publication advisers play a crucial role in helping the student-writers present news in an updated, effective, and comprehensive manner.

In the respective English classroom, discussions on journalistic writing may be incorporated. Further, authentic materials from the school's publication can be utilized as sample sentences or phrases so that learners can relate to what they are analyzing and studying. Further in the oral communication in English, teachers may use the news as their training for the delivery and proper use of voice.

## 4. Conclusions and recommendations

The last five issues of the newspaper of a state university in the Philippines commonly used clausal headlines, subject-verb phrase-direct object clausal pattern, headword-post modifier phrasal headlines, and proper names for the headwords of the headlines. The identified reasons for these are clarity, comprehensiveness, getting the reader's attention, conciseness, and identification.

It is recommended that continuous training must be given to the student-writers to be able to be abreast of other styles and techniques so that they can present news in a comprehensive, clear, concise, and attractive way. Further, journalism may be incorporated in various aspects and skills of learning English.

## References

Blundell (1988). The Art and Craft of Feature Writing: Based on The Wall Street Journal Guide".

Brosius, H. B., & Kepplinger, H. M. (1990). The Impact of the Structuring Device "The Five W's and H" on News Readers' Recall, Recognition, and Comprehension. Journal of Communication, 40(4), 85-95. DOI: 10.1111/j.1460- 2466.1990.tb02271.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Creswell, J. W. (2003). Research design: Qualitative, quantitative, and mixed methods approaches (2nd ed.). Thousand Oaks, CA: Sage. Retrieved from http://www.sciepub.com/reference/1 59651

DepEd Order no. 19 s. 2008.(2008). Implementation of No Collection Policy in all Public

Elementary and Secondary Schools.

DO 60, s, 1987. (1987). Guidelines Governing the Publication of High School Newspapers.

Duanprakhon, P. (2012). Critical Discourse Analysis of News Headlines: A Case of  Youth  Crime in Thailand. School of Language and Communication National  Institute  of  Development Administration.

Fairclough  N. (1992). Discourse and social change. Cambridge: Polity Press.

Fairclough  N.  (2010).  Critical discourse analysis: the critical study of language.    2nd  ed. Harlow: Longman.http://ucrel-api.lancaster.ac.uk/cgi-bin/usas.pl

Hunahunan,  Lyoid  C.(2018) "Language  Errors  in  Campus  Journalists'  News  Articles:  Its Implication to Writers' Interlanguage" Published in International Journal  of  Trend  in  Scientific  Research  and  Development  (ijtsrd),  ISSN:  2456-6470,  Volume-3 | Issue-1, URL: https://www.ijtsrd.com/papers/ijtsrd19006.pdf

Jamgnyanova,  K.,  &  McDevitt,  M.  (2018).  "Writing  for  the  Mass  Media:  A  content  analysis of headline writing in newspapers". Journal of Applied Journalism  &  Media Studies, 7(2), 321-339. DOI: 10.1386/ajms.7.2.321.

Jongyinjaroenwong,  P  (2004).  Business  news  writing  style  and  the  perception  of  readers on source credibility. Master's Thesis (Communication Arts). Bangkok:  Graduate School. Chulalongkorn University.

Kochhar,  S.,  Bleiweiss-Sande,  R.,  &  Rosenberg,  C.  (2017).  The  Future  of  News:  Readability,  Attention,  and  Comprehension  in  Digital  News.  Tow  Center  for  Digital Journalism. Retrieved from https://towcenter.gitbooks.io/the-future- of- news/readability-attention-and-comprehension-in-digital.html

Kovach, B. and Rosenstiel, T. (2007). The Elements of Journalism: What        Newspeople  Should  Know  and  the  Public  Should  Expect,  Completely  Updated  and  Revised Paperback.

Kovach, B., & Rosenstiel, T. (2014). The Elements of Journalism: What Newspeople  Should  Know and the Public Should Expect. Three Rivers Press.

Mardhyarini, M.R & Ariyanti, L. (2016). Critical Discourse Analysis of the Headline    News  in The Guardian and The Daily Telegraph. Surabaya: Unesa.

Murray, J. (2016). The language of news media. Routledge.

Prateepchaikul, N (2010). Headline Writing Techniques in General News Articles. Unpublished Master Thesis, Srinakhariwirot University.

Republic Act No. 7079 (1991). An Act Providing for the Development and  Promotion  of Campus Journalism and for other Purposes.

Sai, D. (2019). Discourse Analysis on Headline News. Department of Business Management Politeknik Negeri Batam, Indonesia desiratna@polibatam.ac.id

Scacco, Joshua and Muddiman, Ashley. (2015, December). The Current State of  News Headlines. Center for Media Engagement. https://mediaengagement.org/research/the-current-state-of-news-headlines/

Steffens, N. K., De Vreese, C. H., & Boomgaarden, H. G. (2018). News in a Digital   Age: Comparing the Presentation of News Information Over Time and     Across Media Platforms. Journal of Computer-Mediated Communication,  23(2),  58-74.  DOI: 10.1093/jcmc/zmy008

Tabe, C.A & Fieze, N.I (2018). A Critical Discourse Analysis of Newspaper Headlines On The Anglophone Crisis in Cameroon. British Journal of English Linguistics Vol.6, No.3.

The Associated Press. (2021). AP Stylebook: Names. Retrieved from https://www.apstylebook.com/names

The BBC News Style Guide: Headlines. Retrieved from http://www.bbc.co.uk/academy/journalism/article/art20130702112133671

The New York Times. (n.d.). Headlines. In The New York Times Manual of Style and Usage. Retrieved from       https://www.nytimes.com/2015/10/15/business/new-york-times-manual-of-        style-and-usage-headlines.html

Tuchman, G., Steele, C. M., & Fiske, S. T. (2012). Headlines, Deadlines, and the Attention Cycle: A Longitudinal Examination of Print News Coverage of Climate Change. Public Understanding of Science, 21(6), 722-741. DOI: 10.1177/0963662511398162

Zamanian, M., & Heydari, P. (2012). Readability of Texts: State of the Art. Theory & Practice in Language Studies.

# ICALLE 2023

### 4th International Conference on
### Applied Linguistics and Language Education

# LANGUAGE & CULTURE

# "Noli Me Tangere Comeback?: Perception of Grade 9 Students Towards Maria Clara and Ibarra Series on GMA - A Reader Response Analysis"

**Marianne L. Cuarto, Mariel Kristine Cortez, Raychiel Dimailig, Alain Razalan**
University of Perpetual Help- Las Pinas
marianne_cuarto@dlsu.edu.ph

**Abstract.** A country's literature can also reflect a country's culture. Recently, in the Philippines, GMA network produced Maria Clara at Ibarra, a historical fantasy series that has provided Filipino viewers a chance to reread Rizal's books and deepen their understanding of Philippine history and culture from a different perspective. This study is descriptive qualitative research that utilized transactional reader response theory to explore the interaction between the text (series) and the reader (audience). A total of ten (10) Grade 9 Students from an Integrated National High School were involved in the study as participants who were able to read the book Noli Me Tangere and watch the GMA series Maria Clara and Ibarra. Results showed that grade nine students observed the differences and similarities between the novel and the series through its setting, characters, plot, message from the creator, language, and culture. The common themes in the novel and series as perceived by the students are comedy, sacrifice and suffering, and Pinoy pride. Since the students have learned something from the original novel and adaptation, the researchers suggest that modern Filipino adaptations should also be critiqued and discussed inside the classroom to better promote Filipino history and culture, especially to this generation.

**Keywords:** literature, text and reader, reader response analysis

## 1.0 Introduction:

### 1.1 Background of the Study

Literature holds a profound influence on society, reflecting and shaping the culture, values, beliefs, and perceptions of its readers. Among the notable literary masterpieces in the Philippines, Jose Rizal's "Noli Me Tangere" stands as a controversial work that sheds light on the colonial past and the struggles for national identity. Over the years, various adaptations and reinterpretations have breathed new life into this iconic novel, capturing the attention of different generations and mediums.

Recently, GMA, one of the leading television networks in the Philippines, showcased a series featuring the famous characters, Maria Clara and Ibarra from Rizal's "Noli Me Tangere." The show aimed to introduce these iconic characters to a new generation of viewers, particularly grade 9 students. As these students navigate their formative years, it

becomes crucial to examine their perceptions and responses to these literary figures, analyzing the impact of the adaptation and how it contributes to their understanding of Philippine history, culture, and identity.

Moreover, exploring the perceptions of grade 9 students becomes particularly significant as they are at a crucial stage of their education, wherein they are exposed to historical, social, and cultural narratives that shape their worldview. Understanding their perspectives on the portrayal of Maria Clara and Ibarra in a contemporary context can shed light on the effectiveness of adapting literary works to reach and engage younger audiences.

### 1.2 Research Objectives:

This study aims:
1. To identify the difference of Noli Me Tangere to the series created by GMA as perceived by the students;
2. To explore how students feel and react towards the GMA version of Noli Me Tangere using reader response analysis; and
3. To recognize how Filipino culture is depicted in the series and in the book as perceived by the students.

### 1.3 Review of Related Literature

#### 1.3.1 Media Adaptations

Movie and series adaptations are a common addition to entertainment these days.
Some movies that are adaptations of books or novels are made in exactly the same version, although unsurprisingly some of them alter crucial components such adding or removing characters, settings, or plot points from the novel. As reported by Puji Lestari, and Thoyibi (2017), here are some well-liked film adaptations that depart from the novel's conclusion: Jurassic Park and Planet Of The Apes, The Scarlet Letter, Fight Club, The Apes, A Clockwork Orange, Breakfast At Tiffany's, Red Alert, Forrest Gump, Tiffany's, The Mist, The Lorax, and Who Censored Roger Rabbit?First Blood, The Body Snatchers, I Am Legend, and My Sister's Keeper.

In the Philippine context, a big media network has produced a series adapted or inspired by the classic and famous Filipino novel Noli Me Tangere. Maria Clara at Ibarra, the newest historical fantasy series on GMA Network, has provided Filipino viewers a chance to reread Rizal's books and deepen their understanding of Philippine history and culture. The fantasy series is a contemporary retelling of El Filibusterismo and Noli Me Tangere. Maria Clara "Klay" Infantes (Barbie Forteza), a contemporary nursing student who unexpectedly finds herself in the world of Noli Me Tangere, travels on in the fantasy series. There, she meets the book's protagonists, notably Maria Clara (Julie Anne San Jose) and

Crisostomo Ibarra (Dennis Trillo), and she becomes a witness to the story's events. The presence of Klay in the Noli Me Tangere universe aids in highlighting the socioeconomic difficulties that Rizal portrayed in his writing. The viewers have a thorough understanding of the social inequities and inequality that plagued Filipinos throughout the Spanish colonial era through Klay's interactions with the individuals. The fact that Klay, who faces contemporary injustices like living with an abusive stepfather and earning inadequate pay at her profession, is the storyteller is quite appropriate. She can identify with the characters and easily draw attention to the societal challenges they face, such as the male and female disparities and the corruption of Spanish friars, because she has witnessed and experienced injustices herself (Hermosa, 2023). Klay explores the world of Noli Me Tangere while this present study wants to explore the world of the series and the book through the eyes of the grade nine students.

An article by Iglesias (2023) reported that In order to provide everyone the chance to learn about prior cultures, customs, philosophies, and culture during the time of Jose Rizal in the 1800s, GMA Network is giving the historical gateway fantasy series "Maria Clara at Ibarra." Be aware that the show does not focus entirely on Rizal's novels Noli Me Tángere and El Filibusterismo. Instead, the creators gave the characters a fresh makeover and added a contemporary touch to create a historical fantasy series.

1.3.2    Filipino History and Culture in Noli Me Tangere

Noli Me Tangere is one of the most famous and prominent novels of the Philippines' National hero Dr. Jose Rizal. The requirement to read Rizal's books has been applied mostly in secondary institutions (Aguilar, Benitez, Macapagal, 2022). As reported in the study of Aguilar, et.al. (2022), it was reiterated in an order issued decades later, in 1995, by the then Department of Education, Culture, and Sports (DECS), the Noli and the Fili remain to be "required reading[s] in the third and fourth year high school respectively" In the reform of Philippine basic education in the school year 2012– 2013, which transitioned the country's educational system to the K-12 design, the compulsory reading of Rizal's novels is carried over to the curricula of the newlydefined junior high school, particularly in Grades 9 and 10.

Noli Me Tangere by Jose Rizal urges us to consider our attitudes and actions on behalf of our nation. The novel's message, which still holds true now, is to support nationalism and learn to embrace change in ourselves. By upholding the law, fostering Philippine culture, and understanding the country's fundamental purpose by cooperating with one another to enhance it, we must support our nation. It instills in us the virtues of wisdom, standing up for what is right, and love for our nation. This book is being taught in schools to teach students how to love their country and to enable them to be the change agents who will prevent history from being repeated. Jose Rizal wants us to be authentic Filipinos because only when we know who we are and what our actual aspirations are, will the nation prosper (Clarise, 2019).

As reported by Gagelonia, 1974 as cited in Brighthub Education (2022), the different themes depicted in Noli Me Tangere are: gaining independence, social climbers, abusive power, family devotion, self sacrifice, purity and faithfulness, and patriotism. Rizal's writing mirrored the sufferings of the Tagalogs and was the first to present such a daring picture of life in the Philippines in the 1800s. Rizal sought to redeem the nation and its people by exposing the brutality, greed, cruelty, and ignorance of the Spanish occupiers. Rizal also wrote about the various classes of society during the late 1800s in the Philippines. Rizal describes the Filipinos, who have been under Spanish colonial rule since the 1500s, as being mistreated by civil guards, friars, and other government officials. Through Crisostomo Ibarra, Maria Clara, and Sisa, Rizal continues to emphasize the importance of familial devotion. The entire text of "Noli Me Tangere" makes this point, just as Jose Rizal gave his life to save his country. Starting with Sisa's unending sacrifices for her kids, she endures her husband's beatings and even sets out to find her sons, demonstrating her true maternal love. Maria Clara exemplifies innocence and loyalty as she stays true to her love for Crisostomo Ibarra. In addition, patriotism turns out to be another key subject in the book. These two men, played by Crisostomo Ibarra and Elias, sincerely yearn for freedom from their oppressors. They both declare their intentions to reform, despite using distinct strategies to do so.

### 1.3.3   Reader Response Approach to Literary texts

A study by Sadjadi (2017) reported the different reader response approaches. These includes: 1) "Transactional" approach used by Louise Rosenblatt and Wolfgang Iser 2) "Historical context" favored by Hans Robert Juass 3) "Affective stylistics" presented by Stanley Fish 4) "Psychological" approach employed by Norman Holland 5) "Subjective" approach in the work of David Bleich 6) "Social" approach in the mature works of Stanley Fish and 7) "Textual" approach in the work of Gerald Prince. The purpose of Sadjadi's study is to highlight the significance of the reader in the production of meaning as well as the function that the "reader" plays in the reading process, which has been supported by every method that has been considered.

First approach is the transactional reader-response, critics like Rosenblatt and Iser, argue that in order for meaning to be produced, both the reader and the text must cooperate. They take part in or engage in a transactional experience together. The text serves as a catalyst for the reader to recall numerous former events, ideas, and thoughts—both those from previous reading experiences and those from their daily lives. Second approach is Historical context. Jauss refers to the standards readers use to evaluate literary writings in any particular age as their "horizons of expectation." He contends that the interpretation of the book can never be established or made universal because every historical era creates its own boundaries of expectation. Third approach is Affective stylistics. Since the text is made up of the outcomes it creates, which happen inside the reader, Fish does not view the text as an objective, autonomous entity (it does not have stable meaning independent of readers). When Fish discusses the structure of a text, what he really means is the structure of the reader's reaction as it develops through time.

Cognitive investigation of the thought processes elicited by particular textual components is known as affective stylistics. The reader is the real author. Fourth approach is the psychological approach. Reading entails a transaction between the reader and the text, making Holland's approach transactive. In "Unity Identity Text Self," Holland makes the case that the mother imprints on the child a "primary identity," which is itself irreversible but capable of endless change. This identity is not one specific or even a feeling of its own identity. Fifth approach is subjective. According to Bleich's assertion in Subjective Criticism, "linguistic articulation, including naming and identification, is the symbolization of experience; interpretation is a symbolization motivated by the demand that the knowledge thus symbolized be explained, or transformed into a more subjectively satisfying form." All explanations are interpretive in this way and can be viewed as the creation of new knowledge. Sixth approach is social. Fish claims that "interpretive communities expand and contract, and people move from one to another," and that "interpretive strategies are not innate or universal, but learned." Fish's mature works heavily emphasize the social because a text's meaning is derived from the reading group to which a reader belongs. Seventh approach is textual. According to Prince, it is feasible to identify the narratee by studying and evaluating different signals in the text, such as pronoun references, direct address, gender, race, social class references, and writing styles. The term "narratology" refers to the act of dissecting a tale utilizing all of its telling components, including the narrator, voice, style, etc. The narrator's intended audience is referred to as the narratee. The narrator is created by the narrative itself.

A study by Mart (2019) states that reader-response theory is based on the assumption that a literary work takes place in the mutual relationship between the reader and the text. According to this theory, the meaning is constructed through a transaction between the reader and the text within a particular context. Readers assume multiple roles when responding to a variety of forms of literature. The process of developing responses facilitates active and meaningful reading and increases emotional and intellectual participation in the text, which ultimately provides learners with better comprehension and awareness of the text. The potential value of classroom discussions helps learners to express their emotional reactions, to elicit their responses, to nourish their perspectives for furthering depth of their interpretation, to corroborate their opinions and share their responses for building a social relationship. It is crucial that learners are directed to perform more adequately in response to texts and actively engage in dialogues to pose literal and inferential questions, to explore a range of possible meanings and to foster cognitive development and comprehension.

## 1.4    Theoretical Framework:

Among the different reader response approaches, transactional reader response theory by Loiuse Rossenblatt was used to explore the interaction between the text and the reader. Rossenblatt in this theory explains that every text offers two different forms of meaning: determinate and indeterminate meaning, which refers to as the blueprint and stimulation functions of the text. Determined meaning relates to what might be referred

to as the text's facts, specific plot points, or objectively stated physical descriptions. In contrast, ambiguous meaning, also known as indeterminacy, refers to "gaps" in the text that permit or even encourage readers to construct their own interpretations. Examples include actions that are not well explained or that appear to have various explanations.

The theory suggests that since the text allows for a variety of permissible meanings, or meanings for which textual support is accessible, different readers arrive at various acceptable interpretations. However, not all readings are appropriate, and some are more acceptable than others because there is a genuine text engaged in this process to which we must refer to justify or change our reactions. Even the writers' own intents while writing their texts and any interpretations they may provide later are merely extra readings of the text that must be presented for review to the text-as-blueprint in the same way as all other readings.

The theory was used to explore the interaction between the reader, the text and the series through emphasizing the subjective experiences, interpretations, and emotional responses of the grade 9 students. By utilizing this approach, it captured the nuanced and multifaceted perspectives of these young readers as they engage with the Maria Clara and Ibarra series on GMA differentiating with the original book Noli Me Tangere.

## 1.5    Significance of the Study

Academic Community: This research is important for people in schools and universities to understand how Grade 9 students react to TV shows or movies based on classic books like "Noli Me Tangere." This gives useful information about whether bringing these old stories to modern audiences through television is effective or not.

Education Policymakers: The results of this study can help people who make decisions about what students should learn in school. They can learn about the value of including TV adaptations of classic books in the curriculum. By using TV or other media formats to teach literature, students may become more interested and engaged with these texts.

Media Producers: This research is useful for people who create TV shows or movies based on books. They can learn from the opinions and reactions of Grade 9 students to the Maria Clara and Ibarra series. This information will help them make better adaptations in the future and understand what parts of the adaptations worked well for the target audience.

Teachers and Educators: Teachers and educators can benefit from this study to help them understand how Grade 9 students think about adaptations of books. They can use this knowledge to design better teaching methods that connect classic literature with

modern media. This way, they can make learning more interesting and relatable for their students.

Grade 9 Students: The main people who benefit from this research are the Grade 9 students themselves. By studying their thoughts and responses to the Maria Clara and Ibarra series, we can understand how these adaptations affect their understanding and interpretation of the original book. It can help them appreciate classic literature more by making it easier to understand and relate to through TV or multimedia.

Literary Scholars and Researchers: This research adds to the knowledge in the fields of literature and media analysis. It provides valuable information about how young audiences react to adaptations of books. This opens up opportunities for further research and discussions about the relationship between literature, media, and education.

## 2.0 Methodology

Research Design

This research seeks to dig deeper into the perception of grade 9 students towards the Maria Clara and Ibarra series on GMA through a reader response analysis. By conducting a descriptive qualitative research, this study is a thorough investigation of their interpretations, reactions, and reflections. Researchers aim to gain valuable insights into how this adaptation influences their understanding and connection to the themes, characters, and events depicted in "Noli Me Tangere."

### 2.1 Setting

The study was conducted at Naic Integrated National High School Halang Naic Cavite.

### 2.2 Participants

Since the main goal of this study is to figure out the perception of grade 9 students towards Maria Clara and Ibarra series on GMA through a reader response analysis, the researchers used a purposive sampling method. The inclusion criterion was based on participants who were able to read the book Noli Me Tangere and to watch the GMA series Maria Clara and Ibarra.

A total of ten (10) Grade 9 Students from Naic Integrated National High School were involved in the study.

### 2.3 Data Collection and Data Analysis

Data from the students were collected through an interview. The results were analyzed through a qualitative technique.

**2.4 Research instrument**

The interview questions are designed to elicit the perceptions of grade 9 students towards GMA series Maria Clara and Ibarra.  The interview protocol was conducted to ten (10) grade 9 learners at Naic Integrated National High School Halang Naic Cavite.

**3.0 Results and Discussion**

The results show the difference of Noli Me Tangere to the series created by GMA as perceived by the students; students' feelings and reactions towards the GMA version of Noli Me Tangere using reader response analysis; and how Filipino culture is depicted in the series and in the book as perceived by the students.

**3.1     Students' perceptions on the novel Noli Me Tangere and Maria Clara and Ibarra, the series created by GMA**

The results show that the student participants distinguished the differences and similarities of the novel and the series in terms of setting, story plot, characters, message by the authors, language, and culture.

3.1.1 Setting

One major difference that the participants observed in the setting of the series and the novel is that, the students need to imagine and visualize the place in the original novel as an old town in the country, while in the series they can already visualize the setting in full color that it seems realistic.

  "In Maria Clara and Ibarra, the place was demonstrated with texture and color". – Participant 2

"When we read Noli Me Tangere in our class, I have always imagined San Diego set in a rural area. In MCAI of GMA, in some parts of the series, the setting gives an urban vibe. However, the series still managed to pull off and create a time and place where the audience can imagine how people used to live during the Spanish colonial period and all their struggles under the regime of a foreign empire in their native land." – participant 4
"In Maria Clara and Ibarra, they made the setting more realistic and livelier". – participant 5

3.1.2 Story Plot and Characters

The main difference that the students recognized in the series and novel is the inclusion of the modern character Klay which made a twist in the story. Klay, a new character from the MCAI series of GMA, entered the fictional novel under the Spanish reign but she was

actually from the present era. The writers of the series wanted to communicate to the audience especially the generation Y and Z the importance of studying Rizals' novels through adding new characters in the novel. Aside from Klay, Fidel as the best friend and confidant of Crisostomo was added.

"In the book, the decisions made by the characters come from their inner desire to foster change and have freedom from oppressors. Meanwhile in the series, the additional character Klay had made a huge impact on the lives of the main characters to an extent that she was able to influence them on how they were supposed to live and how they could react to what was happening around them."- participant 1

Aside from the difference in the characters, some students have observed that both the series and the novel serve the same purpose which is to enlighten us with the things that happened in the past as part of our history and culture. The students also observed that the novel was presented in a serious and formal tone while the series has a touch of comedy.

"They have the same purpose that is to claim the right for us, to open our minds and hearts." – participant 6
"In Noli Me Tangere, it is serious. In the series, there is a touch of comedy." participant 9

3.1.3 Message by the authors

All the student participants recognize that both the novel and the series have the same message from the author and creator which is to show what truly transpired during that era.

"Dr. Jose Rizal wrote Noli Me Tangere to expose the abuse Filipinos were getting from the Spanish government and religion. He wanted to open the eyes of the natives so they would stop patronizing the oppressors and start seeing them for who they really were. The Maria Clara and Ibarra series was created not just to remind us of our history but also to let people know that exploitation and abuse are still present in our country but this time no foreign government is involved but our fellow countrymen. " – participant 8

"Being a true Filipino is what Dr. Jose Rizal wants us to be." – participant 9

"Both the novel and the series show the life of Filipino in the hands of Spaniards"- participant 2
"To expose the abuse of the Spaniards to the Filipinos"- participant 5

### 3.1.4 Language

The students perceived that both the novel and series used the same language except that there is an integration of modern terms because of Klay's inclusion in the series.

"The series had shown involvement of modern-day terms, due to the presence of Klay. But generally, they used the words appropriate to the setting just like how it did in the novel." – participant 7

"They both used formal and informal language" – participant 3

"In the novel, the author used English, Filipino, and Spanish" – participant 4

### 3.1.5 Culture

Both the novel and the series showed the culture of being Filipino as perceived by our student respondents.

"Maria Clara and Ibarra of GMA showed accurately how the people used to live during the Spanish Colonial era like how it was in the novel. For me, it was good that the series exhibited the values, and the rich culture of our forefathers because we could learn a lot from it even if we live differently nowadays from them. " – participant 5

"They both show that no matter how hard our life is, we can still fight and continue our dreams like Ibarra." – participant 8

"In the novel, Spanish colonial culture is portrayed. In the series, Filipino and Spanish culture are portrayed." – participant 1

"There are different ways that show culture in the book like fiesta, giving respect to elders by pagmamano and using po and opo and by being religious." participant 10

The results of the study are similar to the article of Clarisse (2021) that reports that Noli Me Tangere urges us to consider our attitudes and actions on behalf of our nation. The novel's message, which still holds true now, is to support nationalism and learn to embrace change in ourselves. The present study discovered that the perception of the students in both the novel and series may have differences but there is only one purpose which is to uphold Rizal's message of nationalism.

### 3.2 Students' feeling and reactions toward GMA Version of Noli Me Tangere using readers' response analysis

The data shows how the students feel and react about the series Noli Me Tangere. The students' answers were analyzed with the transactional reader response theory by Loiuse

Rossenblatt to explore the interaction between the text and the reader. The theory suggests that since the text allows for a variety of permissible meanings, or meanings for which textual support is accessible, different readers arrive at various acceptable interpretations. However, not all readings are appropriate, and some are more acceptable than others because there is a genuine text engaged in this process to which we must refer to justify or change our reactions.

The student participants have different ways in interacting with the series and its meaning, some have positive and negative reactions, attitudes and realizations.

"I liked the book better than the series because the words used by the author feels raw and encapsulating that the novel would really make people, especially the youth of this generation, value the sacrifices made by the past generations through revolution just so we can have freedom in our native land." – participant 3

"After watching the first few episodes I couldn't help feel frustrated for the characters. The empathy I have for each character was so immense especially for Sisa. The actress really agve justice to the character. But in the middle of the series, people started gushing over the love story of Fidel and Klay and I felt like in kind of pulled the story away from the real message of the series." – participant 7

3.2.1   Appreciation for the TV series version of Noli Me Tangere

Vivid visualizations of scenes. It was revealed that having a clear visual representation of scenes from the novel help the learners to deeply appreciate the beauty of a literature.

"I like the series more because every scene was clear and you know where the scene happened." -Participant 4.

"Series because it is easier to understand, especially for very young audiences." -Participant 6.

Noack (2013) mentioned that visualization enhances attention because it keeps the audience focused on the subject matter. For example, when students visualize the content of a lesson or a passage that they are reading, comprehension increases dramatically. Many students report that they create a "movie in their head" and the visuals maintain their concentration and interest. In addition, when students visualize a scene before they write it, their ideas tend to be more cohesive, their thoughts remain fluid, and their stories integrate more descriptive language.

3.2.2   Attitude towards the TV series version of Noli Me Tangere

Astonishment. The participants' admiration for the television adaptation of Noli me tangere is  evident."

"I feel amazed because it narrates the history when Spaniards conquered the Philippines, also it gives lesson." -Participant 1.

Joy. It was revealed that watching the tv adaptation of Rizal's Noli Me Tangere brings joy and laughter to its audience.

"Happy because they add comedy in the scenes." -Participant 5.

"I felt happy because the plot twist was not what I expected. It was good and interesting." -Participant 8.

3.2.3 Realizations after watching the tv series version of Noli Me Tangere.

Acceptance. Participants realized that what happened in the past remains a history and needs to be accepted, thus will bring lessons in life.
"I learned that we cannot change the past but we can definitely learn from it." -Participant 2

### 3.3 Filipino culture as depicted in the series and in the book as perceived by the students

There are different ways on which culture was depicted in the novel and in the series. One common answers of the participants are the celebration of fiestas/festivals. Most participants answer that they have watched in the series and read in the book that the characters celebrate the fiesta/ festival with food, song, and mass. Another common answer by the participants is their observation of Filipinos wearing traditional clothes like barong and barot saya.

"They celebrate the festival with different mass songs and food with enjoyment and happiness" – Participant 1

"They have an assembly for the festival, they prepare decorations inside and outside the house" – Participant 2
      "wearing of barong and baro't saya" – Participant 3, 4, 5

      Another depiction of Filipino culture in the book and series is respecting elders through showing acts of pagmamano, using of po and opo and being obedient to them. Some participants have observed these acts of Maria Clara in different scenes.
"There is a scene of Maria Clara doing "pagmamano" to her family and to elders because this is the way Filipinos give respect to elders" –Participant 3
"There are some scenes that show how Maria Clara respects and obey elders." – Participant 4

However, in the adaptation, the negative side of obedience was shown as one participant said that:

"Obedience – it is a good Filipino culture but is sometimes abused like how Maria Clara was abused because she was very obedient. – Participant 7

Aside from celebrating festivals and showing respect to elders, the participants also observed that the characters in the book and series showed their religiosity, at the same time believing in myths. The characters also showed how Filipino ancestors and modern Filipinos show resiliency and help one another. It also evident that Filipinos show hospitality and close family ties and the importance of education.

"Religion – ever since Christianity was introduced to the Philippines, we have become a very religious country. During the Spanish Colonial period, priests and other religious authority were treated higher than the government. – Participant 7

"Hospitality – Filipinos are known to be the most hospitable people in the world and it was shown even in the first chapter/episode "Ang Pagtitipon" where the guest were given the good parts of the chicken tinola." – Participant 3

"Close Family Ties – Filipinos are very known for having strong family ties which was depicted accurately in the story/series. Crisostomo Ibarra wanted justice for his father. While Sisa turned mentally ill upon the loss of her child." – Participant 6

"Education – the series and the book showed how Filipinos value education. Crisostomo Ibarra wanted to build a school where students can avail education for free." – Participant 4

"Maria Clara and Ibarra of GMA showed accurately how the people used to live during the Spanish Colonial era like how it was in the novel. For me, it was good that the series exhibited the values, and the rich culture of our forefathers because we could learn a lot from it even if we live differently nowadays from them." -Participant 1

On the other hand, the study of Gagelonia, 1974 as cited in Brighthub Education (2022), the different themes in culture depicted in Noli Me Tangere are: gaining independence, social climbers, abusive power, family devotion, self-sacrifice, purity and faithfulness, and patriotism.

**4.0 Conclusion**

The study reported the similarities and differences between the characters, plot, message, language, and culture of the original novel compared to the series with a modern twist. The study reveals how the pupils feel and respond to the television show Noli Me Tangere. The students felt joy, astonishment, and acceptance towards the GMA version of Noli Me

Tangere. Using Loiuse Rossenblatt's transactional reader response theory, the relationship between the reader and the text, was discussed. According to the theory, since the text permits a wide range of acceptable meanings or meanings for which textual evidence is available, different readers arrive at a wide range of acceptable interpretations. Therefore, the student participants interact with the series and its meaning in various ways; some have positive and negative attitudes, reactions, and realizations. In addition, the study also shows how Philippine history and culture were promoted and can be promoted through the series as perceived by the students.

The results of the study imply that this generation of readers perceived the series with more interest since they can relate more to the modern twist but they have also realized the importance of the novel with the original story plot especially in relaying the message of the original novel. This conclusion is interesting for literature teachers to use the series in incorporating their discussion about the novel and the other works of Rizal.

**5.0 Recommendations**

Based on the results of the study, the researchers recommend the following:

For teachers, they may encourage students to watch the series Maria Clara and Ibarra during class hours since it will get more of their attention and interest because there is a modern twist on it that their generation could relate to, because of this, the students will have more interest to read the novel. This would lead to a more engaging discussion for the students to compare the novel and the series. The teachers can also integrate activities that would compare and describe Noli Me Tangere and Maria Clara and Ibarra of GMA in terms of: Setting, Characters, Message by the author or creator, Language and Culture. This is also a good venue to promote Philippine culture to this generation.

For GMA and film producers, more history and culturally inclined series would be good to be produced, so more people would understand our history and our culture will more propagate.

For future researchers, you may also explore other literature novels with adaptations to recognize the differences, reader-text interaction and to eventually create or discover more teaching strategies for literature teachers and more content to create for film producers.

**References:**

Aguilar, F. V., Jr. (n.d.). Relational Nation: The Appreciation of Characters in Rizal's Noli me tángere in Two Philippine Public High Schools. Archīum Ateneo. https://archium.ateneo.edu/history-faculty-pubs/106/

Clarisse, A. (2021). Noli Me Tangere: A Wake-Up Call Book of

Revolution - Amber Clarisse - Medium. Medium. https://amberclarisse0928.medium.com/noli-me-tangere-a-wake-up-call-book-ofrevolution-9268a46b13d6

Hermosa, A.M. (2023). The beauty of history and Philippine television in 'Maria Clara at Ibarra.' Medium. https://tomasinoweb.medium.com/the-beautyof-history-and-philippine-television-in-maria-clara-at-ibarra-a4bcba7d9ff

Iglesias, I. (2023). "Maria Clara at Ibarra" — A modern retelling of history. The Manila Times. https://www.manilatimes.net/2022/10/03/entertainmentlifestyle/show-times/maria-clara-at-ibarra-a-modern-retelling-of-history/1860647

Sadjadi, B. (2017). Reader-Response Approach: Critical Concepts and Methodology in Phenomenological Reading Theory. ResearchGate. https://www.researchgate.net/publication/341988151_Reader-Response_Approach_Critical_Concepts_and_Methodology_in_Phenomenological_Reading_Theory

Understanding the Themes of the Filipino Novel "Noli Me Tangere." (2011). BrightHub Education. https://www.brighthubeducation.com/homework-helpliterature/122053-themes-and-historical-value-in-the-book-noli-me-tangere/

# Exploring the Word Formation Process of Gayspeak Words in Vice Ganda Movies

**Donnel Pierce G. Deparine, Erica Faye J. Dueñas, Lyka L. Mateo, Jeffrey E. Floriza, & Joveth Jay D. Montaña**

Mindanao State University- General Santos City

donnelpierce.deparine@msugensan.edu.ph

**Abstract**. Gayspeak is a unique form of language that is frequently spoken within the gay community. It encompasses a distinctive set of linguistic traits and expressions that serve as markers of identity and solidarity. Lexicon used by gays now may no longer be used, three to five years from now. Therefore,documenting and studying gayspeak is important for posterity reasons.Thus, this study aims to explore the word formation process of gayspeak words in the Philippines. This study used a content analysis approach to its inquiry. Specifically, it uses Vice Ganda movies to extract gayspeak words used by Filipino. The findings of this study showed that there were 73 gayspeak words found. Results show that there are 27 words (36.99%) formed through coinage. 19 words (26.03%) via the process of clipping and affixation, 17 words (23.29%) are formed through borrowing/multi-process, 6 words (8.22%) are formed under the process of substitution, 3 words (4.11%) in the process of reduplication, and only 1 word (1.37%) is formed through the process of blending. The findings of the study suggest a more comprehensive approach to fully encapsulate the lexicon of gayspeak and consider other prominent sources with gayspeak words as well.

**Keywords**: Gayspeak, Word Formation, Gay Community, Vice Ganda Movies, Morphological Analysis

## 1. Introduction

### 1.1 Background of the Study

Gayspeak, commonly known as "gay lingo"or "gay slang" is a unique form of language that is frequently spoken within the gay community and among their friends. It encompasses a distinctive set of linguistic traits and expressions that serve as markers of identity and solidarity within the community. However, these linguistic features can present challenges for individuals who are not

familiar with with the language, as they may struggle to fully comprehend or effectively communicate with speakers of gay lingo. This linguistic barrier can limit interaction and create a sense of exclusion for non-speakers, highlighting the importance of understanding and inclusivity in fostering effective communication across diverse linguistic communities. (Rosales, & Careterro, 2019).

Gayspeak has achieved a higher degree of acceptance in recent years in the Philippines. Both gays and non-gays can be heard uttering gay expressions. But the main role of swardspeak for gay people in the Philippines is to function as an "armor" to shield themselves from chasm and social stigma caused by gender differences (Casabal, 2008 as cited by Rubiales, 2020). Red as cited in Dang (2013) defines gay language as a type of code used in the gay community for the purpose of preventing people from outside the group (herein refers to heterosexuals) making sense of it and helping link them in "their own discourse". In popular media, for instance, they are seen merely as comedic reliefs or personalities subordinate to cisgender heterosexual men. Vice Ganda, as a popular icon who is seen in mainstream television daily, has a platform to echo the counter discourse against homophobia including movies that touch on these various issues.

Jose Mari Viceral, also known as Vice Ganda, is one of the most famous entertainers in the Philippines. His widespread influence makes him a prominent figure who represents the marginalized voices of the Lesbian, Gay, Bisexual, Transgender, Queer (LGBTQ+) community in the country (Sanchez, 2022). Vice, was the image of gay and became a celebrity vehicle that represents the gay community in the Philippine movies. Vice Ganda's lines in his/her lead role movies are just one of many instances where Philippine gay lingo—also called *beki* language—is incorporated into popular media and culture. This representation has significant influence both in the community it represents and casual viewers, where they associate themselves with various characters they view as heroes in movies and may integrate their model's character into their value system and affect their behavior (Udofia, 2017). According to Onukaogu (2011) youths idolize television characters and tend to copy these characters in their everyday life, which concludes that movies have a stronghold on people's moral values and existence.

## 1.2 Related Literature and Studies

Swardspeak, gay lingo, gayspeak, baklese, bekimon, and beki language all refer to the same language spoken by Filipino gay men. These names are evidence of the fast evolving nature and even ephemeral quality of gay language. Gay language construction is a creative and inventive process that works by playing with familiar words and by alluding to popular and formal names of persons, things, events, and the like. Gayspeak continuously reinvents and thus redefines these words due to the popular usage of gayspeak in media—including social media—and in Nuncio et. al. 39 other "current" discourses that stir the interest of the gay community. Languages are used creatively to actively construct particular identities and social positions" (Cameron & Kullick, n.d.).

Filipinos today are constantly exposed to gay language and its creative inventions as they are often used in mainstream Philippine media. Tabloid headlines in gay lingo have become conventional. Known gay personalities in show business, such as Vice Ganda, Chocoleit(+), Wacky Kiray, Allan K, Pooh, Boobay, and even female comedians such as Ai-ai Delas Alas and Ethel Booba, have been instrumental in popularizing gay language through mass and new media.

Murphy Red's essay "Gayspeak in the Nineties" raises four important points that have resurfaced in recent studies on gay llanguage. First, Red argues that gayspeak was constructed as a necessary "shield" against the discrimination that male homosexuals experience from the patriarchal and homophobic culture they live in. Through gayspeak, gay people can conceal what they mean through wordplay as they converse in public, sometimes consciously or unconsciously alienating people outside their communication circle. In this sense, gay language has a subversive value. Second, gayspeak provides a way for male homosexuals to enter and have a presence in mass media, particularly television. Red refers to this as the "faggotification of television". Third, he asserts that gayspeak is a creative use of language and does not conform to any type of structure, although it's supposed "lack of a structure" has been challenged repeatedly. Fourth, gayspeak is both time- and culture-bound. The popularity of gay words depends on the latest trends, and although gayspeak may sound universal among gay men, variations are noticeable in different localities.

According to Yule (2006), word formation processes is a way of forming and creating new words from the use of old words. It is stated that there are many types of word formation processes. There are coinage, borrowing, compounding, blending, clipping, back formation, conversion, acronym,

derivation, prefix and suffix, and multiple processes. In the process of word formation, there are explore some of the basic processes by which new words are created specifically for derivation. According to Yule (2006) derivation is the process of word formation to be found in the production of new English word. The process of word formation through the addition affix (suffix), which can be either a prefix (prefix) or suffix (suffix). For example, the addition prefix as like asleep for a+ sleep, rewrite for re+write, incorrect for in+correct. And the addition of the suffix as like importance for import + ance as the suffix, enjoyment for enjoy+ment,happiness for happy+ness. All english words formed by derivational process have either prefix or suffix, or both. But according to Haspelmath & Sims (2010) stated, there are too many types of derivational meaning to present here, but it is worth discussing one frequent characteristic of derivation. Derivational patterns commonly change the word-class of the base lexeme – i.e. nouns can be derived from verbs, adjectives from nouns, and so on.

Various studies have explored slang language, such as Mahnunik (2015), who analyzed Justin Bieber's song lyrics to understand the morphological processes behind slang words, using qualitative descriptive research. She classified twenty-four slang words in these lyrics according to Gorge Yule's (2006) theory, encompassing coinage, clipping, borrowing, compounding, back formation, acronyms, multiple processes, affixation, or blending. In contrast, this research focuses on slang in an animated movie, examining whether slang words carry derogatory meanings or are commonly accepted by society, based on Mattiello's (2008) specialized theory for slang. Slang, unlike standard language, often follows irregular and non-standard patterns.

Another related study by Panjaitan (2017) analyzed slang words in the movie "Zootopia," classifying them through regular word formation processes and categorizing them using Yule's theory, with an emphasis on social factors and character relations. In contrast, this research delves into word construction and detailed meaning comprehension, aiming to uncover the meaning and morphological processes of slang words used in the movie "Ralph Breaks the Internet."

There are some studies that have been done related to word formation on slang used in various areas. First, it has been studied in the area of songs, such as Lestari (2016) who analyzed word formation on slang words used in Bruno Mars' song lyrics and Haspo and Rosa (2018) who analyzed word formation in song lyrics Eminem on Album Kamikaze. Second, word formation on slang has been studied in the area of social life. Nurhayati (2016) analyzed word formation processes and a technique in understanding Waria Slang Tulung Agung. Third, word formation on slang has been studied in social media. Kumalasari (2016) analyzed slang words used by Surabaya teenagers in their group on social media Facebook. Another study which is related to social media was conducted by Leo (2019). This study aims to find out the types and the meaning of slang words used by Plesbol.

Fourth, word formation on slang has been studied in advertisements. Wahyuni and Rosa (2013) analyzed word formation of slang in TV advertisements. Lastly, word formation has been studied in movies. Primaningtyas (2016) analyzed slang word expressions found in Pitch Perfect movie script and clarify the meaning of that expression based on the context they are uttered. Next, Novianti (2017) analyzed word formation on Dead pool movie. In addition, Hafiz and Rosa (2020) analyzed word formation of English slang used in straight Outta Compton movie. Also, Yendra (2018) conducted a study focused on analyzing the types of word formation on slang used in Freedom Writer movie. In addition, another study related to the movie was analyzed by Rosa (2018) who analyzed slang words used in the film entitled "Hitch" by Andy Tennant.

## 1.3 Objectives

The objective of this study aims to explore the gayspeak words of Filipino word formation processes. This paper specifically aimed to find the gayspeak words in Vice Ganda's movie, how these gayspeak words are formed under morphological process in accordance to: Clipping and Affixation; Blending; Reduplication; Borrowing; Coinage; and Substitution. Moreover, it is to determine the most prevalent morphological process employed and the least dominant word formation process. Specifically, it answered the following questions:

1. What are the gayspeak words present in Vice Ganda movies?
2. How are the gayspeak words in Vice Ganda's movies formed in accordance to Algeo (1993) morphological process, specifically on: Clipping and Affixation; Blending; Reduplication; Borrowing; Coinage; and Substitution?
3. What are the most dominant gayspeak words and morphological processes used in Vice Ganda movies?

### 1.4  Conceptual Framework

The research is anchored on a study by Kanchanabundhu and Trakulkasemsuk (2022) titled "Shift to Impress: How Thai LGBTs Create New Terms in Their Daily Chats" The study aims to investigate word-formation strategies employed by Thai LGBTs in creating new terms. A number of LGBT terms were pre-selected from a Thai LGBT series named Diary Tootsies The Series, then validated by three external raters. The 50 remaining terms were analyzed through an adapted framework of word formation.

The result indicates that Shift of Meaning, which is the strategy of assigning new meaning to the existing terms, was the predominant strategy employed. Shift of Meaning may possibly co-occur with some other strategies, such as using rhyme-motivated or compounding words. The use of more than one strategy may help embellish the terms and make their meaning more expressive and entertaining. As language can reflect its users' identity, new terms created by Thai LGBTs would embrace the stereotypical image that people have about them in the ways that they are outgoing, funny, and creative.

Figure 1.

*Schematic Diagram of the Study*



Dependent Variables

1. Private Benjamin
2. Sisterakas
3. Girl, Boy, Bakla, Tomboy
4. Beauty and the Bestie
5. Gandarrapido: The Revenger Squad

Independent Variables

1. Blending
2. Coinage
3. Reduplication
4. Substitution
5. Clipping and Affixation
6. Borrowing
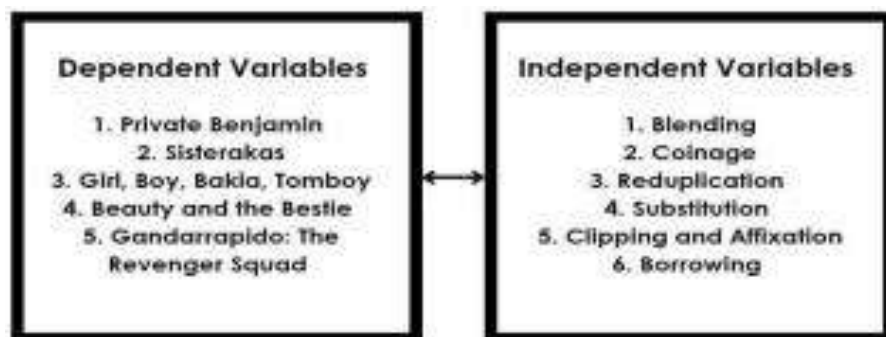
### 1.5 Theoretical Framework

This research is anchored in the theory by Algeo (1993) entitled "Word Formation Framework." The theory states that new words can be formed through different processes. The identification of potential new-word candidates and the gathering of documentary evidence - that is, citations with source information - is the major task in preparing standardization of newly formed words. The column can be written only because, from its beginning, words and citations have been contributed by members of the band of volunteer workers listed in the Index to Contributors. New contributors join the band every year. They watch for words that strike them as new uses in whatever material they customarily read or listen to. Because printed evidence is easy to gather, most of the new words are attested from newspapers, magazines, and books. However, speech and other forms of writing are equally valid sources of evidence.

The dominance of printed citations is a matter of convenience, not intended to privilege the published word over the spoken or handwritten. Oral and manuscript citations are used when such citations are available.

Figure 2.

*Algeo's Word Formation Framework*

| Word Formation Types | Concept |
|---|---|
| 1. Compounding | Compound is word formation by combining at least two meaningful words together to create a new word that may or may not have a meaning adhered to the base words. |
| 2. Clipping | Clipping is word formation by shortening an existing word while its original meaning remains. |
| 3. Affixation | A morphological process whereby a group of letters (the affix) is attached to a base or root word to form a new word. Sometimes the new word takes on a whole new meaning, and sometimes it simply gives us more grammatical information. |

| 4. Blending | Blending is word formation by combining phonological parts of at least two words together to form a new word, and the sound of the two mixing words may or may not overlap at the place where the words join. |
|---|---|
| 5. Reduplication | Reduplication is a word formation process in which some part of a base (a segment, syllable, morpheme) is repeated, either to the left, or to the right of the word or, occasionally, within the middle of the word. |
| 6. Borrowing | Borrowing is word formation by taking words from other languages. It can be (1) a loanword with a minor change in pronunciation, (2) the direct translation of the loanword, and (3) a combination of a loanword and an L1 word. |
| 7. Coinage | Coinage is the word formation process in which a new word is created either deliberately or accidentally without using the other word formation processes and often from seemingly nothing. |

### 1.6 Significance of the Study

Gay language may be considered as "a linguistic phenomenon" which has its own discourse. Thus, the study of the behaviors gay people utilize and organize their language will provide insight into "the construction and maintenance of gay identity across multiple contexts." Moreover, gay lingo is considered as the most unstable and malleable of all languages (Co-Tortogo et al., 2021). Lexicon used by gays now may no longer be used, three to five years from now. Therefore, documenting and studying gay lingo is important for posterity reasons. This might prove valuable in the future as reference in understanding literature materials written.

## 2. Methodology

This study used a content analysis approach. Specifically, it examined and described the word formation process of gayspeak words in Vice Ganda movies. As of the moment, there are 12 movies wherein Vice Ganda landed a starring role. To determine the movies that will be examined, the researchers employ a purposive sampling technique. The top 5 most watched movies in Manila Movie Film Festival according to ABS-CBN Cinemaone Article (2018), namely 1.) Private Benjamin 2.) Sisterakas 3.) Girl, Boy, Bakla, Tomboy 4.) Beauty and the Bestie 5.) Gandarrapiddo: The Revenger Squad will be used as the corpus of the study. The 5 movies will be thoroughly analyzed in order to extract the gayspeak words that are present in the films. The interpretation of the data was examined based on contextual meaning and how the words were used.

In addition, the study is anchored in the analytical framework of Algeo (1980). The instrument included a seven word formation process. It was used as the main basis to determine how certain gayspeak words were developed. A figure of Alego's Framework is pictured below.

## 3. Results and Discussion

The following section presents discussion of examined gayspeak words found in top 5 Vice Ganda movies and the morphological process of how these words are formed. The following gay speak words are categorized and defined, as shown in the tables, according to their employed morphological process. At the end of the discussion, the most frequent morphological process of gayspeak words are determined.

Table 1.

*List of Gayspeak Words in the Top 5 Most Watched Movies of Vice Ganda*

| Private Benjamin | Sisterakas | Girl, Boy, Bakla, Tomboy | Beauty and the Bestie | Gandarrapiddo: The Revenger Squad |
|---|---|---|---|---|
| Keri | Afluf | Chos | Fez | Pangitera |
| Wititit | Chos | Shala | Chamba | Gandara |
| Chaka | Shunga | Kabog | Okray | Momshie |
| Sinetch | Bongga | Blandina | Chika | Meme |

| Itech | Tumpik | Bruhilda | Keri | Echosera |
|---|---|---|---|---|
| Baklush | tumpikkkara | Pops | Bakladesh | Charot-charot |
| Jundalo | karaka | | juong | Arouch |
| Chos | Emeghed | | Mundez | Ouchie |
| Boba | Exagerada | | Nanditraks | Chaka |
| Jijiguraduhin | | | bonakish | Sissy |
| Afluf | | | Bongaluz | Ganern |
| Beki | | | Nowzki | |
| Akish | | | Pudra | |
| | | | Tegebells | |
| | | | Kachukahin | |
| | | | Krumayla | |
| | | | Majopet | |
| | | | Jumutok | |
| | | | burtawin | |
| | | | Ngayonshitz | |
| | | | Wiwingap | |
| | | | Krokkrokinamerz | |
| | | | sinetchawe akiyels | |
| | | | Jimbernaks burpated namji | |
| | | | jinjigawan burpated ketch getshi | |
| | | | atashi | |
| | | | Espluka burtawanmish | |
| | | | Betshi | |
| | | | Moditish Kawchet Chumika | |
| | | | Kumambak | |
| | | | Junakis | |
| | | | babo | |

Table 1 presents the list of gayspeak words found in the top 5 most watched movies of Vice Ganda, namely: 1.) Private Benjamin 2.) Sisterakas 3.) Girl, Boy, Bakla, Tomboy 4.) Beauty and the Bestie, and 5.) Gandarrapiddo: The Revenger Squad. Overall, there are 73 gayspeak words found.

Table 2

*Gayspeak Words and their Morphological Processes*

| Gayspeak word | Definition | Morphological Process |
|---|---|---|
| sinetch | who? | Clipping with Affixation |
| itech | this | Clipping and Affixation |
| baklush | gay | Clipping and Affixation |
| akish | us | Clipping and Affixation |
| bruhilda | witch | Clipping and Affixation |
| mundez | world | Clipping and Affixation |
| bonakish | child/kid | Clipping and Affixation |
| ngayonshitz | now | Affixation |
| burpated namji | your sibling | Clipping and Affixation |

| burpated ketch | my sibling | Clipping and Affixatio |
| junakis | child | Clipping and Affixation |
| moditish | you | Affixation |
| kawchet | you | Clipping and Affixation |
| junakis | child | Clipping and Affixation |
| pangitera | ugly | Affixation |
| gandara | beautiful | Affixation |
| ganern | Like that | Clipping and Affixation |
| shala | expensive, stylish, fashionable, or visually appealing | Clipping and Affixation |
| nanditraks | Here | Clipping and Affixation |
| shunga | Stupid | Clipping and Affixation |
| bakladesh | Bangladesh/gay | Blending |

| Charot-charot | just joking/ just kidding | Reduplication |
|---|---|---|
| Tumpik-tumpik | "tumpik-tumpik" may be derived from the root word "tumpik," which means to hesitate or waver, | Reduplication |
| kara-karaka | immediately/hurry | Reduplication |
| chika | gossip | Borrowing, Clipping, Affixation |
| emeghed | Oh my god | Borrowing, Substitution |
| Exagerada | exaggerated | Borrowing, Clipping, Affixation |
| pops | father | Borrowing and Substitution |
| blandina | blonde | Borrowing, Substitution, Clipping |
| fez | face | Borrowing , Clipping, Substitution |
| nowzki | now | Borrowing and Affixation |

| wiwingap | win | Borrowing and Affixation |
|---|---|---|
| getshi | understand | Borrowing and Affixation |
| kumambak | comeback | Borrowing and Affixation |
| momshie | mother | Borrowing and Affixation |
| meme | mother | Borrowing, Clipping, Affixation, Substitution and Reduplication |
| arouch | ouch | Borrowing and Affixation |
| ouchie | ouch | Borrowing and Affixation |
| sissy | sister | Borrowing, Clipping and Affixation |
| keri | being able to handle , "can do"" , okay/fine | Borrowing and Affixation |
| wititit | no | Coinage |
| chaka | ugly | Coinage |

| chos | joke | Coinage |
|---|---|---|
| afluf | approve | Coinage |
| beki | gay | Coinage |
| bongga | fabulous, extravagant | Coinage |
| kabog | to exceed | Coinage |
| chamba | luck | Coinage |
| okray | used to describe teasing, mocking, or joking with someone in a playful and often exaggerated manner. | Coinage |
| bongaluz | amazing/flamboyant | Coinage |
| pudra | father | Coinage |
| tegebells | dead | Coinage |
| kachukahin | I will talk | Coinage |

| krumayla | cry | Coinage |
|---|---|---|
| majopet | near | Coinage |
| burtawin | body | Coinage |
| krokkrokinamerz | Hello everyone | Coinage |
| sinetchawe akiyels | Who are you? | Coinage |
| jimbernaks | I hate | Coinage |
| atashi | us | Coinage |
| espluka | speaking | Coinage |
| burtawanmish | Your body | Coinage |
| betshi | answer | Coinage |
| chumika | speak up," "share your thoughts," or "let's chat | Coinage |

| echosera | a person, typically a woman, who tends to exaggerate or fabricate stories, make jokes, or engage in playful banter. | Coinage |
|---|---|---|
| jundalo | soldier | Substitution |
| boba | dumb | Substitution |
| jijiguraduhin | to make sure | Substitution |
| juong | whole | Substitution |
| jumutok | explode | Substitution |
| jinjigawan | courting | Substitution |

Table 2 presents the definition and the morphological processes of the identified gayspeak words. These words were identified in the context of the top 5 most popular films featuring Vice Ganda, one of the most famous entertainers in the Philippines (Sanchez, 2022). The words are arranged according to Algeo's Framework as follows:

Coinage is the word formation process in which a new word is created either deliberately or accidentally without using the other word formation processes and often from seemingly nothing (Partadarsana, & Mardijono, 2022). There are a total of 27 (37.88%) coined words out of the 73 identified gayspeak occurrences in Vice Ganda movies. The words "chaka" and "chos" are the only words that occurred twice in different Vice Ganda movies. Sisterakas (2012) and Praybeyt Benjamin (2011) for "chos" while Beauty & The Bestie (2015) and

Praybeyt Benjamin (2011).

Clipping is a morphological process where words with more than one syllable are reduced to a shortened form by dropping some of its parts. While affixation refers to the process of adding prefixes, suffixes, or infixes to a base word to create a new word or modify the meaning or function of an existing word. It can alter the meaning, grammatical category, or syntactic function of the base word (Tubagus, Suharsih, & Hakim, 2021). There are a total of 19 (26.03%) out of 73 gayspeak words identified under the process of clipping and affixation.

Substitution is the process of changing the sound or a segment of the word with a different sound or segment. As evident in the gay words jundalo, boba, jijiguraduhin, juong, jinijigawan and jumutok which are formed from the words sundalo (soldier), bobo (dumb), sisiguraduhin (to make sure), juong (whole) nililigawan (courting) and jumutok (exploded) respectively. The process is merely showing substituting of the letters or graphical element of the word and change with another element. This is also called vowel shift (Cantina, 2020). There are only 6 (8.22%) identified words out of 73 gayspeak that were collected.

Reduplication is a word-formation process that involves copying some part of a base (a segment, syllable, or morpheme), or even the whole. The term "reduplicant" refers to the copied part of a word, while the term "base" is used to refer to the root to which the reduplication process applies (McCarthy & Prince, 1995 as cited by Alsamadani, & Taibah, 2019). A total of 3 (4.11%) gayspeak words are identified out of 73 that are collected.

Blends are similar to compounds but parts of the words that are combined are deleted and so they are less than compound (Fromkin and Rodman, 2013). Out of 73 gayspeak words, only 1 (1.37%) word is identified under the blending process. There were unique instances wherein words were formed through borrowing and other morphological processes such as clipping, affixation and substitution which explanations are mentioned above. Borrowing, as the name suggests, is a type of formation process by borrowing words from other languages. From the example, it is found that the language where the gayspeak words were borrowed from the English language. This makes sense considering English is the second language of the Philippines.

Borrowing is without any modification or change of word. However, there are also borrowing words that have changed their form and meaning in new languages (Safitri A. W., 2022). Out of 73 gayspeak words that were collected in the movie, 17 (23.29%) were identified under the borrowing process.

Figure 3

*Frequency and Percentage of the Morphological Processes of Gayspeak Words in Vice Ganda Movies*
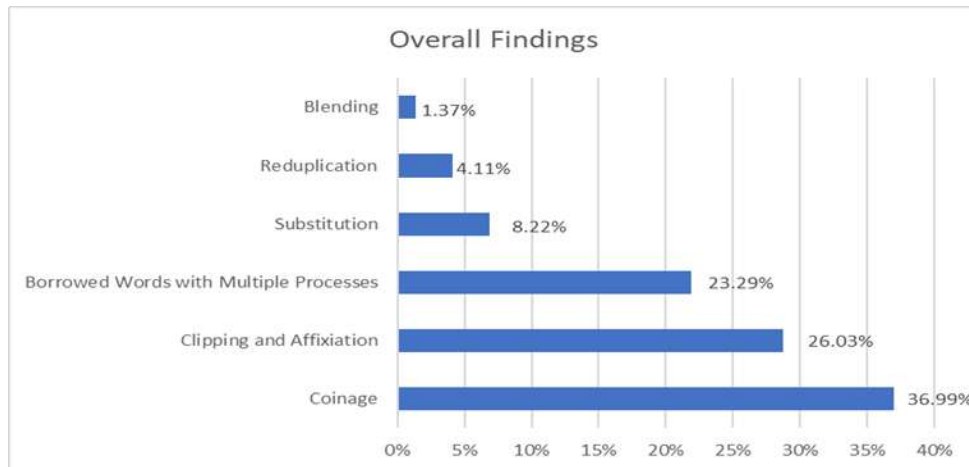


In view of the reported results, it can be suggested that various morphological processes have greatly influenced the creation of new terminologies, including the formation of the gayspeak words. This lexicon consists of words or phrases that have emerged through different linguistic morphological processes.

The findings of this study showed that there were 73 gayspeak words found. There are 27 words (36.99%) formed through coinage, 19 words (26.03%) via the process of clipping and affixation, 17 words (23.29%) are formed through borrowing/multi-process, 6 words (8.22%) are formed under the process of substitution, 3 words (4.11%) in the process of reduplication, and only 1 word (1.37%) is formed through the process of blending.

The most prevalent word formation process observed was coinage, occurring 27 times (36.99%). Clipping and Affixation ranked as the second most prevalent, occurring 19 times (26.03%). The least dominant word formation process is blending with only having one occurrence (1.37%).

## 4. Conclusion

Several studies have been conducted regarding the word formation process of gayspeak words as well as other sociolectal dialects such as slang and conyo speak. Gregorio, J.F et al (2023); Partadarsana, A. T et al (2022); Samperinding, T., Arifin, et al (2022); Nur'aini, A. B (2021); and, Nuncio, R. V (2021) are some of the most recent studies about word formation process with regards to either gayspeak, conyo speak, or other slangs. The result on coinage as the most dominant word formation is in consonance with that of Maulana, M. A., & Rosa, R. N. (2021). Their findings stated that coinage is the most prevalent word formation process, having found 40 out of 82 words or a ratio of 48.78% under this process. However, there is a significant study by Tubagus, N. B. E. N., Suharsih, S., & Hakim, R. (2021) wherein coinage or word manufacture is their least frequent word formation process among their study. This finding is contrary to the results of both Maulana, M. A., & Rosa, R. N. (2021) and our study. This discrepancy, however, could be explained by the dynamic nature of language and its interconnectedness with the culture of the speakers. It is worth mentioning the difference in the locality of Tubagus, N. B. E. N., Suharsih, S., & Hakim, R. (2021) that affects the social and cultural climate of the speakers involved in their study.

While many of the morphological processes identified in this study are commonly observed in previous related studies, there are distinct combinations of processes that stand out particularly Borrowed Words with Multiple Processes. More specifically, borrowing with clipping, borrowing with substitution, borrowing with affixation, and borrowing with reduplication were found exclusively in the corpus of Vice Ganda movies. This discrepancy may be attributed to variations in the types and number of data, groups, or respondents utilized across different studies. Nevertheless, these findings still provide valuable insights into the creative and innovative processes employed by gay individuals in the utilization and presentation of their lexicon. In summary, coinage is the most frequently occuring word formation process of gayspeak words found in Vice Ganda movies.

## 5. Recommendations

Due to the time constraints and availability of the film, the study is only limited to the top 5 most watched movies out of 12 films starred by Vice Ganda. Thus, it is highly suggested for the future researchers to use the other remaining movies to fully encapsulate the lexicon of gayspeak and consider other prominent sources with gayspeak words as well. This will help fully examine and have a deeper level of understanding to the artistic expression of users of these gayspeak words. The findings of this study could be used as a reference

for future researchers in exploring word formation process not only gayspeak words, but also other slangs and sociolect dialects that could be relevant to their study.

## References:

Alsamadani, M., & Taibah, S. (2019). Types and functions of reduplication in Palembang.

Analysis Silvano, M. M. P. (2018). Morphosyntactic of the Tandaganon Gay Language.International Journal of Recent Advances in Multidisciplinary Research, 5(8), 4042-4050

Cage, K. (1999). An investigation into the form and function of language used by gay men in South Africa. [Master thesis]. South Africa: Rand Afrikaans University.

Cantina, J. M. (2020). Gay Argot: Beyond the Coded Words and Meanings of Lavender Lexicon. International Review of Humanities and Scientific Research.

Co-Tortogo, L. M., Samson-Caraballe, M. R., & Montalvo-Pedrosa, E. (2021). HILIGAYNON-VISAYAN GAYS'SPOKEN DISCOURSE: A MORPHOLOGICAL ANALYSIS.

Donal, A., Fauzi, A. R., & Saleh, H. (2019). The analysis of English slangs found in the Ant Man movie. JEE (Journal of English Education), 5(1), 1–14.

Fishman, J. A. (2019, May 20). The sociology of language: An interdisciplinary social science . approach to language in society. De Gruyter.

Gregorio, J.F., Briol, S.R., Miraflores, R.B. & Biray, E.T. (2023). Swardspeak as a Communication Medium Among University Students: Empirical Evidence from the Philippines. International Review of Social Sciences Research, 3 (1), 110-124.

Hafiza, M., & Rosa, R. N. (2020). An analysis of word formation of english slang used in straight outta compton movie. English Language and Literature, 9(1), 38-48.

Kinyua, G. K. (2017). A lexical–semantic analysis of the language of the lesbian, gay bisexual and transgender communities in Nairobi city county, Kenya (Doctoral dissertation, Tese doutoral. Kenyatta University).

Maulana, M. A., & Rosa, R. N. (2021). An analysis of word formation of slang words used in bad boys for Life Movie. English Language and Literature, 10(2), 314.

Nuncio, R. V., Pamittan Jr, G. B., Corpuz, D. R., & Ortinez, E. V. (2021). Jokla and Jugels:A Comparative Analysis of the Construction of Popular and Hiligaynon Gay Words. Humanities Diliman, 18(2).

Nur'aini, A. B., Triana, J., & Fogli, L. (2021). The Analysis of Word Formation in Movie" Wonder" and Its Application in Teaching Vocabulary. Scripta: English Department Journal, 8(2), 20-27

Partadarsana, A. T., & Mardijono, J. J. (2022). Exploring the Slang Word Formation Processes Found in Girlboss Tv Series. Kata Kita: Journal of Language, Literature, and Teaching, 10(3), 550-556.

Pascual, G. R. (2016). Sward speak (gay lingo) in the Philippine context: Morphological analysis. International Journal of Advanced Research in Management and Social Sciences, 5(12), 32-36

Ratnanila, W. (2014). Word formation processes in the Black Hawk Down movie script.Passage, 2(1), 56-65

Rosales, H. E. O., & Careterro, M. D. (2019). Stylistics Variation: Understanding Gay Lingo in Social Perspectives. The Normal Lights, 13(1).

Rubiales, J. A. (2020). Linguistic Deviations of Swardspeak and Its Implication to Gay Students' English Language Competencies. Available at SSRN 3860558.

Safitri, A. W. (2022). An Analysis of Word Formation Processes In Incredibles 2 Movie (Doctoral dissertation, IAIN Ponorogo)

Samperinding, T., Arifin, M. B., & Setyowati, R. (2022). WORD FORMATION PROCESSES OF SLANG IN DEADPOOL 2 MOVIE. Ilmu Budaya: Jurnal Bahasa, Sastra, Seni dan Budaya, 6(3), 1008-1016.

Samola, N. F., Andries, F. A., Kumayas, T. A., & Rorimpandey, R. S. (2018, October). Morphological Analysis of Slang Words Spoken by Transgender Community in Manado. In 1st International Conference on Social Sciences (ICSS 2018) (pp. 859-863). Atlantis Press.

Sanchez J. M., 2022. Vice Ganda: A Voice Against Homophobia. Social Ethics Society Journal of Applied Philosophy Special Issue.

Situmorang, R. K., & Herman, H. (2021). An analysis of slang language styles used in charlie's angels movie. Journal of English Educational Study (JEES), 4(1), 21-29.

Tubagus, N. B. E. N., Suharsih, S., & Hakim, R. (2021). A Morphological Analysis of Slang Words Used by Characters in "Ralph Breaks the Internet" Movie. E-Structural (English Studies on Translation, Culture, Literature, and Linguistics), 4(01), 55-67.

Udofia, Nsikak-Abasi & Anyim, Joy. (2017). Assessing the Impact of Modern Movies on Students-A Prospective Study.

**Appendices**

Appendix A.

*Clipping and Affixation*

| Gayspeak word | Definition | Justification | Morphological Process | Frequency |
|---|---|---|---|---|
| sinetch | who? | The tagalog word "sino" is clip to "sin" + affix "etch" | Clipping with Affixation | 1 |
| Itech | this | The tagalog word ito is clip into "it" + affix "ech" | Clipping and Affixation | 1 |
| baklush | gay | The tagalog word bakla is clip into "bak"+ affix "lush" | Clipping and Affixation | 1 |

| akish | us | The tagalog word ako is clip to "ak"+ affix "ish" | Clipping and Affixation | 1 |
| bruhilda | witch | The tagalog word bruha is clip into "bruh" + affix "ilda" | Clipping and Affixation | 1 |
| mundez | world | The tagalog word mundo is clip into "mund" + affix "ez" | Clipping and Affixation | 1 |
| bonakish | child/kid | The tagalog word anak is clip into "nak" + affix "bo" and "kish" | Clipping and Affixation | 1 |
| ngayonshitz | now | The tagalog word ngayon + affix shitz | Affixation | 1 |
| burpated namji | your sibling | The tagalog word kapatid is clip into "pated" + affix "bur", the term namji is a tagalog word derived from mo + affix "na" and "ji" | Clipping and Affixation | 1 |
| burpated ketch | my sibling | The tagalog word kapatid is clip into "pated" + affix "bur", the term ketch is a tagalog word derived from ko + affix "etch" | Clipping and Affixation | 1 |
| moditish | you | The tagalog word mo + affix "ditish" | Affixation | 1 |
| kawchet | you | The tagalog word "ikaw" is clip into kaw + affix "chet" | Clipping and Affixation | 1 |

| junakis | child | The tagalog word anak is clip into "nak"+ affix "is", and "ju" | Clipping and Affixation | 1 |
|---|---|---|---|---|
| pangitera | ugly | The tagalog word pangit + affix "era" | Affixation | 1 |
| gandara | beautiful | The tagalog word ganda + affix "ra" | Affixation | 1 |
| ganern | Like that | The tagalog word ganon is clip into gan+ affix "ern" | Clipping and Affixation | 1 |
| shala | expensive, stylish, fashionable, or visually appealing | The tagalog word sosyal is clipped + the affix "la" | Clipping and Affixation | 1 |
| nanditraks | here | The tagalog word nandito is clip into "nandit" + affix "raks" | Clipping and Affixation | 1 |
| shunga | stupid | The tagalog word tanga is clip into "nga" + affix "shu" | Clipping and Affixation | 1 |
| | | | | **Total: 19** |

Appendix B
*Blending*

| Gayspeak word | Definition | Frequency |
|---|---|---|
| bakladesh | Bangladesh/gay | 1 |
| | | **TOTAL: 1** |

Appendix C
*Reduplication*

| Gayspeak word | Definition | Frequency |
|---|---|---|
| 1. Charot<br>charot | just joking/ just kidding | 1 |
| 2.Tumpik-tumpik | "tumpik-tumpik" may be derived from the root word "tumpik," which means to hesitate or waver," | 1 |
| 3. kara-karaka | immediately/hurry | 1 |
| | | **TOTAL: 3** |

*Appendix D*
*Borrowed Words with Multiple Process*

| Gayspeak words | Meaning | Justification | Morphological Processes | Frequency |
|---|---|---|---|---|
| chika | gossip | The English word chit-chat is clip into "chi" + affix "ka" | Borrowing, Clipping, Affixation | 2 |

| emeghed | Oh my god | The english vowel "o" and consonant "y" in the expression "oh my god" is substitute with letter "e" | Borrowing, Substitution | 1 |
|---------|-----------|-----------------------------------------------------------------------------------------------------------|--------------------------|---|
| Exagerada | exaggera ted | The english word exaggerate is clip into "exagera" + affix "da" | Borrowing, Clipping, Affixation | 1 |
| pops | father | In the french term papa the letter "a" is substitute to "s" | Borrowing and Substitution | 1 |
| blandina | blonde | In the english word blonde, "o" is substitute to "a", "e" is removed and clip into "bland" + suffix "ina" | Borrowing, Substitution, Clipping | 1 |
| fez | face | The english word face is shortened and substitute to letters "ez" | Borrowing , Clipping, Substitution | 1 |
| nowzki | now | The english word "now"+ affix "zki" | Borrowing and Affixation | 1 |
| wiwingap | win | The english word "win" + the affixes "wi" and "gap" | Borrowing and Affixation | 1 |
| getshi | understan d | The english word "get"+ the affix "shi" | Borrowing and Affixation | 1 |
| kumambak | comeba ck | The affix "um" is added and some letters are replaced and remove | Borrowing and Affixation | 1 |

| momshie | mother | The english word "mom" + affix "shie" | Borrowing and Affixation | 1 |
|---------|--------|---------------------------------------|--------------------------|---|
| meme | mother | The english word mommy is clipped into "my", "y" substituted with "e" and duplicate. | Borrowing, Clipping, Affixation, Substitution and Reduplication | 1 |
| arouch | ouch | The english expression "ouch" + affix "ar" | Borrowing and Affixation | 1 |
| ouchie | ouch | The english expression "ouch" + affix "ie" | Borrowing and Affixation | 1 |
| sissy | sister | The english word sister is clipped into sis+ affix y | Borrowing, Clipping and Affixation | 1 |
| keri | being able to handle , "can do"" , okay/fine | Derived from the english word "okay" + affix "eri" | Borrowing and Affixation | 1 |
| | | | | **Total: 17** |

Appendix E
*Coinage*

| Gayspeak words | Definition | Frequency |
|----------------|------------|-----------|
| wititit | no | 1 |

| chaka | ugly | 2 |
|---|---|---|
| chos | joke | 2 |
| afluf | approve | 1 |
| beki | gay | 1 |
| bongga | fabulous, extravagant | 1 |
| kabog | to exceed | 1 |
| chamba | luck | 1 |
| okray | used to describe teasing, mocking, or joking with someone in a playful and often exaggerated manner. | 1 |
| bongaluz | amazing/flamboyant | 1 |
| pudra | father | 1 |
| tegebells | dead | 1 |
| kachukahin | I will talk | 1 |
| krumayla | cry | 1 |
| majopet | near | 1 |
| burtawin | body | 1 |
| krokkrokinamerz | Hello everyone | 1 |
| sinetchawe akiyels | Who are you? | 1 |
| jimbernaks | I hate | 1 |
| atashi | us | 1 |
| espluka | speaking | 1 |
| burtawanmish | Your body | 1 |

| betshi | answer | 1 |
|---|---|---|
| chumika | speak up," "share your thoughts," or "let's chat | 1 |
| echosera | a person, typically a woman, who tends to exaggerate or fabricate stories, make jokes, or engage in playful banter. | 1 |
| | | **Total: 27** |

Appendix F
*Substitution*

| Gayspeak Words | Definition | Justification | Morphological Process | Frequency |
|---|---|---|---|---|
| jundalo | soldier | In the tagalog word sundalo, "s" is substitute with " j" | Substitution | 1 |
| boba | dumb | In the tagalog word bobo, "o" is substitute with "a" | Substitution | 1 |
| jijiguraduhin | to make sure | In the tagalog word sisiguraduhin, "s" is substitute with "j" | Substitution | 1 |
| juong | whole | In the tagalog word buong, "b" is substitute to "j" | Substitution | 1 |
| jumutok | explode | In the tagalog word pumutok, "p" is substitute into "j" | Substitution | 1 |
| jinjigawan | courting | In the tagalog word nililigawan, "n" and | Substitution | 1 |

| | | "l" is substitute to "j" | | |
|---|---|---|---|---|
| | | | | **Total: 6** |

# Photography and Video Phenomenological Research: An ESL Classroom Research tool during the Pandemic

**Dahlia R. Domingo**
New Era University, Quezon City, Philippines
drdomingo@neu.edu.ph

**Abstract.** This research is a post pandemic – online class mini research surveys compilation, during the year 2022. The classroom activity aims to draw out pandemic experiences. The students are made to make a short write up, take photos, create short videos, and make their own visual illustrations with added captions within their articles. The images of some PANDEMIC Experiences of students through these write up essays, with visual images, or video captures becomes a research tool called Phenomenological Research. The gathering of different experiences of selected respondents was participated in by a class of Contemporary Literature. Ten (10) students whose work passed the criteria set by the instructor were illustrated here. The compilation is presented into a grid where titles of their mini researches are summarized in an IMRAD format. The contents of each research are in separate tables. The description of selected students 'work contains the description, the objectives, salient findings and conclusion and recommendations. The highlight of some interesting findings and results are stated at the ending.

**Keywords:** Phenomenology, Covid-19, Pandemic, Research tool, Photo essays,

## 1. Introduction

The research tool, Phenomenology is defined as - a philosophy of experience. For phenomenology the ultimate source of all meaning and value is the lived experience of human beings. The phenomenological technique concentrates on research issues such "what it's like to experience a certain situation" (SAGE - Qualitative Methods, 2011).

All philosophical systems, scientific theories, or aesthetic judgments have the status of abstractions from the ebb and flow of the lived world. The authors, Malcom and Malcom (1990) have produced a manual on the two interlocked processes of observation: how to get information on film or visuals and how to get information off film, through observations and interviews. This research compilation has the following specific questions to answer; 1. What are the significant findings of the selected researches? 2. What are the challenges in using Video and Phenomenological Research Tool for an ESL Classroom; and 3. What implications can be stated for teaching and learning process using this research tool?

## 2. Methodology

To draw out the best write-up from among student-researchers, the teacher made a compilation of Phenomenology project, which are term papers submitted during the midterms of pandemic school year, 2019-2020. The objective is to gather experiences of students and those of their selected subjects during the onset of COVID- !9 Pandemic lockdown. The research was conducted while they are on lockdown and a requirement in one of their online classes.

### 2.1 Data gathering procedure

A group of students taking English 17-18, Contemporary literature were made to submit write-ups of topics that left the most impression to them during the 2019-2020 Pandemic in the Philippines. A total of twenty six (25) students participated in this activity. The submissions were filtered to include for this compilation into ten (10) only. The following criteria was implemented; Realistic, Illustrative of details, Interesting phenomena and contains factual documentations of the chosen topic.

Table 1
*Respondents' Profile*

| Names of Students | Gender | College Year Level | Course |
|---|---|---|---|
| 1. Batara, Karina Trisha Anne A. | Female | Sophomore | BSE- English |
| 2. Benavidez, Louise Nicole | Male | Sophomore | BSE- English |
| 3. Casing, Joseph S. | Male | Sophomore | BSE- English |
| 4. Marcaida, Crystalline Joy | Female | Sophomore | BSE- English |
| 5. Manebog, Kyle | Female | Sophomore | BSE- English |
| 6. Montallana, Samuel T | Male | Sophomore | BSE- English |
| 7. Ventura, Erika | Female | Sophomore | BSE- English |
| 8. Conde, Rahman John S. | Male | Sophomore | BSE- English |
| 9. Ventura, Kiane Therese Angeriah D. | Female | Sophomore | BSE- English |
| 10. Ty, Ronalyn R. | Female | Sophomore | BSE- English |

The above table, (table 1) shows the names and gender of the ten (10) student-researchers who are in their sophomore years at the time of the conduct of their project.

Four (4) males and six (6) females passed the criteria set for this presentation. The student-researchers took primary data. The use of google forms was their primary instruments for interview supplemented by social media chats to reach their respondents. The researchers used qualitative methods that gathered non quantifiable elements such as participants' sentiments, thoughts and personal opinions and narrations of experiences. Social media chat via messenger became an effective supplement given by the respondents.

A summary in tabular form became the overview of each research, containing – its IMRAD- what the research is about, its general and specific objectives; its methodology and instrumentation and salient findings. The end of the grid are the recommendations and limitations of the studies. Presented in this research compilation are ten (10) mini researches which passed the criteria set for the selection.

In order to document the term paper, students posted pictures of interviewees, captured selected pandemic experiences, and some created video clips as their final presentations and narrated their experiences in the conduct of the mini survey.

## 2.2 The Research Design

The compilation utilized descriptive qualitative as a Phenomenological research design. The design focuses on exploring the essence of human experiences and understanding the meaning people attribute to those experiences. The students took primary data, in order to inquire lived experiences of selected subjects and gain insights into these experiences.

## 2.3 Procedures involved in Phenomenological design

In order to carry out this phenomenological inquiry, the research involving phenomenological design often follows this pattern; 1. Identification of the phenomenon; 2. Development of a detailed description of the phenomenon; 3. Bracketing personal prejudices and a priori assumptions; 4. Collection of data from the participants; 5. Data analysis – usually involves reading the data, demarcating the data, eliminating irrelevancies, grouping and naming data into constituents, and arranging the data into themes that accurately and fully describe the participants' lived experiences; finally, 6. Development of a composite description of the phenomenon and Presentation of the description.

The students followed the following ethical considerations;

a. Safeguarding the rights of the participants by handling sensitive situations. If the participants request confidentiality, it must be respected. Some respondents and their family members felt that they are an outcast in the community.
b. Promoting research validity. No coercion of research participants. Students avoided coercion as a misconduct during research. If initial subjects are not available for interview, they have to find a new one, as an alternate.

c. Practice anonymity or confidentiality as the case may be. Anonymity entails participants' identity that cannot be exposed from their responses. Confidentiality refers to the measures taken to ensure no one outside the research team knows the participants' identities.

d. Getting Informed consent. This is one of the most important ethical considerations. It means that research participants must agree to participate with full information and without influence from others.

## 3. BACKGROUND LITERATURE

The Students are making meaning of the pandemic 'through the lens of literature'. This is the title of an interesting article about how students are expressing themselves about their pandemic experiences.

This article of Saxon, (2020 ) narrated that weeks before the coronavirus crisis hit, there are Princeton undergraduates in the spring course "Literature and Medicine" have started immersing themselves into different ways that they tell their stories and their writings shape the way they understand and experience illness, disease and death. From there on, from their laptops, these students from different parts of the world, are discovering that literary texts are not only keeping them connected to one another, but also helping them grapple with their own experiences during the pandemic.

A professor from Slavic languages and literatures according to the same writer mentioned, said that there are students who are about to enter the medical school wrote that they have been personally affected by COVID-19. Some have experienced family loss. They shared valuable insights on the role of the humanities in this historical moment.

During online class sessions and precepts, instructors — graduate students, have encouraged "free-form discussion" on what our societies are experiencing and how we can read and approach these events through the lens of literature.

The present set-up is called a New Normal. Thus, they are expressing about imagined return to "normal" life retreating further and further into the future, where they feel that they we're left uncertain, floating in the present's rarefied air. The peculiar nature of the current circumstances has turned students' narrative and concepts of plot to give meaning to their own isolation. To this then, the new literature or writings of students reflects on the "now" and hopefully provides a sense of continuity and direction, providing mindfulness in seemingly mundane daily experiences.

### 3.1 The New Literary Genre- focusing on Pandemic Experiences

The COVID-19 pandemic has affected all aspects of our lives, including our current literature—scholarly as well as popular (or mass market) publications. Our readers have no doubt been absorbed in scanning the peer-reviewed scientific literature in a score of important journals over the past 18 months. However, the pandemic-related popular literature, in book form, is evolving at a record pace. (Nash, 2021)

This new "genre," as exemplified by new sets of published books has rapidly come to market as a new form of reading materials. The recent genre is more of sharing the happenings during lockdown, isolation and family tragedies and experiences.

In another article (Stock, 2021), it says as the COVID-19 pandemic spread across the world, many people looked to the past to try to make sense of how this disease has affected us and how our predecessors made it through similarly difficult times. In the earliest months of 2020, numerous media outlets ran stories about the Spanish flu pandemic of 1918–1919, drawing parallels to COVID-19.

Literature is another valuable resource as we seek an understanding of shared human experience throughout history. Several works from the ancient world feature plagues and epidemics. Contemporary literatures explores pandemic literatures that focus on history of the disease, testimonials of witnesses, and history. Usually the literatures were accounts on the progression of the disease and its effect on daily life.

### 3.2 How Literature Can Capture the Essence of Life in a Pandemic

If history illustrates the effect of pandemics on whole communities, then literature gives us a more intimate view (Stovall, 2020). Among the important insights from these writings will be into how people have dealt with the trauma of pandemics in the past, and how to make sense of a world now in many ways beyond our control. Literature account takes us beyond statistics of global deaths and degree of spread, in order to show how the crisis has affected the individual lives of those infected as well as their friends, families and neighbors.

It was Collier (1990), who first turned our attention to the phenomenon of modern observation. This is exploring photography as a research tool. Photography is only a means to an end: holistic and accurate observation, and captured to entail human response that can open the camera's eye to meaningful use in research.

There are problems in modern conception that must be recognized if we are to make reliable observations of culture. Only in specialized fields do we see with undisturbed accuracy. We are not generalists, and imagery beyond our professional area is apt to be peripheral and often projectively distorted. We see what we want to see, as we want to perceive it. Learning to see with visual accuracy, to see culture in all its complex detail, is therefore a challenge to the fieldworker whose training is literary rather than visual.

The excitement that greeted the invention of photography was the sense that man for the first time could see the world as it really is. This confidence came from a recognition that photography was an optical process, not an art process. Its images were made by real light, as natural as a shadow cast by a hand, rubbings taken from stones, or animal tracks on the trail. Critics can justly point out that this acceptance of the camera's convincing realism is at times more of any mystique than a reality. Yet for multitudes, the

photographic record is true because "the camera cannot lie."

## 4. Results and Discussions

Below shows the Selected Phenomenology Research Summaries – illustrated in IMRAD format.

### 4.1 Research selection parameters

The researcher used parameters or criteria in the selection of research studies that will be illustrated here. The criteria that was implemented; include; Being Realistic, Illustrative of details, Interesting phenomena and contains factual documentations of the chosen topic. The presentation follows an IMRAD format showing the summary of the ten (10) students' reports. Documentations follows in the appendices. Links are also available in google drive.

### 4.2. Highlights of Phenomenological Research Projects

Table 4.2.1
*Student #1 - Batara, Karina Trisha Anne A.*

| Description of Research | Research Title :     Panic Buying<br>The incidence of Panic Buying, which is purchase and hoarding behavior must be understood. |
|---|---|
| General Objectives and Specific questions | This study focuses on studying the phenomena of Panic Buying.<br>1. What did the government do to help the citizens during the pandemic?<br>2. What did the respondents feel when the stocks were running out?<br>3. Is the interviewee one of the Panic Buyers? |
| Methodology & Instrumentation | The researcher interviewed two (2) low income or poor individuals who have experienced panic buying during the surge of pandemic (Covid-19). |
| Salient Findings | This research identifies that the reason for the people's panic buying is the fear of COVID-19. They are frightened with the thought that they will not be able to have enough food supply once the lockdown will be enforced. The AYUDA or social amelioration pay of the government were also a big help in this time of crisis. |
| Conclusion (Highlight Implications) | Researchers found that panic buying is a reaction and fear of the unknown. It is a coping behavior, and social influences are the factors that affect the people's panic buying behavior. The article was supported by Video Presentation. |

| Recommendations- Limitations of the study | There is a dearth of psychological literature explaining the behavior, but can be further studied. The COVID-19 disease is a stressor, and the feeling of insecurity, instability as well as the fear of lockdown and loss of support became the reason for panic buying. More subjects and behavioral studies can be taken. |

The above table, (Table 1) shows the phenomenological event of panic buying. Two low income poor were interviewed on their reaction with panic buying during the onset of pandemic. The fear of the coming days, and social influences made people do panic buying. They might not have enough food supplies, once the mandatory lockdown will be enforced. This paper was supported by a short video, where the writer is the reporter herself.

Table 4.2.2
*Student #2 - Benavidez, Louise Nicole*

| Description of Research | **Research Title : Point of View from the Frontline** This is about employment of health professionals during the COVID-19 outbreak as frontline workers. The health workers gave feedback on how they went under tremendous strain that threatened their physical, emotional, and social well- being. |
| --- | --- |
| **General Objectives and Specific questions** | This study gathered health care professional's experiences. 1. What are the hardest challenges they have encountered during the pandemic as a front liner? 2. What impact did the COVID-19 outbreak make to the people? 3. How did the respondents cope up during these hard times and advices can you give to the people to keep them safe and healthy from the viruses? |
| **Methodology & Instrumentation** | Three participants (Two registered pharmacists and one nurse) were the subjects of this study. They shared experiences from the first wave of the COVID-19 outbreak up to the current pandemic's situation. Responses were gathered from google forms. |
| **Salient Findings** | 1. Duties were attended for 2 weeks then another 2 weeks of quarantine just to ensure to avoid disease contamination to the family. 2. Deaths were plenty, some are love ones, and mostly lost their jobs. Public safety became a concern. 3. Declare symptoms if you have ill feeling, and avoid crowded places. Keeping one fit, better to isolate than bring home the disease to the family. Avoid the crowds, and getting vaccines. |

| Conclusion | The most important thing learned during these trying times was being able to be closer to GOD, and appreciate God's life blessings more than ever. Family closeness is a lesson. People learned to treasure their families, and lived a simple life. |
| --- | --- |
| Recommendations- Limitations of the study | Health care professionals are always responding to do their duty with the most of their abilities. However, they must protect themselves too when their own life is in jeopardy. The government must look into their Privileges and compensation, as well as their health protection and financial benefits. |

The Table 4.2, 2 shows the feedback from Health care frontlines. This research was supplemented by interviews from two healthcare professionals. The report gave different photos which are available in the appendices as selected documents.

Table 4.2.3 -
*Student #3- Casing, Joseph S.*

| Description of Research | **Research Title: A Light in The Darkness: A Compilation of Filipino's Diverse Experiences During Corona-Virus 2019 (Covid-19).** This study is a compilation of personal experiences of selected subjects coming from different walks of life. |
| --- | --- |
| General Objectives and Specific questions | The researcher has explored and tried to dig deeper to personal experiences of selected subjects. These experiences are accompanied by different life-lessons. 1. How does the pandemic change respondents' life? 2. What are the means of financial resources they had during the pandemic? 3. Rating life's difficulty, How difficult does the pandemic caused them? 4. What are the life's lesson that respondents have gained through the experiences that they had? |
| Methodology & Instrumentation | The participants; a. a part timer college student; b. a CoVid-19 patient; c. a family driver during the pandemic; d. A freelance worker e. A clothing seamstress. The researcher made use of Google Forms to interview the five (5) respondents. |
| Salient Findings | 1. The respondents said life went down. And they were affected mentally and physically, In terms of education, most became working students, and the cost of online education was expensive. 2. Respondents learned to sell items, such as face shield, Alcohol, face masks etc. just to augment their income. |

| Conclusion | Lessons learned during Pandemic; |
|---|---|
| | a. Savings helped. If none, you will really suffer. |
| | b. The government was not able to help all the poor. |
| | c. The disease is no Joke. It spreads, and kills. Face masks, face shield and social distancing protects us. |
| | d. Life was unpredictable during this time, so we have to be prepared and vigilant. |
| Recommendations-Limitations of the study | The experiences we had during the pandemic are truly different with each other. The strength that was shown to live, the courage to battle the hardship were truly the darkest of our lives. We are now slowly going back to our normal life. Post pandemic life is another phenomenon to explore. |

The Table above (4.2.3) research has various respondents. The feedback gathered was on what changes, pandemic did to the lives of respondents. Several photos supplemented these report placed in selected documentations.

Table 4.2.4

*Student #4 - Marcaida, Crystalline Joy*

| Description of Research | Research Title : LOCKDOWN FOOTAGE |
|---|---|
| | It was on March 12, 2020, when the mandate for lockdown started. |
| General Objectives and Specific questions | The study traced lockdown footage and put it in video form. The footage include several video from different situations during lockdown. |
| | 1. What are some of the sufferings of the respondents during the new normal? |
| | 2. What difficulties did the respondents experienced concerning their schooling? |
| Methodology & Instrumentation | The research used movie maker, in order to organize different stages or phases on how lockdown started. |
| | Two students were interviewed and shared their online classes experiences while on lockdown. |
| Salient Findings | According to the results of the interview, the students were affected emotionally with their studies, as well as their social life. |
| | In general, the lockdown had a significant effect on the mental health of the individuals, and the students in particular dealt with a lot of tension and stress as they adjusted from face to face to online classes. |
| Conclusion | All in all, physical, emotional and mental stress were expressed by the respondents. |
| | The organized video clips showed how the pandemic strikes and how lockdown was enforced due to the rapid spread of the disease. |

| Recommendations- Limitations of the study | Strict implementation of the Lockdown made the public safe, however life became difficult being in isolation.<br>The research recommends to explore more experiences and various encounters that different individuals have had. These experiences will serve as a reminder that there is always a light at the end of the dark tunnel. |
|---|---|

This report tells about lockdown event in an organized video clip. It tells how the lockdown was enforced and how people reacted to them. Photo documentations at the end of the article.

Table 4.2.5
*Student #5 - Manebog, Kyle*

| Description of Research | **Research Title :  SUPER  TYPHOON NORU (KARDING)**<br>It was on 25 September 2022, when tropical cyclone Noru (locally named Karding) entered the Philippines, while experiencing lockdown due to Covid-19 disease.<br>For this study, the researcher conducted online interviews with people who had experienced the typhoon's aftermath. |
|---|---|
| **General Objectives and Specific questions** | This study organized a video clip and interviews about the typhoon Karding in their place.<br>Question: What can you say about our fellow Filipinos who have been affected By Typhoon Karding? |
| **Methodology & Instrumentation** | The participants were three (3) students who experienced the typhoon in Bulacan. They were reached through the social media, and were inquired about their perspectives on the devastation caused by typhoon. |
| **Salient Findings** | Covid-19 was not enough of a suffering. The super typhoon aggravated the poor situations of many Filipinos. Government rescuers risked their lives, to save many residents who were affected by heavy floods. |
| **Conclusion** | The after effect of the typhoon created stress, and disaster relief operations responded quickly in order to save victims. The interviews were mostly seeking help, and the stress they felt losing their homes, as well as how to start all over again with destroyed houses. |
| **Recommendations- Limitations of the study** | The research was limited to the data taken from interviews and captured short video experiences. For future research, there must be more subjects, in order to gather more feedback on a phenomenon like this. |

This report on the above table, was supported by video presentation. It summarizes what the typhoon did during its onslaught and interviewed three (3) respondents reached out through the social media.

Table 4.2.6
*Student #6 - Montallana, Samuel T*

| Description of Research | Research Title : Phenomenology- Suicide in Schools |
|---|---|
| General Objectives and Specific questions | This research deals with suicide attempts – gathered from selected sources. Suicide in school is a phenomenal topic to consider. |
| Methodology & Instrumentation | This research conducted short interviews from former teachers who witnessed suicide attempts of students.<br>Two teachers participated in this study. They shared stories on how they witnessed students who jumped from the 3rd floor of the school building and another one hanged himself in the classroom. |
| Salient Findings | Young people are particularly at danger; 50% of college students are reported having experienced stress levels that prevented them from functioning well.<br>Thus, to end sufferings and stress, they are tempted to end their lives. |
| Conclusion (Highlight Implications) | The higher education institutions must immediately implement a thorough suicide prevention strategy.<br>College life is a transition where students adjust to their lives. This is a post pandemic experience, and mental health issues are prevalent. |
| Recommendations- Limitations of the study | A school plan to prioritize student' mental health must be carried out. Pertinent services are accessible to support their issues. |

This report on the above table, shows the interview result of teachers who witnessed suicide attempt and event in their school. The report was supported by photo documentations.

Table 4.2.7
*Student #7- Ventura, Erika*

| Description of Research | Research Title : BUSINESS in LOCKDOWN |
| --- | --- |
| | This study deals with the business closure as mandated by Home Quarantine order. |
| General Objectives and Specific questions | The temporary closure of the businesses that was supposed to be just for the meantime, became 2 years long. Specific questions: <br> 1. During the lockdown, what is the hardest thing that respondents encountered? <br> 2. How did respondents cope with the huge loss? <br> 3. What are the things that respondents are practicing now in order to make the business going? <br> 4. What have respondents learned from the pandemic? |
| Methodology & Instrumentation | The participants who were interviewed were who owned small businesses that were drastically affected by the pandemic; <br> 1. Manager- Canteen/eatery <br> 2. Korean Photo Cards seller <br> 3. Bakery and Frozen goods owner |
| Salient Findings | 1. Online selling, is a new venture as soon as lockdown started. Business via face to face mode stopped. <br> 2. The respondents' resorted to other means like selling old stocks, selling plants and pets that would yield cash. <br> 3. Respondents go peddling with friends of homemade goodies, posting on Facebook, and making friends online, for customers. <br> 4. Resiliency, open mindedness, and good disposition made businessmen overcome the trials of the pandemic lockdown. |
| Conclusion (Highlight Implications) | Business has its ups and downs, and the respondents have proven that God provides and help us. |
| Recommendations- Limitations of the study | Online selling became a new venture for those businesses on lockdown, and they continue doing it, even when they are allowed to open via face to face mode. <br> The post pandemic business experience is another phenomenon to study. |

The research report of the student in the above table reveals interview with small business owners who were forced on lockdown due to COVID-19 disease. The report contains photos of business establishment during the lockdown found at the end of this paper.

Table 4.2.8
*Student #8 - Conde, Rahman John S.*

| Description of Research | Research Title: Now what? The life of a Covid-19 Pandemic Graduate |
|---|---|
| | Graduates during the pandemic shared experiences on how they struggled to find jobs. |
| General Objectives and Specific questions | Participants were students who graduated in the midst of the pandemic. Questions were categorically arranged to gather information about their work status, challenges they encountered and learnings as pandemic graduates. |
| Methodology & Instrumentation | Out of the six participants, three (3) are employed and the other half (3) are unemployed. They were able to share their experiences using online Google forms |
| Salient Findings | A. On Career path- still hopeful that the pandemic will pass and that the financial instability they faced is temporary.<br>B. Participants have difficulty finding work, as most companies are closed or on lockdown.<br>C. Coping with Pandemic-Most of their responses focus on prioritizing their mental health. |
| Conclusion (Highlight Implications) | The results have revealed that pandemic made the respondents closer to their families, allowed them to work from home and was able to do multiple tasks. They learned online businesses, and became hygiene conscious, and took care of themselves. |
| Recommendations- Limitations of the study | The research gathered 6 feedback of new graduates during the pandemic. Each has their own story to tell. For future research, Various disciplines can be explored to see how employable graduates are even in times of crisis. |

The report of this research is about the fresh graduates who encountered the lockdown and business closure. The respondents were positive about the incident to be temporary and that things will come back to its normal order in few months' time.

Table 4.2.9
*Student #9 - Ventura, Kiane Therese Angeriah D.*

| Description of Research | Research Title : Pandemic fosters People Plant Relationships |
|---|---|
| | The Common name is : Plantitos and Plantitas relationships |

| General Objectives and Specific questions | This study explored home gardening experiences of selected subjects. The new normal has encouraged people to create a new coping mechanism during the Pandemic. Among these is home gardening. Specific questions: 1. What were your experiences at the start of the Pandemic? 2. What were the things that you do during that experience? 3. Are those coping approaches beneficial to you? |
|---|---|
| Methodology & Instrumentation | The participants - Two individuals interviewed from Apayao, Northern Province. One a business woman and another a utility worker. |
| Salient Findings | Home gardening reduces stress and depression aside from earning money. Plants grew fast and propagation were very profitable. The second interviewee closed her small grocery store. An alternative source of income was from plantitos and plantitas. |
| Conclusion (Highlight Implications) | Home gardening became a therapy to many people. The sale of plants sky rocketed. The plants became cure of boredom and stress reliever during lockdown. Some people propagated their plants and earned money. |
| Recommendations- Limitations of the study | The gathered lived experiences came from two subjects only. For further exploratory phenomenon will be about the plants themselves as a product of home gardening. |

The above table reports about the stress relieving Home Gardening experiences. The home gardening activity is a fad during the pandemic. Aside from being a stress and boredom reliever, it became also a profitable venture, since plants were also sold. A video clip was supported with this research.

Table 4.2.10
*Student #10 - Ty, Ronalyn R.*

| Description of Research | Research Title : Covid-19 VACCINATION The scare of people to the disease made them reluctant to covid-19 vaccination. |
|---|---|

| General Objectives and Specific questions | This study has the following questions; 1. Do the respondents have taken Vaccine 1? 2. Do respondents have Booster shots? 3. Do respondents believe that the vaccine is effective to them? |
|---|---|
| Methodology & Instrumentation | The participants The researcher interviewed three (3) participants through the use of a semi-structured interview. The responders were residents of her community. |
| Salient Findings | Everyone's best hope for eradicating the sickness was placed in the hands of the vaccination. To achieve high vaccination rates is necessary to achieve herd immunity. All participants have taken the vaccines. They agreed that it is effective and they are protected. |
| Conclusion (Highlight Implications) | The campaign for the vaccination encountered false news, as the downside was played by the opposing forces. Nevertheless, it was found that the vaccines are effective. |
| Recommendations- Limitations of the study | The limit of these research has three gathered experiences. For future research, more subjects can be interviewed. |

The student researcher in table 10 shows a report on the feedback of Covid-19 vaccination by people. Phots were compiled with this research. They are in selected documentation at the end of this research.

### 5. The Challenge of Observation and Photography: Defining the promise and development of Phenomenology as a research tool.

The training of students in the field of n Phenomenological research has problems. It is the hope of each researcher to make reliable observations of culture. The need to capture precise and accurate data is an objective of the gathering of lived experiences. Covid-19 disease is no joke. During the first year, without the presence of Vaccines, this disease is fatal. Caution and health protocols are applied in data gathering procedures. Ethical considerations were also observed and applied.

Students are not professional photographers. They select and focus on what interests them and give their explanations as they want to perceive it. Learning to see with visual accuracy, to see culture in all its complex detail, is therefore a challenge to the students whose training is on literary rather than visual.

### 6. Implications to Teaching and Learning

This research on Phenomenology is about Ethnography. The study of cultural circumstances and its context. The phenomenological approach in education trains

student-researchers to create the desire to learn about self, others and things or events. The description of spontaneous experiences through their picture taking and video making create natural awareness and attention. Students become aware of the importance of creating knowledge based on their experiences.

Research on this area confronts impartiality as it provides real evidences. In the advent of technology, the gathered documentations are vivid. The lived experiences that were gathered becomes a part of memory. The documentations of the phenomenon guide our writing directions.

## 7. Conclusion and Recommendations

Literature studies are realistic when it involves use of Videos or photographs that are caught in candid. They show realism, and this realism makes them interesting.

Teaching with films or photographs can only be effective when you allow students to form their own conclusion based from the first hand experiences that the pictures provide to them.

For future researches, allow students to be liberated with their own topics, and tap their creativity. Students are digital natives. They have the skill, and we catch up with them. Application of digital and technological skills in conducting this research, i.e. Movie maker, Google documents, and YouTube resources are applied and shown into their work. The teacher sometimes is surprised on how they do things as their presentations. Classrooms will never be the same again, when students are given task to explore the use of technology.

For further research, phenomenon are continuous. The experience with Covid- 19 disease is unforgettable. There will be more, and future researchers will show events that are digitally amazing and fantastic.

**Bio-Note:**
Dr. Domingo is a faculty of New Era University, College of Education and College of Arts and Sciences, General Education Department. She is a graduate of Ph. D. Linguistics, with specialization in Applied Linguistics. Her research interest are with Sociolinguistics, Ethnography, Conversational Analysis and Discourse Analysis.

## REFERENCES

Collier John Jr. and Collier, Malcom. 1990. Visual anthropology: Photography as a Research method. Printed in 1986 by the University of New Mexico Press. ISBN 0-03-065245-6.

Kumar, A., Sarkar, M., Davis, E. et al. 2021. Impact of the COVID-19 pandemic on Teaching and learning in health professional education: a mixed Methods study protocol. BMC Med Educ. 21

Kovacs, G. (1979). Phenomenology and the art of teaching. Journal of Thought, 14(3), 194–198. http://www.jstor.org/stable/42588781

Dumlao, Nathan. (n.d.) Phenomenological research design. Retrieved Oct. 1, 2023 https://delvetool.com/blog/phenomenology.

Nash, David (2021). A pandemic literary genre. Engage Healthcare Communications. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8844640/

Saxon, Jamie. (2020). Making meaning of the pandemic 'through the lens of Literature 'Office of Communications. Retrieved Oct. 2, 2023 – published – May 15, 2020,

Selvi, Kiymet. 2008. Phenomenological approach in education- education in human creative existential planning, Volume 95- ISBN: 978-1-4020-6301-5

Stovall, Tyler. (2020). How literature can capture the essence of life in a pandemic. San Francisco Chronicle. Retrieved Oct. 3, 2023

APPENDIX : Selected Documentations



**Inset:** Plant and People Relationship; Jeepney drivers on strike; Typhoon Karding devastation; Hospital Scenario



**Inset:** Frontline's report; Business in Lockdown

**Inset:** People's response on the new Vaccine on Covid-19



**Inset:** OFW Workers during Pandemic; Suicide Cases in schools

# Lexico-Syntactic Features of Hygiene-product Warnings in the Philippines

**Chedicka Yvonne T. Europa, Angelie Franz A. Firmeza, Gil D. Buglosa, Frances Michaela B. Bayan, Dale Carlo E. Cebritas, & Joveth Jay D. Montana**
Mindanao State University - General Santos City, General Santos City
chedickayvonne.europa@msugensan.edu.ph

**Abstract.** Since the global lockdown due to COVID-19, hygiene products have remained in high demand (Ouhsine et al., 2020). As part of our daily hygiene routine, we must be aware of the potential risks associated with these products. Even if business owners manufacture their products with as much care as possible, customers are still vulnerable to hazards. Lack of effective health warnings about these products may misrepresent their potential risks (Sussman et al., 2014). This study aims to observe the effectiveness of hygiene product warning labels in the Philippines by analyzing their lexical and syntactical features. Thirty-five college students were interviewed about their most-used hygiene products. A range of linguistic features, such as signal words (Shuy, 2008), orders of nouns (Lakoff, 1987; Lyons, 1977), synthetic personalization (Fairclough, 1989), field continuum (Halliday, 1985), attributive adjectives (Marza, 2011), manner, temporal, and spatial adverbs, were employed to determine the lexical features of warning messages. Manufacturers frequently use imperative sentence types to warn consumers about potential risks. The findings have significant implications for the country's product-liability law for consumer safety, highlighting product-warning texts' purpose in the mainstream Philippine market.

**Keywords:** Warning labels, hygiene products, Lexico-Syntactic, Philippine mainstream market, Philippine English

## 1. Introduction

The growth trend in the hygiene products market is expected to continue even after the pandemic, as customers acknowledged the value of hygienic products, environmentally friendly products, regional (local) items, and the effects of these hygiene products, as they protect us from germs and viruses all around us. Consumers are generally unaware of some potential risks associated with them, and manufacturers appear to be failing to communicate cautionary messages or risk warnings to the public. Lack of health warnings about these products may misrepresent their potential risk (Sussman et al., 2014). These warning letters, predictably, contain lexical and syntactical elements that may negatively influence the public's buying choice.

The inclusion of warning labels in hygiene products is a method of business compliance among manufacturers. The labels may also specify if the product is an eye or skin irritant, harmful if swallowed, or needs to be used in a well-ventilated area (Aguirre, 2022). Significantly, some products lack safety information, which may prevent consumers from making informed purchasing decisions. In this light, the purpose of this

work was to evaluate the linguistic aspects of product warning messages found in hygiene products accessible on the Philippine market, therefore assisting customers in making informed decisions before, during, and after purchasing the aforementioned goods.

Successful completion of this study will provide internationally generalizable data on the role of lexico-syntactic features of hygiene product warnings in the Philippines. The findings of this study will provide comprehensive observations of lexico-syntactic features found in hygiene-product warning labels in the Philippines; furthermore, the study will provide the lexicons that indicate safety signs that are found in the aforementioned products.

## 1.1. Domains of Forensic Linguistics

Forensic linguistics is a field that deals with the analysis of linguistic evidence with the aim of clarifying any ambiguity that exists in any judicial process, especially in the investigation of crimes and legal cases. It involves probing crucial legal documents and other linguistic evidence, such as handwritten texts prior to suicide attempts and any evidence from crime scenes or kidnappers' notes (Abdalla, 2022). Forensic linguistics can be used to determine breaches of authorship determined in criminal code, such as plagiarism (Granskienė, et al.,2017). It can also be used to determine the likelihood of a match between a suspect's voice and a recorded voice sample, which is known as forensic voice comparison (Hughes, 2014). With the different uses of language from various contexts and the study of it, the phonology and morphology of the people involved, why do they (the people) interact in those ways, and the result of interexchange manifest the multifold correlations of forensic linguistics with various disciplines (Stanford, 2019). It can also be used to interpret and translate legal papers for readability and intelligibility (Ahmed, 2021).

It implies that the language of warning texts shows the interconnection of law and business—the two enormous points of the marketplace. Everything that can be examined as product-warning texts, like the features of language such as words, spellings, phrases, syntactic structures, and even punctuation, will be evaluated, thus falling under product liability.

## 1.2. Warning Label Liability

Warning labels play an important role in product liability cases, where consumers suffer injury due to a product's use (Hagemeyer, 2016). However, current warning labels appear to fail to properly communicate health warnings to the general public (Coomber etal., 2015). Forensic linguists have been working as expert witnesses to evaluate whether warning labels and patient information leaflets inform consumers clearly about potential risks or how to use products safely. In some cases, product liability will be the major issue in terms of insurance issues, and the manufacturer should

be held liable for product failure unless other evidence favors the manufacturer (Uzair, 2021). Manufacturers may be held liable for injuries that occur as a result of inadequate warning labels. Effective warning labels should be clear, concise, and easy to understand, and they should comply with safety standards. The use of images and bright colors can also help to capture the attention of consumers and increase the effectiveness of warning labels (Bopape, 2021). The Philippine government plays an important role in enforcing laws and regulations related to warning labels on hygiene products to ensure the safety of consumers.

Language use in health communication is considered both significant and crucial. The research will delve into the adequacy issues of the existing product-warning text in some personal hygiene products sold on the market. The research aims to determine the lexical and syntactic features found in the hygiene-product warnings in the Philippines. Such a study will assist consumers in realizing the vitality of the cautionary text to be indicated in the product.

## 1.3. Picture versus Text-only Warning Labels

Health warnings have been found to raise health risk information and awareness, affect societal norms, and lower consumption of specific products (Leoros-Toro et al. 2019). Adding labels to product packaging is one potential intervention to impact and minimize harmful use of these items at the time of decision, classified as an 'Information' intervention in the TIPPME typology for modifying environments to change behavior (Hollands et al., 2017). HWLs use an image with accompanying text (image-and-text HWL) or text alone (text-only HWL) to transmit information about the potential negative health consequences of excessive product consumption, such as an increased risk of disease. Currently, 118 countries have adopted image-and-text (also called 'pictorial' or 'graphic') HWLs on cigarette packaging, accounting for 58% of the global population (CCS, 2018). Image-and-text HWLs are more successful than text-only HWLs (Noar et al., 2016). Strengthened warnings—defined as improvements to text-only warnings, the inclusion of images alongside text, or improved image warnings—increase perceived effectiveness outcomes (Noar et al., 2017), knowledge (i.e., of health effects), and show associations with increased quit attempts and decreased product purchases (Noar et al., 2016).

Text-only health warning labels (text-only HWL) describe one or more unfavorable health implications for an individual utilizing or consuming items (Clarke et al., 2021). Thus, this study will identify the linguistic features, i.e., the lexical and syntactic features, found in the health warning labels of hygiene products in the Philippines.

## 1.4. Theoretical Framework

This study emphasizes the product warning as "the message"—the critical piece of

information that product producers are supposed to disseminate. Several product warning researchers agree that product warning tests should include four legal elements: a signal word, a hazard statement, a statement of consequences, and instructions for avoiding the hazard (Bowles, 2004; Heaps & Henley, 1999; Sanders & McCormick, 1993). Readability, comprehension, recall, and level of safety are all associated with such materials (Heaps & Henley, 1999; White & Parsons, 2001).

The analysis of this study has two important points: the micro-level investigates the lexical aspects, and the macro-level investigates the syntactic attributes of hygiene product warnings. In terms of lexical aspects, the adoption of Lyon's (1977) noun entities by Lakoff (1987) emphasizes the importance of employing nouns in cognitive linguistics. The noun entities were familiar with perceivability by viewing the first order of nouns as concrete, the second order as abstract, and the third order as entirely purely mental phenomena. The noun entities were acquainted with perceivability. Furthermore, Halliday's Words in the Field Continuum (1993) was instrumental in classifying the words used in hygiene product warnings as everyday language, specialized vocabulary, and highly technical words.

In terms of the use of signal words, this study adopted what Shuy (2008) did in assessing alert lexicons in product warnings using ANSI's (2002) and Global Harmonization Standards' (2013) regulatory yardsticks for alerting customers. Furthermore, the adjectives in the study corpus were analyzed using Marza's (2011) evaluative approach to analyzing attributive adjectives in order to determine the manufacturers' word choice in describing the hazards. On the one hand, the adverbs were examined in light of Frey and Pitner's (1999), Pitner's (2000), and Frey's (2000) usage of manner adverbs, which may convey the manufacturers' call for immediate action in the event of an emergency. Meanwhile, temporal and spatial adverbs were investigated utilizing Kiefer's (2007) framework on the time point of adverbs, which requires the use of time and space references.

In terms of syntactic aspects, conditional sentences, as well as imperative and declarative sentences (Pullum, 2011), were measured and studied depending on how they portray the contents of hygiene products' cautionary statements. Similarly, the sentences were examined to determine their complexity in terms of structure.

It can be predicted that language characteristics would have a considerable impact on the legal-content adequacy of hygiene product warnings, revealing the importance of these messages in allowing informed consumer decisions.

## 2.0. Methodology

This study will use a qualitative approach to determine which hygiene products are most often consumed by the respondents on a daily basis and to carefully examine the lexico-syntactic features found in the warnings of the specified hygiene products. The study is delimited to the 35 college students of Mindanao State University in General

Santos City, that reside within Fatima, Uhaw, General Santos City. The researchers gathered the needed data through a Google Form survey. The researchers asked the necessary questions and gathered the data for analysis. As a part of the ethical considerations of the study, the respondents, brands, and company names of product manufacturers were not disclosed. After careful observations of the lexico-syntactic features found in the respondents' most commonly used hygiene products, the researchers analyzed, discussed, and presented the results and conclusion of the study.

## 2.1. Corpus of the Study

Hygiene products, otherwise known as cosmetics, serve as the study corpus; these consumers' items are manufactured to maintain the health and well-being of the product users. The specific hygiene products under study were selected based on a survey conducted among 35 boarding house tenants around Sentro Uhaw who visited drug and grocery stores to purchase their top hygiene products, which are shown in Table 1.

Table 1
*Surveyed tenants' top hygiene product needs*

| Product | Frequency | Percentage |
|---------|-----------|------------|
| 1.Shampoo | 9 | 26% |
| 2.Soap | 7 | 20% |
| 3.Wet Wipes | 5 | 15% |
| 4.Toothpaste | 4 | 11% |
| 5.Menstrual Pads | 4 | 11% |
| 6.Lotion | 4 | 11% |
| 7.Toothbrush | 2 | 6% |
| **Total** | 35 | 100% |

As a part of the ethical considerations of the study, the brands and company names of product manufacturers were masked. Under one category, several brands were included according to their availability in local grocery stores. Each product warning was coded; thus, HP was used to refer to beauty products, while #1 (and so on) was assigned to each product based on the arrangement of warnings in the analysis of the research corpus.

## 2.2. Data Analysis

This study was based on Shuy's (1990, 2008) research on product warning adequacy difficulties, as well as his various examples of linguistic consultations in civil cases that clearly illustrate the ideas and methodologies used by linguists in interpreting language evidence. Warning texts apply equally to the civil context and to every detail as intriguing as any criminal case.

Each text was studied based on lexical elements such as signal words, nouns, synthetic pronouns, field continuum, adjectives, and adverbs, using the qualitative study approach to examine the appropriateness of hygiene-product warnings in the mainstream Philippine market. The adequacy of product warnings was prioritized, particularly in terms of increasing comprehension and customer safety. To delve deeper into the linguistic characteristics of hygiene-product warnings, syntactic analysis was used. Conditionals and sentence types were also investigated as features. Frequency and percentage counts were computed when processing the data. The researcher did not employ advanced statistical tools because the goal of the current study was to determine the lexical and syntactical aspects of product warning texts.

## 3.0 Results and Discussion

## 3.1 Lexical Features

Hygiene-product warnings are expressed in lexical categories that convey a set of values, including the goal of the product manufacturer to provide safety information. These elements include actionable data that may have an impact on customers' health care.

### 3.1.1. Signal Words

In order to raise awareness among product users, an alert lexicon (Shuy, 2008) is inserted before the main content. Table 2 lists the signal words investigated in the study.

Table 2
*Signal words used in hygiene product warnings*

| Signal Word | Frequency | Percentage |
|---|---|---|
| Caution | 14 | 45.16% |
| Precaution | 9 | 29.03% |
| Warning | 8 | 25.80% |
| **Total** | **31** | **100%** |

According to Wogalter, Jarrard, and Simpsons (1994), the standards usually recommend the terms DANGER, WARNING, and CAUTION to measure the scale of hazard from the highest to the lowest levels. In identifying the degree of the hazard's gravity, ANSI (2002) designated three color-coded signal words to alert consumers: **Danger** (red): an impending hazardous event that will end in serious injury or death; **Warning** (orange): a potentially hazardous circumstance that may end in serious injury or death; and **Caution** (yellow): a potentially hazardous condition that could end in moderate or slight injury. The following section presents the most frequently examined alert lexicons used in hygiene product warnings in the Philippines.

Table 2 presents the signal words used in hygiene product warnings in the Philippines. As can be observed, the signal word 'danger' did not occur in any of the hygiene product warnings examined. Only three signal words appeared in the examined hygiene products. The use of CAUTION, which consists of 14 or 45.16% of occurrences in the corpus, is followed by PRECAUTION with 9 or 29.03%, and WARNING with 8 or 25.80%, which appear in the overall products.

CAUTION: Children 2-6 years old: Use a pea-sized amount under supervised brushing to minimize swallowing. Use by children under 2 years should be upon the advice of a dentist or doctor. In case of intake of fluoride from other sources, consult a dentist or doctor. (HP#4:1)

PRECAUTIONS: For external use only. For any signs of irritation, discontinue use. If product gets into eyes, rinse thoroughly with water. (HP#2)

Warning: Keep out of reach of children. If swallowed, call a poison control centre or get medical help right away. (HP#4:2)

The sample corpus illustrates the proper use or appropriateness of the signal words. HP#4:1 and HP#4:2 indicate a potentially hazardous condition that could end in moderate or slight injury. However, HP#2 uses the signal word 'warning', because the gravity of its content is more serious when compared with HP#4:1 and HP#4:2.

In addition, the results show that 'double' classified signal words did not occur in the hygiene product warnings and that the absence of the alert lexicon is 'important,' contrary to the study of Dacumos and Madrunio (2017).

Therefore, the researchers concluded that hygiene products have fewer risk indicators than beauty products due to the lexical construction of warning labels.

3.1.2. Order of Nouns

Nouns usually described as names of places, people, and objects contribute to the specificity issues of product warnings. The following observations were considered to determine numerous concerns confronting the hygiene product warning discourse.

3.1.2.1.    Concrete and Abstract Nouns.

People, animals, places, and objects that can be seen, heard, smelled, or touched are examples of concrete nouns. Abstract nouns, on the other hand, are familiar with anything with which a customer cannot physically interact since it relates to a quality, a notion, an idea, or an event.

Lakoff's (1987) Cognitive Linguistics, which emphasizes the ontology of noun entities, was used to analyze the corpus, notably Lyons' (1977) peculiarity of the first three orders of nouns. Table 3 displays an overview of the findings.

Table 3
*Hygiene product warning's order of nouns in terms of concreteness and abstractness*

| Specificity of Nouns | Order of Nouns | Frequency | Percentage |
|---|---|---|---|
| Concrete | First | 27 | 73% |
| Abstract | Second | 7 | 19% |
| Abstract | Third | 3 | 8% |
| **Total** | | 37 | 100% |

The following is an extract of concrete nouns found in local beauty-product warnings, classed as a first order entity:

Precaution: For external use only. Keep out of children's reach. Do not apply to irritated skin. If skin irritation develops, discontinue use. Avoid contact with the eyes. (HP#6)

Precaution: Do not apply to wounds. Avoid contact eyes, nose, and mucous membranes. (HP#2)

Lyons (1977) defined first-order entities as tangible nouns, which refer to people, objects, animals, and other things in space that have plausible and consistent perceptual qualities. As a result, the current study classified concrete nouns as the first entity. The study found that 73% of the corpus utilized concrete nouns for specific purposes.

The study's findings indicated the most frequently used concrete nouns in hygiene products, which highlight specific regions of the consumers' bodies that should be handled with caution when utilizing the items. Such products give consumers a clue on what and where to avoid unnecessary application of the products, hence ensuring safety in the use of hygiene products.

Second-order and third-order entities are abstract nouns (Lyons, 1977); the former contain time-bound occurrences, processes, and states of affairs. The second-order noun entity is thought to occur, take place, or exist. Consider the following excerpt:

Avoid contact with eyes. If this happens, rinse thoroughly with water. If irritation persists, consult with a doctor. (HP#6)

Dispose properly. This plastic bag can cause suffocation. Keep away from children's reach. (HP#5)

The term irritation refers to a condition where a painful sensation may occur when users misuse the product. Some common eye injuries, such as irritation, may necessitate rapid medical attention or surgery to prevent irreversible eye damage and vision loss. Suffocation occurs when a person is unable to breathe due to a lack of oxygen. This can happen when the product packaging blocks the nose and/or mouth, which prevents oxygen from entering one's body. Suffocation can lead to brain damage or death if not treated promptly. The inclusion of nouns in second-order entities may signify consumers' acceptance or avoidance of risks, based on the thirteen, or 43%, instances of second-order entities of nouns in the corpus. However, such a low proportion in the warning tests parallels the makers' ostensible effort to inform customers of the potential condition of affairs when using their devices. Another abstract term (i.e., temperature) was discovered in the corpus. The word is used in the following sample warning text:

WARNING: Avoid exposure to sunlight. Store at room temperature. (HP#3)

Caution: For external use only. Keep out of reach of children. Do not keep in freezing temperature. (HP #1)

According to the extract above, second-order entities are observable and have a spatial function (Butler, 2003; Lyons, 1977) because they establish the appropriate conditions (i.e., warmth or coldness) in which a product should be stored or treated.

Lyons' (1977) third-order unit of nouns known as abstract entities or propositions, which exist outside of space and time, was also taken into account in this study (Butler, 2003; Lyons, 1977). The following excerpts demonstrate the application of abstract entities or propositions:

In case of intake of fluoride from other sources, consult a dentist or doctor. (HP#4)

The corpus yielded 5 or 15%, occurrences of the 'identity of difference' idea (Miller, 2008), which is seen as dissimilar or contrary to being or simply the same. This 'otherness' feature may leave customers uncertain, for example, which or what sources contain fluoride.

### 3.1.3. Pronouns

According to Muryasov (2021), pronouns are a class of words that are used to replace nouns or noun phrases in a sentence. I, me, he, she, herself, it, that, they, each, few, and YOU are all used to address the message to either a listener or a reader. Addressing the warning to consumers is a critical component of communication since it tries to promote safe behavior and boost warning compliance.

The term irritation refers to a condition where a painful sensation may occur when users misuse the product. Some common eye injuries, such as irritation, may necessitate rapid medical attention or surgery to prevent irreversible eye damage and vision loss. Suffocation occurs when a person is unable to breathe due to a lack of oxygen. This can happen when the product packaging blocks the nose and/or mouth, which prevents oxygen from entering one's body. Suffocation can lead to brain damage or death if not treated promptly. The inclusion of nouns in second-order entities may signify consumers' acceptance or avoidance of risks, based on the thirteen, or 43%, instances of second-order entities of nouns in the corpus. However, such a low proportion in the warning tests parallels the makers' ostensible effort to inform customers of the potential condition of affairs when using their devices. Another abstract term (i.e., temperature) was discovered in the corpus. The word is used in the following sample warning text:

Do not swallow. Sensitive teeth may be a sign of another problem, so speak to your dentist about any concerns. Keep out of reach of children. Not suitable for under 12s. If irritation occurs, stop use. Talk to your dentist or doctor as soon as possible if you experience swelling of the mouth or face. (HP#2)

One or 3% of the 35 hygiene-product warnings used direct customer addressing. The product warning tends to develop an interpersonal interaction with the readers, which is one way of communicating the warnings' message. Finally, the pronoun YOU acts as a generic address to product consumers or users; as a result, it is an informal type of speech and writing.

### 3.1.4. Field Continuum

Halliday (2003) claims that language is multidimensional; to understand to register' is to realize its relationship to such dimensions. The field continuum (1985) was introduced to provide important points and implications for analyzing the product-warning texts. This study utilized the field continuum to provide the lexico-syntactic features observed in the hygiene products in the Philippines.

Table 4
*Field Continuum for hygiene warnings*

| Field Continuum | Frequency | Percentage |
|---|---|---|
| Everyday Language | 27 | 77% |
| Specialized Vocabulary | 6 | 17% |
| Highly Technical Words | 2 | 6% |
| **Total** | **35** | **100%** |

Everyday language are words that refer to the manufacturers' use of common and easily understood words in warning texts. On the other hand, specialized vocabulary is an industry-specific term used and understood by people in particular fields or disciplines. Lastly, Highly technical words are jargon like words used in product-safety information.

Table 4 presents that everyday language obtained the highest frequency of occurrences in the corpus with 27 or 77%, followed by specialized vocabulary with 6 or 17% and highly technical words with 2 or 6% occurrences. The consequent discussions explain the use of the three words in the field continuum.

3.1.4.1.   Everyday Language

According to Halliday (1985), everyday language is tagged as the common language. It is the use of ordinary and familiar words that aids consumers in better understanding the risks of using hygiene products. The study found that everyday language has the highest frequency, with 27 or 77% occurrences in the hygiene product warning. By utilizing 'ordinary' or 'everyday' language, manufacturers were able to effectively communicate with consumers the cautionary measures when using the aforementioned products.

CAUTION: Avoid contact with eyes. If this happens, rinse with water. (HP#1)

The results indicate that the hygiene-product-warning texts were able to effectively communicate their purpose by using causation texts that correspond to the principle of 'general purpose language' (Mernick, Heering, & Sloan, 2005). The manufacturer's use of everyday language promotes readability and helps convey clear instructions and messages to consumers.

3.1.4.2.   Specialized Vocabulary

Specialized vocabulary is intended for specialists in certain fields or discipline-specific

terminologies. Functional varieties or registers (Biber 1988; Halliday 1988) defined variation in the recurrence of particular linguistic items in comparison with general language or any other register. Dacumos and Madrunio (2015) claim that 'specialized vocabulary' means that something noteworthy, notable, or distinctive exists in words that are designated for a certain purpose. This present study considered this linguistic feature due to the few instances of the use of specialized vocabulary, with 17 or 17% occurrences in the hygiene-product-warning text. The following are examples of the use of specialized vocabulary:

Warning: Do not apply to wounds, Avoid contact with eyes, nose and <u>mucous membranes</u>. (HP#2)

Caution: If <u>irritation</u> develops, discontinue use. Consult your physician if irritation persists. (HP#5)

Warning: Talk to your doctor as soon as possible if you experience <u>swelling</u> of the mouth or face. (HP#4)

The term mucous membranes is used to refer to a substance that is located in the inner lining of some organs and body cavities (such as the nose, mouth, lungs, and stomach). Meanwhile, the term irritation in a medical context refers to inflammation or other discomfort in a body part caused by a reaction to an irritant substance. Lastly, the term swelling in HP#4 is referred to as an abnormal enlargement of a part of the body, typically as a result of an accumulation of fluid. According to Dacumos and Madrunio (2017), product users tend to ignore product-warning texts once they come across specialized terms; thus, such cases make consumers susceptible to the dangers of product misuse.

3.1.4.3.    Highly Technical Words or Jargon

Halliday (1985, p. 9) described highly specialized language as "professional jargon," which covers product meaning. The following shows the use of highly technical words in product warning text:

CAUTION: Children 2-6 years old: Use a pea-sized amount under supervised brushing to minimize swallowing. Use by children under 2 years should be upon the advice of a dentist or doctor. In case of intake of <u>fluoride</u> from other sources, consult a dentist or doctor. (HP#4)

CAUTION: Contains: <u>Sodium Fluoride</u> (HP#4)

The results reveal that only 2 or 6% of the product-warning texts employed highly specialized language. According to Dacumos and Madrunio (2017), the use of jargon may place consumers in a difficult situation when processing information in warning texts,

particularly in dealing with or responding to emergencies. Therefore, it must be noted that product warnings should be understandable and familiar to consumers and are not limited to people of certain professions, such as doctors, scientists, and nurses. The frequent use of highly technical words or jargon in product-warning texts may restrict consumers from potentially buying or using the product as they are not aware of the mentioned terminologies. 'This seems incongruous with Republic Act No. 7394's call for comprehensibility of product warnings,' (Dacumos and Madrunio 2017).

The results agree with the study of Radi, Reneta, and Laurenzo (2022), which claimed that with simple word choices, the advertisers intend to build a reputation and inform possible customers about the quality of the product. This allows customers and consumers to imagine how good their product is without any difficulty.

3.1.5.  Evaluative Adjectives

Evaluative adjectives serve a more specific communicative purpose by indicating the kinds of dangers that customers may face (and should be aware of) after purchasing a hygiene product. These descriptors elicit particular aesthetic sensations that consumers may have when utilizing the product, making them aware of the risks involved.

3.1.5.1.  Attributive

Attributive adjectives are positioned before the nouns (Marzá, 2011). Consider these following extracts for analysis:

Caution: For external use only. Keep out of reach of children. Do not keep in <u>freezing</u> temperature. (HP#1)

Warning: Do not stay long in the sun even while using a product with sunscreen. Store product away from sunlight. In the <u>unlikely</u> event of skin irritation, stop using and consult a doctor immediately. (HP#6) Caution: Use only as directed. Avoid contact with eyes. If <u>eye</u> contact occurs, immediately rinse with water. If rash or irritation occurs, discontinue use. (HP#6)

The findings found that attributive adjectives were employed in three, or 11.6%, of the warning statements, conveying to consumers the potential hazards that may arise in the event of product misuse. To summarize, the corpus's small amount of attributive adjectives undermines the characteristics of the indicated product dangers in warning labels. Finally, the limited use of attributive adjectives does not guarantee the safe use of beauty goods.

3.1.6.  Adverbs

Adverbs, which have traditionally been defined as descriptors of verbs, adjectives,

and other adverbs, characterize the relevance of time, manner, place, and degree in product-warning labels.

### 3.1.6.1.   Manner.

In a large number of cases, adverbs of manner can be formed by simply adding '-ly' to adjectives. These adverbs characterize informal communication, which directs consumers in detail on how to perform the necessary actions. These product warning texts prove this point.

Caution: Avoid contact with eyes. In case of eye-contact, rinse <u>thoroughly</u> with water. If irritation persists, consult a doctor <u>immediately</u> (HP#1)

Precautions: Dispose <u>properly</u>. Do not flush on the toilet bowl (HP#3)

The results revealed that fifteen, or 43%, of occurrences in the corpus utilized manner adverbs. Manner adverbs provide product users with an emotional hint and intonationality about the manufacturers' desire for consumers to take necessary actions (i.e., immediately, thoroughly) in the event of an emergency. This also fosters a sense of urgency and caution among product customers.

### 3.1.6.2.   Temporal

According to Spejewski (1996), temporal adverbs describe when an action is carried out; hence, it is called the 'time' adverb. According to the study's fin dings, only one of the corpus contained temporal adverbs. Frame temporal adverbs were organized to specify the time component.

Brush <u>twice a day</u> (3x max.) and spit out. Do not swallow. Sensitive teeth may be a sign of another problem so speak to your dentist about any concerns. Keep out of reach of children. Not suitable for under 12s. If irritation occurs, stop use. Talk to your dentist or doctor as soon as possible if you experience swelling of the mouth or face.(HP#4)

This frame temporal adverb is only found in 1 or 3% of occurrences out of 35 corpus. This result is the outcome of a series of defined temporal ideas that describe a time period or interval starting from a reference point. As a result, it might have an impact on how customers use the products.

### 3.1.6.3.   Spatial

Highlighted by Curnow and Travis (2007), spatial adverb conveys both the notions of location in a place (including textual space) and movement toward or from a place. The most common was the use of the term 'external use only,' as shown in the following extract:

Keep out of reach of children. For <u>external use</u> only. (HP#2)

The term 'external use only' was found in 10 or 28% of the corpus, which accounts for a certain part of the human body where the products should be applied. Likewise, 'external use only' warns the product users that the beauty item cannot be drunk or in any form consumed.

### 3.1.7. Modals

Modals are elements that can be used to grab users' attention and direct them to important information or actions. When people write warnings on hygiene products, they don't use a type of word called "modals" very often. They used a guide to help them study the warnings.

Caution: Children 2-6 years old: Use a pea-sized amount under supervised brushing to minimize swallowing. Use by children under 2 years <u>should</u> be upon the advice of a dentist or doctor. In case of intake of fluoride from other sources, consult a dentist or doctor. (HP#4)

The inclusion of should in HP#4 indicates the manufacturer's strong desire to warn consumers. As a result, it demonstrates the consumers' duty to comply with and obey the specified warning. The use of modals was found in 1 or 3% of the corpus. Essentially, the less frequent use of modals in warning texts may minimize the need for manufacturers to communicate with consumers, notably in demonstrating necessity, expressing desire, and providing recommendations for avoiding product dangers.

## 3.2. Syntax

Syntax, according to Arya, Hiebert, and Pearson (2011), refers to the rules that govern how signs are combined to form sentences. Taking into account a language's words, syntax connects the signs to create statements, ask questions, and produce other utterances and written texts. This article examined the different sorts of language used in beauty product warnings.

### 3.2.1. Conditional Sentence

Conditional sentences are known to have a cause-and-effect pattern of sentence construction. According to Naranayan (2011), this sentence type contains the condition clause and the consequent clause, which are both dependent on one another. The results revealed that the consequent-conditional sentence obtained a score of 15, or 68.18%.

On the other hand, conditional sentences total in the used corpus. The following

extracts illustrate the outcome:

CAUTION: <u>Avoid</u> contact with eyes. <u>If contact occurs, rinse thoroughly with water.</u> (HP#2)

Warning: Keep out of reach of children. <u>If swallowed, call a poison control centre or get medical help right away.</u> (HP#4)

PRECAUTIONS: For external use only. <u>For any signs of irritation, discontinue use. If product</u> <u>gets into eyes, rinse thoroughly with water.</u> (HP#2)

Caution: <u>If irritation develops,discontinue use</u>. Consult your physician if irritation persists. (HP#5)

The results highlight that there are predicted future events in using the hygiene product warnings, particularly in the consequent-condition pattern. The term "avoid" refers to signals that are intended to influence or control people's behavior in ways that will result in improved safety (Wogalter 2006); however, the extent of the risk is not clearly stated. This might adhere to the Philippine Consumer Act's product standards on stating the potential dangers related to using the product; therefore, it can put the customers in a confusing scenario as a result of the abstraction of the precise harms.

From the example, it is found that there is a predicted future occurrence in the hygiene product industry. The condition-consequent pattern conveys the reason (e.g., if swallowed) and the action (call a poison control center or get medical help right away) to be taken by the consumers once the products have been improperly used.This pattern directs product users on what to do in the event of unfavorable situations. Additionally, such a pattern might be crucial in establishing a connection to the text that comes before it or to the warning's immediate setting (e.g., if irritation develops, discontinue use). More so, a chain reaction takes place when the safety information creates an effect, and that effect turns into a cause and creates another effect; basically, one event leads to another (Ciardiello, Dymock, & Nicholson, 2007), thus the 68.18% occurrence reflects the manufacturers minimal experience linking necessary future occurrences.

Therefore, the consequent-condition pattern is able to stand alone and function as instructions for mild causation, while the condition-consequent pattern shows a context dependency by establishing a link between the risks declared by nature and the action that consumers may take.

The results of the study agree with those of Dacumos and Madrunio (2017), which indicated that syntactic features, such as conditional sentences and phrase kinds, stimulate the prediction of future occurrences, particularly in setting the stage for the potential hazards associated with the use of the product.

### 3.2.2. Sentence Types

Sentences can be categorized based on the speaker's or writer's intentions. The four principal purposes of sentences are declarative, interrogative, imperative, and exclamatory. However, as observed, only pure imperative and pure declarative sentences are present in the hygiene-product warnings. The following are the extracted warning labels in the hygiene products:

Precaution: For external use only. Keep away from open flame. Store away from direct heat and sunlight. (HP#6)

Precaution: For external use only. Avoid direct contact with eyes. Avoid use on open wounds and irritated skin. Keep the pack away from direct heat or light. Tightly close and reseal pack to retain moisture and quality when not in use. Store in a cool dry place.

Dispose properly. Do not flush the toilet. (HP#3)

Caution: DO NOT FLUSH CONTENTS (HP#5)

Not intended for children 3 years and under. (HP#7) Warning:

Use under adult supervision. (HP#4)

Warning: Do not apply to wounds, Avoid contact with eyes, nose and mucous membranes. (HP#2)

An imperative sentence is a type of sentence that gives a command or makes a request (Helmanto, 2021). The above examples notify product consumers on what to do and how to keep away from possible risks the product may cause (e.g., for external use only; do not apply to wounds). According to Condoravdi and Lauer (2012), an imperative sentence expresses clear content associated with the addressee's future action, while the speaker or writer requires the content to become a reality. Therefore, the types of risks and potential product risk declarations are insufficient because the dangers of using the items are not stated.

CAUTION: Contains: Sodium Fluoride (HP#4)

Declarative sentences have been observed to also be present in the hygiene product warnings in the Philippines. According to Pullum (2011), declarative sentences state facts that carry the property of making a truth claim (e.g., contain sodium fluoride).

As observed in the extracted warning labels, the sentence pattern of hygiene product warnings in the Philippines does not use interrogative and exclamatory sentence types, as no questions were raised and no exclamatory phrases are present in the corpus; only the commands and instructions from the manufacturers are seen in the

above examples.

The findings of the study are similar to those of Mohammed (2022), in which it was found out that copywriters use imperatives because it creates a sense of one person talking to another, and the ads urge the product consumers to take action. Unlike the study of Dacumos and Madrunos (2017), where they discovered imperative-declarative sentence types on beauty product warning labels, these hygiene products only include pure imperative and pure declarative sentences.

The results of the study also show a similar resemblance to that of Renaldo (2017), in which the separation of sentences providing a fact and a command (i.e., declarative and imperative) diminishes the imperative features of the warning texts, whereas the conditional sentence manifests a regular instruction for product users.

## 4.0. Conclusion

The investigation of the linguistic features of beauty-product warnings, such as noun entities, pronouns, specialized and highly technical language, adjectives, adverbs, modals, and signal words, shows that the communication aspects of warning messages are transparent. The grammar, primarily the conditional sentences and sentence types, stimulates the prediction of future occurrences, particularly in setting the potential risks linked with product use. Nonetheless, the separation of sentences giving a fact and a command (i.e., declarative and imperative) lessens the imperative nature of the warning texts, but the conditional sentence demonstrates a regular direction for product buyers. Therefore, the researchers concluded that hygiene products have fewer risk indicators than beauty products due to the lexical construction of warning labels.

The signal word 'danger' did not occur in any of the hygiene product warnings examined. Only three signal words appeared in the examined hygiene products. The use of CAUTION, which consists of 14 or 45.16% of occurrences in the corpus, is followed by PRECAUTION with 9 or 29.03%, and WARNING with 8 or 25.80%, which appear in the overall products.

Adverbs show how, where, and when a product should be used. Spatial is found in 10 or 28% of the corpus; temporal adverbs are only found in 1 or 3% of occurrences out of 35 corpus; and Manner is found in 15 or 43% of occurrences in the corpus.

Everyday language has the highest frequency, with 77% of occurrences in the hygiene product warning. By utilizing 'ordinary' or 'everyday' language, manufacturers were able to effectively communicate with consumers the cautionary measures when using the aforementioned products. Radi, Reneta, and Laurenzo (2022) claimed that with simple word choices, the advertisers intend to build a reputation and inform possible customers about the quality of the product. This allows customers and consumers to imagine how good their product is without any difficulty.

The study shows that 68.18% of the occurrence of conditional sentences reflects the manufacturer's minimal experience linking necessary future occurrences. Syntactic features, such as conditional sentences and phrase types, stimulate the prediction of future occurrences, particularly in setting the stage for the potential hazards associated with the use of the product. In addition, the conditional sentences observed on the warning labels of hygiene products have a cause-and-effect pattern of sentence construction. Naranayan (2011) has two clauses; this type of sentence contains the condition clause and the consequent clause, which are both dependent on one another. It was also shown that only pure imperative and pure declarative sentences are present in the hygiene-product warnings. The sentence types observed in the hygiene products (e.g., imperative and declarative) notify product consumers on what to do and how to keep away from possible risks the product may cause (e.g., for external use only; do not apply to wounds).

There is no homogeneity or defined content pattern in the country for hygiene product warnings, which manufacturers could follow in their labeling duties. It is recommended that product producers utilize standardized and regulated signal words based on the ANSI's (2002) criteria for alerting customers (i.e., Warning, Caution, and Precaution) when creating warnings. In the Philippines, the language structure of hygiene product warnings is mostly imperative and does not include interrogative or exclamatory sentence types since no questions were raised and no exclamatory phrases are present in the corpus; only commands and directions from the manufacturers are visible in the samples. Most of the warning labels, especially on toothbrushes, include visual representations or pictorial labels, which were shown in some studies, are rated as informative and factual, and evoke more emotion than textual labels (Popova et al., 2017). The corpus also shows a small amount of attributive adjectives, which undermines the characteristics of the indicated product dangers in warning letters. In the end, the limited use of attributive adjectives does not guarantee the safe use of hygiene products. There is also a lack of modals in warning texts that may minimize the need for manufacturers to communicate with consumers, notably in demonstrating necessity, expressing desire, and providing recommendations for avoiding product dangers.

The current study intends to raise awareness of the importance of warning texts, particularly among those who are unaware of them. This study may assist in raising awareness among not only hygiene-product customers but also legislators and manufacturers about how product warnings should be structured and designed. The degree and choice of language used in product cautionary contents must be considered by corporate participants and legislative professionals. As a result, consumers can make more educated judgments when purchasing cosmetic goods and prevent health concerns linked with product use.

Knowing the language characteristics of cautionary texts can then help corporations write reader-friendly product warnings. Furthermore, based on the Consumer Act of the Philippines, the country's government should firmly execute certain laws governing the acceptable wording and content of product warnings; in this way,

the degree of warning insufficiency in the mainstream Philippine market might be reduced. Another study might be undertaken to focus on the design features of product-warning texts in the Philippines to further investigate the important parts of this research.

**References:**

Abdalla, A.E. (2022). Forensic Linguistics and its Role in Crime Investigation: Descriptive Study. *JALL | Journal of Arabic Linguistics and Literature*.

Aguirre, S. (2022). 7 Important Parts of a Cleaning Product Label. *The Spruce*. https://www.thespruce.com/parts-of-a-cleaning-product-label-1900744

Ahmed, H. (2021). THE ROLE OF FORENSIC LINGUISTICS IN CRIME INVESTIGATION: USES IN LEGAL PROCEEDINGS.

Arya, D.J., Hiebert, E.H., & Pearson, P.D. (2011). The effects of syntactic and lexical complexity on the comprehension of elementary science texts. International Electronic Journal of Elementary Education, 4(1), 107-125.

Bopape, M., Taillie, L. S., Frank, T., Murukutla, N., Cotter, T., Majija, L., & Swart, R. (2021). South African consumers' perceptions of front-of-package warning labels on unhealthy foods and drinks. PloS one, 16(9), e0257626.

Clarke, N. et al., (2020). Impact of Health Warning Labels on Selection and Consumption of Food and Alcohol Products: Systematic Review with Meta-Analysis. https://doi.org/10.1080/17437199.2020.1780147

Coomber, K., Martino, F., Barbour, I., Mayshak, R., & Miller, P. (2015). Do consumers 'Get the facts'? A survey of alcohol warning label recognition in Australia. BMC Public Health. https://doi.org/10.1186/s12889-015-2160-0.

Debata, B., Patnaik, P., & Mishra, A. (2020). COVID-19 pandemic! It's impact on people, economy, and environment. *Journal of Public Affairs*, 20(4), e2372.

Food and Drug Administration Philippines. (2021). ASEAN Consumer Information Handbook on Cosmetic Products. https://www.fda.gov.ph/wp-content/uploads/2021/03/1.-ASEAN-Consumer-Handboo k.pdf

Granskienė, G.J., Herasimenkienė, G., Žalkauskienė, A., & Jurka, R. (2017). Problem of Definition of Plagiarism and Features of Usage of Other Texts Identified in Forensic Linguistics Examinations / Plagiato sampratos problema ir teismo lingvistikoje išskiriami pasinaudojimo svetimu tekstu požymiai.

Helmanto, F. (2021). Imperative sentence distribution on a novel. LADU: Journal of Languages and Education.

Hughes, V. (2014). The definition of the relevant population and the collection of data for likelihood ratio-based forensic voice comparison.

Lakoff, G. (1987). :*Women fire and Dangerous things.* Chicago: University of Chicago Press.

Leos-Toro, C., Fong, G. T., Meyer, S. B., & Hammond, D. (2019). Perceptions of Effectiveness and Believability of Pictorial and Text-only Health warning Labels for Cannabis Products among Canadian Youth. International Journal of Drug Policy, 73, 24–31. doi:10.1016/j.drugpo.2019.07.001

Lyons, J. (1977). *Semantics part 2.* London and New York: Cambridge University Press

Marzá, N.E. (2011). A comprehensive corpus-based study of the use of evaluative adjectives in promotional hotel websites. Odisea, 12, 97-123.

Muryasov, R.Z. (2021). Pronouns in the System of Parts of Speech. International Journal of Language and Linguistics, 9, 145.

Popova, L., Owusu, D., Jenson, D., & Neilands, T. B. (2017). Factual text and emotional pictures: overcoming a false dichotomy of cigarette warning labels. Tobacco control, tobaccocontrol-2016-053563. Advance online publication. https://doi.org/10.1136/tobaccocontrol-2016-053563

Stanford University. (2019). *The power of language: Words shape people, culture.* Stanford News. https://news.stanford.edu/2019/08/22/the-power-of-language-how-words-shape-peopl e-culture/

Sussman, S., Garcia, R., Cruz, T., Baezconde-Garbanati, L., Pentz, M., & Unger, J. (2014). Consumers' perceptions of vape shops in Southern California: an analysis of online Yelp reviews. Tobacco Induced Diseases. https://doi.org/10.1186/s12971-014-0022-7.

Verma, M., & Naveen, B. (2021). COVID-19 Impact on Buying Behaviour. Vikalpa: The Journal for Decision Makers. https://doi.org/10.1177/02560909211018885.

# A Rhetorical Discourse Analysis on the Persuasive Essays of Selected English Language Teaching Graduate Students of Mindanao State University-Marawi, Philippines

**Sharifa Sittie Zehanie Jali-Kabirun**
Mindanao State University-Main Campus, Marawi
sharifasz.jali@msumain.edu.ph

**Abstract.** Rhetoric is a primarily verbal, situationally contingent, epistemic art that is both philosophical and practical and gives rise to potentially active texts. As the twentieth-century rhetorician and philosopher Kenneth Burke said, "A way of seeing is also a way of not seeing" (Covino & Jolliffe, 1995). This study was pursued to enlighten and awaken the intellect and interest of everyone who engages in discourse analysis. Through Rhetorical Discourse Analysis (RDA) anchored on Aristotle's Theory of Persuasion, the persuasive essays of the selected English Language Teaching (ELT) graduate student writers enrolled in the course Effective Writing (ELT 210) in Mindanao State University-Main Campus, Marawi City, Philippines were analyzed. Moreover, the study sought to find out the rhetorical devices used, and rhetorical elements in terms of Logos, Ethos, and Pathos presented in the persuasive essays of the student writers. Further, the study sought to develop a novel strategy to improve rhetoric. After careful analysis on the persuasive essays of the student writers, the findings revealed that their essays consisted of the three rhetorical appeals – logos, ethos, and pathos. From these findings, the researcher was able to develop two novel strategies.

**Keywords:** Discourse Analysis, Rhetoric and English Language Teaching, Persuasive Writing

## 1. Introduction

Kenneth Burke (1950) said, "A rhetorician, I take it, is like one voice in a dialogue. Put several such voices together, with each voicing its own special assertions, let them act upon one another in cooperative competition, and you get a dialectical that, properly developed can lead to the views transcending the limitations of each."

Everyday an exchange of ideas, viewpoints, and even beliefs occur, whether in school, at home, or even on the streets. No matter what one's profession is, he cannot escape the reality of life, which is either to persuade or be persuaded. As a matter of fact, in today's world, persuaders use increasingly sophisticated ways of exerting influence over the attitudes, beliefs, and behaviors of their audiences. It is essential, therefore, to develop an ability to critically analyze the myriad of persuasive messages encountered (Borchers, 2005). With that, this study is pursued to enlighten and awaken the intellect of everyone who engages in discourses.

One instance is the usual scenario in a classroom setting, where both students and teachers face a different kind of intellectual trial. On one hand, the teacher's challenge is to persuade his students to believe what he is saying in class is true, but it becomes more challenging if his student raises an opposing idea. On the other hand, the student's challenge is to make the class believe his assertions, too, knowing that the common mentality in class is "teachers know best." Hence, both teachers and students need to improve their rhetorical skills or gain mastery of the art of persuasion. With that, the listeners' challenge is also to critically analyze the discourses. Rhetorical Discourse Analysis, then, plays a significant role.

Aside from the fact that this study gives a fresh insight on the topic of Rhetorical Discourse Analysis (RDA), this study tries to improve the effectiveness of a writer and his write-up through newly developed strategies on improving rhetorical skills. Since the researcher critiqued and analyzed the persuasive essays of English Language Teaching 210 (Effective Writing) graduate students at the Mindanao State University – Main Campus, Marawi City, she firmly believes that as graduate student writers, the level of critical thinking and reasoning should be highly intellectual.

Effective Writing, one of the fundamental subjects prescribed in the degree Master of Arts in English Language Teaching of the Mindanao State University-Main Campus, provides an avenue for learners to hone their writing skills through various strategies. Hence, this study paved the way to evaluate and improve a learner's writing skill, and further develop his passion in writing. In the same way, this study also contributes to the knowledge of teachers in teaching writing courses, specially in constructing persuasive essays.

## 1.1. Related Studies

This study was supported by various related studies on Discourse Analysis like that of the bachelor's thesis of Hana Bellová (2010) entitled "The Evolution of Means of Persuasion: Discourse Analysis of Sample Inaugural Speeches of US Presidents, 1833-1997" that provided a discourse analysis of six inaugural speeches of U.S. presidents between the years 1833-1997. The aim of the thesis was to find and analyze means of persuasion in the speeches and determine whether and how they had changed during the period 1833-1997.

"Identifying Argumentative Discourse Structures in Persuasive Essays", a study by Christian Stab and Iryna Gurevych (2014) presented a novel approach for identifying argumentative discourse structures in persuasive essays. The structure of argumentation consisted of several components (i.e. claims and premises) that were connected with argumentative relations. In their experiments, they obtained a macro F1-score of 0.726 for identifying argument components and 0.722 for argumentative relations.

A study entitled "Rhetorical Analysis Tasks to Develop Audience Awareness in Thesis Writing" by Samira Y. Kakha, Wan Fara Adlina Wan Mansorb, Mohamad Hassan Zakariac (2014) investigated the contributions of rhetorical analysis tasks on ten postgraduate student writers' sense of audience in thesis writing through a series of online workshops. The findings also showed that the participants seemed to possess better rhetorical knowledge about appropriate genre, content, stance and style.

A dissertation by Blessa Kay B. Caballero-Fuerzas (2015) entitled "Senators' Privilege Speeches in Hearings on Issues of Corruption: A Critical Discourse Analysis" was set to analyze eight privilege speeches of senators in hearings on issues of corruption and discover their relations to their respective context using Critical Discourse Analysis. In her study, it was concluded that political speeches, specifically privilege speeches, are means to express ideologies and thoughts that can influence the minds of the listeners. Thus, it implies that it is important to raise awareness and develop insights into the discursive structures of these speeches along with their socio-political effects. Lastly, this study is needed in the campaign for awareness of the ways in which systems of power, legislations, and influence affect people by the meaning they construct and present.

Another study by Godiva E. Rivera and Jerryk Alico (2017) entitled "Grace Poe As Rhetor: Probing The Rhetoric Of A Neophyte Presidential Candidate" found out that Senator Grace Poe's declaration speech is the implication that rhetoric holds great importance as a political machinery in any political race.

Thus, the abovementioned thesis and dissertations contribute to the studies on Discourse Analysis, specifically, on Critical Discourse Analysis (CDA) and Rhetorical Discourse Analysis (RDA). These related studies deemed relevant to the analysis and discussion of this study. Indeed, both CDA and RDA are methods and instruments used in analyzing, and evaluating persuasive essays or speeches, most specifically on topics in politics, such as election, campaign, privilege speeches, inauguration, and the like, or any issue that needs to be addressed and resolved.

## 1.2. Theoretical Framework of the Study

To analyze the data of this study, Rhetorical Discourse Analysis and Aristotle's Theory of Persuasion served as its framework.

One of the first theorists who presented a unified theory of persuasion was Aristotle who believed that from the world around them, speakers could observe how communication happens and use that understanding to develop sound and convincing arguments (Roskelly, n.d). This gives importance to rhetoric – the art of persuasion. Aristotle said that when a rhetor or speaker begins to consider how to compose a speech— that is, begins the process of invention—the speaker must consider three elements: the subject, the audience, and the speaker. The three elements are

connected and interdependent; hence, a triangle can best represent the idea graphically.

Aristotle's Theory of Persuasion consists of logos, ethos, and pathos.

Logos or the appeal to reason relies on logic or reason. Logos is a persuader's use of logical reasoning (induction and deduction) to persuade an audience (Borchers, 2005). Inductive reasoning takes a specific representative case or facts and then draws generalizations or conclusions from them. Inductive reasoning must be based on a sufficient amount of reliable evidence. In other words, the facts one draws on must fairly represent the larger situation or population. On the other hand, deductive reasoning begins with a generalization and then applies it to a specific case. The generalization one starts with must have been based on a sufficient amount of reliable evidence (Weida and Stolley, 2013).

Ethos or the ethical appeal is a persuader's credibility, or the degree of character, competence, and trustworthiness audience members perceive a persuader to have. A speaker's ethos, according to Aristotle, is composed of three qualities: practical wisdom, virtue, and goodwill (Borchers, 2005). In addition, according to Weida and Stolley in 2013, it is based on the character, credibility, or reliability of the writer. There are many ways to establish good character and credibility as an author, such as to use only credible, reliable sources to build your argument and cite those sources properly; Respect the reader by stating the opposing position accurately; Establish common ground with your audience. Most of the time, this can be done by acknowledging values and beliefs shared by those on both sides of the argument; If appropriate for the assignment, disclose why you are interested in this topic or what personal experiences you have had with the topic; Organize your argument in a logical, easy to follow manner. You can use the Toulmin method of logic or a simple pattern such as chronological order, most general to most detailed example, earliest to most recent example, etc.; and proofread the argument. Too many careless grammar mistakes cast doubt on your character as a writer.

Pathos or emotional appeal appeals to an audience's needs, values, and emotional sensibilities (Weida & Stolley, 2013). As mentioned by Timothy Borchers in his book Persuasion in the Media Age, pathos is also a form of proof that appeals to an audience's emotions. Argument emphasizes reason, but used properly there is often a place for emotion as well. Emotional appeals can use sources such as interviews and individual stories to paint a more legitimate and moving picture of reality or illuminate the truth. For example, telling the story of a single child who has been abused may make for a more persuasive argument than simply the number of children abused each year because it would give a human face to the numbers. Only use an emotional appeal if it truly supports the claim one is making, not to distract from the real issues of debate. An argument should never use emotion to misrepresent the topic or frighten people.

## 1.3.    Conceptual Framework of the Study

The focus of this study is the analysis of the persuasive essays of the student writers. Through Rhetorical Discourse Analysis, the researcher identified the rhetorical devices and the rhetorical elements used in their essays. After identifying and categorizing the rhetorical devices and elements, developing new strategies to improve the rhetorical skills of an individual, be it written or spoken, was done. Below is the schematic diagram of this study.

Figure 1.
*Schematic Diagram of the Study*
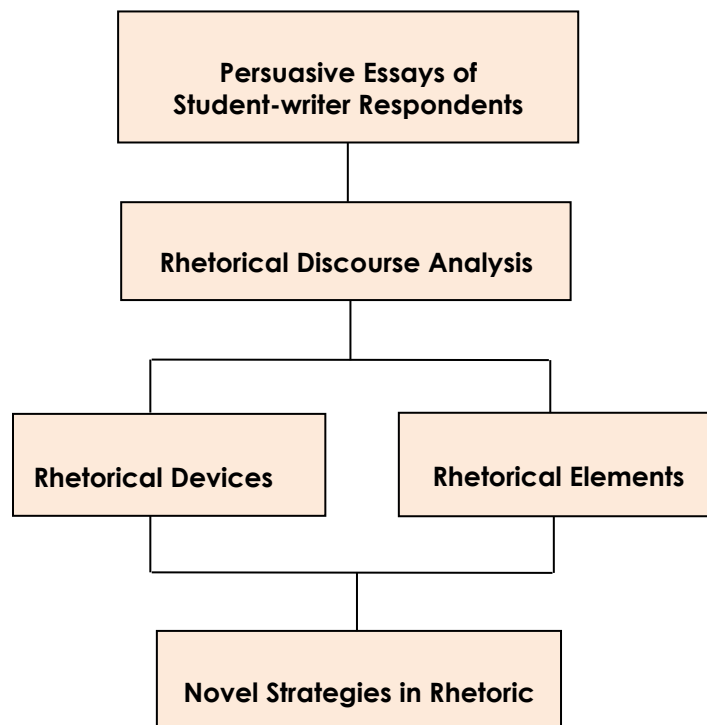


## 1.4.    Statement of the Problem

This study critiqued, through Rhetorical Discourse Analysis, the persuasive essays of ELT 210 (Effective Writing) students at the Mindanao State University, Marawi City during the Second Semester of Academic Year 2016-2017.

In particular, this study sought to find out the answers to the following questions:

1.  What rhetorical devices are found in the persuasive essays of the student writers?;
2.  What are the particular rhetorical elements present in their essays in terms of:
    2.1.     Logos or logical connection of thoughts;

2.2.    Ethos or credibility of essays; and
2.3.    Pathos or emotional appeal; and
3.  What new strategy can improve rhetoric?

## 1.5.    Significance of the Study

This study is beneficial to the following individuals, namely the students to provide them various techniques and strategies in constructing an effective persuasive; the teachers to give them insights about improving their skill in teaching persuasive writing; the debaters to help them improve their rhetorical practices and guide them in building and defending their arguments rationally, reasonably, and empathetically; the writers to improve their writing skill, most especially in writing persuasive essays, the Political Candidates to properly express and better communicate their thoughts to the people to place them in the position they deserve; Speech Writers to improve their writing skill and remind them the considerations and limitations in constructing speeches such as a persuasive speech; and Researchers to guide them in pursuing and conducting further studies on Rhetorical Discourse Analysis and persuasive essays.

## 2. Methodology

This study is a qualitative type of research since it interprets and/or analyses the persuasive essays of the student writer respondents from CSSH Graduate Studies Department, Graduate School Center, Mindanao State University, Marawi City. This study used purposive and complete enumeration of all ELT 210 sections offered by the CSSH Graduate Studies Department during the Second Semester of Academic Year 2016-2017, hence the respondents of this study were all English Language Teaching (ELT) graduate students enrolled in 210 (Effective Writing) during the aforementioned academic year.

The student writers were tasked by their respective instructors to write two (2) persuasive essays from three (3) different topics such as the following:

1.  *If you were President Rodrigo R. Duterte, who would you bring to church, Mocha Uson or Leni Robredo?*
2.  *If you were reborn, would you be a drug lord, drug pusher, drug user, or a drug protector?*
3.  *If you were given the chance to choose an MSU president, would it be a man, woman, gay, lesbian, or transgender?*

After the essays have been collected, the analysis of the data was done through Rhetorical Discourse Analysis (RDA). After the careful and in-depth analysis of the data, the researcher attempted to develop strategies to improve rhetoric.

## 3. Results and Discussion

Through Rhetorical Discourse Analysis, the persuasive essays of the student-writer respondents revealed the use and presence of rhetorical devices and rhetorical

elements that eventually led to conceptualizing and generating new strategies to improve writing persuasive essays.

## 3.1. Rhetorical Devices

There are many different devices or strategies a communicator employs to effectively communicate the message to the intended audience. A writer's message has the potential to change the thoughts or feelings of his audience depending on the use of rhetorical devices or strategies.

Based on the analyses of the researcher and the findings of the study, the student writers used exemplification, cause-effect-relationship, definition, symbolism, simile, analogy, comparison and contrast, description, and syllogism. Among these devices, exemplification was more often used than the other rhetorical devices, while syllogism was the least.

From the essays of the student writers, the following are some of the discourses and arguments they presented:

### Exemplification

"*There are women who made a history in changing the world. First is Sappho, to those who love poetry, you know her. She is known for her poetry. She was referred by Plato as one of the great poets. I believe, one of the qualities of being a good leader is the brain and Sappho symbolizes women. She has brain! Joan who led the French victory of Orleans. Cleopatra Arc of Egypt who sought to defend it from the expanding of Roman Empire. Elizabeth I who defeated the Spanish Armada leaving Britain to be the world's dominant superpower. Mother Teresa is known for her service to the poor, in fact she became a saint. Florence Nightingale dedicated service by treating wounded soldiers. Helen Keller who is deaf and blind yet she [overcame] her frustrations of living without the sense of hearing and seeing.*" (answer to question # 3)

"*Men has been said to be dominant and created by God to take care and lead over women for they were believed as what has been written in the Bible, Qur'an and other holy writings that they were created first by the Divine Creator before women. They have been perceived as human creatures who possesses strength and with great advantage than women in physical, mental and emotional aspect.*" (answer to question # 3)

"*Man is naturally given the preference as a leader over women in the Islamic system of leadership. I always look as my role model for leadership the person of the Prophet of Islam Muhammad Rasulullah (peace be upon him) and the rightly guided caliphs after him.*" They [prophets and

*caliphates] were all male leaders. Theirs [was] the leadership that faced myriad of overwhelming challenges. But they stood their ground firmly and had proven their mettle. A man has the qualities to lead effectively. According to the teachings of Islam, it was stated that when there is a need to choose a leader in a certain situation or in a certain group of people, a man should stand and lead." (answer to question # 3)*

*"A drug protector is only there to protect and not to use the drug. The responsibility will somehow be lighter compared to drug lords, drug pushers, and drug users. A protector also is the [safest] job among others just like what we have been seeing on the news where until now some of the drug protectors have not yet been caught unlike the others who are in prison at this very moment." (answer to question # 2)*

*"A man can do the job in a different way just like our President here in MSU, he has a good performance and a good heart to everyone." (answer to question # 3)*

**Cause-Effect Relationship**

*"A user wouldn't exist if there is no drug. A pusher doesn't exist if there is no drug lord." (answer to question # 2)*

*"This is somehow a hint that if you are a drug protector, then you are obviously in a higher rank position." "Being a drug protector will lead you to be a millionaire instantly." "In addition, a drug protector will have more alibis when a CIDG for example will have an entrapment operation. Again, a drug protector will be the eye at the back of the drug lords for their business transactions." "I will have an easy job to do my job as a drug protector because I have a power to control my members." (answer to question # 2)*

**Definition**

*"A woman is born a mother. A mother is born educator, multi-tasker, authoritative is a motherly (vague term) manner, knows the problem before you say it explicitly, and a mother is approachable and very intuitive."*

**Symbolism**

*"The Bible tells us that we should bear good fruits. Jesus said, it is better to cut the fig tree that does not bear fruits". (answer to question # 2)*

**Simile**

*"The next reason that Mocha state in her column is by describing the Vice President as a Puppet" (answer to question # 1)*

**Analogy**

*"When our president changes his/her decision from time to time, what government and implementations should we expect?" (answer to question # 3)*

**Comparison and Contrast**

*"Another reason why she should be a leader is that she is not selective of her constituents, just like a mother does. She loves her children whether they are men, women, or LGBT members. (answer to question # 3)*

*"A man has a strong authority power, bold personality, and strong perseverance; woman is more caring, patient, and soft, so she can administer the administration very well; gay, lesbians, and transgender can be more secure and they can gain the social approval of the other person but that's not only a thing, they want to show also that they are capable and better than what others thinks of them." (answer to question # 3)*

*"If we are about to compare the two, Leni is more decent than Mocha in our naked eyes. Yes, given that Leni had showed many good examples than Mocha. If we are about to see what's inside their hearts, Mocha I think has a better intention compare to Leni. Mocha wants to help our president by also promoting change – a change where she started within herself, a change that not everybody is capable of doing and not everyone is brave enough to do so. Mocha has been into several troubles for being vulgar and being impulsive sometimes." (answer to question # 1)*

**Description**

*"A woman is intuitive. She can know your problem or rather she knows there is something wrong when there is really something wrong going on." (answer to question # 3)*

**Synecdoche**

*"Sometimes, many concerns regarding education fall to deaf ears." (answer to question # 3)*

### Syllogism

*"The status quo tells that women outnumber the men; this means that a woman leader fits as a president because she can deal properly with her constituents as most of them share the same ideals and principles in life with her as a woman." (answer to question # 3)*

### 3.2    Rhetorical Elements

The rhetorical elements present in their essays are the following:

### 3.2.1.  Logos or logical connection of thoughts;

Logos is thought made manifest in speech (the Greek verb legein means to speak) and in ancient Greek means more than simply logic or reasoning; it means something like "though plus action" (Covino & Jolliffe, 1995). Moreover, Logos or logical connection of thoughts is a persuader's use of logical reasoning (induction and deduction) to persuade an audience (Borchers, 2005). Deductive arguments begin with one or more premises and derive a claim that must follow from those premises. In other words, if the premises are true, the conclusion must also be true.  Inductive arguments, on the other hand, are those in which the premises are supposed to provide some evidence for the truth of the conclusion. However, the conclusion of an inductive argument does not follow with logical necessity from its premises, even if all the premises are true, because the conclusion is not really contained in any of the premises. Furthermore, the rhetors appeal to a reader's sense of logos when they offer clear, reasonable premises and proofs, when they develop ideas with appropriate details, and when they make sure readers can follow the progression of ideas.

To re-iterate, in order to successfully determine the intended message of a particular text, "a good question to guide your analysis is: How did the author craft his/her argument?" The craft of the argument is tantamount to how well the author established the logical relationship between the premises and the conclusion. If the premises are true, sufficient, and relevant, they will make probable conclusions.

Based on the logos presented by all student writers, the researcher concludes that most frequently, the rhetors appealed to their audience using the religion Islam and some research. Through Islam, the Muslim audience might be able to be persuaded but those who are not following Islam will have a hard time believing.  It was also evident that only one verse from the Qur'an was mentioned, the rest were about the rhetor's understanding and interpretation of the unmentioned verses. Since religion has been used, other religions should have been mentioned, too. In addition, there must be universalizability, as Emmanuel Kant emphasized. An argument must be accepted by all sides in all aspects. Moreover, the use of research and surveys would have born great impact and support to the claims had they been specified by the student writers.

### 3.2.2. Ethos or credibility of essays

Ethos or the ethical appeal is a persuader's credibility, or the degree of character, competence, and trustworthiness audience members perceive a persuader to have. A speaker's ethos, according to Aristotle, is composed of three qualities: practical wisdom, virtue, and goodwill (Borchers, 2005).

Ethos refers to ethical appeal or the credibility of the writer. The credibility of the writer in here does not solely refer to his personal background, but on the authorities mentioned to support his claims and arguments. The use of ethos is very different from the usual understanding of the word "ethical." Ethos is used to describe the audience's perception of the rhetor's credibility or authority. There are two kinds of ethos: extrinsic (the character, expertise, education, and experiences of the rhetor), and intrinsic (how the rhetor writes or speaks).

Based on the data, the rhetors built their credibility or ethos through their experiences, like being an MSUan; the religious and cultural backgrounds and practices, like being a Muslim; gender; nationality like being a Filipino; and mastery of the grammatical rules on the English language.

### 3.2.3. Pathos or emotional appeal

Pathos or emotional appeal appeals to an audience's needs, values, and emotional sensibilities (Weida & Stolley, 2013). As mentioned by Timothy Borchers in his book Persuasion in the Media Age, pathos is also a form of proof that appeals to an audience's emotions.

The use of emotions such as sympathy, empathy, sorrow, anger, and others contribute to the foundation of the arguments. However, pathos in the case of analyzing a persuasive essay, should not divert the audience from the real issue rather, should emphasize the impact of the issue.

Argument emphasizes reason, but used properly there is often a place for emotion as well. The emotions presented by the rhetors or student writers in their persuasive essays are hatred, anger, pity, love or affection, fear, sympathy or empathy, trust or assurance, guilt, safety, greed, and shame. These emotions are what the rhetors want the audience to feel when they read their essays.

### 3.3. New Strategies to Improve Rhetoric

There are many strategies that can improve rhetoric however, based on the persuasive essays of the student writers, the analysis of the data gave the researcher a chance to formulate and/or develop two (2) strategies to improve the rhetorical skills of writers, as well as speakers.

The two new strategies to improve rhetoric are To-the-point Answer, and Credibility + Reliability over Emotionality.

### 3.3.1. To-the-point Answer

To-the-point Answer is the new strategy developed by the researcher grounded on Critical Thinking, which can be abbreviated as "ADS".

**Appropriate and relevant answers must be presented.**

This refers to giving exact and relevant answers to a question. In some cases, questions are constructed in a way that choices are provided and in extreme cases, the choices may not be favorable at initial glance. As a rhetor, before he or she decides whether the choices are not favorable to him or her, he or she has to think twice and better come up with a good strategy on how to defend his or her choice, that is, the rhetor still has to choose from the choices. This also implies that the rhetor fully understands the question and strategizes to persuade the audience to take his or her position.

**Defend the claim, point or thesis.**

A rhetor's task is to let the audience see what is hidden. If the rhetor, himself or herself does not see what is hidden or what should be revealed, then the audience might question the credibility of the rhetor. It is also the rhetor's task to show the other side of a story. Say for instance, a lawyer has to defend a criminal. This act might be unfavorable to some because of the assumption that defending a bad person makes the person bad, too. However, the task of the lawyer is to make people understand the situation and the reason for committing the crime. Like the rhetor's task, he or she has to make people understand and see another side of the coin.

In the case of the question raised in this study, "If you were to be reborn, would you want to be a drug lord, drug pusher, drug user or drug protector?". This question might be unfavorable to the rhetor at first glance, however, he or she still has to choose one and defend it with all his might. If he or she answers none of the choices, basically, he or she did not answer the question.

**Strong conclusion must be evident.**

No matter how well-presented his or her claims and proofs are, those will not matter if the answer is irrelevant, hence leaving the audience confused. Creating a strong conclusion is also stating the claim, point, or the thesis; thus, a student writer or a rhetor must make a strong conclusion and not leave the audience in confusion.

Thus, the newly developed strategy "To-the-point Answer" might be of help to rhetors or the students in persuasive writing.

### 1.3.2. <u>Credibility + Reliability</u>    or    <u>C R</u>
         **Emotionality**              **E**

Because of the findings and analyses of the study, the researcher has developed another strategy to make sure that any rhetor will have to make use of the three rhetorical elements or appeals - the ethos, logos, and pathos. Credibility refers to the ethos of the rhetor. On the other hand, reliability refers to the logos presented by the rhetor. Once the rhetor has built his or her authority, he or she will not have a hard time convincing the audience to believe in him or her. Say for example, the topic is about "Education is the key to success." and the rhetor graduated with flying colors from a prestigious university and has landed an applaudable job or has been successful after graduation. The audience will believe and eventually be persuaded by what the rhetor has about to say. Aside from building his character, the rhetor will provide some reasons and further explanations why education is considered as a key to success. He can give testimonies and can even enumerate some achievements that made his life easier and more successful because of education. He can also mention some people who have become successful because of education. In this case, aside from building the idea that he is a credible speaker, he has also built the idea that what he was saying was reliable because of the proofs that he or she has presented. Thus, these two, credibility and reliability must be evident in any persuasive writing.

Aside from building the credibility and reliability of the rhetor and his claims, the emotions of the audience must be considered, too. Humans are born to have feelings, and these feelings may be strong or weak. In most cases, these emotions can change the perception and point of view of a person. In the case of persuasive writing, the emotions can be of great help, however, one should bear in mind that the appeal to emotions should not mislead the audience from the real issue. This brings us to the reason why the emotionality must only be lesser in degree than the credibility and reliability. The moment that the emotions will be higher than the credibility and reliability, then, the argument might be indirectly misleading. The audience will not care of the logical reasons anymore because his feelings must overpower his thinking. Thus, it can be said that for a persuasive writing to be more cogent, the ethical and logical appeal must be higher and stronger than the emotional appeal, given the fact that the persuasive essay is comprised of the three rhetorical appeals.

### 4. Conclusion and Recommendation

On the basis, analysis, and interpretations of the data, the following conclusions are drawn: To achieve cogency of arguments, the three rhetorical appeals – logos or appeal to logic, ethos or appeal to credibility or authority, and pathos or appeal to emotions must be present, however the logos and ethos must be more well-built and evident or must give stronger impact than that of the pathos; The use of rhetorical devices or strategies such as the figures of speech adds to the persuasiveness of an argument; hence, must be used appropriately. Moreover, a rhetor must answer a question by

choosing from given choices if there are. Also, he must aways go back to the question and not mislead the audience into forming or constructing another issue to be resolved. As a rhetor, he must show to the audience the other side of the coin and support his claims with logical reasons.

Finally, it is recommended that the three rhetorical appeals - logos, ethos, and pathos and the appropriate use of each must be emphasized in classroom discussion, more specifically in the discussion of argumentation and persuasion in the ELT 210 class or Effective Writing course; Discourse Analysis, especially the Rhetorical Discourse Analysis must be introduced in the Effective Writing course so that the student writers will be able to perform a deeper analysis on their personal write-ups; Teachers in writing courses must always consider factors that might affect or influence the performance of their students; Conduct a study on evaluating the speeches of the local politicians in Marawi City using Rhetorical Discourse Analysis; and Conduct a Rhetorical Discourse Analysis on the thesis oral defenses of the MSU graduate students.

## References

Alico, J. & Rivera, G. (2017). Grace Poe as rhetor: Probing the rhetoric of a neophyte Filipino presidential candidate. *Journal of Social Sciences (COES&RJ-JSS). 6(4),* 775-786. https://ideas.repec.org/a/jso/coejss/v6y2017i4p775-786.html

Alonto, A. (2011). *Critical Thinking Now (Philosophy 2 Manual)*. Marawi City: Mindanao State University.

Bellová, H. (2010). *The evolution of means of persuasion: Discourse analysis of sample inaugural speeches of US presidents, 1833-1997* [Bachelor's thesis, Masaryk University]. https://is.muni.cz/th/fuy0k/?lang=en;kod=np2037;id=266393

Borchers, T. (2005). *Persuasion in the media age.* The McGraw-Hill Companies, Inc.

Covino, W. & Jolliffe, D. (1995). *Rhetoric: Concepts, definitions, boundaries*. Allyn and Bacon.

Creighton, J. (1908). *An introductory logic.* The Macmillan Company.

Fuerzas, B. (2015). *Senators' privilege speeches in hearings on issues of corruption: A critical discourse analysis*. [Unpublished doctoral dissertation]. Mindanao State University.

Govier, T. (2010). *A practical study of argument*. Wadsworth, Cengage Learning.

Jali, S. (2013). *Error analysis of compositions of English 5 (content and style) students: its implications to writing* [Unpublished master's thesis]. Mindanao State University.

Kakh, S., Mansor, W. & Zakaria, M. (2014). Rhetorical analysis tasks to develop audience awareness in thesis writing. *Procedia - Social and Behavioral Sciences (98)*, 806-813. doi: 10.1016/j.sbspro.2014.03.485.

Richards, J. & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics*. Pearson Education Limited.

Rorabacher, L., G. Dunbar, & C. Dunbar. (1988). *Assignments in exposition*. JMC Press, Incorporated.

Roskelly, H. (2008). What do students need to know about rhetoric?. *Special Focus in English Language and Composition: Rhetoric.* https://secure-media.collegeboard.org/apc/ap06_englang_roskelly_50098.pdf.

Stab, C. & Gurevych, I. (2014). Identifying argumentative discourse structures in persuasive essays. *Proceedings of the 2014 Conference on Empirical Methods in Natural Language Processing (EMNLP)*, 46–56. Association for Computational Linguistics. https://aclanthology.org/D14-1006.

Weida, S. & Stolley, K. (2013). *Using rhetorical strategies for persuasion*. https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/rhetorical_strategies.html.

Williams, G. (2009*). Ethos - pathos –logos – the 3 rhetorical appeals.* http://georgehwilliams.pbworks.com/w/page/14266873/Ethos-Pathos-Logos-The-3-Rhetorical-Appeals

# Analysis of Linguistic Features Used by Generation Z on TikTok

**Anna Mae A. Canama, Cristine Y. Juanitez, Jalilah D. Sabdulla, &
Joveth Jay D. Montaña**
Mindanao State University - General Santos
cristine.juanitez@msugensan.edu.ph

**Abstract.** The interaction within the digital sphere has led to the emergence of electronic language, representing a dynamic, and evolving variety of communication. The present study aims to investigate the linguistic features and functions of electronic language employed by members of Generation Z in the social media platform TikTok. The study employed a descriptive qualitative method, utilizing separate theoretical frameworks by Hassan and Hashim (2009) and Yule (2010). The corpus of the study consists of 100 TikTok comments collected between 2022 and 2023. TikTok comments revealed the use of 13 linguistic features. Among these, abbreviation and clipping are the most frequent. The observed linguistic features serve similar purposes, enabling them to express their thoughts and emotions quickly, appear stylish, add a touch of informality, and engage comfortably with others on TikTok. The results of the study indicate that Gen Z Netspeakers demonstrate significant levels of creativity and innovativeness through their active involvement with the platform's cultural influences and emerging trends. The findings suggest the need to conduct a further exploration of linguistic features encompassing data from the emergence of TikTok until the present, in order to capture a broader range of linguistic creativity and language usage of the Filipino Netspeakers.

**Keywords:** linguistic features; function; generation z; TikTok

## 1.0 Introduction

With the emergence of digital media, the spread of new words and linguistic features have become faster and more widespread than ever before (Tagliamonte & Denis, 2015). The usage of Internet English is increasingly prevalent not just on social media platforms but also in everyday conversations (Dino & Gustilo, 2015). In 2013, according to studies conducted by Baldivia and Visconti, the Philippines had 33.6 million active internet users. The majority, 71%, were aged between 15 and 34. Filipinos spent an average of 16.4 hours online, with 41.5% of that time dedicated to social media, 17.3% on services, and 14.5% on news and information. Furthermore, 40% of Filipino smartphone owners used their mobile devices to browse the internet, and 50% of internet users in the Philippines accessed blogs, spending an average of 14.4 minutes on each visit.

Generation Z, born after 1996, are digital natives deeply connected to technology, using computers, the internet, and social media as integral parts of their

lives (Turner, 2015; Stillman & Stillman, 2017). TikTok as widely used by Generation Z, is a video-sharing website where users may create 15-60 second videos, has greatly contributed to the wealth of new slang according to Expert linguist at the language learning platform Babbel, Jennifer Dorman. Babbel found that, as time has passed, TikTok's influence on the English language has grown (Curtis, 2022).Crystal (2001, as cited in Liu and Liu) argues that the language produced through technologically- conditioned processes, known as Netspeak, represents a distinct language variety. TikTok is a popular social media platform that enables users, particularly young individuals, to create, share, and discover short videos. It serves as a creative space for selfexpression, encompassing activities like singing, dancing, comedy, and lip-syncing. Moreover,

TikTok fosters interaction and community building by enabling users to receive comments on their videos, facilitating connections within the TikTok community. However, a study conducted by Rastini, Septi, and Laksono (2022) shows that the language used in TikTok is full of satire as an indirect reproach. That's why it is important to analyze the linguistic features used by Gen-Z on TikTok because some terms might be confusing to others and will lead to misinformation. Since morphology is the study of word formation, including the process of new word creation in the languages of the world, the ways of forming new words vary depending on how words are used in sentences (Booij, 2012). In addition, Yule (2010) explains that there are ten processes of word formation. Those processes are coinage, borrowing, compounding, blending, clipping, backformation, conversion, acronym, derivation, and multiple processes. All of these word formation processes will be explored in this study because the researchers will analyze the linguistic features of Philippine English used by Gen-Z on TikTok.

The use of TikTok is not only as a medium for entertainment but also as a learning process (Alexandro et al., 2022). The study by Anumanthan and Hashim (2022) points out that TikTok is an effective teaching tool as it offers a fresh approach to education that combines technology, kinaesthetic movement, and a learning approach. Since TikTok is an effective tool of learning, it can be a platform to learn and improve an individual's vocabulary knowledge. Hence, examining the linguistic features of Philippine English employed by the Gen-Z on TikTok holds significance as it not only prevents misinterpretations of expressions but also enhances an individual's vocabulary comprehension.

The expressive Gen Z users of TikTok tend to have significantly higher engagement rates. And shows the emergence of new Gen-Z lexicons and their impact on social media platforms. TikTok also offers the antithesis of what some millennials believe social media has turned into: A source of stress and insecurity for many people.This research contributes to a better understanding of language use and language variation in the digital age, and has potential implications for language policy, education, and marketing. Language is essential for identity and culture, evolving in the digital age. This research provides valuable insights for linguists, educators, and language learners by shedding light on the unique linguistic features of

Philippine English used on TikTok.

Numerous studies have been conducted to investigate the impact of social media platforms on word creation, particularly among netspeakers. One study revealed that social media platforms and pop culture domains influence the utilization of emerging lexical patterns in netspeak (Monderin & Go, 2021). Additionally, the linguistic features observed in Dino and Gustilo's (2015) study demonstrated the linguistic competence of Filipinos in leveraging their knowledge to develop innovative communication methods. To further delve into these findings, the research titled "Analysis of Linguistic Features of Philippine English Used by Generation Z on TikTok" emerges to contribute a fresh insight on the influence of digital media, specifically the TikTok platform, on language use and communication among the Filipino Gen Z population in the Philippines. The primary focus is on examining the emergence of new words and phrases.

This study analyzed the linguistic expressions used by Generation Z on the social media platform TikTok. Specifically, the study seeks to identify the linguistic features of electronic language used by Gen Z, determine the prevalent linguistic features within this context, and investigate the functions of these linguistic features. To answer the research questions, the researchers used two separate theoretical frameworks: Hassan and Hashim (2009) and Yule (2010) in analyzing the linguistic features of the Gen Z electronic language that have been found.

## 2.0 Methodology

The nature of this inquiry is a descriptive qualitative method. This approach is employed to describe or analyze the findings of the research but is not utilized to draw more extensive conclusions (Sugiyono, 2005 as cited in Apsari, 2017). In this research, the researchers analyzed the data, categorizing the linguistic features, and made a description about the analysis of linguistic features of electronic language from the comments of Gen Z Netspeakers on TikTok videos.

The researchers collected one-hundred (100) of comments from TikTok to ensure more robust and reliable results. The data were gathered spanning from 2022 to 2023. The collected lexical items were compiled and organized into a manageable corpus database which is a spreadsheet. To ensure confidentiality and protect the individuals' anonymity, the usernames were intentionally omitted.

To account for the different and constantly evolving electronic language used by Gen Z Netspeakers, the researchers employed two separate theoretical frameworks: Hassan and Hashim (2009) and Yule (2010). These theoretical frameworks has nine (9) and ten (10) linguistic features respectively that were used as a guide in identifying the categories of the emerging words of Filipino Netspeakers. Hassan and

Hashim (2009) includes abbreviation, acronym , discourse particles, borrowing, affixation, compounding, blending, and the last, code-switching (CS),which was classified into intersentential and intrasentential. Yule (2010) includes compounding, multiple processes, clipping, acronym, back-formation, coinage, blending, conversion, borrowing.

The steps of data analysis in this research are writing, categorizing and explaining the linguistic features of the emerging electronic language used by the Gen Z Netspeakers on Tiktok. The researchers employed a three-step approach in analyzing the data collected from comments on the paper that contained emerging words from Gen Z. First, screenshots of the words were taken to facilitate data collection. Second, the researcher categorized the word formation types of the electronic language used by Gen Z Netspeakers to simplify the data analysis process using spreadsheets. The linguistic features included are abbreviation, discourse particles, affixation, code- switching (intrasentential and intersentential), compounding, multiple processes, clipping, acronym, back-formation, coinage, blending, conversion, borrowing. These are the features that were incorporated from two theoretical frameworks. Lastly, the researchers explained the functions and roles of these words in addition to their purposes.

## 3.0 Results and Discussion

This study analyzed the linguistic features of the electronic language used by Filipino Netspeakers, specifically the new emerging words found in their comments on TikTok videos. This research aims to identify the linguistic features of electronic language used by Gen Z, determine the prevalent linguistic features in this context, and revealed its functions. In this section, the researchers intends to combine between result and discussion considering the descriptive qualitative nature of the research, in order to facilitate a comprehensive understanding of the research findings for the readers. The researchers analyzed, categorized, and interpreted the collected data such as the comments on TikTok videos based on the frameworks of Hassan and Hashim (2009) and Yule (2010).

Table 1

*Linguistic Features In Gen Z Electronic Language*

| Linguistic Features | No. of usage | Percentage |
|---|---|---|
| F1 | 27 | 27% |
| F2 | 7 | 7% |
| F3 | 3 | 3% |
| F4 | 5 | 5% |
| F5 | 4 | 4% |
| F6 | 11 | 11% |
| F7 | 8 | 8% |
| F8 | 21 | 21% |
| F9 | 4 | 4% |
| F10 | | |
| F11 | | |
| F12 | 2 | 2% |
| F13 | 4 | 4% |
| F14 | 3 | 3% |
| F15 | | |

Using a framework for analyzing linguistic features of electronic language of the Filipino Netspeakers, the analyses are graphically presented in Table 1. The table shows fifteen linguistic features of Filipino internet language. The features include *Abbreviation* (F1), *Discourse Particles* (F2), *Affixation* (F3), Code-switching (CS),which was classified into Intersentential (F4) and Intrasentential (F5), *Compounding* (F6), *Multiple Processes* (F7), *Clipping* (F8), *Acronym* (F9), *Back-formation* (F10), *Coinage* (F11), *Blending* (F12), *Conversion* (F13), *Borrowing* (F14), and *Derivation* (F15). From the frameworks 15 linguistic features of of Hassan and Hashim, and Yule (2010), the researcher found 12 types linguistic features from the internet language of Gen Z Netspeakers. The analysis reveals that the most prevalent was the use of abbreviation (27%) followed by the clipping (21%), compounding (11%), multiple processes (8%), discourse particles (7%), intersentential (5%), acronym (4%), intrasentential (4%), conversion (4%), borrowing (3%), affixation (3%), and blending (2%).

The following are the analyses of each type of linguistic features 100 main data.

Also, in relation to the third research question, the linguistic features found on the TikTok comment sections of the Gen Z Netspeakers revealed various functions.

## 3.1 Abbreviations

This is the process or result of representing a word or group of words by a shorter form of the word or phrase. The Gen Z's use of abbreviations in the comment section on TikTok were to quickly convey their intense feelings or reactions, thoughts, and ideas in a more succinct and impactful way. For instance, the used of *frfr* (for real), *rn* (right now), *dc* (dance cover), *sm* (so much), *and pls* (please) which evidently omit the vowels and leave the consonants that are comprehensible to other TikTok users. Table 2 presents the number of abbreviations in the electronic data that the researchers have collected.

Table 1

*Linguistic Features In Gen Z Electronic Language*

| frfr | for real |
|------|----------|
| rn | right now |
| LDR | Long Distance Relationship |
| jk | Just kidding |
| dc | dance cover |
| sm | so much |
| pls | please |
| u | you |
| bffs | best friends forever |
| bcs | because |
| hm | how much |
| ppl | people |
| mv | music video |
| hs | high school |
| ms. | miss |
| LT | Laugh trip |
| COD | Cash on Delivery |

| GC | Group chat |
|---|---|
| nvm | nevermind |
| Omg! | Oh my God |
| fyp | For you page |
| OOTD | outfit of the day |
| lmao | laughing my ass off |
| Idk | I dont know |
| ILY | I love you |
| mmd | make my day |
| tbh | To be honest |

### 3.2 Discourse Particles

Discourse particles are short expressions that replace functions represented by grammar and intonation in oral discourse. Gen Z used discourse particles serve as linguistic elements that replace the functions typically conveyed by grammar and intonation in standard English. They fulfill various roles, as a filler word, softening remarks or qualify their comments, emphasizing statements or words, affirming statements. Additionally, it conveys their emotions and attitudes effectively, allowing them to express their reactions or opinions concisely.

Table 3 indicate particles that come from English such as *like* and *well*, interjections from the Gen Z's local language like *chos* from *sus* and interjections that expresses their emotions such as *ughh, shems, sheesh,* and *ackkk*.

Table 3
*Discourse Particles (F2)*

| like | shemss |
|---|---|
| SHEESH | chos |
| ughh | Well |
| ackkk | |

### 3.3 Affixation

Affixes include both prefixes and suffixes. Prefixes are added to the beginning of words, such as un-, mis-, and im-. Suffixes, on the other hand, are added to the end of words, such as -less, -ness, and -ish. Gen Z uses affixation to create unique and playful words in their comments.

Table 4
*Affixation (F3)*

| hotty | Hot + y |
|---|---|
| Dancerist | Dancer + ist |
| Manifesting | Manifest + ing |

Table 4 are the data illustrating the use of suffixation in such as hotty with a suffix -y (someone who's sexy), dancerist with suffix -ist (someone who knows how to dance) , and manifesting with suffix -ing (practice of intentionally attracting and bringing desired goals or outcomes into reality through positive thinking).

### 3.4 Intersentensial Code-switching and Intrasentensial Code-switching

Intersentential code switching involves the act of switching languages or dialects between different sentences or utterances. It occurs when a speaker alternates between two or more languages in a conversation. Intrasentensial, on the other hand, involves mixing languages within a single sentence. It occurs when a speaker combines elements from multiple languages within the same sentence or utterance.Tables 5 and 6 below shows that Gen Z Netspeakers use code-switching on TikTok to effortlessly express their thoughts and opinions in languages other than their local language, enabling them to communicate more comfortably and effectively. Also, their use of code-switching showcases their mastery of English as part of the Gen Z linguistic repertoire, contributing to their perceived social prestige.

Table 5

*Intersentential CS (F4)*

| |
|---|
| *i don't speak bisaya (i know a little bit)* pero *you guys requested me to do this so here hehe (i do know the translation of the song tho haha)* |
| pogi *so much* |
| *time* na para mag *overthink* |
| *how to unhear* "ako muna" |
| *done watching* na antehhh grabe kilig ko |

Table 6

*Intrasentential CS (5)*

| |
|---|
| Grabe *they look good* talaga |
| atee San lakad *I know* sa *airport* nyan |
| Eto talaga pinaka malakas na *chemistry* kahit hindi sila *official loveteam* |
| *i love spinach on pizza try* natin *to with* gei *and* Leanna pag *nagsleep over* |
| shemss nakita ko to *today* ang *genuine* ng *smiles* nilang dalawa *but still happy for both of them* kahiy mas pinili nilang mah *separate ways* |

## 3.5 Compounding

Compounding process as the way of creating new word with joining of two separate words into a single form to describe something new. The use of compounding by Gen Z Netspeakers serves as a strategic approach to shorten expressions and convey messages more efficiently and creatively when commenting on TikTok.

Table 7

*Compounding (F6)*

| | |
|---|---|
| Likezoned | *Like + Zoned = situation where one person has romantic or sexual interest in another person, but the other person only sees them as a friend* |
| GATEKEEP | *Gate+ Keep = the act of controlling or limiting access to a certain interest or Hobby* |
| realtalk | *Real + Talk = conversation or discussion that is honest and direct* |

| dogshow | dog+show = used metaphorically to describe human behavior or events that involve excessive display |
|---|---|
| cloutchasers | Clout + chasers = individuals who engage in various activities or behaviors solely for the purpose of gaining recognition or Fame |
| lowkey | Low + Key = express something is cool or impressive without drawing too much attention |
| fansign | Fan + sign = personalized sign or message created by a celebrity or public figure for their fans |
| richkid | Rich + Kid = a young person who is wealthy or comes from a privileged Background |
| Greenflag | Green + Flag = actions or traits that are positive |
| Shadowbanned | Shadow + banned = user's content or profile is intentionally restricted or hidden from other users without their knowledge |
| thirdwheel | third + wheel = a person who joins or accompanies a couple, often as a friend or acquaintance |

Table 7 presents the number of compound words gathered from the comments of Gen Z Netspeakers on TikTok.

### 3.6 Multiple Processes

Multiple processes involve combining different word formation techniques to create new words. Gen Z Netspeakers use multiple processes in their comments on TikTok to express their thoughts quickly in a concise and engaging manner.The researchers collected eight (8) data points, as displayed in Table 8, depicting the usage of this linguistic feature to convey opinions about a specific TikTok video. Notably, Gen Z Netspeakers utilize three primary word formation processes: compounding, where they combine separate words to create new ones; clipping, a technique that involves shortening words by removing syllables or letters; and suffixation, the addition of suffixes to modify the meaning or form of existing words. This linguistic creativity empowers them to communicate effectively and captivate their audience amidst the fast-paced nature of TikTok interactions.

Table 8

*Multiple Processes (F7)*

| comsec | • Compounding (comment + section)<br>• Clipping (com + sec) |
|---|---|
| bbgrl | • Compounding (baby + girl)<br>• Clipping (bb + grl) |
| sissy | • Clipping (sis)<br>• Suffixation (sis + y) |
| peeps | • Clipping (peep)<br>• Suffixation (peep + s) |
| preggy | • Clipping (preg)<br>• Suffixation (preg + y) |
| frennycakes | • Compounding (friend + cake)<br>• Clipping friend (fren)<br>• Suffixation (fren + y)<br>• Suffixation ( cake + s) |
| filams | • Compounding ( Filipino + Americans)<br>• Clipping ( Fil)<br>• Clipping ( Ams) |
| nalowbatt | • Compounding ( low + battery)<br>• Clipping (batt) |

### 3.7 Clipping

Clipping is when a longer word is shortened by removing some of its parts, typically to create a shorter and more casual form. Gen Z speakers use clipping in the comments on TikTok videos to save time and space while still conveying their message effectively.

Table 9
*Clipping (F7)*

| tho | though |
|---|---|
| Orig | Original |
| dec | December |

| Legit | Legitimate |
|-------|-----------|
| grad | graduation |
| acc | account |
| def | definitely |
| Collab | Collaboration |
| notif | notification |
| diff | different |
| faaaave | favorite |
| recom | recommend |
| GORG | Gorgeous |
| Specs | Spectacles |
| info | information |
| Congrats | Congratulations |
| PROF | Professor |
| freakin | freaking |
| bro | Brother |
| prod | production |
| QT | Cute |

Table 9 demonstrates the shortened or clipped words used by Gen Z Netspeakers when commenting on a TikTok video.

### 3.8 Acronym

Acronym is the process of creating new word with forming from the initial letters of a set of other words. Gen Z uses acronyms primarily to conserve space and keep their messages concise. However, acronyms do more than just save characters; they inject an element of playfulness, humor, or emphasis into their conversations. The researchers have found four (4) of this linguistic feature from the 100 main data points, as identified in Table 10. Significantly, acronyms extend beyond mere words or short phrases; they can even be used to condense entire sentences, as seen in examples like "IS2G/ISTG," which stands for "I swear to God." This linguistic feature showcases the creativity and adaptability of Gen Z in expressing themselves effectively in the digital age.

Table 10
*Acronym (F7)*

| LOL | laughing out loud |
|-----|-------------------|
| pov | point of view |
| is2g | I swear to God |
| CODM | Call of Duty Mobile |

### 3.9 Blending

Blending is when two separate words are combined to create a new word, usually by taking the beginning of one word and attaching it to the end of another. This process allows for the creation of unique terms by merging different word elements. This limited dataset restricts our capacity to provide a comprehensive understanding of its functionality. Nevertheless, the data presented below suggests that within the context of TikTok comments, Gen Z Netspeakers employ blending as a linguistic tool to to express their ideas and emotions in a concise and creative manner.

Table 11
*Blending (F12)*

| monthsary | Month + Anniversary |
|-----------|---------------------|
| wanna | want + to |

### 3.10 Conversion

Conversion is a word formation process where a word changes its grammatical function, such as a noun becoming a verb. The use of conversion by Gen Z Netspeakers enabled them to choose words with creativity and express and convey their messages in a unique way by adapting the language to their specific communication needs in the online context. The results presented in Table 15 indicates the use of a verb, for example, a verb *slay* is used as an adjective that means *looking good* or *really cool*. They also changed the noun *ship* into a verb which means they believe or support the idea of them being in a romantic relationship. Some examples are conversion of noun to verb and verb to adjective.

Table 13

*Conversion (F13)*

| SLAY | • verb to adjective |
|------|---------------------|
| rebound | • verb to noun |
| label | • noun to verb |
| Ship | • noun to verb |

## 3.11 Borrowing

Borrowing is the process of incorporating words from other languages into a particular language, which are then used and adopted within the society over time. Gen Z Netspeakers uses borrowing to conveniently incorporate words from other languages when expressing ideas or concepts that may be challenging to articulate using local words or when it does not have existing equivalents in the native language. For instance, they directly borrow the French word "madame," and incorporate English words like "carry," which have been homogenized into their language. In addition, Gen Z adopt words like "barbecue" from the Spanish term "barbacoa." Table 15 illustrated the number of data collected on the use of borrowed words from French, Spanish, and English.

Table 13

*Conversion (F13)*

| madam | French (madame) |
|-------|-----------------|
| barbecue | Spanish (barbacoa) |
| keri | English (carry) |

The results of this study suggest that Gen Z Netspeakers predominantly use abbreviations when commenting on TikTok videos. They modify the language by specifically removing certain elements. Clipping follows the abbreviation, where Gen Z tends to shorten the lexicons as evident in the comment sections. Compounding, which involves combining two words, is used creatively in the electronic language. The innovativeness of Gen Z Netspeakers is observed in the digital sphere, where they create new words through multiple word formation processes. To effectively convey their thoughts and feelings, Gen Z Netspeakers use discourse particles. Based on the data collected by the researchers, code-switching is also utilized by Gen Z when leaving comments on TikTok videos. They switch between their local language (Filipino) and English, likely to quickly deliver thoughts, opinions, or ideas and effectively express their emotions. They employed code-switching that demonstrates their proficiency in

English as part of the Gen Z linguistic repertoire, contributing to their perceived social prestige. Acronyms are used infrequently alongside conversion, which involves changing the grammatical category of a word to meet linguistic requirements, similar to borrowing words from other languages. Among one-hundred (100) comments, researchers also observed less frequent use of affixation and blending.

The study conducted by Monderin and Go (2021) corroborate the findings of this research. They also found that among the netspeak features they studied, abbreviations were the most commonly used, while blending was the least used. Similarly, Wafa and Putri's (2022) analysis of 25 slang words from Instagram comments revealed the dominance of abbreviations, especially after interjections. Their study highlighted how Gen Z slang undergoes specific and sometimes multiple changes, reflecting the influence of digital culture. However, their most frequent feature was found to be clipping. Generation Z refers to individuals born after 1996. Nuraeni and Pahmzah's (2021) study supports the notion that teenagers from Generation Z invent new words to enhance social interaction, facilitate communication, and add a playfulness. Another, the findings align with Gustilo and Dino's (2017) research, which showed that Filipino Digitalkers demonstrate lexical creativity using various features in online communication. In contrast to their research findings, it was observed that Gen Z Netspeakers primarily use acronyms in electronic language. The result of the present research runs contrary to the two aforementioned studies in term of the most frequent used of linguistic features. However, abbreviations continue to be commonly observed in electronic language, bridging the gap between the research findings. The dominance of clipping, as found in Wafa and Putri's study, and acronyms, as found in Dino and Gustilo,s (2017) study, are linguistic features where netspeakers tend to omit certain elements of the language which is similar to the characteristics of abbreviation.

## 4.0 Conclusion

The study analyzed the linguistic features of comments on TikTok videos used by Filipino Gen Z Netspeakers. This research employed a descriptive qualitative approach and incorporated two separate theoretical frameworks of Hassan and Hashim (2009) and Yule (2010). The findings of the study found 13 out of 15 linguistic features in the 100 comments of Gen Z Netspeakers. The analsyes revealed the presence of abbreviation with being the most frequent followed by the clipping (21%), compounding (11%), multiple processes (8%), discourse particles (7%), intersentential (5%), acronym (4%), intrasentential (4%), conversion (4%), borrowing (3%), affixation (3%), and blending (2%). These features serve similar purposes, enabling them to express their thoughts and emotions quickly, appear stylish, add a touch of informality, and engage comfortably with others on social media. The corpus analyzed was from the range of 2022-2023. The time frame could be a part of the limitations which could limit the understanding of language usage and trends over time. Therefore, researchers warrants further investigation that includes data from the emergence of TikTok until the present, in order to capture a broader range of linguistic creativity and language usage of the Filipino Netspeakers.

**References:**

Alexandro, R., Hariatama, F. ., & Uda, T. (2022). TikTok Analysis as a Learning Media and Activism Instrument. *Jurnal Pendidikan Dan Pengajaran, 55*(1),211–221.

Anumanthan, S., & Hashim, H. (2022). Improving the Learning of Regular Verbs through TikTok among Primary School ESL Pupils. *Creative Education, 13*(03),896–912. https://doi.org/10.4236/ce.2022.133059

Apsari, Y. (2017). The Use Of Picture Series In Teaching Writing Recount Text. *Eltin Journal, Journal Of English Language Teaching In Indonesia, 5*(2), 51.

Baldivia, N. (2013). The state of Philippine internet usage 2013 (Infographic). http://www.forward.ph/blog/the-state-of-philippine-internet-usage-2013-infographic/

Booij, G. (2007). The Grammar of Words. In *Oxford University Press eBooks*. https://doi.org/10.1093/acprof:oso/9780199226245.001.0001

Curtis, S. (2022, September 29). How TikTok is changing the way we SPEAK: Phrases like 'Barbiecore', 'quiet quitting' and 'le dollar bean' that originated on the social media app have crossed over into the mainstream - so how many do you know? *Daily Mail.* https://www.dailymail.co.uk/sciencetech/article-11262889/TikTok-changing-way-SPEAK-phrases-like-quiet-quitting-le- dollarbean.html

Dino, C. M., & Gustilo, L. (2015b). Digitalk: An Exploration of the Linguistic Features of CMC. *International Journal of Languages, Literature and Linguistics, 1*(1),51–55. https://doi.org/10.7763/ijlll.2015.v1.11

Hassan, N., & Hashim, A. (2009). Electronic English in Malaysia: features and language in use. *English Today*, 25(4),39–46. https://doi.org/10.6007/ijarbss/v13i4/16803

Liu, W., & Liu, W. (2014). Analysis on the word-formation of English netspeak neologism. Journal of Arts and Humanities, 3(12), 22-30.

Lutfiah, V., & Sudarwati, E. (2021). "JARGON USED ON TIKTOK CHECK. . .": LANGUAGEVARIATIONREVISITED. *Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra, 5*(2), 359–371. https://doi.org/10.22216/kata.v5i2.457

Monderin,C., & Go,M. B. (2021). Emerging Netspeak Word Choices in Social Media on Filipino Pop Culture. *International Journal of Linguistics, Literature and Translation, 4*(6), 49-61.

Nuraeni, F.W., & Pahamzah, J. (2021b). AN ANALYSIS OF SLANG LANGUAGE USED IN THE TEENAGER INTERACTION. *Litera, 20*(2),313–322. https://doi.org/10.21831/ltr.v20i2.37058

Rastini., Septi, D., & Laksono, K. (2022). Diksi dan gaya bahasa dalam akun TikTok @Edwin_gst [Diction and style in TikTok account @Edwin_gst]. *Bapala, 9*(7),106117

Roshdi, N. I. A., & Rahmat, N. H. (2023b). How Does Tiktok Influence the Acquisition of Form and Meaning in Language Use? *International Journal of Academic Research in Business & Social Sciences,13*(4). https://doi.org/10.6007/ijarbss/v13i4/16803

Stillman, D.,& Stillman,J. (2017). *Gen Z@ work: How the next generation is transforming workplace.* HarperCollins.

Turner, A. (2015). Generation Z: Technology and social interest. *The Journal ofIndividual Psychology, 71*(2), 103–113. https://doi.org/10.1353/jip.2015.0021

Visconti, K. N. ( 2013). PH Internet audience growth fastest in Southeast Asia. http://www.rappler.com/life-and-style/technology/35384-philippine-internetaudience-growth-comscore

Wafa, Z., & Putri, D. A. (2022). An Analysis of Slang Words Used for Comments on Instagram. *Journalistics: Journal of English Teaching and Applied Linguistics, 2*(01), 64-73.

Yule, G. (2010). *The study of language.* Cambridge university press.

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# LANGUAGE & GENDER

# Legitimizing A Woman's Place: A Multimodal Analysis of Female Figures in Selected Children's Books

**Abigail M. Deabanico**
University of Santo Tomas & University of the Philippines
abigaildeabanico@gmail.com

**Abstract.** Some argue that the Philippines is a patriarchal society, while others contest that it is matriarchal. In most households, men or fathers (or father figures) provide financial resources as they go out and earn, while women or mothers (or mother figures) are the carers and supporters as they stay home or earn outside of it. The study examines the portrayal of women (mother, aunt, sister, cousin, *yaya* (helper) in a typical Filipino household. Children's books by Filipino authors are studied and analyzed using the multimodal framework of Kress and van Leeuwen (2001), particularly the use of language and image to determine how important familial women figures are portrayed. Halliday's transitivity analysis (1985) shows that women are given agentive roles in the texts. However, stereotypical ideas about women are still evident—they care and provide support for the family, manage chores, and ensure the whole family's well-being. Using framing and color choices (Kress & van Leeuwen, 2001), women characters are still tied to their traditional roles. The study shows that although women are portrayed positively, there is still a persistent and insistent view of their "place" at home. Thus, readers of these children's books are reminded of women's "place" in society.

**Keywords:** multimodality, children's books, female figures

## 1. Introduction

There is a growing trend in children's books to present current challenges and social issues involving Filipino families, such as an OFW parent, loss of a parent, non-traditional family concept, etc. Vilog (2021) acknowledges how Filipino publishers are "taking bolder steps in pushing for children's stories with a purpose: breaking down social issues and "difficult" topics into colorful stories." Paterno (1994) traces how the issue of nationalism and child-centered children's literature influence the types of books published today. Works featuring heroes, gay parents, discussion of historical events, abuse, and body hygiene, among others, are openly sold in the children's book section of bookstores.

Such topics in children's books help open children's eyes to the many realities that are present in society today. These topics are also a way to engage children in conversations about what might be sensitive or taboo topics that are difficult to discuss. Including these themes in children's books fosters inclusivity and validates others' experiences. These books, in a way, provide children with a wide array of opportunities to know and understand self, familial, and societal conditions at an early age. De Sarlo, Guichot-Munoz, and Hunt-Gomez (2022) speak of "an identity in constant transformation and redefinition."

Given these innovations in children's literature, the family continues to play an important role in the formation of a child. It remains the primary institution that molds his/her well-being. The family introduces the child to such concepts as individualism, cooperation, and justice. Thus, in most children's stories, there is always a family present (whether the traditional setup, which includes parents, siblings, and grandparents, or a modern setup with only one parent or having gay parents).

In these families, female characters play a significant part in the household and the child's upbringing. Important female family figures such as the mother, grandmother or *lola*, auntie, cousin, sister, and household help or *yaya* contribute to the family's well- being. These female figures are responsible for running the household and ensuring the child is raised with proper guidance and values. They do the laundry, cooking, and budgeting and advise children how to behave and act accordingly.

Male characters, on the other hand, provide money for the family and are responsible for tasks such as home repair, plumbing, etc. Whether it is the father, grandfather, uncle, male cousin, or brother character in a book, the male figure is given the stereotypical roles of men, just like the women. Thus, even if the issues in children's books are geared towards progressive ideas, it seems that female and male characters in this genre are still assigned stereotypical roles attached to their gender.

Stereotypes and ideologies are continued and promoted by language. Patriarchal ideology, as an example, is created and sustained from childhood to adulthood in a family with the help of language. In a traditional family, boys are raised with concepts such as strength, bravery, and responsibility, while girls with weakness, obedience, and nurture. Yanilla-Aquino (2004), citing Risman, contends that gender being a social structure works at three levels—individual, interactional, and institutional. In her work, Yanilla-Aquino (2004) mentions the paradox of being female—females lowering themselves in the gender hierarchy to keep their status as valuable members of their families and societies.

Millet (1970), in her book Sexual Politics, traced how patriarchy is established and sustained from the family to the other social institutions. Males and females are "socialized" into temperament, roles, and status. "Temperament involves the formation of human personality along with stereotyped lines of category (''masculine'' and ''feminine''" (Millett, 1970, p. 26). Children, at a young age, are assigned roles based on their gender. Girls are expected to do household chores just like their mothers do, and boys are expected to do the "tough" work, like repairs, electrical, and carpentry, as their fathers do. Regarding emotions, girls are understood when they become emotional, but boys are discouraged from displaying emotions. The characteristics of being smart, aggressive/active, and efficient are expected of males, while females are ignorant, docile/passive, and inefficient.

The concept of the home being a woman's place is legitimized in narratives such as children's books conditioning children at an early age of the roles of men and women in a family. Mythopoesis, a legitimization strategy in discourse, is characterized by relating to a familiar story (moral tales) or reference to narratives of reward and punishment (cautionary tales). Stories can also be symbolic. Legitimization, according to van Leeuwen (2007), is "always the legitimation of the practices of specific institutional orders." Institutions like schools, police, and the Catholic Church, explain or justify to their members their policies or customs. Legitimations are the explanations as to why things are done or why certain actions are necessary in a particular context.

Bourdieu (1989) mentions an "official point of view." "There is an official point of view, which is the point of view of officials and which is expressed in official discourse," (Bourdieu, 1989, p.17). This point of view is the legitimate point of view that is recognized within a specific group. In the context of a home, for example, a father's directives are the "official" statements that are constantly repeated to make the household members follow and not question such directives.

Women's subordination and men's domination continue to prevail as differences are reinforced and propagated by institutions such as mass media, education, and the church. Children's books, for that matter, are no exception.

It is in this light that this study aims to determine how patriarchal ideology is promoted through children's books. Although much has been written on children's books focusing on themes and styles of authors via language, the issue of merging text and image remains a gap that needs to be explored.

Thus, this study is aimed towards a multimodal analysis of children's books. The study seeks to answer the following questions:

1.	How are female characters portrayed through their actions in the stories?
2.	What stereotypical roles are assigned to them?
3.	How do framing and color help in establishing these roles and legitimize women's place in society?

## 1.1 Theoretical Framework

### 1.1.2 Multimodality

Multimodality by Kress and van Leeuwen concerns itself with the many meanings of a text. Focus is not just on the text but on other elements as well. In this case, images are studied to confirm, or contradict the meaning derived from the text. Multimodality takes on the idea that text and image are rich sources of meaning. The depth of meaning is provided by the interplay of font, color, image, and text that an analysis of text alone cannot provide. Each mode used has a purpose—writing/text names, image shows, color frames, and highlights (Kress, 2011). In a multimodal analysis, questions such as whose interests are shown, who is given power/freedom, and what social relations, values, and ideologies are revealed (Adami, 2016).

### 1.1.2.1 Framing

Framing refers to the distance between the viewer and the item (object or person) in an image. Proximity indicates the relationship between the viewer and the image. This also means the setting of boundaries that connect or disconnect components of an image. The stronger the framing of an element, the more it is presented as a separate unit of information" (Kress & van Leeuwen, 2002). Framing devices such as lines, frame lines, white space, and color indicate that elements of an image belong or do not belong. Framing is also done by drawing or painting style. An overlapping or contrasting style can mark either connectedness or disconnectedness. In the picture books *Ito ang Diktadura* and *Mga Uring Panlipunan*, illustrators magnified and enlarged the figures of the dictator and businessmen to emphasize their control and power over the ordinary people (Bueno, 2017).

The repetition of colors and shapes suggests continuity. For instance, in a Shopee advertisement, the repeated use of the color orange, which is also the color of the brand's logo, is seen in the clothes of the endorsers, making association easy with viewers and prospective customers.

### 1.1.2.2 Color

Kress and van Leeuwen (2002) assert that color, being a semiotic mode, has three functions—ideational, interpersonal, and textual. Ideational function is the expression of thoughts and ideas; interpersonal is the expression of wanting to relate with others; and textual function is the creation of coherent and organized messages. Color, with its ideational function, can refer to a certain person, idea, thing, or place. With its interpersonal function, color can make people do things. Kress & van Leeuwen call this 'color acts'—color can be used for people to do things "for and to each other." As to textual function, color can create cohesion and coordination. The study of color, however, should be with other modes, in "a multimodal environment" (Kress & van Leeuwen, 2002, p. 351).

The meaning of a particular color is achieved by association. What are the sources or carriers of this color? What are their reasons for choosing a particular color? Kadinsky (1977) mentions two effects of color. First is the physical effect wherein after seeing color, the viewer is delighted, and that color becomes part of the viewer's experience. The second is the psychic, emotional effect. "The psychic power of color takes hold causing an emotional vibration" (Kadinsky, 1977, p. 41).

### 1.1.3  Transitivity

Halliday (1985) states that clause types are important in the sense that they give a glimpse of the worldview of a speaker/writer. The question of who is doing what to whom is answered by the clause types of a given discourse. There are six types of clauses: material, relational, behavioral, mental, verbal, and existential.

Material is the process of doing. Behavioral is the process of behaving and can also be described as the process of doing. Mental is the process of sensing. Verbal is the process of saying. Relational is the process of being. Existential is the process of existing.

Table 1 below shows the distinguishing features of each of the processes.

Table 1

*Process types, their meanings, and key participants (Halliday, 1985)*

| PROCESS TYPE | CATEGORY MEANING | PARTICIPANTS |
|---|---|---|
| Material | 'doing' | Actor, Goal |
| Action | 'doing' | |
| Event | 'happening' | |
| Behavioral | 'behaving' | Behaver |

| Mental | 'sensing' | Senser, Phenomenon |
|---|---|---|
|    Perception |    'seeing' | |
|    Affection |    'feeling' | |
|    Cognition |    'thinking' | |
| Verbal | 'saying' | Sayer, Target |
| Relational | 'being' | Token, Value |
|    Attribution |    'attributing' | Carrier, Attribute |
|    Identification |    'identifying' | Identified, Identifier |
| Existential | 'existing' | Existent |

The study will focus on the material processes to determine the kind of activities that are performed or done by the women characters in the analyzed books. The material process can be determined by the Subject Transitive Verb or Subject Intransitive Verb pattern.

## 2. Methodology

The paper employed a qualitative study. First, there was a random selection of children's books written by Filipino authors published between 1999 and 2019. The selection does not include books specifically intended to discuss motherhood. Since not all books feature female characters, only ten are included in the study. Each storybook should have at least one female character who could either be the mother, grandmother, sister, aunt, cousin, or helper of the child character. As all books feature a Filipino and English version of the story, what was considered was the English version. This is done to easily

determine the clause types and avoid the unnecessary work of translating the Filipino version to English. Both text and image were analyzed.

For text analysis, Halliday's transitivity process was used, specifically the material processes, to determine the activities and actions of the female characters. Clauses were collected and categorized. Material clauses were copied and analyzed into actions or activities performed by the characters and the effect that these actions have on others.

For image analysis, the focus was on the framing of the studied characters. This is done to determine how the information per character is presented and how connectedness between text and image was achieved. Color was also analyzed. Since color can also indicate connectedness, the color attributed to the female character was studied with its meaning and association.

To validate the analysis, an intercoder was consulted. Results showed 85 to 90% accuracy in the analysis.

## 2.1 Books Included in the Study

*Ang Aking Agent Nanay* (My Agent Nanay) by Iza Marie Reyes (story) and Renn Louie Pineda (illustration) features Kring and her mother, who is a call center agent. Kring is puzzled by her mother's Job and wonders if she probably has superpowers that make her do many things.

*Dump Truck in My Heart* by Grace Chong (story) and Dominic Agsaway (illustration) tells of how Liwa continues to miss her grandmother one year after her passing. The family gathers to commemorate Lola Masing's life and recalls their fondest memories of her.

*Chenelyn! Chenelyn*! by Rhandee Garlitos (story) and Liza Flores (illustration) talks about Chenelyn, who works as a household help who transforms and "creates magic" in the home, according to the kid narrator. One day she gets sick, and all work stops, but the family decides to do Chenelyn's work as she stays in bed.

*Si Lola-Nanay at si Dandandandan* by Danie Rose Cruz and Ivan Reverente is about Nanay, Daniela's grandmother who takes care of her every afternoon as both her parents work outside the home. She stays in her grandma's house until her father fetches her in the evening. One day, her grandmother tells her a story of Dandandandan, a diligent boy who sells bread and his adventures.

*Lucy's Luck* by Patricia Celina Ngo (story) and Rebecca Yu (illustration) narrates how Lucy, who has never been lucky in playing pua tiong chiu, a dice game played during the Chinese Mid-Autumn Festival, finally gets her first win and brings home a cake prize for her mother's birthday.

*Nasaan si Nanay?* by Liwliwa Malabed (story) and Ramil Vinarao (illustration) is about Tong, who goes around asking everyone about her mother's whereabouts. She asks her family members, who give her enigmatic responses, and even reaches the moon in her search.

*Bunsoy* by Genero Cruz (story) and Leo Kempis Ang (illustration) tells of a little boy, Bunsoy, who wonders why his father had to leave the country for work. In a letter, his father answers his son's question and assures him that soon they will be together.

*Maliit na ang Palda ni Isay* by Teresa Gumap-as Dumadag (story) and Abigail Gabriel (illustration) narrates how Isay's practical and wise mother made her use her small skirt until graduation and how Isay's perseverance made her finish her studies.

*Aha! May Allergy Ka Pala* by Luis Gatmaitan (story) and Pergylene Acuna (illustration) talks about allergy, its symptoms, and treatment. Julia, in a reunion with her relatives, learns about allergic reactions and how to avoid them.

*Tabon Girl* by Irene Carolina Sarmiento (story) and Manix Abrera (illustration) is about Mina, a girl who prefers mud over dolls and toys. In her latest adventure, she "discovers" the Tabon Man, one of the oldest Homo Sapiens in the country.

## 3. Results and Findings

1. How are female characters portrayed through their actions in the stories?

The female characters are given both traditional and modern roles in the stories analyzed. Some of them stay at home and are responsible for taking care of the family and raising good children.

The mothers in the stories make sure that things run smoothly in the home. They take charge of cooking, laundry, and other chores. If the family is a bit well off, then a helper is employed but still, the mother oversees everything.

The tables below show some of the activities done by the mothers in the stories.

The activities are done with their children or by themselves.

Table 2

*From Maliit na ang Palda ni Isay*

| |
|---|
| Isay and her mother were busy preparing the things she would use in school. |
| Aling Tess checked Isay's black shoes. |
| She helped Isay put on the skirt. |
| Aling Tess went to see a neighbor who was a dressmaker. |

Table 3

*From Ang Aking Agent Nanay*

| |
|---|
| She sliced the onions, tomatoes, and ginger very quickly. |
| Nanay put powder on her cheeks. |
| We talk to clients or callers with respect. |
| We all help to give solutions to people's problems. |
| Nanay kissed Kring on the forehead. |

Some mothers in the stories pursue their careers. In two-parent households, both parents work to provide for the family. In a one-parent household, it is the mother who provides the family's finances. This is a reality that children's books show—that in the absence of a father figure in the home, it is the mother who takes on the role. In a way, she becomes both a father and mother to her children.

Table 4 below gives the activities of the single parent in the story, Ang Aking Agent Nanay, who works in a call center.

Table 4
*From Ang Aking Agent Nanay*

| |
|---|
| We talk to clients or callers with respect. |
| We all help to give solutions to people's problems. |
| We direct them to people who can help them and offer solutions to their problems. |

In the mother's absence, it is another female figure who takes care of the children. This could be the grandmother, aunt, sister, or cousin. Although a helper or yaya is paid to do things at home, Chenelyn took the extra mile and stepped in to do what is supposed to be a parent's duty—to tell children bedtime stories.

The following table shows the activities done by these female figures in different stories:

Table 5
*Activities of other women characters*

| |
|---|
| I cooked these for the visitors who will come to your house. |
| She waters the plants. She sweeps off the dust. Darns holes in clothes. |
| Tia reminds us to take our medicine. |

Notice that the activities of other women characters are mostly housekeeping and ensuring the comfort of the children and family members.

The yaya's abilities are classified as magic by the child narrator in Chenelyn, Chenelyn. Her activities in the household are given in the table below.

Table 6
*From Chenelyn, Chenelyn*

| |
|---|
| Pots and spatulas will screech on top of the stove. |
| Water will pour loudly into the pail. |
| Toothbrush, soap, shampoo, and towel will suddenly appear. |
| The pressing iron hidden somewhere will heat up. |

Thus, when Chenelyn gets sick in the story, the family does not know what to do as they rely on her—from making coffee, preparing the bath, ironing clothes, etc. However, with the mother's quick thinking, she starts preparing breakfast for their "magician," and soon the rest of the family does what needs to be done, giving Chenelyn time to recuperate.

Activities done by the female characters depict them as busy individuals who get things done. Material clauses help in identifying the actor and the activity. It also determines agency. To distinguish an actor from an agent, this study uses Karp's (1986) definition, "actor refers to a person whose action is rule-governed or rule-oriented, whereas an agent refers to a person engaged in the exercise of power in the sense of the ability to bring about effects and to (re)constitute the world" (Karp in Ahern, 2001).

In the study, the activities done by the female characters inside or outside the home affect others. In the home, mothers' and other women's rearing styles affect children, their values, and how they relate to others. In the reviewed stories, the presence of women in the lives of children positively impacts how they view different life situations, such as dealing with loss/death and facing financial difficulties. In addition, women who pursue careers also effect change in their particular line of work. In one story, the mother, a call center agent, helps customers with their problems with hotel accommodation, airline ticket booking, and the like.

2.      What stereotypical roles are assigned to them?

The female characters are portrayed in their stereotypical roles. Whether the character is a mother, grandma, aunt, sister, cousin, or helper of the child character, she is assigned to the usual carer/nurturer role. Millett (1970) calls this domestic service. The mothers in the stories are mostly stay-at-home mothers, but some also have jobs and pursue their careers. These mothers ensure that their child and entire family's well-being is placed first. Mothers prepare food, do chores, and provide the necessary guidance to their children. Grandmothers take the parent's role if one is absent. They make it a point to give their grandchildren healthy food and the necessary lessons they need in life. Aunts, sisters, or cousins almost do the same thing—stand in for the absent parent or remind children of what is the correct behavior or action. Although mainly responsible for the chores at home, helpers are depicted as caring women who treat children as if they are their own. Being 'motherly' and the mutual support and caring that women do is 'natural' for them (Yanilla-Aquino, 2004).

Mante-Estacio, Dumalay, and Rentillo (2018) find that stereotypes continue to be perpetuated in books for Filipino children. Although there are books that present and assign non-traditional roles to female characters, male characters dominate most stories therefore reiterating inequality and prejudice.

3.      How do framing and color help in establishing these roles and legitimize women's place in society?

Framing strategies like the use of lines, frame lines, white space, drawing style, and color were evident in the analyzed books. Their use indicated connectedness and disconnectedness in each of the featured storybooks.

First, the use of white space. Also called "negative space" or "blank space," white space separates and categorizes elements of an image. "Macro space is used to separate groups and micro space is used to separate elements of the same group" (Teslaru, 2019), white space separates and groups elements section. The macro space is also the active space that draws readers' attention. White space can also help readers understand content easily.

In the books reviewed, white space creates a distinction between the activities of the female and child characters. The delineation helps in establishing tasks and roles between and among characters. This is evident in the figure below featuring Isay, who prepares for school, and her mother, who checks on her uniform.

Figure 1
*From Maliit na ang Palda ni Isay*
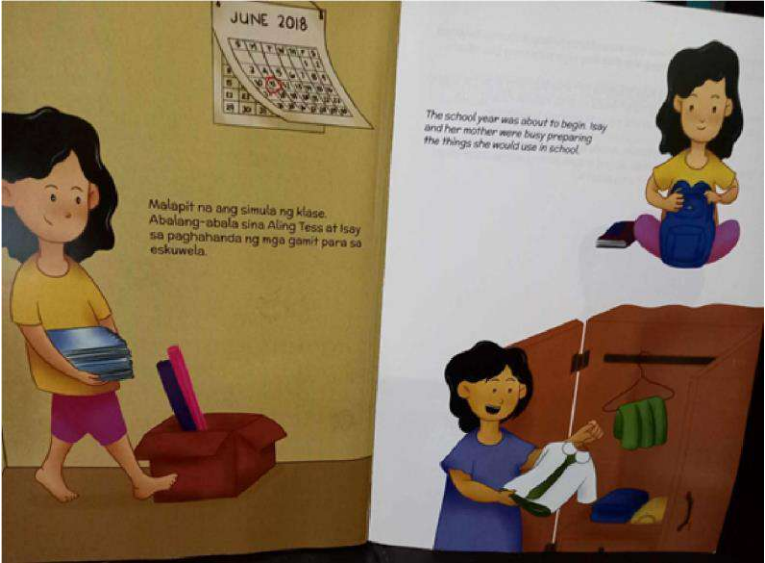


White space also helps readers focus on important information in the books. Young readers, for instance, when asked to read the book's title, will be guided by the order of information made easier by the presence of white space. As seen in the image below, the details of the book's front page are marked by white spaces. The page also highlights the idea and image of the working mother, as suggested by the title.

Figure 2
*From Ang Aking Agent Nanay*



Lines and frame lines separate text and images in the books creating continuity throughout. As seen in the image below, the line separates the Filipino and English texts, thus inexplicitly reminding readers not to mix up their reading. The use of such lines persists throughout the book.

Figure 3
*From Si Lola Nanay at Darandandan*

Meanwhile, frame lines help identify the roles and activities of the female characters. The image below shows the many activities that the child does with her grandmother such as cleaning and cooking. On the other hand, grandmother dusts and sweeps the yard. Frame lines also separate the images and texts within the page. The different frame shapes emphasize the tasks of Nanay Emy in the narrative.

Figure 5
*From Si Lola Nanay at Darandandan*
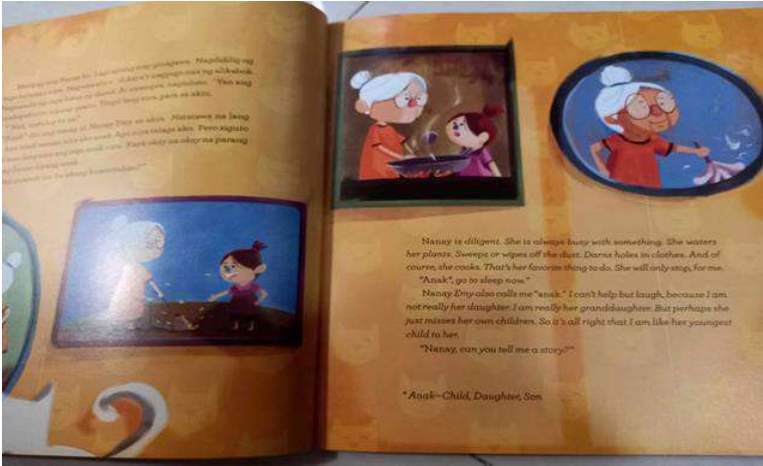


Drawing style and color can also suggest connectedness or disconnectedness. This is done in the image below to help readers understand that the child's memory of his OFW father is quite fragmented because he was too young to remember him. He simply relied on his mother's recollection to understand why his father was not with them. By making the image of Bunsoy bigger than the rest of the other images on the page, the story's creators stress the unclear and incomplete memory of a very young child of his father.

Figure 6
*From Bunsoy*
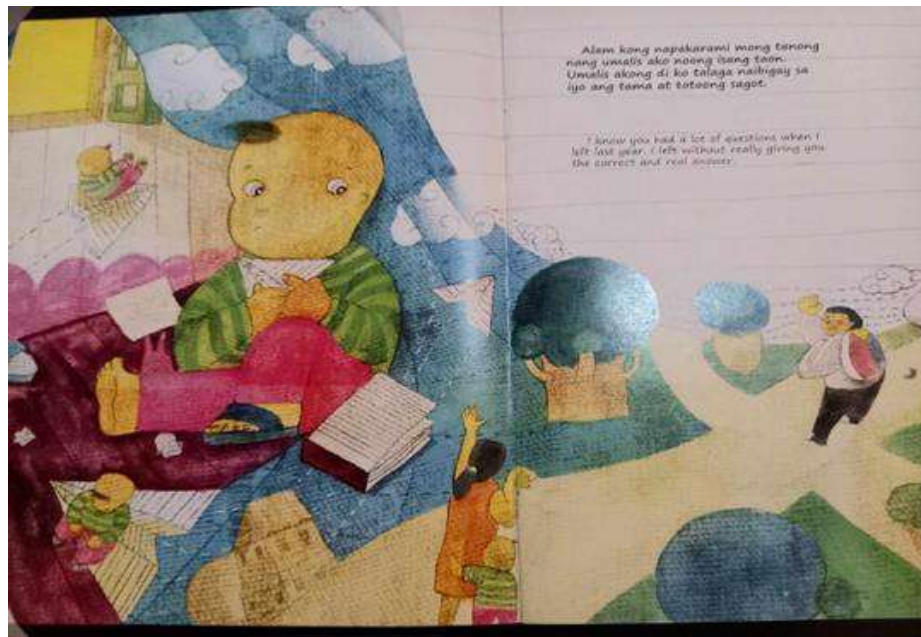


Color is used both to establish continuity and association. In most of the books, a specific color was assigned to a character to establish identity. In Chenelyn, Chenelyn, blue was used to distinguish Chenelyn, the helper, from the rest of the family. Blue is associated with calmness and serenity. It also means stability and reliability. In the story, indeed, Chenelyn was the go-to person who makes everyone ready for the day. Thought bubbles that contain her name are presented in different colors, which are also linked to the different assistance she does for each family member. Colors such as pink, blue, green, and yellow might also suggest the different personalities of the family members—sister, father, mother, and brother. Pink is associated with femininity. Blue is for trust and dependability. Green connotes harmony and peace, while yellow is for optimism and joy (Color Psychology, n.d.).

Figure 7
*From Chenelyn, Chenelyn*



In a similar vein, the use of orange in different shades helps readers figure out the two adult female characters from the child narrator in My Agent Nanay. The mother and the grandmother both have orange blouses and dresses but can still be distinguished by the different shades, with the grandma in a darker orange.

Figure 8
*From Ang Aking Agent Nanay*

Orange is associated with optimism, happiness, energy, and warmth. In the story, Kring lives with her call center agent mother and grandma, Lola Maring. Kring's mother works in a graveyard shift but still manages to cook for them. She compares their cooking, "Lola cooks delicious food, but Nanay's dishes are something else." Despite her mother's schedule, home chores are not neglected, although there is the grandmother who also does them in her mother's absence. Here the color orange reminds readers of the warmth Kring gets from her family. Orange also indicates her mother's boundless energy that keeps Kring wondering throughout the story if her *nanay* possesses superpowers.

Pink is traditionally associated with feminism. Among the books studied, this is very evident in the story Nasaan si Nanay?, with the child narrator and her sister wearing pink clothes, while the male characters—father, grandpa, and brother—are in different shades of blue.

Figure 9
*From Nasaan si Nanay?*
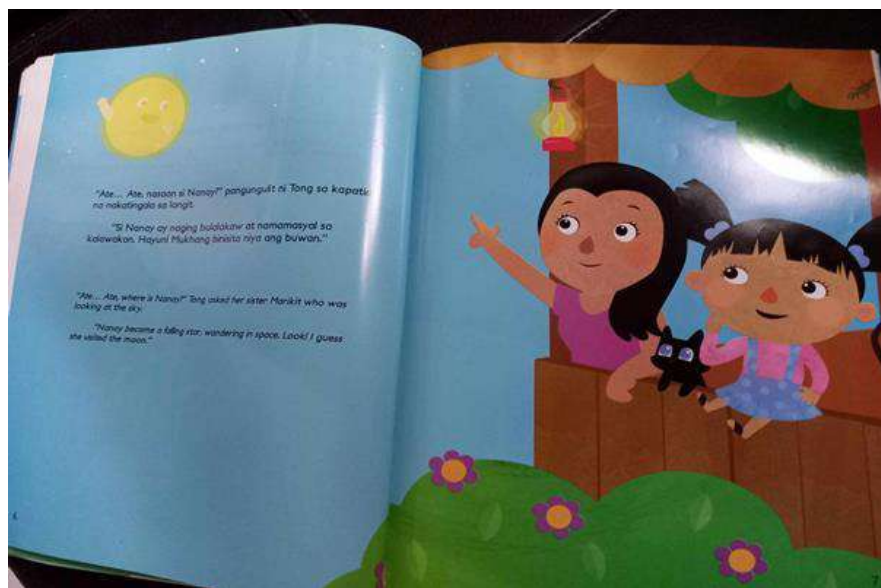


Even before a Filipino child is born, a color is already assigned to him/her. Pink for a baby girl while blue for a baby boy. Thus, from baby clothes to room, mothers prepare pink things for their baby girl's arrival, while mothers with baby boys have blue birthday cake, candles, and gifts on their first birthday. Color plays an important role in gender alignment and identification.

At an early age, a child knows what color to choose because it is "right" for him/her. Thus, in the story, the use of pink and blue differentiated the gender of the characters. However, in the story Bunsoy, this is not the case. Although the child's mother wears a magenta pink dress, Bunsoy wears pink pajamas throughout the story. This might be understood as a novel way of introducing children to the concept of pink being not just a girl's color but can also be for boys. Pink can also represent the boy's innocence and optimism that, eventually, he will be united with his absent father.

Figure 10
*From Bunsoy*
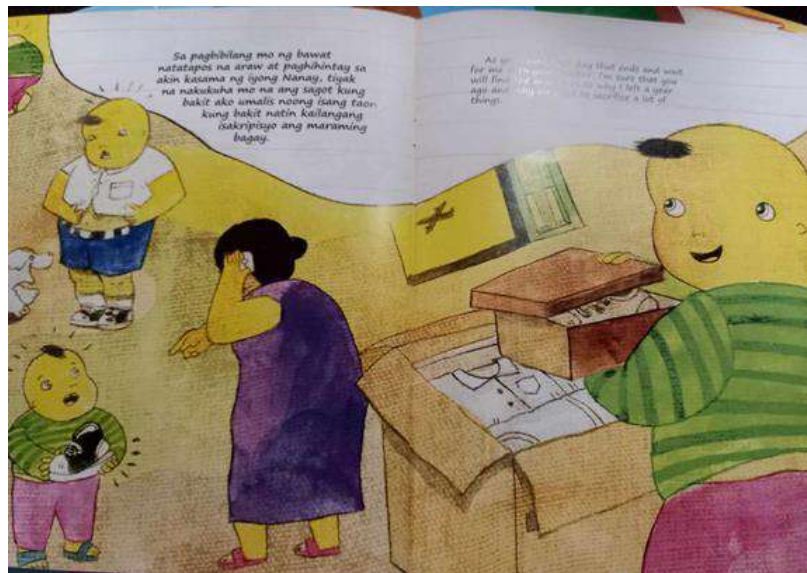


Other colors used in the stories to represent female characters are purple and green.

4. **Conclusion**

The study sought to analyze the portrayal of female characters in Filipino children's books. Using multimodality and transitivity as bases for analysis, texts and images work together to form a coherent narrative and meaning. First, it was found that female characters continue to be depicted in traditional and stereotypical roles tied to their gender. Despite introducing mothers who work outside the home to feed their families, they are still valued for their nurturing role towards their children. Other female characters, such as the grandmother, sister, and aunt, take on a similar role, especially if the mother is absent. Other female characters like the cousin and helper also take the carer/nurturer role. Next, images in the story books help in establishing this portrayal. Framing and color work together to promote positive images of women yet reinforce that their place is the home.

This is an ideology that needs to be challenged. Echoing the sentiments of Gu & Catalano (2022), a critical examination of children's portrayal in picture books can help children with their parents and teachers find dominant ideologies and counter them. Mante-Estacio, Dumalay, and Rentillo (2018) also reiterate the importance of evaluating gender stereotypes, biases, and misconceptions in children's books. Encouraging conversations with children and teachers about such matters helps children develop into independent learners and critical thinkers.

As this study is limited to some children's books, future studies can include more recently published books that discuss controversial or sensitive topics. Other linguistic features such as adjectives and nominalizations may provide interesting insights in relation to the topic at hand. An analysis of other visual elements such as gaze, typography, and perspective can also be considered. Perhaps to have a more equal perspective, male characters can also be the next subject of study.

## References:

Ahern, L. (2001). Language and Agency. Annu. Rev. *Anthropol*. 30:109–37.

Bourdieu, P. (1989). Social Space Symbolic Power. Sociological Theory.

Bueno, A. (2017). "Ito ang Diktadura: How a children's book explain social injustice https://www.cnnphilippines.com/life/culture/literature/2017/07/28/aklat-ng-sakin-adarna-house.html

Color Psychology: The Psychology of Colors and Their Meanings. (n.d.) https://www.colorpsychology.org/

De Sarlo, G., Guichot-Munoz, E, & Hunt-Gomez,  C. (2022). Sketching Motherhood, Maternal Representation in Contemporary Picturebooks: The Case of Spain. *Children's Literature in Education* .54:199–222. https://doi.org/10.1007/s10583-021-09474-5

Gu, X. & Catalano, T. (2022). "Representing transition experiences: A multimodal critical discourse analysis of young immigrants in children's literature". Faculty Publications: Department of Teaching, Learning and Teacher Education. 481. https://digitalcommons.unl.edu/teachlearnfacpub/481

Kadinsky, O. (1977). On the Spiritual in Art. Dover.

Kress,  G.  (2011). Multimodal  Discourse  Analysis.  Routledge  Handbook  of  Discourse Analysis.

Kress, G. (2009). Multimodality. 1st ed. Routledge.

Kress, G. & van Leeuwen, T. (2006). Reading Images: The Grammar of Visual Design. Routledge.

Kress, G. & van Leeuwen, T. (2002). Colour as a semiotic mode: Notes for a grammar of colour *Visual Communication* 1 (3).

Halliday, M. A. K. (1985). An Introduction to Functional Grammar (1st ed.). London: Edward Arnold.

Mante-Estacio, M., Dumalay, F., & Rentillo, P. (2018). Gender representation in Filipino storybooks for children. Indonesian Journal of Applied Linguistics, 8(1), 208-216. doi:https://doi.org/10.17509/ijal.v8i1.11460

Milani, T & Kapa, K. (2015.) Read-to-wear sexual politics: The semiotics of visibility on Wits Pride T-Shirts in Stellenbosch Papers in Linguistics Plus, Vol. 46, 79-103 doi: 10.5842/46-0-671

Millett, K. (1970). Sexual Politics. Doubleday and Co.

Paterno, M. E. (1994). A History of Children's Literature in the Philippines in (eds.) Bumasa at Lumaya: A Sourcebook on Children's Literature in the Philippines. Anvil.

Talavera, S. (2021) 6 Filipino Children's Books that are SOGIE-inclusive https://villagepipol.com/6-filipino-childrens-books-that-are-sogie-inclusive/

Teslaru, D. (2019). White Space in Graphic Design: Guidelines and Examples. https://www.creatopy.com/blog/white-space-in-graphic-design/

van Leeuwen, T. (2007). Legitimation in discourse and communication. *Sage Journals* vol 1(1) 91-112 van Leeuwen, T. (2005). Introducing Social Semiotics. Psychology Press.

Vilog, D. (2021). 6 Filipino children's stories tackling hard-hitting social issues https://www.scoutmag.ph/64300/filipino-storybooks-children-short-stories-issues/

Yanilla-Aquino, L. (2004). The Paradox of Being Female: Reading Palanca Award-Winning Children's Stories from a Gender Perspective. *The Journal of English Studies*, 59-73.

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# LANGUAGE DESCRIPTION

# Analysis of Interactive and Interactional Metadiscourse in Cebuano Newspaper Editorials

**Rovy M. Banguis**
Mindanao State University-Buug
Zamboanga Sibugay
rovy.banguis@msubuug.edu.ph

**Abstract.** This study investigated the use of interactive and interactional metadiscourse in the two Cebuano newspaper companies: Sunstar Superbalita and Philippine Star Banat News. Using Hyland's Taxonomy of Metadiscourse (2005), it identified the difference in the frequency of use between the two categories of metadiscourse and ascertained their specific functions. A total of sixty-two newspaper editorials culled from the said newspapers from October 1-31, 2022, served as the corpora of the study. The most striking observation that emerged from the data comparison is the consistent dominance of interactive metadiscourse over interactional in the two newspaper companies. Transition markers were the most frequently used sub-category of interactive metadiscourse while boosters were the most frequently used sub- category of interactional metadiscourse. Moreover, the absence of endophoric markers and frame markers was also notable. Self- mentions are only evident in Philippine Star Banat News editorials but not seen in Sunstar Superbalita. Hence, it is concluded that the editorial writing employed in Cebuano newspapers is reader-friendly rather than writer-friendly because the editorials are not written in long and difficult language but instead written ordinarily and naturally, which is understandable to most readers.

**Keywords:** metadiscourse, interactive, interactional, editorials, newspaper

## 1. Introduction

### 1.1 Background of the Study

The capacity of language to refer to itself is termed as self-reflexivity in which one form of self-reflexivity in the language is metadiscourse. Hyland (2005) defined metadiscourse as the linguistic resource used to organize a discourse or a writer's stance toward either the content or the reader. Most linguists consider it as the most reflexive linguistic expression relating to the evolving text, the writer, and the imagined readers.

Metadiscourse is a new and exciting field of inquiry because it has a significant function in organizing and producing text. It involves writers, readers, speakers, and

listeners to interact with each other, as well as, to affect the ways ideas are presented and understood.

It embodies the notion that writing is more than just the communication of ideas and presentation of ideational meaning; it is writing what writing is supposed to be evading from the caveat for mediocrity. Hence, metadiscourse is an essential feature of writing because it helps the writers to write effectively in such a way that it will guide them to assess the readers' resources for understanding the text and likely, their responses to it.

Metadiscourse has various functions such as: (1) the writers' thinking and writing when they summarize and conclude, (2) the structure of what they write such as first, second, more importantly, and (3) the reader's act of reading for example: note that, consider now, to understand. Moreover, it also lists the parts or steps in the presentation: first, second, third, finally; to express logical connections: infer, support, prove, illustrate, therefore, on the other hand; and to hedge how individual the writers are such as it seems that, perhaps, probably (Hyland, 2010).

Despite the benefits that meta discourse contributes to writing, unfortunately, it is not explicitly taught in universities – the very reason why student writers often have considerable trouble to flesh out an image of their readers and to interact appropriately with them. For instance, they may inadequately overuse boosters like "no doubt", "will see", and engagement markers like "we", "you", and turn formal academic writing to an informal and direct argument. Moreover, in writing classes nowadays, text-organizing metadiscourse is mainly taught, but interaction-oriented meta discourse markers are often overlooked. Text organizing refers to the interactive metadiscourse which provides the logical relationship of the text while interaction-oriented refers to interactional metadiscourse. The interaction-oriented metadiscourse provides some practical knowledge on the communication that the writer has with the reader through written documents. If this interactional metadiscourse is taught to students, they will be equipped with interactional competence in writing (Dafouz, 2008).

Dahl (2004) disclosed that metadiscourses are useful linguistic resources in argumentation and serve as primarily social practices that require the writer to grasp the reader's expectations of how ideas are communicating, as well as the mastery of the linguistic features used to convey meaning. It shows that interaction between the writers and the reader in argumentation is critical. Hence, writers need to be exposed to metadiscourse because it is one of the interaction tools used, especially in editorial writing.

One of the significant indicators of success in editorial writing is the fact that the reader is convinced of the argument proposed in the text. In written communication, the progress in convincing the reader with the argument depends on several important factors. The experienced writer not only resorts to the art of logical reasoning to make the content of the message sound sensible, but he or she also relies on a large number of linguistic resources such as metadiscourse to achieve the goal of winning over the

reader's conviction.

The use of metadiscourse in editorial writing is essential since newspaper editorials present exciting opportunities to study how language is used for persuasion and argumentation, to establish a relationship with their audience, and eventually to shape and form their outlooks on any given issue they raise. In this light, metadiscourse becomes the focal point of this study to see how the editorialists organize discourse and engage the audience to pursue their rhetorical goals.

Furthermore, previous studies conducted on Cebuano primarily focus on history (Agoncillo, 1990; Hammarstrom, 2017), literature ( Mojares, 1973), culture (Joaquin & Pedregosa, 2004; Poralan, 2012), personality (Lagahid & Puyo, 2016);  and grammar issues, which include semantic borrowing, phonological variations, morphological inflections, (Adeva, 2005; Endriga, 2008; Lising, 2004; Marking, 2005; Maxilom, 2010; Thompson, 2013; Wolff, 2001), and code-switching (Abastillas, 2015).

As discussed earlier, there seems to be no single study about metadiscourse with Cebuano newspaper editorials as the corpora of research on this area. This phenomenon, thus, suggests the significance of advancing research into the meta discursive language of Cebuano newspaper editorials. Clearly, there is a need to fill the gap that exists in the studies on metadiscourse involving the Cebuano language which is a real prod and main impetus of the present study. As such, this study was conducted to explore a research area where metadiscourse is less investigated where delving on the metadiscourse of Cebuano newspaper editorials is an undertaking that promotes the Cebuano language and the culture of reading newspapers.

## 1.2 Related studies on metadiscourses

Dafouz (2008) conducted a cross-linguistic study of newspaper discourse. One of the findings reveals that editorial writers encounter problems in producing cohesive texts or communicating their thoughts with their readers. Since some writers may not be so familiar with the concepts of cohesion and cohesiveness, they may be unable to create a cohesive and coherent text.  Thus, familiarity with metadiscourse markers can solve this problem.

Moghadam (2017) studied *Persuasion in Journalism: A Study of Metadiscourse in Texts by Native Speakers of English and Iranian EFL Writers*. The results of this study revealed that opinion articles enjoy a high frequency and a wide variety of metadiscourse markers. Concerning the similarities between the two corpora, both sets of texts had more interactional than interactive markers. Transition markers in both groups had the highest frequency of occurrence among all the metadiscourse subcategories. However, within the interactional metadiscourse, hedges had the highest frequency of occurrence in both groups. Also, in both groups, the markers for announcing the goals of writing the

text were non-existent. Within interactive metadiscourse, both Iranian and American writers used almost the same numbers of transitions, frame markers, endophoric markers, and evidentials. Within the interactional metadiscourse, boosters and attitude markers had nearly the same frequency of occurrence in both sets of texts. Concerning differences, the American corpus has the more interactive, interactional, and the total number of metadiscourse markers.

In 2017, Farahani and Sabetifard conducted a study on *Metadiscourse Features in English News Writing among English Native and Iranian Writers: A Comparative Corpus-based Inquiry*. The results also showed that in both corpora (English and Persian), the interactive metadiscourse features were the predominant features enjoyed by authors (618 and 635, respectively).

Hyland and Tze (2004) studied *Metadiscourse in Academic Writing*. They revealed the importance of metadiscourse to student writing. In terms of the distribution of metadiscourse in L2 postgraduate thesis, their papers had an average occurrence of 184,000 cases in 4 million words or one every 21 words. Its high existence, however, signifies that metadiscourse is an essential part of communication without which the propositional and pragmatic content of utterances will be at danger.

## 1.3 Theoretical Framework

Hyland's (2005) taxonomy of metadiscourse is classified into interactive and interactional. These classifications are used to identify and analyze the metadiscourse employed by the said Cebuano writers. Interactive metadiscourse are resources that guide the readers through the text. These features are used to organize propositional information in ways that the target reader should find it coherent and convincing. These include code glosses, endophoric markers, evidentials, frame markers, and transitions. Moreover, interactional metadiscourse are resources that involve the reader in the argument. These features that draw the reader into the discourse and allow them to contribute to it and respond to it by alerting them to the writer 's perspective on propositional information and orientation and intention concerning that reader (Anker, 2005). These include attitude markers, boosters, engagement markers, hedges, and self-mentions.

## 1.4  Research Questions

This study identified the difference in the frequency of use between the two categories of metadiscourse and among the ten sub-categories, as well as ascertained the specific functions of each of these categories and sub-categories. Specifically, it sought to answer the following questions:

1.  What interactive and interactional metadiscourse are evident in Sunstar Superbalita Cebu and in Philippine Star Banat News?

2. Is there a significant difference in the frequency of use of interactive and interactional metadiscourse in the two newspaper companies?

3. How are the interactive and interactional metadiscourse used in the two newspaper companies?

## 1.5 Significance of the Study

Over the last decade, there has been a shift in the way academic writing is perceived based on the view that writing is a social and communicative engagement between the writer and the reader. As a result of this social view of academic discourse, there has been an increasing interest in the study of metadiscourse as a tool that can be used to explore the nature of texts such as newspaper editorials; thus, the conception of this study.

Reading Cebuano editorials offers a true reflection of the various aspects of Cebuano life and customs. It also gives a valuable insight into the manners, ideals, beliefs, and social organization of our fellow Cebuanos. Another essential in reading Cebuano editorials is this: It further conveys us spontaneous and informal expressions of the Visayans' real nature and spirit. Many of these spontaneous and informal expressions are inspired by the reaction of the people to their physical environment; and, by revealing their feelings and emotions aroused by the work and labor of their daily lives. The Cebuano newspapers, too, are worth spending reading time as they adequately represent ordinary sorrows and everyday joys of life.

Based on the significant role of metadiscourse in various genres, especially in newspapers, the present study investigated the predominantly used metadiscourse categories and sub-categories evident in Cebuano newspaper editorials and determined the probable differences in the frequency of use of metadiscourse resources in these texts. The results of the study hope to contribute to the existing literature in language studies since metadiscourse provides linguistic options to the writers to direct their readers by expressing their viewpoints and engage them as members of the speech communities.

Furthermore, this study counts on the possibility of its contribution to three important areas: pedagogy, the academic genre, and the professional genre. In terms of pedagogy, this study aims to improve instruction in persuasive writing that can be used as material development as well as cognitive learning strategies. It, too, hopes that such knowledge from this inquiry will assist language teachers to effectively use newspapers as instructional materials in the teaching of the local language like Cebuano, which is taught at the primary level (Grades I-3) and even at the tertiary level, especially, those taking Bachelor of Arts in Language Studies. As for academic and professional genres, the research outcomes may suggest appropriate proportions and proper language use of metadiscourse for a particular style in which writer should become aware of when to

compose a text.

## 2. Methodology

This section presents necessary parts of the research methodology such as the research design, corpora of the data, and data analysis.

### 2.1 Research Design

This study utilized mixed-methods, specifically descriptive qualitative-quantitative. It utilized qualitative method because the types and sub-types of metadiscourse and the use of such metadiscourse by the Cebuano writers were analyzed and reasons for the frequency of use of interactive and interactional metadiscourse were outlined, classified, and clarified through the use of Hyland's metadiscourse framework. Moreover, this study was also quantitative, for it aimed to determine the significant difference in the frequency of use of interactive and interactional features between the two newspaper companies.

### 2.2 Corpora of Data

A total of sixty-two newspaper editorials, thirty-one from Sunstar Superbalita and also thirty-one from Philippine Star Banat News, culled from the internet served as the corpora of the study. These top two provincial newspapers were selected in terms of high readership as stated in their official websites and as declared by the Hall of Fame of the two reputable award-giving bodies in Cebu, the National Community Press Awards, and the Cebu Archdiocese Mass Media Awards in 2018.

### 2.3 Data Analysis

After the data collection, the whole corpora were scrutinized word by word following Hyland's taxonomy of metadiscourse (2005) for the identification of the two categories and the ten subcategories. Computer-assisted analysis was not utilized because there was a perceived risk of assuming external reference items which could damage the validity of the research.  Hence, manual counting was done. The total number of metadiscourse markers in Sunstar Superbalita and the Philippine Star Banat News was counted separately. The computation of percentages and frequency counts was done after identifying the subtype categories of interactive (code glosses, endophoric markers, evidentials, frame markers, and transitions) and interactional (attitude markers, boosters, engagement markers, hedges, and self-mentions) metadiscourses. Since the language of the newspaper editorials was Cebuano, the researcher used the manual frequency count to achieve higher reliability with the help of two inter-raters.

Both raters earned their Master of Arts in English Language Studies (MAELS) degree at the Mindanao State University-Iligan Institute of Technology who were presently

connected with the MSU-Buug as faculty members of the College of Arts and Sciences, particularly, of the English department. The raters being English majors had ample background in language studies in general and in metadiscourse, in particular. Before doing the analysis of all corpora, the researcher briefed the said raters on the nature of the study and the nuances of the data analysis, specifically in identifying manually the two categories and then the ten sub-categories of metadiscourse and in doing frequency counts. Along with the printed copy of the Cebuano newspaper editorials, the two raters were also provided with a copy of the framework of the analysis which served as their guide in identifying the metadiscourse. The briefing was finished ahead of the expected time since the raters disclosed that they are familiar with metadiscourse being a major learning component when they took their MAELS. The two raters including the researcher as the third rater are native Cebuanos who are fluent speakers of Cebuano language.

## 3. Results and Discussions

This study investigated the use of interactive and interactional metadiscourse features in the newspaper editorials of the top two newspaper companies, namely, Sunstar Superbalita and Philippine Star Banat News, with the help of Hyland's (2005) taxonomy of metadiscourse.

### 3.1 Interactive and Interactional Metadiscourses in Newspaper Editorials

Hyland's (2005) taxonomy of metadiscourse was used to identify the metadiscourses employed by the Cebuano writers. This is classified into two categories: interactive and interactional. Interactive metadiscourses are resources that guide the readers through the text. These include transitions, evidentials, code glosses, endophoric markers, and frame markers.

Table 1 displays the identified metadiscourses on Sunstar Superbalita in terms of their frequency counts and the corresponding percentages.  As shown in the table, out of the 446 frequency counts of interactive metadiscourses, transitions (370 counts or 82.96%) are the most frequently used interactive metadiscourse by the Cebuano editorialists. This finding can be explained by the Cebuano writers' familiarity and awareness of the overarching functions of transitions which greatly help them in editorial writing.

Table 1

*Frequency of Use of Interactive Metadiscourse on Sunstar Superbalita*

| Types of Metadiscourses | Frequency | Percentage |
| --- | --- | --- |
| Transitions | 370 | 82.96 |
| Evidentials | 41 | 9.19 |
| Code Glosses | 35 | 7.85 |
| Endophoric markers | 0 | 0.00 |
| Frame markers | 0 | 0.00 |

N=446

Transition markers act as meaning connecting function in writing, thus, further refer to the action that a text producer does to make a connection between sentences by assigning logico-semantic relations to the preceding and following parts of a discourse making it coherent. In creating semantic relations between discourse parts, certain metadiscourse instances that carry this function are used in producing texts. Examples of the metadiscourse instances of this function include additive, contrastive, concessive, and conclusive.

Evidentials appear as the second most frequently used resources (41 counts or 9.19%) since they are necessary in facilitating the text organization by providing sources of information from other texts and by giving pieces of evidence to support and illustrate the writers' stand. These markers help contribute to a persuasive goal by granting credibility to the writers' propositions and arguments present in the editorials. Evidential markers further help distinguish who is responsible for a position which writers of opinion columns share where using such markers can help them strengthen their argument or progressively build their arguments by comparing other people's ideas with their own or by supporting their arguments by presenting similar ideas from more authoritative figures. Thus, the presence of evidentials contributes to the overall persuasive power of the text. Code glosses are also evident (35 counts or 7.85%) since these devices can help the readers grasp the meaning of ideational information such as like, for example, as an illustration, that is, specifically, in other words, which means, in fact, in other words, etc. These devices also elaborate prepositional meanings as those mentioned. Code glosses tend to be numerous may be because of the columnists' awareness of the wide audience they address and therefore include some explicit reading cues and more

similar hints that lead readers to easily understand the information or idea conveyed in the editorial texts.

In the case of endophoric and frame markers, they are never utilized in Sunstar Superbalita newspaper editorials. Scarcity of these frame markers can be explained by the length of the editorials normally not longer than 2000 words. Furthermore, it can be inferred that due to the brevity of the Cebuano newspaper editorials, additional information referring either forward or backward to a specific point from within the texts is no longer needed. In the same way, text boundaries or items of schematic text structure, including items used to sequence, to label text stages, to announce discourse goals, and to represent topic shifts are considered needless. Moreover, endophoric markers, which create more materials available essential to the reader in recovering the author's goals by pointing to other parts of the text, are further thought of to be not necessary. Thus, the prospective and retrospective functions of frame markers and endophoric markers are not so important to consider; hence, the absence in such a short-length genre. On the other hand, interactional metadiscourses are resources that involve the reader in the argument. These include attitude markers, boosters, engagement markers, hedges, and self-mentions.

Table 2

*Frequency of Use of Interactional Metadiscourses on Sunstar Superbalita*

| Types of Metadiscourses | Frequency | Percentage |
|---|---|---|
| Boosters | 98 | 50.00 |
| Engagement markers | 38 | 19.39 |
| Attitude markers | 32 | 16.33 |
| Hedges | 28 | 14.29 |
| Self- mentions | 0 | 0.00 |

N=196

Table 2 shows the distribution of frequency and percentage of use of interactional metadiscourses on Sunstar Superbalita. As seen, out of the 196 frequency counts of interactional metadiscourses, boosters (98 counts or 50%) are the most frequently used sub-category of interactional metadiscourse. Boosters emphasize certainty and construct rapport by making involvement with the topic and building solidarity with an audience or taking a joint position against other voices. This occurrence may be attributed to the nature of editorials which necessitates forceful convictions in taking a stand or a claim in order to persuade the readers and express propositional information

categorically. The fact that boosters are the most frequently used markers among interactional devices in the Cebuano editorials, it can be concluded that Cebuano authors are using more boosters to show their certainty of their statements and therefore render a confident, determined, and strong-minded ethos in their editorials. With the cone up generalization, Cebuano writers see heavy use of boosters productive in achieving persuasion. Boosters such as emphatics and adverb amplifications represent certainty and emphasize the force of propositions. Hence, it is but essential for writers to strengthen their position by showing full, absolute commitment toward it that their editorials will be more credible and convincing, thereby winning the readers' side.

Engagement markers are the second most frequently used by the editorialists (38 counts or 19.39%) since they believe that addressing their readers explicitly and making a relationship with them is necessary to influence their thoughts and opinions. Engagement markers such as second-person pronouns, interjection, imperative verbs, and necessity modals explicitly refer to the readers, either by focusing on their attention selectively or by including them as text participants through the second person, pronouns, imperatives, question forms, and so on.

Attitude markers are also evident in the editorials (32 counts or 16.33%) since these devices indicate the writer's appraisal of the propositional information necessary in persuading readers and in emphasizing the force of propositions. Attitude markers such as deontic verbs, attitudinal adverbs, attitudinal adjectives, and cognitive verbs are indeed essential to present the writer's appraisal of propositional information, showing surprise, force, approval, importance, and so on.

Hedges are also obvious in the analyzed editorials (28 counts or 14.29%) since not all writers are willing to present propositional information to their readers. Some writers may withhold their full commitment to their statements and others are uncertain of the veracity of the information they talk about which also employ hedges. Hedges such as epistemic verbs, probability adverbs, and epistemic expressions signal the writer's reluctance to display propositional information categorically.

On the other hand, self-mentions are not evident in the Sunstar Superbalita editorials. This may be attributed to the inherited cultural norms and writing conventions among Filipino writers and researchers who do not use first-person pronouns but instead, third-person pronouns. Cebuano editorialists may be influenced by the university culture, where the first-person point of view is not encouraged in academic writing or even in writing research.

Table 3 shows the distribution of frequency and percentage of use of interactive metadiscourse in Philippine Star Banat News editorials. As reflected, out of 504 frequency counts of interactive metadiscourses, transitions (444 counts or 88.10 %) outnumber all the rest of the interactive metadiscourses found in the Philippine Star Banat News editorials.

Table 3

*Frequency of Use of Interactive Metadiscourse on Philippine Star Banat News*

| Types of Metadiscourses | Frequency | Percentage |
|---|---|---|
| Transitions | 444 | 88.10 |
| Code Glosses | 36 | 7.14 |
| Code Glosses | 24 | 4.76 |
| Endophoric markers | 0 | 0.00 |
| Frame markers | 0 | 0.00 |

N=504

The result is similar to Sunstar Superbalita where transitions prevail over other devices. Again, this result seems to be predictable because of the writers' too much familiarity with transitions thereby making it convenient for them to use this device which underpins persuasion through listing.

Listing is concerned primarily with the act where the text producer tries to make some points in the discourse more salient by listing or setting them in a sequential order. This function is realized using enumerators or any expression concerning the act of listing in discourse. More importantly, its overarching functions in facilitating textual organization are undeniably essential in editorial writing since they can serve as an additive, indicative, emphatic, sequential and contrastive in functions.

Code glosses are the second most frequently used interactive metadiscourse in Philippine Star Banat News editorials (36 counts or 7.14%) since these markers guide the readers to grasp the meaning of ideational information.

Evidentials are also used in the editorials (24 counts or 4.76%) since editorials' primary objective is to persuade the readers by using or citing pieces of evidence and quoted statements from persons of authority.

The data further show that the absence of both endophoric markers and frame markers is observed in the said newspaper editorials. This finding coincides with the result in Sunstar Superbalita which shares the same reasons that the writers must have thought

that additional information and declaration of purpose are no longer needed in the editorials because of their brevity. In addition, endophoric and frame markers may not be required as clarity of the editorials' expressed position is still attained despite the lack of use of the said markers.

Comparatively, interactional metadiscourses are also evident in Philippine Star Banat News since Cebuano editorialists believe that these resources are essential in engaging readers' interest.

Table 4

*Frequency of Use of Interactional Metadiscourses on Philippine Star Banat News*

| Types of Metadiscourses | Frequency | Percentage |
|---|---|---|
| Boosters | 114 | 52.05 |
| Hedges | 83 | 37.90 |
| Engagement markers | 10 | 4.57 |
| Attitude markers | 9 | 4..11 |
| Self- mentions | 3 | 1.37 |

N=219

Table 4 shows the distribution of frequency and percentage of use of interactional metadiscourse in Philippine Star Banat News editorials. Interactional metadiscourses are also evident in Philippine Star Banat News since Cebuano editorialists believe that these resources are essential in engaging readers' interest. As revealed in the above table, boosters (114 counts or 52.05%) are the most frequently used interactional metadiscourse probably because Cebuano editorialists believe that writers' certainty in their message is an expression of decisiveness and their full commitment to it.

The data further reveal that hedges (83 counts or 37.90%) are the second most frequently used interactional metadiscourse in the Philippine Star Banat News editorials. These devices indicate the writers' unwillingness to present propositional information categorically or withhold their full commitment to their statements. The following are excerpts from the editorials:

Several engagement markers (10 counts or 4.57%) can be also observed in the editorials probably because editorialists are hesitant to direct their readers' attention. To exemplify this finding, the following samples are shown below:

Several attitude markers are also present (9 counts or 4.11%) in the analyzed editorials. Attitude markers tend to be few but still are used by the editorialists since they help in explicitly expressing how the writers feel toward the content material of the text and thus, consider themselves to have a great role in leading the readers to agree with them on what they have expressed.

Lastly, self-mentions (3 counts or 1.37%) are the least employed interactional metadiscourse device in the editorials probably because of the influence of university culture where first person point of view is not highly encouraged by teachers and professors in the country.

### 3.2 Significant Difference of Interactive and Interactional Metadiscourse in the two Newspaper Companies

Table 5

*Test of Significant Difference in the Frequency of Use between Interactive and Interactional Metadiscourses in the Sunstar Superbalita and the Philippine Star Banat News Editorials*

| Metadiscourse Interpretation | Mean Frequency | T test value | Degrees of Freedom | Probability Value | Decision of hypothesis |
|---|---|---|---|---|---|
| Interactive | 15.3226 | 11.500 | 122 | 0.00 | Accept |
| Interactional | 6. 6613 | | | | Highly significant |

Table 5 shows the test of significant difference in the frequency of usage between the interactive and interactional metadiscourses in the selected editorials of the two newspaper companies using Two-Independent Samples T-test. As shown, the mean frequency shows that interactive metadiscourse was used up to more or less than 15 times in each of the selected editorials and more or less than 7 times for the interactional metadiscourse. The t-test value of 11.500 with 122 degrees of freedom and p - value of 0.000 implies that the hypothesis at 0.05 level of significance should be accepted because of an established highly significant difference in the frequency of usage between the two metadiscourses. In other words, interactive metadiscourse is significantly higher than interactional metadiscourse in terms of the frequency of usage among the selected editorials. This finding coincides with the finding of Farahani and Sabertifard (2017) who studied Metadiscourse Features in English News Writing among English Native and Iranian Writers which state that writers in both corpora were more concerned with the expectations and persuasion of the readers and also aware of the ways and methods in news writing in order to shape the interpretations of the receivers

and to decipher the message as these are met by the interactive metadiscourse features.

### 3.3 Functions of Interactive Metadiscourse as used in the Newspaper Editorials

Table 6

*Functions and Samples of Interactive Metadiscourse*

| Functions | Samples in Cebuano | English Translations |
|---|---|---|
| 1. Transitions | | |
| A. Contrastive | Bisan, bisan pa, apan, pero, sa laing bahin, sa laing dapit | although, nevertheless, even, but, however, on the other hand, on the contrary |
| B. Causative | busa, tungod sa, tungod kay | therefore, due to, because of |
| C. Additive | gawas sa, dugang pa, dugang niini, lakip, uban sa | aside from, moreover, furthermore, additionally, including with |
| 2. Evidentials | | |
| A. Reporting | matud pa, gibutyag ni,ingon ni, giasoy ni | according to, revealed by, said, elaborated by |
| B. Inferring | napamatuoran, nadiskubrehan,nadiskubrehan,gisugyot, giangkon, gituohan, ningkomentaryo | proven by, found out,discovered, suggested, admitted, believed, commented, |
| 3. Code Glosses | | |
| A. Reformulation | buot pasabot,sa laktod nga pagkasulti, sa ato pa | which means, in other words, that is |
| B. Exemplification | Nahisama sa, pananglitan, pareha sa, og uban pa | as an illustration, such as, like, and others |

Transitions are very common to every writer since these devices represent writer's attempts to ensure to readers that they are able to correctly recover their intentions. This can be interpreted as the writer's attempt to guide the readers to the intended direction; thus, writer is achieving his anticipated persuasive goal.

As such, transitions function as conjunctives and conjunctions which guide the readers to seek reasonable connection between propositions. These markers act as adverbial phrases and assist readers in interpreting pragmatic relations between arguments and events. Following the categorization proposed by Halliday and Hasan (1996), transitions have four basic functions, and these are adversative, additive, causative, and temporal markers. However, based on the corpora of the present study, only three are found, temporal markers are not evident. Temporal markers are used to show frequency, duration, specific time, or beginning or end of something, it is on this

milieu that this finding reflects the characteristic of most Cebuanos which are not particular with time unlike the Americans.

Evidential markers are ranked as second frequently used interactive metadiscourse in Sunstar Superbalita editorials and ranked third in the Philippine Star Banat News editorials. These devices of metalinguistic representation are to show ideas taken from another source and assist in establishing the subject's authorial command. Evidentials indicate the information in which persuasive goal is achieved by the writer's stance. These markers are further categorized into reporting and inferring evidentials. Reporting is to explain and narrate the idea or to tell the meaning (of) while inferring is to expound or to conclude by reasoning, or by deduction from premise or pieces of evidence.

Code glosses are ranked as third frequently used interactive metadiscourse in Sunstar Superbalita editorials and second in Philippine Star Banat News editorials. The function of code glosses includes providing additional information through rephrasing, illustrating, elaborating or explaining. It shows the writer's proposition regarding the cognitive environment of the reader. Code glosses are classified as reformulation and exemplification. The use of "hence" and "in short"indicates reformulation in such a way that they express concepts of equivalence statements that are helpful in order to rephrase or elaborate the conclusion as per writer's views, keeping readers away from statement this way. Reformulation is a discourse function by which the speaker elaborates, explains more of an idea to be more specific thereby facilitating the readers' understanding of the original idea.Code glosses are used for exemplification since the writer has employed markers "such as" and "for instance" in order to supply further meanings in the propositional content for the readers. These markers are used to quote some previous truths proving the current affairs authentically and persuasively for the readers.

However, the other two interactive metadiscourses: endophoric markers and frame markers are not evident in the two newspaper companies. Their absence may be attributed to the brevity of the editorials which does not require endophoric markers to give additional information from within the texts. In a similar reason, frame markers that give explicit text boundaries and other elements of text structures are not also much needed. This finding coincides with the results of Siddique, Mahmood and Iqbal's study (2017) on English editorials written by Persians. They found that both endophoric and frame markers were not evident from the editorials.

### 3.4 Functions of Interactional Metadiscourse as used in the Newspaper Editorials

Table 7 shows the different functions of the metadiscourse in Cebuano sample newspaper editorials with their English translations. The metadiscourses are arranged from the highest frequency of use to the least with boosters and self-mentions, respectively.

Table 7

*Functions and Samples of Interactional Metadiscourse*

| Functions | Samples in Cebuano | English Translations |
|---|---|---|
| 1. Boosters | | |
| A .Cognitive verbs | maklaro | it is clear |
| B. Amplifying adverbs | hingpit, sigurado | definitely, absolutely |
| C.Emphatics | mao, lagi, gyud, mismo | really, indeed, in fact, certainly |
| 2. Engagement markers | | |
| A.Second/ Third Person | ikaw, imo, imoha, kita | you, your, yours, ours, we,us |
| B .Imperatives | pagabuhaton,mamatikdan | will, have to, notice that |
| C.Question Forms | Musugot ka ha sila? | Will they agree? |
| 3. Hedges | | |
| A.Epistemic Verbs | basin,murag, maorag | may, seems, might, might be |
| B.Probability Adverbs | Siguro, tingali, walay siguro | probably,perhaps, may be |
| 4. Attitude markers | | |
| A.Expressions of obligations | dapat | should, must |
| B.Expressions of negation | nakapait, nakaparat, walay pulos | unfortunately, it is absurd, Surprisingly, hopefully |
| 5.Self-mentions | | |
| A.  First-person pronouns | ako, ko | I, me |
| B.  Possessive pronouns | among, amoa,kami, ako, akoa, nako | our, ours,my mine |

As shown in the above table, it can be noted that boosters emerge as the most frequently used interactional metadiscourse in the two newspaper companies. Boosters serve as certainty markers that refer to the sureness, emphasis, certainty, validity,

obligation, probability, and truth-telling in propositional material. Boosters can be categorized into three: cognitive verbs, amplifying adverbs, and emphatics.

The use of the cognitive verb "it is clear" indicates certainty of the writer's knowledge of his given statement. This marker, it is clear, is used by the writer to show his full commitment of and certainty about an issue by revealing his opinion yet, emphasizing his standpoint to influence and convince readers to believe in his statement.

Engagement markers ranked as second frequently used interactional metadiscourse in Sun Star Superbalita and third in Philippine Star Banat News. The functions of engagement markers include addressing readers, taking their attention selectively, and anticipating their expected problems, considering their presence as participants with the assistance of second personal pronoun, question forms, and imperatives (Hyland, 2004). The writer makes use of imperative and third-person pronouns to engage the readers' interest. The words "will" and "have to" are used to involve the readers and to tell them what to do or explain to them that there is a need to act on such things. Furthermore, the third person plural noun "we" is also used inclusively in the two examples given below -- showing the writer's wish by saying that he is inclusive with the rest of people will not always rely on the government and he, together with the rest, will prepare themselves. Therefore, it is marked as being an inclusive expression and is grouped in "personalization". Question form is also considered as an engagement marker since it can arouse the attention of the audience or readers.

Hedges are ranked as second frequently used interactional metadiscourse in Philippine Star Banat editorials and third in Sunstar Superbalita. These markers refer to the uncertainty, possibility, and negativity in the content. Hedges help the writer to create probability, and ambiguity to pursue readers through his writing. As hedges are used to show the writer's uncertainty or lack of commitment toward the truth of the content of the text, it is possible that hedges might also indicate to the reader that the writer is polite toward them by being not too assertive and by respecting the probable opposing opinions. It can be inferred that hedging is used by Cebuano editorialists as a signal of politeness and consideration for others. The use of epistemic verbs indicates uncertainty because the writer expressed his or her opinion about a statement accepting that there is a possibility but not being specific about it.

Attitude markers ranked as third frequently used interactional metadiscourse in Sunstar Superbalita and fourth in the Philippine Star Banat News. These devices show the way of expressing or commenting speakers or writers on propositional material or content that should belong to the real world. Functions of attitude markers are categorized into three: expressions of obligations, expressions of attitude, and negation expressing counter-expectancy. The use of should be as shown in the examples below indicates an obligation and anticipates a suggestion about the circumstances in which action is done. It is regarded as expressions of obligation. The use of "unfortunately" and "it is not

proper" indicates negation expressing counter-expectancy which further shows that the writer is against certain policy or decision made by an individual.

It is worthy to note that self-mentions are only evident in Philippine Star Banat News editorials but unseen in Sunstar Superbalita. Another striking finding is that these devices are not used frequently by writers. As a matter of fact, there are only three occurrences of self-mentions that were counted. This result is in sharp contrast to the American writings which make use of more self-mentions as studied by Hyland (2005). The presence and absence of explicit author presence is generally a conscious choice by writers to adopt a particular stance in relation to their argument, their community and their readers. Therefore, if a writer chooses not to explicitly refer to himself or herself, it could mean that he/she does not prefer a personal rhetorical style and would not like to mingle too much in the text with the audience. Consequently, this is a distancing strategy that Cebuano writers tend to use in their texts. Their invisibility in their texts might have another reason too – that the voice is not his alone but can be others' voices on the editorial board or of the newspaper company.

## 4.Conclusions

Based on the findings of the study, the following conclusions are drawn:

All metadiscourse categories ultimately fulfill a persuasive aim as evidently reflected in the corpora of the study. Although interactive and interactional metadiscourse have different functions, both helped improve the persuasiveness of the newspaper editorials. The frequent use of interactive metadiscourse in the newspaper editorials has helped the readers follow through the arguments of the writer, see the logical connection between ideas, and comprehend the message purported in the text. Interactional metadiscourse, on the other hand, explicitly followed the aim of persuasion by giving the writer the opportunity of stating his/her opinion about the content material, involving the reader in this process and attempting to build solidarity with him/ her. When the reader feels connected to the writer in the text, reading the text becomes more like a dialog than a one-way communication. Therefore, both interactive and interactional metadiscourse have informative and persuasive functions in editorial writing as seen in the data.

For Cebuano editorial writing, the data indicate that the Cebuano writers tend not to use the frame markers and the endophoric markers. This may be attributed to the nature of Filipino writing. The absence of frame markers seems to be a characteristic of Filipino writers, specifically Cebuano editorial writers, who do not straightforwardly announce their purpose in the beginning of their writing. In addition, the non-occurrence of these frame markers is likely due to the Cebuano writers' uncertainty about the linguistic choices and the lack of confidence in explicitly announcing their goals in the editorials. The non-use of endophoric markers, on the other hand, may be attributed to

the personal choice of the writers, which give them freedom to choose their own style of writing and not to feel obligated to provide additional or supplemental information from within the editorials.  Other than the personal choice of the Cebuano writers, the editorial processes, such as the organizational intervention of the newspaper publishers and editors who may have their own preferences and rules may influence the non-use of such markers. Furthermore, notwithstanding its primordial functions to inform and persuade the readers, the editorial writing in Cebuano is also reader-friendly rather than writer-friendly because the editorials are not written lengthily and refrain from using difficult or high-sounding language.

Hence, the brevity of the editorials with the use of simple, ordinary, and natural language, may require less time for reading and may contribute to the overall comprehensiveness of the text and the comprehensibility of the readers. The characteristic features of Cebuano editorials revolving around the economy of linguistic expression include brevity, simplicity, clarity, and accuracy of language use. Editorialists also consider their newspaper readers as ordinary people who want to understand the ideas proposed as easily and quickly as possible and who will not seek to understand the writer's rhetorical acts, strategies, and academic pomposity.

## 5. Recommendations

To conduct any scientific research, one may face some limitations and problems. The present study could have reached rather different findings had it not been confronted by the following limitations. First, the corpora of this study were limited to only sixty-two editorials which only involved two newspaper companies.  Other studies with larger samples could be applied to be certain about the validity of these findings. Second, in this study, the researcher could have contacted the Cebuano editorialists to ask about their styles of writing.  Therefore, a comparison of metadiscourse markers in other fields or subfields can be the subject of future research.

Based on the limitations of the present study, the following recommendations are offered:

1. Language teachers may use newspaper editorials as authentic instructional materials to teach metadiscourses, especially in journalistic writing where persuasion is needed.

2. A comparison of metadiscourse markers in other Cebuano newspapers may be studied with larger samples to make confident claims and generalizable conclusions about the Cebuano language.

3. Future researchers may still explore metadiscourses involving other sections of the newspapers such as opinion articles, news, and features to modify and improve

Hyland's (2005) taxonomy of metadiscourse and even to pioneer a metadiscourse model and framework.

4. Future researchers may conduct studies that employ triangulated data using different methods; for instance, interviews with the writers, or ethnographic studies focusing on ideology regarding the language use or genre perceptions that opinion article writers hold in producing their texts.

5. Future researches may be conducted on newspaper editorials focusing on one type of metadiscourse like interactive so that the research study can be more in-depth and exhaustive.

6. More studies in Cebuano be conducted in order to explore its written language characteristics and preserve its cultural interventions in writing.

7. Future studies may also be conducted involving indigenous and dying languages such as Subanen to revitalize these languages, study their characteristics and grammar and hopefully pioneer a study that will help develop a codified form of the said languages.

## References

Abastillas, G. (2015). *Divergence in Cebuano and English code-switching in Cebuano speech communities in Central Visayas.* Washington DC: Georgetown University.

Anker, S. (2005). *Real writing* (3rd ed.). Bedford/St. Martin, Boston: MA.

Ansary, H., & Babaii, E. (2009). A cross-cultural analysis of English newspaper editorials:A systemic-functional view of text for contrastive rhetoric research. *RELC Journal, 40*(2), 211-249.

Bell, A. (2001). *The language of news media.* Oxford: Basil Blackwell.

Bhatia, V. K. (2003). *Analyzing genre: Language use in professional settings.* London: Longman.

Connor, U. (1996). *Contrastive rhetoric: Cross-cultural aspect of Second-language writing.* Cambridge University Press.

Crismore, A. (2002). *Metadiscourse: What is it and how is it used in school and non-school social science texts.* Urbana-Champaign: University of Illinois.

Crismore, A., Markkanen, R., & Steffensen, M. (2003). Metadiscourse in persuasive writing: A study of texts written by American and Finnish university students. *Written Communication, 10*(1), 39-71.

Dafouz, E. (2003). Metadiscourse revisited: A contrastive study of persuasive writing in professional discourse. *Estudios Ingleses de la Universidad Complutense, 11,* 29-52.

Dafouz, E. (2008). The pragmatic role of textual and interpersonal metadiscourse markers in the construction and attainment of persuasion: A cross-linguistic study of newspaper discourse. *Journal of Pragmatics, 40,* 95-113.

Dahl, T. (2004). Textual metadiscourse in research articles: A marker of national culture or academic discipline? *Journal of Pragmatics, 36,* 1807-1825.

Farahani, M., & Sabetifard, M. (2017). Metadiscourse features in English news writing among English native and Iranian writers: A comparative corpus-based inquiry. *Theory and Practice in Language Studies, 7*(12), 1249-1260.

Fowler, R. (2001). *Language in the news: Discourse and ideology in the press.* London: Routledge.

Fuertes-Olivera, P. A., Velasco-Sacristán, M., Arribas-Bano, A., & Samiengo-Fernández, E. (2001). Persuasion and advertising English: Metadiscourse in slogans and headlines. *Journal of Pragmatics, 33*, 1291-1307.

Halliday, M. A. K. (1994). *An introduction to functional grammar* (2nd ed.). London: Edward Arnold.

Hyland, K. (2000). Boosting, hedging and negotiation of academic knowledge. *Text, 18*(3), 349-382.

Hyland, K. (2000). *Disciplinary discourses: Social interactions in academic writing*. London: Longman.

# English Lexical Borrowings in Hiligaynon Online Local News on Selected Koronadal News Stations

**Princess Grace T. Tesnado, Jessa Mae B. Manga, Adrian Christopher Nupal, Kurt John Emman P. Pareda, Farhan A. Pantao, Regie Amamio, & Joveth Jay D. Montaña**
Mindanao State University-General Santos City (MSU-GSC)
princessgrace.tesnado@msugensan.edu.ph

**Abstract.** English borrowing has a dominant and pervasive influence on the shaping of the lingua franca. Lexical borrowing is the transfer or influence of words from a certain language into another language. This study provides a possible explanation for how the English language has influenced the regional languages, specifically Hiligaynon. This quantitative study looked into the extent of English language borrowing in the Hiligaynon language used in the online local news articles in 2022 of BOMBO Radio Koronadal and DXKR 639 Koronadal, focusing on the lexical categories, patterns, and change in morphemic structure and its frequency. The study used frequency counts and percentage tests to quantify the data and determine all the borrowed words. The study found that there is indeed English lexical borrowing; the borrowed words are only 8.38%; most of the words are nouns and, on a word, -level. The affixations and indigenization also contribute to the change in the morphemic structure of Hiligaynon words. There are 12 Hiligaynon affixes that are attached to the English Lexis and only seven indigenized words since many of the Hiligaynon words are borrowed from the Spanish language more than the English language.

**Keywords:** English lexical borrowings; Hiligaynon; online local news; indigenization; affixations

## 1.0 Introduction

One characteristic of language is that it changes as time goes by. In the Philippine setting, there have been language changes even before the colonial period. These changes could be said as caused by the media and as well by science and technology (Alicando, 2021). Nowadays, most of the changes in Philippine language/s are brought about by the English language especially when it was adopted as one of the official languages in the country. The Philippines is a linguistically-diverse nation with several regional languages across the archipelago, Tagalog, Hiligaynon, Kapampangan, Waray, Pangasinense, Tausug, Iloko, Maguindanaoan, Bikol, Maranao, Cebuano, Chabacano, Akeanon, among others (Alcudia, Bilbao, Dequilla, Germinal, Rosano, & Violeta, 2016). The country's colonial history had established English as the language for wider communication in the domains of media, government, business, the church, and education (Dequilla & Rosano, 2019). Since the colonization of the Americans, Filipinos have been using English as their second language and have been accustomed to using the language alongside the local languages (Esquivel, 2019).

English borrowing has a dominant and pervading influence in the shaping of the lingua franca (Alicando, 2021). In connection, this model offers possible explanation on the depth of the influence of the English language to the regional languages, specifically Hiligaynon. The usage and adoption of English Lexis can be seen not just in the daily conversation of Filipinos while using the Filipino Language but also in the regional languages. Correspondingly, the study conducted by Supeni and Fauziah in 2018, showed that the use of English loan or borrowed words in media, especially online pages is frequently used. Thus, the study has argued that since there are many ideas that cannot be expressed through the existing word/s in the local language, this results in the addition of affixations, indigenization in terms of spelling, or just a total borrowing of the English word. The process of borrowing lexicons is referred to as lexical borrowing. words or phrases from one language are incorporated into another language, either culturally or historically impacts or for practical reasons such as a requirement for a particular word (Daulton, 2012). It usually happens when speakers of two languages come into contact specific phrases or expressions in one language are useful or required in the other language explain specific concepts or ideas that are difficult to express translatable into their own tongue. This procedure might happen in a variety of ways, including through trade, migration, colonization, and cultural exchange are all examples of globalization. Crystal (2010) states that borrowing takes place when a word from one language is introduced into another and integrated into its vocabulary. It can occur at various levels of language, including phonology, morphology, syntax, and semantics.

The number of Hiligaynon native speakers in the Philippines is estimated to be over 7 million, or 8.38% of Filipinos speaking the language (Tirosh, 2021). With this large number of speakers, the researchers initiated a study looking into the English lexical borrowings found in the Hiligaynon online local news articles in Koronadal City to highlight the impact/influence of the English language to the said regional language. According to Bautista (2010), the language of a community "is significant because they go to the heart of the local culture and marks out that community as different from others in its history, its way of life, its attitudes and traditions." Speakers and users generally draw linguistic devices from their repertoire and communicate in distinct ways and for specific functions. In a speech community, members share the same language, rules of speaking and interpretation of speech performance, and sociocultural understandings and presuppositions with regard to speech (Lyons, 1970; Hymes, 1972; and Sherzer, 1975 in Saville-Troike, 1996). With that, through this study, we could get to see and understand what community these Hiligaynon speakers has through their language, specifically the Ilonggos living in Koronadal City.

Moreover, several studies were examined to explore the occurrence of the English lexical borrowings in different media platforms. In the study of Adnan, Nawaz, Jabeen, & Shahzad (2020), *"Lexical Borrowing in Print Media: Bilingualism in English Newspapers of Pakistan,"* the process of borrowing words is argued to begin when people speak common words with each other for their own convention. As a result, these borrowed words are just for convenience and for better expressions. From the new words that were

discovered it could be deduced that the Philippine English, just like any language, is also evolving as it adapts new words in its set of vocabularies (Rivera, 2023). The English language has emerged as the dominant source borrowing for numerous languages over the world according to Ciprianová and Vanco (2010). As English continues to expand globally and different varieties emerge worldwide, localized lexical items have been adopted to suit the needs of different societies. The study of Alicando (2021) revealed that some of the borrowed English terms are sometimes used not only according to how they function in an English utterance or sentence but also on how these words function after the affixes are attached to them. The study argued that English lexical borrowings should not be an issue as long as the intent of the message is conveyed accurately.

Americans and the English are concerned that Filipinos are taking over the Queen's English and changing English nouns into Tagalog verbs, as indicated by mag-text, mag-chechess, and makikipag-Internet (Carreon, 2005). There is a presence of introducing native affixations to the English lexicon. Tecson (2000), on the other hand, sees lexical borrowing as a beneficial step towards the intellectualization of the Filipino language, notably in the increase of its technical lexicon. Borrowed terms have been important in the development of lexical and semantic structures in indigenous Philippine languages (Quebec, 2021). The same author, however, observes a scarcity of published linguistic studies on lexical borrowings in the oral and written genres. Borrowing has had an effect on the Japanese language, as it is today difficult to communicate without utilizing English words (Sowers, 2017). Bautista (1999) suggests that switching between languages can provide the fastest, easiest, and most convenient way of expressing something with the least waste of time, effort, and resources, which he calls "communicative efficiency."

This study attempted to provide an explanation of this occurrence in the Philippine regional language, Hiligaynon. The analysis presented the English lexical borrowings present in the online local news that are written in Hiligaynon from the selected local stations in Koronadal City. Moreover, this paper categorized the borrowed English lexicons to the lexical categories which they belong- whether a noun, a verb, an adjective, or an adverb; and to find the frequency of its occurrence. Also, the researchers focused on the patterns, morphemic structure changes due to the presence of affixations and indigenization in the Hiligaynon words.

## 2.0 Methodology

This is a quantitative study that analyzed and presented the frequency of English lexical borrowings identified from the two online local news namely: BOMBO Radio Koronadal and DXKR 639 Koronadal; and the extent of English language borrowing in the Hiligaynon language online local news articles in 2022 on the said local online news.

To get the data, first, the researcher selected 15 local news articles from BOMBO Radio Koronadal and 15 local news articles from DXKR 639 Koronadal. A total of 30 local

news articles from both online stations. The words were then counted concentrating on nouns, verbs, adjectives, and adverbs while identifying English borrowed words. The English borrowed words were then grouped into word level and phrase level. The researcher then identified the affixation used and number of words formed from the affixes present. Finally, English indigenized words were identified.

In Kachru's Concentric Circles model, the Philippines belongs to the outer circle. English as the second language makes it possible for Filipinos to communicate with people globally and from many different cultures. As a result, English has come to have a large influence on a multitude of other languages including Hiligaynon. Perhaps, there is a belief that English is also the language of international communication, the media and the internet whether it is for professional or personal reasons, and that using English makes a company sound modern. Thus, the study focused on how much the English has influenced the media of the Hiligaynon language especially in the city of Koronadal by investigating the news articles posted online by the two local news stations (Bombo Radyo-Koronadal and DXKR 639).

The study used frequency counts and percentage test in quantifying the data to determine all the borrowed words used in BOMBO Radio Koronadal and DXKR 639 Koronadal online local news. The study counted the frequency of the English lexical borrowings present in the two local online news, the words concerning nouns, verbs, adjectives, and adverbs, the number of word level and phrase level borrowed words, the affixes, and the English indigenized words.

## 3.0 Results and Discussion

This study was set up to collect empirical evidence on the English lexical borrowings in Hiligaynon online local news articles from the selected local stations, namely: Bombo Radyo and DXKR 639 within Koronadal City. The following section presents the discussion about the lexical categories (noun, verb, adjective, and adverb), patterns (word-level and phrase-level), morphological structure changes (through the presence of affixation and indigenization) of the identified English borrowed words and its frequencies.

Table 1

*English Lexical Borrowings found in BOMBO Radyo and DXKR 639 Koronadal*

| Koronadal Stations | Total Number of Words | Total Number of English Borrowed Words | Total Number of Unborrowed Words | Lexical Categories | | | | Patterns | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | Noun | Verb | Adj | Adv | Word Level | Phrase Level |
| Bombo Radyo - Koronadal | 2,254 | 196 | 2,058 | 184 | 5 | 5 | 2 | 95 | 101 |
| DXKR 639-Koronadal | 2,221 | 179 | 2,042 | 163 | 14 | 0 | 2 | 101 | 78 |
| TOTAL | 4475 | 375 | 4100 | 347 | 19 | 5 | 4 | 196 | 179 |

Table 1 presents the number of gathered data of the two selected news stations in Koronadal. Out of the 4,475 total words used in all the issues of the selected two news stations namely Bombo Radyo Koronadal and DXKR 639 Koronadal, there is a total number of 375 English borrowed words and 4,100 unborrowed words.

### 3.1 Lexical Categories and Its Frequency

The results in Table 1 reveal that out of these 375 (8.38%) English borrowed words, 347 (92.53%) are nouns, 19 (5.07%) are verbs, 5 (1.33%) are adjectives, and 4 (1.07%) are adverbs. Also, out of the 375 English borrowed words, a total of 196 (52.27%) are borrowed on a word level, while 179 (47.73%) are borrowed on a phrase level. In general, the results in the table reveal that there are more nouns borrowed than verbs, more verbs borrowed than adjectives, and more adjectives than adverbs. In the view of the reported results, it can be suggested that the most probable reason for having more borrowed nouns than any other lexical category might be the use of English nouns in place of those words that have no equivalent terms in Hiligaynon. For instance, the words motor, wallet, charger, headset, rifle, and magazine. Carling et al. (2019) argue that loans may also occur in the complementary domain of function words which captures the central function of loans: they primarily deal with items, e.g., artifacts, ideas, or notions, which in a language contact situation are impacted by socio-cultural change, and of all lexical loans, nouns are by far the most frequent, followed by adjectives, adverbs, and verbs.

Additionally, the second most borrowed lexical category are verbs. The data indicates that verbs are borrowed more than the adjectives. According to Linn-Benton Community College (2022), a sentence without a verb will not be able to stand alone as it either lacks a subject or a complete verb. Also, based on the indicated data, the borrowed verbs are nouns in origin that underwent a derivational change which transitioned the nouns into verbs. This occurrence is only possible with affixational

attachments. For instance, the verb borrowed words *'ginpa+tarp, I+hold up*, and *gina+text'* are words that underwent derivational change. As stated by Lieber and Stekauer (2013), the property of affixation is that it often changes the syntactic category of the base.

Moreover, the table presents that adverb are the least borrowed lexical category than any other category. Possibly, the reason for this is because adverbs are often replaced with native adverbs that convey similar meanings such as *grabe, subong, pakadto*, etc.

## 3.2 Patterns and Its Frequency

As operationally used in this study, word-level are those lexical borrowings of one English word only such as the words *culling, recovered*, and *postponed*. Meanwhile, phrase-level is a pattern in which the borrowing has two or more English words, for example, *Local Government Unit, due process*, and *buy bust operation*.

The data above also implies that lexical borrowings of the two Hiligaynon news stations are more focused on word-level borrowings than phrase-level borrowings. This possibly indicates that the borrowing is mainly focused on easier word-level terminologies and lexis. Andersen (2014) claims that current anglicism is predominantly concerned with lexis and terminology, while relatively few studies focus on linguistic features beyond the word level. Meanwhile, when it concerns pragmatic borrowing, the borrowing process encompasses clause-connecting and clause-structuring phrases Prince (1988, in Andersen, 2014).

## 3.3 Morphemic Structure Changes and Its Frequency

The data gathered indicates that there is an occurrence of change in the morphemic structure of some Hiligaynon native words. It is the structure or how the words are being formed. The morphemic structure describes how words are built up from morphemes, the smallest meaningful unit in a word. These morphemes can take in the form of roots, prefixes, or suffixes, and how they are arranged in a word determines its meaning (Aronoff, 2005). The structural changes identified are the affixation and indigenization of words. Affixation is a morphological process whereby a bound morpheme, an affix, is attached to a morphological base (Manova, 2014). Meanwhile, as operationally used in this study, indigenization refers to the conformity of the English lexical items with the Hiligaynon phonology and morphology.

### 3.3.1 Affixations

Table 2

*Total Number of Hiligaynon Affixes Attached to the English Lexical Borrowing*

| Affixations | Noun-forming | Verb-forming | | # of words formed | |
|---|---|---|---|---|---|
| Prefix | - | 1. | gina- | 1. | 2 |
| | | 2. | gin- | 2. | 5 |
| | | 3. | i- | 3. | 2 |
| | | 4. | na- | 4. | 4 |
| | | 5. | nag- | 5. | 2 |
| | | 6. | nakig- | 6. | 1 |
| | | 7. | pag- | 7. | 2 |
| | | 8. | mag- | 8. | 1 |
| | | 9. | naka- | 9. | 1 |
| | | 10. | ginpa- | 10. | 1 |
| | | 11. | magpa- | 11. | 1 |
| Infix | - | -in- | | 1 | |
| Suffix | - | - | | 0 | |
| TOTAL | 0 | 12 | | 23 | |

Affixation is the process of attaching a morpheme—or affix—to a word to generate a variant form of that word or a new word with a different meaning; affixation is the most prevalent means of creating new words in English. Prefixation, the addition of a prefix, and suffixation, the addition of a suffix, are the two major types of affixations, while clusters of affixes can be used to build complicated words. The vast majority of new words in the English language today are the product of blending (combining two words or parts of words to generate a new one) or affixation (Nordquist, 2019).

The table two affirms that out of the two online local news stations, there are twelve Hiligaynon affixes that are attached to the English lexis found in the 30 articles and these formed 23 words. Of these twelve affixes, eleven are prefixes (i.e gina-, gin-, i-, na-, nag-, nakig-, pag-, mag-, naka-, ginpa-, and magpa-, while, there is only one infix found (i.e –in-), and there is no suffix used.

It can be gleaned from the data above that all of the affixes found are used as verb-forming affixes. These affixes are those when attached to the English words, the English words function as verbs (e.g.*gipa-* + blotter (noun) = *gipa*blotter, which becomes a verb) (Alicando, 2021). Contrarily, there are no noun-forming affixes found.

The prefix *gin-* is shown as the most used, gaining the highest frequency of five. Note how this prefix *gin-* is attached to the borrowed English words and how these functions in the following sample sentences taken from the local news:

"*Ginhold – up* sang wala nakilal-an nga lalaki ang Generika drug store sa bahin sang Alunan Avenue, Brgy. Zone 2, Koronadal City, South Cotabato…"

As can be noticed in the example above, prefix *gin-* is added to an English word which is *hold-up*. The journalist borrowed an English lexical and just attached a prefix to make it sounds as a Hiligaynon term. The tense of the verb also became past tense.

"Angot sini *gindiscourage* ni Calo ang pagpakaon sang damog tungod sa posibilidad nga kontaminado sang ASF ang pagkaon kapareho sang chorizo kag iban pa."

"Ini ang *ginconfirm* ni Koronadal City Veterinarian Dr. Charlemagne Calo."

Another example of an English lexical borrowing found in the news article is the word *gindiscourage* and *ginconfirm*. The same as in the first example, prefix *gin* is connected to the English word *discourage* to show that the action is already done.

This prefix *gin-* as well as the *ginpa-* manifest that the action was done and in past tense form already (e.g *ginpa-private, ginpa-newspaper*). On the contrary, *gina-* denotes the perfect and present passive respectively (e.g *gina-secure, gina-alarm*) based on the Hiligaynon dictionary. The prefixes *na-, naka-,* and *nag-* are also present in the articles. Rueda (2011), in his essay, *Some Prefixes of Hiligaynon*, states that these prefixes denote the past tense of the word. For instance, 'Naghunâhúnà akó nga -. (I was thinking that). It is interpreted that the Hiligaynon term 'naghunâhúnà' means that the action is already done due to the presence of the prefix *nag-*; likewise, the attachment of these prefixes in the borrowed English lexicons. The *na-, nagka-,* and *nag-* serve as marker indicating that the word is already in the past tense. Below are the sentences that contain the prefix *na-, naka-,* and *nag-*:

"Suno kay Toñacao, nagbato kag nakig-kambyuhanay sang lupok sa raiding team ang mga target sang search warrant rason nga *nagresult* ini sa pagkapatay sang mga ini."

"*Narecover* sang mga militar ang isa ka K47, 3 ka mga M16 rifle, mga magazine, mga bala, 3 ka mga Bandolier, 4 ka mga Analog Keypad Cellphones…"

"*Nakarecord* sang 195 nga kaso sang hand, foot, and mouth disease (HFMD) ang 20 sa 22 ka mga baranggay sa banwa sang Banga, South Cotabato…"

Furthermore, the prefix *mag-* and *magpa-*, which are also verb-forming affixes, denote futurity (Aliconda, 2021). For example, *mag-schedule, magpa-close, magpa-tree planting, mag-warning*. On the other hand, *pag-* is a prefix used to form infinitive, negative, verbal nouns, and imperative based on Rueda's (2011) essay. In addition, the prefix *i-* was also found in the article that functions the same with the prefixes *mag-* and

*magpa-* as sign of a future action. However, these prefixes were utilized only once. Here are the sentences from the local news that used these prefixes:

"...isa na diri amo ang *i-undergo* ang isa ka baboy gilayon sa culling ang baboy bangud nahibaluan nga wala gid makatapna o kun bulong ang nasambit nga balatian."

"Pahayag ni Atty. Gerada nga magluwas sa voter's registration ginaakumudar man ang mga luyag *magpaactivate* kag *magtransfer*."

### 3.3.2 Indigenization and Its Frequency

Table 2.1

*Hiligaynon Words that are Indigenized from English Language*

| | Borrowed words | English Equivalent | Definition |
|---|---|---|---|
| 1 | transportasyon | transportation | A way of moving or travelling from one place to another place. |
| 2 | suspek | suspect | A person who is believed to be possibly guilty of doing or committing a crime. |
| 3 | residente | resident | A person who lives in a specific place usually for a long period of time. |
| 4 | motorsiklo | motorcycle | A means of transportation or a vehicle with two wheels that can carry two people. |
| 5 | surender | surrender | An act of giving control to someone else. |
| 6 | establisar | establish | To build or create something. |
| 7 | radyo | radio | A device that is used for broadcasting news or of media in general. |

Indigenization is a process of indigenizing or transforming words from other languages to the target language to make it more naturalize and to make its characteristics similar to the culture of the native language. In the context of language, indigenization refers to the process of a language variety being shaped by the culture and context of being an

exact replica of the language spoken in its country of origin. This occurs when a language is introduced to an area and starts incorporating words, grammar rules and pronunciation. Additionally, indigenization can also occur when a language is used as a language, in a region and starts developing distinct characteristics of its own (Kortmann and Szmrecsanyi, 2012)

In addition to the affixations, indigenization also contributes to the change of morphemic structure of Hiligaynon words found in the local news articles. The gathered data presents seven indigenized words. These are the words *transportasyon, suspek, residente, motorsiklo, surrender, establisar,* and *radio.* Based on the etymology of these words, their origin is the English language. The Hiligaynon language borrowed these words from English through adding or changing letters that will make and sound it more natural. In the words above, the *transportasyon* that is originally *transportation* from the English lexicon, the -tion was changed into -syon, also, the *resident* was added with -e at the end to make it a Hiligaynon term *residente*. We can say that, the words can be borrowed and changed however, the meaning is still the same unlike with the affixations.

## 4.0 Conclusion

In summary, out of the 4,475 total number words used in all the issues of the selected two news stations, there is a total number of 375 English borrowed words. Out of these 375 (8.38%) English borrowed words, 347 (92.53%) are nouns, 19 (5.07%) are verbs, 5 (1.33%) are adjectives, and 4 (1.07%) are adverbs. Also, out of the 375 English borrowed words, a total of 196 (52.27%) are borrowed on a word level, while 179 (47.73%) are borrowed on a phrase level. Also, out of the two online local news stations, there are 12 Hiligaynon affixes that are attached to the English lexis which formed 23 words. Of these 12 affixes, 11 prefixes, and there is no suffix used. In addition, the affixations, and indigenization also contribute to the change of morphemic structure of Hiligaynon words, and out of all the borrowed words in the local news articles, there are 7 words found.

Moreover, the finding is similar to that of the research published by Alicando (2021) about English lexical borrowings in Sebuano in which it claimed that the occurrence of English Lexical Borrowings is not extensive and massive as can be seen that out out 4,475 total words from the 30 articles of BOMBO Radyo and DXKR 639 Koronadal, there are only 375 borrowed words recorded. It is just 8.38% of the total items and it did not even reach half of the frequency. In addition, the results agree with the conclusion of Alicando (2021) that the lexicon is the most visible part of the language, thus the word can be the most easily borrowed. In the data gathered, the frequency of the word-level is higher than the phrase-level in coherence with her statement. Furthermore, this study supports the claim of Robles (2012) in her research, *Hiligaynon: An Endangered Language* that the Hiligaynon language borrows heavily from Spanish. There were a lot of indigenized words found in the articles, however, the listed indigenized words from English were just only seven, due to the fact that most of the native lexicons are from Spanish, based on its etymology and not from English.

The corpus of the study is online local news written in Hiligaynon from the local news stations. Due to the limited time the researchers have, the scope of the study is just limited to Koronadal City only instead of having a wider range of the research. Thus, it is highly suggested that an exhaustive analysis must be done in a larger scope, and consider more than two corpuses.

## References:

Adnan, M., Nawaz, M., Jabeen, S., & Shahzad, M. (2020). Lexical Borrowing in Print Media: Bilingualism in English Newspapers of Pakistan. *Journal of Business and Social Review in Emerging Economies*, 6(2), 597–603. https://doi.org/10.26710/jbsee.v6i2.1189

Ahmad, S., A. Khan, Prof. A. M., & Awan, Prof. Dr. A. G. (2019). A Socio-Linguistic Study of English Loan Words in Pakistani Saraiki Newspaper "Jhoke." *Global Journal of Management, Social Sciences and Humanities*, 5(1), 206–226.

Alcudia, F. F. L., Dequilla, M. a. C. V., & Rosano, D. A. (2019). Borrowings from English in a Philippine Regional Language: Implications for Language Teaching. *Lingua (Jakarta)*, 15(1), 16–27. https://doi.org/10.35962/lingua.v15i1.7

Alicando, M. (2021). English Lexical Borrowings In The Sebuano Opinion Sections Of Selected Local Newspapers In Iligan City: Categories, Patterns, And Morphemic Structure Changes. *The Official Publication of the Council of Deans of Arts and Sciences, Inc., Region X. Volume 4 No.1.* http://dx.doi.org/10.13140/RG.2.2.22010.21440

Andersen, G. (2014b). Pragmatic borrowing. *Journal of Pragmatics*, 67, 17–33. https://doi.org/10.1016/j.pragma.2014.03.005

Anggraeni, D. (2021). English Borrowing Words in Indonesian Informatics Engineering Articles: Types and Meanings. *Deiksis*, 13(2), 134. https://doi.org/10.30998/deiksis.v13i2.7629

Assayyed, M. K. (2018). Phonological Adaptation of English Borrowings in the Egyptian Press with Reference to Al-Ahram Newspaper. MaǧallafKulliyyafAl-Adāb - Gamiʿāťʿ Sūhāǧ (Online), 49(2), 3–18. https://doi.org/10.21608/bfa.2018.188161

Bahumaid. (2015, December). Lexical Borrowing: The Case of English Loanwords in Hadhrami Arabic. International Journal of Language and Linguistics, 2(6)

Bautista, M. L. S. (1999). Code switching and power in Philippine classrooms. English Today, 15(3), 17–22.

Bennui, P. (2019). Lexical Borrowing In English Language Tourism Magazines In Southern Thailand: Linguistic Features Of Thai English Words And Users' Perspectives

Cañete, E. (2022a). Koronadal City wala sang panibag-o nga kaso sang ASF. *RMN Networks*. https://rmn.ph/koronadal-city-wala-sang-panibag-o-nga-kaso-sang-asf/

Cañete, E. (2022b). Pamunuan sang Comelec South Cotabato ginaawhag ang mga botante nga bentahon ang ginapatigayon nga voters registration. *RMN Networks*. https://rmn.ph/pamunuan-sang-comelec-south-cotabato-ginaawhag-ang-mga-botante-nga-bentahon-ang-ginapatigayon-nga-voters-registration/

Cañete, E. (2022c). Dati nga pulis dakpan sa buy-bust operation sa Koronadal City. *RMN Networks*. https://rmn.ph/dati-nga-pulis-dakpan-sa-buy-bust-operation-sa-koronadal-city/

Cañete, E. (2022d). 108 ka mga pamilya sa Brgy. Esperanza, Koronadal City ginpabakwit matapos nga apektado sang pagbaha. *RMN Networks*. https://rmn.ph/108-ka-mga-pamilya-sa-brgy-esperanza-koronadal-city-ginpabakwit-matapos-nga-apektado-sang-pagbaha/

Cañete, E. (2022e). Bangud sa water bill isa ka persona nabun-an. *RMN Networks*. https://rmn.ph/bangud-sa-water-bill-isa-ka-persona-nabun-an/

Cañete, E. (2022f). Masobra P500, 000 nga balor sang smuggled nga sigarilyo nakumpiskar sang Lake Sebu PNP. *RMN Networks*. https://rmn.ph/masobra-p500-000-nga-balor-sang-smuggled-nga-sigarilyo-nakumpiskar-sang-lake-sebu-pnp/

Cañete, E. (2022g). DTI-South Cotabato ginguba ang mga nakumpiskar nga violative products. *RMN Networks*. https://rmn.ph/dti-south-cotabato-ginguba-ang-mga-nakumpiskar-nga-violative-products/

Cañete, E. (2022h). P2.3 million nga kantidad sang Marijuana nagabot sa banwa sang Tupi, South Cotabato. *RMN Networks*. https://rmn.ph/p2-3-million-nga-kantidad-sang-marijuana-nagabot-sa-banwa-sang-tupi-south-cotabato/

Cañete, E. (2022i). 101 ka mga driver&rsquo;s kag konduktor, negatibo sa illegal drugs sa ginpatigayon nga surprise drug testing sang PDEA kag LTO 12. *RMN Networks*. https://rmn.ph/101-ka-mga-drivers-kag-konduktor-negatibo-sa-illegal-drugs-sa-ginpatigayon-nga-surprise-drug-testing-sang-pdea-kag-lto-12/

Cañete, E. (2022j). DPWH 12 may 31 ka nakaestablisar nga Lakbay Alalay stations subong nga UNDAS. *RMN Networks*. https://rmn.ph/dpwh-12-may-31-ka-nakaestablisar-nga-lakbay-alalay-stations-subong-nga-undas/#

Cañete, E. (2022k). Isa ka pharmacy ginhold &#8211; up sa syudad sang Koronadal. *RMN Networks*. https://rmn.ph/isa-ka-pharmacy-ginhold-up-sa-syudad-sang-koronadal/

Cañete, E. (2022l). Mag-asawa ginlambatan kag gintiro, bana patay sa banwa sang Polomolok. *RMN Networks*. https://rmn.ph/mag-asawa-ginlambatan-kag-gintiro-bana-patay-sa-banwa-sang-polomolok/

Cañete, E. (2022m). P1 million nga kantidad sang Marijuana napanggabot sang mga otoridad sa banwa sang Tupi. *RMN Networks*. https://rmn.ph/p1-million-nga-kantidad-sang-marijuana-napanggabot-sang-mga-otoridad-sa-banwa-sang-tupi/

Cañete, E. (2023a). Malapit 200 ka kaso sang hand, foot, and mouth disease, narekord sa banwa sang Banga. *RMN Networks*. https://rmn.ph/malapit-200-ka-kaso-sang-hand-foot-and-mouth-disease-narekord-sa-banwa-sang-banga/

Cañete, E. (2023b). MDRRMC Lake Sebu talakayon subong nga adlaw ang pagpaidalom sa banwa sa state of calamity. *RMN Networks*. https://rmn.ph/mdrrmc-lake-sebu-talakayon-subong-nga-adlaw-ang-pagpaidalom-sa-banwa-sa-state-of-calamity/

Carling, G., Cronhamn, S., Farren, R., Aliyev, E., & Frid, J. (2019). The causality of borrowing: Lexical loans in Eurasian languages. *PLOS ONE*, *14*(10), e0223588. https://doi.org/10.1371/journal.pone.0223588

Carreon, M. D. (2005). English lexical borrowings in the Cebuano opinion sections of selected local newspapers in Iligan City: Categories, patterns, and morphemic structure changes [Unpublished master's thesis]. MSU–Iligan Institute of Technology.

Chaa, O. B., Zahaf, E., Chahinez, L., & Mir, A. (2021). The Use of English Loanwords in Social Media.The Case of: Tlemcen Univesity Students.

Ciprianová, E., & Vanco, M. (2010). English in the age of globalization: Changing ELT models, restructuring relationships. The Journal of Linguistic and Intercultural Education, 3, 123–135.

Crystal, D. (2010). The Cambridge encyclopedia of language. Cambridge University Press.

Daulton, F. (2012). Lexical borrowing in Tagalog and the origins of Filipino. Language Documentation & Conservation, 6, 36–57.

Esquivel, O. J. D. (2019). Exploring the Filipinization of the English Language in a Digital Age: An Identity Apart from Other World Englishes. *Journal of English as an International Language*, *14*(1), 58–72. http://files.eric.ed.gov/fulltext/EJ1244667.pdf

Grammar Quick Clues | LBCC. (2022). Retrieved from https://www.linnbenton.edu/student-services/library-tutoring-testing/learning-center/academic-coaching/resources-and-links.php

Hamdi, S. (2017). Lexical Borrowing in Arabic and the Role of Orthography. International Journal of Language and Linguistics, 4(2). https://www.researchgate.net/publication/319434613_Lexical_Borrowing_in_Arabic_and_the_Role_of_Orthography

Havumetsä, N. (2023). Lexical borrowing in journalism in a time of political crisis, , https://doi.org/10.1080/0907676X.2023.2194549

Hoque, M. A., Ali, M. M., Puteh-Behak, F., & Baharun, H. (2021). Lexical borrowings from the English language into Bangla short stories. *Journal of Language and Linguistic Studies*, *17*(1), 158–172. https://doi.org/10.52462/jlls.9

Marjie-Okyere, S. (2013). Borrowings in Texts: A Case of Tanzanian Newspapers. New Media and Mass Communication, 16(1), 1–8. https://doi.org/10.7176/nmmc.vol161-8

Militar, B. M. D. (2023a). 1 patay, 1 pilason sa bungguanay sang motor kag fish car sa Barangay Saravia, Koronadal City. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/1-patay-1-pilason-sa-bungguanay-sang-motor-kag-fish-car-sa-barangay-saravia-koronadal-city/

Militar, B. M. D. (2023b). 4 bata patay bangud sa influenza outbreak sa 9 nga Sitio sa Lake Sebu, South Cotabato; 172 residente apektado. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/4-bata-patay-bangud-sa-influenza-outbreak-sa-9-nga-sitio-sa-lake-sebu-south-cotabato-172-residente-apektado/

Militar, B. M. D. (2023c). Patay nga lawas nasapwan sa Purok Masipag,Brgy. Mabini sa Syudad sang Koronadal. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/patay-nga-lawas-nasapwan-sa-purok-masipagbrgy-mabini-sa-syudad-sang-koronadal/

Militar, B. M. D. (2023d). CAFGU member ginluthang-patay sa Poblacion, Matalam, Cotabato. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/cafgu-member-ginluthang-patay-sa-poblacion-matalam-cotabato/

Nordquist, R. (2018, July 8). Making New Words With Affixation. Thought Co. https://www.thoughtco.com/what-is-affixation-words-1688976

Nopriandi, A. (2021). *An Analysis of English Loan Words Used In Detik.com Online Newspaper* [Thesis]. Islamic University of Riau Pekanbaru.

Petogo, B. D. L. (2022a). City Vet may panugyan sa mga mahuyugon sa lechon sini nga holiday season bangud sa ASF. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/city-vet-may-panugyan-sa-mga-mahuyugon-sa-lechon-sini-nga-holiday-season-bangud-sa-asf/

Petogo, B. D. L. (2022b). DTI-South Cotabato, nagpaadam batuk sa peke nga mga Christmas lights kag decoration. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/dti-south-cotabato-nagpaadam-batuk-sa-peke-nga-mga-christmas-lights-kag-decoration/

Petogo, B. D. L. (2022c). Imbestigasyon sang mga otoridad sa nagluntad nga engkwentro batok sa mga CTG sa may bahin sang Bangumbayan Sultan Kudarat, nagapadayon. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/imbestigasyon-sang-mga-otoridad-sa-nagluntad-nga-engkwentro-batok-sa-mga-ctg-sa-may-bahin-sang-bangumbayan-sultan-kudarat-nagapadayon/

Petogo, B. D. L. (2022d). Mandu ni PBBM nga boluntaryo na lamang ang pagsusok sang facemask sa indoor setting, indi sa gihapon magkumpyansa sa pihak sang pamahog sang pila ka variant sang Covid-19 — CHO. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/mandu-ni-pbbm-nga-boluntaryo-na-lamang-ang-pagsusok-sang-facemask-sa-indoor-setting-indi-sa-gihapon-magkumpyansa-sa-pihak-sang-pamahog-sang-pila-ka-variant-sang-covid-19-cho/

Petogo, B. D. L. (2022e). Mga 4Ps kag scholarship grantees indi na kasali sa educational cash assistance; mga nakabataon na, igabuhin sa ila madason nga ayuda-DSWD. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/mga-4ps-kag-scholarship-grantees-indi-na-kasali-sa-educational-cash-assistance-mga-nakabataon-na-igabuhin-sa-ila-madason-nga-ayuda-dswd/

Petogo, B. D. L. (2022f). Police Visibility mas pasangkaron pa sang KCPS- COP. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/police-visibility-mas-pasangkaron-pa-sang-kcps-cop/

Petogo, B. D. L. (2022g). YBL dismayado sa pagpauntat sang ila operasyon, gintawag nga harasshment ang ginhimo sang City LGU. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/ybl-dismayado-sa-pagpauntat-sang-ila-operasyon-gintawag-nga-harasshment-ang-ginhimo-sang-city-lgu/

Petogo, B. D. L. (2022h). 5 ka high value target patay sa police operation sa Lambayong, Sultan Kudarat; mga high powered firearms kag shabu, narekober. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/5-ka-high-value-target-patay-sa-police-operation-sa-lambayong-sultan-kudarat-mga-high-powered-firearms-kag-shabu-narekober/

Petogo, B. D. L. (2022i). Giant Christmas tree sang Tampakan, pasigahon na &#8211; Mayor. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/giant-christmas-tree-sang-tampakan-pasigahon-na-mayor/

Petogo, B. D. L. (2022j). Expiration date sang mga ginabakal nga produkto subong nga holiday season dapat checkyaron &#8211; DTI. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/expiration-date-sang-mga-ginabakal-nga-produkto-subong-nga-holiday-season-dapat-checkyaron-dti/

Petogo, B. D. L. (2023). Halos 400 fisherfolks na apektado sang kamahong sa lake sebu; Masobra P17M na ang damyos. *Bombo Radyo Koronadal*. https://www.bomboradyo.com/koronadal/halos-400-fisherfolks-na-apektado-sang-kamahong-sa-lake-sebu-masobra-p17m-na-ang-damyos/

Quebec, J. C. (2021). Warpanish: A morphologic analysis of Hispanic borrowed words in Waray Visayan. Sabton: Multidisciplinary Research Journal, 1(1), 34–48. https://doi.org/10.19044/esj.2013.v9n19p%25p

Rivera, R. R. S. (2023). Exploring the Lexicon of Philippine Daily Inquirer Editorials. Journal of Natural Language and Linguistics, 1(1), 1–7. https://journals.e-palli.com/home/index.php/jnll/article/view/1416

Robles, C. (2012). Hiligaynon: An endangered language? In Multilingual Philippines [Author]. 2nd Philippine Conference Workshop on Mother Mother Tongue-Based Multilingual Education (MTBMLE 2), Iloilo, 6, Philippines. https://mlephil.wordpress.com/2012/02/26/hiligaynon-an-endangered-language/

Rueda, R. B. (2011). *Some prefixes in Hiligaynon*. https://rogerbrueda.blogspot.com/2011/10/some-prefixes-in-hiligaynon.html?fbclid=lwAR3fNsAPu0nk917d0_Q7w2CN6HNZgVmV7BPBxBGAbQ2tmcnPPdKgrTUfTru

Seifart, F. (2015). Direct and indirect affix borrowing. Language, 91(3), 551–532. https://doi.org/10.1353/lan.2015.0044

Sowers, A. M. (2017). Loanwords in context: Lexical borrowing from English to Japanese and its effects on second-language vocabulary acquisition [Unpublished doctoral dissertation]. Portland State University.

Supeni, S., & Fauziah, A. (2018). ENGLISH LOAN WORDS ON INDONESIAN HEALTH ARTICLES IN ONLINE NEWS PAGES. *Journal of English Language and Literature STIBA-IEC Jakarta*, *3*(02), 20–34. https://doi.org/10.37110/jell.v3i02.54

Tecson, M. J. A. (2000). The occurrence of lexical borrowing in selected TV programs and its role in the intellectualization of Filipino [Unpublished master's thesis]. Iligan: MSU-Iligan Institute of Technology.

# ICALLE 2023

### 4th International Conference on
### Applied Linguistics and Language Education

# LANGUAGE DESCRIPTION

# PHILIPPINE LANGUAGES

# Phonological Feature of Tboli Language: Speakers from the Municipality of Tboli and Municipality of Lake Sebu

**Frances Dana T. Llamera, Shiela Mae N. Zonio, Shiela Mae K. Handato, &**
**Joveth Jay D. Montaña**
Mindanao State University, General Santos City
francesdana.llamera@msugensan.edu.ph

**Abstract.** The phonology of Tboli is quite intricate and diverse. Tboli has its own lexicon, which makes this language remarkable and exceptional. The purpose of this study is to investigate the phonological features in terms of consonants and vowels that are present in the Tboli language and to analyze the suprasegmental features in terms of stress, pitch, and juncture of the language. Ten people are involved in this study, five from Lake Sebu and five from Tboli, South Cotabato. All of the participants are students in Mindanao State University General Santos City. The Swadesh list is used in this work as a corpus. The corpus that would be recorded utilizing the RTPITCH underwent a phonetic examination by the researchers. The present study revealed that the Tboli language has unique and complex vowels, differing from English, and exhibits similarities in consonants with English and Filipino, with some notable exceptions. Furthermore, the suprasegmental features of Tboli speakers from Tboli and Lake Sebu differ in terms of stress, pitch, and juncture. These findings are consistent with the previous studies that suggest future researchers should conduct a deeper analysis on this field including places of articulation.

**Keywords**: Tboli; phonological features; suprasegmental; RTPITCH

## 1.0 Introduction

Tboli belongs to the Western Malayo Polynesian Austronesian language family, which includes other Philippine languages like Tagalog and Cebuano (Zorc, 1986). Tboli is also internally classified as a Bilic language, which constitutes one of the Philippine micro groups (Blust 1991, p. 81), and is spoken by 93 500 speakers as of 2000 (Lewis, 2009). The phonology of Tboli is quite complex and diverse. Parker and Riley (2005) define "Phonology as the study of the sound system of a language" (p. 105) which means that this differs from one speaker to the other. The Tboli has its own unique set of phonological features, which represent the main problem of this study. The importance of investigating its phonological features is to provide insights into the linguistics of the Tboli speakers. By studying the phonological features of the Tboli language, linguists and language experts can identify the unique aspects of the language and gain a deeper understanding of how the sounds of the language are produced. Numerous studies were conducted that focused on the vowels and consonants of Tboli's phonology, but they omitted from their analyses the suprasegmental elements, notably the pitch and juncture. The purpose of this study is to investigate and analyze the phonological features that are present in the Tboli language. The researcher employs a schematic diagram that identifies the Tboli

language as the independent variable and its phonological characteristics and suprasegmental phonemes as the dependent variables.

## 2.0 Methodology

The researchers utilized a descriptive analysis research design. This study is qualitative in nature that employs a descriptive analysis. According to Rawat (2012), a descriptive analysis helps in describing, displaying, or summarizing data points in a constructive manner so that patterns can develop that satisfy all of the data's conditions. Ten speakers of Tboli from both genders make up the study's subjects, five from Lake Sebu and five from Tboli South Cotabato. The subjects are currently studying at Mindanao State University in General Santos City whose self-identity is Tboli and who speak Tboli as their mother tongue. The researcher ensures that the participants are linguistically and culturally active enabling a more genuine investigation of its phonological aspects. The researchers were able to explain the purpose and nature of the study and gathered interested students to participate. The researchers scheduled individual interviews with each participant at a convenient time and location.

This study utilizes the Swadesh list as the corpus. According to Hasbun (2019), the Swadesh list, created by linguist Morris Swadesh in the 1950's, is a classic compilation of basic concepts for the purposes of historical-comparative linguistics. The researchers also performed a phonetic analysis on the corpus that will be recorded using the RTPITCH program developed by Mr. Mark Huckvale (2020) to monitor and identify the waveform produced by each respondent's phonological features and suprasegmental features. Also, this study adopted the Tboli grammar of Porter (1997) and the pedagogical grammar of Tboli of Forsberg (1992). This study involves recording Tboli words spoken by native speakers which were then transcribed to identify the phonetic units present. Each phonemic unit will be described based on its phonetic features. The evaluation criteria for the study are validity, reliability, participant selection, data collection methods, data analysis, ethical considerations, and limitations. To recognize and interpret the phonological characteristics and suprasegmental phonemes of the Tboli language, the obtained data will go through a thorough qualitative data analysis method. The analysis of this study Involves capturing the raw material of speech in the form of recorded Tboli words and transcribing them to identify the phonetic units present. The analysis is guided by the Tagmemic theory of Keneth L. Pike, which emphasizes the distinctiveness of language components.

## 3.0 Results and Discussion

This part of the paper presents the analysis and interpretation of the data gathered in the research study. The various results were presented in the succeeded tables with corresponding discussions and explanations.

### 3.1 Vowels

Since the Tboli language has unique and complex vowels, this makes the Tboli language differ from the English Language. Forsberg (1992) marks an acute accent é and ò to make a seven distinction. Tboli has a seven-vowel system, which includes the following:

Table 1
*Vowels of Tboli language.*

| IPA | Vowels of Tboli | English | Tboli |
|------|------|------|------|
| /a/ | /a/ | cat | Mata  -   eye |
| /i/ | /i/ | beer | Liho -   neck |
| / ɛ/ | /é/ | bet | Unge   -     rat |
| / ə/ | /e/ | of | Wek    -    hair |
| /o/ | /ò/ | took | Logi   -   man |
| /u/ | /u/ | pull | Kulu   -   head |
| /ɔ/ | /o/ | for | Iwong   -    left |

The first columns of the table above display an IPA list of vowels. The Tboli equivalents of these sounds are listed in the second column, followed by examples of each sound in both Tboli and English.

### 3.2 Consonants

The majority of the consonants found in Tboli are similar to those found in English and Filipino, including the following: /b/, /t/, /d/, /k/, /g/, /m/, /n/, /ng/, /f/,' /s/, /h/, /w/, /y/, and /l/. On the other hand, Tboli is noticeably deficient in the consonants /p/ and /r/.

The glottal stop marks with a grave accent ('), as indicated in Forsberg (1992). In phonetics, a glottal stop is a stop sound made by rapidly closing the vocal cords. Also, glottal stops are often used in this way to reinforce a voiceless plosive at the end of the word. Most of the words shown in the several tables below reveal that most of the glottal stop in Tboli occurs in the ending of the word, /nga'/, /ma'/, and /gunu'/, for example. However, there are also times when the glottal stop appears at the start of the word /ʔaba/ or in the midst of /tiʔol/. These are some of the details the researcher discovered after transcribing words utilizing the distinctive vowels and consonants of the Tboli language. There are two positions where the glottal stop is predictable, therefore it is not written. First, the word does not begin with another consonant; there is always an initial

glottal stop; and second, when two vowels occur next to each other within a word, there is always a glottal stop between them, (as cited in Forsberg 1992).

### 3.3 Double Consonants

Tboli has its unique lexical category in which it has two consonants at the beginning of the word. When words are pronounced, there is a short sound heard that is similar to the English word "of". This sound is written by linguists with the symbol "ᵊ". Double consonants are present because the (ᵊ) in this instance joins the two distinct consonants. Forsberg (1992) asserts that the primary reason linguists chose this symbol was the shortness of the sound when it appears between two consonants, as in the words /kᵊwang/, /lᵊmbak/, and /bᵊnget/. Forsberg (1992) added that this is done in order to set it out from the vowel of the same sound with the regular length. From the examples in the preceding clause,
/ᵊ/ occurs at the beginning of the word.
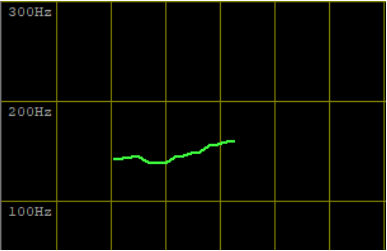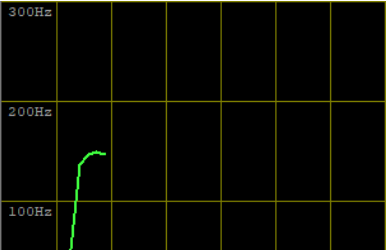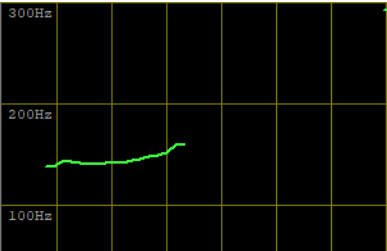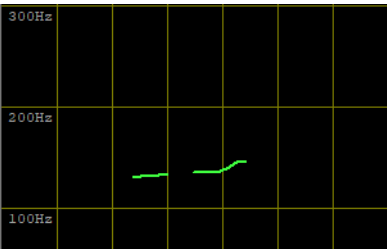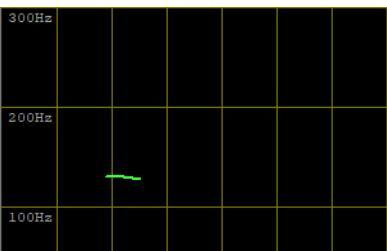
### 3.4 Suprasegmental Phonemes of the Tboli Language

In phonetics, suprasegmental features, also known as prosodic features, are speech elements such as stress, pitch, or word juncture that accompany or are added over consonants and vowels. These features are not confined to single sounds, but frequently extend throughout syllables, sentences, or phrases (Britannica, 2020). This study analyzes the suprasegmental phonemes of the Tboli language according to their stress, pitch and juncture.

### 3.5 Stress

In phonetics, stress is the amount of emphasis placed on a sound or syllable in speech and is also known as lexical stress or word stress (Nordquist, R. 2019). It is also known as the degree of force or loudness in which a syllable is spoken within an utterance. It is stated that producing a stressed sound requires a great deal of effort and muscle energy, resulting in a lot of intensity, which the ear interprets as greater loudness.

Figure 1

*RTPITCH data of the Stress uttered by Tboli speakers from the Municipality of Tboli.*

| Word | Wave | Transcription |
|---|---|---|
| Kulu | | */kuLU/* |
| Wek | | */WEK/* |
| Klingu | | */kliNGU/* |
| Ilung | | */ʔiLUNG/* |
| Dilak | | */DIlak/* |

| Nihi |  | /NIhi/ |
| Mata |  | /MAta/ |
| Lembak |  | /lᵊmBAK/ |
| Benget |  | /bᵊNGET/ |
| Kakim |  | /kaKIM/ |

| Hifi |  | /hiFI/ |
| Aba |  | /ʔaBA/ |
| Tedok |  | /Tᵊdok/ |
| Tebaka |  | /ɬᵊBAkɑ/ |
| Liho |  | /liHU/ |

| Tutu |  | /tuTÙ/ |
| Filak |  | /FIlak/ |
| Bilbil |  | /bilBIL/ |
| Hulok |  | /huLEK/ |
| Hoso |  | /hoSÒ/ |

| Katay |  | /kaTAY/ |
| Huhed |  | /HUhed/ |
| Kidni |  | /KIDni/ |
| Bul |  | /BUL/ |
| Amil |  | /ʔaMIL/ |

| | | |
|---|---|---|
| Boto |  | /boTÒ/ |
| Gono |  | /guNÙ/ |
| Kewang |  | /kᵊWANG/ |
| Sige Kwanan |  | /sigel kwaNAN/ |
| Sige Iwong |  | /sigel ʔiWONG/ |

| | | |
|---|---|---|
| Tenahi |  | /tenaHI/ |
| Ke |  | /KÈ/ |
| Ulat |  | /ʔuLAT/ |
| Haha |  | /haHA/ |
| Bukol |  | /buKEL/ |

| Ti |  | /TI/ |
|----|------|------|
| Mata Kuda |  | /mata kuDÀ/ |
| Tut |  | /TUT/ |
| Holo Ti |  | /holu TI/ |
| Lito |  | /liTÒ/ |

| Tiol |  | /tiʔOL/ |
|------|----------------------|---------|
| Kulit |  | /kuLIT/ |
| Des |  | /DES/ |
| Mabu |  | /maBÙ/ |
| Mi |  | /mi/ |

| | | |
|---|---|---|
| Lewok |  | **/lᵉWOK/** |
| Ye |  | **/YÈ/** |
| Ma |  | **/MÀ/** |
| Nga |  | **/NGÀ/** |
| Logi |  | **/loGI/** |
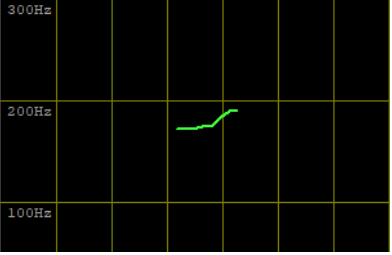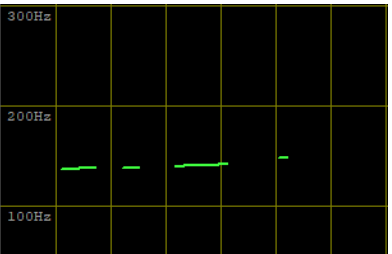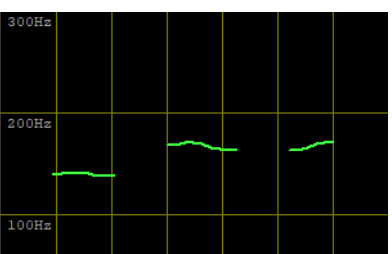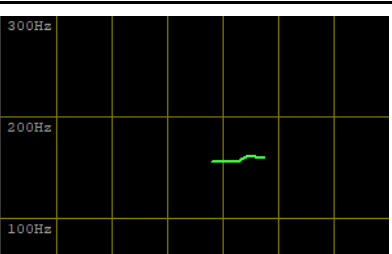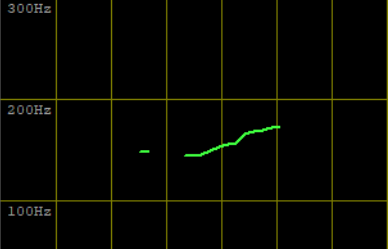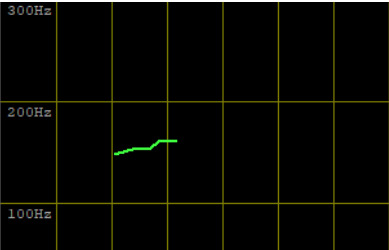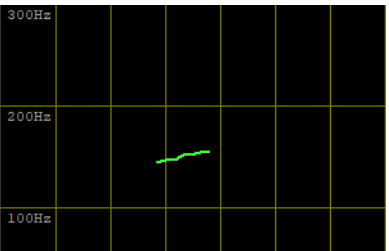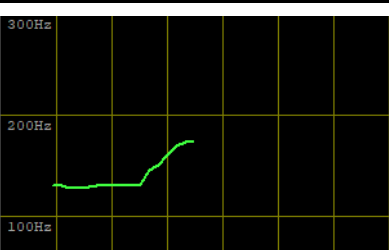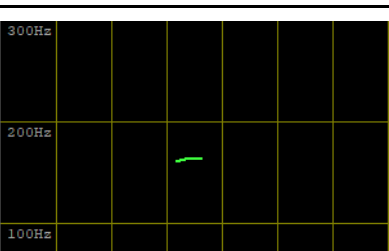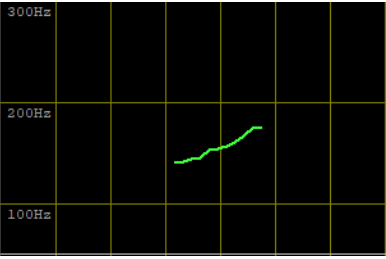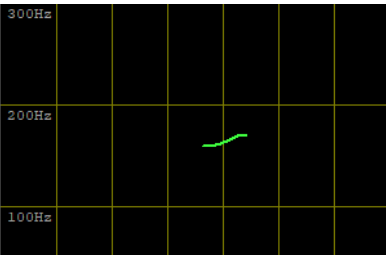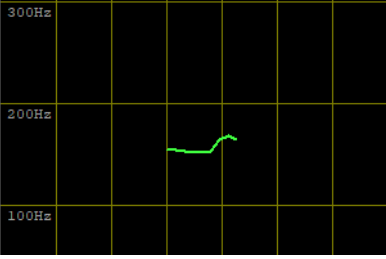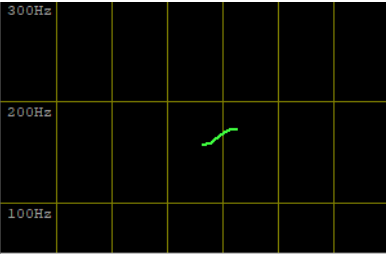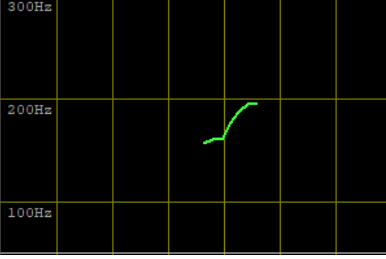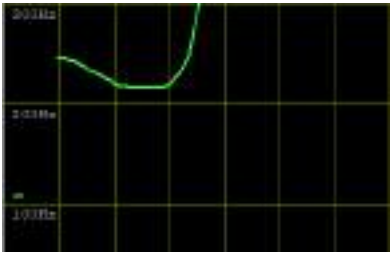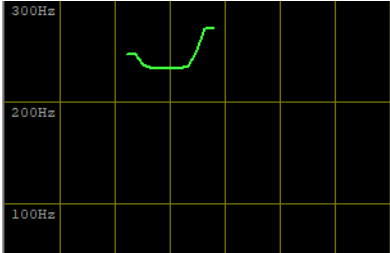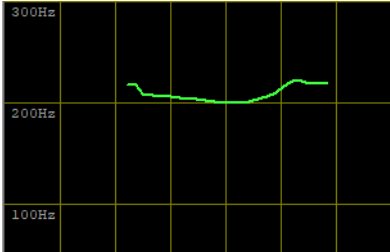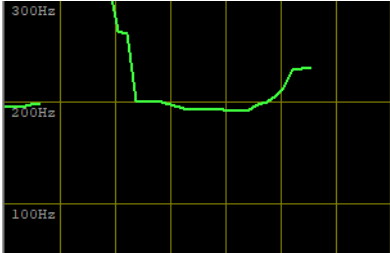
In figure 1, the stress of Tboli speakers from the Municipality of Tboli for the word "kulu" is */kuLU/* because the waveform has that intensity or considerable force or loudness in "LU". This word means "head". In the word *wek* which means "hair", the word stress is */WEK/* because in the waveform, the considerable force or loudness is in the whole word "WEK".

In the word *klingu* which means "ear", the word stress is /kliNGU/ because in the waveform, the considerable force or loudness is in "NGU". In the word *ilung* which means "nose", the word stress is /ʔiLUNG/ because in the waveform, the considerable force or loudness is in "LUNG". In the word *dilak* which means "tongue", the word stress is /DIlak/ because in the waveform, the considerable force or loudness is in "DI". In the word *nihi* which means "tooth", the word stress is /NIhi/ because in the waveform, the considerable force or loudness is in "NI". In the word *mata* which means "eye", the word stress is /MAta/ because in the waveform, the considerable force or loudness is in "MA". In the word *lembak* which means "mouth", the word stress is /lᵊmBAK/ because in the waveform, the considerable force or loudness is in "BAK". In the word *benget* which means "beard", the word stress is /bᵊNGET/ because in the waveform, the considerable force or loudness is in "NGET". In the word *kakim* which means "chin", the word stress is /kaKIM/ because in the waveform, the considerable force or loudness is in "KIM". In the word *hifi* which means "cheek", the word stress is /hiFI/ because in the waveform, the considerable force or loudness is in "FI". In the word *aba* which means "upper arm", the word stress is /ʔaBA/ because in the waveform, the considerable force or loudness is in "BA". In the word *tedok* which means "hand", the word stress is /Tᵊdok/ because in the waveform, the considerable force or loudness is in "Tᵊ". In the word *tebaka* which means "thumb", the word stress is /tᵊBAka/ because in the waveform, the considerable force or loudness is in "BA". In the word *liho* which means "neck", the word stress is /liHU/ because in the waveform, the considerable force or loudness is in "HU". In the word *tutu* which means "breast", the word stress is /tuTÙ/ because in the waveform, the considerable force or loudness is in "TÙ". In the word *filak* which means "money", the word stress is /FIlak/ because in the waveform, the considerable force or loudness is in "FI". In the word *bilbil* which means "belly", the word stress is /bilBIL/ because in the waveform, the considerable force or loudness is in "BIL". In the word *hulok* which means "eyebrow", the word stress is /huLEK/ because in the waveform, the considerable force or loudness is in "LEK". In the word *hoso* which means "heart", the word stress is /hoSÒ/ because in the waveform, the considerable force or loudness is in "SÒ". In the word *katay* which means "liver", the word stress is /kaTAY/ because in the waveform, the considerable force or loudness is in "TAY". In the word *huhed* which means "navel", the word stress is /HUhed/ because in the waveform, the considerable force or loudness is in "HU". In the word *kidni* which means "kidney", the word stress is /KIDni/ because in the waveform, the considerable force or loudness is in "KID". In the word *bul* which means "body hair", the word stress is /BUL/ because in the waveform, the considerable force or loudness is in the whole word "BUL". In the word *amil* which means "penis", the word stress is /ʔaMIL/ because in the waveform, the considerable force or loudness is in "MIL". In the word *boto* which means "testicles", the word stress is /boTÒ/ because in the waveform, the considerable force or loudness is in "TÒ". In the word *gono* which means "house", the word stress is /guNÙ/ because in the waveform, the considerable force or loudness is in "NÙ". In the word *kewang* which means "back", the word stress is /kᵊWANG/ because in the waveform, the considerable force or loudness is in "WANG". In the words *sige kwanan* which means "right hand", the word stress is /sigel kwaNAN/ because in the waveform, the considerable force or loudness is in "NAN". In the words *sige iwong* which means "left hand", the word stress is /sigel ʔiWONG/ because in the waveform, the considerable

force or loudness is in "WONG". In the word *tenahi* which means "intestine", the word stress is /*tenaHI*/ because in the waveform, the considerable force or loudness is in "HI". In the word *ke* which means "excrement", the word stress is /*KÈ*/ because in the waveform, the considerable force or loudness is in the whole word "KÈ". In the word *ulat* which means "vein", the word stress is /*ʔuLAT*/ because in the waveform, the considerable force or loudness is in "LAT". In the word *haha* which means "tigh", the word stress is /*haHA*/ because in the waveform, the considerable force or loudness is in "HA". In the word *bukol* which means "knee", the word stress is /*buKEL*/ because in the waveform, the considerable force or loudness is in "KEL". In the word *ti* which means "leg", the word stress is /*TI*/ because in the waveform, the considerable force or loudness is in the whole word "TI". In the words *mata kuda* which means "ankle", the word stress is /*mata kuDÀ*/ because in the waveform, the considerable force or loudness is in "DÀ". In the word *tut* which means "fart", the word stress is /*TUT*/ because in the waveform, the considerable force or loudness is in the whole word "TUT". In the words *holo ti* which means "foot", the word stress is /*holu TI*/ because in the waveform, the considerable force or loudness is in "TI". In the word *lito* which means "blood", the word stress is /*liTÒ*/ because in the waveform, the considerable force or loudness is in "TÒ". In the word *tiol* which means "bone", the word stress is /*tiʔOL*/ because in the waveform, the considerable force or loudness is in "ʔOL". In the word *kulit* which means "skin", the word stress is /*kuLIT*/ because in the waveform, the considerable force or loudness is in "LIT". In the word *des* which means "sore", the word stress is /*DES*/ because in the waveform, the considerable force or loudness is in the whole word "DES". In the word *mabu* which means "fat", the word stress is /*maBÙ*/ because in the waveform, the considerable force or loudness is in "BÙ". In the word *mi* which means "sweet", there is no stress because the considerable force or loudness is not present in its waveform. In the word *lewok* which means "tears", the word stress is /*lᵉWOK*/ because in the waveform, the considerable force or loudness is in "WOK". In the word *ye* which means "mother", the word stress is /*YÈ*/ because in the waveform, the considerable force or loudness is in the whole word "YÈ". In the word *ma* which means "father", the word stress is in /*MÀ*/ because in the waveform, the considerable force or loudness is in the whole word "MÀ". In the word *nga* which means "child", the word stress is in /*NGÀ*/ because in the waveform, the considerable force or loudness is in the whole word "NGÀ". Lastly, in the word *logi* which means "man", the word stress is in /*loGI*/ because in the waveform, the considerable force or loudness is in "GI".

Figure 2

*RTPITCH data of the Stress uttered by Tboli speakers from the Municipality of Lake Sebu.*
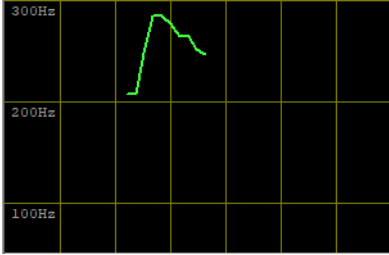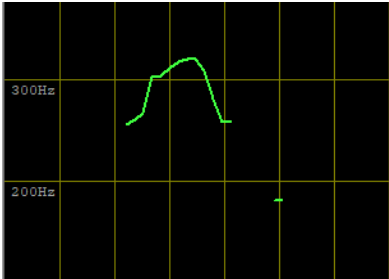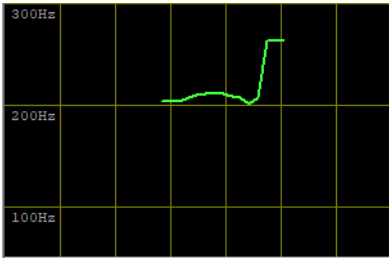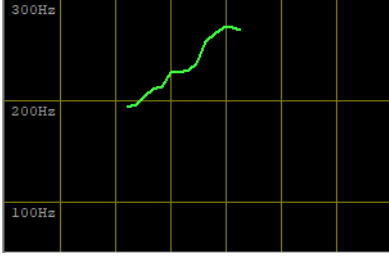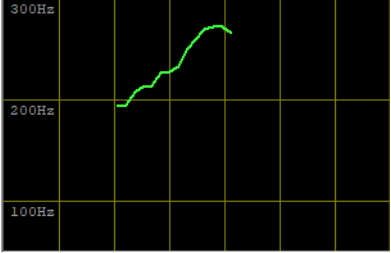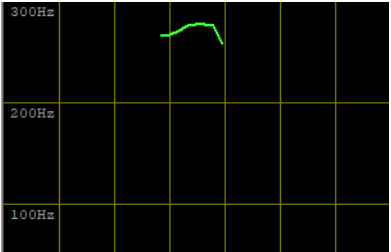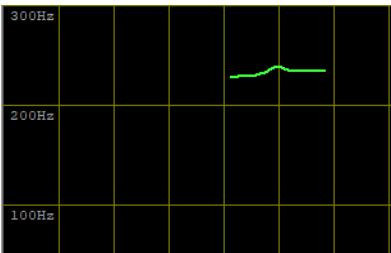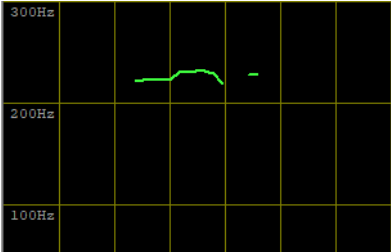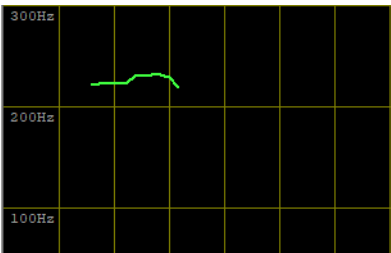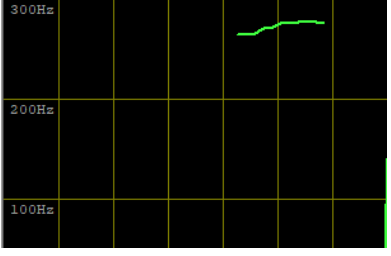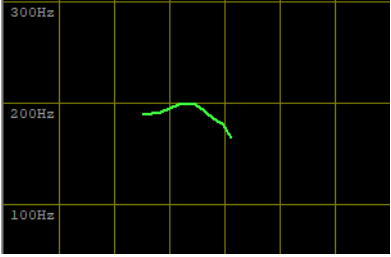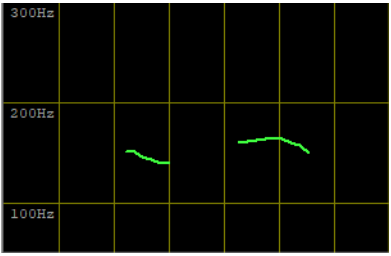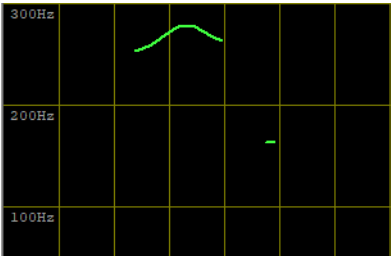
| Word | Wave | Transcription |
|------|------|---------------|
| Kulu |  | */kuLU/* |
| Wek |  | */WEK/* |
| Klingu |  | */kliNGU/* |
| Ilung |  | */ʔIlung/* |

| Dilak |  | /DIlak/ |
|---|---|---|
| Nihi |  | /NIhi/ |
| Mata |  | /maTA/ |
| Lembak |  | /lᵊmBAK/ |
| Benget |  | /bᵊNGET/ |

| Kakim |  | /kaKIM/ |
|---|---|---|
| Hifi |  | /HIfi/ |
| Upper Arm |  | /ʔaBA/ |
| Tedok |  | /Tᵊdok/ |
| Tebaka |  | /tᵊBAka/ |

| Liho |  | **/LIho/** |
|------|------|------|
| Tutu |  | **/tuTÙ/** |
| Filak |  | **/FIlak/** |
| Bilbil |  | **/bilBIL/** |
| Hulok |  | **/HUlok/** |

| Hoso |  | **/hoSÒ/** |
| Katay |  | **/kaTAY/** |
| Huhed |  | **/HUhed/** |
| Kidni |  | **/KIDni/** |
| Bul |  | **/BUL/** |

| Amil |  | /ʔAmil/ |
| Boto |  | /BOtò/ |
| Gono |  | /goNÒ/ |
| Kewang |  | /keWANG/ |
| Sige Kwanan |  | /SIge KWAnan/ |

| Sige Iwong |  | /SIge Iwong/ |
| Tenahi |  | /tenaHI/ |
| Ke |  | /kè/ |
| Ulat |  | /uLAT/ |
| Haha |  | /HAha/ |

| | | |
|---|---|---|
| Bukol |  | /buKOL/ |
| Ti |  | /ti/ |
| Mata Kuda |  | /MAta kuDÀ/ |
| Tut |  | /tut/ |
| Holo Ti |  | /HOlo TI/ |

| | | |
|---|---|---|
| Lito |  | /Lìtò/ |
| Tiol |  | /Tìol/ |
| Kulit |  | /KUlit/ |
| Des |  | /des/ |
| Mabu |  | /MAbù/ |

| Mi |  | /MÍ/ |
| Lewok |  | /leWOK/ |
| Ye |  | /yè/ |
| Ma |  | /MÀ/ |
| Nga |  | /NGÀ/ |

| | | |
|---|---|---|
| Logi |  | **/LOgi/** |
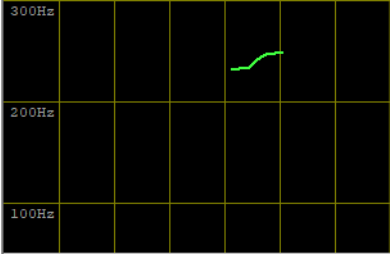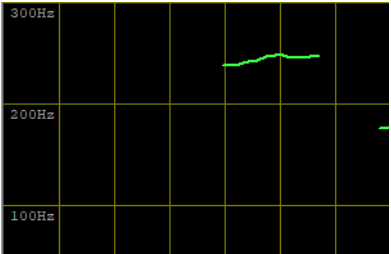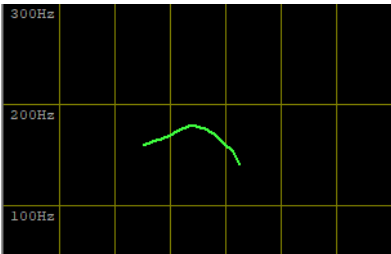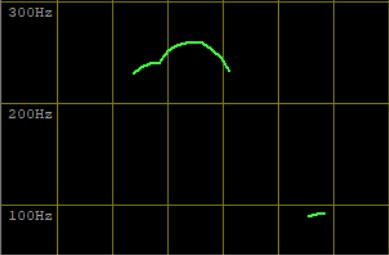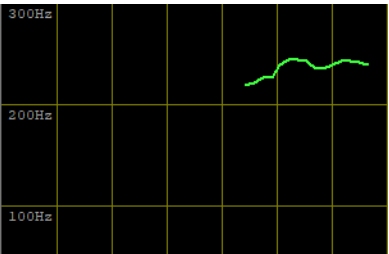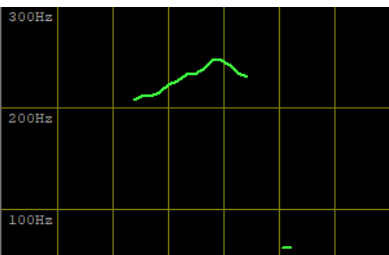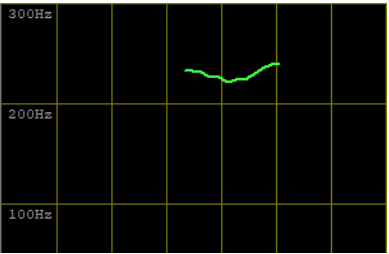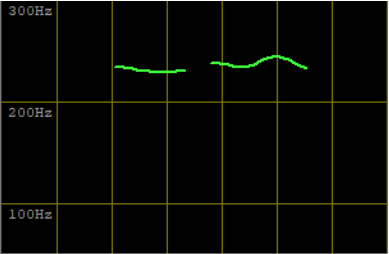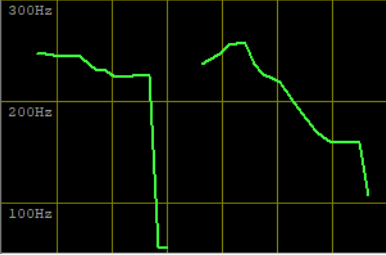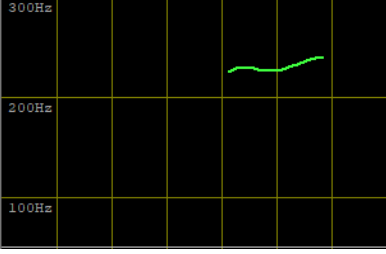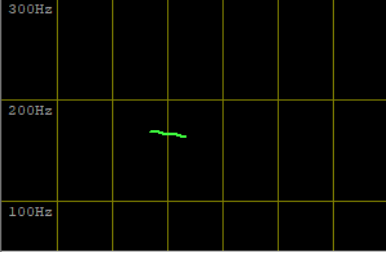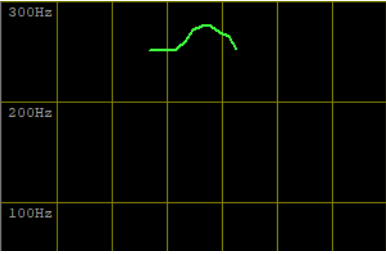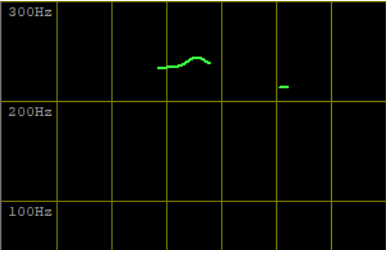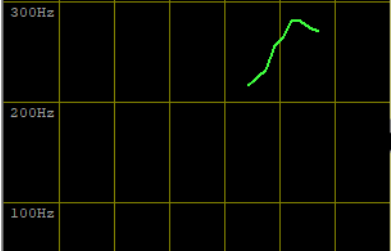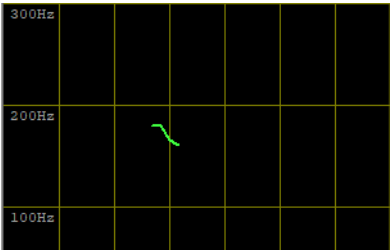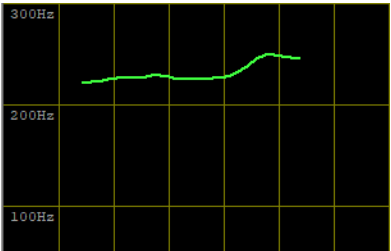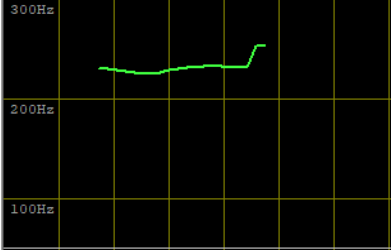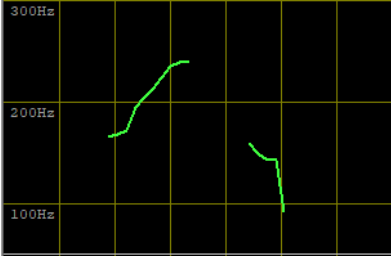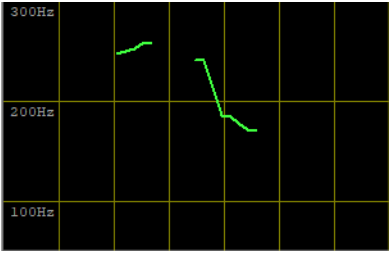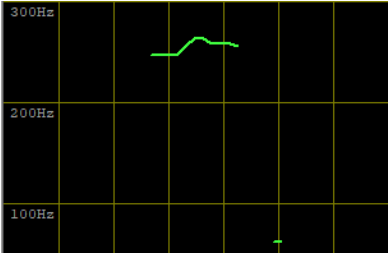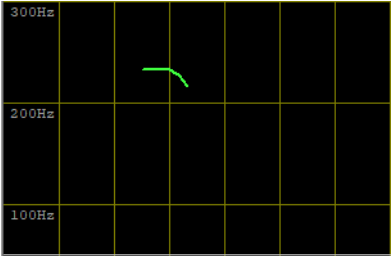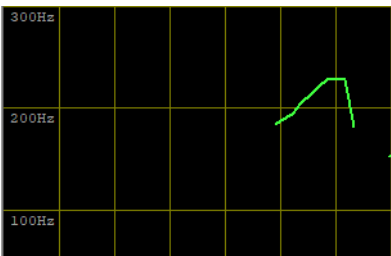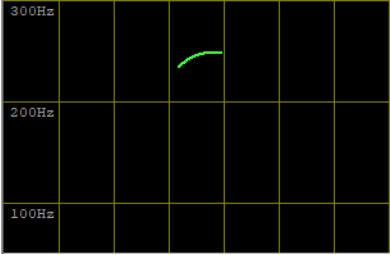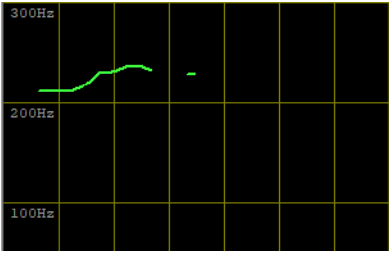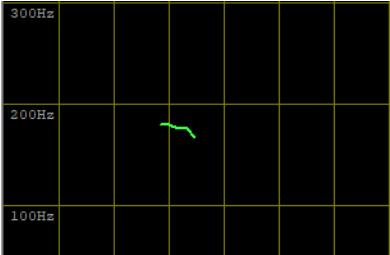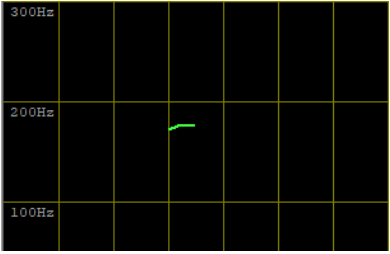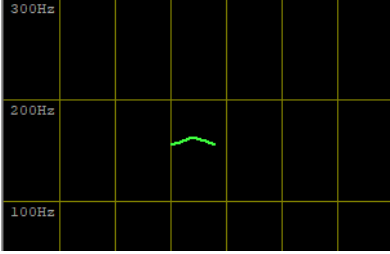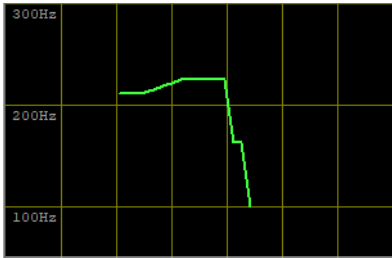
In figure 2, the stress of Tboli speakers from the Municipality of Lake Sebu for the word "kulu" is /kuLU/ because the waveform has that intensity or considerable force or loudness in "LU". This word means "head". In the word *wek* which means "hair", the word stress is /WEK/ because in the waveform, the considerable force or loudness is in the whole word "WEK". In the word *klingu* which means "ear", the word stress is /kliNGU/ because in the waveform, the considerable force or loudness is in "NGU". In the word *ilung* which means "nose", the word stress is /ʔIlung/ because in the waveform, the considerable force or loudness is in "ʔI". In the word *dilak* which means "tongue", the word stress is /DIlak/ because in the waveform, the considerable force or loudness is in "DI". In the word *nihi* which means "tooth", the word stress is /NIhi/ because in the waveform, the considerable force or loudness is in "NI". In the word *mata* which means "eye", the word stress is /maTA/ because in the waveform, the considerable force or loudness is in "TA". In the word *lembak* which means "mouth", the word stress is /lᵊmBAK/ because in the waveform, the considerable force or loudness is in "BAK". In the word *benget* which means "beard", the word stress is /bᵊNGET/ because in the waveform, the considerable force or loudness is in "NGET". In the word *kakim* which means "chin", the word stress is /kaKIM/ because in the waveform, the considerable force or loudness is in "KIM". In the word *hifi* which means "cheek", the word stress is /HIfi/ because in the waveform, the considerable force or loudness is in "HI". In the word *aba* which means "upper arm", the word stress is /ʔaBA/ because in the waveform, the considerable force or loudness is in "BA". In the word *tedok* which means "hand", the word stress is /Tᵊdok/ because in the waveform, the considerable force or loudness is in "Tᵊ". In the word *tebaka* which means "thumb", the word stress is /tᵊBAka/ because in the waveform, the considerable force or loudness is in "BA". In the word *liho* which means "neck", the word stress is /LIho/ because in the waveform, the considerable force or loudness is in "LI". In the word *tutu* which means "breast", the word stress is /tuTÙ/ because in the waveform, the considerable force or loudness is in "TÙ". In the word *filak* which means "money", the word stress is /FIlak/ because in the waveform, the considerable force or loudness is in "FI". In the word *bilbil* which means "belly", the word stress is /bilBIL/ because in the waveform, the considerable force or loudness is in "BIL". In the word *hulok* which means "eyebrow", the word stress is /HUlok/ because in the waveform, the considerable force or loudness is in "HU". In the word *hoso* which means "heart", the word stress is /hoSÒ/ because in the waveform, the considerable force or loudness is in "SÒ". In the word *katay* which means "liver", the word stress is /kaTAY/ because in the waveform, the considerable force or loudness is in "TAY". In the word *huhed* which means "navel", the word stress is /HUhed/ because in the waveform, the considerable force or loudness is in "HU". In the word *kidni* which means "kidney",

the word stress is /KIDni/ because in the waveform, the considerable force or loudness is in "KID". In the word *bul* which means "body hair", the word stress is /BUL/ because in the waveform, the considerable force or loudness is in the whole word "BUL". In the word *amil* which means "penis", the word stress is /ʔAmil/ because in the waveform, the considerable force or loudness is in "ʔA". In the word *boto* which means "testicles", the word stress is /BOtò/ because in the waveform, the considerable force or loudness is in "BO". In the word *gono* which means "house", the word stress is /goNÒ/ because in the waveform, the considerable force or loudness is in "NÒ". In the word *kewang* which means "back", the word stress is /keWANG/ because in the waveform, the considerable force or loudness is in "WANG". In the words *sige kwanan* which means "right hand", the word stress is /SIge KWAnan/ because in the waveform, the considerable force or loudness is in "SI" and "KWA". In the words *sige iwong* which means "left hand", the word stress is /SIge Iwong/ because in the waveform, the considerable force or loudness is in "SI" and "I". In the word *tenahi* which means "intestine", the word stress is /tenaHI/ because in the waveform, the considerable force or loudness is in "HI". In the word *ke* which means "excrement", there is no stress because the considerable force or loudness is not present in its waveform. In the word *ulat* which means "vein", the word stress is /uLAT/ because in the waveform, the considerable force or loudness is in "LAT". In the word *haha* which means "tigh", the word stress is /HAha/ because in the waveform, the considerable force or loudness is in "HA". In the word *bukol* which means "knee", the word stress is /buKOL/ because in the waveform, the considerable force or loudness is in "KOL". In the word *ti* which means "leg", there is no stress because the considerable force or loudness is not present in its waveform. In the words *mata kuda* which means "ankle", the word stress is /MAta kuDÀ/ because in the waveform, the considerable force or loudness is in "MA" and "DÀ". In the word *tut* which means "fart", there is no stress because the considerable force or loudness is not present in its waveform. In the words *holo ti* which means "foot", the word stress is /HOlo TI/ because in the waveform, the considerable force or loudness is in "HO" and "TI". In the word *lito* which means "blood", the word stress is /LItò/ because in the waveform, the considerable force or loudness is in "LI". In the word *tiol* which means "bone", the word stress is /TIol/ because in the waveform, the considerable force or loudness is in "TI". In the word *kulit* which means "skin", the word stress is /KUlit/ because in the waveform, the considerable force or loudness is in "KU". In the word *des* which means "sore", there is no stress because the considerable force or loudness is not present in its waveform. In the word *mabu* which means "fat", the word stress is /MAbù/ because in the waveform, the considerable force or loudness is in "MA". In the word *mi* which means "sweet", the word stress is /MI/ because in the waveform, the considerable force or loudness is in "MI". In the word *lewok* which means "tears", the word stress is /leWOK/ because in the waveform, the considerable force or loudness is in "WOK". In the word *ye* which means "mother", there is no stress because the considerable force or loudness is not present in its waveform. In the word *ma* which means "father", the word stress is in /MÀ/ because in the waveform, the considerable force or loudness is in the whole word "MÀ". In the word *nga* which means "child", the word stress is in /NGÀ/ because in the waveform, the considerable force or loudness is in the whole word "NGÀ". Lastly, in the word *logi* which means "man", the word stress is in /LOgi/

because in the waveform, the considerable force or loudness is in "LO".

## 3.6 Pitch

An important feature of an utterance that is related to stress is pitch, which is the relative highness or lowness of a tone as perceived by the ear and is determined by the number of vibrations per second produced by the vocal cords. Its application in speech involves tone and intonation. The pitch of a sound is determined by the pace of vibration of the vocal cords. A high pitch sound has a higher frequency of vibration than a low pitch sound (Nasib, 2018).

The distinct levels of pitch were generally demonstrated by imagining a four-line staff with lines numbered one to four (1-4) from the bottom. Number 1 represents the lowest pitch, level 2 represents normal, level 3 represents high, and level 4 represents extra high.

Figure 3

*RTPITCH data of the Pitch uttered by Tboli speakers from the Municipality of Tboli.*

| Conversation | Wave | Pitch |
|---|---|---|
| **Patrick:** Syodu, Mrs. Helen. |  | 2  1  1  1 2<br>/syodu mrs. helen/ |
| **Mrs. Helen:** E, Patrick. |  | 2 2  1<br>/e patrick/ |
| **Patrick:** Dengu meken ke, ma'am? |  | 2  2  2  1<br>/dengu meken ke ma'am/ |
| **Mrs. Helen:** E, deng. Uu se? |  | 2  2  2 1<br>/e deng uu se/ |
| **Patrick:** Deng ne, ma'am. |  | 2  2  1<br>/deng ne ma'am/ |
| **Mrs. Helen:** Hyu, seton te be klasi neen. |  | 2  2  2 2  3<br>/hyu seton te be klasi 2<br>neen/ |

**2  1  1  1 2**
**/syodu mrs. helen/**
The voice starts at a normal pitch level (2), goes down to a lower pitch (1), stays at low pitch level (1), continues at the same level (1), then finally goes up to a normal pitch level (2).

**2  2  1**
**/e patrick/**
The voice starts at a normal pitch level (2), then stays at the same level (2) and finally goes down to a lowest pitch (1).

**2  2  2  1**
**/dengu meken ke ma'am/**

The voice starts at a normal pitch level (2), continues to a normal pitch level (2), stays at the pitch level (2), and finally drops off to the lowest pitch level (1).

**2   2   2   1**
**/e deng uu se/**

The voice starts at a normal pitch level (2), continues at the same pitch level (2), stays at the same pitch level (2) and finally goes down to the lowest pitch (1).
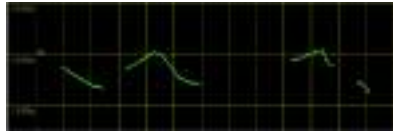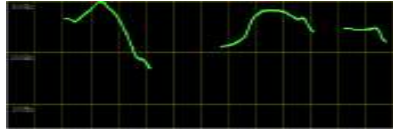
**2   2   1**
**/deng ne ma'am/**

The voice starts at a normal pitch level (2), stays at a normal pitch level (2) and finally goes down to lowest pitch level (1).

**2   2   2 2   3   2**
**/hyu seton te be klasi neen/**

The voice starts at a normal pitch level (2), continues to a normal pitch level (2), then stays at the same pitch level (2), still continues to a normal pitch level (2), goes up in high pitch (3) and finally goes down to a normal pitch level (2).

Figure 4

*RTPITCH data of the Pitch uttered by Tboli speakers from the Municipality of Lake Sebu.*

| Conversation | Wave | Pitch |
|---|---|---|
| **Patrick:** Syodu, Mrs. Helen. |  | **3 2   2   2 2**<br>**/syodu mrs. helen/** |
| **Mrs. Helen:** Syodu, Patrick. |  | **3  2   2 2**<br>**/syodu  patrick/** |
| **Patrick:** Dengi meken neko kemdaw, ma'am? |  | **2   2 1   2**<br>**/deng meken neko**<br>**2  3    2**<br>**kemdaw ma'am/** |
| **Mrs. Helen:** El, deng ne. Bon se kom du? |  | **3  2   2 3  2  3**<br>**/el deng ne bon se kom**<br>**2**<br>**du/** |
| **Patrick:** El, ma'am. |  | **3   2**<br>**/el ma'am/** |
| **Mrs. Helen:** Hiyu yo. Seton te be klasi. |  | **3   2 2 3   3 3 3 2**<br>**/hiyu yo seton te be klasi/** |

**3 2   2   2 2**
**/syodu mrs. helen/**
The voice starts from a high pitch level (3), then goes down to average normal pitch (2), stays at a normal pitch level (2), continues at a normal pitch level (2) and stays at a normal pitch level (2).

**3 2   2 2**
**/syodu  patrick/**
The voice starts at a high pitch level (3), then goes down to a normal pitch (2), continues at a normal pitch level (2) and stays in normal pitch (2).

**2   2 1   2   2 3    2**
**/deng meken neko kemdaw ma'am/**

The voice starts at a normal pitch level (2), then stays in a normal pitch level (2) and drops at a lower pitch (1), continues in a normal pitch level (2) and stays at a normal pitch level (2), then goes up to high pitch (3) and finally drop off to normal pitch level (2).

**3   2    2  3  2   3   2**
**/el deng ne bon se kom du/**
The voice starts at a high pitch level (3) then goes down to normal pitch level (2), stays at a normal pitch level (2), then goes up to high pitch (3), then goes down again to a normal pitch level (2), goes up to a high pitch level (3) and finally drops off to a normal pitch level (2).

**3    2**
**/el ma'am/**
The voice starts at a high pitch level (3) and goes down to a normal pitch level (2).

**3   2   2 3  3  3    3 2**
**/hiyu yo seton te be klasi/**
The voice starts at a high pitch level (3), goes down to a normal pitch level (2), stays at a normal pitch level (2), goes up again to a high pitch level (3), continues at a high pitch level (3), stays at a high pitch level (3), continues at a high pitch level (3) and finally drops off in normal pitch level (2).

## 3.7 Juncture

Junctures are distinctive phonemes in the English language that signify both pauses and continuations in the flow of speech in between or between utterances, some of which might cause misinterpretation and misunderstanding (Demirezen, M. 2019). Despite the fact that speech is perceived as a continuous flow rather than a series of discrete sounds arranged into apparent morphemes or morpheme sequences, certain minor pauses or tempo retardation are noticeable during the recording. In this sense, junctures are pauses or transitions between morphemes. They contribute significantly to a more complete comprehension of utterances.

The language of Tboli distinguishes between two crucial junctures, which are commonly referred to as terminal junctures. The first is a short pause marked by a single bar / | /, while the second is a lengthier pause signaled with a double bar / | | /.

Figure 5

*RTPITCH data of the Juncture uttered by Tboli speakers from the Municipality of Tboli.*

| Question | Wave | Juncture |
|---|---|---|
| Heyu temfo, lah keh an oh? |  | /Heyu \| temfo \| ah \| keh\|\| an \| oh?/ |
| Dang geh basa ham libro ni? |  | /Dang \| geh basa ham libro \| ni?/ |
| Meyeh oh kefe or ti? |  | /Meyeh \|\| oh kefe \| or ti? |
| Mudel English kun oh, gul mudel ko? |  | Mudel \| English \|\| kun oh \|\| gul mudel ko? |
| Tun nam telmin no? |  | Tun nam \|\| telmin no? |

**/Heyu | temfo | ah | keh|| an | oh?/**
*Nice weather, isn't it?*

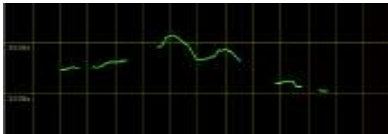**/Dang | geh basa ham libro | ni?/**
*Have you read this book?*

**/Meyeh || oh kefe | or ti?**
*Do you want coffee or tea?*

**Mudel | English || kun oh|| gul mudel ko?**
*She speaks English, doesn't she?*

**Tun nam || telmin no?**
*Have you seen my glasses?*

Figure 6

*RTPITCH data of the Juncture uttered by Tboli speakers from the Municipality of Lake Sebu.*

| Question | Wave | Juncture |
|---|---|---|
| Kenoon kedaw koe, tahu ko? |  | Keno \| on kedaw \| koe, \| tahu ko? |
| Deng benasa hem ni libru ni? |  | Deng \| benasa hem ni \| \| libru ni? |
| Moyoe kefi ko ke ti? |  | Moyo \| e kefi \| \| ko ke ti? |
| Mudel English ko du, gel mudel ko? |  | Mudel English \| ko du, \| \| gel mudel ko? |
| Tonem ko jalminu? |  | Tonem ko \| jal \| minu? |

**Keno | on kedaw | koe, | tahu ko?**
*Nice weather, isn't it?*

**Deng | benasa hem ni | | libru ni?**
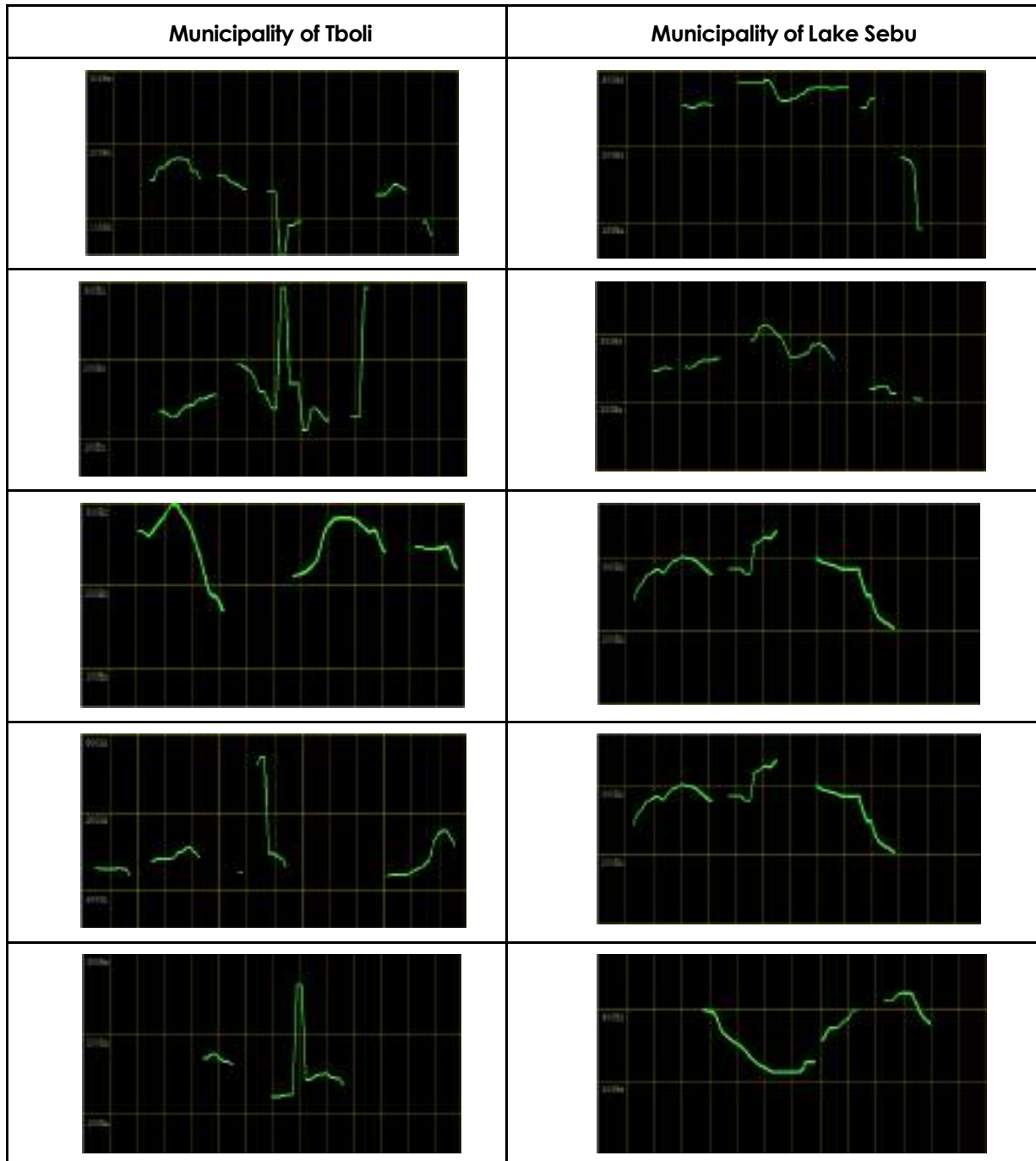*Have you read this book?*

**Moyo | e kefi | | ko ke ti?**
*Do you want coffee or tea?*

**Mudel English | ko du, | | gel mudel ko?**
*She speaks English, doesn't she?*

**Tonem ko | jal | minu?**
*Have you seen my glasses?*

Figure 7

*RTPITCH data of the Juncture uttered by Tboli speakers from the Municipality of Tboli and Municipality of Lake Sebu.*

*Nice weather, isn't it?*
*Have you read this book?*
*Do you want coffee or tea?*
*She speaks English, doesn't she?*
*Have you seen my glasses?*

All of the participants from the aforementioned municipality had different outcomes, as evidenced by the previous data presented. The results showed that there is a difference between the two localities for each suprasegmental feature.

The suprasegmental features of the Tboli speakers from the municipality of Tboli and Lake Sebu vary in terms of stress. The prosodic feature of stress helps in accurate pronunciation of languages with such a feature (Albaaly, 2017). In many of them, it refers to a phenomenon where there is a certain position in a word with a higher degree of "prominence" than the other positions (Spahr, 2016).

The results show that Tboli speakers from Tboli emphasize the last syllable in the majority of their words. As shown in the Figure 1, the stress of Tboli speakers from Tboli for the word "kulu" which means head is /kuLU/ because the waveform has that intensity or considerable force or loudness in the last syllable as shown in the given diagrams measured by the RTPITCH program software. Speakers from Lake Sebu, on the other hand, emphasize the first syllable in the majority of their words. This can be seen in Table 2 where in the word "logi" which means man, the word stress is in /LOgi/ because in the waveform, the considerable force or loudness is in the first syllable.

According to Forsberg (1992), even when a pronoun suffix is added, the stress is still placed on the final syllable of the root word. The only words that deviate from this norm are four words that finish with the vowel "e.". These nouns are emphasized in their first syllable. These studies findings concur with those of the Tboli. However, it does not agree with the conclusions reached by the Lake Sebu Tboli speaker. The researcher concluded that this discrepancy is brought on by the difference in geographic location.

In terms of pitch, results show that Tboli speakers from Tboli utter their phrases at a normal and lower pitch level. To illustrate this, Figure 3 shows that the pitch levels in the phrase /dengu meken ke ma'am/ are at a normal and lower level. The voice starts at a normal pitch level, continues to a normal pitch, stays at the same level, and finally drops off at the lowest pitch. Conversely, Tboli speakers from Lake Sebu utter their phrases at a high and normal pitch level. For instance, in Figure 4, in the phrase /hiyu yo seton te be klasi/, the voice starts at a high pitch level, goes down to a normal pitch level, stays at the same pitch level, goes up again to a high pitch level, continues at the same pitch level, and finally drops off at a normal pitch level.

Lastly, in juncture, results show that Tboli speakers from Tboli have long pauses between every word they utter. This can be seen in the phrase /Mudel | English | | kun oh|| gul mudel ko?/. In the given phrase, Figure 5 shows that lengthier pauses signaled

with a double bar / || / is evident. In contrast, Tboli speakers from Lake Sebu have short pauses between every word utterance. As Figure 6 shows, in the phrase /Keno | on kedaw | koe, | tahu koʔ/, short pauses marked by a single bar / | / can be seen.

The results of this study is in accord to with the findings of Forsberg (1992) stating that pronunciation is indeed a challenge for any Filipino learning Tboli, since Tboli has vowels that are not in the most major languages of the Philippines: seven vowels instead of the usual four. Another difficulty is the Tboli preference for only one or two syllables in a root word which results in double consonants at the beginning of a great many words. Similarly, the findings is in consonance with that of Gordon (2017) stating that studying the phonetic and phonological properties of a language has a pivotal role in furthering our knowledge of the diversity of the sound patterns found in languages of the world and contributing to the development of theories of speech articulation, perception, and cognition.

However, the results of the present study in terms of stress are in contrary with the findings of the aforementioned study of Forsberg, (1992). While the former observed that stress on a root word always falls on the final syllable, the latter found out that Tboli speakers from Tboli emphasize the last syllable in the majority of their words and Tboli speakers from Lake Sebu has emphasis on first syllables.

All of these aforementioned discrepancies could be attributed to some factors. The study of Clopper et al., (2011) on her findings, demonstrated that gender had substantial effects on the distributions of pauses, pitch accents, and phrasal–boundary tone combinations. Another possible factor is the fact that the participants of this study are from different localities namely, the municipality of Tboli and Lake Sebu. This means that these speakers live among people in their specific geographical area and share the same dialect that is dominantly used in the area. Thus, the Tboli language is affected in the way they produce the suprasegmentals.

## 4.0 Conclusion and Recommendations

In summary, the Tboli language has its own vowels and consonants, which make it special. Tboli contains fifteen consonants and seven vowels (as cited in Porter 1977, p. 11) and Forsberg (1992). Tboli has a seven-vowel system. Forsberg (1992) marks an acute accent é and ò to make a seven distinction. The seven vowels include /a/, /i/, /é/, /e/, //, /ʊ/, and/o/. On the other hand, the majority of the consonants found in Tboli are similar to those found in English and Filipino, including the following: /b/, /t/, /d/, /k/, /g/, /m/, /n/, /ng/, /f/,' /s/, /h/, /w/, /y/, and /l/. Additionally, double consonants are present, it uses the (ᵉ) symbol. This is used to join the two distinct consonants. Frosberg (1992) added that this is done in order to set it out from the vowel of the same sound with the regular length. Furthermore, the variation between the suprasegmental features of the Tboli speakers from Tboli and Lake Sebu is with the stress, pitch, and juncture. The corpuses analyzed had three objectives and all discussions for all the objectives were considered. However, this does not mean that the researchers have been able to dig deep into the rest of the phonological features of the

Tboli. This study only focused on vowels, consonants, glottal stops, stress, pitch and juncture; this could be a part of the limitations. Hence, the researchers suggest that a deeper analysis should be done, including places of articulation.

The findings of this study could be utilized as a guide to provide insights into the linguistic and cultural background of the Tboli language. Specifically, by studying the phonological features of the Tboli language, linguists and language experts can identify the unique aspects of the language and gain a deeper understanding of how the sounds of the language are produced. By this, more dictionaries, studies, articles and literature about the Tboli language could be produced.

## References

Albaaly, Emad. (2017). EFL Teacher challenges in suprasegmental stress.10.21608/muja.2017.108566.https://www.researchgate.net/publication/363 272718_EFL_Teacher_challenges_in_suprasegmenta l_stress.

Blust, R. (1991). The Greater Central Philippines hypothesis. Oceanic Linguistics, 30, 73-129. https://www.jstor.org/stable/3623084

Britannica, T. Editors of Encyclopaedia (2020). Suprasegmental. Encyclopedia Britannica. https://www.britannica.com/topic/suprasegmental

Clopper, C. G., & Smiljanic, R. (2011). Effects of gender and regional dialect on prosodic patterns in American English. Journal of phonetics, 39(2), 237-245.

Demirezen, M. (2019). The Phonological Structures of Open and Close Junctures in Utterances for English Teachers. International Journal of Curriculum and Instruction, 11(1), 197-208. https://eric.ed.gov/?id=EJ1217907

Forsberg, V. (1992) A pedagogical Grammar of Tboli. Journal Articles (080), Studies in Philippine Linguistics; v9 nl p1-110 1992 https://eric.ed.gov/?id=ED362054

Gordon, M. K. (2017). Phonetic and phonological research on Native American Languages: Past, present, and future. International Journal of American Linguistics, 83(1), 79-110. https://www.journals.uchicago.edu/doi/full/10.1086/689303#d1307061e1

Hasbun, S. M. (Learn Like a Linguist: Using Swadesh Lists for Rare or Minority Languages. https://misslinguistic.com/learn-like-a-linguist-using-swadesh-lists-for-rare-or- minority-languages/

Lewis, M.P. (Ed). (2009). Ethnologue: Languages of the World (16th ed.). Dallas, TX: SIL International.https://www.scirp.org/(S(i43dyn45teexjx455qlt3d2q))/reference/ ReferencesPapers.aspx?Reference ID=1366779

Nordquist, R. ThoughtCo. (2023). What is Stress in Speech? Providing Context and Meaning Through Phonetic Emphasis. https://www.thoughtco.com/stress-speech-definition-1691995

Porter, Doris. 1977. A Doll grammar. Linguistic Society of the Philippines special monograph 7. Manila: Linguistic Society of the Philippines. https://www.sil.org/resources/archives/25541

Rawat, A. (2021). An Overview of Descriptive Analysis. Analytic Steps. https://www.analyticssteps.com/blogs/overview-descriptive-analysis
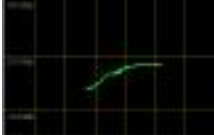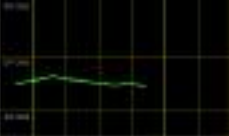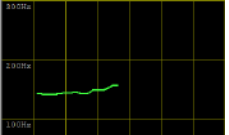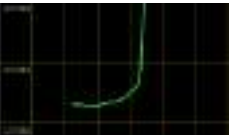
Spahr, C. (2016). Contrastive Representations in Non-Segmental Phonology. PhD. University of Toronto.

Zorc, D.P. (1986). The genetic relationships on Philippine languages. In P. Geraghty, L. https://openresearch-repository.anu.edu.au/bitstream/1885/252029/1/PL-C94.147.p

**Appendix A**

RTPITCH data of the Stress uttered by Tboli speakers from the Municipality of Tboli

| | | | | | |
|---|---|---|---|---|---|
| 51.woman |  | /libun/ | 76. wing |  | /hafak/ |
| 52. husband |  | /yehenəm logi/ | 77. ant |  | /gulom/ |
| 53. wife |  | /yehenem libun/ | 78. pillow |  | /kama/ |
| 54. name |  | /boluy/ | 79.bed |  | /gunù masà/ |
| 55. person |  | /tau/ | 80.medicine |  | /bulong/ |
| 56.rain |  | /kulon/ | 81.wait |  | kᵊdeng/ |
| 57. pants |  | /sewol/ | 82.tail |  | /ikong/ |

| | | | |
|---|---|---|---|
| 58.house |  | /gunù / | |
| 83.turtle | | /henu/ |  |
| 59.door |  | /bakdol/ | |
| 84.spider web | | /lawà/ |  |
| 60.hat |  | /slòùng / | |
| 85.feather | | /bul/ |  |
| 61.pig |  | /sᵊdò / | |
| 86.meat | | /enged/ |  |
| 62. Wall |  | /beng/ | |
| 87.food | | /ken/ |  |
| 63. dog |  | /óhu/ | |
| 88.broom | | /kél/ |  |
| 64. louse |  | /kutu/ | |
| 89.chair | | /bangkù/ |  |
| 65.fly (n) |  | /moyung/ | |
| 90.garden | | /gunù mò lemnaw/ |  |
| 66.snake |  | /ulal/ | |
| 91.tree | | /koyo/ |  |

| | | | |
|---|---|---|---|
| 67.egg | | /ŋà onuk/ | |
| 92. leaf | | /doùn/ | |
| 68. bird | | /onuk moyung/ | |
| 93. coconut | | /lefò / | |
| 69.animal | | /oguf/ | |
| 94.banana | | /sogiŋ/ | |
| 70. mosquito | | /blawang/ | |
| 95.roof | | /sin/ | |
| 71.fish | | /uton/ | |
| 96.flower | | /bulok/ | |
| 72.rat | | /ungé / | |
| 97.grass | | /kᵊlòun / | |
| 73. shark | | /bangis/ | |
| 98.yes | | /ɛl/ | |
| 74.- sing | | /sémngel/ | |
| 99. woods | | /koyo/ | |
| 75.butterfly | | /kabangɪ/ | |
| 100.sun | | /kᵊdáw/ | |
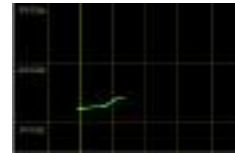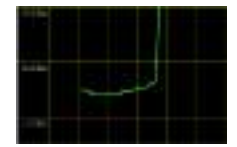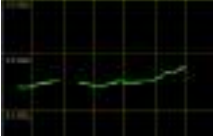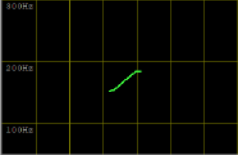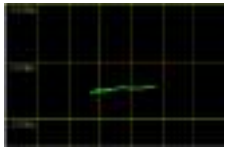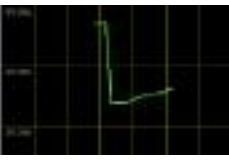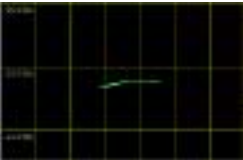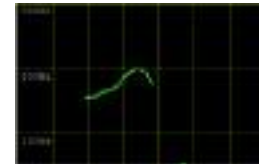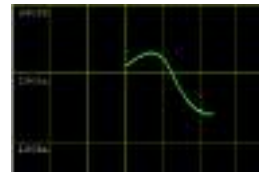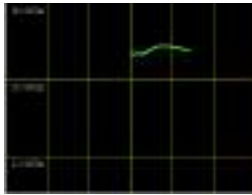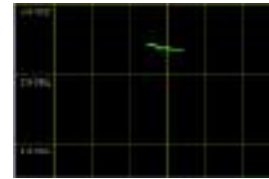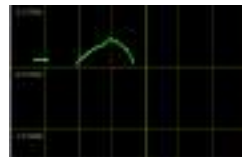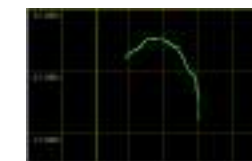
RTPITCH data of the Stress uttered by Tboli speakers from the Municipality of Lake Sebu

| | | | | | |
|---|---|---|---|---|---|
| 51.woman |  | /libun/ | 76. wing |  | /hafak/ |
| 52. husband |  | /yehenəm logi/ | 77. ant |  | /gulom/ |
| 53. wife |  | /yehenem libun/ | 78. pillow |  | /kama/ |
| 54. name |  | /boluy/ | 79.bed |  | /gunù masà/ |
| 55. person |  | /tau/ | 80.medicine |  | /bulong/ |
| 56.rain |  | /kulon/ | 81.wait |  | kᵊdeng/ |
| 57. pants |  | /sewol/ | 82.tail |  | /ikong/ |

| | | | |
|---|---|---|---|
| 58.house | /gunù / | 83.turtle | /henu/ |
| 59.door | /bɑkdol/ | 84.spider web | /lɑwà/ |
| 60.hat | /slòùng / | 85.feather | /bul/ |
| 61.pig | /sᵊdò / | 86.meat | /enged/ |
| 62. Wall | /beng/ | 87.food | /ken/ |
| 63. dog | /óhu/ | 88.broom | /kél/ |
| 64. louse | /kutu/ | 89.chair | /bɑngkù/ |
| 65.fly (n) | /moyung/ | 90.garden | /gunù mò lemnaw/ |

| | | | |
|---|---|---|---|
| 66.snake |  | /ulɑl/ | 91.tree |  | /koyo/ |

66.snake — /ulɑl/

91.tree — /koyo/

67.egg — /ŋà onuk/

92. leaf — /doùn/

68. bird — /onuk moyung/

93. coconut — /lefò /

69.animal — /oguf/

94.banana — /sogiŋ/

70. mosquito — /blɑwɑng/

95.roof — /sin/

71.fish — /uton/

96.flower — /bulok/

72.rat — /ungé /

97.grass — /kᵊlòun /

73. shark — /bɑngis/

98.yes — /ɛl/

# Maranao and Maguindanaon Language: A Comparative Analysis of Phonological and Lexical Features

**Lizziewin R. Otero, Junzo Vito V. Hiratsuka, Nemrose T. Andil, Norman Ralph Isla, & Joveth Jay D. Montaña**
Mindanao State University – General Santos city
lizziewin.otero@msugensan.edu.ph

**Abstract.** The Maranao and Maguinzanao possessed similarities in their phonological and morphological structures. However, there is a lack of research on the variations between these two languages. To address this, a study was conducted involving sixteen qualified participants who translated the Swadish list from Maranao and Maguinandaon respectively. The participants' pronunciation of the list of words were recorded and later transcribed using the International Phonetic Alphabet to accurately represent the individual speech sounds. The analysis of these transcriptions revealed certain patterns. One notable finding was the alteration of the sound /r/ to /l/ in both Maranao and Maguindanao. Additionally, the Maranao language demonstrated a tendency to delete vowels, while the usage of affixes was prevalent in both languages. Despite these similarities, it is important to note that speakers of Maranao and Maguindanao cannot understand each other. Although they are considered sister-like languages, as previously described in Maranao dialogs and drills (2011), the findings that the languages remain unintelligible to one another. In summary, the Maranao and Maguindanao languages exhibit numerous similarities in termss of their phonological and morphological features. However, despite these shared traits, speakers of these languages are unable to comprehend each other.

**Keywords:** Maranao; Maguindanao; phonology; morphology; linguistic variation

## 1.0 Introduction

The Maranao and Maguindanaon languages are widely spoken languages at Mindanao State University. Hailing from a similar locality allows the two languages to bear similarities but still possess unique phonological and morphological features. According to Aragon (2023), Maranao is a commonly used language in various regions, including Lanao del Sur province, as well as specific areas in Lanao del Norte, Maguindanao, and North Cotabato, within the Philippines. It is the most extensively spoken language among the Muslim cultural-linguistic groups in the country. Its population exceeded 840,000 during the latter part of the 20th century. The Maguindanaon language, predominantly spoken in the province of Maguindanao, located in the western part of Maguindanao Island in the southern Philippines, needs

more research and written materials dedicated to its study. (Kunso, F. & Mendoza, R.2021)

Despite numerous regional languages in the Philippines, the Maranao language has consistently ranked among the least utilized in academic writing and research. Efforts to promote studying the Maranao language and other Muslim regional dialects have been relatively limited, with most scholarly endeavors focused on the Luzon regions (Esconde & Epondulan, 2023). Remarkably, there has been a lack of previous scholarly publications dedicated to primary studies on Maranao phonology. However, extensive documentation of the Maranao language has been available since Elliot's work in 1913 up to the research conducted by McKaughan and Macaraya in 1996 (Aragon, 2023). Moreover, the scarcity of academic papers extensively investigating the Maguindanaon and Maranao language poses a challenge for the information to propagate within the research community. (Echaves & Ambato, 2019).

Over time, scholars have extensively studied various languages, aiming to comprehend the extent of divergence among them. Echavez and Ambato (2019) have contributed to this field of research as it has been observed that specific languages, particularly those in close geographic proximity, exhibit mutual intelligibility while others, despite exhibiting similarities with neighboring languages, possess distinctive features that warrant their classification as a separate language. These languages share similarities in phonology and vocabulary while maintaining distinct differences (Casperson, T. 2010).

Similar to other languages, the Maranao language employs the practice of affixation, wherein new words are formed by adding affixes to root words. This process modifies the word's meaning and introduces variations in quantity or counting methods (Esconde & Epondulan, 2023). In addition, the morphological process refers to the mechanism through which a word undergoes modifications to align with a specific context. In essence, it entails altering the form and purpose of a word to suit a given context, occasionally resulting in changes to both the meaning and grammatical function. These processes encompass the production, creation or derivation, and inflection of new words (Aragon, 2023). The lexical categories encompass groups of words, such as nouns, verbs, and prepositions, that exhibit variations in their combinations to form new words. For instance, new words can be generated within the verb category by appending suffixes like "-ing" and "-able" to the base words. In a broad sense, the Maranao language incorporates parts of speech, such as pronouns, nouns, adjectives, adverbs, conjunctions, exclamations, determiners, verbs, and other similar elements commonly present in various languages (Esconde & Epondulan, 2023). Moreover, the Maranao language exhibits a robust cultural practice of affixation, employing prefixes, suffixes, infixes, and circumfixes to generate new words. Notably, the affixations encompass the utilization of prefixes such as "p-," "mak-," and "tomi-," as well as the suffix "-an." Additionally, the language employs the infix "ka-, -an" and the circumfix "p-, -n" and "miaka-, -e." These affixation patterns form a distinct lexical category within Maranao, often used to express time-related concepts (Aragon, 2023).

Even among individuals residing in the same region and sharing a common language, differences can be observed in various linguistic aspects such as pronunciation, vocabulary, word structure, and sentence formation. This phenomenon of lexical and morphological variations is also evident in the Maguindanao language. The observed differences in phonology, morphology, and vocabulary were primarily attributed to geographic distribution (Kunso & Mendoza, 2021).

This research aims to investigate if sister languages still posses mutual intelligibility due to their changes in years of convergent development. The study primarily focuses on analyzing the lexicon of these languages by examining their translations from the Swadish word list. Additionally, it involves transcribing the phonological features of the languages and conducting a comparative analysis to determine the extent of variation in pronunciation.

Figure 1

*Conceptual Frame work*
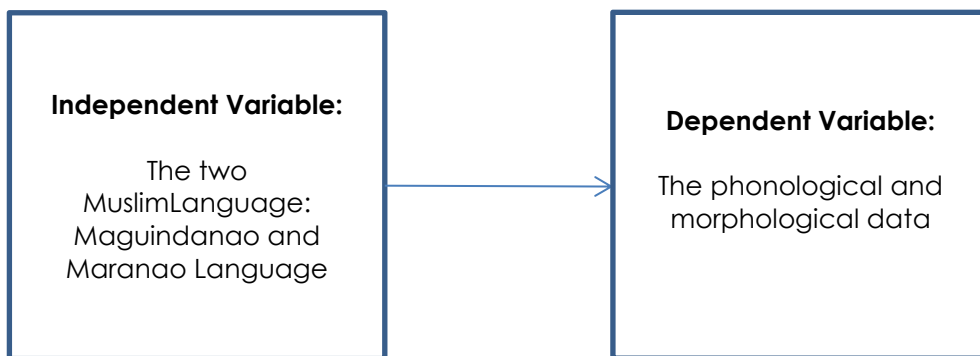


The figure 1 shows this research study utilized a conceptual framework, where the independent variables were the two Muslim languages, namely Maranao and Maguindanao, which the students of Mindanao State University spoke. The study's dependent variables comprised the phonological and lexical variations extracted from the collected data. By collecting and analyzing data from speakers of Maranao and Maguindanao, the researcher aimed to identify the similarities and differences between these two Muslim languages.

## 2.0 Methodology

In the phonological analysis conducted, the researchers observed and documented the translation of Maranao and Maguindanaon terms provided by the participants, who were students. With the guidance of the researchers, the participants listed their translations of the Swadish list. The respondents' willingness to share their knowledge

about their language was evident. Subsequently, the recorded conversations were transcribed meticulously, and the transcripts were appropriately coded to ensure participant anonymity. To ensure transcription accuracy, a panel of experts who were native speakers of the Maguindanaon language reviewed the transcriptions. Once the transcription process was finalized, the researchers scheduled appointments with the participants to confirm their responses during interviews and focus group discussions (Kunso & Mendoza, 2021).

Figure 2

*Vietor Triangle*



**Source**: https://poreoverthepages.wordpress.com/2016/05/24/vowels/
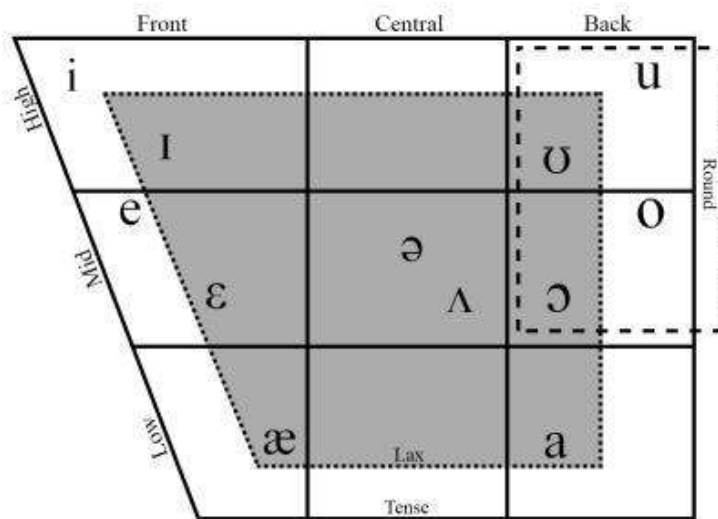
Figure 3

*Manner of Articulation*

| MANNER | PLACE | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Bilabial | Labio-dental | Lingua-dental | Alveolar | Post-alveolar | Palatal | Velar | Glottal |
| Stop | p, **b** | | | t, **d** | | | k, **g** | |
| Fricative | | f, **v** | θ, **ð** | s, **z** | ʃ, **ʒ** | | | h |
| Affricate | | | | | tʃ, **dʒ** | | | |
| Nasal | **m** | | | **n** | | | **ŋ** | |
| Liquid (Lateral) | | | | **l** | | | | |
| Liquid (Rhotic) | | | | **ɹ** | | | | |
| Glide | **w** | | | | | **j** | **w** | |

*Approximates (row grouping for Liquid Lateral, Liquid Rhotic, Glide)*

**\*Bolded** symbol is the voiced sound

**Sour**ce: https://sandiegovoiceandaccent.com/american-english-consonants/place-manner-and-voicing-of-the-american-english-consonants.

In this research, the utilization of the International Phonetic Alphabet (IPA) was employed as a means of phonetic transcription. This system incorporates symbols that effectively represent the diverse range of speech sounds found in different languages across the globe. To ensure precise transcription of the vowel sounds articulated by the participants, the Veitor triangle (Figure 2) was employed as a guiding instrument. Moreover, Figure 3, which illustrates the manner and place of articulation, was utilized to identify the consonant phonemes.

## 3.0 Results and Discussion

This study collected phonological and morphological information about Maranao and Maguindanao languages. According to the article "Maranao Dialog and Drills" (Ada et al., 2009), Maranao and Maguindanao are regarded as sister languages due to their closely intertwined origins in the exact geographical location. Maranao, being situated on the lake, maintained contact with Maguindanao. While Maguindanao exhibits numerous variations, Maranao only has slight variations. This study seeks to expand the knowledge regarding Maranao and Maguindanao by comparing and analyzing their linguistic features. In order to precisely distinguished the phonological features and differences, the study utilized the International Phonetic Alphabet, or IPA, to gain an accurate result. In the conceptual framework of this study, the researchers identified the phonological and lexical variation extracted from the data gathered. The independent variable is the language chosen which is the Maranao and Maguindanao languages used by the students of Mindanao State University. An additional information that astonished the researchers while conducting the study was that even though the Maranao and Maguindanaon languages posses numerous similar features, the speakers of each languages cannot understand each other. This came as a surprise because it shows that it is possible for sister languages to not be mutually intelligible.

Table 1
*Findings in Phonological Aspect*

*Change of /r/ to /l/*

| SWADISH LIST | MARANAO | MAGUINDANAO |
|---|---|---|
| Bad | Marata | Malat |
| Nose | Ngirong | Ngilong |
| Mouth | Ngari | Ngali |
| Blood | Rugo | Lugo |
| Red | Mariga | Maliga |
| Dirty | Marsik | Maledsik |
| Dry | Mara | Mamala |
| Name | Ngaran | Ngalan |
| To rain | Uran | Ulan |
| To say | Taru | Kadtalu |
| Sea | Ragat | Lagat |
| Sharp | Magarang | Magalang |
| To sleep | P'turog | Katulug |
| They | Siran | Silan |
| Year | Ragun | Lagon |
| Husband or wife | Karuma | Kaluma |
| Leaf | Raon | Lon |
| Bad | Marata | Malat |

Table show 1 shows the phonological correlation between both languages. Both languages have similar vocabulary, but it is evident that some words in Maranao are spelled with an "r," While the Maguindanaon version of this word replaces the "r" with "l."

Table 2

*Deletion of Vowels*

| SWADISH LIST | MARANAO | MAGUINDANAO |
|---|---|---|
| Three | T'lu | Talu |
| Fish | Sda | Sada |
| With | P'd | Kaped |
| Worm | Uld | Ulod |
| Thou/you | Ska | Saka |
| To count | Mbilang | Ka bilang |
| To die | Myat ay | Matay |
| To fear | Kal'k | Kagilak |
| To give | B'gay and m'gay | Ka anggay |
| He | Skanyan | Sakanin |
| Sand | P'tad | Pedtad |
| Seed | Ud | Unod |
| To sleep | P'turog | Tumulog |
| Smooth | Mal'muk | Malemek |
| To squeeze | K'mesen | Kemesen |
| Tooth | Ngip'n | Ngipen |
| To walk | Plakaw | Balakaw |
| We | S'kami | Sakami |

The result shows in Table 2 that the Maranao language often incorporates vowel deletion in their lexicon. At the same time, the Maguindanon counter-parts manifest vowels.

Table 3
*Cognates*

| SWADISH LIST | MARANAO | MAGUINDANAO |
|---|---|---|
| Three | T'lu | Talu |
| At | Sa | Sa |
| Because | Sabap | Sabap |
| Belly | Tiyan | Tiyan |
| Bird | Papanok | Papanok |
| Black | Maitem | Metem |
| To blow | Iyupen | Uyupan |
| To breath | Ghinawa | Ginawa |
| To burn | Tutungen | Tutungen |
| Child | Wata | Wata |
| Cloud | Gabun | Gabun |
| Cold | Matinggaw and Matanggaw | Matinggaw and Matanggaw |
| To count | Bilanga | Bilangen |
| Day | Kapipita | Mapita |
| To die | Kapatay | Kapatay |
| Dog | Aso | Aso |
| Ear | Tangila | Tangila |
| Earth | Dunya and lupa | Dunya and lupa |
| To eat | Kan | Kakan |
| Eye | Mata | Mata |
| To fall | Kaulog | Ka ulog |
| Far | Mawatan | Mawatan |
| *Father* | Ama | Ama |
| Feather | Bumbol | Bumbol |
| To fight | Ato | Ka ato |
| Fire | Apoy | Apuy |
| Fish | Sda | Sada |
| Five | Lima | Lima |
| Flower | Bulak | Bulak |
| To fly | Layog | Ka layog |
| Fog | Bal | Bal |
| Four | Pat | Pat |
| Fruit | Prutas | Prutas |
| Good | Mapya | Mapya |
| Grass | Utan | Utan |
| Green | Gadung | Gadung |
| Hair | Buk | Buk |
| Hand | Lima | Lima |
| Head | Ulo | Ulo |

Table 3 (continued)
*Cognates*

| SWADISH LIST | MARANAO | MAGUINDANAO |
|---|---|---|
| To hear | P'kaneg | Makineg |
| Heart | Puso | Pusong |
| Here | Saya | Sya |
| To hit | Sugaten | Ka sugat |
| Hold | Kapet | Kapat |
| How | Pano | Panun |
| In | Sa | Sa |
| Know | Katawan | Katawan |
| Left | Diwang | Biwang |
| Liver | Atay | Atay |
| Louse | Kuto | Kuto |
| Man | Mama | Mama |
| Many | Madakel | Madakel |
| Meat | Karne | Karne |
| Moon | Ulan | Ulan ulan |
| Mother | Ina | Ina |
| Mountain | Bundok | Bundok |
| Narrow | Maliget | Mageget |
| Neck | Nik | Nik |
| New | Bago | Bagu |
| Old | Lokes | Lokes |
| One | Usa | Isa |
| Person | Tao | Taw |
| Right | Kawanan | Kawanan |
| River | Lawas sa ig | Lawas na ig |
| Road | Lalan | Lalan |
| Root | Ugat | Ugat |
| Rope | Tali | Tali |
| Salt | Timis | Timus |
| Scratch | Kukot | Kukut |
| To see | Ilay | Ka ilay |
| Sky | Langit | Langit |
| Small | Manot | Manot |
| Smoke | Bel | Bel |
| Smooth | Malmek | Malemek |
| To squeeze | K'mesen | Kemesen |
| To stand | Tindug | Katindog |
| Star | Bituon | Bitun |
| Stick | Kayo | Kayu |
| Straight | Diritso | Diritsu |
| To suck | Susup | Ka susup |
| Yellow | Binaning | Binaning |

Table 3 (continued)
*Cognates*

| SWADISH LIST | MARANAO | MAGUINDANAO |
|---|---|---|
| Year | Ragon | Lagon |
| Ye | Ska | Saka |
| Word | Uld | Uld and ulod |
| Woods | Mga kayo | Mga kayu |
| Woman | Babai | Babai and babay |
| With | P'd and ped | Kaped |
| Wing | Bpapak | Papak |
| Wide | Maulad | Mowlad |
| White | Maputi | Maputi |
| Where | Anda | Andaw |
| Wet | Bhasa and mawasa | Basa and mawasa |
| We | S'kami and sakita | Sakami ans sakitanu |
| Water | Ig | Ig |
| Warm | Mayaw | Mayaw |
| Walk | Lalakaw | Ka lakaw |
| Two | Duwa | Duwa |
| Tree | Kayo | Kayu and kayo |
| Tooth | Ngip'n and ngipen | Ngipen |
| Tongue | Dila | Dila |
| To tie | Talian | Ka tali |
| Three | T'lu and t'lo | Talu and telu |
| Thou/you | Seka and s'ka | Saka and seka |
| This | Giya | Niya |
| Thin | Manipis | Manipis |
| Thick | Makapal | Makapal |
| Tail | Ikog | Ikog |
| To swim | Langoy | Ka langoy |

Since Maranao and Maguindanaon have closely tied origins, it causes the root words to have similar features, sounds, and spelling. There are a few minor changes in the Phonology and Morphology, but the spelling and pronunciation of the words show similar features which can be attributed to their common origin. The relatedness of the words show the connection of the languages.

Table 4
*Findings in Morphological Aspect*

*Affixation*

| SWADISH LIST | MARANAO | MAGUINDANAO |
|---|---|---|
| To bite | Kukuben and pakukub (prefix) | Abutan (suffix) |
| To blow | Iyupen (suffix) | Uyupan (suffix) |
| To breathe | Pang ginhawa (prefix) | Kaginawa (prefix) |
| To come | Sumong (no affix) | Ka angay (prefix) |
| To count | Mbilang (prefix) | Bilangen (suffix) and ka bilang (prefix) |
| To cut | Putulen (suffix) | Katebped (prefix) and tebperen (suffix) |
| To die | Kapatay (prefix) | Kapatay (prefix) |
| To dig | Khalot (no affix) | Kakalot (repeating the first syllable, prefix) |
| To drink | Panginum (prefix) | Ka inem and minem (prefixes) |
| To eat | Khan (no affix) | Kakan (repeating first syllable, prefix) |
| To fear | Kal'k (prefix) | Kagilak (prefix) |
| To fight | Muyatu (prefix) | Ka ato (prefix) |
| To float | Plutang (prefix) | Gumampong (no affix) |
| To flow | Agos (no affix) | Ka anod (prefix) |
| To fly | Playog (prefix) | Ka layog (prefix) |
| To freeze | Tinggawan (suffix) | Kagkatanggaw (prefix) |
| To give | Bgay (no affix) | Ka anggay (prefix) |
| To hear | P'kneg (prefix) | Kakineg (prefix) |
| To hit | Sugaten (suffix) | Ka sugat (prefix) |
| To hunt | Pangangaso (prefix) | Ka pangilay (prefix) |
| To kill | Mbuno-en (circumfix) | Ka patay (prefix) |
| To laugh | Isinga (no affix) | Kadtatawa (prefix) |
| To lie | Pamrak, pamukag, and pagiga (prefixes) | Kandalbut and kabudtud (prefixes) |
| To live | Pagintaw (prefix) | Ka uyag and ka bibyag (prefix) |
| To pull | Ghamit (no affix) | Ka katang (prefix) and katangen (prefix and suffix) |
| To push | Tulud or tulod (no affix) | Ka sumag (prefix) and sumagen (suffix) |
| To rain | Uran (no affix) | Ka ulan (prefix) |
| To see | Pugelengan (prefix) | Ka ilay (prefix) |
| To think | Pamikaran (suffix) | |

Table 4 (continued)
*Findings in Morphological Aspect*

*Affixation*

| SWADISH LIST | MARANAO | MAGUINDANAO |
|---|---|---|
| To wash | Pangunab (prefix) | Ka pipi ans ka ugas (prefix) |
| To walk | Plakaw (prefix) | Ka lakaw and balakaw (prefix) |
| To turn | Kasoy (no affix) | Kabpalingku (prefix) and kambaluman (prefix and suffix) |
| To tie | Talian (suffix) | Ka talo (prefix) |
| To throw | Ip'labad (prefix) | Ka idtug (prefix) |
| To think | Pamikiren and pamikaran (prefixes) | Ka pagitung (prefix) |
| To swim | Plangoy (prefix) | Ka langoy (prefix) |
| To swell | Ka lebag (prefix) | |
| To suck | Sisipan (repeating the first syllable prefix and has the -an suffix, circumfix) | Ka susup (prefix) |
| To stand | Tindog (no affix) | Katindog (prefix) |
| To stab | Tusukan (suffix) | Kasandak (prefix) and sandaken (suffix) |
| To squeeze | K'mesen (circumfix) | Ka kamas (prefix) and kemesen (circumfix) |
| To split | Bagiin (repeating the "I" sound, inflix) | Kabpitas (prefix) |
| To spit | Imduda (prefix) | Katubpa (prefix) |
| To sleep | Phakaturog and p'turog (prefixes) | Katulug (prefix) |
| To sit | Phaguntod (prefix) | Ka ayan (prefix) |
| To sing | Phagidaida (prefix) | Kadasangal (prefix) |
| To sew | Phanamanae and pananahi (prefixes) | Ka panay (prefix) |
| To see | Pugelengan (prefix) | Ka ilay or ka elay (prefixes) |
| To say | Taru (no affix) | Kadtalu and kadalu (prefix) |

This study used Aragon (2023), a grammar of Maranao languages, to identify the affixations used with Maranao respondents. Maranao uses -en in suffixation, while in the Maguindanaon, it is observed that "ka-" is used for prefixes and is very abundant. Moreover, they also used "-an" or "-en" for suffixes. Also, repetitions only appear in a few numbers, but they can still be observed and changes the word it is attached to.

In terms of the phonological aspects of Maranao and Maguindanaon, several observations can be made regarding the usage of schwa, glottal stop, vowel deletion, and the substitution of "r" and "l" sounds. These phonological variations can be attributed to different developments influenced by geographical factors.

Regarding the morphological aspects of the study, the usage of affixes in Maranao and Maguindanaon languages exhibited variations. The Maranao language predominantly utilized the prefix "p-," while the Maguindanaon language employed the prefix "ka-." However, both languages shared the same most frequently used suffix, which was "-an."

These findings shed light on the distinctive phonological and morphological characteristics of Maranao and Maguindanaon languages, highlighting the impact of geographical factors on their development. Further research in this area would contribute to a deeper understanding of the linguistic features and cultural significance of these languages.

The findings of the study indicate that despite Maranao and Maguindanaon being classified as separate languages, they exhibit numerous phonological and morphological similarities. This can be likened to twin sisters who possess their own distinct features. These languages maintain these similarities due to their shared origins, but as they evolve separately, they also exhibit increasing divergence. On the contrary, the finding shows that there has been noticeable disparage when it comes to intelligibility within Maranao and Maguindanon as both languages had undergone extensive and rapid changes in phonology; a contributing factor to the destruction of intelligibility among the speakers. This phenomenon can also be observed with the Sa'ban and Kelabit languages. They have a close geographic location and a common origin but they are also unintelligible with one another. (Blust, 2001)

According to the article "Maranao Dialog and Drills" (Ada et al., 2009), Maranao and Maguindanao are regarded as sister languages due to their closely intertwined origins in the same geographical location. Maranao, being situated on the lake, maintained contact with Maguindanao. Maguindanaon and Maranao exhibits similarities as well as differences and variations, some words are similar but some are also pronounced differently.

According to Lorenzana (2018), some words can have minor changes in Phonological sounds and still retain the meaning of the word and remain intelligible. This is why Maranao's [ŋirɔŋ] and Maguindanaon's [ŋilʊŋ] possess minor differences in sound but is still understood by both language speakers. An interesting observation from the translated word list is the alteration of "r" to "l" between Maranao and Maguindanaon. Examples include the transformation of words like "marata" to "malat," "ngirong" to

"ngilong," "ngari" to "ngali," "rugo" to "lugo," and "mariga" to "maliga." By utilizing minimal pairs, researchers noted the close resemblance between these two related languages, with a consistent change in one phoneme while maintaining an identical meaning. A similar study by Quimosing-Ocay (2022) stated that cognates are words in different languages that have a similar origin and share similar meanings, spellings, and pronunciations. Lexical and Syntactic cognates denote higher resemblances among the other indigenous languages. Examples of this in Maranao and Maguindanao:[maɪtəm] maitem/maitum in Maranao, [mɛtəm] metam [mitəm] mitem in Maguindanao. The identified lexical resemblances between maitem/maitum and metam/mitem show that these words are cognates. Lexical or word-level resemblances are observed in the use of common letters m, a, I, t, e, and common syllable parts and rhymes, mai/tem, and me/tem. Moreover, the semantic resemblance of these identified terms both refers to the same English word equivalent, black.

Traditional categorizations of spoken sounds are commonly referred to as regional accents. For the majority, the term "accent" denotes the speech patterns exhibited by individuals who employ distinct sets of linguistic features (Wolfram & Schilling, 2016). In essence, people tend to assume that individuals who speak similarly to them do not possess an accent, while those who exhibit different speech patterns are deemed to have an accent. However, within the field of linguistics, the term "accent" pertains specifically to the phonological patterns exhibited by all speakers (Hazen, 2015). Irrespective of whether language is spoken or signed, every individual possesses an accent within that particular language. Often, when people discuss accents, they are referring to regional accents.

Disparities in phonotactics between the two languages also give rise to deviations from the native linguistic norms. These deviations can manifest as imprecise articulation of consonants and vowels, resulting in perceived slurred speech, as well as irregular breakdowns in articulatory patterns. (Bent et al., 2016). There was one outlier Maguindanaon respondent in the study who spoke Maguindanaon fluently and translated the words precisely but spoke without the native accent of their tribe. Another study conducted by Bergmann, Nota, and Schmid (2017) explained this phenomenon which could be caused by the immersion experience in a second language (L2) environment, did not universally result in all speakers within the group of language-sounding non-native-like in their first language (L1), since the only systematic distinction between the linguistic groups in their varying levels of L2 exposure.

The presence of an extensive array of phonological information can potentially enhance the retention and manipulation of input data, ultimately aiding in the production of stored phonological information. Notably, noteworthy associations were observed between phonological memory and verbal working memory, both within the first language (L1) and second language (L2) contexts, implying that these two measures reflect comparable underlying constructs (Pae et al.; R., 2011). In the study of

Hong (2022), he explained that although all children have acquired the distinct ethnic characteristics present in their caregiver input, characterized by the use of clear-l codas in both English and Malay, there is notable variation in their language outcomes influenced by general learning mechanisms and peer group dynamics. Significantly, the intricate nature of the phonological acquisition, as described, highlights the importance of adopting a context-dependent approach that takes into account linguistic as well as language-external factors. Such an approach proves valuable in explaining bilingual production, as it acknowledges and accounts for meaningful variation from the outset, thereby providing a more accurate depiction of the outcomes observed in bilingual acquisition. These related studies explained the tendency of efficient code-switching when the respondents switched from their local language and English. The Maranao and Maguindanaon respondents do not have "ice" and "snow" in their vocabulary, which prompts them to speak the English word instead of translating it. The transition between their local language's phonological features to English's phonological features shows quick switches, which proves that bilinguals and multilingual in an environment that speaks multiple languages condition a person's brain to recognize different phonological features in quick succession.

Although the participants of the study originally come from different regions, they are currently living in the same geographical area for various reasons, such as education, despite being situated in separate locations. There have been notable similarities between the lexicon of Maguindanaon and Maranao, which can be attributed to their close proximity and shared geographical location. Essentially, languages that are closely related tend to be found in nearby areas. In other words, similarities between languages strongly depend on geography. (Koile, E. & Chechuro, I. et al. (2022), Huisman, J., Majid, A. & Hout, R. (2019). Holman, E. & Schulze, C. et al. (2007).

According to the article "Maranao Dialog and Drills" (Ada et al., 2009), Maranao and Maguindanao are regarded as sister languages due to their closely intertwined origins in the same geographical location. Maranao, being situated on the lake, maintained contact with Maguindanao. While Maguindanao exhibits numerous variations, Maranao only has slight variations.

The Maranao language does not utilize the letters "c," "z," "x," "q," "j," "v," and "e" as they are replaced by the schwa sound. According to the aforementioned study on Maranao dialogs and drills, Maranao consists of 20 letters (15 consonants and five vowels, excluding the unwritten glottal stop). Letters for spelling unassimilated words of English and Arabic origin are not included. The vowels "a," "l," "o," and "u" generally correspond to their equivalents in Tagalog or Spanish. It is observed that the Maranao language extensively employs the schwa sound, represented by the vowel "e." They also use the /ng/ sound, following the same consonant values as their Tagalog equivalents: b, d, g, h, k, l, m, n, ng, p, r, s, t, w, y. The vowels "a," "l," "o," and "u," especially the schwa, are raised after a voiced stop (b, d, g) or a semivowel (w, y).

Additionally, some words in Maranao utilize a high vowel followed by voiced stops (IPA: [likud], [pikʊ], [dila], [ugat]), aspirated stops (IPA: [mata], [mawatan], [sukər]), or semivowels like /w/ and /j/ (IPA: [katawan], [diwaŋ], [saŋaj]). This is mentioned in the article "Maranao Dialog and Drills" as a closer representation of the actual phonological system of Maranao, where other vowels (high "I," high "u," and high central vowel) function as allophones following voiced stops, aspirated stops, and semivowels. Another spelling system is utilized in most publications by native Maranao sources, including the Maranao interpretation of the Qur'an, Maranao-language Islamic books and pamphlets, and Maranao music videos. This system recognizes 19 consonants, including the previously mentioned 15, as well as four aspirated consonants: "t" (spelled "th"), "k" (spelled "kh"), "p" (spelled "ph"), and "s" (spelled "z" or "sh"). The vowel system consists of only four vowels (a, I, o, and the schwa), spelled either as "e" or "u." Consequently, these factors contribute to the diverse aspects of translation and pronunciation within the Maranao language.

A few more noteworthy findings in terms of the Phonology of Maranao and Maguindanaon is that the most common observation when hearing the Phonology of Maranao and Maguindnaon languages is the frequency in which both languages employ the sound /ə/ as a substitute for the "e" vowel. There are also numerous words that consist of consecutive consonants identified in the Maranao language, such as [sdə], [matəŋgəw], and [mbɪlaŋ]. These words are pronounced with two consecutive consonants without any vowels in between. Similarly, the Maguindanaon language possesses this feature, exemplified by words like [dtəgas], [məŋgi], and [magjəbʊ]. Additionally, when pronouncing the translated words, Maguindanaon respondents displayed a greater usage of glottal stops compared to the Maranao respondents. This leads us to conclude that the Maguindanaon language more frequently incorporates glottal stops in its words, whereas Maranao speakers only utilize them infrequently.

In the Maranao language, affixation is a prevalent linguistic phenomenon that involves adding affixes to a morphological base word and modifying the grammatical function of the base word. There are various affixes used in Maranao, including prefixes, suffixes, infixes, and circumfixes. In Maranao, the prefixes p-, mak-, and tomi- are commonly used. For example, the prefix *p-* can denote an action or state, while *mak-* often indicates the ability or potential to do something, and *tomi-* is used to express repetition or continuation. In Maranao, the suffix *-an* is frequently employed. It can have different functions, such as indicating the location, instrument, or result of an action. Adding the suffix *-an* to a base word can create a derived noun or verb. The infix *ka- -an* and the circumfixes are composed of a prefix and a suffix that is attached simultaneously to a base word. In Maranao, the circumfixes *p- -n* and *miaka- -e* are utilized. The circumfix *p- -n* is used to express the passive voice or to indicate the undergoer of an action. Meanwhile, *miaka- -e* functions to indicate reciprocal action, meaning that the action is done mutually or reciprocally between two or more participants. By employing these affixes, Maranao speakers can create a wide variety

of words with nuanced meanings and grammatical functions. Affixation is a fundamental aspect of Maranao morphology, enabling speakers to express themselves effectively and convey precise meanings in their language. Similar to the study of Chaudhary and Maharjan (2019), in their study, they show that conducting a comprehensive investigation into the verbal affixes of the Dangha language holds significant importance. The primary aim of this study is to identify and analyze the similarities and distinctions present in the verbal affixes of the Dangha language when compared to the Nepali and English languages. Affixation in various languages serves different distinct functions that contribute to the usage of language. The results of translation from the respondents of the study show numerous affixation tendencies which modify the words to create a specific intended meaning. The usage of affixation in Maranao and Maguindanaon is extremely important in contributing to the complexity and versatility of the languages.

In summary, this study aimed to examine the phonological and morphological similarities and differences between Maranao and Maguindanaon languages. The participants provided valuable data for analyzing various linguistic features, including the distinction between the "r" and "l" sounds, vowel deletion patterns, similarities in word roots, and the use of affixes within the languages. However, one major challenge encountered was the limited availability of related literature specifically focused on Maranao and Maguindanaon languages. Future studies that contribute to the literature on these languages would be highly valuable. The findings of this study can serve as a foundation for future researchers interested in comprehending the phonological and morphological nuances of Maranao and Maguindanaon languages.

## 4.0 Conclusion and Recommendations

Studies regarding the Maranao and Maguindanao languages are few and are considered rarely researched topics. Through this study, the researchers discovered multiple facets of both languages in terms of the unique phonology and morphology that they possess. This paper contributes to the existing knowledge that future researchers can access if they seek to learn more about these languages. This paper could also help in creating a strong foundation as a reference for future studies that are related to the topic. The documentation of Maranao and Maguindanaon is one step in helping linguists who are curious about Filipino local languages; it also helps both languages to flourish more as they are recognized in the research scene.

## References:

Aragon, A. V. (2023, February 22). A Grammar Of Mëranaw Language. https://eprajournals.net/index.php/IJMR/article/view/1544.

Bergmann, C., Nota, A., Sprenger, S., & Schmid, M. S. (2016). L2 immersion causes non-native-like L1 pronunciation in German attriters. Journal of Phonetics, 58, 71–86. https://doi.org/10.1016/j.wocn.2016.07.001.

Berowra, A. M. C., & Flores, E. R. (2020). Toward an Inclusive Description of the Segmental Phonology of Philippine English. ResearchGate. https://www.research gate.net/publication/343757030_Toward_an_Inclusive_Description_of_the_Segm ental_Phonology_of_Philippine_English.

Bent, T., Baese-Berk, M. M., Borrie, S. A., & McKee, M. (2016b). Individual differences in the perception of regional, nonnative, and disordered speech varieties. Journal of the Acoustical Society of America, 140(5), 3775–3786. https://doi.org/10.1121/1.4966677.

Blust, R.A. 2001, "Language, dialect, and riotous sound change: the case of Sa'ban", in Papers from the Ninth Annual Meeting of the Southeast Asian Linguistics Society, ed. G.W. Thurgood, pp. 249-360. Arizona State University, Program for Southeast Asian Studies.

Chaudhary, R. P., & Maharjan, L. B. (2019). A Comparative Study in Progressive Aspect of Verbal Affixes of Dangha Tharu Dialect with Nepali and English Languages. Journal of Advanced Academic Research, 6(1), 58–64. https://doi.org/10.3126/jaar.v6i1.35335.

Echavez, N. & Ambato, G. (2029). Phonological and Lexical Variations of Two Subanen Dialects. ResearchGate. https://www.researchgate.net/publication/337211360_ Phonological_and_Lexical_Variations_of_Two_Subanen_Dialects.

Epondulan, F. & Esconde, G.G.(2023).Lexicographic Description Of Maranao Language. EPRA Journals. https://eprajournals.com/IJMR/article/10143.

Gabay sa fildwurk. (2005). Google Books. https://books.google.com.ph/books?id=eM okoeUDQ-UC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=one page&q&f=false.

Goldsmith, J., Riggle, J. & Yu, A. (2011). The Handbook of Phonological Theory Second Edition. Page 661 to 690. (PDF).

Holman, E. W., Schulze, C. H., Stauffer, D., & Wichmann, S. (2007). On the relation between structural diversity and geographical distance among languages: Observations and computer simulations. Linguistic Typology, 11(2). https://doi.org/10.1515/lingty.2007.027.

Hong, J. (2022). Phonological acquisition in a multidialectal and multicultural context: The case of bilingual preschoolers in Singapore. Bilingual acquisition of /l/ by English-Malay bilingual children. P.175-228. https://www.repository.cam.ac.uk/items/6e4d98ef-3a62-49a9-86f8-43d6feb7843f.

Huisman, J. M., Majid, A., & Van Hout, R. (2019b). The geographical configuration of a language area influences linguistic diversity. PLOS ONE, 14(6), e0217363. https://doi.org/10.1371/journal.pone.0217363.

Kang O., Thomson, R., Murphy, J., Hazen, K. (2018). The Routledge Handbook of Contemporary English Pronunciation. Standards of pronunciation and regional accents. 189-202.

Koile, E., Chechuro, I. Y., Moroz, G., & Daniel, M. E. (2022). Geography and language divergence: The case of Andic languages. PLOS ONE, 17(5), e0265460. https://doi.org/10.1371/journal.pone.0265460.

Kunso, F. M. (2017). Variations in Maguindanaon Language. https://ejournals.ph/article.php?id=13467.

Lobel, J. W. (2011). Maranao: A preliminary phonological sketch with supporting audio. https://www.semanticscholar.org/paper/Maranao%3A-A-preliminary-phonological-sketch-with-LobelRiwarung/cded291dc2574942ea2db4a69a6c7a93dad984d3.

Lorenzana, A. (2020). Phonological, Lexical, and Morphological Analysis of the Philippine East Miraya Bikol-Pilar Dialect. https://www.semanticscholar.org/paper/Phonological%2C-Lexical%2C-and-Morphological-Analysis-Lorenzana/e8cd10644969ba6055d5ec9cd0f1046161e65a10.

López-Morillas, C. (1990). Hispano-Semitic Calques and the Context of Translation. Bulletin of Hispanic Studies, 67(2), 111–128. https://doi.org/10.1080/1475382902000367111.

Maranao Dialogs and Drills. (n.d.). Google Books. https://books.google.com.ph/books/about/Maranao_Dialogs_and_Drills.html?id=uwFmRwAACAAJ&redir_esc=y.

Ocay, A. Q. (n.d.). Cognatic Portrait of Indigenous Languages in Tabuk City, Kalinga, Philippine. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=4216180.

Pae, H., & Sevcik, R. (2011). International Electronic Journal of Elementary Education. The role of verbal working memory in second language reading fluency and comprehension: A comparison of English and Korean. 47-65. https://files.eric.ed.gov/fulltext/EJ1068608.pdf.

Sanchez-Stockhammer, C. (2011). Hybridization in Language. In Transcultural research - Heidelberg studies on Asia and Europe in a global context (pp. 133–157). Springer Nature. https://doi.org/10.1007/978-3-642-21846-0_9.

**APPENDICES**

*Summary of the Data Collection Both Maranao and Maguindanao language*

| SWADISH LISTS | Maranao TRANSLATION | MAGUINDANAON TRANSCRIPTION & TRANSLATION |
|---|---|---|
| 1. ALL | [laŋʊn] langon | [laŋʊn] langon |
| 2. AND | [agu] ago/agu/agho<br>[aŋgu] ango | [əndu] endu<br>[anduʔ] ando |
| 3. ANIMAL | [pəŋəŋəyəmən] pangangayaman/ pangangayamen | [bɪnataŋ] binatang<br>[bələnjawə] balanyawa |
| 4. ASHES | [ʊmbi] umbhi<br>[abəlaʔ] abala | [lʊpapək] lupapak/lupapek<br>[bəl] bal<br>[libubʊk] [aʊ] libubok/ aw |
| 5. AT | [sa] sa<br>[ru] ro<br>[rʊʊ] roo | [sa] sa<br>[sə]<br>[apəg] apeg |
| 6. BACK | [likud] likod/likud | [talɪgkʊran] taligkuran<br>[talɪgkʊdan] taligkudan<br>[talɪkʊd] talikud |
| 7. BAD | [marata] marata | [məlat] malat<br>[mawəg] mawag |
| 8. BARK (OF A TREE) | [ʊpis] upis/opis<br>[saŋaj] sangay | [kʊkʊk] kukok<br>[taŋkəɪ] tangkai |
| 9. BECAUSE | [sabəp] sabap<br>[kaj] kay | [sabap] sabap<br>[sabapan] sabapan<br>[kəgənəʔ] kagana |
| 10. BELLY | [tɪjan] tiyan<br>[sapʊ] sapo | [tɪjan] tiyan<br>[bʊjad] buyad |
| 11. BIG | [malah] malah<br>[malaʔ] mala | [masla] masla<br>[maslaʔ]<br>[masala] masala |
| 12. BIRD | [papanʊk] papanok | [papanʊk] papanok<br>[papənʊk]<br>[swag] swag |
| 13. TO BITE | [kəkəbən] kekeben<br>[pakəkəb] pakubkub | [kəbʊt] kabut<br>[abʊtan] abutan<br>[bʊtəŋ] buteng |

**APPENDICES** (continued)

*Summary of the Data Collection Both Maranao and Maguindanao language*

| SWADISH LISTS | Maranao TRANSLATION | MAGUINDANAON TRANSCRIPTION & TRANSLATION |
|---|---|---|
| 14. BLACK | [maɪtəm] maitem/maitum | [mɛtəm] metam<br>[mitəm] mitem |
| 15. BLOOD | [rʊgʊ] rugo<br>[rʊgʊʔ] | [lʊgʊ] lugu/lugo |
| 16. TO BLOW (WIND) | [əjupən] iyupen<br>[inʊjʊp] inuyup<br>[ijʊp] eyup | [kəjup] kayup<br>[ʊjʊpən] uyupan |
| 17. BONE | [tʊlan] tulan | [səwag] swag<br>[sʊwag] suwag |
| 18. TO BREATHE | [gɪnhəwəh] ghinawa<br>[gɪnhəwah]<br>[paŋ gɪhawa] pang ginawa | [kagɪnawa] kaginawa |
| 19. TO BURN (INTRANSITIVE) | [tʊtʊŋən] tutungen/tutung'n | [tʊtʊŋan] tutungan/tutungen<br>[katʊtɔŋ] katutong |
| 20. CHILD (YOUNG) | [wata] wata | [wata] wata<br>[wataʔ] |
| 21. CLOUD | [gəbən] gabon/gabun<br>[ʊlap] ulap | [gabʊn] gabun |
| 22. COLD (WEATHER) | [matəŋgəw] matenghaw/matinggaw | [matəŋgəw] matanggaw/matengaw |
| 23. TO COME | [sʊmɔŋ] sumong<br>[sʊŋ] song<br>[suŋ] sung | [ka aŋaj] ka angay<br>[kabpawaŋ] kabpawang<br>[kə awgəɪ] ka awgay<br>[kaɛŋgəɪ] kaengay<br>[makʊmaʔ] makuma |
| 24. TO COUNT | [mbɪlaŋ] mbilang<br>[bɪlaŋa] bilanga<br>[bʊmɪlaŋ] bumilang | [ka bɪlaŋ] ka bilang<br>[bɛlaŋən] bilangen |
| 25. TO CUT | [fʊtʊlən] putulen<br>[tapədən] tap'din | [katəbpad] katebped<br>[təbpərən] tebperen |
| 26. DAY (NOT NIGHT) | [kapɪpɪta] kapipita | [mapɪta] mapita<br>[gaɛ] gay |

**APPENDICES** (continued)

*Summary of the Data Collection Both Maranao and Maguindanao language*

| SWADISH LISTS | Maranao TRANSLATION | MAGUINDANAON TRANSCRIPTION & TRANSLATION |
|---|---|---|
| 27.  TO DIE | [pʊhtaɪ] phatay<br>[mjat aɪ] myat ay<br>[kəpətaɪ] kapatay | [kapataɪ] kapatay<br>[mataɪʔ] matay |
| 28.  TO DIG | [kalʊt] kalot/khalut | [kakəlʊt] kakalot<br>[kʊməlʊt] kumalot<br>[kakəkəl] kakakal |
| 29.  DIRTY | [bəriɪŋən]  buringen<br>[bʊriɪŋən]<br>[marsɪk] marsik | [magjəbʊ] magyabo<br>[məg jabɔ]<br>[maladsik] maladsik<br>[malɛdsək] maledsik<br>[madʒabʊ] |
| 30.  DOG | [asʊ] aso | [asʊʔ] aso |
| 31.  TO DRINK | [paginʊm] panginum | [ka inəm]  ka inam<br>[mɪnəm] minem<br>[ka-inʊm] ka inom |
| 32.  DRY (SUBSTANCE) | [maraʔ] mara<br>[njamara] nyamara | [mamala] mamala<br>[magajʊ] magayo |
| 33.  DULL (KNIFE) | [təpʊl] tepul<br>[tɪpʊl] tipul<br>[glət] glat<br>[mataram] mataram | [matəbpʊl]<br>matebpul/matabpul<br>[matabʊl] matabul |
| 34.  DUST | [abəg] abog<br>[bajanək] bayan'k/<br>bayanek | [bubʊk] bubuk<br>[lupapək] lupapak |
| 35.  EAR | [taŋəla] tangela<br>[taŋɪla] tangila<br>[taliŋa] talinga | [taŋɪla] tangila |
| 36.  EARTH (SOIL) | [lupaʔ] lupa<br>[aʊnjaʔ] unya<br>[dunja] dunya | [dʊnjaʔ] dunya<br>[kakakəl] kakakal<br>[lʊpaʔ] lupa |
| 37.  TO EAT | [kən] kan/khan | [kakan] kakan |
| 38.  EGG | [ɪtlʊg] itlog<br>[ʊraka mamʊk] uraka mamuk | [laman] laman/leman |
| 39.  EYE | [maʔta] mata | [mata] mata |
| 40.  TO FALL (DROP) | [kulʊg] khawlug/ kaulog | [ka ʊlʊg] ka ulog<br>[mʊlʊg] mulog |
| 41.  FAR | [mawatan] mawatan | [mawatan] mawatan |

**APPENDICES** (continued)

*Summary of the Data Collection Both Maranao and Maguindanao language*

| SWADISH LISTS | Maranao TRANSLATION | MAGUINDANAON TRANSCRIPTION & TRANSLATION |
|---|---|---|
| 42.  FAT (SUBSTANCE) | [kaʊlɪt] kawlit<br>[sibʊ] sibo | [makapal] makapal<br>[matɪwalʊʔ] matiwalo<br>[masəbʊd] masebud |
| 43.  FATHER | [amaʔ] ama<br>[abɪʔ] abi<br>[bəpə] bapa | [ama] ama<br>[amaʔ] |
| 44.  TO FEAR | [ɪpkələk] ipkhalek<br>[kələk] kal'k | [kagilək] kagilak/kagelak |
| 45.  FEATHER (LARGE) | [bʊmbʊl] bumbol<br>[barɪbʊn] baribon | [papak] papak<br>[bumbʊl] bumbol |
| 46.  FEW | [maɪtʊʔ] maito | [pɛdʊ] pedu<br>[padida] padida<br>[pɪdʊʔ] pidu |
| 47.  TO FIGHT | [atʊ] ato<br>[muɪjatʊ] muyatu<br>[makɪmbʊbʊnʊʔ] makimbubuno<br>[pɪmbʊnʊ] pimbuno | [ka atʊ] ka ato<br>[matʊ] matu |
| 48.  FIRE | [apɔɪ] apoy | [apʊɪ] apoy/apuy |
| 49.  FISH | [sdə] sda/sida | [səda] sada/seda |
| 50.  FIVE | [lɪma] lima | [limaʔ] lima |
| 51.  TO FLOAT | [pəltaʊ] paltaw<br>[plʊtaŋ] plutang | [ka lajʊg] ka layog<br>[gʊmampʊŋ] gumampong |
| 52.  TO FLOW | [agʊs] agos<br>[agas] agas<br>[jʊnʊk] yunok<br>[rəgas] rugas | [ka anʊd] ka anod<br>[mʊndas] mundas |
| 53.  FLOWER | [bʊlaklak] bulaklak<br>[bʊlak] bulak | [bʊlak] bulak<br>[ʊlak] ulak<br>[Pamʊlan (ʔ)] pamulan |
| 54.  TO FLY | [lajʊg] layog<br>[umijajʊg] umiyayog<br>[plajʊg] playog | [kaʔ lədtʊ] ka ladtu<br>[ka lajʊg] ka layog<br>[lʊmajʊg] lumayog |

**APPENDICES** (continued)

*Summary of the Data Collection Both Maranao and Maguindanao language*

| SWADISH LISTS | Maranao TRANSLATION | MAGUINDANAON TRANSCRIPTION & TRANSLATION |
|---|---|---|
| 55. FOG | [ləkəp] lakup<br>[abəl] abal<br>[bəl] bal | [bəl] bal<br>[bal]<br>[lɛnʊs] lenus<br>[gabʊŋ-gabʊŋ] gabong-gabong |
| 56. FOOT | [skə] ski/ske | [aɪ] ay |
| 57. FOUR | [pat] pat | [pat] pat |
| 58. TO FREEZE | [pəŋəs] panghas<br>[mijənəgʊsa] meyonegusay<br>[pakatɪgasən] pakatigasan<br>[təŋgawən] tinggawan | [kəgkatəŋgəw] kagkatanggaw<br>[dtəgas] edtegas<br>[kadtɪgas] kadtigas |
| 59. FRUIT | [prʊtas] prutas | [prʊtas] prutas |
| 60. TO GIVE | [bəgəj] b'gay<br>[mgaɪ] m'gay | [ka aŋəy] ka anggay<br>[məŋi] mengge<br>[ka ɪŋəɪ] ka inggai |
| 61. GOOD | [mapja] mapiya/mapya | [mapja] mapya |
| 62. GRASS | [ʊtan] utan | [ʊtan] utan |
| 63. GREEN | [gədʊŋ] gadong/ghadung | [gadʊŋ] gadung |
| 64. GUTS | [gats] guts | [gats] guts |
| 65. HAIR | [bʊkh] buk/bhok | [bʊk] buk |
| 66. HAND | [lima] lima | [lima] lima<br>[mamaʔ] mama |
| 67. HE | [skənjan] skanyan<br>[wata a mamah] wata a mama | [səkanin] sakanin<br>[sakanin a mama] sakanin a mama |
| 68. HEAD | [ulʊ]ulo | [ʊlʊʔ] ulo/ulu |
| 69. TO HEAR | [kənəg] p'kaneg/kanug | [ka kinəg] kakinag<br>[makɪnəg] makineg |
| 70. HEART | [pusʊ] puso | [pʊsɔŋ] pusong<br>[pamʊsʊŋan] pamusongan |
| 71. HEAVY | [mapnəd] mapned | [mɔgat] mogat<br>[mʊgat] mugat |
| 72. HERE | [sayah] saya<br>[si] sii | [sja] sya<br>[saɪ] say |
| 73. TO HIT | [sugətən] sugaten<br>[sʊntʊkaʔ] suntuka<br>[tiraan] tiraan | [ka sʊgat] ka sugat<br>[masʊgat] masugat<br>[kabɛtaɪ] kabetay |

**APPENDICES** (continued)

*Summary of the Data Collection Both Maranao and Maguindanao language*

| SWADISH LISTS | Maranao TRANSLATION | MAGUINDANAON TRANSCRIPTION & TRANSLATION |
|---|---|---|
| 74.  HOLD (IN HAND) | [kapət] kapet<br>[kəptən] kaptan<br>[sʊlimah] sulima | [kapət] kapat<br>[kamal] kamal<br>[kakəpət] kakapet<br>[kapətən] kapetan |
| 75.  HOW | [panɔ] pano<br>[antʊnaa] antunaa<br>[paanu] paano | [panʊn] panun<br>[panɔn] |
| 76.  TO HUNT (GAME) | [gilʊba] ghiluba<br>[Pangəngasʊ] pangangaso<br>[panakop] panakop | [ka paŋɪlaɪ] ka pangilay<br>[daləmət] dalemet |
| 77.  HUSBAND | [karʊma a mama] karuma a mama<br>[karʊma] karuma | [kalʊma] kaluma |
| 78.  I | [sakən] sakun/saken | [saki] saki<br>[saki?] |
| 79.  ICE | [aɪs] ice | [aɪs] ice |
| 80.  IF | [ʊ] o<br>[ibərat] ibarat | [amɛŋka] amengka<br>[bila] bila<br>[amɪŋka]<br>[ʊmaŋka] umangka |
| 81.  IN | [sa] sa<br>[sʊləd] sulod/sul'd | [sa] sa |
| 82.  TO KILL | [mbənʊən] mbuno-en<br>[bʊnʊʊn] bunuan | [ka pataɪ] ka patay<br>[ɪmatajan] imatayan<br>[ka ɪmataɪ] ka imatay |
| 83.  KNOW (FACTS) | [katawan] katawan | [katawan] katawan |
| 84.  LAKE | [ranaʊ] ranao | [pʊlaŋi] pulangi<br>[kalʊran] kaluran |
| 85.  TO LAUGH | [isiŋa] isinga | [kədtətawa] kadtatawa<br>[ɛdtətəwa?] edtatawa |
| 86.  LEAF | [raʊn] raon | [lɔn] lon/lown |
| 87.  LEFT (HAND) | [diwaŋ] diwhang/diwang | [bɪwang] biwang<br>[bɜwang] |
| 88.  LEG | [səki] s'ki<br>[bubʊn] bubon<br>[bʊbən] | [lisən] lisan/lisen |
| 89.  TO LIE (ON SIDE) | [pəmrak] pamrak<br>[pagɪga] pagiga<br>[mijəmrək] meyomrak<br>[pamʊkag] pamukag | [kandalbʊt] kandalbut<br>[kabʊtʊd] kabudtud<br>[miga?] miga<br>[kadtakir] kadtakir |

**APPENDICES** (continued)

*Summary of the Data Collection Both Maranao and Maguindanao language*

| SWADISH LISTS | Maranao TRANSLATION | MAGUINDANAON TRANSCRIPTION & TRANSLATION |
|---|---|---|
| 90. TO LIVE | [pagintaʊ] pagintaw<br>[kʊjag] kuyag<br>[pagəwa] pagawa<br>[maʊjag] moyag | [ka bɪbjag] ka bibyag<br>[ka ʊjag] ka uyag<br>[mʊjag] muyag |
| 91. LIVER | [ataɪ] atay | [atəɪ] atay |
| 92. LONG | [matas] matas | [mələndʊ] malandu/malendu |
| 93. LOUSE | [kʊtʊ] kuto/koto | [kʊtʊʔ] kuto/kutu |
| 94. MAN (MALE) | [mama] mama<br>[datʊ] dato | [mama] mama |
| 95. MANY | [madəkəl] madakul/ madakel | [madakəl] madakel/madakal |
| 96. (a) MEAT (FLESH) | [karni] karne | [karni] karni/karne<br>[mɪt] meat/mit |
| 96. (b) MOON | [ulan] ulan | [ʊlən-ʊlən] ulan-ulang<br>[ʊlan-ʊlan] |
| 97. MOTHER | [inaʔ] ina<br>[ʊmi] ume<br>[umɪ] | [inaʔ] ina |
| 98. MOUNTAIN | [bundʊk] bundok<br>[palaʊ] palaw<br>[kapʊrʊan] kapuroan | [bundʊk] bunduk<br>[palaw] palaw<br>[paləw] |
| 99. MOUTH | [ŋari] ngare/ngari | [ŋalɪʔ] ngali |
| 100. NAME | [ŋaran] ngaran | [ɪŋalaʔ] ingala<br>[ŋalaʔ] ngala<br>[ɪŋalan] ingalan<br>[ŋalan] ngalan |
| 101. NARROW | [maligət] malig't/ maliget | [masimpɪt] masimpit<br>[masɪkʊt] masikut<br>[magəgət] mageget |
| 102. NEAR | [marani] marani | [ʊbaɪ] ubay<br>[masʊmpəg] masumpag<br>[masikən] maseken |
| 103. NECK | [lig] lig | [lɪg] lig |
| 104. NEW | [bəgʊ] bago | [bagʊʔ] bagu |
| 105. NIGHT | [gəgəwɪɪ] gagawii<br>[gəwɪɪ] gawii | [magabɪ] magabi |

**APPENDICES** (continued)

*Summary of the Data Collection Both Maranao and Maguindanao language*

| SWADISH LISTS | Maranao TRANSLATION | MAGUINDANAON TRANSCRIPTION & TRANSLATION |
|---|---|---|
| 106. NOSE | [ŋirɔŋ] ngirong<br>[kɛtʊkawən] ketukawen | [ŋilʊŋ] ngilong |
| 107. NOT | [nəba] naba | [kana] kana<br>[kəna] |
| 108. OLD | [lʊkəs] lokes<br>[sətɪmən] sontiman<br>[njitɪ] nyeti<br>[inandəŋ] inandang<br>[matʊwa] matuwa | [matʊwaʔ] matuwa<br>[lʊkəs] lokes<br>[matʔwa] |
| 109. ONE | [isa] usa | [ɪsaʔ] isa<br>[ɪsa] |
| 110. OTHER | [salakaw] salakaw | [sʊpəd] supad<br>[kapəd] kaped<br>[ɪbə] iba |
| 111. PERSON | [taʊ] tao/taw<br>[mamʊsja] molnusya | [taʊ] taw<br>[təw] |
| 112. TO PLAY | [gitagitaʔ] gitagita | [kandalmat] kandalmat<br>[andələmət] endalimet |
| 113. TO PULL | [gamɪt] ghamit | [ka kətəŋ] ka katang<br>[katəŋən] katengen |
| 114. TO PUSH | [tʊlʊd] tulud/tulod | [ka sʊmag] ka sumag<br>[sʊmagən] sumagen |
| 115. TO RAIN | [ʊran] uran | [ka ʊlan] ka ulan<br>[mɔlan] mulan |
| 116. RED | [marɪgə] mariga/ marigha | [maligaʔ] maliga<br>[malɪgaʔ] |
| 117. RIGHT (CORRECT) | [pjur] pyur<br>[tama səkənjən] tama sakanyan<br>[bənar] banar<br>[kʊrək] korek | [tamaʔ] tama<br>[bantaŋ] bantang<br>[bənal] benal |
| 118. RIGHT (HAND) | [kəwanan] kawanan | [kawanan] kawana |
| 119. RIVER | [lawasaig] lawas sa ig/ lawas sa eg | [pʊlaŋi] pulangi<br>[lawas na ig] lawas na ig |
| 120. ROAD | [lalan] lalan | [lalan] lalan |
| 121. ROOT | [bəkaʊ] b'kaw<br>[ʊgat] ugat<br>[ugat] | [ʊgət] ugat/owgat |

**APPENDICES** (continued)

*Summary of the Data Collection Both Maranao and Maguindanao language*

| SWADISH LISTS | Maranao TRANSLATION | MAGUINDANAON TRANSCRIPTION & TRANSLATION |
|---|---|---|
| 122. ROPE | [tali] tali | [taliʔ] tali |
| 123. ROTTEN (LOG) | [mjadʊ] myadu<br>[gabʊkdən] gabukdan | [naladak] naladak<br>[galədək] galedak |
| 124. RUB | [ipʊ] ipo<br>[gətələn] gatulon<br>[ɪnʊlədan] inulodan<br>[mjaminasʊ] myaminasu<br>[mja arən] mya aron | [pʊnas] punas<br>[pʊnan] punan<br>[kɪkɪsən] kikisen |
| 125. SALT | [timʊs] timis | [tɪmʊs] timus |
| 126. SAND | [pətəd] p'tad/petad<br>[lapʊt] laput<br>[bʊtəd] butad | [lʊpapak] lupapak<br>[pɛdtar] pedtar<br>[Pʊput] pupot<br>[pədtəd] pedtad |
| 127. TO SAY | [tərʊ] tharo/taru | [kədtalʊ] kadtalu<br>[kadalʊ] kadalu<br>[ədtaʊn] edtawn |
| 128. SCRATCH (ITCH) | [kukʊt] kukot<br>[ŋətələn] ngatalan | [kʊkʊt] kukut<br>[kʊkʊtən] kukuten |
| 129. SEA (OCEAN) | [ragət] ragat<br>[əludan] uludan<br>[kaludən] kaludan | [lagat] lagat<br>[Ragat] ragat |
| 130. TO SEE | [Ilay] ilay<br>[pəgɪleɪŋən] pugelengan | [kailaɪ] ka ilay/ ka elay |
| 131. SEED | [ʊd] ud<br>[plʊsʊŋ] plusong | [ʊnʊd] unod/unud |
| 132. TO SEW | [pəmənai] phamanae<br>[pananehɪ] pananahi | [ka panaɪ] ka panay<br>[kagət] kagat<br>[pamanaɪn] pamanayn |
| 133. SHARP (KNIFE) | [magaraŋ] magarang<br>[matarəm] matarum | [magalaŋ] magalang |
| 134. SHORT | [mabəbə] mababa<br>[Maɪtʊ] maito<br>[maɪtʊʔ] | [madidʊ] madidu<br>[madidək] madidak<br>[madidʊk] madiduk<br>[manɔt] manot<br>[manaʊt] |
| 135. TO SING | [pagideɪdaʔ] phagidaidha<br>[ɪda-ɪda] ida-ida | [kadsəŋəl] kadsangal<br>[ədsəŋəl] edsengal |
| 136. TO SIT | [paʔgʊntʊd] pag untod/phaguntod | [ka ajan] ka ayan<br>[mʊntʊd] muntud |

**APPENDICES** (continued)

*Summary of the Data Collection Both Maranao and Maguindanao language*

| SWADISH LISTS | Maranao TRANSLATION | MAGUINDANAON TRANSCRIPTION & TRANSLATION |
|---|---|---|
| 137. SKIN (OF PERSON) | [lawəs] lawas<br>[kubal] kubal<br>[anɪt] anit | [sapʊʔ] sapu<br>[lanitan] lanitan |
| 138. SKY | [laŋit] langit | [laŋɪt] langit |
| 139. TO SLEEP | [pəgatʊrʊg] phakaturog<br>[ptʊrag] p'turog | [katulʊg] katulug<br>[tʊmʊlʊg] tumulog |
| 140. SMALL | [maɪtʊ] maito<br>[manɔt] manot | [manɔt] manot |
| 141. TO SMELL (PERCEIVE ODOR) | [pəgbəw] pagbaw | [ka baʊ] ka baw<br>[kabɔʔ] kabo<br>[baʊn] bawn |
| 142. SMOKE | [bəl] b'l/ bhel<br>[panɪgʊpəm] panigupam<br>[pagəmbəw] pagembaw | [bəl] bal/bel |
| 143. SMOOTH | [malmək] malmek/<br>mal'muk | [lɪmpjuʔ] limpyo<br>[mələmək] malemek |
| 144. SNAKE | [nipaɪ] nipay | [uləd] ulad<br>[nipaɪ] nipay |
| 145. SNOW | [snoʊ] snow | [snoʊ] snow |
| 146. SOME | [sʊpəd] so ped/ so p'd | [kapəd] kapad<br>[kapəɚ] kaper |
| 147. TO SPIT | [dudœʔ] dudha<br>[ɪmdudœ] imduda | [katʊbpaʔ] katubpa<br>[dəmʊda] dumuda<br>[kadura] kadura |
| 148. TO SPLIT | [bagɪʔ] bagi<br>[bagɪɪn] bagiin | [kabpitas] kabpitas<br>[təbpədən] tebpeden |
| 149. TO SQUEEZE | [kməsən] k'mesen<br>[spəpəsələn] s'pepeselen | [ka kəməs] ka kamas<br>[kə məsən] kemesen |
| 150. TO STAB (OR STICK) | [sukər] sukar<br>[tusʊkən] tusukan | [ka saʔndak] kasandak<br>[sandakən] sandaken |
| 151. TO STAND | [tindəg] tendheg/ tindug | [ka tindəg] katindog |
| 152. STAR | [bitʊʊn] bituon | [bɪtʊn] bitun |
| 153. STICK (OFWOOD) | [stɪk] stick<br>[kajʊ] kayo | [kajʊʔ] kayu<br>[tug] tug |
| 154. STONE | [atʊr] ator | [watʊʔ] watu |
| 155. STRAIGHT | [streɪt] straight<br>[dirɪtsʊ] diritso | [dɪrɪtsʊ] diritsu<br>[dɪdsʊ] didsu |
| 156. TO SUCK | [susʊp] susup<br>[sɪsɪpən] sisipan | [ka susʊp] ka susup |

**APPENDICES** (continued)

*Summary of the Data Collection Both Maranao and Maguindanao language*

| SWADISH LISTS | Maranao TRANSLATION | MAGUINDANAON TRANSCRIPTION & TRANSLATION |
|---|---|---|
| 157. SUN | [alʊŋan] alungan<br>[sʊmɪnaŋ] suminang | [sənaŋ] sanang/senang |
| 158. TO SWELL | [ləbəg] lebhag<br>[ka ləbag] ka lebag | [baʊn] bawn |
| 159. TO SWIM | [laŋɔɪ] langoy<br>[suminəb] suminab<br>[plaŋɔɪ] plangoy | [ka laŋʊɪʔ] ka langoy<br>[bəlaŋgɪ] balanggi |
| 160. TAIL | [ikʊg] ikog | [ikʊg] ikog |
| 161. THAT | [gjutʊ] gyuto<br>[gɪnan] ginan<br>[gjinən] gyinan | [nan] nan<br>[nɪnja ba] ninya ba<br>[nanbaɪ] nanbay |
| 162. THERE | [rʊʊ] roo<br>[san] san | [lu] lu<br>[tʊbaɪ] tubay |
| 163. THEY | [siran] siran<br>[laŋʊn] langon | [silan] silan |
| 164. THICK | [makapəl] makapal<br>[pəndəkəta] pandakata | [makapal] makapal |
| 165. THIN | [manɪpɪs] manipis<br>[pagtɪ] pagti | [manɪpɪs] manipis<br>[bagitʊŋ] bagitung |
| 166. TO THINK | [pəmikɪrən] pamikiren/pamikaran<br>[mijamikər] miyamikar | [ka pagɪtʊŋ] ka pagitung |
| 167. THIS | [gjii] gyae/giya<br>[gɪnɪ] gini | [nija] niya |
| 168. THOU/YOU | [ska] seka/ s'ka | [səka] saka/seka |
| 169. THREE | [təlʊ] t'lu/t'lo | [təlʊʔ] talu/telu<br>[talʊ] |
| 170. TO THROW | [ləbəd] lebhad<br>[ɪpləpəd] ip'labad | [ka idtʊg] ka idtug<br>[ɪbagɪdtʊg] ibagidtug |
| 171. TO TIE | [talian] talian<br>[pag ɪktən] pag iktan | [ka talɪʔ] ka tali<br>[ɪbadtalɪ] ibedtali |
| 172. TONGUE | [dila] dila | [dɪlaʔ] dila |
| 173. TOOTH (FRONT) | [ŋipən] ngip'n/ ngipen | [ŋɪpən] ngipen |
| 174. TREE | [kajʊ] kayo | [pʊnʊʔ] puno<br>[kajʊ] kayu/kayo<br>[kajʊʔ] |
| 175. TO TURN (VEER) | [pikʊ] piko<br>[kasʊj] kasoy | [kabpalɪŋkʊʔ] kabpalingku<br>[kambalʊman] kambaluman |

**APPENDICES** (continued)

*Summary of the Data Collection Both Maranao and Maguindanao language*

| SWADISH LISTS | Maranao TRANSLATION | MAGUINDANAON TRANSCRIPTION & TRANSLATION |
|---|---|---|
| 176. TWO | [dʊwa] duwa | [dʊwaʔ] duwa<br>[Dʊwa]<br>[dwatɪman] dwatiman |
| 177. TO VOMMIT | [gawa] gwa<br>[ɪgʊwa] iguwa | [kaʊtəʔ] ka uta<br>[baŋutaʔ] banguta |
| 178. TO WALK | [lalakaʊ] lalakaw<br>[katataŋəən] katatangaan<br>[plakaʊ] plakaw | [ka lakəw] ka lakaw<br>[bəlakaw] balakaw |
| 179. WARM (WEATHER | [majaʊ] mayaw<br>[tama-tama] tama-tama<br>[mələŋgəw] molanggaw<br>[magərənaʊ] magaranaw | [majəw] mayaw |
| 180. TO WASH | [pəŋʊnəb] pangunab<br>[unabən] unaban | [ka pɪpɪʔ] ka pipi<br>[ka ʊgas] ka ugas<br>[baŋagas] bangagas |
| 181. WATER | [ɪg] ig | [ig] ig |
| 182. WE | [skamɪk] s'kami<br>[səptanʊ] saptanu<br>[sakata] sikita | [sakita] sakita<br>[sakamɪʔ] sakami<br>[sakɪtanʊ] sakitanu |
| 183. WET | [bəsa] bhasa/basa<br>[mawasa] mawasa | [mawasaʔ] mawasa<br>[basa] basa |
| 184. WHAT | [tʊnaa] tunaa | [ŋɪn] ngin/ngen<br>[aŋɪn] angin |
| 185. WHEN | [kilan] kailan/kelan<br>[əndəj] undoy | [kanʊʔ] kanu<br>[kanʊ] |
| 186. WHERE | [andə] anda | [andəw] andaw<br>[əndaw] endaw |
| 187. WHITE | [mapʊtɪ] maputi | mapʊtɪʔ maputi |
| 188. WHO | [antaa] antaa<br>[ŋɪntəw] ngintew | [ɪntəw] intaw<br>[əntən] anten<br>[tən] ten |
| 189. WIDE | [maʊlad] maulad | [moʊlad] mowlad<br>[muləd] mulad<br>[maʊlad] |
| 190. WIFE | [karʊma a bəbaɪ] karuma a babae/ karuma a babai | [ka lʊmaʔ] ka luma |
| 191. WIND (BREEZE) | [ndu] undo/ndu<br>[mətəŋgəw] matanggaw | [sambəl] sambal/sambel |
| 192. WING | [papak]bpapak | [papak] papak |

**APPENDICES** (continued)

*Summary of the Data Collection Both Maranao and Maguindanao language*

| SWADISH LISTS | Maranao TRANSLATION | MAGUINDANAON TRANSCRIPTION & TRANSLATION |
|---|---|---|
| 193. WIPE | [trapʊ] trapu/trapo | [pʊnas]punas |
| 194. WITH (ACCOMPANYING) | [pəd] p'd/ped | [kapəd] kaped |
| 195. WOMAN | [bəbaɪ] babai | [bəbaɪ] babai/babay |
| 196. WOODS | [maŋa kajʊ] mga kayo | [maŋa kajʊʔ] mga kayu [kajʊ] kayo |
| 197. WORM | [lʊwatɪ] luwati [ulʊd] uld | [ʊld] uld [uləd] ulod [lɪwatɪ] liwati |
| 198. YE | [skə] ska | [səka] saka [səkano] sekano |
| 199. YEAR | [ragʊn] ragon | [lagʊn] lagun/lagon |
| 200. YELLOW | [binanɪŋ] binaning | [bɪnanɪŋ] binaning |

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# LANGUAGE EDUCATION

# Exploring Teacher Initiation Moves and Communication Attributes in a Homeschool Classroom

**Melba O. Dizon**
De La Salle University, Manila
melba.dizon@dlsu.edu.ph

**Abstract**. As a context of pedagogy, the classroom interaction exhibits "communicative roles of the participants, communicative patterns, and communicative conclusions" (Nicholson, 2014, p. 207) expressed in terms moves exchanges, and utterances. Although most pedagogies are essentially teacher-led, the classroom discourse exhibits symbiotic relationships between and among the teachers and learners, just like in homeschool contexts. Moreover, exploring and evaluating exchanges and utterances can shed better understanding of the communication attributes and roles among the participants (White, 2003). Thus, this study adapted the Sinclair and Coulthard IRF Model (1975) to explore the typology of teacher initiation moves and IRF exchanges of the homeschool classroom interaction. Based on the results, the teacher apparently employed all ten initiation moves all throughout the pedagogy where Teacher-elicit move was predominantly used (40.87%) followed by Teacher- inform and Teacher-Direct. Meanwhile, the total distribution for each IRF accounted for relatively proportional ratios between the initiation and reply. Overall, it can be asserted that the homeschool discourse exemplified interactive, competent, and conducive interaction to effect successful learning outcomes and established good relationships among the participants.

**Keywords:** homeschool, classroom interaction, teacher initiation moves, IRF Model

## 1. Introduction

As informed by most recent research studies and scholars, "Classroom interaction is complex, dynamic, and variable so that multiple contexts emerge and are negotiated based on participant orientations to co-constructed pedagogical phenomena" (Sert, 2015; Seedhouse, 2004; Walsh, 2006, as cited in Sert, 2019, p. 15). As a social interaction, the classroom language essentially exhibits symbiotic relationships between the teachers and learners. Thus, investigating the classroom interaction and discourse by evaluating their exchanges and utterances can shed better understanding of the communication attributes and roles of both participants (White, 2003). As such, these features do not minimize the goal for providing a conducive and interactive classroom context that promotes students' language development and fluency (Dailey, 2010; Walsh & Mann, 2019). Traditionally, most classrooms are teacher-fronted or teacher-led. As such, teachers are conceived to take the reins of leadership and management through the teaching and learning process. As facilitators and directors, teachers can develop their ability to guide and to mediate classroom discourse by using a set of skills of language awareness regarded as Classroom Interactional Competence (Walsh 2006; 2011). Hence, it is not just instructional materials and teaching and learning strategies are essential elements to pedagogy but also the quality of classroom discourse and climate.

## 1.1 Classroom Interaction and Discourse

It is inevitable that the quality of communication in the classroom is one of the predictors of success in enhancing teaching and learning. However, most research studies and teacher training are mostly centered on teaching methods, teaching materials, and subject knowledge. Hence, understanding the value of relationship between language and interaction in the classroom seems to be overlooked. Walsh (2011) emphasizes the need for Classroom Interactional Competence (CIC) which is a conscientious skill that seeks to use linguistic resources that help learners and teachers establish effective, more engaging, and conducive discourse. In the same thread, notions of communicative competence (Hymes, 1971), speech acts, turn taking, and other communicative practices have been valuable to discourse studies in classroom contexts (Markee, 2015). Thus, it is important to inquire how these conversational interactions support and affect the students' learning.

## 1.2 Sinclair and Coulthard Model (1975) and Related Literature

In the 1970's, the application of the Sinclair & Coulthard Model (IRF) for spoken discourse using transcribed data was originally employed in teacher centered primary classrooms (Sinclair & Coulthard, 1975). Although there are some limitations using this model, several conducted studies on spoken discourse in institutionalized teacher fronted classes benefited from its relatively broad, objective, and linguistic and functional features based on Halliday's (1961) theory of grammar (Cockayne, 2010). Using the Sinclair & Coulthard Model rank and scale, studies on the EFL classroom spoken discourse helped analyze and understand the communicative features of the EFL classroom and roles of both the teacher and students by their language choices (Nicholson, 2014; Dailey, 2010). In an EAP class, Noviana and Ardi (2015) investigated the teacher and students' contribution to the IRF sequences in the classroom interaction (n=6 students and n=1 teacher) at Universitas Siswa Bangsa Internasional. Although both students and the teacher contributed to the classroom interaction, the teacher largely dominated the initiation and feedback sequences (94%-3.4%- 97.4%), while the students only highly contributed to the responses (6.5%-96.7%-1%) respectively. Furthermore, the authors identified three challenges such as students, social, and educational factors which could have accounted for the outcomes of the study. In a recent study, Teshome (2021) investigated classroom-based discourse in a Grade 11 at Kokebe Tsibah Secondary and Preparatory School to determine its uses for EFL/ESL. The transcribed data employed the Sinclair and Coulthard (1975) Model as a signpost for the classroom-based discourse. In summary, the findings revealed that the classroom discourse did not promote equal roles for the teacher and students. In this case, the teacher had the most dominant role while the students had the least participation in the discourse (Mulyati, 2013). Meanwhile, Ginting (2017) investigated a Senior High School classroom that explored the teacher opening moves used through the teaching learning process to facilitate longer and productive turns of interaction for the students. On the one hand, the same model investigated the extent of this model's usefulness in a student-centered ELT classroom regarding the development and testing of ELT materials (Cockayne, 2010). Although there are some limitations to contemporary student-centered classrooms, the structural- functional and communicative attributes of the Sinclair and

Coulthard (1975) Model, are compatible for this qualitative single case exploratory study and could easily complement other models as well. In addition, this model is described as hierarchical, teacher and "a litmus test for whether a lesson is communicative' (Raine, 2010, p. 19, in Cockayne, 2010, p. 3). Furthermore, this model serves as an initial description of the types of exchanges, transitions of feedback and answers, and acts or functions that occur during the classroom interaction. Thus, analyses that would be derived are useful tools to inform communicative patterns and communicative conclusions. However, most research studies on discourse and interaction analyses usually include institutionalized or traditional classrooms; hence, other pedagogical contexts such as homeschool environments can be more explored and represented. Nonetheless, this study believes that learning and teaching are not just confined in the four walls of the traditional classrooms, but they are also situated and co-constructed by teachers and students in multiple contexts (Gee, in Rogers, 2004). Although homeschooling can still be considered a 'going against the grain pedagogy", it has been a considerable alternative education for some support group communities over the last years. Hence, one of the main objectives of this research is to represent the homeschool classroom as one of the legitimate contexts for discourse research studies in pedagogy. Most importantly, exploring the communicative roles of the participants, communicative patterns, and communicative conclusions" (Nicholson, 2014, p. 207), can help homeschool teachers and homeschool communities facilitate more effective teaching strategies to make the classroom interaction more conducive to learning.

## 1.3 Homeschool Environments

Contrary to common knowledge, homeschooling has been practiced for decades, and three of its forerunners are "John Holt, Dorothy and Raymond Moore for educational reforms" (Kaminski, 2023, para. 2). "Homeschooling is an informal (or semi-formal) system of education where parents educate their children at home instead of sending them to a conventional school" (Kaminski, 2023, para. 2). In contrast to mainstream schools, "the homeschool environment provides a personalized approach to instruction that makes it possible to build a curriculum that thoroughly considers the unique gifts, talents, and skills of a given student (Lesaux & Marietta, 2011; O'Connell & Smith, 2000, cited in Jeynes, 2016, p. 105). Moreover, homeschooling fosters a longer student-teacher relationship and considers individual learning differences among the students (Jeynes, 2016). In this case, pedagogical approaches include teaching styles that match learning styles of learners. Interestingly, it has been a growing alternative pedagogy, especially in western countries like United States of America. In fact, "February 2020 statistics attested that there were at least 9 million US students who had been homeschoolers, and the COVID-19 pandemic led 300 million students into homeschooling (Kaminski, 2023, para. 7). Nonetheless, the reasons why some families opt to homeschool vary from security, academic quality, religious convictions, special needs, finances, health, and moral instructions (Kaminski, 2023; Jeynes ;2016).

## 1.4 Research Questions

Purposely, using the Sinclair and Coulthard Model (1975), this single case qualitative study explored and investigated the teacher initiation/opening moves and the IRF model

teacher-student exchanges that explored the communicative attributes of a home-school classroom. The findings of this study were aimed at answering the following research questions below.

1. Using the Sinclair and Coulthard (1975) IRF Model, what are the types of teacher initiation moves that are observed in a homeschool classroom interaction?
2. How do the analyses of the teacher initiation moves describe the communicative attributes of the homeschool classroom interaction?

## 2. Methodology

After obtaining both verbal and formal permission from the teacher participant, an asynchronous questionnaire on the demographic profiles was also employed to provide better understanding and insights on the background of the participants and their pedagogical context. In addition, sample relevant materials such as class schedule, curriculum, and sample PACES were also sent by the teacher participant to help better understand the homeschool pedagogy.

### 2.1 Teaching Context and Curriculum

As informed from the asynchronous questionnaire (Appendix 1), this single qualitative case study mainly employed a homeschooling family who has been using the Accelerated Christian Education (ACE) curriculum, provided by the School of Tomorrow, Philippines. As informed by the teacher participant in the questionnaire, the curriculum is individualized and accelerated, as students work at their own pace at their own levels. Initially, they are diagnosed and are prescribed a level based on their performance in the assessment. Each student is given the materials (PACES) to study individually while the supervisor (teacher/parent) is to facilitate the learning experience. In this case, the students are responsible for learning while the teachers (parents) are responsible for guiding them through the materials. Meanwhile, academic levels can accelerate when the students can accomplish the materials quickly and successfully. Moreover, the parents have the liberty to incorporate different skills training. In general, homeschool pedagogy is academically structured; yet it is flexible in accommodating different kinds of learners and strategies that work best for them.

### 2.2 Participants' Profiles

Table 1

*Profile of respondents*

| Participants | Profile |
|---|---|
| | Profile |
| Homeschool Teacher (HST) | College Graduate |
| Homeschool Student 1 (HS1) | Grade 3 (9 years old) |
| Homeschool Student 2 (HS2) | Grade 1 (7 years old) |

In Table 1, the main participants of this study were a homeschool parent/teacher (HT-pseudonym) and her two children/students (HS1 and HS2), with ages 7 and 9 years old. HT has been homeschooling her children since their formative years. As regards her academic and work experiences, she finished her Bachelor of Secondary Education in Physics and Math and Bachelor of Science in Chemistry, and she taught secondary education at the Philippine Christian School of Tomorrow for six years. At present, aside from homeschooling, she has been working as a part- time online tutor since 2017.

## 2.3 Data Collection

The primary data of this study were 12 audiotapes of raw mini lessons (ranging from 1-30 minutes for a total of at least 2 hrs.) that were submitted by the teacher participant. In this case, the mini lessons and discussions covered the homeschool classroom's morning lesson instructions and PACES (Math, Filipino, Social Studies, Word Building, and Reading, and Goals Setting), for both one-to-one and pair class teaching-learning interactions. Purposely, the subject variety of the classroom interactions yielded sufficient transcriptions that explored the typology of teacher initiation moves and teacher- student/s IRF exchanges to describe the communicative roles and attributes of the homeschool classroom.

## 2.4 Data Analyses

After adopting a system-based transcription, the data were subjected and categorized according to the typology of teacher initiation moves and IRF exchanges or sequences (Sinclair and Coulthard, 1975, in Ginting, 2017, pp. 7-9; Raine, 2010, in Nicholson, 2014, pp. 201-202). First, as guided by Table 1 below, each teacher initiation move was determined per IRF exchange and categorized according to typology. Then, using a descriptive analysis, frequency use and percentage distribution were used to determine the total teacher initiation moves and the typology of the least to the most used moves employed by the teacher. In addition, these moves eventually combined that led to higher moves, such as exchanges and transactions. The verbal utterances of the participants during the five subject lessons were purposely recorded at the significant periods: initial, middle, and culminating parts. Finally, the teacher initiation moves, IRF exchanges, and IRF structures were noted down and eventually subjected to the framework.

Table 2

*Typology of Teacher Initiation Moves and Acronyms*

| Teacher Inform – TI | Re-initiation 1      - Ri (1) |
|---|---|
| Teacher Direct – TD | Re-initiation 2      - Ri (2) |
| Teacher Elicit     - TE | Repeat      - R |
| Listing         - L | Reinforce      - RF |
| Check         - C | Bound Initiation – BI |

The initiation moves as shown in Table 2, assume functions that can be observed in classroom interactions. Sinclair and Coulthard (1975, in Ginting, 2017. p. 9-10), describe the following moves:

1. Teacher Inform is primarily used to convey information.
2. Teacher Direct and Teacher Elicit are ways to elicit non-verbal and verbal responses from students respectively.
3. Listing is to withhold evaluation until two or more responses are received to an elicitation.
4. Check is to discover how well students are getting on and to identify any problems.
5. Re-Initiation 1 and Re-Initiation 2 moves are purposed to induce a response: the first one is to induce a previously unanswered question, while the second one is to induce a correct response to previously incorrectly answered elicitation. Then,
6. Repeat is to induce a repetition of a response.
7. Reinforce is to induce a (correct) response to a previously issued directive.
8. Finally, Bound Initiation is to initiate a response from an earlier elicitation or direction from the students.

Table 3
*Subcategories, Structures, and Functions of Free Exchange*

| Subclass of Exchange | Structures | Function of Exchange |
|---|---|---|
| Teacher Inform | I (R) | To convey information to the pupils |
| Teacher Direct | I R (F) | To elicit a non-verbal response from the pupils |
| Teacher Elicit | I R F | To elicit a verbal response from a pupil |
| Check | I R (F) | To discover how well students are getting on and identify any problems |
| Student-elicit | I R | To elicit a verbal response from the teacher |
| Student-inform | I F | To convey information to the teacher |

Table 3 represents the six subcategories which are also referred to as free exchanges. As defined by each function, initiation moves whether taken by the teacher or the students can affect the categorization of the IRF exchanges. In this case, it is not only the teacher who initiates and elicits responses but also the students in the free exchanges. Student- elicit and student-inform usually occur to ask questions from the teacher in clarifying instructions or to inform certain concerns during the interaction. These scenarios of exchanges promote conducive and accommodating environment for the students.

Table 4

*Sub-Categories of Bound Exchanges and Structures*

| Re-Initiation  (1) | I R Ib R F | Reinforce | I R Ib R | Listing | IRF (1b) R F |
|---|---|---|---|---|---|
| Re-Initiation  (2) | I R F (Ib) R F | Repeat | I R Ib R F | | |

Meanwhile, Table 4 shows the five subcategories of bound exchanges which are usually found in "prior exchanges and are bound to previous exchange's function in some way" (Nicholson, 2014, p. 202). In this case, exchanges tend to be longer as the teacher chooses an interplay or combination of boundary initiation moves to induce correct responses or appropriate action from previously given directives or unanswered elicitations.  Hence, interactions are not just delimited to basic IRF structures.

## 3.   Results and Discussion

Table 5
*Frequency Use and Percentage Distribution of the Typology of Initiation Moves*

| TI | TD | TE | L | C | Ri (1) | Ri (2) | R | RF | BI | Total |
|---|---|---|---|---|---|---|---|---|---|---|
| 30 | 21 | 47 | 1 | 4 | 4 | 4 | 1 | 1 | 2 | 115 |
| 26.09 | 18.26 | 40.87 | 0.87 | 3.48 | 3.48 | 3.48 | 0.87 | 0.87 | 1.74 | 100 % |

To address research question 1 of this study, the frequency use percentage distribution in Table 5, exhibits the typology of teacher initiation moves and determines the most to the least employed initiation moves in the homeschool classroom interaction and discourse. In general, the homeschool teacher employed all types of teacher initiation moves all throughout the teaching- learning process. However, Teacher-elicit was the most employed move (40.87%), followed by Teacher-inform (26.09%) and Teacher-Direct (18.26%) respectively. Remarkably, these three teaching moves altogether garnered an 85% share in total. These outcomes inform that the homeschool classroom interaction was teacher- fronted as the homeschool teacher controlled and led the class discourse to elicit, to inform, and to direct, but not necessarily hindered the students' initiative to take part in the interaction (Straker, 1980; Greyling, 1995). Furthermore, it can be observed both from Table 4 and the sample excerpts, that the homeschool teacher used all types of initiation move and even made an interplay of moves to achieve the target lessons at hand to elicit accurate responses to prior prompts given.

### 3.1   Sample IRF Excerpts in the Classroom Interaction

The sample excerpts included the lesson subject, the teacher initiation moves, the IRF structure/sequence, and the verbal utterances. For anonymity, the participants were assigned their pseudonyms: HT (homeschool teacher/parent), HS1(homeschool student 1), and HS2 (homeschool student 2). As regards the exchanges, only the verbal utterances were analyzed as suggested in the S & C Model. Purposely, these excerpts would elaborate the uses, interplay, and functions of the teacher initiation moves that

influenced the attributes of the IRF exchanges. Correspondingly, the classroom discourses featured five lesson subjects: Goal Setting, Values and Bible Verses, Spelling, Reading, and Filipino, where verbal utterances and exchanges were drawn from. As such, the collected data were sufficient to explore and to describe the teacher initiation moves and overall communication attributes of the participants.

### 3.1.1  Excerpts #1 - Classroom Discourse in Goal Setting

Audio tape #2 – HS2 (IRF Exchange 10-11)
Teacher Initiation Moves – TI; TI/TD
IRF Structure – I (R) I [R] F

*HT: So okay, congratulations S2.  You were able to finish your test yesterday and you scored a hundred.  Good job!*
*HS2: Yey!*
*HT: Now, here's your new pace.  Now before we start, let's go and read the first page.*
*HS2: (Recited and read.)*
*HT:  Okay, very good!*

The verbal utterances in Excerpts#1 exemplified the Homeschool Teacher's combination of Teacher-inform and Teacher-direct moves for acknowledging achievement and directing Homeschool Student 2's next tasks. In addition, it could be observed that the teacher used praises to elicit a positive response. In this case, this scenario agrees that a teacher can choose casual and friendly talk to create a conducive classroom discourse and teacher-student relationship (Moon, 200; Pinter 2006, in Ginting, 2017).

### 3.1.2  Excerpts #2 - *Classroom Discourse in Spelling*

Audiotape #9 – HS2 (IRF Exchange #102)
Teacher Initiation Moves – TE; Ri (2)/L

*IRF Structure – I R F R; [Ib] R F*
*HT: Last (H2) last..road*
*HS2: r…*
*HT: Do you know that?*
*HS2: o-d?*
*HT2: No, not that one, road na_*
*HS2: Ah..r-o-a-d*
*HT: Yes, right. Good job!*

Excerpts #2 are derived from HS2's Spelling drill which informed a good example of a standard teacher led IRF exchange. Homeschool Teacher initially used a TE move followed by Ri (2) and L to withhold evaluation until two or more answers were elicited and to induce a correct answer from the previous question. Finally, the exchange ended with an acknowledgment and positive feedback from the teacher.

### 3.1.3  Excerpts #3 - *Classroom Discourse in Values and Bible Verses*

Audio tape #5 - HS1 and HS2 (IRF Exchanges #45-49)
Teacher Initiation Moves – TI; TE Ri (1); TD/BI

Particularly, Excerpts #3 presented a mini lesson on Values for the two students (HS1 and HS2), which exhibited longer IRF exchanges using an interplay of boundary and teaching exchanges. To meet the learning goals at hand, Homeschool Teacher employed different initiation moves (TI, TE, TD, Ri (1) and BI) to elicit an unanswered question and to initiate a response from an earlier elicitation or direction.

### 3.1.4  Excerpts #4 - *Classroom Discourse in Reading*

Audio tape #8 – HS2
Teacher Initiation Moves - C TE Ri (2) R
IRF Structure - I-(S_E) R (R)I (R) IR Ib I R

*HS2: This pack?*
*HT: Sure, please go ahead and read.*
*HS2: (Started to read)*
*HT: No, again, please read the title.*
*HS2: (Read the passage)*
*HT: Why did Jesus come to earth?*
*HS2: To die and save us*
*HT: To save His people, right? From their sins.*
*HT: Correct?*
*HS2: (Inaudible)*

Excerpts #4 related a mini lesson on Reading where HT used an interplay of teaching and boundary exchanges. HT was able to elicit an accurate answer from HS2 to the prompt by checking any problem with the issued directive (C), eliciting a verbal response (TE), inducing a correct response from a previous elicitation (Ri (2) and inducing a repetition of response (R). Hence, this suggests that combining moves and understanding their functions can help teachers induce not just responses, but to elicit accurate answers from the students for the classroom tasks at hand (Dailey, 2010). Gleaning from these interaction excerpts, free exchange moves can be used to validate and elicit replies and feedback to improve students' learning in a conducive atmosphere. Thus, the combined lower rank moves can eventually lead to higher ranks such as exchanges and transactions between the participants.

### 3.1.5  Excerpts #5 Classroom *Discourse in Filipino*

Audio tape #1 - HS1
IRF Exchanges # 1-6
Teacher Initiation Moves - C Ri (1)/BI
IRF Structure - I (S-E) R I (S-E) I (S-E) R I (S-I) Ib I (S-E)  R

*HS1: What do they all mean?*
*HT: Well, then. Pag-usapan natin Filipino po ito*
*HS1: What is napakataas?*
*HS1: What does umuusok mean?*
*HT: Umuusok, that's like smoke. There's smoke.*

In Excerpts #5, a one-to-one teaching and learning in Filipino displayed a longer scenario of IRF exchanges and multiple verbal utterances as HS1 took four initiation moves (SI/SE). As observed in the complete transcripts of this study, when a subject got more challenging, the students resorted to elicitation or information initiation moves. Others may refer to this as role confusion, where exchanges can be treated as interactive and conducive to the learning process. HT used boundary initiation (Ri (1), R, and C) to induce a response to an unanswered question, to induce repetition of a response, and to check any problem S1 was encountering with the lesson. Finally, boundary initiation such as C and Ri (1) moves prompted HT to check on the challenging Filipino vocabulary and to elicit an unanswered question from HS1. Thus, it is imperative that both quality and quantity of teacher-fronted instructions are beneficial to achieve the learning goals at hand (Moon, 2000, in Ginting, 2017). In general, the above moves given can be applied to more challenging course subjects that need accurate or desired outcomes by using interactive and engaging instructions, recasts, questions, clarifications, and follow ups.

Table 6

*Frequency Use and percentage Distribution of the IRF Exchanges Between Teacher and Students*

| Participant | Initiation (I) | Response (R) | Feedback (F) | Total |
|---|---|---|---|---|
| Homeschool Teacher | 35.49% (115) | 10.80% (35) | 17.28% (56) | 63.58% (206) |
| HS Students | 7.41% (24) | 27.47 (89) | 1.54 (5) | 36.42% (118) |
| Total | 42.9% (139) | 38.27% (124) | 18.83% (61) | 100% (324) |

Meanwhile, to shed light on research question 2, Table 6 summarizes the frequency use and percentage distribution of the IRF exchanges between the participants. Based on the figures, the HT predominantly led the initiation and feedback compared with the HS students. Thus, this accounts for the teacher-led discourse that follows the standard IRF pattern model. However, it is important to note that the HS students were able to take part in the initiation moves that shared at least 7. 41% of the total exchanges. This suggests that classroom interaction permits free and informal exchanges as opposed to some formal teacher-fronted classrooms. Moreover, there was a significant relationship between the total initiation moves and responses by the teacher and students that promoted a balanced and conducive communication. Based on the excerpts of verbal exchanges, the target lessons and goals at hand were either met or clarified. Overall, the total distribution for each IRF accounted for relatively proportional ratios especially between the initiation (42.9%) and reply (38.37%) exchanges. In summary, these figures can infer that the communication attributes of the homeschool classroom interaction are relatively interactive, conducive, casual, and yet academically structured.

## 4. Conclusion

It is assumed that a conducive classroom interaction fosters interactive, mutual, and symbiotic relationships between and among the teacher and the learners. In other words, "classroom interaction is the communication between teachers and learners in the classroom, so the interaction is the heart of communicative competence, it is what communication is all about" (Hall & Walsh, 2002, in Ginting, 2017, p. 8). Essentially, each participant has a role to contribute and a turn to impart in the discourse not just for the sake of interaction but to achieve the lesson target goals at hand. Similarly, the homeschool classroom environment featured in this single case study exhibited most of these traits. As guided by the Sinclair and Coulthard IRF Model framework for this study, the homeschool teacher employed all the initiation moves all throughout the teaching- learning processes that led to at least a proportional ratio of initiation and reply to exchanges and elicited multiple verbal utterances between the participants. Although the classroom discourse was predominantly teacher-fronted, the students were not hindered to take their initiation and elicit turns as needed during the discourse. Furthermore, as regards the communication attributes, the homeschool classroom fostered a balanced environment of casual, conducive, and interactive discourse, yet maintained the academic and language structure of the pedagogy. In summary, based on the overall findings of this single case study, it can be asserted that a homeschool classroom together with the teacher and the students provided an interactive, competent, and conducive interaction to effect successful learning outcomes and established good relationships among them.

## 5. Implications for Future Research and Pedagogy

Evidently, there has been a growing number of homeschoolers worldwide, as brought about by some reasons such as security, bullying, academic quality, religious convictions, and the COVID 19 pandemic, can attest that homeschool environments can be rich avenues for discourse studies. Although this study has just explored the teacher initiation moves and the communication attributes of a homeschool classroom using the S & C IRF model, there are still angles of discourse that can be investigated such as codeswitching, conversation analysis, peer-teacher feedback, teacher talk, and students talk in the light of other discourse frameworks. Another relevant implication is to include situated and contextualized contexts of learning such as the homeschool environment which is an alternative pedagogical context. In general, the collaboration and open discussions among the stakeholders, such as the government agencies, educational institutions, local government units, educators, researchers, curriculum designers, parents, and students, should consider the importance of classroom interaction and discourse when implementing pedagogical practices, policies, strategies, and instructional materials. Thus, these initiatives can ease the burdens of teachers as frontline facilitators of their classrooms. Overall, communication attributes in the classroom are considered essential information and rich grounds for education stakeholders to devise pedagogical conventions and interventions to enhance classroom discourse, that will improve learning and relationships between teachers and learners.

**References**

Cockayne, M. (2010). Applying the Sinclair and Coulthard Model of Discourse Analysis to a student-centered EFL. Center for English Language Studies. https://www.birmingham.ac.uk/documents/college artslaw/cels/essays/csdp/essaybankmod4cockayne.pdf

Dailey, A. (2010). An analysis of classroom discourse: The usefulness of Sinclair and Coulthard's Rank Scale in a language classroom. https://drive.google.com/drive/u/0/folders/1FSLGqMKoFhM_pGPWKdw7XmxkN Wp 3g 2

Hall, J., & Walsh, M. (2002). Teacher-student interaction and language learning. Annual Review of Applied Linguistics, 22, 186-203.

Ginting, A. (2017). The importance of opening moves in classroom Interaction.

Advances in Language and Literary Studies. 8 (6). http://dx.doi.org/10.7575/aiac.alls.v.8n.6p.7 https://files.eric.ed.gov//fulltext/EJ1165038.pdf

Groves, C. E. (2014). Talk Moves: A repertoire of practices for productive classroom dialogue.https://foundationforlearningandliteracy.info/wp-content/uploads/2020/11/Edward- Groves-PETAA195.pdf

Jeynes, W. H. (2016). Homeschooling: The ultimate personalized environment. In M. Murphy, S. Redding, & J. Twyman (Eds.), Handbook on personalized learning for states, districts, and schools (pp. 99–113). Philadelphia, PA: Temple University, Center on Innovations in Learning. Retrieved from www.centeril.org

Kaminski, J. (2023). Homeschooling statistics in 2023: USA data and trends. https://brighterly.com/blog/homeschooling-statistics/

Lomotey, C. & Gyima-Aboagye, G. (2021). The IRF exchange as a pedagogical tool: A study of ESL classrooms in Pokuase Township, GHANA. European Journal of English Language Teaching. 6. 10.46827/ejel.v6i5.3889.

Markee, N. (Ed.). (2015). The Handbook of Classroom Discourse and Interaction. Wiley: Blackwell

Mulyati, A. F. (2013). A study of teacher talk and student talk in verbal classroom interaction to develop speaking skill for young learners. Journal of English and Education 2013, 1(1), 1-1.

Muslimawati, N. S. (2022). Formal and informal language expressions Used by English

students of Indonesia in Classroom Presentation-Interaction. Elsya: Journal of English Language Studies, 4(1), 12-23. https://doi.org/10.31849/elsya.v4i1.8293

Nicholson, (2014). An Impetus for Change: Classroom analysis using Sinclair and Coulthard's Model of spoken discourse. International Journal of Linguistics. 6, (2). ISSN 1948-5425. https://www.macrothink.org/journal/index.php/ijl/article/view/5464/4369

Noviana, A. & Ardi, P. (2015). Challenges in Implementing Initiation-Response- Feedback (IRF) Sequences in EAP Class. https://www.researchgate.net/publication/330703861_Challenges_in_Implement ing_Initiation-Response-Feedback_IRF_Sequences_in_EAP_Class

Raine, P. (2010). An application of the Sinclair and Coulthard (1975) method of discourse analysis. https://www.researchgate.net/publication/315658242_

Rogers, R. (2004). An Introduction to Critical Discourse Analysis in education. London: Lawrence Erlbaum Associates, Publishers

Sert, O. (2019). Classroom interaction and language teacher education. In S. Walsh and S. Mann (Eds) The Routledge Handbook of English Language Teacher Education. 216-238. London: Routledge.

Sinclair, J. M., Sinclair, J. M., & Coulthard, M. (1975). Towards an analysis of discourse: The English used by teachers and pupils. Oxford University Press: USA.

Straker, D. (1980). Situational variables in language use. International Journal of the Sociology of Language, (26),101122. https://www.ideals.illinois.edu/bitstream/handle/2142/17867/ctrstreadtechrepv0 1980i001 67_opt.pdf

Teshome, M. (2021). Classroom discourse analysis. 10.13140/RG.2.2.33545.77921. https://www.researchgate.net/publication/353513933_Classroom_Discourse_Ana lysis

Walsh S. (2006). Investigating classroom discourse. New York: Routledge

Walsh, S. (2011). Exploring classroom discourse language in action. New York: Routledge

Walsh, S., & Mann, S. (Eds.). (2019). The Routledge handbook of English language teacher education. New York: Routledge.

White, A. (2003). "The application of Sinclair and Coulthard's IRF structure to a classroom lesson: Analysis and discussion." Retrieved September2010, from http://www.cels.bham.ac.uk/resources/essays/AWhite4.pdf.

Sample Asynchronous Questionnaire

Asynchronous Questionnaire
- Name:
- Age:
- Gender:
- Native language:
- Nationality:
- Occupation:
- Highest Educational Attainment:
- Teaching Experiences:
- If any, what were your teaching experiences before homeschooling?
- How long have you been homeschooling your children? What are their ages and school levels?
- Briefly describe your homeschool curriculum or umbrella school you are affiliated with.
- In a scale of 1-10, how would you describe your teacher-student talk in your classroom interaction? Why?
- To whom or to what do you attribute the level of communicativeness of your homeschool classroom?
- What languages/dialect do you and your students use in the classroom interaction?
- What teaching strategies or activities do you employ to provide or to improve classroom interaction and to meet the target lesson objectives?
- What other areas in the classroom interaction need to be improved?

_____
Participant's Signature Over Printed Name

# The Sense of Connection between Writing Competence and Oral Proficiency in Language

**Thor Harold F. Florentino, Katrina Mae E. Baloyo, Efreline A. Francisco,
Jenny Mae B. Caguitla, & Arlhaine Kyle D. Abundo**
Polytechnic University of the Philippines – Santa Rosa
thorharoldflorentino@gmail.com

**Abstract.** The study aimed to address problems in the connection of writing and oral competence as this phenomenon remains unaddressed. There are students who are skilled in writing, but are not that competent in speaking. According to Chafe, W. and Danielwicz J. (1987), people write differently compared to one's speech. Learners must make utterances quickly, whereas writers have time to organize. This phenomenological research studied the lived experiences of the chosen tertiary students with writing competence but are unable to use the same proficiency in speaking. This study used a purposive sampling technique. The researchers facilitated a virtual interview. After its conduct, the responses were subjected to thematic analysis. The study's findings were concluded based on the following themes: learners experience disparities in their oral and written competence, difficulties in thought organization come from stage anxiety, stage anxiety result to inappropriate body movement, and lastly, problems in oral communication point to disconnection in writing and speaking. This reveals a problem in Philippine education: attention to balancing written and oral competence.

**Keywords:** connection, writing competence, and oral proficiency

## 1. Introduction

In a world filled with discrepancies with linguistic competence, the fine line between the impact of writing competency to oral application is to this day – undetermined. There are language learners who, when subjected to writing academic papers, can accomplish such tasks with ease and accompanied competence in both writing and speaking. On the other hand, there are those who are as good in writing as those who are good in speaking, but cannot exhibit the same level of excellence in speaking as they are good with writing. This linguistic phenomenon is an occurring problem in the field of language learning and acquisition.

Additionally, there are learners who are linguistically competent in the four rudimentary skills: reading, writing, listening, and speaking. The integration of such competence serves as a foundation in language education. That is why students who have not yet mastered the aforementioned macro skills, have difficulty in their academics from time-to-time. Their skills in written discourse are more often than not

expected to be integrated with their expertise in oral application. However, in language education, that seems to be not the case.

In Stand Up, Speak Out: An Introduction to Public Speaking (2011, p. 346,), the connection between writing competence and oral proficiency in language can be seen wherein it is stated that in understanding the language: there are steps to consider, such as understanding how humans assign meaning to words, which are made up of sounds (oral) and shapes (written) with predetermined meanings based on concepts, ideas, and memories, and that oral language that is used in public speaking and written language used for texts do not function in the same manner.

In accordance with this difference, disparities between written competency and its utilization in oral application can be observed. There are learners who find writing harder than speaking because it requires adherence to the rules of grammar, is less forgiving of mistakes, and comes with more expectations and pressure compared to speaking the language (English Explorer, 2022). There are learners who think otherwise because writing gives them the time to think and to choose the perfect words and phrasing, carefully promoting accuracy, clarity, and understanding. Speaking can be difficult for them because of the anxiety that they feel in the heat of the communicative situation making it harder for them to think of what to say next (Granneman, 2020).

According to Chafe, W. and Danielwicz J. (1987), people write differently compared to how they speak, since each form enables a variety of styles to be used for different purposes (language registers). Speakers must make word and phrase selections quickly, whereas writers have time to deliberate and even alter their words if they are not satisfied with the product. As a result, written language has a wider vocabulary than spoken language.

In accordance to the extent that makes up the constituent or the whole sentence itself, according to Halliday, the lexical identity indicates the fact that there is a disparity in competence throughout the use of a number of content words such as nouns, verbs, and adverbs, and the volume of function words such as articles, prepositions, and conjunctions. As opposed to oral communication, written communication is inclined to utilize a greater amount of content words onto a sentence. There are instances where features of both spoken and written language share characteristics in contexts, making it difficult to determine the difference between the two since speakers and writers sometimes exhibit similar competencies.

Written and verbal communications have always been viewed to possess a predominantly uniform connection, with speaking that serves as the basis for writing. Existing knowledge in language helps determine a language learner's writing proficiency. It is evident that the development of language in terms of oral proficiency is an important framework in writing proficiency. Moreover, an individual's capacity to articulate significance through written work is contingent upon his or her comprehension of speech. It is additionally known that speech may be beneficial in the progression of

written communication in a second language (Weissberg, 2006). However, Kantor and Rubin (1981) asserted that speaking and writing have a complementary connection. They propose that even though speech appears to necessitate a lesser amount of apparent instruction, the advancement of writing involves guidance considering writing is understood to be an exceptionally developed code that cultivates out of speech.

Furthermore, writing is closely compared to general language processing. This processing includes the connection between writing and oral competence, but the concept of that relationship is less recognizable. For example, writing and spoken language rely on cognitive abilities; conventionally, language learners who perform poorly in oral language would also produce the same performance in writing, and vice versa. However, knowing this would not be useful, except that it would enable an equal treatment for oral language and writing for the objective of diagnosing and identifying inadequacy, but does the identification of such inadequacies push toward efforts to equalize both writing and oral competence? – No.

Speaking in front of a crowd emphasizes the importance of facilitating confidence towards improving one's overall linguistic competence. Public speaking is the art, act, or process of producing compelling speech in front of a crowd; it represents an act of tactical communication (Lucas, 2007; Yin, 2005). English public speaking (EPS) has been a main significant skill among college students reinforcing the competencies and core skills, not exclusively in oral interaction, it also includes critical thinking, writing, intercultural communicative competence, listening and all-inclusive English proficiency (Y. Li, Gao, & Zhang, 2015; Lucas, 2013; Parvis, 2001; Zhang, Ardasheva, & Austin, 2020).

On top of that, language learners who have sufficient levels of self-efficacy can prosper in language learning while language learners with low self-efficacy who view things negatively may prevent themselves from learning new concepts. Foreign and second language learning is performed better when language learners exhibit a high level of self-efficacy (Huang & Chan, 1996).

This research focused on the following questions:

1. What is the primary disparity between your writing competence and your ability to utilize that competence in oral application that points to its disconnection?

2. How can one's confidence and self-efficacy be affected in oral application in the existence of writing competence?

3. How can your body movement be affected in oral application in the existence of knowledge to appropriate body movement?

## 2. Methods

This qualitative study utilizes a phenomenological type of research as it revolves around analyzing the actual performances of the chosen respondents in (1) impromptu speaking (oral application), and (2) essay writing (writing competence) in both English and Filipino as the foundation for the research conduct focused on the connection of the aforementioned variables.

The Sense of Connection between Writing Competence and Oral Proficiency in Language is limited to the language learners of the Polytechnic University of the Philippines – Santa Rosa Branch, particularly members of Libertas – PUP Santa Rosa Debate Society. The fifteen (15) participants subjected to a qualitative survey were carefully chosen to limit the respondents to the final set of participants. The final three (3) were then chosen based from the salient findings of the study where they claimed to have an above-average writing competence but were unable to utilize that competence in the same wavelength in oral application.

The research proponents emailed a validation letter for the preliminary surveys and qualitative interview and testing to the Public Schools District Supervisor of Santa Rosa, Dr. Paulo B. Mangubos, PhD. After the validation, the researchers proceeded to transfer the preliminary survey through Google Forms. Upon the finalization, the dissemination began for the purposely chosen fifteen (15) research participants from Libertas – PUPSRC Debate Society. After the completion of the pilot testing, the researchers chose 3 students with consideration to meeting the specific criterion provided in the pre-interview tests. The respondents were chosen based on their responses from the given pilot survey. The two questions used were the "Are you a student with above-average writing competence?" and "Do you have difficulties in oral application?". All three chosen respondents answered two 'yes' during the test.

The chosen interviewees were given 2 days to give consideration to each respondent's individual schedules. After the 2-day grace period, the virtual interviews and activities commenced, and were conducted through Zoom virtual video conferencing on July 07, 2023. The interviews also ended on the same day. The interviews were held at different time stamps throughout the day as the student-participants have different class schedules. The proponents made sure that the interviews did not interfere with any of their classes.

The virtual interviews were recorded with permission for a more efficient response transcription. The statements given during the virtual interviews were garnered and tabulated which were subjected to an in-depth content analysis for thematic presentation and discussion.

## 3. Results and Discussion

In the results and discussion part of this qualitative research, raw transcripts from the qualitative virtual interviews and post-interview tests which included impromptu speaking and essay writing, both in English and Filipino were collected and significant themes were identified in-line with the research rationale.

After the conduct of the interview, the proponents proceeded to coding by going through the recorded virtual interviews. Statements on how the participants viewed the connection of writing competence and proficiency were protruded with evident variables like stage anxiety, ineffective delivery of information due to unproductive thought organization, audience engagement, struggles in choosing appropriate language registers, and lack of preparations. The aforementioned concepts were only some of the words to have emerged during the conduct of the interviews.

Through the following responses, the researchers developed the following codes and themes:

**Question 1** (What are the disparities between your writing competence and your ability to utilize that competence in oral application?)

**Theme 1**: Problems in oral communication are rooted from learners' thought organization.

The theme listed above are attributed to the following qualitative responses derived from the virtual interviews:

**Participant 1:** *"Siguro yung unang-una is yung kaba. Kasi ako, kahit na... Ayun nga, alam ko sa sarili ko kaya kong magsulat and may kakayahan ako sa pagsusulat. Pero kasi kapag oral na, alam mo yung pinapangunahan talaga ng kaba. And then yung sa mga nakikinig, iisipin mo na baka kung anong masabi nila o baka magkamali ka. Although alam mo naman yung sasabihin mo, pero pag sasabihin mo na sya talaga like literally, parang naghahalo-halo na sya sa utak mo ganyan. Hindi mo na alam kung paano mo icocompose talaga yung thoughts mo ganun. And then, yung isa pa, is yung sa confidence, minsan kasi, kahit na ayun… Alam mo na yung sasabihin mo like composed na yung words mo, o yung sasabihin mo. Kapag nakatayo ka na sa harap, kapag nakaharap ka na sa tao, sa maraming tao, parang pinapangunahan ka na ng kaba mo. Ayun nga, parang nahihirapan ka na sabihin yung kung ano talaga yung dapat mong sabihin."*

**Participant 2:** *"The disparities between my writing competence and my ability to utilize that writing competence in oral application includes difficulties on organizing thoughts on the spot, uhm… delivering information po fluently and effectively engaging with the audience po."*

**Participant 3:** *"Ah the disparities between my writing competence and oral application involve challenges in formulating ideas in real time and engaging the audience effectively."*

Anxiety is experienced when one perceives danger, thus making that person feel powerless in the midst of a conversation due mainly to variables like peer judgment and complications in thought organization. Even if the learner has sufficient writing competence, it becomes difficult for that person to have direct translation of writing skills to oral skills because of existing external factors which one does not hold power over.

Studies concerning language anxiety and fear of negative evaluation have surfaced. According to Horwitz et al. (1986), fear of negative evaluation is triggered by the teacher who is exceptionally competent in oral application, and the classmates, who are most of the times, judgmental in grammar technicalities. In line with this, Young (1991) exposed the reason why learners do not participate more in classroom activities involving oral application: the fear of making verbal error. This fear can be attributed to fear of negative evaluation.

ESL (English as a Second Language) and EFL (English as a Foreign Language) learning is affected negatively by the language learner's psychological factors including minimal motivation, confidence, and overwhelming anxiety (Aida 1994; Horwitz, 1986, MacIntyre & Gardner, 1991; Salehi & Marefat, 2014; Rashid et al., 2020).

Students have difficulty using their pre-existing knowledge in writing and grammar in oral communication due to the fact that oral application requires instant cognitive processing and thought consolidation. Furthermore, learners also feel anxious because not only does oral communication require faster thinking processes in idea formation but it also inserts the principle of peer judgment. This particular variable is one of the foremost concepts considered by language learners who are exceptionally adept at writing, but has minimal engagement in public speaking. Audience behavior and feedback garnered after oral application engagement are crucial to induce public speaking anxiety, which affects performance and perception. Negative audiences produce greater anxiety and less pleasant experiences.

EFL and ESL learners have the fear of negative judgments by imparting unfavorable impressions on other people. Performance-related anxieties like communication apprehension, fear of negative peer judgment or evaluation, test anxiety, speech anxiety, and fear of accomplishing desired competence in language have to be provided with effective solutions for effective language learning. (Horwitz et al. 1986; Aida 1994).

**Question 2** (How can your confidence be affected in oral application even if you exhibit above average language proficiency in writing?)

**Theme 2**: Difficulties in thought organization come from stage anxiety.

The theme listed above are attributed to the following qualitative responses derived from the virtual interviews:

**Participant 1**: *"Okay... uhm... para sa'kin kasi yung confidence isa talaga 'yan sa mga biggest factor kapag nagsasalita ka e. Kasi makikita 'yan ng ano—ng audience mo sa… Kapag speaker ka kapag nakita na ng audience mo na 'ay hindi siya confident', parang uhh... hindi na gano'n ka... What do you call this—parang hindi na sila magiging gano'n ka… hindi ko maano yung word... magiging ka—wait lang hindi ko maano yung word pero ayun nga parang hindi ka na magiging gano'n ka-effective as a speaker kapag makikita ng audience mo na hindi ka confident kaya mahalaga kasi talaga siya yung confidence kapag nagsasalita ka hindi lang siya dapat uhh… maganda yung sasabihin mo dapat the way you present yourself din talaga is established gano'n"*

**Participant 2**: *"Uhm… yes po, and even if I exhibit above average language proficien–proficiency in writing, my confidence in oral application can be affected by some factors such as my fear in public speaking po, lack of practice in verbal communication and unfamil–unfamiliarity with uhm… some non-verbal cues po and uhm… responses from the audie–audience as well po."*

**Participant 3:** *"Ah my aver... my above average writing proficiency doesn't always translate confidence in oral application. Factors like fear of public speaking and limited practice in verbal communication can affect my ability to deliver information fluently and engage the audience effectively just like I said in number one."*

In The Correlation Between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students, Nascente (2001) said that using the English language in a conversational setting makes language learners feel anxious. This results in a reluctance in using that target language primarily because they are afraid of committing mistakes in front of a group of people. Language learners are uncomfortable speaking in English because they do not use their conventional medium in oral communication even if they exhibit above-average competence in writing.

According to Rubin and Kang (2008), who further elaborated on the correlation among speaking and writing like strands of DNA, a double helix featuring a speaking strand and a writing strand interconnected would be an increasingly appropriate analogy for the link throughout speaking and writing. One of the components might serve as the primary aspect at a particular point while drawing from the other. Nevertheless, taken together, each of these strands are mutually beneficial and headed in an identical path (2008, p. 220). However, when one does not exhibit the necessary confidence in oral speaking, they more or less do not exhibit the same level of excellence in writing than they do orally.

Preparation, presentation, and the reception of positive evaluator feedback in oral communication improve a person's self-confidence, knowledge of the subject

matter, as well as life skills (Silliman, 2009). The enhancement of a person's public speaking self-efficacy is an important outcome in young people's public speaking development. Experiences wherein they have peer approval influence their development even further (Bandura, 1997; 2010). Self-efficacy theory indicates that successful presentation experiences or oral application increase self-efficacy beliefs while negative experiences lower one's confidence (Tucker & McCarthy, 2001; Warren, 2011).

Poor grammar mastery and limited lexicon are some of the foremost concerns in language learning (Mine, 2014; Bandar & Abdul, 2017). If a language learner does not exhibit sufficient knowledge in vocabulary and grammar, it would significantly be more difficult to engage in oral application since cognitive processing cannot function properly due to word limitation and language structures.

As an example, if learners are in the midst of presenting in public, they run out of thoughts and sometimes, they do not know what to say which would then result in negative feedback amongst the audience. Another concern in public speaking is that the majority of the learners are wary of committing mistakes (Ahmed, 2016; Listyaningrum, 2017). They are highly particular with the mistakes they commit that they consider these as failure. There must be an equilibrium between language fluency and accuracy (Brown, 2007) where learners must not be worried extensively in terms of committing mistakes especially when the message is effectively delivered.

To create a comfortable learning environment in language learning, the significance of oral production improvement through an effective syllabus involving oral design must be considered. This facilitates the promotion of skills in communication which the learners may use in real life situations.

It is very likely that the respondents exhibit lack of confidence even if they know what to say because they may have had negative experiences in the past wherein, they garnered negative feedback from the person or group of people they are orally conversing with. The seeking of approval and positive evaluation among audiences therefore lead to ineffective application of writing knowledge, less mastery in topics, less engagement in oral communication, and lastly, having developed static speaking skills.

**Question 3** (How can your body movement be affected in oral application even if you exhibit above average language proficiency in writing?)

**Theme 3:** Learners' stage anxiety result to inappropriate body movement.

The theme listed above are attributed to the following qualitative responses derived from the virtual interviews:

**Participant 1:** *"Ayun, isa pa na malaking factor kapag nagsasalita is yung body movement natin o yung gestures. Pero kasi, ako personally ah—kapag nagsasalita kasi ako sa harap or kapag speaker ako, minsan hindi ko napipigilan yung ano… yung body movements ko—minsan hindi ko napipigilan na like kahit yung mga unnecessary*

movements dahil nga... dala na rin siguro sa kaba, pero ayun nga, kapag speaker ka kasi talaga dapat alam mo kung ano yung tamang body movements kasi madi-distract diyan yung audience mo e, yung body, hindi lang naman yung sinasabi mo yung pinapakinggan nila, nakikita ka rin nila, so dapat – yung body movements mo, tama 'dun sa sinasabi mo. Dapat kung formal… kung formal yung pagsasalita mo, dapat formal din yung body movements mo. Hindi ka galaw nang galaw, or kung ano-anong unnecessary movements ganyan. Pero ayun nga, dahil sa kaba, siguro minsan, hindi mo napipigilan yung sarili mo."

**Participant 2**: "In oral application po, my body lang–my body movement can be affected even if I ex–exhibit above average language proficiency in writing because I may struggle in maintaining eye contact and using appropriate gestures, and also expressing po myself physically in a way that enhances my message and connects with the audience po."

**Participant 3**: "Ah in oral application, even though I exhibit above average language proficiency in writing, I experienced tension and stiffness of my body. This is, especially when I'm not accustomed to speak in public and engaging in prolonged conversations. The tensions I built affect my body movement resulting in a rigid posture and limited mobility. Unfo... unfortunately, this physical stiffness may intentionally be a lack of confidence or discomfort to the audience."

Learners utilize facial expressions more frequently as opposed to other forms of body movement in postures and gestures. On top of that, they have a tendency to use more negative facial expressions. Learners also exhibit gestures and hand movement. For example, whenever they feel tension, they close their fist, or they twinkle their eyes. These examples are similar to those found in the study of Shinobu (2002), which revealed that students had a tendency to use negative or inappropriate non-verbal techniques.

Gestures are generally used whenever we speak. However, there was not any formal attention in terms of matching oral communication with appropriate gestures. These concepts are predominantly internalized as time passes by based on observation and practical application. Hand movements and gestures that spontaneously come out while speaking are evident. Some gestures are empathic, some are descriptive, and some are irrelevant and inappropriate (Koch, 2007).

Language learners who do not normally engage in oral communication or public speaking often show drastic signs of change in heart rates which means that they experience nervousness and palmar sweat activity whenever they engage in communicative situations orally. Particularly, learners who have above-average writing competence find it more difficult to use their pre-existing knowledge because not only do they need to consider speaking, they are also wary of their body movement. This more or less results to stiffness in the body, and mental strain where appropriate body gestures are not particularly utilized and monitored because they focus more on the content of

their message. This results to sometimes failing to consider how their bodies move in in-person conversations.

According to Bambaeeroo & Shokrpour (2017) in 'The impact of the teachers' non-verbal communication to success in teaching', non-verbal communication is more or less more effective than verbal communication and can convey meaning better than words in some instances. Expressions like smiles convey feelings much easier than words. However, non-verbal communication is difficult to achieve in oral communication as tensions are more likely to arise leading to disconnection between one's pre-existing skills in language (writing) and their ability to convey messages orally.

**Theme 4**: All existing problems in oral communication point to disconnection in writing and speaking.

The theme listed above is attributed to the summary of all previous responses and thematic presentations of the interviews.

According to Mueller (2000), learners should be exposed to skills needed for professional purposes. This introduces the idea that learners are engaged with academic activities related to practicing language registers in writing, but do not necessarily experience practical application in speaking.

In Teaching Chinese Engineering Students Oral Presentation Skills, employers are highly critical of communicative competence. This concept not only focuses on language accuracy and message delivery, but also takes self-confidence and professionally appropriate registers into consideration.

The tension experienced by language learners while engaging in oral communication results in unconscious shifting of language registers inappropriately. This phenomenon can highly be attributed to the lack of attention of the education system in connecting and practicing language registers in oral and written communication among language learners.

### 3.1. Post-Interview Tests (Impromptu Speech)

The researchers conducted an impromptu speech test to gauge the level of oral proficiency of the participants in both English and Filipino on top of the provided responses to the prepared qualitative questionnaire. This activity aimed to understand the quality of the participants' vocalics, persuasion, eye contact, body movement in gestures, enunciation, thought organization, and time management while speaking in either medium. Video recordings of the speech were then forwarded to a revered Language and Speech instructor at the Polytechnic University of the Philippines – Santa Rosa to grade the individual performances of the participants.

The following are the speech content of the participants' impromptu speech test.

**Impromptu Speech (English)**

**Topic: Forgiveness or Acceptance?**

**Participant 1:** "*Again... ahh... the question says that what is more... what is more important? Forgiveness or acceptance? I believe that it is more important to... to accept or acceptance, because not all the time you can forgive what people did to us. Not all the time we can forgive what... we did to ourselves. So, we cannot... ahmm... we cannot change the time and you cannot go back in time to re-do those actions or mistakes, what we can only do is to accept that it happened. Accept that it happened this week and there may be a reason why this happened and we just have to go on with our life and accept that it is what it is. That is all, thank you.*"

**Topic: What part of you did you lose?**

**Participant 2:** "*So the question is... what part of me did I lost. So, in early age of my experience before, the part of me that I lost is my confidence.... I experienced so many things that traumatized me from the past because of my situation in the family. Some of the things that I cannot say to… today because of personal experience... it is traumatizing for me to... recall the memories because... because of my situation before when I was a kid, until now. It... it gives... gives a lot of strength to stand here in front...*"

**Topic: Inaccessibility of the Philippine Healthcare System**

**Participant 3**: "*(The Philippine healthcare system) being unaccessible, and I think that I won't agree with this because uhm if the Philippine healthcare system is accessible; there shouldn't be a lot of people that is suffering from sickness and was not able to, to take care of themselves because they can't provide something for themselves. And that is why I think what we can do is to actually have a change, and that change only can happen if the government and the people itself would help... the uhm healthcare system and it, it won't be that easy, but with the proper uhm communication and proper understanding of the government and the Filipino people, the healthcare system would be accessible in no time and by that I'll end my speech. Thank you.*"

The following are the criteria for the Impromptu Speech judging and the encoded grades of the participants from the Language Professor assigned in checking the outputs.

Table 1

*Criteria for judging (Impromptu Speech)*

| Criteria | Points |
| --- | --- |
| Volume | 10 |
| Persuasion | 10 |
| Eye Contact | 10 |
| Gestures | 10 |
| Enunciation | 10 |
| Content | 10 |
| Continuity | 10 |
| Time | 10 |
| TOTAL | 80 |

Table 2

*Scores for impromptu speech performances (English)*

| Criteria | Participant 1 | Participant 2 | Participant 3 |
| --- | --- | --- | --- |
| Volume | 8 | 7 | 5 |
| Persuasion | 9 | 7 | 4 |
| Eye Contact | 8 | 1 | 1 |
| Gestures | 8 | 4 | 1 |
| Enunciation | 9 | 8 | 7 |
| Content | 7 | 8 | 6 |
| Continuity | 7 | 4 | 7 |
| Time | 10 | 9 | 10 |
| TOTAL | 66 | 48 | 41 |

**Impromptu Speech (Filipino)**

**Topic: Ano ang mas matimbang: moralidad o intelektwal?**

**Participant 1**: "Sisimulan ko na ngayon ang aking sagot sa katanungan na ano ang mas matimbang: moralidad o intelektwal? Para sa'kin mas matimbang na ang isang tao ay may mataas na moralidad kesa sa mataas na intelektwal o katalinuhan, dahil hindi lahat ng taong matatalino alam nila kung ano yung tamang...gawin sa hindi tamang gawin. Kesa naman sa taong may moralidad o alam ang tamang...tama at hindi tamang gawin...mas matimbang yun yung tao na yun kahit na hindi sila katalinuhan, dahil...ahh...alam nga nila kung ano yung tama at mali at syempre...mas mapapakinabangan sila...dito...sa...ating bansa, dahil nga kahit hindi--hindi nil--hindi sila matalino o hindi nila alam papano gawin yun, alam pa rin nila...mas...basta yun na yun."

**Topic: Parusang kamatayan**

**Participant 2**: "Ang masasabi ko lang po sa parusang kamatayan, dito sa bansa naten... ahmm kung ibabalik ang parusang kamatayan.. medyo delikado..pagdating sa takbo ng hustisya sa bansa. Dahil... merong ano. Maraming tao ang may kakayahan... may...mapera na... kinokontrol yung hustisya ng bansa... like... kunware halimbawa nagkasala yung isang estudyante, yung isang tao. Pinagbibintangahan syang na, kumuha siya ng ganito, nagnakaw sya pero, pwedeng... ano, paikutin yon ng pera.. babayaran yung guro o kaya yung opisyal ng ganito para masabe na may kasalanan sya. Paano kung parusang kamatayan yung hatol sa kaniya, or maipit siya sa ganong sitwasyon, masasabi ba talaga nateng na.. dapat siyang parusahan dahil lang sa..."

**Topic: Maka-ekonomiyang establisyemento kapalit ng pagputol ng mga puno**

**Participant 3:** "Kung ako yung tatanungin uhm hindi ko – sasang-ayunan 'yong maka-ekonomiyang establimen--eshtablishemento kapalit ng pagputol ng mga puno kasi 'yong uhm pagiging uhm est- 'yong establishemento na mayroon tayo p'wede pa naman nating ayusin 'yon sa mas maraming paraan kaysa may kapalit, kasi 'yong mga puno hindi naman 'yan basta-basta 'pag pinutol mo tutubo kaagad at marami ding magiging kapalit na mga tensyon dito. Kung, kung magiging ma-maka-ekonomiyang bansa nga tayo pero 'pag nagkabaha wala namang puno na mag uhm liligtas sa bansa natin. Ano ding magiging silbi no'ng pagiging maka-ekonomiyang establishemento natin? At yung mga trahedya hindi rin naman natin masasabi 'yan. Kaya 'yong mga puno mas mahalaga na nand'yan sila kasi sila yung magsisilbing uhm protek--syon natin kapag may mga nangyari na kalamidad or trahedya na hindi natin inaasahan at yung pagiging maka-eno, maka-ekonomiyang establishemento mapag-uusapan pa naman 'yan ng taong bayan."

Table 3

*Scores for impromptu speech performances (Filipino)*

| Criteria | Participant 1 | Participant 2 | Participant 3 |
|---|---|---|---|
| Volume | 8 | 7 | 5 |
| Persuasion | 5 | 7 | 4 |
| Eye Contact | 7 | 1 | 1 |
| Gestures | 7 | 4 | 1 |
| Enunciation | 8 | 8 | 7 |
| Content | 4 | 8 | 6 |
| Continuity | 5 | 4 | 7 |
| Time | 5 | 9 | 10 |
| TOTAL | 49 | 49 | 46 |

Speaking is a medium for an effective communication, it is one of the most essential skillsets that needs to improve and develop throughout the course of our education. In language learning, speaking is one of the difficult abilities to master among the rudimentary skills. Several language learners face difficulties in using foreign language, and even their own language to eloquently and effectively convey their thoughts in a communicative setting. In addition, a good apprehension of speaking the language of English is required in the world of media and mass communication of the modern era. The students' primary concern is the instruction to speak appropriately, hence it is a field which requires an extra attention. Attention that even the current education system in the Philippines has not provided.

Educators are concerned about the students' inadequacy of "academic language skills" as well as their literacy attainment (August & Shanahan, 2006; Halliday & Martin, 1993; Pilgreen, 2006; Schleppergrell & Colombi, 2002). Control over academic requisites for success appears evidently, in order to succeed with challenging tasks in literacy like reading textbooks, and reviewing literatures or writing academic papers. Students are expected to establish new knowledge from content-area texts as early as middle primary grades, therefore, inability to apprehend the academic language of written texts can be a vital hindrance in learners' ability to access information.

According to Bashir, Azeem, and Dogar (2011), in some teachers' classes, the skill of speaking is often disregarded. There is insufficient opportunity for students to use English language inside or outside of the class. Unfortunately, when teachers are giving tests or examination for students, speaking is not a significant part of it. Students can enhance their skill in speaking through listening and repeating. Teachers can provide some structures to students and ask them to reiterate. This can help the students to lessen their shyness and improve their self-efficacy. In improving the students' speaking skills, the

teacher can employ brief questions and dialogues in the classrooms. One of the most challenging skills in learning language for language learners is speaking. Numerous students stated that they exhausted many years learning English language or any language for that matter but cannot properly and comprehensively speak whenever they need to. (Bueno, Madrid, & Mclaren, 2006). This specific phenomenon always points towards the disconnection of writing and speaking. At the end of the day, language learners will either be very good at writing and be bad at speaking, or be very good at speaking and bad at writing, and worse: be mediocre at both, and then finally, the worst: be bad at both.

### 3.2. Post-Interview Tests (Essay Writing)

The researchers also conducted an essay writing test in both English and Filipino to gauge the participants' writing competence in language on top of their responses garnered from the complete qualitative interviews. The essay outputs were forwarded to another Language and Literature professor at the Polytechnic University of the Philippines – Santa Rosa to check and validate each respondent's technical writing expertise.

The following are the used topic for the essay writing testing and the scanned copies of the respondents' checked outputs.

### Topic: AI Tool Usage in the Education of Students (English)

Figure 1

Scanned photo of Participant 1's English essay

Figure 2

Scanned photo of Participant 2's English essay
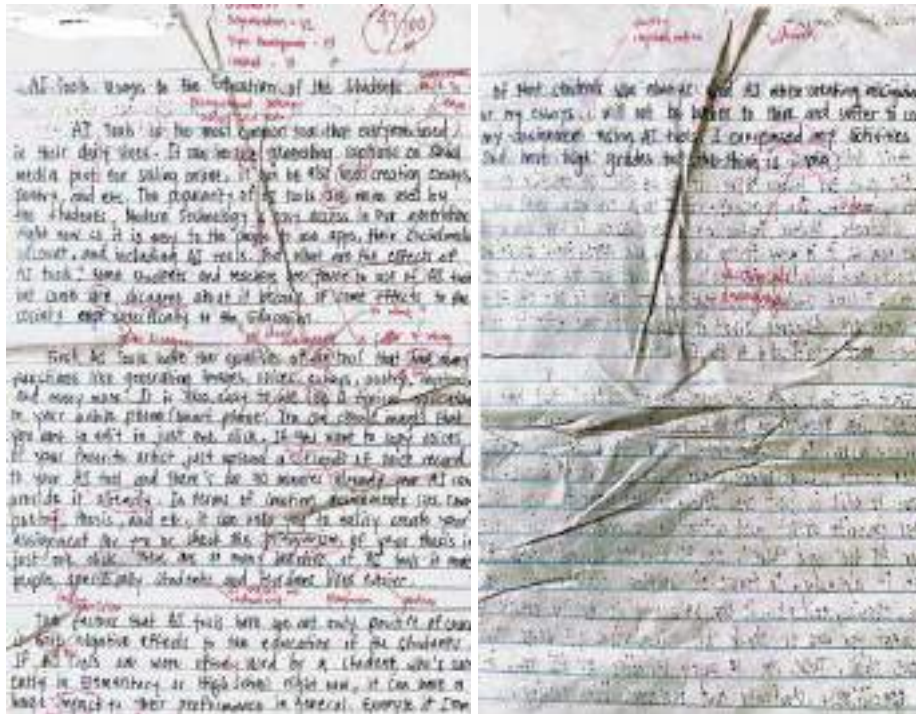


Figure 3

Scanned photo of Participant 3's English essay
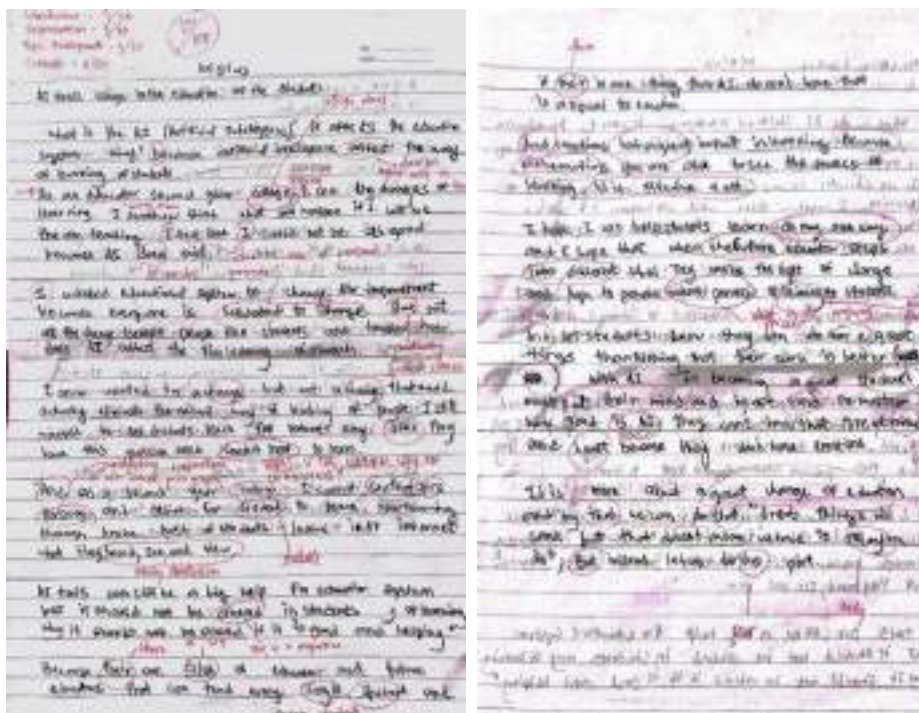
The following are the criteria for the Essay Writing judging and the encoded grades of the participants from the Language Professor assigned in checking the outputs.

Table 4

*Criteria for judging (Essay Writing)*

| Criteria | Points |
|---|---|
| Introduction<br>    i.   Purpose<br>    ii.  Usage of Thesis Statement<br>    iii. Lead Sentence | 20 |
| Organization<br>    i.   Transitional Devices<br>    ii.  Spacing and Punctuation<br>    iii. Clarity and Coherence | 30 |
| Topic Development<br>    i.   Definition<br>    ii.  Details<br>    iii. Significant Information & Facts<br>    iv. Quotations | 30 |
| Content<br>    i.   Word Choice<br>    ii.  Vocabulary<br>    iii. Use of Figures of Speech<br>    iv. Complexity | 20 |
| TOTAL | 100 |

Table 5

*Scores for essay writing outputs (English)*

| Criteria | Participant 1 | Participant 2 | Participant 3 |
|---|---|---|---|
| Introduction | 12 | 10 | 5 |
| Organization | 20 | 12 | 3 |
| Topic Development | 20 | 15 | 3 |
| Content | 10 | 10 | 4 |
| TOTAL | 62 | 47 | 15 |

**Topic: Pilipino sa Pilipino (Filipino)**

Figure 4

Scanned photo of Participant 1's Filipino essay
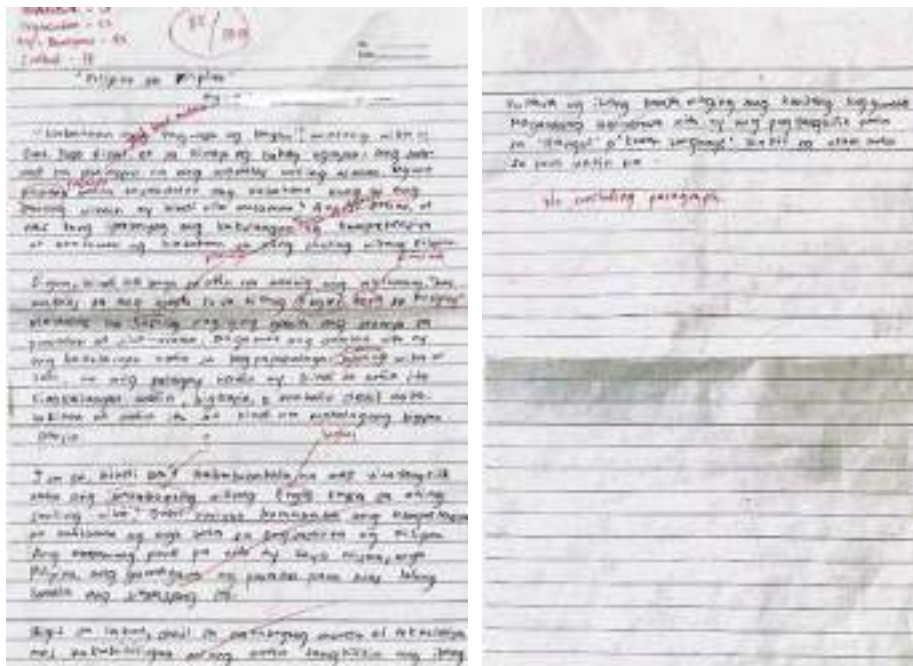


Figure 5

Scanned photo of Participant 2's Filipino essay
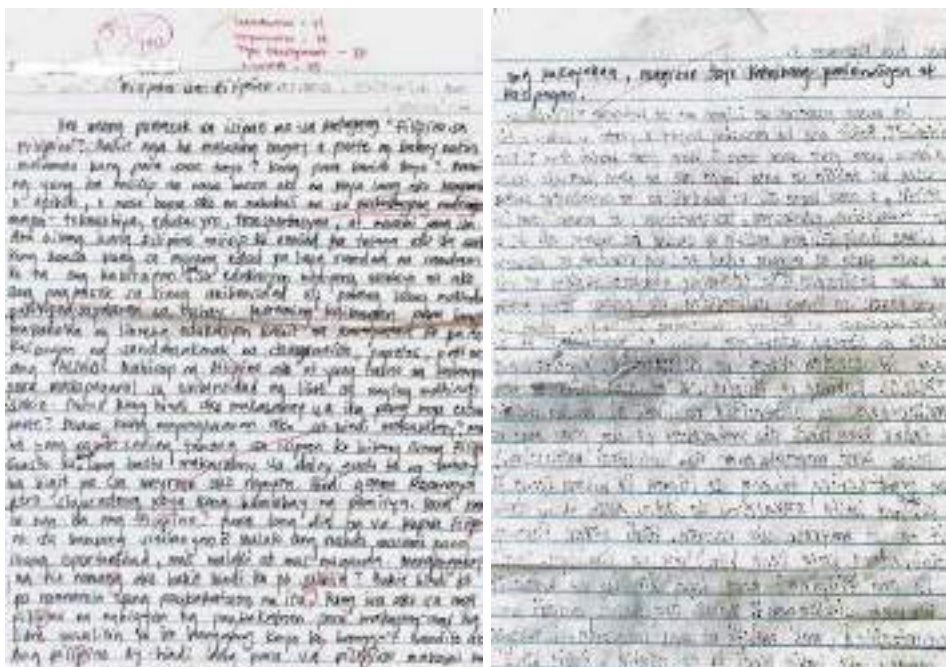
Figure 6

Scanned photo of Participant 3's Filipino essay
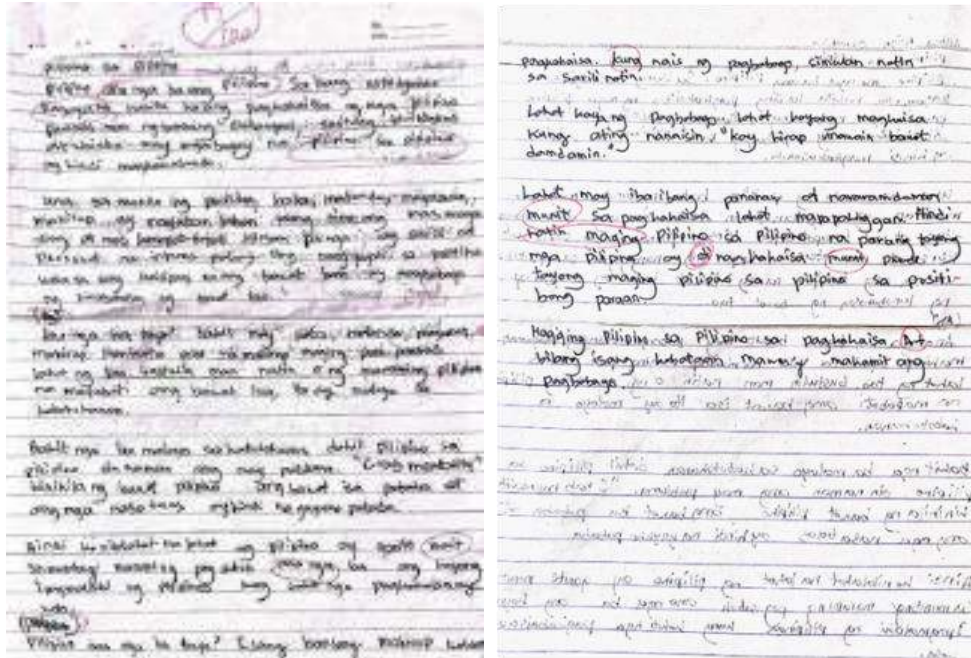


Table 6

*Scores for essay writing outputs (Filipino)*

| Criteria | Participant 1 | Participant 2 | Participant 3 |
|---|---|---|---|
| Introduction | 16 | 12 | 5 |
| Organization | 23 | 12 | 3 |
| Topic Development | 25 | 20 | 5 |
| Content | 18 | 13 | 4 |
| TOTAL | 82 | 57 | 17 |

 According to Mohamed (2022), writing skills project countless difficulties for students. The problems highlight the problem in terms of lack of attention. The following are the attention issues that students encounter when writing: (1) difficulties in starting written assignments, (2) internal and external distractions, (3) mental fatigue or exhaustion, (4) inconsistent legibility, (5) uneven writing tempo, and (6) poorly planned papers and reports, which in return prevent the students from having optimal development in writing.

Students that face problems in writing are seen not to have enough mastery on the various linguistic levels such as lexicology, morphology, syntax, semantics, and pragmatics. They have a limited vocabulary, preventing them from explicating their

ideas into words, and their poor grammar affects their subject-verb agreement, pronouns, tenses, articles, prepositions, spellings, and even basic sentence structure in their written works.

Another area where students lack writing skills is their readiness, whether physical or mental. According to Foster (2015), a way of facilitating student readiness in writing education is in the form of extrinsic and intrinsic motivation. Additionally, it can be seen that in primary grade levels, students lack exposure to books and reading materials as their preliminary source of information. This lack of exposure played a big role in the current status of the language learner's oral and written competence. Lastly, he explained that exposure to different reading materials can help the students' language development holistically.

Writing creates a big impact to students' life as they start from the most basic down to the most complex content in writing any form of literature. It is significant to know how writing at this level developed to pinpoint the learning gaps and discover the more appropriate intervention techniques toward solving the problem. Unluckily, majority of the learners fail to enhance their writing skills because of numerous reasons: (1) Lack of writing practice, (2) improper development of analytical and cognitive skills, (3) no feedback on their writing, (4) insufficient word stock and writing mechanics, (5) weak argumentation, (6) poor grammar and syntax skills, and (7) lack of actual exposure to stimulating writing experiences like contests and the like.

## 4. Conclusions and Recommendations

The Sense of Connection between Writing Competence and Oral Proficiency in Language reveals the most noteworthy discrepancy in our country's education system in terms of the connection between writing and oral application: attention to maintaining equilibrium in language learners' written and oral skills. Students often find it difficult to speak in front since most of their exposure to education do not necessarily require them to be above-average speakers of English and Filipino. Additionally, this also applies for students' writing competence.

Students experience disconnection in their writing and oral skills because in the primary stages of their development, they lack exposure to competitive tournaments focused on improving the macro skills as students who have exposure are very limited in terms of total population. On top of this existing factor, students also get both macro skills disconnected as all other macro skills in reading and listening often get disregarded. More often than not, humans get better at speaking when they personally expose themselves to different types of literature both for leisure and academic purposes. This, however, is not the case in the current status of the Philippine Education System and the state of the Filipino learner. Students only read books whenever their academic tasks assign them to, or whenever their teacher forces them to. The art of fun reading at an early age is most of the time inexistent in the early developmental stages of the Filipino learner. Additionally, learners also find it difficult as in cases where there is a connection

between both competencies, external factors like peer judgment and pressure come to surface, as well as social anxiety. All internal and external factors do not always point to the disconnection of writing and speaking, but it makes the connection weaker and weaker to the extent that the departure of both variables are sometimes inevitable.

Based from the findings, it can be evident that even amidst the existence of above-average writing competence, the necessary knowledge in language cannot easily be transposed to oral proficiency due to unaddressed external factors in stage anxiety, fear of negative peer evaluation, effective thought organization, consciousness towards audience validation, stiff body movement and gestures, and lack of application and practice in register shifting.

The most important solution that the Philippine education system can point to is to facilitate better cognitive stimulation by allowing language learners to engage in linguistic activities carefully crafted to address the aforementioned conflicts. Interventions like the inclusion of public speaking activities as early as the first grade can prove to be instrumental in eliminating the stigma of negative peer evaluation. When a student is exposed to public speaking activities as early as the aforementioned grade level, the concept of negative judgment will not surface as learners will more likely be supportive of each other at such an early age with similar rates of holistic development. Additionally, the maintenance of a healthy learning environment with pupils directed towards positive evaluation amidst learning deficiencies can improve the struggling status of the current language learning's lack of strong connection and a possible disconnection between writing and oral competence. The mentioned intervention processes are only some of the baby steps to be considered in improving the country's status as a norm-developing nation. However, these efforts can spark the necessary change to further enhance the Philippines as a country focused with the promotion of quality education and learners without disconnection in any of the linguistic competencies.

It is impossible to fully eliminate language problems. However, with the proper attention and sufficient support from all facets of society, any nation, most especially The Philippines can be a powerhouse in linguistics and public speaking.

The goal of being a linguistic powerhouse in a world filled with advancing technologies can be the difference maker between a Philippines filled with low economic ratings and excessive poverty and a country on the brink of solving economic collapse towards becoming a second or even a first-world country.

A country with enough attention to maintaining connection between writing competence and oral proficiency is a country that listens better, communicates better, and solves societal problems better, but a world where people are working towards eliminating all forms of disconnections in communication is a world where peace and love prevail. All solutions start with communication. So as life-long learners and citizens of

this nation, let communication make everything we do, as beautiful as the world we live in.

## 5. Acknowledgement

## 5.1 Author Details

**Thor Harold F. Florentino** is currently taking up Bachelor of Secondary Education, Major in English at the Polytechnic University of the Philippines – Santa Rosa. He is a renowned debater in the Philippine Debate Union, and is currently the President of Libertas, PUPSRC Debate Society. He is also an *Outstanding Student Awardee*.

**Katrina Mae E. Baloyo** is currently taking up Bachelor of Secondary Education, Major in English at the Polytechnic University of the Philippines – Santa Rosa. She is an *Outstanding Student Awardee*.

**Efreline A. Francisco** is currently taking up Bachelor of Secondary Education, Major in English at the Polytechnic University of the Philippines – Santa Rosa. She is a consistent honor student, and is currently among the head adjudicators of Libertas, PUPSRC Debate Society as its Director of Operations. She is also an *Outstanding Student Awardee*.

**Jenny Mae B. Caguitla** is currently taking up Bachelor of Secondary Education, Major in English at the Polytechnic University of the Philippines – Santa Rosa. She is a consistent honor student, and is currently a member of Libertas, PUPSRC Debate Society.

**Arlhaine Kyle D. Abundo** is currently taking up Bachelor of Secondary Education, Major in English at the Polytechnic University of the Philippines – Santa Rosa.

**References:**

Abdullah, A. & Latif Azmi, M. (n.d.). Views of Instructors Towards Students Learning English Public Speaking at a Malaysian University. *KnE Social Sciences*. https://doi.org/10.18502/kss.v3i19.4917

Bangkom, K & Sukavatee, P. (2021). Effects of Oracy Building Instruction via Blended-Learning Environment on Thai Students' Metacognitive Awareness and Oracy Skills, *LEARN Journal: Language Education and Acquisition Research Network, 14*(1), 240-293. https://eric.ed.gov/?id=EJ1284551

Chafe, W. & Danielwicz, J. (1987). Properties of Spoken and Written Language. In R. Horowitz & S. J. Samuels (Eds.), *Comprehending oral and written language* (pp. 83–113). New York: Academic Press. https://files.eric.ed.gov/fulltext/ED282230.pdf

Communication in the Real World: An Introduction to Communication Studies. (2013). *M Libraries Publishing*. https://open.lib.umn.edu/communication/chapter/10-4-physical-delivery

Doyle, P. & Goh, C. (2014). How Do Speaking and Writing Support Each Other? *ResearchGate*. https://doi.org/10.5040/9781350284890.ch-006.

Dunsmuir, S., & Blatchford, P. (2010). Predictors of writing competence in 4- to 7-year-old children. *The British Psychological Society. 74*(3), 461-483. https://doi.org/10.1348/0007099041552323

Eckman P. & Shean G. (1997) Habituation of cognitive and physiological arousal and social anxiety. *Behaviour Research and Therapy*, *35*(12), 1113-1121. https://doi.org/10.1016/S0005-7967(97)80005-8.

Girondini, M., Stefanova, M., Pillan, M., & Gallace, A. (2023). The effect of previous exposure on virtual reality induced public speaking anxiety: a physiological and behavioral study. *Cyberpsychology, Behavior, and Social Networking*, *26*(2), 127-133. https://doi.org/10.1089/cyber.2022.0121

Granneman, J. (2022, November 19). *Why is writing easier than speaking for introverts? here's the science*. IntrovertDear.com. https://introvertdear.com/news/introverts-words-hard-science/

Hacermida, G., & Aboy, I. (2021). The Metacognitive Strategies and Writing Competence of Grade 11 Students in a Philippine Public High School. *Philippine Social Science Journal, 4*(2), 61-70. https://doi.org/10.52006/main.v4i2.352

Hafifah, G. & Sofi, Y. (2019). Correlational study of students' speaking competence and

writing competence and the impact in students' performance in English. *Humanities & Social Sciences Reviews*, *7*(3), 362-373. https://doi.org/10.18510/hssr.2019.7354.

Heylighen, F. & Dewaele, J. (1970). Formality of Language: definition, measurement and behavioral determinants. *ResearchGate*. *https://www.researchgate.net/profile/Francis-Heylighen/publication/2420048_Formality_of_Language_definition_measurement_and_behavioral_determinants/links/0912f50584d98e852d000000/Formality-of-Language-definition-measurement-and-behavioral-determinants.pdf*

Irvine, J. (1978). Formality and Informality in Speech Events, Working Papers in Sociolinguistics, No. 52. *ERIC*. https://files.eric.ed.gov/fulltext/ED165492.pdf

Kosimov, A. (2021). *The impact of self-efficacy in enhancing English proficiency among Uzbek high school students*. British View. 6(1). https://britishview.co.uk/index.php/bv/article/view/64/62

Lasala, C. (2014). *Communicative Competence of Secondary Senior Students: Language Instructional Pocket*. ScienceDirect. *134*, 226-237. https://doi.org/10.1016/j.sbspro.2014.04.243

Leong, L. & Ahmadi, S. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education, 2*(1), 34-41. https://sid.ir/paper/349619/en

MacIntyre, P. & Thivierge, K. (1995). The effects of audience pleasantness, audience familiarity, and speaking contexts on public speaking anxiety and willingness to speak, *Communication Quarterly, 43*(4), 456-466. https://doi.org/10.1080/01463379509369992

Mamum, A. & Abdulah, M. (2021). English Language Anxiety of Tertiary Level Learners in Bangladesh: Level and Sources. *ERIC*, *14*(11), 49-60. https://eric.ed.gov/?q=Stage+anxiety+and+fear+of+peer+judgment+&ft=on&id=EJ1318653

Marshall-Wheeler, N., Meng Y., & Worker, S. (2022). Exploring Public Speaking Self-Efficacy in the 4-H Presentation Program. *The Journal of Extension, 60*(4), Article 12. https://doi.org/10.34068/joe.60.04.12

Mohamed, R. (2022). *Challenges faced by Students on Writing Skills in ESL Contexts*. IJRDO-Journal of Education Research, *8*(4), 18-22. https://doi.org/10.53555/er.v8i4.5092

Morales, A., López, L., & Valdez, M. (2021). Analysis of factors that affect the oral

communication of Students from the third-year afternoon shift, at the Miguel de Cervantes High School, in Managua during the second semester 2017. *Repositorio Institucional UNAN-Managua*. https://core.ac.uk/download/pdf/154178304.pdf

Pham Thi, O., et. al. (2016). The Use of Body Language in Speaking by the English Majors at Thai Nguyen University of Education, Vietnam. *International Conference on Language, Education, Humanities and Innovation.* *https://www.researchgate.net/profile/Francis-Heylighen/publication/2420048 Formality_of_Language_definition_measurement_and_behavioral_determinants /links/0912f50584d98e852d000000/Formality-of-Language-definition-measurement-and-behavioral-determinants.pdf*

Safariyan, L. & Shahrokhi, M. (2012). The Gap Between Oral and Academic Writing English Proficiency Among EFL B.A. Graduates from Kazerun Azad University." *International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, *7*, 175-189. https://www.researchgate.net/publication/267952644_The_Gap_Between_Oral_And_Academic_Writing_English_Proficiency_Among_EFL_BA_Graduates_From_Kazerun_Azad_University

Sato, K. (2003). *Improving Our Students' Speaking Skills: Using Selective Error Correction and Group Work to Reduce Anxiety and Encourage Real Communication*. ERIC. https://files.eric.ed.gov/fulltext/ ED475518.pdf

Snow, C., & Uccelli, P. (2009). The Challenge of Academic Language. In D. Olson & N. Torrance (Eds.), The Cambridge Handbook of Literacy (*Cambridge Handbooks in Psychology*, pp. 112-133). Cambridge: Cambridge University Press.

Stand Up, Speak Out: An Introduction to Public Speaking. (2011). *University of Minnesota*, p. 346. https://open.lib.umn.edu/publicspeaking/chapter/13-1-oral-versus-written language/

Tan, R., Polong, R., Collates, L., & Torres, J. (2020). Influence of Small Group Discussion on the English Oral Communication Self-Efficacy of Filipino ESL Learners in Central Luzon. *TESOL International Journal. 15*(1), 100-106. https://eric.ed.gov/?q=intervention+towards+effective+public+speaking+philippines&id=EJ1257218

Tridinanti, G. (2018). *The Correlation between Speaking Anxiety, Self-Confidence, and Speaking Achievement of Undergraduate EFL Students of Private University in Palembang*. International Journal of Education & Literacy Studies, 6(4). http://dx.doi.org/10.7575/aiac.ijels.v.6n.4p.35

Why Is It More Difficult to Write Than To Speak In English? (2022). *English Explorer*.

https://www.englishexplorer.com.sg/why-is-it-more-difficult-to-write-than-to-speak in-english/

Wulandari, B., Piscioneri, M., & Ikram, W. (2021). Examining Students' Challenges in Oracy in Academic Context Classes. *International Journal of Language Education*, *5*(1), 598-615. https://doi.org/10.26858/ijole.v5i1.16002

Zou, Y. & Veloo, P. (2020). Development of Linguistic Competence and Critical Thinking Skills via English Public Speaking Contest: A Case Study. *ResearchGate*. https://doi.org/10.2991/assehr.k.201127.096

# Motivation towards Learning Filipino as Second Language: A Case Study on Students in Special Filipino Class

**Jobelle D. Lanzarrote**
De La Salle University
jobelle_lanzarrote@dlsu.edu.ph

**Abstract.** In the Philippines, a growing trend sees parents prioritizing English as their children's primary language, leading to the emergence of bridging classes in some private schools aimed at enhancing Filipino language skills among students struggling with their country's lingua franca. This pilot study aimed to understand the motivation of high school students in a Special Filipino Class who are learning Filipino as their second language (L2). Two female students from a private school took part in the survey and interviews. Gardner's Attitude/Motivation Test Battery (AMTB) was used to gauge their motivation orientation, focusing on integrative and instrumental motivation. An interview guide with four questions was also employed. Data analysis encompassed frequency distribution and inductive thematic analysis. Survey results indicated that students in Special Filipino Classes showed integrative and instrumental motivation in learning Filipino as their L2. However, interviews revealed that motivation orientation varied among individuals. Family interactions had limited influence on L2 motivation, whereas teacher engagement and the learning environment played a positive role in motivating students to study and master the Filipino language. This case study employed Gardner and Lambert's integrative and instrumental motivation theory to explore students' L2 motivation.

**Keywords:** motivation, integrative, instrumental, second language

## 1.0 Introduction

English has been considered a global language, and it has become a demand for individuals to be proficient in various aspects of life, such as academia, business, and communication (Crystal, 2003, p.1). English is considered one of the official languages in the Philippines, and it has been a significant part of the Filipino culture and education system for many decades (Dela Cruz, 2022). Historically speaking, the inclination of Filipinos to speak English was rooted in the influences of Western colonization. Casambre (1982) noted that the Americans implemented the policies of using only the English language as the primary medium of instruction in schools, which greatly affected many Filipinos, and changed their perspective of their language. Filipinos regarded English as the language of possibility for them to communicate with other nationalities and look for opportunities to work in different parts of the world.

Now, proficiency in the English language is often associated with a higher social status in the Philippines. For most Filipino parents, especially those of higher economic status, speaking English fluently could symbolize intelligence, education, and sophistication (Martin, 2018). This holds especially true for upper-class Filipino parents who want their children to be perceived as intelligent and sophisticated individuals, and speaking English fluently is one way to achieve this. With the rise of the global economy and international business, communicating in English has become an essential skill for success in the professional world (Crystal, 2003). There has been a growing trend among Filipino parents to prioritize English proficiency for their children in recent years. This, however, has drastically affected their children's Tagalog language skills. Dela Cruz (2022) noted that students enrolled in elite private institutions often experience challenges in expressing themselves in the Filipino language, which stems from various reasons, such as the utilization of English as the primary medium of instruction in many private learning institutions, which resulted in limited opportunities for them to practice Tagalog within the classroom.

Martin(2018)noted that these students typically come from higher socio-economic strata families that primarily use English, which led to insufficient exposure and practice speaking Tagalog at home. More than that, societal pressure exists to use English over Filipino, creating a social stigma around speaking Tagalog, making students feel embarrassed or uncomfortable speaking their native language. Some students need to take Special Filipino Classes at their school, and this study aims to look into what motivates them to learn Tagalog. Most of the studies on motivation focused on the learners' motivation to learn English as a second language. Conversely, studies centered on Filipino students, who are learning their own country's lingua franca as a second language, and their motivation in language learning, is few to none. Therefore, the researcher is taking a step forward in pioneering this particular field of study on L2 motivation.

## 1.1 Theoretical Framework

### 1.1.1 Gardner's Socio-educational Model

Integrative motivation is the learner`s desire to learn a language to integrate oneself into the culture of the target language community and to build social relationships with its members (Gardner, 1985, as cited in Aoyama and Takahashi, 2020). This motivation orientation is often associated with second language learners who are genuinely interested in the target language culture and want to participate in social interactions with native speakers. On the other hand, instrumental motivation is the desire to learn a language for practical purposes, such as obtaining a job or passing an exam (Gardner, 1985, as cited in Aoyama and Takahashi, 2020). Instrumentally motivated second language learners are more likely to view the language as a means to an end rather than

an end in itself. This was because integratively motivated learners are more likely to engage in social interactions with native speakers and to develop a deeper understanding of the target language culture. On the contrary, instrumentally driven learners may be less invested in the language learning process and less likely to engage in social interactions (Gardner, 1985, as cited in Hou-Keat et al.).

1.1.2 Deci and Ryan's Self-Determination Theory: Intrinsic and Extrinsic Motivation

Intrinsic motivation is the inner desire to participate in an activity for its inherent satisfaction rather than being driven by external rewards or pressures. Conversely, extrinsic motivation is when a learner is motivated by the prospect of receiving external rewards or avoiding punishment. According to Deci and Ryan (1985, as cited in Nguyen and Habok, 2021), intrinsic motivation proves more effective than extrinsic motivation in fostering prolonged engagement and success in an activity, including learning a second language. Intrinsic motivation is linked to heightened engagement, creativity, and self-determination levels, whereas extrinsic motivation reduces interest and decreases satisfaction. They further argued that enhancing intrinsic motivation can be achieved by providing learners autonomy, competence, and a sense of relatedness.

## 1.2 Conceptual Framework

Figure 1

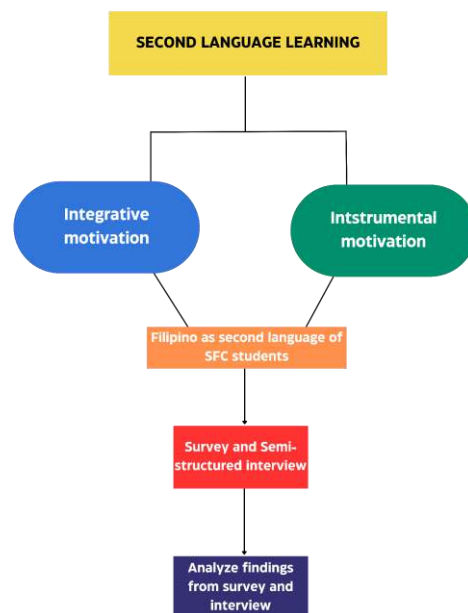*Adapted Framework from Gardener's Socio-Educational model*

Figure 1 above presents the conceptual framework of this study, which was modified and adopted from Gardner's Socio-Educational model. Though intrinsic and extrinsic motivations are present in the theoretical background, the present study's framework is anchored on Instrumental and Integrative motivation from Gardner's model. A survey with sub-items was prepared to identify the students' motivation orientation (integrative or instrumental). This was followed by a semi-structured interview with four subset questions determining other aspects that might affect the learner's motivation. Afterward, the results from both the survey and the interview were analyzed.

## 1.3 Research Questions

This case study has two goals: (1) to determine the type of motivation orientation SFC students have and (2) to identify other factors that might influence their motivation to learn Filipino as their second language. Hence, to address these goals, two research questions were formulated:

1. Are SFC students integratively or instrumentally driven to learn Filipino as a Second Language?

2. Are there other areas that might affect SFC students' motivation to learn Filipino as a Second Language?

## 1.4 Significance of the Study

The pilot study's findings could enhance the field of Second Language Acquisition by emphasizing the significance of Filipino heritage and identity in second language instruction. Additionally, the research aimed to offer crucial data to educational administrators and Filipino subject teachers regarding the psychological and cultural aspects of second language learning. This information could be integrated to enhance the SFC program and inform instructional decisions and approaches. Moreover, the study could raise awareness among parents about the importance of including Filipino in their child's language development. It could also assist them in fostering effective conversational practices at home to expose their child to speaking the mother tongue.

## 1.5 Limitations of the Study

This study investigated motivation orientations and factors influencing L2 motivation in students from a private all-girls school. It conducted a small-scale pilot study for future research. However, there are limitations to consider. The sample size was small, including only two students from one private school, making it difficult to generalize the findings to other similar programs at different schools. Additionally, the study only collected student perspectives on motivation, excluding parents and teachers due to data privacy, scheduling, and time constraints. This limits the comprehensive analysis of factors impacting

L2 motivation. Furthermore, the research solely focused on female students, preventing insights into gender-based motivation differences. While a comparative study with both genders could enhance understanding, considering its primary focus on Special Filipino Class students and influencing factors, the student participants were sufficient for the case study's objectives.

## 2.0 Methodology

The research design of this study focuses on investigating motivation orientations among female high school students (aged 12-14) in the Special Filipino Class (SFC) Program. Unlike previous research that mainly used quantitative methods to compare integrative and instrumental motivation and sex differences, this study adopts a case study approach. The research instruments consist of a modified survey questionnaire adapted from Gardner's Attitude/Motivation Battery test and an interview guide. The survey aims to assess motivation orientations, while the interview seeks to identify additional factors influencing students' motivation to learn Filipino.

Participants received approval from the school's management, and parental consent was obtained. Data collection involved administering the survey and conducting one-on-one voice interviews. The interviews were transcribed and kept confidential.

Two Grade 8 students from the SFC program participated in in-person interviews during the pilot test. The study employed frequency distribution for survey data and inductive thematic data analysis for interview transcripts to uncover themes related to L2 motivation factors.

## 3.0 Results and Discussion

Table 1

*RQ 1: Are SFC students integratively or instrumentally driven to learn Filipino as Second Language?*

| Motivation | Moderately Agree | Percentage | Strongly Agree | Percent age |
|---|---|---|---|---|
| Studying and learning Filipino is important because it will allow me to be more at ease with people who speak Filipino | 0 | 0% | 2 | 100% |

| Statement | | | | |
|---|---|---|---|---|
| Studying Filipino is important because it will enable me to better understand and appreciate the Filipino way of life | 0 | 0% | 2 | 100% |
| Studying and learning Filipino can be important for me because it will enable me to better understand and appreciate Filipino culture and literature | 1 | 50% | 1 | 50% |
| Studying and learning Filipino is important because I will need it to fulfill my academic requirements in school | 0 | 0% | 2 | 100% |
| Studying and learning Filipino is important because it will help in getting a good academic standing | 0 | 0% | 2 | 100% |
| Studying and learning Filipino is important because other people will respect me more if I have a knowledge of the Filipino language | 2 | 100% | 0 | 0% |

Table 1 summarizes the situational factors that influence the motivation of SFC students to learn Filipino as their second language. All students (100%) strongly believed learning Filipino would improve communication and foster a deeper understanding of Filipino culture. In terms of the importance of learning Filipino, one student (50%) moderately agreed, while the other student (50%) strongly agreed. This indicates that both students possess integrative motivation, which aligns with previous research showing that female learners typically acquire a language for communication and community identification (Okuniewski, 2014; Abdelhaim & Alqubayshi, 2020; Roman & Nunez, 2020).

During the pilot test, both participants strongly agreed (100%) that studying Filipino would benefit their academic requirements and enhance their academic performance. Furthermore, both participants moderately agreed (100%) that knowing Filipino would lead to earning respect, which signifies instrumental motivation. Hou-Keat et al. (2017) conducted research that

supports these findings, indicating that female L2 learners often possess both integrative and instrumental motivation. This suggests that these motivations can synergize together to facilitate successful L2 learning.

*RQ 2: Are there other areas that might affect the motivation of an SFC student toward learning Filipino as a Second Language?*

In the semi-structured interview, two students, referred to as Student A and Student B for confidentiality, provided their perspectives. Student A is a dual citizen, having American and Filipino citizenship, and was raised in the United States. As a junior high student, she transferred to a Philippine private school. Currently, she is enrolled in the SFC Program at a basic level. Student B, a native Filipino, was homeschooled but transitioned to formal schooling in Grade 8. Despite living in the Philippines, English is her first language, which led her to join the SFC Program. Currently, she has advanced proficiency in the program.

Two main themes emerged from the semi-structured interview as follows:

A. Interaction with family and other household members

During the interview, Student A mentioned that both her parents speak to her in Filipino. In her explanation, she described that when her parents converse with her, they usually use Filipino words or terms in between their English sentences, which is similar to Tagalog-English or Taglish.

**[Student A]:** "Yes, they do. Usually, they like… it's not like both Tagalog sentences. Sometimes they add Filipino phrases or words inside the sentences, so I can understand. For example, they use nouns, like, everyday items. Like "damit" and like you know.

Conversely, Student B has an interesting experience. She stated that her parents do talk to her in Filipino but only in specific instances at home.

**[Student B]:** "To me? They don't really always speak Filipino, only when they are getting mad [laughs] yeah. When they see that I need to clean my room, they say it in Filipino. It's like, I don't know how to say it in Filipino. I think it's "linisin?" "linisin mo ang kuwarto mo bago ka mag-hangout" whenever I am, like, about to leave. [So they don't really talk to you in Filipino?] My parents, to me, they don't.

In the in-person interviews conducted, for example, it was noted that the participants have limited opportunities to practice Filipino at home (only when doing household chores), and in some cases, the motivation to learn and speak the language was initiated by people who do not belong in the family (nannies and helpers). Nonetheless, it was deduced that the respondents received minimal motivation from their parents as they were trying to instill the value of speaking the mother tongue.

B. Teachers and Positive Learning Environment

When asked about the motivation they received from their SFC teachers, they responded:

**[Student A]:** "Since I am in the basic level, not really, but we do try to practice putting basic sentences together, and she encourages us to try and practice it at home. Sometimes in classes, we used our surroundings to try and create sentences. 'Cause like sometimes when I go around the house and look at some objects, and like practice it in my head.

For Student B, she mentioned her perceived difficulty level of activities and topics given by her SFC teacher. She also gave a brief description of the teacher's personality, which made her more encouraged in class. During the interview, she explained:

**[Student B]:** "Uhhm, like when we are answering questions, she encourages us to speak- to reply in Filipino. But then, usually, her questions aren't that hard, so like the Filipino words that I'm saying when I'm responding are just like basic, like they're not really hard Filipino. Or, sometimes, if I don't know it, I'll speak Taglish, and then the English words that I say, she's gonna translate it [if the words or sentence are quite difficult to understand]. [During recitation] Filipino. We learned, like, how to identify adjectives and nouns in Filipino [panggalan at pang-uri] and the "pang-abay." [Does she (teacher) encourage you to speak Filipino?] Yeah, she does. And she's so, like, happy, so, it makes me happy, and then it makes me more encouraged. [The teacher has a positive vibe]."

**4.0 Conclusions and Recommendations**

The pilot test results showed that SFC students were motivated to learn Filipino as their second language for integrative and instrumental reasons. In 2020, Nguyen et al. (2021) found that combining these two motivation orientations strongly predicted L2 achievement. The SFC students can succeed in speaking Filipino in various settings like school or home.

In the individual interviews, respondents' motivation to learn Filipino became clear. One focused on her Filipino identity, while the other prioritized academics and becoming part of the regular Filipino class. The results showed that motivation orientation varies for each learner and can be affected by factors like interaction with family and other household members, teachers, and a positive learning environment. However, the SFC learners needed more exposure to a solid Filipino-speaking community at home. Despite parents' efforts to teach their daughters the language, it did not significantly impact their motivation due to limited exposure and input in their homes. It is recommended that parents, as primary educators, take full responsibility for providing more opportunities for their children to practice speaking the language in different contexts. In turn, this will help L2 learners understand the

value of the Filipino language and its relevance to their lives.

When students attended Special Filipino classes at school, it was their only chance to practice speaking and writing in Tagalog. The SFC teachers foster a positive learning environment where learners can freely express themselves and feel comfortable speaking Tagalog. Teachers and the learning environment are crucial in boosting student motivation to learn Filipino. Second language teachers should adapt lessons to match students' language levels and abilities. They could adopt new methods and engage them to sustain their motivation for successful learning.

Although the results of this case study are valuable, a more extensive investigation with a more significant number of participants and additional predictors is recommended. Including male students, with different language backgrounds, attitudes, and proficiency levels could provide further insight. Involving parents and teachers in the interview process would also enhance data validity. This would lead to a more robust discussion and a deeper understanding of the students' language skills.

**References:**

Abdelhalim, S. M., & Alqubayshi, H. A. (2020). Motivational orientation and language acculturation experienced by english speaking adults learning Arabic in Saudi Arabia. *Theory and Practice in Language Studies*, 10(9), 1032-1043. doi:https://doi.org/10.17507/tpls.1009.04

Albudaiwi, D. (Ed.) (2017). . (Vols. 1-4). SAGE Publications, Inc, https://doi.org/10.4135/9781483381411

Aoyama, T., & Takahashi, T. (2020). International students' willingness to communicate in English as a Second Language: The effects of L2 self-confidence, acculturation, and motivational types. *Journal of International Students*, 10(3), 703-723. https://doi.org/10.32674/jis.v10i3.730

Butler, Y. G. (2014). Parental factors in children's motivation for learning English: a case in China. *Research Papers in Education*, 30(2), 164–191. https://doi.org/10.1080/02671522.2014.891643

Casambre, N. (1980). The impact of American education in the Philippines. Educational Perspectives, 21(4), 7–14.

Caulfield, J. (2022, November 25). How to Do Thematic Analysis | Step-by-Step Guide & Examples. Scribbr. https://www.scribbr.com/methodology/thematic-analysis/

Crystal, D. (2003). English as a Global Language. https://doi.org/10.1017/cbo9780511486999

Dela Cruz, F. Y. (2020). On the Status of English in the Philippines (Vol. 1). UP Working Papers inLinguistics,https://linguistics.upd.edu.ph/wp-content/uploads/2022/08/24-On-the-Status-of-English-in-the-Philippines.pdf

De Jesus, E. C. (2022, September 1). Elephant in the room | Inquirer Opinion. INQUIRER.net. https://opinion.inquirer.net/156560/elephant-in-the-room-2

Duff, P. A. (2014). Case Study Research on Language Learning and Use. *Annual Review of Applied Linguistics*, 34, 233–255. https://doi.org/10.1017/s0267190514000051

Gardner, R. C. (2004). Attitude/motivation test battery: International AMTB research project. Canada: The University of Western Ontario.

Gardner, R. C. (1985). Social Psychology and Second Language Learning: The Role of Attitudes and Motivation. London: Edward Arnold. https://doi.org/10.1037/h0083787

Guerrero, M. (2015). Motivation in Second Language Learning: A Historical Overview and Its Relevance in a Public High School in Pasto, Colombia. HOW, 22(1), 95–106. https://doi.org/10.19183/how.22.1.135

Hou-Keat Khong, Hassan, N. H., & Ramli, N. (2017). Motivation and gender differences in learning Spanish as a foreign language in a Malaysian technical university. *Malaysian Journal of Learning and Instruction*, 14(2), 59-83. https://doi.org/10.32890/mjli2017.14.2.3

Kanfer, R. (1990). Motivational theory and industrial psychology. In M. D. Dunnette & L. M. Hough (2nd ed.), *Handbook of industrial and organizational psychology* (pp. 75-170). Palo Alto, CA: Consulting Psychologists Press.

Khalid, A. (2016). A study of the attitudes and motivational orientations of Pakistani learners toward the learning of English as a Second Language. *SAGE Open*, 6(3), 215824401666588. https://doi.org/10.1177/2158244016665887

Martin, H. (2018, November 7). Why Manila's English-Speaking Bubble Needs to Pop. MIR. https://www.mironline.ca/why-manilas-english-speaking-bubble-needs-to-po p/

Mitchell, R., & Myles, F. (2004). Second language learning theories (2nd ed.). London: Hodder Arnold.

Nguyen, S. V., & Habók, A. (2021). Vietnamese non-English-major students' motivation to learn English: from activity theory perspective. *Heliyon*, 7(4), e06819. https://doi.org/10.1016/j.heliyon.2021.e06819

Noels, K. A., Pelletier, L. G., Clément, R., & Vallerand, R. J. (2000). Why are you learning a second language? Motivational Orientations and Self-Determination Theory. *Language Learning*, 50(1), 57–85. https://doi.org/10.1111/0023-8333.00111

Okuniewski, J. E. (2014). Age and gender effects on motivation and attitudes in German learning: The Polish context. *Psychology of Language and Communication*, 18(3), 251-262. https://doi.org/10.2478/plc-2014-0017

Pabalete, N. (2021, August 25). Dear parents, don't let our national language die. Manila Bulletin. https://mb.com.ph/2021/08/25/dear-parents-dont-let-our-national-language-die/

Pyun, D. O. (2013). Attitudes toward task-based language learning: A study of college Korean language learners. *Foreign Language Annals*, 46(1), 108-121. https://doi.org/10.1111/flan.12015

Razem, R. J., & Pandor, J. (2023). The motivational orientations of undergraduate S=students to learn Arabic in a Dubai private university *. *Journal of Language Teaching and Research*, 14(1), 96-107. https://doi.org/10.17507/jltr.1401.11

Reyes, A. G. (2017). Ontology of Fake: Discerning the Philippine Elite. Signs and Society, 5(S1), S100–S127. https://doi.org/10.1086/690067

Roman, R.,Jr, & Nunez, A. M. (2020). Motivational Factors that Influence English as a Foreign Language Learners at Quality Leadership University, Panama City, Panama. *Journal of Language Teaching and Research*, 11(4), 543-554. https://doi.org/10.17507/jltr.1104.03

Ryan, F. V. C., Coughlan, M. P., & Cronin, P. (2009). Interviewing in qualitative research: The one-to-one interview. *International Journal of Therapy and Rehabilitation*, 16(6), 309–314. https://doi.org/10.12968/ijtr.2009.16.6.42433

Stofer, K. (2019, August 29). Preparing for One-on-One Qualitative Interviews: Designing and Conducting the Interview. Retrieved March 21, 2023, from https://edis.ifas.ufl.edu/publication/WC338

Tagalog | Ethnologue Free. (n.d.). Ethnologue (Free All). https://www.ethnologue.com/language/tgl/

Unsworth, S., Hulk, A., & Marinis, T. (2011). Internal and external factors in child second language acquisition. *Linguistic Approaches to Bilingualism*, 1 (3), 207–212. doi 10.1075/lab.1.3.00int ISSN 1879–9264 / e-issn 1879–9272

Zhang, H., Dai, Y., & Wang, Y. (2020). Motivation and Second Foreign Language Proficiency: The Mediating Role of Foreign Language Enjoyment. *Sustainability*, 12(4), 1302. https://doi.org/10.3390/su12041302

**Appendix A**

**Questionnaire on Integrative and Instrumental Motivation**

| Motivation | Strongly Disagree | Moderately Disagree | Slightly Disagree | Slightly Agree | Moderately Agree | Strongly Agree |
|---|---|---|---|---|---|---|
| Studying and learning Filipino is important because it will allow me to be more at ease with people who speak Filipino | | | | | | |
| Studying Filipino is important because it will enable me to better understand and appreciate the Filipino way of life | | | | | | |
| Studying Filipino can be important for me because it will enable me to better understand and appreciate Filipino culture and literature | | | | | | |
| Studying and learning Filipino is important because I will need it to fulfill my academic requirements in school | | | | | | |
| Studying and learning Filipino is | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| important because it will help in getting a good academic standing | | | | | | |
| Studying and learning Filipino is important because other people will respect me more if I have a knowledge of the Filipino language | | | | | | |

**Appendix B**

**Interview Questions:**
1. Do your parents speak to you in Filipino? In what situations?
2. Do they encourage you to practice and speak in Filipino at home?
3. When attending Special Filipino classes, does your teacher encourage you to speak in straight Filipino?
4. How do you feel about the materials used by your teacher? Do these materials make it easier for you to understand the Filipino language? Or difficult? Can you give an example? Why?

# Teachers' Teaching Strategies Towards the Writing Skills of Primary Students: Key to Promoting Positive Effects on Writing

**Jennifer Tan-de Ramos**

De La Salle University - Manila

jennifer.tan@dlsu.edu.ph

**Alexia Rosel Penales**

De La Salle University – Integrated School

alexia.penales@dlsu.edu.ph

**Abstract.** The dynamic teaching strategies spawned by COVID-19 have depended on the teachers' attitudes. Guided by Tschannen-Moran et al.'s (1998, as cited in Wierzbicki, 2018) Integrated Model of Teacher Self-Efficacy Belief, a combined framework of Self-Efficacy Theory and Locus of Control Theory, this article investigates how the teaching strategies performed in writing assessments during hybrid learning settings promote a positive effect on learners in the classroom. A survey using a five-point Likert Scale to identify the teaching strategies of English teachers at the primary level was conducted to distinguish which teaching strategies foster a positive effect on the learners' writing skills. Data were collected from seven (7) English teachers of a private institution in Biñan, Laguna, and descriptive statistics were used to interpret the data. Consequently, data findings concluded that proofreading, eschewing the use of red ballpens, giving writing examples, and providing feedback have been the most common teaching strategies practiced by the participants. Furthermore, these strategies were posited to have a positive effect on writing assessments. Future research recommends investigating how teaching strategies can promote a growth mindset for learners and exploring how other institutions facilitate teaching writing to learners.

**Keywords:** hybrid teaching strategies, writing skills, writing assessments, primary learners

## 1. Introduction

Educators acknowledge that trying various teaching strategies and approaches in teaching pre-, during, and post-pandemic was no easy feat. The desire to create a positive effect on learning during trying times became an evident challenge to the teachers. In the context of writing, the approach to teaching this macro skill post-pandemic has been critical, especially since teachers nowadays have to consider the effects of the global pandemic on the students' writing skills.

## 1.1. Background

In a study conducted on a cohort of first-grade Norwegian students, results showed that remote instruction during the pandemic led students to suffer from its negative effects, especially in the context of writing quality and handwriting legibility (Skar et al., 2023). It has been posited that improvement in students' writing often happens when they are exposed to a variety of methods, practice, and frequent feedback sessions from peers and teachers (Cummings, 2023). With this, the researchers of this study aimed to focus on the teaching strategies of English teachers toward the writing skills of primary students in a hybrid setting and how those strategies promote positive effects on the writing of the primary learners.

Picard (2004, as cited in Zohud, 2015) defined teaching strategies as the plan of action that teachers use to cater to the needs and abilities of the learners. Isaac (2010, as cited in Albana & Aziz, 2014) explained that teaching strategies may also refer to the behavior of the teacher that is being demonstrated in class, giving reactions as responses to drills and activities, providing feedback, and giving more activities. Additionally, Albana and Aziz (2014) stated that the types of teaching strategies can be referred to as brainstorming, conducting small group discussions, demonstrations, and providing avenues for independent learning. Moreover, the teaching strategies also reflect the teachers' creativity, teaching style, and personalities inside the classroom (Albana & Aziz, 2014). There are several teaching strategies that teachers may consider using inside the classroom.

First, in the context of verbal communication, Wahyuni (2017) explained that verbal communication encourages students to get involved during the learning process. The author also explained that verbal communication can be delivered through oral or written way. With this, Wahyuni (2017) also posited that any kind of verbal communication can help explain information inside the classroom, improve the communication skills of the students, and help them understand the meaning of spoken and written language. Consequently, this type of communication can help teachers to provide feedback to their learners.

Second, according to Al-Bashir et al. (2016), providing positive feedback to the students helps motivate the students to improve their skills further. Negative feedback that is phrased positively also promotes further learning as the student can strive harder.

On the other hand, O'Brien (2015) stated that proofreading and editing in writing also go hand in hand. This process is teamwork for both teachers and students. As variables of the process, both teachers and students should be motivators to improve the learning process of understanding and applying the

comments and/or marks given during the proofreading. During the process of proofreading, teachers may also consider the ballpens they use for checking. The use of red ballpens in classrooms has long been obliterated for valid reasons. Yirka (2013) explained that positive comments from teachers written in red ballpens did not make any significant difference in terms of how the students perceived the comments; however, when the comments written in red were negative, the students interpreted them as grimmer compared to comments written in blue.

Another strategy to consider is providing writing examples to students. Teaching writing skills requires students to be immersed in profuse amounts of writing materials in order to familiarize themselves with appropriate writing techniques. Maxwell (1978, as cited in Alford & Griffin, 2019) stated that students learn better when they are given adequate examples, explanations, and experiences.

As teachers continue to experiment with their teaching strategies, Rudman (2004, as cited in Pit-ten Cate & Glock, 2019) looked into the attitudes of social groups and defined them as the effect of all the experiences an individual has within a social group. Pit-ten Cate and Glock (2019) added that the personal experience of teachers could make a difference in their attitudes. In addition, it was raised by Erdem (2015) that the attitudes and beliefs of individuals are affected depending on the experiences that they have.

Lastly, Awang et al. (2013) posited that the competency of teachers in terms of managing the class in an effective manner will lead to a supportive environment. This approach can also affect the happiness of the learners. Awang et al. (2013) also explained that one of the most common strategies that promote positive behavior is the use of encouragement. Moreover, the study recognizes that further studies may look into producing research that specifically indicates different types of positive teaching strategies in writing and how they actually produce positive effects on the writing skills of the learners.

## 1.2. Theoretical Framework

The theoretical model of this study combined two theories under teacher development and learner motivation, which are the Self-Efficacy Theory (Bandura, 1997, as cited in Wierzbicki, 2018) and Rotter's Locus of Control Theory (as cited in Wierzbicki, 2018). Under the Self-Efficacy theory, Bandura (1966, as cited in Wierzbicki, 2018) expressed that individuals usually source their development based on these four aspects. First, mastery experiences are considered. This refers to actively doing and performing the tasks and activities to master the necessary skills needed. Another source is having the experience of seeing others perform the activity. This experience lets the individual reflect on their own performance and assess how they can further improve. Third, social and verbal persuasion also aids in development as this involves providing and receiving feedback. Receiving

feedback helps individuals to reflect and learn how they can further improve. Lastly, physiological or emotional responses also affect development as the first two sources affect the mental and physical wellness of the individuals.

On the other hand, the Locus of Control theory refers to the social learning theory and belief that when an individual believes they can control their environment, they are more likely to find adapting to their environment easier as compared to other individuals who are hesitant in adapting to new situations and environments. In the field of education, Findley and Cooper (1983, as cited in Lowes & Lin, 2015) stated that students with high levels of locus of control tend to perform with more confidence, which also correlates with academic achievement.

1.2.1. The Integrated Model of Teacher Self-Efficacy Beliefs

Figure 1
*Integrated Model of Teacher Self-Efficacy Beliefs*
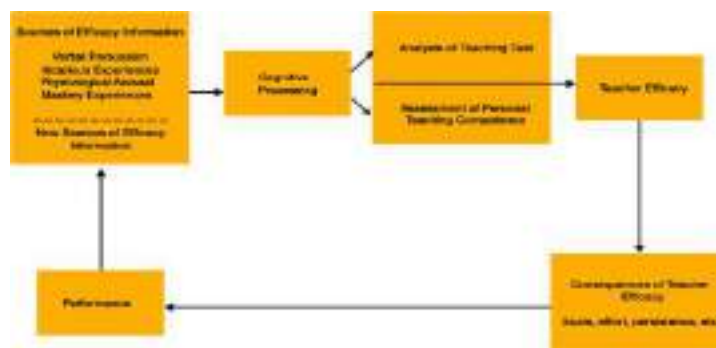


Tschannen-Moran et al.'s (1998, as cited in Wierzbicki, 2018) Integrated Model of Teacher Self-Efficacy Beliefs acknowledged that teachers have gone through various experiences, verbal persuasion, physiological arousal, and mastery of experiences. Through cognitive processing, these sources allow teachers to analyze their teaching tasks and assess their teaching performance.

**1.3. Conceptual Framework**

Figure 2
*Adapted Framework from the Integrated Model of Teacher Self-Efficacy Beliefs*



In this study, the conceptual framework has been adapted from the Integrated Model of Teacher Self-Efficacy Beliefs by Tschannen-Moran et al. (1998, as cited in Wierzbicki, 2018). The conceptual framework exhibits that the positive effect on learners' writing skills all starts with the teachers' teaching attitudes in teaching. Earlier in this study, attitudes were defined as the effect of all the experiences of an individual (Rudman, 2004, as cited in Pit-ten Cate & Glock, 2019). Furthermore, Boekaerts and Pekrun (2016, as cited in Ekholm et al., 2017) added that attitudes can also be associated with habits and memory rather than emotions. With this, the researchers of this study believe that if teachers demonstrate positive attitudes towards their students in terms of writing, this will reveal a performance of positive teaching strategies – wherein the plan of action of teachers in teaching writing effectively caters to the needs of their students (Picard, 2004, as cited in Zohud, 2015).

When positive teaching strategies in writing have been performed, this will also have a domino effect on the learners— leading to a positive effect on their writing skills as well. The teaching attitudes and strategies in writing serve as the variables to help achieve positive effects on the writing skills of the learners. With this framework, this study aims to identify the teaching strategies of English teachers towards the writing skills of students from Grades 1-6; how the teaching strategies of the teachers promote positive effects on the students' writing skills; and identify which teaching strategies are commonly observed among teachers toward the writing skills of the learners. Once the objectives have been obtained, it will help answer this study's research questions:

1. What are the teaching strategies of the teachers that are commonly observed towards the writing skills of the students from Grades 1-6?

2. How did the teaching strategies of the teachers promote positive effects on the writing skills of the students?

### 1.4 Limitations of the Study

The researcher of this study aims to investigate the teaching strategies of the teachers towards the writing skills of primary school students, specifically in Grades one (1) to six (6) of the chosen private institution located in Biñan, Laguna, in promoting positive effects on the writing skills of the learners. Furthermore, the researcher only focused on the teaching strategies that were communicated verbally, specifically in written and typewritten form. Subhri (2023) defined verbal communication as being spoken, written, or sent via message. For this research, spoken type of verbal communication in teaching strategies and the option to get participants from other public or private schools were not considered.

### 2. Methodology

### 2.1. Research Participants

The study of this research was conducted at a private institution located in Biñan, Laguna, Philippines. There are seven (7) English teachers from the English and Mother Tongue Department under the Grade School Division of the school that will serve as this study's participants. The participants are English teachers from Grades 1 to 6 who are engaged in a hybrid setting. All participants are Filipino citizens, and each of their teaching experiences varies, ranging from five (5) to ten (10) years.

Table 1
*The demographic variables of the participants of the study*

|  | Gender | | Teaching Experience | | | Grade Level Assignment | |
|---|---|---|---|---|---|---|---|
|  | Male | Female | 1-5 | 6-10 | 11-15 | 1-3 | 4-6 |
| Number | 1 | 6 | 2 | 3 | 2 | 4 | 3 |
| Percent | 14.30% | 85.70% | 28.6% | 29% | 29% | 0 | 0 |

According to the findings in Table 1, 85.70% of the English teachers in the English and Mother Tongue Department are females, while only 14.30% or one (1) teacher is male. Furthermore, 28.6% or two (two) of the teachers have at least one (1) to five (5) years of teaching experience, 29% have six (6) to ten (10) years of teaching experience, and another 29% have eleven (11) to fifteen (15) years of teaching experience. It was also found that for grade levels one (1) to three (3), there are a total of two teachers teaching English, and three (3)

teachers are assigned to teach in grade levels four (4) to six (6).

Table 2
*Data Interpretation of Teachers' Knowledge of Writing Assessments*

| Item No. | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation | Likert Scale |
|---|---|---|---|---|---|---|---|---|
| Q1 | 0 | 71.4% | 14.3% | 0 | 0 | 2.00 | 0.577 | Low |
| Q2 | 0 | 0 | 14.3 % | 28.6% | 57.1% | 4.429 | 0.787 | Very High |
| Q3 | 0 | 14.3% | 28.6% | 42.9% | 0 | 3.571 | 0.976 | High |
| Q4 | 0 | 0 | 0 | 42.9% | 57.1% | 4.571 | 0.535 | Very High |
| Q5 | 0 | 0 | 0 | 28.6% | 71.4% | 4.714 | 0.488 | Very High |

The statements in Table 2 are coded according to its item number on the data and the interpretation of the Likert Scale can be found in the Appendices of this study (See Appendix B). Based on Table 2, the researchers interpreted that the teachers' knowledge of writing assessments is reflected based on their perceptions that English teachers still prefer giving paper writing assessments to their students. Moreover, item number three (3) shows a varied result. Fletcher and Potalupi (2001, as cited in Loewenstein et al., 2021) stated that writing covers a variety of grammatical convention skills: spelling, reading, supporting main ideas in sentences, and stating examples. In relation to the results of item number three (3), it can be interpreted that the teachers in the English department still have their own preferences when assessing their students' writing skills.

## 2.2. Procedure

The researchers had obtained the appropriate measures to seek the consent of the participants to participate in this research. To facilitate the research of this study, the researchers used a survey that has been adapted and modified from Anasse and Rhandy's (2021) study. The survey was interpreted based on Pimentel Jonald's (2010, as cited in Anasse and Rhandy (2021) model. The adapted questions also aim to answer the study's research questions. Furthermore, they also did covert observations of how the participants conducted their teaching strategies when checking writing outputs. In a study by Roulet et al. (2016), one of the benefits of covert participation is the inability of the participants to modify their behaviors when they are aware of being observed. Lauder (2003, as cited in Roulet et al., 2016) also mentioned that the covertness of the researchers helped in being less disruptive during the investigation and Oliver and Eales (2008, as cited in Roulet et al., 2016) also added that covert observations tend to provide richer data since no modifications in behaviors were done while

being observed. The survey and the covert observation were conducted on the 12th week of the second trimester of the school year of the participating private institution of this study. The participants were given one (1) week to answer the survey, which was administered through Google Forms.

## 2.3. Analysis

The researcher used descriptive statistics to interpret the participants' responses. Two variables were calculated. First, the mean of the results were computed. Zach (2022) explains that the mean is the average value of the dataset. With this, getting the data's mean will help interpret the average result for each item. Another variable that was computed was the standard deviation. Homes et al. (2017) describe the standard deviation as the total variation of the data within the data set. This also checks how far out the data is from the mean. These two variables will help interpret the data of the research, especially in answering the research questions.

## 3.0 Results and Discussion

Table 1
*Data Results of Teachers' Teaching Strategies in Writing in a Hybrid Setting*

| Item No. | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation | Likert Scale |
|---|---|---|---|---|---|---|---|---|
| Q6 | 0 | 0 | 0 | 42.9% | 57.1% | 4.571 | 0.535 | Very High |
| Q7 | 0 | 0 | 0 | 57.1% | 42.9% | 4.429 | 0.535 | Very High |
| Q8 | 0 | 0 | 0 | 42.9% | 57.1% | 4.571 | 0.535 | Very High |
| Q9 | 0 | 0 | 0 | 42.9% | 57.1% | 4.429 | 0.535 | Very High |
| Q10 | 0 | 0 | 0 | 57.1% | 42.9% | 4.429 | 0.535 | Very High |
| Q11 | 0 | 0 | 14.3% | 57.1% | 28.6% | 4.143 | 0.690 | High |
| Q12 | 0 | 0 | 42.9% | 42.9% | 14.3% | 3.714 | 0.756 | High |
| Q13 | 0 | 14.3% | 14.3% | 42.9% | 28.6% | 3.857 | 1.069 | High |

Table 3 shows the results of the teachers' responses in terms of how they perceive students' writing skills will be improved. The statements for each item had been coded according to their item number on the data (See Appendix B). Based on the data, the students learn from the proofreading incorporated by the teachers. This generated a mean 4.429, which corresponds to a very high agreement among teachers on how students' writing skills may be improved. As O'Brien (2015) stated earlier in this study, proofreading allows both

educators and students to be motivators as they reach the learning goal of the topic. This result also proves that providing feedback and proofreading can enhance the students' learning skills as they usually use proofreading as a scaffolding activity before students submit their outputs. This allows learners to check which areas of their outputs need more improvement – both in grammar and cohesion. They also allow teachers to reflect on how they can assess the student's writing skills.

Also, the strategy of providing writing examples to the students has also been common amongst participants. This provides a basis for the students on what type of written output they should achieve. In any aspect of education, Alford and Griffin (2019) claimed that giving examples to students about the lesson will help them broaden and further deepen their knowledge and understanding. This will also encourage the students to improve their writing abilities. During the covert observation, the teacher observed that teachers provide ample examples during discussions in order for the students to familiarize themselves with the writing output or structure of sentences. The participants provided examples both in face-to-face and online discussions. Additionally, the participants also upload video lessons for the learners in their respective LMS platforms that serve as guides and examples for the learners. In the survey, this strategy yielded a mean of 4.57, which also indicated a very high agreement among the teachers in terms of promoting the students' writing skills.

Third, providing written feedback was also one of the attitudes that obtained a Very High rating. This also supports Thi and Nikilov's (2021) study, which stated that providing written feedback on the writing assessments to the learners promotes quality education since it helps students to reflect on their errors and thus be motivated to improve their writing skills further. As Mupa and Chinooneka (2015) stated earlier in this study, effective teaching can take place in the classroom when teachers provide time for reflective practice for learners. These teaching strategies that were commonly demonstrated by teachers can also be considered as a learning methodology and learning perspective of the teachers. Additionally, O'Brien (2015) stated that providing feedback also activates the learning process of the students. Teachers who provide accurate feedback, when interpreted and understood well by the student, can help improve the writing skills of the students, thus, promoting quality education as well. This was also observed in one of the assessments given by the participants. In the table, data shows a mean of 4.571 in terms of promoting the students' writing skills.

Table 4
*Data Results of Teachers' Teaching Strategies in Writing in a Hybrid Setting*

| Item No. | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree | Mean | Standard Deviation | Likert Scale |
|---|---|---|---|---|---|---|---|---|
| Q14 | 0 | 28.6% | 42.9% | 28.6% | 0 | 3.00 | 0.816 | Moderate |
| Q15 | 0 | 0 | 0 | 0 | 100% | 5.00 | 0.000 | Very High |
| Q16 | 57.1% | 42.9% | 0 | 0 | 0 | 1.429 | 0.535 | Very Low |
| Q17 | 28.6% | 71.4% | 0 | 0 | 0 | 2.857 | 1.464 | Moderate |
| Q18 | 0 | 14.3% | 28.6% | 57.1% | 0 | 3.571 | 0.535 | High |
| Q19 | 14.3% | 0 | 14.3% | 57.1% | 14.3% | 3.00 | 1.414 | Moderate |
| Q20 | 0 | 0 | 28.6% | 28.6% | 42.9% | 4.143 | 0.900 | High |
| Q21 | 0 | 14.3% | 0 | 71.4% | 14.3% | 3.857 | 0.900 | High |

Table 4 displays the items [14-21] supporting teachers' perceptions of how students view their teachers' assessments of their writing outputs. Similar to the previous tables in this study, the statements of the table were coded according to their item number in the data (See Appendix B). A mean of 5.0 for eschewing the use of red ballpens indicates that teachers are aware that students tend to experience anxiety at the sight of red markings on their writing outputs. Yirka's (2013) findings support that red ballpens should not be used since comments written in red ink do not promote positive learning outcomes. During the researchers' observation, it was observed that the participants did not have a chance to meet the students every day since they were in a hybrid setting and they only met the students face-to-face three times a week. With this, the participants were also observed to use the school's Learning Management System (LMS) to provide feedback, draw check marks on the students' outputs, and even add Bitmoji stickers. The LMS platform also gives the option to the teachers to use any color when checking. In most cases, most of the participants used green to check the writing outputs of the learners. Another way they also left feedback was to add comments in the comment section of the student's submission.

In relation to the conceptual framework of this study, the data above also shows how the Integrated Model of Teacher Self-Efficacy Beliefs has proven to be effective since the respondents of this research have demonstrated various sources of self-efficacy information, such as written verbal persuasion through feedback and mastery experiences by providing adequate examples

to support the topic discussed. The positive attitudes of teachers in teaching writing can be evidently observed in various situations. The habits of providing example written outputs, proofreading the students' outputs, and providing feedback – in relation to the Integrated Model of Teacher Self-Efficacy Beliefs – allow learners to be in the process of mastery since they get to reflect on what areas they lack and how they can improve. This not only allows teachers to assess their teaching strategies but also provides learners with avenues for reflection.

## 5.0. Conclusion and Recommendations

This study aimed to identify the teaching strategies that English teachers demonstrate in order to promote positive effects on the writing skills of the students in their classes. The findings of the study established that providing written feedback, proofreading, eschewing the use of red ballpens, and providing examples have been the most common teaching strategies demonstrated by the English teachers of Grades 1-6. Consequently, these pedagogies were confirmed to promote positive effects on the writing skills of the learners, as it opens avenues for learners to reflect, improve, and hone their writing skills. In addition, the present study would contribute to the research on teaching strategies for writing assessments in a post-pandemic setting. It is noted that the present study had only been conducted within a single private institution located in Biñan, Laguna, Philippines. Further research is recommended to identify different ways to promote a growth mindset in the learners while improving their writing skills. Future research may also look and experiment on the actual writing strategies stated in this study to see if they are deemed effective or have positive effects on the writing skills of the learners.

**References:**

Albana, J.B. & Aziz, M. (2014). Teaching Strategies. https://www.researchgate.net/publication/327433965_TEACHING_STRATEGIES.

Al-Bashir, M., Kabir, R., & Rahman, I. (2016). The Value and Effectiveness of Feedback in Improving Students' Learning and Professionalizing Teaching in Higher Education. *Journal of Education and Practice, 7*(16). 38-41. https://files.eric.ed.gov/fulltext/EJ1105282.pdf

Alford, K. & Griffin, T. (2019). Unleashing the Power of Examples. *Faculty Focus.* https://www.facultyfocus.com/articles/effective-teaching-strategies/unleashing-  the-power-of-example/

Anasse, K. & Rhandy, R. (2021). Teachers' Attitudes towards Online Writing Assessment during CODIVD-19 Pandemic. *International Journal of Linguistics, Literature and Translation, 4*(8). 65-70. 10.32996/ijllt.

Awang, M., Ahmad, A. & Mohd, A. (2013). Professional Teachers' Strategies for Promoting Positive Behaviour in Schools. *Asian Social Science*. 9.10.5539/ass.v9n12p205.

Cummings, R. (2023). Post-pandemic digital writing instruction will be resilient, open, and inclusive. *Journal of University Teaching & Learning Practice, 20*(11). 1-18. https://ro.uow.edu.au/cgi/viewcontent.cgi?article=3013&context=jutlp

Ekholm, E., Zumbrunn, S., & DeBusk-Lane, M. (2018). Clarifying an Elusive Construct: a Systematic Review of Writing Attitudes. *Educational Psychology Review, 30*(3),827–856. https://doi-org.dlsu.idm.oclc.org/10.1007/s10648-017-9423-5

Erdem, E. (2015). The relationship between self-efficacy and attitudes of chemistry teacher candidates. Problems of Education in the 21st Century, *63*.

Homes, A., Illowsky, B. & Dean, S. (2017). *Introductory Business Statistics*. https://openstax.org/books/introductory-business-statistics/pages/1-introduction.

Lowes, S., & Lin, P. (2015). Learning to Learn Online: Using Locus of Control to Help Students Become Successful Online Learners. *Journal of Online Learning Research, 1*(1), 17–48. https://files.eric.ed.gov/fulltext/EJ1148622.pdf.

O'Brien, J. (2015). Consciousness-raising, Error Correction, and Proofreading. Journal of the Scholarship of Teaching and Learning, 15 (3). 85-103. doi: 10.14434/josotl.v15i3.13284

Pit-ten Cate, I. M., & Glock, S. (2019). Teachers' implicit attitudes toward students from different social groups: A meta-analysis. *Frontiers in Psychology, 10*. https://doi-org.dlsu.idm.oclc.org/10.3389/fpsyg.2019.02832

Thi, N. K., & Nikolov, M. (2021). Feedback Treatments, Writing Tasks, and Accuracy Measures: A Critical Review of Research on Written Corrective Feedback. *TESL-EJ, 25*(3).https://tesl-ej.org/wordpress/issues/volume25/ej99x/ej99a16/.

Roulet, T. J., Gill, M. J., & Stenger, S. (2016). Cloak-And-Dagger Organization Research: Benefits, Costs & Ethics of Covert Participant Observation. *Academy of Management Annual Meeting Proceedings, 2016*(1), 577–581. https://doi-org.dlsu.idm.oclc.org/10.5465/AMBPP.2016.2

Subhri, S. (2023). Difference Between Verbal and Nonverbal Communication. KeyDifferences. https://keydifferences.com/difference-between-verbal-

and-non-verbal-communication.html

Skar, G.B., Graham, S., Huebner, Kvistad, A.H., Johansen, M.B., & Aasen, A.J. (2023). A longitudinal intervention study of the effects of increasing amount of meaningful writing across grades 1 and 2. *Read Writ*. https://doi.org/10.1007/s11145-023-10460-0.

Wahyuni, A. (2017). The power of verbal and nonverbal communication in learning. Proceedings of the 1st International Conference on Intellectuals' Global Responsibility (ICIGR 2017). 10.2991/icigr-17.2018.19.

Wierzbicki, B, J. (2018). Developing a Framework to Understand Teachers' Self-efficacy in the Teaching of Writing. *Graduate Theses, Dissertations, and Problem Reports*. 6947. https://researchrepository.wvu.edu/etd/6947

Yirka, B. (2013). Study shows red pen use by instructors leads to more negative response. *Phys Org*. https://phys.org/news/2013-01-red-pen-instructors-negative-response.html

Zach.(2022).The Relationship Between Mean & Standard Deviation (With) Example. https://www.statology.org/relationship-between-mean-standard-deviation

Zohud, N. (2015). Teaching strategies and their role on students' engagement in learning English. https://scholar.najah.edu/sites/default/files/Nedaa%20Waleed%20Izzat% 20Zohud_0.pdf

**Appendix A - Research Questions**
1. I prefer online writing assessments to paper writing assessments.
2. Writing assessments were more challenging during the pandemic than in a hybrid setting.
3. Writing assessments are based on the conventional writing assessment criterion.
4. Writing assessments involve the assessment of the student's critical thinking skills.
5. Writing assessments help me measure students' writing progress.
6. I always provide writing examples before administering writing assessments.
7. I proofread my students' writing assessments.
8. I write feedback on my students' writing assessments.
9. I show alternative ways on how the student can write a sentence or phrase.
10. I send a comment to my students to rewrite their output whenever I find errors.
11. I am considerate of my students' conventional errors (grammar, punctuation, and spelling).
12. I focus on the correct usage of the grammatical topic than focusing on other conventions of grammar.

13. I consider the students' strengths and weaknesses when checking their writing outputs.
14. I face problems in assessing students' writing skills.
15. I do not use red ballpens when checking the writing outputs of the students.
16. I do not have background knowledge about writing assessments.
17. I have never had training in writing assessments.
18. I am not sure I assess students' writing assessments in the same way other teachers do.
19. I sometimes ask for the help of other teachers in checking the writing assessments of the students.
20. I always follow the rubric when checking the output of the students.
21. I always leave motivational comments on my students' outputs.

## Appendix B - Table Statements

Table 2

| Item Number | Statements |
|---|---|
| Q1 | I prefer online writing assessments to paper writing assessments. |
| Q2 | Writing assessments were more challenging during the pandemic than in a hybrid setting. |
| Q3 | Writing assessments are based on the conventional writing assessment criterion. |
| Q4 | Writing assessments involve the assessment of the students' critical thinking skills. |
| Q5 | Writing assessments help me measure students' writing progress. |

Table 3

| Item No. | Statements |
|---|---|
| Q6 | I always provide writing examples before administering writing assessments. |
| Q7 | I proofread my students' writing assessments. I write feedback on my students' writing assessments. |
| Q8 | I write feedback on my students' writing assessments. |
| Q9 | I show alternative ways on how the student can write a sentence or phrase. |

| Q10 | I send a comment to my students to rewrite their output whenever I find errors. |
| --- | --- |
| Q11 | I am considerate of my students' conventional errors (grammar, punctuation, and spelling). |
| Q12 | I focus on the correct usage of the grammatical topic than focusing on other conventions of grammar. |
| Q13 | I consider the students' strengths and weaknesses when checking their writing outputs. |

Table 4

| Item No. | Statements |
| --- | --- |
| Q14 | I face problems in assessing students' writing skills. |
| Q15 | I do not use red ballpens when checking the writing outputs of the students. |
| Q16 | I do not have background knowledge about writing assessments. |
| Q17 | I have never had training in writing assessments. |
| Q18 | I am not sure I assess students' writing assessments the same way other teachers do. |
| Q19 | I sometimes ask for the help of other teachers in checking the writing assessments of the students. |
| Q20 | I always follow the rubric when checking the output of the students. |
| Q21 | I always leave motivational comments on my students' outputs. |

Likert Scale Interpretation

| Likert-scale | Interval | Difference | Description | Level |
| --- | --- | --- | --- | --- |
| 1 | 1.00-1.79 | 0.79 | Strongly Disagree | Very low |
| 2 | 1.80-2.59 | 0.79 | Disagree | Low |
| 3 | 2.60-3.39 | 0.79 | Neutral | Moderate |

| 4 | 3.40-4.19 | 0.79 | Agree | High |
| 5 | 4.20-5.00 | 0.79 | Strongly agree | Very High |

# Implementing English as a Medium of Instruction: A Phenomenological Study in Upper Secondary Levels S.Y. 2022-2023

**Jezelle Aron-Salvacion**
De La Salle University-Dasmariñas
ajc2012@dlsud.edu.ph

**Abstract.** This study focuses on the perception of Senior High School learners in implementing English as a medium of instruction. The goal is to assess how the students appreciate using English as a medium of instruction and how willing they are to have the instruction in full English. The researcher examines the students using an interview to gather data on how the learners are ready to have a full English class in specific subjects. The study promotes the importance of the English language in developing the learner's academic and personal growth. This targeted the informants who have experiences in limited use of a second language in class discussions and how it impacts their progress in mastering the English language. The problem of this study is to show how mixed languages developed a gap in the learning process of the learners that also hinders them from practicing the second language. Based on the conducted study, the students prefer to have a second language as a medium of instruction despite the challenges they encounter, such as communicating with other people, constructing sentences, conceptualizing ideas, and the like. The reason behind the students' willingness was that they believed that practicing the language should be the best option for them to learn the language. The study aims to address the impact of mixed languages on students' vocabulary and communication skills in English and promote the long-term benefits of English proficiency.

**Keywords:** English language, Medium of instruction, Second language, Students, Upper Secondary Levels

## 1. Introduction

Good communication can solve problems in both cultural, societal, economic, and education. According to new research (Clemencia, 2022), the Language provision in the 1987 Constitution of the Republic of the Philippines, which is embodied in Article XIV, Sec. 6 and 7 provided the legal basis for the languages implemented in the country, which pertains to the use of both Filipino and English language. This section provides the background of the study, addressing the research gap and the questions the researcher aims to answer.

## 1.1 Background of the Study

This Bilingual Education aims to achieve equal competence in both Filipino and English languages, with both languages as a medium of instruction. Language is the core of communication that connects people, educates one another, and most importantly builds relationships. Filipinos can communicate using their native language (NL) and their second language (SL), English. Both languages were taught to (L1) learners from kinder up to higher year levels.

Learning starts at home. As the learners grow, the child's development gets wider as well. Entering schools and meeting new people allows a learner to be exposed to multiple beliefs, cultures, norms, and identities. As time passes, English is primarily used as a medium of instruction rather than the national language. Academic subjects such as Mathematics, Science, etc., are courses that use English languages. A common misconception among learners is that English starts with A-B-C and ends with a good self-introduction, but English is more than just a basic alphabet to remember, sing, and pronounce but rather a language that connects a continent to another continent; hence it is called the universal language.

According to the report of the Programme for International Student Assessment or PISA (2018), the Philippines scored the lowest in reading comprehension in subjects like Reading, Mathematics, and Science. The average reading score was 340, which was 200 points below China. China is known as non- English speakers and clearly shows difficulty in phonetics compared to the Philippines, which has over 90 million, or 88% of the population who can speak and use English as their second language (Temelkova, 2022). The Philippines placed second lowest in Mathematics (353) and Science (357) among 79 participating countries. It is alarming to see several learners left behind, considering that the Philippines has over 10,000 ESL teachers. On the other hand, Filipinos also have problems correcting their native Filipino grammar. The use of "ng", "*nang*", "*sila*", "*sina*", and even the Filipino translations of English words that are considered borrowed terminologies are needed to be enhanced as well.

With the study being conducted, Unida Christian Colleges has approximately 5,000 students in Imus, Cavite, and half are Senior High School learners. Among the average class size of 40 to 55 students, 70% can read and write, 20% cannot compose their writing and 10% have problems reading based on the assessment of the learners and the percentage of the Unida Christian

Colleges Achievement Test or UCCAT. Senior High School is a good preparation for college; as early as now, they are considered young professionals. Most students do not use the English language; hence, "*Taglish*" or *Tagalog-English* is the common language used in the class, which somehow confuses the student's progress. To address this ongoing phenomenon, this phenomenological study aims to assess how the students respond, adapt, and participate in subjects applying English as a medium of instruction primarily, in English, Math, and Science (EMS). The researcher gave the selected learners a maximum of 1 month for assessment with 100% English instructions. After the said time frame, the researcher will evaluate the students to see how far they improve from the moment they begin the assessment. The selected informants will be chosen based on the informants' validation to be conducted by the researcher. The main goal of this study is to assess the impact of the implementation of English as a medium of instruction if English is used continuously within the target timeframe. The researcher grounded this study on B.F Skinner's Operant Conditioning Theory, which targets the increase in pairing performance and behavior to obtain a positive and successful outcome.

## 1.2   Specific Questions

This study focuses on the lived experiences of the selected learners to scrutinize the use of English as a medium of instruction in the development of the upper secondary learners. Specifically, answer the following questions.

1. How is the learner's performance during class discussions while continuously using English as a medium of instruction?
2. What are the assessments and learning strategies to apply to make the retention work effectively when using English as a medium of instruction?
3. How is the use of English as a medium of instruction beneficial to learners in both academic and real-life applications?
4. What are the possible recommendations based on the assessment of the selected learners at the end of the study?

## 1.3     Research Statements and Assumptions

The researcher based this study on the assumption that learners use English as a medium of instruction. These experiences will lead the researcher to decide on appropriate methods to use, theories to incorporate, and alignment of the study to support the gathered data.

*Learners:*

- lost interest in studying due to a lack of self-confidence and encouragement.

- less exposure to activities involving the English language.
- poor learning strategies and approaches based on the learner's needs.
- The objective of the expected learning outcome is not clearly explained to the learners at the beginning of the class discussion.

## 1.4 Significance of the Study

This study will focus on how the implementation of English Language in classroom instruction affects the learner's participation, interaction, motivation, and the like. This will evolve in the learners' lived experiences, leading them into advancement and communicatively competent individuals.

Specifically, **(1)** the learners will see the substance of the use of the English language, most importantly, for specific purposes, and **(2)** the teachers will be able to check the substantial approaches in teaching English as a Second Language. **(3)** The Curriculum developers will improve the curriculum according to the needed assistance of the learners in language acquisition. **(4)** the community will benefit from the growth of its community by building connections and relationships with the use of English as a Second Language.
(5) Lastly, future researchers will establish new motions and schemes that will benefit the next generation of language learners.

## 2. Literature Review

From 1898 to 1901, over 70,000 American soldiers came under the supervision of Admiral John Dewey, who influenced Filipinos to the English language. In the late 1950s, UNESCO proclaimed the need to use "mother tongue" as a medium of instruction since students can easily understand the discussion. According to Porciuncula (2011), English can be taught as a subject but not as a medium of instruction (Bernardo, 2009: 31).

Going back to where it began, English was formally introduced to the Philippines during the US colonial occupation, and in the early 1900s, it was officially declared as the second language of the Filipinos. In the present year, learners were taught to speak English from the time they went to school, starting from the basic pronunciation of the alphabet to the most complex use of the English language. Through the years, English has been a widely used language inside the classroom. However, challenges in applying the language are still evident among learners from different cultures. Students need motivation to build an attitude toward the target language to attain the process of learning. (Mantiri, 2015; Kazantseva et al., 2016).

### 2.1.    Reading Comprehension

One of the skills that a learner must acquire in learning the English language is the ability to comprehend. Hence, the most significant reason affecting reading inefficiency among L2 learners is the lack of reading strategy (Sahmadan & Ajam, 2020). Given that the learners have prior knowledge of the target language, the effectivity will be shown based on the awareness set by the students (Yapp et al., 2021). Inadequate reading exercises and inconsistent training in language delivery and usage can result in poor academic performance (Abdelrahman & Bsharah, 2014; Alroud, 2015). Concerning the study conducted by the researcher, the possible factor why the informants are experiencing challenges in the English language is the inconsistent use of the language during classroom interaction. Inconsistency may lead to a habit of not using English as a medium of instruction. The essence of reading effectively is highly applied and adapted during the primary grade levels (Ankrum, Genest, & Morewood, 2017) and later applied to a much higher degree of learners, such as secondary and upper secondary students.

This study bridges communication and the language teachers to conduct training to assess the learner's capacity to comprehend and read a text on a day-to-day basis.

### 2.2.    English for instruction

The English language is ordinary in the Philippines but then, but despite it being used for so many years, it is evident that the result of the target language has not been attained yet. There are many factors why linguistic barriers still exist in a classroom setting. In this situation, it can be the method, delivery, or sometimes the instruction itself. Language policy implementation and field practices can somehow be the problem. However, even when they do not include the teachers in the decision-making processes, language teachers are still accountable for this never-ending issue. Another problem with language is the  time when a foreign language  is learned. (Bayyurt, 2012).

In Philippine classrooms, a second language is more difficult to learn depending on the dialect more familiar to the learner. The challenge of lecture delivery in English commonly started with the application of both native languages (NL) and second language (SL). The confusion began when the teacher explained the English subject using the native language and when they taught the Filipino subject in "*Taglish*" or *Tagalog English*. Teachers and the school should apply the subject they are teaching accordingly.

**2.3.** English for professional purposes

In this modern era, effective communication has become a professional and personal advancement for individuals. The use of English as a second language is widely used not only academically but also in the professional world. Based on the findings of Rahman (Rahman, 2012) from the author (Akther, 2022), most companies are largely based on one's ability to communicate effectively in English and other critical professional skills. Job seekers are having a hard time finding opportunities and experiencing setbacks because they cannot communicate effectively in the professional and corporate world.

2.4  Related Theory

Figure 1

*Classroom as a complex adaptive system (Burns and Knox, 2011)*
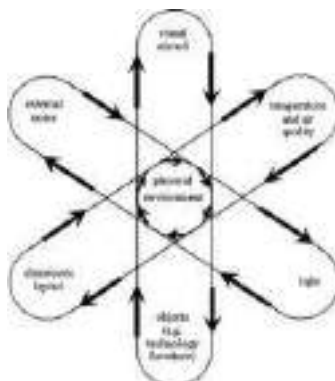


This theory represents that the classroom environment is not just a free space for practice but an area where many essential elements of learning are presented. (Özer and Korkmaz, 2016). The figure illustrates that a good classroom environment is not only the way to implement English as a Second Language but also affects the behavioral learning of the students and teachings in class. Another is poor curriculum, no quality delivery, and inadequacies in correcting basic language are also part of the learning language distractions. (Sarıtaş and Arı, 2014).

2.5  **Definition of Terms**

**Pedagogical Strategy -** Approach used by the teachers to assist learners in developing the use of a second language.
**Second Language -** a term used to replace the English language. English is the second language of Filipinos.

**Taglish -** style used by some teachers to engage learners in the discussion. A combination of "Tagalog" and "English".

## 2.6 Conceptual Framework

Figure 2

*Application of English Language to class instruction*
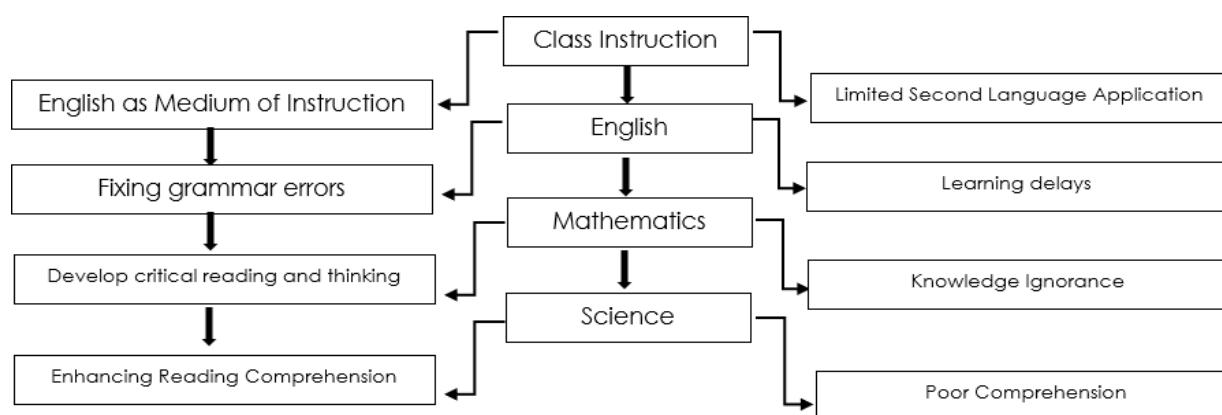


The figure shows the importance of implementing the English language in class instructions, particularly in subjects like English, Mathematics, and Science. These crucial subjects are mainly the subjects that require a second language application. Appropriate use of a second language in class instructions can fix basic grammar errors, develop both critical reading and thinking, and lastly, enhance the reading comprehension of the L1 learners.

## 3. Research Methodology

The research study was conducted using the phenomenological approach. This approach was used to examine the lived experiences of the target informants along with the qualitative approach that was maximized to analyze the data gathered from interviews, scholarly journals, internet-based articles, and various international journals.

## 3.1 Research Objective

The objective of the study is to develop the competencies of the learners in using English as a Second Language. It promotes appreciation of the English language to create advanced, quality, and globally competitive students.

### 3.2. Research Instrument

To attain the goal of the study, the researcher will use a semi-structured interview to supply the needed data from the selected informants of the study. This type of interview is ideal for acquiring the informant's views about a phenomenon (DeJonckheere et al., 2019). In this matter, the researcher will prepare a set of questions and meet the target informants both online, using either Google Meet or Zoom application and through face-to-face interaction. Participant validation will be done to ensure that all chosen informants will be the most appropriate to the study. After the interview, interview transcripts will be evaluated using thematic analysis. Lastly, the researcher ensures that all gathered information will remain confidential.

### 3.3. Research Informants

The researcher will select a total of fifty (50) informants, comprising the six academic strands from Grades 11 and 12. These target informants are from STEM, ABM, GAS, TVL, and Performing Arts.

The researcher set a criterion to utilize the selection of informants for the study. **(1)** The students should be officially enrolled as Senior High School learners. **(2)** should have stayed in the institution for at least 1 year. **(3)** currently taking any subjects that involve English, Mathematics, or Science. **(4)** No failed or back subjects. Lastly, **(5)** willing or committed to answering questions regarding academic experiences.

### 3.4. Research Procedures

The researcher will formally send a physical letter or e-mail containing an invitation to be part of the research study. This letter serves as a consent form for the potential informants of the study. For validation purposes, the researcher will give the informants the option to decline the invitation or withdraw the agreement. If it happens, all information given by the informant will be removed from the study.

After confirming the qualified informants, the researcher will schedule an interview. The researcher will use a semi-structured interview in gathering the data to freely encourage the informants to share their experiences either through virtual or face-to-face communication. Follow-up questioning will only be possible if the informants agree after the probing questions. The goal of this semi-structured interview is to introduce casual conversation between the interviewer and

interviewee to avoid possible barriers that will hinder the informants from sharing more about their personal experiences.

Following the Republic Act 10173 - Data Privacy Act, all gathered information will remain confidential, and an assurance that the research study is free from any plagiarism, falsification, and other legal matters including copyright.

### 3.5 Organizing Data

The data was gathered through the analysis of patterns for data familiarity which includes coding and detecting themes.

### 3.6 Themes and Patterns

The interview transcript was evaluated and transcribed by detecting important themes, recurring ideas, and patterns of belief along with the facilitated results. The division of steps involves the noting of patterns and codes in the participant analysis that shows the similarities, distinctions, and gaps of each lived experience. Both the pattern and coding used will be disclosed.

### 3.7 Testing of Emergent Answers

The lived experiences of the participants are classified thematically to evaluate the reliability of data. It will be presented using a data sheet and inform them about the right to refuse to cooperate. The chosen participants have the right to participate voluntarily and are not required to disclose any detailed or personal information. The contract will be presented along with the audio recordings to ensure that all given answers are well documented. All with the approval of the participants.

### 3.8 Data Analysis

The researcher will transcribe the collected data using thematic analysis, which is used in arranging all information according to its theme, labels, and codes (Kiger & Varpio, 2020). Verbatim from the recorded interview will be carefully transcribed with the help of a research validator. After in-depth checking of the transcript and organizing the ideas according to themes, the researcher will start checking the relevance of the gathered data and interpret it based on the comparison and generated summary of the documentation. The process includes checking of comprehensive structure and analysis of the result comparison.

### 3.9    Role of Researcher

The researcher ought to accomplish an academic study in constant progress with no signs or any form of bias. The researcher will expand the data collected to have an in-depth understanding of the pattern used. This process will extract all the information and omit the unnecessary verbatim not needed in the study. All detected patterns will be integrated as one idea to develop the general viewpoint and determine the lived experiences of the participants involved.

### 4.    Finding and discussions

This section will provide the formulated research findings.

Reading comprehension

**Research Question 1:** *How is the learner's performance during class discussions while continuously using English as a medium of instruction?*

The Informants mostly mentioned that they are having a hard time collaborating since they cannot comprehend or speak the language used. This type of research question aims to see how a certain phenomenon affects the growth of each learner and provide a new concept in coming up with any pedagogical approaches that will certainly assist student development.

Presented are the following themes and sub-themes in data analysis. Bold letters are the themes presented in the table below and the italics represent the sub-themes. The statements below share the informants' lived experiences in class while using English as a medium of class instruction. The table also presented the summary of themes and sub-themes along with a discussion of the result.

The first theme that emerged was about an understanding of context. Informants mentioned that the use of the English language in class instruction helped them improve their vocabulary but somehow weakened their confidence in communication.

"*The use of the English language in our class discussion makes us more open in learning the second language. The only thing that bothers us is the delivery of the English language each time we have class recitation and reporting.*" **(Informant A)**

Informants mentioned their confidence in speaking the second language, particularly in class reporting and recitation. Informants' main concern is that they can understand English but cannot speak or use the language fluently which also hinders them from practicing the language.

*"I am not good at English. Most words used in the discussion are words with deeper meaning. There are times that I cannot fully understand the discussion due to the choice of words used. Primarily, we are required to recite and speak in English but it makes me feel so anxious each time that the ideas in my head are not the same as the ideas I wanted to present verbally since I cannot translate it in English."* **(Informant B)**

### Theme 4.1: Lack of Language Practice

The common experiences that the informants are sharing were their challenges in second language delivery. Most of the students can say that they can understand but cannot effectively speak or use the language. In that situation, the English language is not verbally developed. Technically speaking, the use of English as a second language can be learned more if it is used or practiced daily. In relation to classroom delivery, informants shared that they are fond of listening to the English language better than the native language. The only problem is that some teachers are using "Taglish" or the Filipino language in class delivery to ensure that other students can follow. This strategy may be effective for some but for students who are into English language discussion, this may cause confusion about the subject matter.

*"I personally understand the English language better than the Filipino."*
**(Informant B)**
*"I am okay with the English language as a medium of instruction so… I can practice my vocabulary."* **(Informant C)**
*"It is better to use both languages so it can benefit not just specific students but all types of students. Most of us can understand and speak English but sadly, we have some classmates who are challenged in using the second language."* **(Informant D)**
*"I prefer full Filipino instruction or Taglish because I am personally challenged in English."* **(Informant E)**

### Theme 4.2: Exposure to a Second Language

Other informants are saying that fluency in the second language is a common problem since most of them are not using the English language daily and a sudden gap in language development occurs if the participant is not fully exposed to a second language since the start of their academic journey.

*"Enjoy but sometimes pag malalalim na salita ay di masyado makuha but pag may sentences nakukuha ang ibig sabihin."* **(Informant A)**
*"Deep meaning of the word makes me feel bad about myself 'cause I don't have a full knowledge of the English language."* **(Informant B)**

"*When they speak fast using English, my brain is loading so…sometimes I don't understand*." **(Informant C)**

"*Some of the words are new to me so there are sometimes that I can't understand*." **(Informant D)**

**Research Question 2:** *What are the assessments and learning strategies to apply to make retention work effectively when using English as a medium of instruction?*

English for instruction

**Theme 4.3: Consistency of action plan or strategies**

Addressing the phenomenon faced by learners in using the English Language is the main solution to lessen or eliminate the progress in a second language. Most of the time, the limited knowledge of the use of the English language affects not only verbal skills but also writing skills. Since the informants shared their willingness to use English as a medium of instruction, the hindrance is the implementation of how the use of the second language in classroom discussion becomes beneficial not just to some learners but to all types of students. Some strategies were mentioned during the interview with the chosen informants.

"*Our teaching tried to speak English the whole time and see how we will react to it*." **(Informant A)**

"*We have collaborative activities and each one of us are assigned to explain our part in English which is very uncomfortable.. I might.. say wrong words or grammar*." **(Informant B)**

"*My friends and classmates are laughing in times I used English and mispronounced words*." **(Informant C)**

"*We decided to pay each time we use our native language instead English. The money will go directly to our class fund*." **(Informant D)**

"*My teachers are speaking "taglish" or Filipino mix with some English. That sounds confusing and sleepy since our mind is not working well because there is nothing to comprehend and was discussed by the teacher*." **(Informant E)**

"*Regardless of the subject, most teachers are using Filipino language*." **(Informant F)**

"*We are tasked to speak English then the teacher will translate if we mistakenly say the word in Filipino*." **(Informant G)**

Relying on the use of both English and Filipino language caused positive and negative outcomes for the learners. Using *"Taglish"* and Filipino in subjects like Science and Math is inappropriate for some learners. It was mentioned that the more teachers are not following the English Only Policy rule in a class setup, the more it gets confusing to learners and even forget the reason why they need to practice the second language.

**Research Question 3:** *How is the use of English as a medium of instruction beneficial to learners in both academic and real-life applications?*

**English for professional purposes**

**Theme 4.4: Defining the other benefits of the English Language**

It is evident that enough exposure to a second language improves the self-development and trust of each learner. The more they are open to using a second language, the more they have a chance to expand their vocabulary and skills in both verbal and written language communication.

"*It provides input for the learner.*"

"*If I hear good English speakers, it inspires me to become a better speaker too.*" "*I am personally not good at English, but applying English in class discussion can help me improve myself.*" **(Informant A)**

"*I mostly get ideas to use other terms and translate my Filipino word into English. It will help us with class reporting or research defense.*" **(Informant B)**

"*In the future, we will need to speak English since this is universal and most job interviews are English.*" **(Informant C)**

**Research Question 4:** *What are the possible recommendations based on the assessment of the selected learners at the end of the study?*

Examining the data gathered, the best recommendation for future researchers is to expand the informants more and look for a bigger locale. The study is limited to the Anabu 1-F, Senior High School students. What is good for them may not be good to others, and what might be a challenge for them, may not be a challenge to other language users. Since the willingness of the learners to learn the second language, the researcher should begin examining the impact of this action plan to address the phenomenon and adjust if the goal of the plan will not meet the exact target results and expectations.

Table 1

*Themes and sub-themes generated after the analysis of interview extracts.*

| Themes | Subthemes |
|---|---|
| Lack of Language Practice | Understanding the Context; Language Delivery; Fluency |
| Exposure to Second Language | Confidence in delivery; Self-Involvement |
| Consistency of Action Plans or Strategies | Shifting of Language Used |
| Defining the Other Benefits of the English Language | Input Knowledge and Ideas; Universal Language |

The table shows the collected patterns in the interview conducted with selected learners. It describes how the lack of practice, exposure to the second language, strategies to improve, and defining benefits affect the perception of learners.

In one month of observation, the learners started with some common errors in plural, prepositions, stuttering while speaking, and dead air that lasted for over one to three minutes thinking about what could be the next word or term to use. After the observation, learners were examined during the proposal defense and tasked to defend their titles using the English language. The good points are: **(1)** the learners were able to discuss their paper despite strong fear and anxiousness **(2)** Learners did their best in delivering the discussion using the second language despite the grammar and context errors. **(3)** Learners were able to produce a workable paper using their own English writing skills. In reverse, **(1)** some students are still challenged to speak basic English despite the one-month period of practicing. **(2)** Some are relying on their notes and delivery was unclear. **(3)** There are few students who have almost zero progress and who cannot answer or communicate using the second language even with the use of "Taglish" questions.

From that timeframe, it was clear that learners have different learning levels and needs. There are some who can learn easily after one month, while there are others who need more time to improve which needs much attention. Most teachers often believe that learners are not performing poorly since their engagement with the subject was not seen in class. But this study clearly states that the participants can follow the English discussion and the application of it is the way for them to be more exposed to and effectively speak the English language. The shifting of language as well of the teachers brings an idea to the participants that the instructor is not also aware of being fully trained to discuss fluently in English. The moment that the teacher speaks the native language, it is a sign to the student-participants that the use of English in class is no longer needed. An in-depth understanding of the importance of English as a second language should be discussed to set an idea in the mind of the participants that speaking the English language is not just a requirement to fulfill, but rather a chance for a better opportunity in the future.

## 5. Conclusion and Recommendation

Based on the data in the results and discussion, the researcher concluded that the learners do not hate English at all nor are bothered by using English as a medium of instruction but rather open and convinced that the use of a second language can be more beneficial for them in enhancing their vocabulary, language competencies, and knowledge in delivery. The only factors that prevent the learners from cooperating are self-doubts or the intense feeling of being the learners from cooperating are self-doubts or the intense feeling of being rejected once they use a wrong word, sentence, and pronunciation. Another thing is the use of deep or hifalutin words that only a few learners can understand. It was also mentioned that the speed of discussion while using the English language makes the learners uninterested, and lastly the familiarity and consistency of the teachers in using English as the medium of discussion.

Hence, it is important to build a class environment that can accommodate all types of learners.

In connection with the theory of the Classroom as a Complex Adaptive System (Burns & Knox, 2011), learning the lived experiences of the informants can promote a good environment for students where they can freely practice the second language. Developing behavior should be part of the pedagogical strategies of the teachers to ensure that learners can still adapt to the lesson or if the use of English as a medium of instruction can stimulate communication anxiety or build self-trust and confidence.

To profoundly understand the variety of perceptions among Senior High School learners in using English as a medium of instruction, below are the researcher recommendations:
- Teachers should start practicing the use of English as a medium of instruction consistently most importantly in subjects like Mathematics, Science, and others.
- Students should start applying English as they communicate or participate in classroom discussions primarily to subjects that require the use of a second language.
- Teachers must avoid using hifalutin words and start using common terms that all types of learners can understand.
- Teachers should decelerate their speech level and make sure all learners can fully grasp the discussion before moving on to the next.
- Teachers should assess all types of learners and develop an activity that can engage the learner's interest in a second language.
- Future researchers should not limit the number of informants and start working on a bigger population and locale to assess the perception of the students in using English as a medium of instruction that can be utilized in the fullness of time.

## 6. Conflict of Interest and funding

## 7. Acknowledgment

**Reference**

Abdelrahman, M. S. H. B., & Saleem B. M. (2014). The Effect of Speed Reading Strategies on Developing Reading Comprehension among the 2nd Secondary Students in English Language. *English Language Teaching*, 7(6). https://doi.org/10.5539/elt.v7n6p168

Akther, F. (2022). English for personal and career development and its importance for better employment opportunities. *Journal of Languages, Linguistics and Literary Studies*, 2(3), 95-100.

Ankrum, J., Genest, M., & Morewood, A. (2017).A Description of Contrasting Discourse Patterns Used in Differentiated Reading Instruction. *Journal of Research in Childhood Education*, 31(3), 313–323. https://doi.org/10.1080/02568543.2017.131 9442

Bayyurt, Y. (2012). Ideal Classroom Setting for English Language Teaching Through the Views of English Language Teachers. Retrieved by https://www.researchgate.net/publication/ 258112407_444_Egitim_Sisteminde_Erken_Yasta_Yabanci_Dil_Egitimi

B.F. Skinner Operant Conditioning. (2022, May 5). Language Acquisition Theories. https://www.optilingo.com/blog/general/7-language-learning-theories-by-the-masters-            of-thought/

Bliss, L. A. (2016). Phenomenological Research. *International Journal of Adult Vocational Education and Technology*, 7(3), 14–26.  https://doi.org/10.4018/ijavet.2016070102

Clemencia, E. (2022). Language Policies in the Philippines. Studocu. Retrieved from https://www.studocu.com/ph/document/de-la-salle-lipa/bachelor-of-science-in-education/language-policies-in-the-philippines/28206186

DeJonckheeret, M., & Vaughn, L. M. (2019). Semi structured interviewing in primary care research: a balance of relationship and rigor. PMC. PubMed Central (PMC). Retrieved    from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6910737/

Kiger, M. E., & Varpio, L. (2020). Thematic analysis of qualitative data: AMEE Guide No. 131. *Medical Teacher*, 42(8), 846–854. https://doi.org/10.1080/0142159x.2020.175 5030

Mantiri, O. (2015). Key to Language Learning Success. *Journal of Arts and Humanities*, 4(01), 14– 18.https://doi.org/10.18533/journal.v4i01.629

Nezami, S. R. A. (2012). A Critical Study of Comprehension Strategies and General Problems in Reading Skill Faced by Arab EFL Learners with Special Reference to Najran University in Saudi Arabia. Arab

Oktavian Mantiri. (2015). Key to Language Learning Success. *Journal of Arts and Humanities*, 4(01), 14–18. https://doi.org/10.18533/journal.v4i01.629

Özer, B., & Korkmaz, C. (2016). Ideal Classroom Setting for English Language Teaching Through the Views of English Language Teachers. *Institution of Education Sciences*. Retrieved from https://files.eric.ed.gov/fulltext/EJ1245116.pdf

Porciuncula, L. (2011).English_as_a_Medium_of_Instruction_in_ Ph.doc: refer to (Bernardo, 2009, p.31). Scribd. Retrieved from https://www.scribd.com/document/420787327/ English-as-a-Medium-of-Instruction-in-　　 Ph-doc

Sahmadan, S., & Ajam, A. (2020). Investigating learners' obstacles in second language reading comprehension. *JurnalBilingual*, 10(2), 1. https://doi.org/10.33387/j.bilingual.v10i2.2 530

Saritaş, B., & Ari, A. (2014, June 20). The Views of Students and Instructors On Englısh-I Course In Higher Education: A Sample Of Dumlupınar University. Dumlupinar University Journal of Social Science.Dumlupinar University Journal of Social Science. Retrieved from https://dergipark.org.tr/tr/pub/dpusbe/issue/ 4783/65970

Suson, R. (2020). Differentiated Instruction for Basic Reading Comprehension in Philippine Settings. *Universal Journal of Educational Research*. Retrieved from https://www.researchgate.net/profile/WilfredoAnoos/publication/34496585 0_Basic_Reading_Comprehension_in_Philippine_Setting s/links/5f9b6434299bf1b53e512fcf/Basic-Reading-Comprehension-in-Philippine-Settings.pdf

Temelkova, K. (2022, November 16). Languages Of The Philippines: Everything You Need To Know. Milestone Localization. https://www.milestoneloc.com/languages-   of-the-philippines/

Yapp, D., De Graaff, R., & Van Den Bergh, H. (2021). Effects of reading strategy instruction in English as a second language on students' academic reading comprehension. *Language Teaching Research*, 136216882098523. https://doi.org/10.1177/1362168820985236

# Can Learning Be Fun?
## Integration of Gamified Learning in Grade 11 English Classes

**Rollven Verdan, Katherine B. Bernarte, & Leeroi Christian Q. Rubio**
National University, Manila
verdanr0@students.national-u.edu.ph

**Abstract.** The resurgence of technologies in education called for innovative pedagogical strategies. One trending integration was called gamification. It referred to the usage of game features in a non-game setting to enhance the learning experience of the students. In this study, the researchers concentrated on its efficacy when melded into a senior high school English class. A quasi-experimental research design with pre-test, post-test, and focus group discussion. A total of 60 Grade 11 students were selected and categorized into two groups: non-gamified (controlled) and gamified (experimental). T-test was utilized to scrutinize the numerical data while Thematic Content Analysis was adapted to analyze the verbal responses of the students. Results revealed that there was a very significant difference in the test scores when both groups are compared. Therefore, gamified learning was efficacious for students to elevate their cognitive skills and level. On the other hand, students exuded positive perceptions of its integration into their English classes. Henceforth, the study concluded that gamified learning was effective and enjoyable to learn English lessons in a Senior High School setting. Further implications were discovered and discussed.

**Keywords:** gamified learning, English lessons, grade 11

## 1. Introduction

### 1.1 Background of the Study

In this modernized expanse, pedagogies and technologies were inseparable facets to bolster students' learning across disciplines. Policymakers and teachers were calibrating their instructional materials and teaching practices to maximize technology exposure and utilization of students (Carstens, et. al., 2021).

In connection to this, Gamification was primarily employed in business settings and workplaces to captivate consumers' interest and loyalty and to enhance employers' productivity and performance via providing rewards and incentives. Its immersion was gradually penetrating the global market as companies maximize this strategy to gain popularity and profit (Christians, 2018). Thus, people began to accept gamification which results in its' successful proliferation. As gamification became more prominent, research and studies about it increased to the extent that there were attempts to incorporate it into education. There were numerous studies that pinpointed how gamification positively enriched one's skills. Irrefutably, it enhanced one's intrinsic motivation (Poondej &

Lerdpornkulrat, 2016; Yildrim, 2017). Since it was different from traditional teaching techniques, students became engrossed to utilize it in learning the English language. Moving forward, it also influenced students' achievement (Loh, Yunus, & Hashim, 2017; Wichadee & Pattanapichet, 2018). Since they were intrinsically motivated, it was reflected in their achievement. Self-esteem (Ghasemi et. al., 2017), cooperation (Yanes and Bououd, 2019), and autonomy (Chen, 2019) were other aspects that it ultimately augmented. Therefore, gamification's benefits to students' development were strongly evident.

In the Philippines, gamification was conducted and explored to stimulate teachers' and students' cognizance and acceptance of its' probable benefits. Such attempts included a DepEd Advisory No. 186, S. 2013 that permitted Tech Tutor5 to conduct webinars about "The Gamification of Education" (DepEd, 2013). Last 2021, the Philippines planned to pilot gamification in Makati Science High School, Makati High School, and Pitogo High School. All schools received a gamification treatment but with virtual reality to gather data and utilize findings for potential mass usage in schools (Newsbyte, 2021). Although these were few recorded attempts on gamification integration in a local setting, it remained abstract and shallow as only surface and perceptions about its probable implementation were focused. Webinars and interviews were devised only to acquire relevant insights or feelings about gamification from the community it will be implemented, but it was not concretized after. Also, qualitative data results were concentrated by these national bodies leaving quantitative queries unanswered. Albeit gamification positively bolstered the English language particularly according to quantitative local studies: on grammar (Orejuela et. al., 2022) and vocabulary (Samortin, 2020), the scarcity of studies called for an exploration of its efficacy in English classes (Fajardo, Rederico, & Cuario, 2021).

Although the Philippines' ranking in English Proficiency climbed to the 18th spot in 2021, it was still far from its' 13th ranking in 2016. Such attrition in proficiency has been investigated to determine factors that caused its plummeting. One major root cause was demotivation (Castro, 2018; Alaga, 2016). Most papers produced about gamification centralized on motivation and engagement which yielded positive correlations. However, in terms of its efficacy and what aspect of language it can positively influence came a decrease in published local works. Additionally, gamification in the Philippines centralized on the consequences of the early language development of children and game-based learning, leaving senior high-school students and the college to remained relatively unexplored. Moreover, relevant studies about gamification and its impacts on students' language learning were properly documented via studies world leaving a dearth of exploration in the Philippine setting. Such studies conducted only focused either on the qualitative or quantitative data, but not on both methods. Thus, it opened opportunities to unravel its general efficacy in learning English lessons among senior high school students via combined research method to acquire abundant data and interpretations.

The study was leveled on the Self-Determination Theory by Ryan and Deci (2008). It was a theoretical perspective that was centralized on the "why" of behavior

which expounded the determinants of less or controlled reasons for participation. Such rationales lied in intrinsic motivation (internal factors such as energy, will, ego, and interest) and extrinsic motivation (external factors such as rewards, punishments, and environment). Further, it hypothesized that achieving basic psychological needs namely: autonomy, competence, and relatedness, were key elements to attaining optimal development. All of which can extremely influence one's motivation. Autonomy pertained to being volitional and controlled in whatever decisions one makes (LaGuardia, J. 2017). It does not necessarily imply being selfish and independent. Competence referred to the knowledge and skill building that one was inherently constructing. Whereas abstract ideas were intended to be concretized to satisfy one's desire (Ryan & Deci, 2017). Relatedness was a sense of having a connection or belongingness that we need each other to a certain degree (Reeve et al., 2018). These elements varied across personalities as individuals differ on what needs they were aiming to satisfy. Nonetheless, all elements were deemed to be crucial to

## 1.2 Statement of the Problem

The overall purpose of this study was to investigate the efficacy of integrating gamification in English classes, particularly on the ABM students S.Y. 2022-2023. Specifically, this present study sought to answer the following questions:

1. What is the cognitive reading and writing skills and level of Grade 11 students in a non-gamified and gamified group in terms of:

    1.1. Pre-test

    1.2. Post-test

2. How significant is the difference between the pre-test and post-test scores of Grade 11 students in non-gamified and gamified groups?
3. What are the student's perceptions of gamified learning in English classes?

## 1.3 Theoretical Framework

The study was leveled on the Self-Determination Theory by Ryan and Deci (2008). It was a theoretical perspective that was centralized on the "why" of behavior which expounded the determinants of less or controlled reasons for participation. Such rationales lied in intrinsic motivation (internal factors such as energy, will, ego, and interest) and extrinsic motivation (external factors such as rewards, punishments, and environment). Further, it hypothesized that achieving basic psychological needs namely:

autonomy, competence, and relatedness, were key elements to attaining optimal development. All of which can extremely influence one's motivation. Autonomy pertained to being volitional and controlled in whatever decisions one makes (LaGuardia, J. 2017). It does not necessarily imply being selfish and independent. Competence referred to the knowledge and skill building that one was inherently constructing. Whereas abstract ideas were intended to be concretized to satisfy one's desire (Ryan & Deci, 2017). Relatedness was a sense of having a connection or belongingness that we need each other to a certain degree (Reeve et al., 2018). These elements varied across personalities as individuals differ on what needs they were aiming to satisfy. Nonetheless, all elements were deemed to be crucial to achieving an optimum being. Based on the acquired studies, gamification influenced students' autonomy, competence, and social relatedness. Students were depicted to be more autonomous as to what aspects they would like to improve and the badges they wanted to earn. With this, researchers opted to utilize this theory as it strongly suggested how one was a predictor of success in learning. With the tools that will be utilized: tests and focus group discussions, the researchers can unveil the efficacy of integrating gamification into English classes.

## 2. Methodology

This study utilized a quasi-experimental research design. It aimed to determine the cause- and-effect relationship between independent and dependent variables in a target population without random assignment (Thomas, 2022). This kind of research design was the alternative design used to measure or study the causality of things or events that were improbable to concretely measure. The main objective of this design was to answer the causality between the interdependent and dependent variables of this study. The variables of the study comprised gamification (independent) and results of the post-test scores and perceptions of the students (dependent). Also, It was a combination of descriptive quantitative and qualitative methods (George, 2022).

Table 1.

*Test Experimental Design*

| Group | Step I | Step II | Step III |
|---|---|---|---|
| Non-Gamified | Pre-test | No Treatment | Post-test |
| Gamified | Pre-test | Gamification Treatment | Post-test / Focus group discussions |

Additionally, In this study, the researchers concentrated on 60 bonafide Senior High School students under ABM who were taking a Reading and Writing Class since there were 5 sections under the program. A total of 30 students in the non-gamified group while the

other 30 were in the non-gamified group. Both groups were taught by multimodal materials utilized with audio, visuals, and images. With this, this research wielded a Purposive Sampling.

## 3. Results and Discussion

This chapter discussed the analysis, presentation, and interpretation of the gathered data of the study.

Table 2.

*Comparison Among Grade 11 Students Cognitive Pre-Test and Post-Test Scores in Reading and Writing Skills Who Underwent Gamified Learning Environment*

| Gamification (Experimental Group) | t | df | Probability Value | Mean Difference | 95% Confidence Interval of the Difference | | Verbal Interpretation | Decision Rule |
|---|---|---|---|---|---|---|---|---|
| | | | | | Lower | Upper | | |
| Non-Gamified Group Pre-Test Score | 21.965 | 29 | .000 | 23.23333 | 20.1631 | 24.3035 | Very Significant | Reject $H_0$ |
| Gamified Group Pre-Test Score | 34.035 | 29 | .000 | 31.93333 | 30.0144 | 33.8523 | | |

*When the probability value less than 0.05 0r 5% SIGNIFICANT When the probability value less than 0.01 0r 1% SIGNIFICANT*

This table represented the comparison of the cognitive pre-test mean scores and post-test mean scores of the students who underwent in a gamified learning environment. As indicated on their pre-test, there were students who managed to reach scores ranging from 31 and above although the majority acquired scores of 16 and below. Interestingly, after the gamified learning treatment, there were no students who obtained scores of 16 and below, and the majority of them accomplished scores of 31 and above. Obviously, the mean difference escalated from 22.23333 and 31.93333. The increase in scores demonstrated that with the gamified learning integration, there was a very significant difference, thus rejecting Ho. Ultimately, gamified learning was found to be effective in learning the abovementioned English lessons (Abusa'aleek & Baniabdelrahman, 2020; Dela Cruz, Noa, & Ayca, 2020; Orejuela et. al., 2022, Vanthanalaoha, 2022).

Table 3

*Comparison Among Grade 11 Students Cognitive Post-Test Score in Reading and Writing Skills Between Gamified and Non-Gamified Learning Environment*

| Gamification (Experimental Group) | t | df | Probability Value | Mean Difference | 95% Confidence Interval of the Difference | | Verbal Interpretation | Decision Rule |
|---|---|---|---|---|---|---|---|---|
| | | | | | Lower | Upper | | |
| Non-Gamified Group Post-Test Score | 47.228 | 29 | .000 | 23.36667 | 22.3548 | 24.3786 | | |
| Gamified Group Post-Test Score | 34.035 | 29 | .000 | 31.93333 | 30.0144 | 33.8523 | Very Significant | Reject $H_0$ |

This table depicted the comparison of the cognitive post-test scores of the non gamified and gamified group. The mean difference of the non-gamified was 23.36667 while the gamified group was 31.93333. Hence, it can be deduced that there was a high difference between the mean scores. Therefore, there was a very significant difference between the post-test scores of the non-gamified and gamified groups which mean the Ho will be rejected. This implied that the utilization of gamified learning in an English class about Reading & Writing was effectual in positively augmenting the students' cognitive skills. Henceforth, these findings corresponded with the previous studies about gamified learning bolstering students' test scores (Loh, Yunnus, & Hashim, 2017; Wichadee & Pattanapichet, 2018; and Vanthanalaoha, 2022). It was concluded that grasping the abovementioned English lessons was found to be advantageous with gamified learning being incorporated (Cabrera et. al., 2018; Hashim, Rafiq, & Yunus, 2019; Abusa'aleek & Baniabdelrahman, 2020; Dela Cruz, Noa, & Ayca, 2020; Aksel, 2021; León, Rodriguez- Ferrer, & Aguilar-Parra, 2021; Ahmed et. al., 2022; Orejuela et. al., 2022, Sailema et. al., 2022; Qiao, et. al., 2022).

**Part 2. Students' Perceptions of Gamified Learning**

A. What do you think of scoring systems, peer competition, and teamwork in learning new English classes?

### 2.1.1 Scoring systems improved productivity and responsibility

Scoring systems or pointing system was an element in gamification where students received a relative amount of points after exerting an effort to finish a task (Maltseva & Penkov, 2021). With the ranging variations of points that were given, it had been inferred that it implicated students' productivity and responsibility. Some of the verbatim responses included "Scoring systems allowed us to engage productively because it gives us the will to do well in class.", "Points made me more responsible in learning because the more I have it, the more I feel like I am learning." and "Scoring system helped us to identify our strengths and weaknesses which we can use as basis to improve learning." The students asserted that having pointing systems made their interaction meaningful and productive. Points became their basis that they were actively participating as those were provided depending on their efforts. Therefore, the scoring systems urged them to gain more points as the equivalent of learning (Ghasemi et. al., 2017; Khan, 2021a; Khan, 2021b).

### 2.1.2 Peer competition promoted learning.

Peer competition arose whenever two or more parties strived for something that not everyone can attain (Listra, 2015). It can be favorable if it produced positive outcomes and unfavorable if it yielded otherwise. Per the perceptions of the students who underwent gamified learning, it has been deduced that peer competition promoted learning. As indicated in their verbatim responses "Having competing with my peers is actually effective for us to learn more and apply them in creative ways.", "When it comes to peer competition, it also benefitted me because I can learn from my classmates' ideas.", and "Peer competition made me more active to participate in class and to showcase what I have learned." With the competition that arose from the session, students associated its presence with their learning. It was viewed as "efficacious" and "beneficial" not only in understanding the lesson but also in applying it in a real-life setting. Students tended to learn from their classmates' perspectives which they can exploit to expand their subject awareness (Singh & Harun, 2016; Zarzycka-Piskorz, 2016; Nahmod, 2017; Wichadee & Pattanapichet, 2018).

### 2.1.3 Teamwork intensified learning and self-expression.

Teamwork was defined as the ability to perform a task together to achieve a coordinated goal (Chestnut, 2020). Such collaborative activities or group work tasks automatically required students to act as one. Based on the students' perceptions of teamwork in learning the English class, they remarked that "Teamwork allowed us to communicate with other classmates to get to know each other more by hearing their opinion and answering each other.", "When working as a team, we must know how to listen and cooperate which we applied in the sessions. We shared what we have learned and collaborated to earn more points.", and "When it comes to teamwork, I really enjoyed it because I'm learning. I didn't realize it was time already and I was awoke the whole time."

They appeared to learn more as they can communicate with their peers. As they heard and gathered their teammate's answers, they open the floor for more possibilities which made learning more interactive and in-depth. With this scenario, they can filter what they have learned and even share their outlooks to aid their teammates understanding and vice versa (Campbell, 2018; Subhash & Cudney, 2018; Ehsan, Vida, & Mehdi, 2019; Rafiq et. al., 2019b; Dindar & Järvenoja, 2020).

### 2.1.4 Scoring systems, peer competition, and teamwork stimulated learning and fun

In a general perspective, all the above-mentioned aspects were viewed as effective and beneficial to learn English classes; all of these were included in gamified learning. Aside from its efficacy to promote learning, it was also found to stimulate fun. As per the verbatim responses, "I think all of them made learning fun and interesting. I am happy that what I learn is the same as what my classmates are", "These three aspects were a fun and effective way to learn something new in school."and "They made learning more effective and real time because I can track my points while competing with my classmates solo or by group." Students expressed that they relished the sessions while earning points, competing with their classmates, and working in groups. They also discerned its probable application to learning new concepts or lessons in different subjects. Thus, it was surmised that learning can be fun when these facets were combined (Jackson, 2016; Poondej & Lerdpornkulrat, 2016; Mekler, et. al., 2017; Rahman, et. al., 2018).

### 2.1.5 Gamification improved knowledge retention and application

According to Bloom's Taxonomy, remembering was the lowest level of learning as it does not directly change a behavior. Although it was the lowest, many students struggle to even remember a detail in the lesson. However, with the integration of gamified learning, students claimed that it was effective for them to recall previous lessons. "Personally, yes, playing games enable me to remember the lesson because games help me to remember them more easily. I think it is a good way for us to not forget the lessons." and "I am happy because I remembered the lessons easily. I noticed that I don't have to read my notes when asked a question because I know the answer." Their responses revealed that gamification aided them to recollect concepts, details, and lessons from the previous session. Thus, remembering lessons became feasible with the integration of gamified learning (El- Magd, 2017; Loh, Yunus, & Hashim, 2017; Cabrera et. al., 2018; Ling, 2018; Zhu et. al., 2018).

### 2.1.6 Gamification facilitated independent learning.

Independent learning was defined as "Taking ownership of their learning by setting their goals and monitoring their own progress" (Vinikas, 2022). Having shaped students to become independent learners can have direct repercussions on their academic performance. With the integration of gamified learning, students reported that "I

became more responsible to learn independently because I wanted to earn points and help my teammates." and "I became more responsible or my learning. I feel like I'm on my own which helped me to contribute to my team during group work." These verbatim responses made a clear impression that students became more "independent" in their learning and monitoring of progress. Such reasons were rooted in feeling a sense of liability to help oneself and contribute meaningfully to teammates. Even though it was already anticipated that students must take control of their learning, the word "more" indicated that gamified learning positively contributes to intensifying their knowledge gathering and application. Hence, it boosted their innate sense of accountability which was vital to increase their academic performance (Alalwany, 2019; Henry, 2018, Chen, 2019; Li et. al., 2019; Wibisono, 2019).

B. What other benefits do you believe, as students, will receive when your teachers gamify your English classes?

2.2.1 Gamification boosted memory retention and knowledge application.

As discussed earlier, gamified learning aided the students to recall the lessons and apply them in real-life contexts. Thus, it showed parallelism to their own claim as they perceived it as one of its benefits. As their verbatim responses indicated "The most obvious benefit is making of memory more strong like I can easily remember the lessons.", "I believe it will promote knowledge retention because I can easily remember and understand the lessons easily.", and "I think one of the benefits is that it increases students' ability to maintain their ideas inside their brains and use them right." Undoubtedly, students were confident that gamified learning was a strong asset to boost their memory retention which they can demonstrate through in-depth and realistic applications. With the remembering of lessons made easy, they also affirmed that it profoundly assisted them to utilize their learnings properly (El-Magd, 2017; Loh, Yunus, & Hashim, 2017; Cabrera et. al., 2018; Ling, 2018; Zhu et. al., 2018).

C. What other benefits do you believe, as students, will receive when your teachers gamify your English classes?

2.3.1 Gamification boosted memory retention and knowledge application.

As discussed earlier, gamified learning aided the students to recall the lessons and apply them in real-life contexts. Thus, it showed parallelism to their own claim as they perceived it as one of its benefits. As their verbatim responses indicated "The most obvious benefit is making of memory more strong like I can easily remember the lessons.", "I believe it will promote knowledge retention because I can easily remember and understand the lessons easily.", and "I think one of the benefits is that it increases students' ability to maintain their ideas inside their brains and use them right." Undoubtedly, students were confident that gamified learning was a strong asset to boost their memory retention which they can demonstrate through in-depth and realistic applications. With the remembering of lessons made easy, they also affirmed that it profoundly assisted them to utilize their learnings properly (El-Magd, 2017; Loh, Yunus, & Hashim, 2017; Cabrera et. al., 2018; Ling, 2018; Zhu et. al., 2018).

D. What other benefits do you believe, as students, will receive when your teachers gamify your English classes?

### 2.4.1 Gamification boosted memory retention and knowledge application.

As discussed earlier, gamified learning aided the students to recall the lessons and apply them in real-life contexts. Thus, it showed parallelism to their own claim as they perceived it as one of its benefits. As their verbatim responses indicated "The most obvious benefit is making of memory more strong like I can easily remember the lessons.", "I believe it will promote knowledge retention because I can easily remember and understand the lessons easily.", and "I think one of the benefits is that it increases students' ability to maintain their ideas inside their brains and use them right." Undoubtedly, students were confident that gamified learning was a strong asset to boost their memory retention which they can demonstrate through in-depth and realistic applications. With the remembering of lessons made easy, they also affirmed that it profoundly assisted them to utilize their learnings properly (El-Magd, 2017; Loh, Yunus, & Hashim, 2017; Cabrera et. al., 2018; Ling, 2018; Zhu et. al., 2018).

### 2.4.2 Gamification positively influenced students' test scores.

As per them, it was also reflected in their test scores. Such verbatim responses confessed that "I also think that it will improve students' scores on activities and tests because the lessons are delivered simply and funnily." and "To add, I also believed that it will help students to little by little, make their scores higher because recalling was easy.", and "I also think that it will improve students' scores on activities and tests because the lessons are delivered simply and fun." Due to the notion of "lesson recalling was easy", they ascertained that it will assist them to develop their test scores during assessments such as quizzes and group work. Relying on their test scores, these significantly showed that there was an increased in test scores which proved that it did help them to positively improved their scores. Therefore, they have demonstrated that gamified learning was efficacious to produce favorable test results as an indication of learning (Loh, Yunus, & Hashim, 2017; Nahmod, 2017; Yildrim, 2017; Wichadee & Pattanapichet, 2018; Zhu et. al.,2018; Hashim, Rafiq, & Yunus, 2019; Samortin, 2020).

### 2.4.3 Gamification shaped sportsmanship.

Not only it implicated students' cognitive skills, but also there was a pattern of responses pinpointing gamified learning as a shaper of values, particularly sportsmanship. Sportsmanship was defined as conduct that showed fairness and respect to the game rules and opponents (Anzillioti, 2023). "As they have presumed "Obviously, it is being sportsmanlike. Games are fun and exciting, but sometimes we lost. Even if that happens, gamification will teach us that it is part of life and we must accept it." and "It will develop a sense of sportsmanship especially when we are competing with one another solo or in a group. I believe that we are all competitive, and that's why gamifying the class will

teach us not just lessons but the importance of being sporty.", and "It will teach them the value of sportsmanship that no matter how many times they fail, just be sport and continue for the better." Students conveyed a positive perception that losses were inevitable, but it was not a sound reason to express loathe or animosity toward other players. Since competition undoubtedly roamed inside the confined classroom, students found room for improvement in terms of being sportsmanlike. This belief confirmed that learning new lessons was not the sole impact of gamified learning but it also touches development or strengthening of personal values (Conill 2019; Durin, 2019)

### 2.4.4   Group competition affected students' performance.

Competitiveness was an innate aspect that everyone can showcase in various situations (Listra, 2015). Although students mentioned that competition yielded positive implications such as learning and values formation, they disclosed that group competition (group vs. group) was a hindrance impeding their performance (Attali & Ariev- Attali, 2015; Yanes and Bououd, 2019; Dindar & Järvenoja, 2020). For instance, "I feel pressure while competing with my classmates while being in a group.", "I experience some pressure while working in teams because I wanted to win." These responses denoted that competition cannot be completely abolished to the eagerness of everyone to win. Even if they perceived that it was effective, still, it influenced how they interact specifically when working in a group, "The competition is fun, but it is a challenge because there are lots of competitive classmates."

### 2.4.5   Classroom noises hindered participation.

Noise referred to an unpleasant sound that causes much disturbance (Fink, 2019). In a classroom setting, noises inevitably occurred as a product of the continuous exchange of information or highly stimulating activities. Based on the student's responses, classroom noises hindered their participation. For instance, "The only thing that is difficult is the noise because we are so happy, but it affects my participation during group work." and "The noisy environment somehow distracts my focus to complete the game." These narratives divulged that even though gamified learning was undeniably fun, the noises caused distraction among students which resulted in deviating classroom participation. Their attentiveness was evident, yet the focus appeared to be missing. Consequently, preventing them

### 2.4.6   Frustration forfeited learning and enjoyment.

According to American Psychological Association (2019), frustration referred to a deep sense of insecurity or dissatisfaction rooted in unfulfilled needs. It naturally befalls when someone failed to surpass a set goal. Hingeing on the students' responses, they have conferred that frustration forfeited their learning and enjoyment. As their verbatim responses suggested "I think being a perfectionist is one of my challenges. I want everything to be planned, and when it does not happen, I feel frustrated." and "I think it is the ego. I feel frustrated when I experience defeat because there are lots of answers, but we need to select the best one.", and Even though positive surmises were yielded

about defeats shaping sportsmanship, there were still students who experienced frustration when losing. They tend to exude the mentioned insecurity whenever what they had planned veered away from the expected result. Additionally, their ego aggravated their frustration resulting in a loss of motivation to learn and have fun (Snow et. Al., 2015; Buckley, Doyle, & Doyle, 2017).

### 2.4.7 Time as an element of discomfort.

Time was an inseparable aspect in every field. For instance, there was a specific time for doing tasks, finishing assessments, and completing a course. After the integration of gamified learning, some students admitted that "The time. I tend to panic when it runs out, especially during assessments." and "Time-test activities made me uncomfortable which results in me rushing things over." As mentioned earlier, students vouchsafed that gamified learning improved their memory retention and application and augmented their test scores, however, students tended to panic because of the time allotment for assessments. But referring to the tables, scores from the gamified group still showed an increase. This only implied that although they were alarmed when time runs out, they were able to achieve high scores. They experienced trepidation that due to fear of being unable to comply with the given time, yet they still managed. Thus, they have perceived "time" as a challenge alone, but not as disruptive as it can be as reflected on their test scores.(Berwick, 2019; Gernsbacher, Soicher, & Beckler-Bleasr 2020; Hagan, 2021; Roshanisefat, Azizi, & Kathony 2021) This result was similar to the study of Toda, Dias Valle, and Isotani (2018) that elucidated that time might be a cause of discofort since it pressures the student to get an immediate answer to a certain dilemma. Nonetheless, it does not close the doors for possible exploration to what extent can time affect their learning in a gamified setup.

### 2.4.8 Class schedules impeded students' participation.

Class schedules pertained to the time and place that students strictly comply to attend sessions. It was a known fact that most class schedules operate during the morning and afternoon. With the integration of gamified learning, it was unearthed that class schedules were a factor that determined students' participation. Most of the responses said "I think the schedule of classes. Since it is morning, I feel like it is

exhausting, but it is fun." and "One challenge for me is the difficulty to participate because of the schedule of the class. The morning session made me feel tired even though the day has ever begun." It was proven that gamified learning engrossed the students to actively participate. However, some of the students feel exhausted already due to the morning session (Cordis & Pierce, 2017; Childers, 2018). Also, it was challenging to elevate their energy to participate in games/activities. Interestingly, another student's response asserted that "I believe that the ambiance of the morning session affects me. I guess it is much better if gamification will be

## 4. Conclusion

Based on the results of the study, the following conclusions were:

- Students on the gamified group significantly improved their Reading & Writing Cognitive Skills and Level.
- There was a very significant difference between the pre-test and post-test scores of Grades 11 students in non-gamified and gamified groups. Therefore, gamified learning was efficacious in learning English lessons.
- The scoring systems, peer competition, and teamwork as facets were reported to be advantageous. Moreover, gamified learning assisted the students to retain and apply their absorbed knowledge and enhanced their independent learning. In terms of the benefits, students perceived gamified learning as effectual in boosting memory retention and knowledge application, improving their test scores, and forming values. On the flip side, such challenges were discovered: group competition, classroom noises, frustration, time and even class schedules were implicating students' participation.

**References:**

Allen, M. (2019). Technological Influence on Society. https://www.bctv.org/2019/11/07/technological-influence-on-society/.

Ali, M.S. & Pathan, Z.H. (2017). Exploring factors causing demotivation and motivation in learning English language among college students of Quetta, Pakistan. International Journal of English Linguistics, Vol. 7, No. 2, pp. 81-89.

Almeida, C., Kalinowski, M., Uchôa, A., Feijó, B. (2023). Negative effects of gamification in education software: Systematic mapping and practitioner perceptions. Information and Software Technology. Volume 156. 107142. https://doi.org/10.1016/j.infsof.2022.107142.

Annamalai, N., Zakarneh, B., Eltahir, M. E., Al Salhi, N., Zyoud, S. (2022). An Exploratory Study of Non-Technological Gamified Lessons in a Lithuanian ESL Classroom. International Journal of English Language and Literature Studies.

Alomari, I., Al-Samarraie, H., & Yousef, R. (2019). The role of gamification technique in promoting student learning: a review and synthesis. Journal of Information Technology Education: Research, 18, 395-417. doi: doi.org/10.28945/4417

AlZuhair, N., Alkhuzaim, M. (2022). The Effectiveness of a Gamified Electronic Application in Developing Reading Comprehension Abilities among First- Grade Intermediate Students in Saudi Arabia. Education Research International. Volume 2022. https://doi.org/10.1155/2022/7677140.

An, Y. (2020). Designing effective gamified learning experiences. International Journal of Technology in Education, 3(2), 62-69. ERIC EJ1264027.

Anak Yunus, C. C., & Hua, T. K. (2021). Exploring a gamified learning tool in the ESL classroom: the case of Quizizz. Journal of Education and e-Learning Research, 8(1), 103-108.doi:10.20448/journal.509.2021.81.103.108.https://kidshealth.org/en/teens/sportsmanship.html.

Antonaci, A., Klemke, R., & Specht, M. (2019). The effects of gamification in online learning environment: A systematic literature review. Informatics, 6(3), 1-22. doi: doi.org/10.3390/informatics6030032

Arias, C., Eduardo, J. (2022). Gamification: Its impact on 9th graders' speaking interactions. Maestría en Didáctica del InglésManizales.

https://repositorio.ucaldas.edu.co/handle/ucaldas/18207.\

Attali, Y., Arieli-Attali, M. (2015). Gamification in assessment: Do points affect test performance? Comput. Educ. 83, 57–63.

Bai, S., Hew, K., Huang, B. (2020). Does gamification improve student learning outcome? Evidence from a meta-analysis and synthesis of qualitative data in educational contexts. Educational Research Review. Volume 30, June 2020, 100322. https://www.sciencedirect.com/science/article/abs/pii/S1747938X19302908.

Banerjee, A. & Chaudhury, S. (2010). Statistics without tears: Populations and Samples.Industrial Psychiatry Journal, 19(1), 60–65. doi: 10.4103/0972- 6748.77642.

Buckley, P., Doyle, E., & Doyle, S. (2017). Game on! students' perceptions of gamified learning. Educational Technology & Society, 20(3), 1-10. doi: 193.1.100.67.

Bùi, N., Nguyễn, N., Đinh, N. (2021). Student Perception of Gamification in a Social English Course at University. VietTESOL International Convention Proceedings. Rethinking English Language Education in the Covid Era. https://proceedings.viettesol.org.vn/index.php/vic/article/view/16

Cabrera, P., Castillo, L., González, P., Quiñónez, A., Ocha, C. (2018). The Impact of Using Pixton for Teaching Grammar and Vocabulary in the EFL Ecuadorian Context. Teaching English with Technology, 18(1), 53-76, Universidad Técnica Particular de Loja San Cayetano Alto, Loja, Ecuador. http://www.tewtjournal.org.

Campbell, Y. (2018) Students' Perceptions Towards The Use Of Digital Escape Room In The Reading Classroom. Problems and Solutions in the English to Chinese Translation of Proper Names in JK Rowling's Harry Potter.

Carstens, K., Mallon, J., Bataineh, M., Al-Bataineh, A. (2021). Effects of Technology on Student Learning. TOJET: The Turkish Online Journal of Educational Technology – January 2021, volume 20 Issue 1. https://files.eric.ed.gov/fulltext/EJ1290791.pdf.

Caruso, H.M., & Wooley, A.W. (2008). Harnessing the power of emergent interdependence to promote diverse team collaboration. Diversity and Groups. 11, 245-266.

Cerasoli CP, Nicklin JM, Ford MT. (2014). Intrinsic motivation and extrinsic incentives jointly predict performance: A 40-year meta-analysis. Psychol. Bull. 140(4):980–1008.

Chadwick, A. (2022). The SAGE Encyclopedia of Communication Research Methods.

https://methods.sagepub.com/reference/the-sage-encyclopedia-of-communication- research- methods/i10949.xml

Chen, C., Li, M., Chen, T. (2020). A web-based collaborative reading annotation system with gamification mechanisms to improve reading performance. Computers & Education. Volume 144. https://doi.org/10.1016/j.compedu.2019.103697.

Chen, X., Li, X., Lee, S., Chu, S. (2019). Re-examining students' reading experience in a gamified context from a self-determination perspective: A multiple-case study. Assistdl.com. https://doi.org/10.1002/pra2.2018.14505501008

Cheng, J., Liang, M. (2022). Play hard, study hard? The influence of gamification on students' study engagement. Educational Psychology Volume 13. https://doi.org/10.3389/fpsyg.2022.994700.

Cherry. K (2022). What is Motivation. Behavioral Psychology. Very Well Mind. https://www.verywellmind.com/what-is-motivation-2795378.

Cherry, K. (2022). Extrinsic vs. Intrinsic Motivation: What's the Difference? Behavioral Psychology. Very Well Mind. https://www.verywellmind.com/differences- between-extrinsic- and-intrinsic-motivation-2795384.

Chestnut, D. (2020). Patient Safety and Team Training. https://www.sciencedirect.com/topics/medicine-and-dentistry/teamwork.

Chetoni, M., Ascari, E., Bianco, F., Luca, F., Licitra, G., Cori, L. (2016). Global noise score indicator for classroom evaluation of acoustic performances in LIFE GIOCONDA project. Noise Mappin

Childers, E. (2018). Effects of Class Scheduling and Student Achievement on State Testing. WaldenDissertations and Doctoral Studies. Walden University. https://scholarworks.waldenu.edu/dissertations

Durin, F., Lee, R., Bade, A., On, CK., Hamzah, N. (2019). Impact of Implementing Game Elements in Gamifying Educational Environment: A Study. Journal of Physics: Conference Series, Volume 1358, DOI 10.1088/1742-6596/1358/1/012064.

Dursun, O. (2019). Effectiveness of gamification elements in blended learning environments. Turkish Online Journal of Distance Education 20 (3), 119-142.

Fithriani, R. (2021). The Utilization of Mobile-assisted Gamification for Vocabulary Learning: Its Efficacy and Perceived Benefits. Computer Assisted Language Learning Electronic

Journal (CALL-EJ), 2021, 22(3), 146-163. Universitas Islam Negeri Sumatera Utara, Indonesia

Fishbach A, Shah JY, Kruglanski AW. (2004). Emotional transfer in goal systems. J. Exp. Soc.Psychol. 40(6):723–38.

George, T. & Vinz, S. (2022). What is a Theoretical Framework? Guide to Organizing. https://www.scribbr.com/dissertation/theoretical-framework/.

Guay, F., Chanal, J., Ratelle, C. F., Marsh, H. W., Larose, S., & Boivin, M. (2010). Intrinsic identified, and controlled types of motivation for school subjects in young elementary school children. British Journal of Educational Psychology, 80(4), 711– 735.

Hagan, E. (2021). Would Eliminating Time Limits Reduce Test Anxiety? Being a "good test taker" depends on a student's perception of time. Psychology Today. https://www.google.com/amp/s/www.psychologytoday.com/us/blog/the-clock/202107/would-eliminating-time-limits-reduce-test-anxiety%3famp.

Hamari, J. (2012). Transforming homo economicus into homo ludens: A field experiment on gamification in a utilitarian peer-to-peer trading service. Electronic commerce research and applications, 12(4), 236-245.

Hamari J, Koivisto J (2015) "Working out for likes": An empirical study on social influence in exercise gamification. Comput. Human Behav. 50:333–347.

Hashim, H., Rafiq, K. R. M., & Yunus, M. M. (2019). Improving ESL learners' grammar with gamified-learning. Arab World English Journal, 5, 41-50. doi: https://dx.doi.org/10.24093/awej/call5.4.

Harvard Graduate School of Education. (2016). Usable Knowledge: Intrinsically Motivated.

Hashim, H., Rafiq, K. R. M., & Yunus, M. M. (2019). Improving ESL learners' grammar with gamified-learning. Arab World English Journal, 5, 41-50. doi: https://dx.doi.org/10.24093/awej/call5.4

Idris, M., Said, N., Tan, K. (2020). Game-based learning platform and its effects on present tense mastery: Evidence from an ESL classroom. International Journal of Learning, Teaching and Educational Research 19 (5), 13-26.

Jeong, E., & Kim, D., Definitions, Key Characteristics, and Generations of Mobile Games. In Taniar, D. (Ed.), Encyclopedia of Mobile Computing and Commerce (2007), 185 – 189. Judge TA, Thoresen CJ, Bono JE, Patton GK. (2001). The job satisfaction–job performance relationship: A qualitative and quantitative review. Psychol. Bull. 127(3):376–407.

Kaban, A. (2021). Gamified E-Reading Experiences and Their Impact on Students Reading Comprehension and Digital Attitude in EFL Classes. Digital Pedagogies and the Transformation of Language Education (pp.54-74). DOI:10.4018/978-1-7998- 6745-6.ch003

Kanazawa, M. (2022). 108 Gamification Elements and Mechanics to Encourage Engagement. https://mambo.io/blog/gamification-elements-and-mechanics.

Kapp, K. M. (2012). The Gamification of Learning and Instruction: Game-based Methods and Strategies for Training and Education. San Francisco, USA: Pfeiffer & Company.

Kiesewetter, J., &amp; Fischer, M. R. (2015). The Teamwork Assessment Scale: A Novel Instrument to Assess Quality of Undergraduate Medical Students' Teamwork Using the Example of Simulation-based Ward-Rounds. GMS Z Med Ausbild, (32). https://doi.org/doi: 10.3205/zma000961.

LaGuardia, J. 2017. Self-determination theory in practice: how to create an optimally supportive health care environment. Middletown, DE. Independently published 2017.

Laksanasut, S., Seubsang, P. (2021). Effects of Gamified Learning Intervention on Thai Students' Motivation for Learning English. Book Chapters of the 1st Jakarta International Conference on Social Sciences and Humanities.

Lopez-Martinez, A., Merono, L., Canovas-Lopez, M., Garcia-de-Alcaraz, A., Martinez-Aranda, M. (2022). Using Gamified Strategies in Higher Education: Relationship between Intrinsic Motivation and Contextual Variables. Sustainability 14 (17), 11014.

Lou, Z. (2022). Gamification for educational purposes: What are the factors contributing to varied effectiveness? Education and Information Technologies 27 (1), 891-915.

Lrmds.DepEd.gov.ph. (n.d.). Grade 11. https://lrmds.deped.gov.ph/grade/11.

Mackey, A. (2014). Wanting it Enough: why motivation is key to language learning. The Case for Language Education. The Guardian. https://www.theguardian.com/education/2014/jun/26/motivation-key-language-learning.

Majdoub, M. (2016). Promoting high school ESL learners' motivation and engagement through the use of gamified instructional design Mourad Majdoub. Concordia University.

Maltseva, N. N., Penkov, V.E. (2021). Point-Based Grading System: Advantages and Disadvantages. https://vovr.elpub.ru/jour/article/view/2749?locale=en_US.

Massachusetes Institute of Technology (2019). How to Use Rubrics. https://tll.mit.edu/teaching-resources/assess-learning/how-to-use-rubrics/.

Newsbyte. (2021). PH startup pilots 'gamified' edtech platform in DepEd Makati, Manila. Newsbye.ph. https://newsbytes.ph/2021/05/12/ph-startup-pilots-gamified- edtech-platform-in- deped-makati-manila/.

Ng JYY, Ntoumanis N, Thøgersen-Ntoumani C, Deci EL, Ryan RM, et al. (2012). Self-determination theory applied to health contexts: A meta-analysis. Perspect. Psychol. Sci. 7(4):325– 40.

Nikolopoulou, K. (2021). Internet of toys for young children: Educational value or threat? In S. Papadakis & M. Kalogiannakis (Eds.), Handbook of research on using educational robotics to facilitate student learning (pp. 424–439). Information Science Reference/IGI Global. https://doi.org/10.4018/978-1- 7998-6717-3.ch017.

Nordquist, R. (2019). Definition of English as a Second Language (ESL). ThoughtCo. https://www.thoughtco.com/english-as-a-second-language-esl-1690599.

Öden, M., Bolat, Y., Goksu, I. (2021). Kahoot! as a Gamification Tool in Vocational Education: More Positive Attitude, Motivation and Less Anxiety in EFL. Journal of Computer and Education Research. https://doi.org/10.18009/jcer.924882

Orejuela, J., Tolin, M., Soreta, M., Ocampo, D. (2022). Flipping the Classroom: Effects of Gamifying Instruction in the English Language Proficiency of Filipino ESL Students. Rajasthali Journal. Central Bicol State University of Agriculture- Sipocot, Philippines. https://orcid.org/ 0000-0002-6501-824X

Roshanisefat, S., Azizi, S., Khatony, A. (2021). Investigating the Relationship of Test Anxiety and Time Management with Academic Procrastination in Students of Health Professions. Education Research International. Hindawi. https://www.hindawi.com/journals/edri/2021/1378774/

Ryan R. M., Deci E. L. (2017). Self-determination theory: Basic Psychological Needs in Motivation Development and Wellness. New York, NY: Guilford Press.

Ryan, R. M., and Deci, E. L. (2000). Intrinsic and extrinsic motivations: classic definitions and new directions. Contemp. Educ. Psychol. 25, 54–67. Scholz, Kyle W., Jolanta N. Komornicka, and Andrew Moore. 2021. "Gamifying History: Designing and Implementing a Game-Based Learning Course Design Framework." Teaching & Learning Inquiry 9n. http://dx.doi.org/10.20343/teachlearninqu.9.1.9.

Sacretheart.edu (2020). Analysing Academic Research Papers: Types if Research Designs. https://library.sacredheart.edu/c.php?g=29803&p=185902.

Saleem, A., Nori, N., Ozdamali, F. (2022) Gamification Applications in E-learning: A Literature Review. Technology, Knowledge and Learning 27(4):1-21. DOI:10.1007/s10758- 020-09487-x

Sánchez, M., Camarillas, N. (2020). Gamification and Students' Motivation: Using Quizziz In the English As A Foreign Language (EFL) Classroom. ditura University Press, Universitatea de Medicina, Farmacie, Stiinte si Tehnologie "George Emil Palade" din Targu Mures. Acta Marisiensis. Philologia. Issue 2. https://www.ceeol.com/search/article-detail?id=1014997

Schicker, A. (2020). EXTRINSIC MOTIVATION: THE DOWNSIDE OF BEING A GOAL JUNKIE. Procrastination.com.https://procrastination.com/blog/26/drawbacks-of-extrinsic-motivation.

Scholz, Kyle W., Jolanta N. Komornicka, and Andrew Moore. 2021. "Gamifying History: Designing and Implementing a Game-Based Learning Course Design Framework." Teaching & Learning Inquiry9 no. 1. http://dx.doi.org/10.20343/teachlearninqu.9.1.9.

Senior, J. (2022). Vocabulary Taught Via Mobile Application Gamification: Receptive, Productive and Long-Term Usability of Words Taught Using Quizlet and Quizlet Live. 2022 International Conference on Business Analytics for Technology and Security (ICBATS), 2022, pp. 1-7, doi: 10.1109/ICBATS54253.2022.9759019.

Sezen, K., Hüseyin, Öz. (2021). Using Kahoot to Improve Reading Comprehension of English as a Foreign Language Learners. Turkey. https://eric.ed.gov/?id=EJ1294319

Simon, M. and Goes, J. (2013). Scope, Limitations, and Delimitations. from http://dissertationrecipes.com/wp-2017.

Singh, A., Harun, R. (2016). Students' Experiences and Challenges of Learning English Grammar Through Flipped Classroom and Gamification. English Education InternationalConference. Vol 1, No. 2. https://jurnal.unsyiah.ac.id/EEIC/article/view/15882.

Snow, E.L., Allen, L.K., Jackson, G.T., McNamara, D.S.: Spendency: Students' Propensity to Use System Currency. Int. J. Artif. Intell. Educ. 25, 3, 407–427 (2015).

Tan, D., Lee, B., Ganapathy, M., Kasuma, S. (2022). Language Learning in the 21st Century: Malaysian ESL Students' Perceptions of Kahoot! Research Anthology on Developments in Gamification and Game-Based Learning, 802-820.

Tsymbal, S. (2018). Gamified Training Sessions as Means of Enhancing Students' Motivation in Learning English. Psychological Journal 4 (7), 151-161.

Trochim, W. (2005). Trochim, W. M. (2005). Research Methods: The Concise Knowledge Base. Cincinnati: Atomic Dog Publishing.UMSL.edu (n.d.)Populations and Sampling.https://www.umsl.edu/~lindquists/sample.html.

University of Oklahoma. (2022).Creatinga dn Using Rubrics. https://www.ou.edu/assessment/faculty-resources/creating-and-using-rubrics.

Vallerand RJ. (2007). A hierarchical model of intrinsic and extrinsic motivation for sport and physical activity. In Intrinsic Motivation and Self-Determination in Exercise and Sport, pp. 255- 279,356-363. Champaign, IL, US: Human Kinetics.

Van Egmond MC, Navarrete Berges A, Omarshah T, Benton J. (2017). The Role of Intrinsic Motivation and the Satisfaction of Basic Psychological Needs Under Conditions of Severe Resource Scarcity. Psychol Sci. 28(6):822–28.

Vathanalaoha, K. (2022). Effects of gamification in English language learning: The implementation of Winner English in secondary education in Thailand. LEARN Journal: Language Education and Acquisition Research Network, 15(2), 830- 857.

Wallace, M., and Leong, P. (2020). Exploring language learning motivation among primary EFL learners. J. Lang. Teach. Res. 11, 221–230. doi: 10.17507/jltr.1102.10.

Wang, Y., Derakhshan, A., and Zhang, L. J. (2021). Researching and practicing positive psychology in second/foreign language learning and teaching: the past, current status and future directions. Front. Psychol. 12:731721. doi: 10.3389/fpsyg.2021.731721.

Welbers, K., Konjin, E. A., Burgers, C., de Vaate, A. B., Eden, A., & Brugman, B. C. (2019). Gamification as a tool for engaging student learning: a field experiment with a gamified app. E- learning and Digital Media, 16(2), 92-109. doi: https://doi.org/10.1177/2042753018818342.

Werbach, K., and Hunter, D. (2012). FOR THE WIN: How Game Thinking Can Revolutionized Your Business. https://fliphtml5.com/ndhs/wtqf/basic.

Xu, A., Dhaliwal, H., Andrei, S., Balakrishnan, S., Nagani, U., Samadder, S. (2021). Psychological interventions of virtual gamification within academic intrinsic motivation: a systematic review. Journal of Affective Disorders 293, 444-465.

Yanes, N., Bououd, I. (2019). Using Gamification and Serious Games for English Language Learning. 2019 International Conference on Computer and Information Sciences (ICCIS). DOI:10.1109/ICCISci.2019.8716451

Yildirim, I. (2017). The effects of gamification-based teaching practices on student achievement and students' attitudes toward lessons. The Internet and Higher Education, 33, 86- 92.DOI:10.1016/j.iheduc.2017.02.002.

Yildiz, G., Yildirim, A., Akca, B., Kök, A., Özer, A., Karataş, S. (2017). Research Trends in Mobile Learning. International Review of Research in Open and Distributed Learning.Volume 21, Number 3 https://www.irrodl.org/index.php/irrodl/article/view/4804/5337

Zhu, J., Li, X., Zhang, Y., Zainuddin, Z., Lee, S.Y. C., & Chu, S. K. W. (2018). Can gamification bring longterm effects for elementary students' learning? Paper Presented at the ASIS & TAP 2019 Regional Conference (pp. 1-5). Phnom Penh, Cambodia.

# An IELTS-Based Assessment on ESL Students' English Language Proficiency: A Case Study

**Aroean Joshua H. Villela, France John C. Formaran & Alyssa Jane C. Nayve**

Maryhill College, Inc., Lucena City, Quezon Province

aroeanvillela@maryhillcollege.edu.ph

**Abstract**. Using the International English Language System English Proficiency System (IELTS), the level of English language proficiency of the first year students of the four (4) colleges of Maryhill College Higher Education Department (MC HED) was assessed, focusing on the four macro skills: Reading, Listening, Speaking, and Writing. The findings revealed that respondents have an 'Intermediate' level of English language proficiency in both Reading and Speaking, while an 'Upper Intermediate' level of proficiency in Writing and Listening. The first year students, in general, have a level of English language proficiency described as 'Upper Intermediate'. Furthermore, Writing was found to be the most mastered macro skill of the CASE, CBA, and CON students, and Listening for the COA students. Meanwhile, Reading is the least mastered macro skill of the CASE and CON students while Speaking is the least mastered macro skill of the COA and CBA students. Implications of the findings are discussed centering on the Philippine higher education curriculum development, English language teaching and assessment, and English language policy and planning which should value the Philippine Standard of English, whilst providing students with another means of being globally competitive through the IELTS standards of English Language Proficiency.

**Keywords**: Assessment, CEFR, English Language Proficiency, IELTS, Macro Skills

## 1.0 Introduction

English, the global lingua franca, has served as the language used in various disciplines such as science, business, politics, and communication across the globe, the medium of interaction and instruction in education, and a bridge for people to opportunities such as employment. Thus, it is crucial for people to have a high level of English language proficiency to thrive in a global context.

As English is the second official language in the Philippines, Filipinos are expected to have a very high level of English proficiency. However, this is proven wrong by the continuous decline in Filipinos' English proficiency as reflected in Education First's (EF) English Proficiency Index (EPI) where the country recorded a continuous drop in the ranking among other countries from 13th in 2016, to 14th in 2018, 20th in 2019, and 27th in 2020. Though the Philippines' ranking improved to 18th in 2021, it went back to 22nd in 2022 and is still far from its ranking in 2016. (EF Education, 2022)

It is also important to note that in the local EPI, age groups of 18-21 years

old were tagged with "Moderate" and 22-25 years old recorded a "High" as compared to age groups 26-30 years old which recorded a "Very High" English proficiency (EF Education First, 2022). This suggests that those ages 18-25, who are commonly college students and graduates, have relatively lower proficiency levels when compared to Filipinos in the workforce in the age group of 26-30. This further suggests that there is a need for a curriculum re-assessment to keep up with the global demand.

This has led the researchers to make use of the International English Language Testing System (IELTS) to examine college students' level of English language proficiency through the four (4) macro skills- Listening, Reading, Writing, and Speaking. It is necessary to use IELTS in assessing the language proficiency of college students since IELTS Academic is designed to evaluate a person's English language proficiency specifically for academic purposes. It assesses one person's readiness to study at the undergraduate or postgraduate level or work in professional settings that require advanced language skills, such as the fields of medicine, nursing, education, or law. By taking the IELTS Academic test, individuals can demonstrate their language abilities in academic contexts and meet the language requirements of their desired educational or professional pursuits, as highlighted in the IELTS (2023).

Moreover, while it is important to focus on the standardization of Philippine English, it is equally as important for Filipinos to be adaptive to the varieties of world Englishes to become more globally competitive citizens which is part of the Mission statement of Maryhill College Inc, Lucena City. Thus, this research sought to determine the current level of English proficiency of the first year students of Maryhill College Higher Education Department through an IELTS-based assessment that focuses on the four macro skills; Listening, Speaking, Reading, and Writing.

## 1.1 Conceptual Background and Purpose of the Study

This study is anchored on the following theories and concepts related to second language acquisition, language assessment, and language proficiency in terms of the four Macro Skills.

### 1.1.1 Stephen Krashen's Second Language Acquisition

Second Language acquisition refers to learning a non-native language after the first language is learned either in a naturalistic or formal classroom setting. As cited in the study of Shutz (2019), Stephen Krashen emphasized that there are two independent systems of second language performance– the 'acquired system' which he compares to children subconsciously acquiring their first language, and the 'learned system' which is a result of formal instruction. In the Philippines, English is introduced as early as the first grade and formal instruction starts at the third grade giving Filipino learners exposure to the 'learned system' including orthography and grammatical concepts which Krashen mentioned

as the initial step towards language acquisition.

This means that the second language acquisition of learners depends on their level of exposure to formal language instruction. This linguistic interplay is reflected in Krashen's Monitor Hypothesis where he explained that the acquired system acts as the 'initiator' while the learned system acts as the 'editor'. Thus, the researchers explored the proficiency level of college students by looking into their learned and acquired systems after years of exposure to formal language instructions. This was done through assessing the respondents' proficiency in the four macro skills to provide a descriptive understanding of their proficiency level using the IELTS Academic Test as the main assessment tool.

1.1.2 Developing Learner's English Language Proficiency

Proficiency in the English language is an essential requirement in the 21st century. Language proficiency can be defined as the ability to use language accurately and appropriately in its oral and written forms in a variety of settings (Cloud, Genesee, & Hamayan, 2000). Moreover, to be proficient in a language requires knowledge and skills using the linguistic components. It also requires background knowledge, critical thinking, and metacognitive skills, as well as understanding and applying cultural nuances, beliefs, and practices in context.

Various institutions and testing tools have adopted the use of the Common European Framework of Reference for Languages (CEFR) which is a widely recognized framework used globally to assess language proficiency across different languages. In assessing the language proficiency of the first year students, the researchers made use of the International English Language Testing System (IELTS) band scores to provide numerical scores to the responses of the students. However, IELTS band scores are not enough descriptors of the level of proficiency which is why they are converted into qualitative descriptions from the CEFR global descriptors to provide a more accurate description of the students' level of proficiency.

1.1.3 The Four Macro Skills of the English Language

Language proficiency is a multifaceted concept that encompasses various dimensions, such as listening, speaking, reading, and writing which are the four primary macro skills. Khamkhien (2010) explained that in order to effectively evaluate the progress and achievement of language learners, these four macro skills are commonly assessed and given significant attention because they are essential components of language learning and help provide valuable insights into learners' language proficiency and development. Moreover, each of these four macro skills has the capacity to have a distinct impact on a student's learning and cognitive processes according to Gimena(2022).

Since these four macro skills are areas that the International English Language Testing System (IELTS) assesses, the researchers opted to use the IELTS Academic Test in determining the level of English language proficiency of the first year students in the four colleges of Maryhill College Higher Education Department (MC HED).

### 1.1.4 Language Assessment

Language assessment has traditionally been seen as a phase where language teaching and learning meet. In modern language assessment theories, Diagnostic Language Assessment (DLA) is receiving a significant deal of attention from language teachers, second language acquisition, language testers, and many applied linguists, Lee (2015). According to the study by Alderson, J. C., Brunfaut, T., & Harding, L. (2014), the significant increase in the use of Diagnostic Language Assessment is related to the increasing needs and expectations for tests that will identify the root of students' language learning (or use) difficulties.

According to the Cambridge Assessment (2021), the International English Language Testing System (IELTS) is the most popular proficiency test used to assess the English language ability of second language speakers. It evaluates English language proficiency across the four skills: Listening, Reading, Writing, and Speaking. The Academic IELTS exam is required for university or college admission as evidence of the English language proficiency of students.

## 1.2  Research Objectives

This study evaluated the overall English proficiency of first year students utilizing the International English Language Testing System, which was realized through a series of tests focusing on each of the macro skills. Specifically, this study aimed to:

1. Determine the IELTS Band scores of the first-year college students of Maryhill College Higher Education Department, in terms of the Four (4) Macro skills.

2. Determine the overall English Language Proficiency level of the respondents based on the Common European Framework of Reference (CEFR).

3. Identify whether there is a significant difference in the overall level of English language proficiency of first year students when grouped according to the four colleges of Maryhill College Higher Education Department.

4. Identify the overall macro skill/s that the first year students have the most and least mastery on.

5. Determine the implications on the Language Education and

Assessment Program.

## 1.3 Hypothesis

The hypothesis below was tested at a 0.05 level of significance:

**H_0:** There is no significant difference in the levels of English language proficiency of the respondents from the four (4) colleges at Maryhill College Higher Education Department.

## 2.0 Methodology

This quantitative research through a descriptive-evaluative approach aimed to assess the current English language proficiency level of the first year students of Maryhill College Higher Education Department (MC HED) in terms of and limited to the four macro skills; Listening, Reading, Speaking, and Writing which are the skills assessed by the International English Language Testing System (IELTS). Specifically, the researchers utilized a universal and percentage distribution method in selecting 100 respondents across the four colleges of MC HED, and as a result, 37 College of Arts, Sciences, and Education (CASE) students, 32 College of Nursing (CON) students, 27 College of Business Administration students, and 4 College of Accountancy students were selected.

Utilizing an adopted English Proficiency Test (EPT) from the IELTS, the respondents went through four examinations intended for each of the four macro skills following the format of the IELTS Academic Test. The raw scores were then converted to an equivalent IELTS band score to determine the skill level of each respondent. In determining the overall language proficiency of the respondents, the IELTS band scores were converted to the Common European Framework of Reference (CEFR) Global Descriptors to provide an accurate and standardized description of the respondents' language proficiency.

Table 1

*IELTS Band Score Descriptors*

| IELTS Band Scores | IELTS Descriptive Statement |
|---|---|
| **9** Skill Level: **Expert User** | Has fully operational command of the language: appropriate, accurate and fluent with complete understanding. |
| **8** Skill Level: **Very Good User** | Has fully operational command of the language with only occasional unsystematic inaccuracies. Misunderstandings may occur in unfamiliar situations. Handles complex |

| | detailed argumentation well. |
|---|---|
| **7** Skill Level: **Good User** | Has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally, handles complex language well and understands detailed reasoning. |
| **6** Skill Level: **Competent User** | Has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations. |
| **5** Skill Level: **Modest User** | Has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field. |
| **4** Skill Level: **Limited User** | Basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language. |
| **3** Skill Level: **Extremely Limited User** | Conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur. |
| **2** Skill Level: **Intermittent User** | Has great difficulty understanding spoken and written English. |
| **1** Skill Level: **Non-user** | Essentially has no ability to use the language beyond possibly a few isolated words. |
| **0** Skill Level: **Did not attempt the test** | Did not answer the questions. |

Table 2

*CEFR Global Descriptors*

| Level | Description | Level Descriptors |
|---|---|---|

| C2 | Proficient User | Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations. |
|----|-----------------|--------------------------------------------------------------|
| C1 | Advanced User | Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices |
| B2 | Upper Intermediate User | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| B1 | Intermediate User | Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans. |
| A2 | Elementary User | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need. |

| A1 | Beginner User | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. |

Table 3

*Conversion of IELTS with CEFR Levels.*

| International English Language Testing System (IELTS) Band Scores | Common European Framework of Reference (CEFR) |
|---|---|
| 8.5 - 9.0 | C2 (Proficient) |
| 7.0 - 8.0 | C1 (Advanced) |
| 5.5 - 6.5 | B2 (Upper Intermediate) |
| 4.0 - 5.0 | B1 (Lower Intermediate) |
| 3.0 - 3.5 | A2 (Elementary) |
| 2.0 - 2.5 | A1 (Beginner) |

*Note: CEFR Levels are used to interpret/convert the IELTS scores.*

## 3.0  Results and Discussion

### 3.1  On the IELTS Band Scores of the Respondents in terms of the Macro Skills

Table 4

*IELTS Band Scores of the first year students of Maryhill College Higher Education Department, in terms of the Four Macro skills*

| Macro Skills | CASE | COA | CBA | CON | Overall IELTS Band Score |
|---|---|---|---|---|---|
| Listening | 5.5 | 8.5 | 5.5 | 5.0 | **6.0** |
| Speaking | 5.5 | 5.0 | 4.5 | 5.5 | **5.0** |
| Reading | 5.0 | 5.5 | 5.5 | 4.0 | **5.0** |
| Writing | 6.5 | 8.0 | 6.0 | 6.0 | **6.5** |
| General Average | | | | | 5.5 |

Table 4 shows the results on the patterns and variations in the International English Language Testing System (IELTS) band scores of the first year students of Maryhill College Higher Education Department on the Four Macro skills.

In terms of Listening, the scores range from 5.0 to 8.5, indicating a significant disparity in the students' proficiency levels. This suggests that some students have a strong grasp of listening skills, while others may need further improvement. Though, it is interesting to note that the College of Accountancy, as to the Listening skills, obtained a significantly higher general average band score of 8.5 compared to the rest of the colleges.

The disparity between the achieved scores in listening insinuates that the COA students have exceeded the overall listening abilities of the first year students when taken as a whole and further implies that the students from the other three colleges need to catch up in improving their listening skills. Renukadevi (2014) explains that listening is a receptive skill that contributes to language expertise as sound, rhythm, intonation, and stress of the language can only be perfected through listening. Furthermore, as a person develops better comprehension of a spoken language, it helps them improve in other skills thus helping them achieve better academic performance and success in their own fields.

Looking at the Speaking test results, it appears that the students have demonstrated relatively similar skill levels, with the scores ranging from 4.5 to 5.5, showing a narrower range compared to Listening. However, these scores are relatively lower overall, indicating that the students may require additional support in developing their speaking abilities. Shabini as cited in Kassem (2018) emphasized that speaking is the most challenging skill among other macro skills to master in learning the English language which reflects on the performance of the respondents in the English Proficiency Test. This result calls for a reassessment of the teaching approaches and curriculum development that the students are provided with to increase the quality of their speaking performance.

On the other hand, a moderate level of variation is seen in the data in reading skills, ranging from 4.0 to 5.5, suggesting a consistent level of proficiency, with the College of Nursing acquiring the lowest score. In contrast, a high set of average band scores were revealed on the writing proficiency level, ranging from 6.0 to 8.0 band scores, which implies that the students have demonstrated stronger writing abilities. Zainal et. al (n.d.) studied the effects of reading on the writing performance of students at the tertiary level and the results highlight the positive effects of reading on the writing performance of the students since it is through reading that the students gain input for their writing activities. However, the respondents in this study, despite having lower scores in their reading tests were still able to achieve higher scores in their writing tests. This suggests that there is a need to study more about the correlation between the effects of reading on writing skills and vice versa.

Overall, the first year students attained an IELTS band score of 5.5 which implies that they have partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes, and they

should be able to handle basic communication in own field based on the descriptive statement set by the IELTS. It is important to note that these scores provide an overview of students' performance in the different macro skills. Further analysis and individual assessment may be necessary to gain a more comprehensive understanding of their language proficiency.

### 3.2 On the Overall English Language Proficiency of the Respondents based on the Common European Framework of Reference (CEFR)

Table 5

*Overall English Language Proficiency of the first year students based on the Common European Framework of Reference (CEFR)*

| College | IELTS Band Score | IELTS Descriptor | CEFR Level | CEFR Descriptor |
|---|---|---|---|---|
| CASE | 5.5 | Modest User | B2 | Upper Intermediate |
| COA | 7.0 | Good User | C1 | Advanced |
| CBA | 5.5 | Modest User | B2 | Upper Intermediate |
| CON | 5.0 | Modest User | B1 | Lower Intermediate |
| **General Average** | **5.5** | **Modest User** | **B2** | **Upper Intermediate** |

Looking at the overall IELTS Band Scores indicated in Table 5, we can see that the students' proficiency levels range from 5.0 to 7.0. These scores indicate that the majority of the students fall within the "Modest User" category, with CEFR levels of B1 Lower Intermediate and B2 Upper Intermediate. Starting with the highest average score, COA achieved an overall IELTS Band Score of 7.0, placing the students in the "Good User" category at the C2 Advanced level. This suggests that these students have a solid grasp of the English language and are capable of understanding and expressing themselves effectively in most situations.

Moving on to CASE, the average overall IELTS Score is 5.5 indicating a "Modest User" level at the B2 Upper Intermediate level. Similarly, the CBA achieved an overall IELTS Band Score of 5.5, placing the students at the "Modest User" and at the B2 Upper Intermediate level. While these students demonstrate a reasonable level of proficiency, there is room for improvement in certain areas to reach a higher level of language competence. This further suggests that the students have a nearly basic understanding of English and may still struggle with more complex language tasks and may require further development to reach a higher proficiency level.

Last of all, CON achieved an average overall IELTS Band Score of 5.0, also falling within the "Modest User" category at the B1 Lower Intermediate level. These students demonstrate a basic level of English proficiency but may need additional support and practice to enhance their language skills. It is important to note that the CEFR levels provide a framework for assessing language proficiency, and

these scores should be considered as a starting point for further analysis and improvement. Individual student performance may vary within each department, and additional factors such as teaching methods, resources, and individual learning styles should be taken into account when designing interventions to enhance language proficiency.

In conclusion, while the first-year students at Maryhill College Higher Education Department show varying levels of English language proficiency, the majority fall within the "Modest User" category at the B2 Upper Intermediate level. This data highlights the need for targeted interventions and support to help students progress and achieve higher levels of language competence.

Overall, the first year students have achieved a 5.5 IELTS band score within the "Modest User" category equivalent to the B2 Upper Intermediate level of proficiency. According to Cachuela and Casta (2015), students with this level of proficiency have had a good educational foundation that dates back to their elementary and high school years in terms of English language opportunities.

Baete et,. al (2013) as cited in Manuel (2022) however points out that these college students at this level of language proficiency is a result of low proficiency in terms of other systems in the English language such as grammar which further imply that aside from problems in the macro skills, they also experience problems in dealing with the systematic rules of the language and the art of using them correctly. Furthermore, Leyaley (2016) cites the same factors that affect the proficiency levels of the students and stated that students are only able to communicate basic and familiar ideas with simple sentences because of problems in the English language systems such as grammar and vocabulary.

### 3.3 On the Significant Difference in the Level of English Language Proficiency of the Respondents, when grouped according to College

Table 6

*Test of Significant difference in the level of English language proficiency of first year students of MC HED, when grouped according to college*

| Groups | Average | CEFR Proficiency Level |
|--------|---------|------------------------|
| CASE | 5.5 | Upper Intermediate |
| CBA | 5.5 | Upper Intermediate |
| COA | 7.0 | Advanced |

| CON | | | 5.0 | | | Lower Intermediate | |
|---|---|---|---|---|---|---|---|
| **Source of Variation** | **SS** | **df** | **MS** | **F** | **Fcrit @ 0.05** | **Impression** | **Decision** |
| Between Groups | 5.83 | 3 | 1.94 | 1.70 | 3.39 | Not Significant | Accept $H_0$ |
| Within Groups | 13.72 | 12 | 1.14 | | | | |
| Total | 19.55 | 15 | | | | | |

Table 6 projects the test of significant difference in the level of English language proficiency of first year students of Maryhill College Higher Education Department (MC HED) when grouped according to the four (4) departments. As seen in the table, there is one (1) college with 'Advanced' and the other three (3) departments with 'Upper Intermediate' proficiency levels in the English language in terms of the four (4) macro skills; reading, listening, speaking, and writing.

Based on the data, the total degree of freedom (df) is 15 with an F critical value of 3.39 at a 0.05 level of significance. The computed F value is 1.7 and since the F critical value is greater than the F value, therefore, the Null hypothesis is accepted thus, there is no significant difference in the English language proficiency of first year students when grouped into the four (4) departments. The results further imply that the development of English language proficiency does not affect the course or departments, thus, the English language proficiency of the first year students is statistically the same across different courses.

With the hypothesis being accepted wherein there is no significant difference in the level of English language proficiency of the first year students when grouped according to the four (4) departments in MC HED, this indicates that despite the variation in the strength and weaknesses of the students in each of the four (4) macro skill: Reading; Listening; Speaking; and Writing, when taken as a whole unit, the level of proficiency is statistically the same across the departments. This further insinuates that the four (4) departments received the same quality of instructions and opportunities for English language acquisition regardless of where they spent their secondary education. However, it is interesting to note that the College of Accountancy obtained a general average that is significantly different from the other colleges despite the rejection of the hypothesis.

This result is contrary to the findings of Leyaley's (2016) study on whether there is a significant difference in the English language proficiency of freshmen

students when it comes to the type of school they graduated from, their programs, and the honors they received during graduation. Leyaley (2016) concluded that there are significant differences in the English language proficiency of freshmen students according to the program. Additionally, the findings of the study of Casta (2017), revealed that there are also significant differences in the English proficiency of first year college students when classified according to programs.

The above findings only prove that the development of English language proficiency as 21st Century Skills should be included in the curriculum of different courses as these are necessary for their future work. English language proficiency is needed in all types of work because according to Solpico (2019), such work helps in order to survive in a global competition.

### 3.4 On the Overall Macro Skill/s the respondents have the Most and Least Mastery on

Table 7

*Overall Macro skill/s that the first year students have the Most and Least Mastery on*

| Macro Skills | Overall Skill Level | Descriptor | CEFR | Descriptor | Rank |
|---|---|---|---|---|---|
| Listening | 6.0 | Competent | B2 | Upper Intermediate | 2 |
| Speaking | 5.0 | Modest | B1 | Lower Intermediate | 3 |
| Reading | 5.0 | Modest | B1 | Lower Intermediate | 4 |
| Writing | 6.5 | Competent | B2 | Upper Intermediate | 1 |

In terms of the overall skill level, the first year students have the highest mastery in Writing, with an average score of 6.5. This indicates that they have achieved a competent level of proficiency in writing, which aligns with the B2 Upper Intermediate level on the Common European Framework of Reference for Languages (CEFR). This is a positive outcome, suggesting that the students have developed strong writing skills which is crucial for academic success and effective communication in their respective discipline.

On the other hand, the data shows that the students have the least mastery in the Reading macro skill, with an overall skill level of 5.0, which corresponds to a Modest level (B1) on the CEFR. This suggests that the students are at a lower intermediate level in reading. This finding highlights the need for further improvement in reading comprehension, as reading skills are essential for academic learning and information processing relevant in their chosen fields.

While on the Listening macro skill, the students have an overall skill level of 6.0, indicating a competent level of proficiency. This points out that the students

have achieved an upper intermediate level of proficiency in listening. Such acquisition of the said skill would be necessary in understanding lectures, participating in discussions, and overall language comprehension. Similarly, in the Speaking macro skill, the students have an overall skill level of 5.0, which corresponds to a Modest level (B1) on the CEFR. This suggests that the students are at a lower intermediate level in speaking, which might hinder them in performing well as their professions necessitate them to enhance speaking skills for effective communication and expression of ideas and opinions.

Based on these findings, it is evident that the first-year students have varying levels of mastery across the macro skills. The highest mastery is observed in Writing, while the least mastery is seen in Reading. This implies that targeted interventions and instructional strategies should be implemented to improve reading comprehension skills. Additionally, efforts should be made to enhance speaking skills to ensure effective communication.

Moreover, as IELTS is used in European countries, following the variety they are using in their context, it is imperative to acknowledge the diversity of English language variations and the different contexts in which English is used as a global language. This means that students may encounter various accents, dialects, and cultural nuances when communicating in English. Thus, enhancing speaking skills becomes even more crucial in this context. By focusing on effective communication, students can develop the ability to understand and be understood by speakers of different English varieties. This includes being able to adapt their language use to different contexts and to comprehend different accents and dialects.

Furthermore, building confidence in expressing ideas and opinions is essential for students to actively participate in discussions and engage with others in a multicultural and multilingual environment. It allows them to contribute their perspectives, learn from others, and develop intercultural competence. In light of World Englishes, language interventions should aim to provide students with opportunities to practice their macro skills in diverse contexts, expose them to different English varieties, and foster an inclusive and accepting environment that values linguistic diversity. This can help students become more adaptable and effective communicators in the globalized world.

### 3.5    On the Implications of IELTS-Based Test on Language Education Program and Assessment

Implementing an IELTS-based test in the Philippine context would have several implications in the standardization of English Proficiency Test, the adoption of an internationally recognized test like IELTS would introduce a standardized assessment framework, allowing for consistent evaluation of English language skills across the country (Slomp, 2005), which could help Filipino students be more adaptable to the

demands of the global arena. IELTS being widely recognized by educational institutions and employers worldwide could enhance the international recognition of Philippine language education and assessment, potentially opening up more opportunities for students and professionals (Smith, 1992).

Moreover, in terms of Curriculum Alignment, making the language education curriculum with the content and format of the IELTS test would ensure that students are adequately prepared for the assessment. This alignment may lead to a more focused and targeted approach to English language learning (Smith, 1992).. However, this alignment does not entail compromising the standardization of the variety of English being pushed in the Philippines, but rather putting forth a curriculum that is adaptable to the demands of the working force. By incorporating the content and format of the IELTS test into the curriculum, students can develop their proficiency in areas such as reading, writing, listening, and speaking, which are essential for effective communication.

This curriculum alignment can help students become more familiar with the specific requirements and expectations of the test, enabling them to perform well when they take it. At the same time, it is crucial to maintain a balanced approach that values the diversity of English language varieties in the Philippines and the world. The curriculum should continue to promote the use of English as a tool for communication, while also recognizing and respecting the local linguistic and cultural contexts (Farrell T. & Martin S., 2009).

Furthermore, such alignment would require Teacher Training and Development as introduction of an IELTS-based test may require training and professional development for language teachers to familiarize themselves with the test's requirements and scoring criteria. This would enhance their ability to effectively prepare students for the test (Slomp, 2005). By undergoing training and professional development, the researchers believe that language teachers can gain a deeper understanding of the specific skills and knowledge that the IELTS test assesses. This knowledge can then be integrated into their teaching practices, allowing them to design appropriate instructional materials and activities that target the areas covered in the test. Moreover, their feedback can help students identify their strengths and weaknesses, allowing them to focus on areas that require improvement and adjust their strategies accordingly.

Lastly, considering the Access and Equity, it is crucial to consider the potential impact on access and equity which suggests that if IELTS-based test becomes a requirement for certain educational or employment opportunities, it may create barriers for individuals who do not have access to resources or preparation materials necessary for success in the test (Smith, 1992). As such, inclusion of it in the Language Programs would be an additional opportunity for the learners.

## 4.0 Conclusions and Recommendations

### 4.1 Conclusions

This study, through a quantitative approach, aims to determine the overall language proficiency of the first year students of Maryhill College Higher Education Department. Generally, the first year students were categorized under the "Modest User" or B2 Upper Intermediate level Proficiency in the English language.

Specifically, the findings have revealed that COA students have the highest average band score across all four macro skills with greater disparity when compared to the other three colleges. Moreover, the COA and CASE students achieved a CEFR language proficiency description of 'Upper Intermediate' while the CBA and CON students have a 'Lower Intermediate' CEFR language proficiency description. Furthermore, there is no significant difference in the level of English language proficiency of the first year students when grouped according to the four colleges. In terms of the overall macro skill/s that the first year students have the most and least mastery on, the students showed more proficiency in terms of their writing skills but less proficiency towards their reading skills.

Although English is placed as a *de jure* second language in the country, the students have demonstrated a commendable linguistic performance in all the macro skills. This implies that they have mastered the basic linguistic abilities that college students must have, which serves as the foundation in the acquisition of the English language. However, it is recommended that Filipino English language teachers emphasize the development of the four macro skills to develop a well-rounded language proficiency that enables them to effectively engage with the language in various contexts (Brown, 2007).

The researchers also believe that it is equally important to expose the students to English language varieties as this can not just improve learners' scores in international language assessments, but will help them become more attuned to different linguistic features and develop the ability to understand a wider range of English speakers. This is because exposure to diverse English varieties exposes learners to different vocabulary, grammar structures, and communication styles, leading to a more comprehensive understanding of the language (Jenkins, 2009 and Kirkpatrick, 2011).

### 4.2 Recommendations

Based on the study's findings, it is highly recommended that Maryhill College Higher Education Department develop and improve the students' English language skills by enhancing its English Language Curriculum, focusing not just in the explicit learning of the English language, but exposure to the use of the language in varying contexts with emphasis on the four macro skills. This involves

providing the students the chance to expose themselves and communicate with foreign English speakers coming from various linguistic contexts.

Also, a similar study should be conducted with the same respondents after two or more years to validate the success of the language interventions and programs. Even though this study was specific only to the institutions the researchers are in, it is worthy to consider a re-assessment of Filipino students' English Language Proficiency in various private and public secondary and tertiary institutions utilizing the IELTS methods employed in this study as a response to the call of the global community.

In terms of the English Language Assessment, students must be assessed based on the local and international standards. This entails the evaluation of their English proficiency following the Philippine English standard and other English varieties that are considered standard in their respective linguistic and cultural contexts.

## References:

Alderson, J. C., Brunfaut, T., & Harding, L. (2014). Toward a theory of diagnosis in second and foreign language assessment: Insights from professional practice across diverse fields. Applied Linguistics (advanced access). Retrieved, February 21, 2014, http://proxynet.snu.ac.kr/a4e6947/_Lib.

Brown, H. D. (2007). Principles of language learning and teaching. Pearson Education.

Casta, J. S., & Cachuela, R. (2017). English Proficiency of First Year College Students: A Case of Colegio del Sagrado Corazon De Jesus. *Social Science Research Network*. https://doi.org/10.2139/ssrn.2979910

Cambridge Assessment (2021). Using the CEFR: Principles of good practice. Cambridge ESOL, 1-48.

Celce-Murcia, M. (2001). Teaching English as a second or foreign language. Heinle & Heinle.

Cloud, N., Genesee, F., & Hamayan, E. (2000). Dual language instruction: A handbook for enriched education. Portsmouth, NH: Heinle & Heinle.

Derwing, T. M., & Munro, M. J. (2015). Pronunciation fundamentals: Evidence-based perspectives for L2 teaching and research. John Benjamins Publishing Company.

EF Education First. (2022). EF EPI: Education First English Proficiency Index. Retrieved

from https://www.ef.com/_____/~/media/centralefcom/epi

Farrell T. & Martin S. (2009). To teach Standard English or World Englishes. *English Teaching Forum.* https://americanenglish.state.gov

Gimena, G. (2021). English Proficiency and Social Correlates of Freshman Teacher Education Students: Vol. Vol. 6, No. 4, 5861 – 5875.

Jenkins, J. (2014). English as a Lingua Franca in the International University: The Politics of Academic English Language Policy. Routledge.

Kassem M. (2018). Improving EFL Students' Speaking Proficiency and Motivation: A Hybrid Problem-based Learning Approach. Theory and Practice in Language Studies, Vol. 8, No. 7, pp. 848-859. DOI: http://dx.doi.org/10.17507/tpls.0807.17

Khamkhien, A. (2010). Teaching English Speaking and English Speaking Tests in the Thai Context: A Reflection from Thai Perspective. https://eric.ed.gov/?id=EJ1081501

Lee, M. (2015). Differences in the learning anxieties affecting college freshman. Studies in second language learning.Retrieved January 24, 2014 from http://www.nus.edu.sg/celc/research/books/3rdsymposium/ 169to182-lee.pd

Leyaley, R.G. (2016). The English Language Proficiency of Freshmen Students in the Institute of Teacher Education, Kalinga Apayao State College. *International Journal of Advanced Research in Management and Social Sciences* 5(2), 1-22

Ngatmini & Fatimah S. (2019). The Communicative Model of Learning Speaking in Higher Education. *Proceedings of the 2nd International Conference on Education and Social Science Research. Atlantis Press.* https://doi.org/10.2991/assehr.k.200318.011

Manuel (2022). English Language Proficiency Of Senior High School Students. *Multidisciplinary Journal for Education Social and Technological Sciences.* https://doi.org/10.4995/muse.2022.16638

Munro, M. J., & Derwing, T. M. (2011). The foundations of accent and intelligibility in pronunciation research. Language Teaching, 44(3), 316-327.

Renukadevi D. (2014). The Role of Listening in Language Acquisition; the Challenges & Strategies in Teaching Listening. ISSN 2277-3169 Volume 4, Number 1 (2014), pp. 59-63. *International Journal of Education and Information Studies*

Savignon, S. J. (2002). Communicative language teaching: Linguistic theory and classroom practice. Cambridge University Press.

Shutz, R. E. (2019). Stephen Krashen's Theory of Second Language Acquisition. https://www.sk.com.br/sk-krashenglish.html

Smith, L. E. (1992). Spread of English and issues of intelligibility. In The other tongue: English across cultures, ed. B. B. Kachru, 2nd ed. 75–90. Chi - cago: University of Illinois Press

Slomp, D. (2005). English Teaching: Practice and Critique. 4(3). https://files.eric.ed.gov/fulltext/EJ847274.

Solpico, G. (2019). Performance of Senior High School Students in the Macro Skills in English in Itlugan National High School. Ascendens Asia Journal of Multidisciplinary Research Abstracts. 3(2G)

Zainal Z. (n.d.). A Study On The Effects Of Reading On Writing Performance Among Faculty Of Civil Engineering Students. *Universiti Teknologi Malaysia Institutional Repository.*

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# LANGUAGE EDUCATION
# ONLINE LEARNING

# Perceptions, Struggles, and Coping Mechanisms on the Use of the English Language in Online Education

**Sittie Faiza Y. Alonto**
Mindanao State University, Marawi
alonto.sy02@s.msumain.edu.ph

**Abstract.** English is now widely used as a medium of instruction in various educational institutions and universities. However, recently, the education system has faced an unprecedented health crisis that has shaken up its foundation. Given today's uncertainties, it is vital to understand students' online learning experiences in times of the COVID-19 pandemic. This new encounter sparked the researcher's desire to understand more about students' online learning experiences. This study aims to discover how MSU-ISED students perceive using the English language for online learning, as well as their challenges and coping mechanisms. This is descriptive-quantitative research that mainly utilizes survey questionnaires to collect data. According to the findings of this study, the students still perceive the use of the English language in online learning despite facing difficulties. In fact, students employ various coping mechanisms to keep up with their online learning. Thus, it is concluded that students' positive views of the English language use in online learning were only one aspect of their learning. They still had challenges to face, which had a significant impact on their academic performance and achievement. Thus, recognizing and considering students' situations is crucial to mitigating difficulties in online learning experiences.

**Keywords:** challenges, coping mechanisms, English language, online learning, perceptions

## 1. Introduction

In recent decades, the increasing demand for English in higher education and research has represented a simultaneous and inescapable process leading to wider international academic communication across the globe (Balan, 2011). English is vital for obtaining academic degree programs because it is a crucial international language for sharing education and cultures at all levels. Along with the importance of the internet and multimedia in global communication, English is now widely used as a medium of instruction in a wide range of educational institutions, language centers, and universities, as well as a gateway to all fields of knowledge and academic research sources all over the world and the best tool for foreign language learning/teaching.

However, the unforeseen predicament created by the COVID-19 pandemic has compelled institutions all around the world to close and convert to online learning. This new occurrence drives researchers to study the students' online learning experiences. Previous research has identified significant aspects that can influence students'

intellectual progress and interfere with their online education experience. Given the severe limitations under which lessons were, one of the key worries is the student's mental health. The impact of the lengthy lockdown and pandemic exhaustion on students and their academic experience is also unknown. This study investigated the students' perceptions, struggles, and coping mechanisms toward the use of the English language in online education.

Technology is the application of structured scientific knowledge to practical problems (Moursund & Bielefeldt, 1999). It is put in place to make life easier. Technology refers to a variety of computer applications in the learning process. It is a complicated, dynamic, and ever-changing aspect of modern society and the globe. In education, computer applications serve as an aid in the teaching and learning process. Effective computer-based education and computational tools provide students with powerful, engaging, and novel means of learning. As a result, rather than the dull conventional teaching techniques, teaching in a physical classroom has become the primary method of delivering lectures. Using the English language in online education affects students enrolled in schools. The students' perceptions on this issue are deemed relevant and significant. Thus, the researcher used an approach to determine Mindanao State University - Institute of Science Education students' perceptions, challenges, and coping mechanisms regarding English language use in online education.

## 1.1 Theoretical Framework of the Study

The study examines the perceptions, struggles, and coping mechanisms of students from Mindanao State University on using English in online learning, using the Community of Inquiry framework and Online Collaborative Learning to analyze their experiences and strategies.

### 1.1.1 Community of Inquiry (COI)

Garrison, Anderson, and Archer (2000) introduced the Community of Inquiry concept for online learning environments, focusing on three presences: cognitive, social, and teaching. They recommend further research on each component, emphasizing the importance of social presence, cognitive presence, and teaching presence in achieving desired learning outcomes. The methodology promotes active learning environments in online and blended courses, promoting active interaction between instructors and students through discussion boards, blogs, wikis, and videoconferencing, enhancing their participation and knowledge exchange.

### 1.1.2 Online Collaborative Learning (OCL)

Harasim (2012) established the theory of Online Collaborative Learning (OCL), which focuses on using the Internet's capabilities to create learning environments that stimulate collaboration and knowledge acquisition. Harasim describes OCL as a new theory of learning that focuses on collaborative learning, knowledge building, and Internet use

that aims to reshape formal, non-formal, and informal education for the Knowledge Age (Harasim, 2012). Harasim sees the advantages of using the Internet for teaching, learning, and large-scale networked education. She draws on Barabasi's (2002) views on the strength of networks in several ways. OCL, and other constructivist theories, do not view the teacher as a distinct unit but as an active facilitator of knowledge construction. OCL is hard to scale up due to the importance of the teacher's involvement. Unlike connectivism, which is best suited for large-scale instruction, OCL works best in smaller classrooms.

**1.2 Conceptual Framework of the Study**

To better understand the core nature of this paper, the researcher provided a conceptual framework that showcased the schematic diagram of the study, which focuses on students' perceptions, struggles, and coping mechanisms in using English in online education. The study concentrates on the central idea of English language use in online learning.

Figure 1
*Schematic Diagram of the Conceptual Framework of the Study*
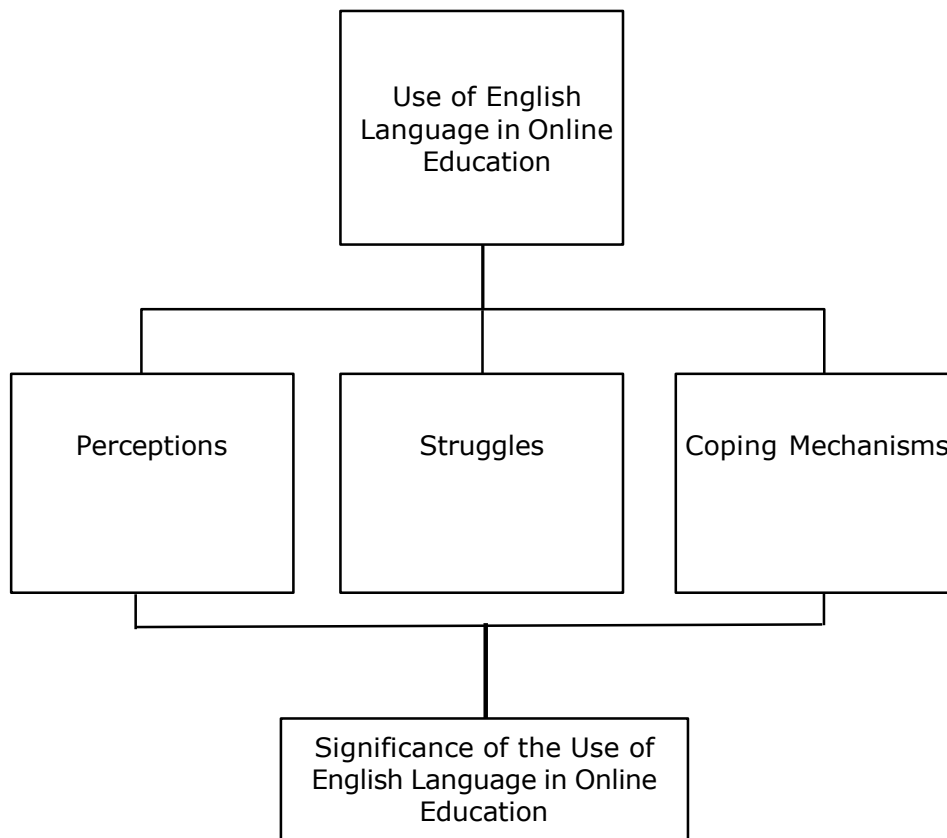
## 1.3 Statement of the Problem

This study sought to answer the following problems: 1) What are the students' perceptions of using the English language in online education? 2) What struggles do the student-participants meet in using the English language in online education? 3) What are the coping mechanisms of the students in online education? 4) What is the significance of using the English language in online education?

## 1.4 Significance of the Study

This study explores students' perceptions of the English language in online learning, providing valuable insights for teachers, students, and psychology students. It provides data on students' struggles and coping mechanisms, aiding in the development of efficient teaching methods. The findings can also be useful for future researchers, as they can serve as a reference and guiding material for further research on student behavior and attitude towards online learning. The study's findings can help broaden the topic and enhance understanding of online learning.

## 1.5 Review of Related Studies

In conducting this research, the researcher also includes related studies that are similar to the theme of this study.

### 1.5.1 Online Learning

Kamal et al. (2020) conducted a study entitled **Distance Learning Impact on English Language Teaching during COVID-19**. The study confirms the superior effectiveness of distance English learning compared to traditional in-class instruction, as confirmed by surveys from 103 respondents at I.M. First State Medical University of Sechenov and Al Ain University. The results showed a significant difference in effectiveness between classroom-based instruction and distance learning, with distance learning almost reaching the level of classroom teaching.

Another study by Francisco and Barcelona (2020) entitled **Effectiveness of Online Classroom for Flexible Learning** explores the use of Eliademy as a web-based alternative learning tool during emergencies. Students agree that Eliademy is accessible and promotes time management and promptness, but requires strong internet connections and time pressure. It also presents challenges for users.

### 1.5.2 Perceptions and Struggles in Online Learning

Barrot, Llenares, and Del Rosario (2021) conducted a study entitled **Students' Online Learning Challenges During the Pandemic and How They Cope with Them: The Case of the Philippines.** The study reveals that students face significant difficulties in learning due to factors such as the learning environment, distractions, and limited resources.

Lockdowns limit learning opportunities, leading to depression, stress, and anxiety. Factors such as COVID-19, social and physical limitations, lack of familiarity, technical difficulties, and financial concerns negatively impact students' mental health.

Anjani and Wachyudi (2022) conducted a study entitled **The Effects of Online Learning on Students' Speaking Skill Achievement.** The study reveals that students' speaking learning process is significantly impacted by the lack of direct practice. Direct conversations with individuals improve speaking abilities, while online learning faces barriers like weak internet connections and voice distortion, hindering active interaction and preventing quick loss of interest.

1.5.3 Struggles and Coping Mechanisms in Online Learning

Calo and Bustamante (2021) conducted a study entitled **Students' Struggles and Their Coping Mechanisms in the New Normal**. The study analyzed students' difficulties in the new normal, identifying four key themes: household duties, internet access, academic overload, and learning alone. The main coping strategies were time management, taking breaks, and seeking help.

A study entitled **University Students' Strategies of Coping with Stress during the Coronavirus Pandemic: Data from Poland** revealed that Polish students most frequently employed the coping mechanisms of acceptance, planning, and seeking emotional support during the coronavirus pandemic. The study reveals that age, gender, and place of residence influence students' stress management techniques during the COVID-19 pandemic.

A study titled **Experiences and Coping Strategies of College Students During the COVID-19 Pandemic** was conducted by Logel, Oreopoulos, and Petronijevic in 2021. A study on Canadian college students found that those who used coping mechanisms, such as developing new habits and sustaining social bonds, scored higher on comprehensive well-being measures five to twelve weeks later.

## 2. Methodology

This chapter presents the details of the process of data collection. The following sections discuss the sub-categories such as research design, research locale, research participants, research instruments, data gathering procedure, and statistical treatment of data.

### 2.1 Research Design

This descriptive-quantitative study explained and examined student participants' perceptions, struggles, and coping mechanisms for using the English language in online learning at Mindanao State University - Institute of Science Education. The research design is quantitative because the study called for data collection that had been

statistically processed and quantified. Given that it involved defining characteristics of a particular phenomenon—the usage of English in online learning—it also qualified as a descriptive study.

## 2.2 Research Locale

The research setting of this study took place at Mindanao State University - Institute of Science Education, a public non-sectarian institution in Marawi City, Lanao Del Sur, Philippines.

## 2.3 Research Respondents

The participants of this study were the enrolled students from the Institute of Science Education of Mindanao State University, Marawi City, Philippines, who utilized online education in their English subjects during the academic year 2021-2022. High school students were chosen because they were significant variables in the field of this study.

## 2.4 Research Instruments

With a descriptive research design, this study utilized two research instruments to collect quantitative data, to wit:

1. Baseline Survey. This baseline survey served as an initial survey for collecting basic needed information about the present study's focus. This was done through an interview among English subject teachers at MSU – Institute of Science Education who utilized online instruction.

2. Questionnaires
Three (3) survey questionnaires from three (3) different sources were used in this study, such as:

A. This close-ended questionnaire was adopted from a similar previous study by Cakrawati (2017) entitled **Students' Perceptions on the Use of Online Learning Platforms in EFL Classroom**. The questionnaire consisted of 10 close-ended questions using a four-Likert scale. The questionnaire was administered to determine students' perceptions of using the English language in an online learning setting. The student participants had four (4) options: Strongly Agree, Agree, Neutral, and Disagree.

B. This open-ended questionnaire was inspired by a similar study by Yuyun (2013) entitled **E-Language Learning Program: Problem and Challenges**. The questionnaire was administered to determine students' struggles with using the English language in an online learning setting.

C. This 20-item closed-ended survey was modeled on **Carver's Brief COPE Inventory (1997)**. The questionnaire was administered to determine students' coping mechanisms for using the English language in an online learning setting. The student participants had four (4) options to choose from: I haven't been doing this at all, A little bit, A medium amount, and I have been doing this a lot.

## 2.5 Data Gathering Procedure

The procedure for data gathering followed the following phases: 1. execution of the baseline survey among the concerned teachers from MSU-ISED, 2. writing a letter of permission to the principal to allow the participation of concerned student-participants to answer the actual survey questionnaires, and 3. answering of the questionnaires by the students in their convenient time after principal's approval.

## 2.6 Statistical Treatment of Data

The researcher collected and analyzed data from respondents using descriptive statistical tools, relating it to previous studies and theories and tabulating it for further study.

A. Percentage and Frequency Count. These were utilized to analyze student responses to questionnaires assessing their perception of English language usage in online education, their struggles, and their strategies for overcoming them.

B. Measure of Central Tendency (Mean & Mode). This tool, a subset of descriptive statistics, was employed to ascertain the students' perceptions and coping mechanisms toward using the English language in online education.

## 3. Results and Discussion

This section presents findings in textual and tabular formats, arranged according to the sequence of questions in the Statement of the Problem.

### The Perceptions of the Student-Participants on the Use of English Language in Online Education

Table 1

*Students' Perceptions of the Use of the English Language in Online Learning*

| Indicators | Frequency & Percentage | | | | Mean | Interpretation |
|---|---|---|---|---|---|---|
| | SA | A | N | D | | |
| 1. I think that the use of the English language in online education helps me to improve my learning and to understand the contents/ topics of the lesson better. | 33 (23.9%) | 77 (55.8%) | 27 (19.6%) | 1 (0.7%) | 3.02 | Agree |
| 2. I think that speaking in English in online education is more convenient than any other language. | 20 (14.5%) | 52 (37.7%) | 58 (42%) | 8 (5.8%) | 2.60 | Agree |
| 3. I think online activities and discussions done in English can motivate me to learn more about the lesson. | 18 (13%) | 60 (43.5%) | 48 (34.8%) | 12 (8.7%) | 2.60 | Agree |
| 4. I think the use of the English language in online education saves effort and time. | 14 (10.2%) | 73 (52.9%) | 47 (34%) | 4 (2.9%) | 2.70 | Agree |
| 5. I think the use of English in online classes helps me in practicing my language skills. | 48 (34.8%) | 67 (48.6%) | 18 (13%) | 5 (3.6%) | 3.14 | Agree |
| 6. I think online class helps me in acquiring new English vocabulary. | 28 (20.3%) | 64 (46.4%) | 33 (23.9%) | 13 (9.4%) | 2.77 | Agree |
| 7. I think the use of the English language in online materials makes my reading experience more interesting. | 30 (21.7%) | 80 (58%) | 24 (17.4%) | 4 (2.9%) | 2.98 | Agree |
| 8. I think the use of English in online education increases the effectiveness of learning. | 15 (10.9%) | 56 (40.6%) | 61 (44.2%) | 6 (4.3%) | 2.57 | Agree |
| 9. I think the use of the English language in online education facilitates interaction and communication between teachers and students. | 15 (10.9%) | 64 (46.4%) | 52 (37.7%) | 7 (5%) | 2.63 | Agree |
| 10. I think it is difficult to use the English language as a medium of instruction and communication in online classes. | 3 (2.2%) | 13 (9.4%) | 73 (52.9%) | 49 (35.5%) | 1.78 | Neutral |

Table 1 presents the students' perceptions of using the English language in online learning. According to the results, most of the questionnaire's indicators, particularly those that are positive, like questions 1 to 9, received an 'agree' interpretation, suggesting that students have a favorable perception of the use of the English language in online learning. The 10th question, which conveys a negative impression, received a 'neutral' interpretation

suggesting that the students perceived English language use as a medium of instruction and communication in online classes as neither complicated nor simple. The students agreed that the use of English in online classes helped them practice their language skills (M=3.14), helped them to improve their learning and understand the contents/topics of the lesson better (M=3.02), and made their reading experience more enjoyable (M=2.98). These indicate that students' perception of how the English language is used in online classes is favorable and that students are motivated and interested in learning English using the entire online learning setup so they may use it to communicate and fully immerse themselves in the language.

As shown in Table 1, most students concurred that learning English saves time and effort. This finding is supported by Bali and Liu (2018, p.5), who determined that "many students prefer online learning because it allows them to study whenever they want rather than when they must. Online courses are inexpensive and give students the flexibility and convenience they need." In addition, Indicator 5, which indicates that online class helps students improve their language skills, received an 'agree' interpretation which is consistent with the assertion made by Banditvilai (2016) that "blended and online learning enables students to improve their English language proficiency whenever and wherever they want, provided they have access to the Internet." Furthermore, it enables them to review courses without criticism or pressure. In terms of social presence, Bali and Liu (2018) claim that there is no statistically significant variation across student levels in terms of learning preferences. Meanwhile, Some students were very at ease with online education since it allowed them to be creative by utilizing technology.

According to Hamdan and Amorri (2020), online learning has a tremendous impact on students' academic performance and achievements; this is because e-learning can benefit students in several ways, such as boosting and improving their learning independence and classroom involvement. Their study claims that students no longer view teachers as the premier knowledge source but rather as learning facilitators, and they view online learning from many internet sites as their primary information source, which is also found consistent with indicators 1, 8, and 9. Online learning helped students communicate their results and thoughts with their classmates while overcoming the time and physical space restrictions imposed by the conventional learning process.

Additionally, indicator 7, which indicates that using English in online materials makes students' reading experience more enjoyable, is supported by Francisco and Barcelona's (2020) claim that online resources and applications can substitute traditional teaching and learning methods. The study discovered that, despite the need for fast internet connections and time constraints, online learning is affordable, may encourage time management, and promptness, and challenge users. Students believe that taking an online course impacts their learning style. They also agree that they get support from the teacher in an online course, such as suitable reading materials and the ability to ask questions and get answers using online tools (Kulal & Nayak, 2020).

Table 2

*Students' Struggles on the Use of the English Language in Online Learning*

| Challenges | Frequency | Percentage |
|---|---|---|
| Difficulty in Expressing Ideas | 126 | 91.30% |
| Anxiety | 115 | 83.33% |
| Improper Grammar Usage | 113 | 81.88% |
| Miscommunication | 92 | 66.66% |
| Poor Vocabulary | 70 | 50.72% |
| Adaptation Issues | 64 | 46.37% |
| Poor Comprehension | 50 | 36.23% |
| Writing Difficulty | 49 | 35.50% |

Table 2 lists eight (8) main challenges students encountered when using the English language for online learning. Difficulty in Expressing Ideas appeared in the survey results frequently, with 91.30 percent of the total score. Anxiety is second with 83.33%, and Improper Grammar Usage is third with 81.88%. On the other hand, Writing Difficulty appeared in the survey with a total of 45.50%, which indicates that using the language in online learning affects both the speaking and writing performances of the students. To elaborate, the following are the key issues that were determined from the student participants' survey responses:

**Poor Vocabulary**. Students' vocabulary has declined because of the pandemic, which has led to poor pronunciation, minimal interaction, and poor comprehension.

**Improper Grammar Usage**. Students who use poor grammar feel humiliated and are less likely to interact with others in English.

**Difficulty in Expressing Ideas.** It is challenging for students to communicate their views or ideas in English. They frequently choose not to answer because they find it difficult to express themselves in English.

**Anxiety**. Students have gotten into the bad habit of overthinking because of the pandemic. They believe their peers and teachers will ridicule, criticize, or even laugh at them if they communicate in English.

**Miscommunication**. Students commonly need help with communication breakdowns between classmates and instructors due to slow internet reception. As a result, students often need help to fully understand the lesson being discussed.

**Adaptation Issues**. Students struggled to adapt to the new normal due to the abrupt switch to online classes, negatively impacting their English language ability.

**Poor Comprehension**. Since the pandemic, students' reading and listening comprehension have declined. In their defense, it has been challenging for them to cope with their English class because they lost track of trying to understand the lectures.

**Writing Difficulty**. In addition to declining their speaking and understanding abilities, students' writing skills must improve. Students claimed that there was a lack of communication and appropriate "traditional" writing tasks, so they were driven to rely on online tools for their writing until they could not compose decent essays on their own anymore.

These problems with online learning align with Garrison, Anderson, and Archer's Community of Inquiry framework (2000). The absence of social interaction in the learning environment appears to be the root cause of Difficulty in Expressing Ideas, Anxiety, and Adaptation Issues. Garcia-O'Neill (2021) states that a lack of social presence in online learning discourages the entire eLearning experience, lessens interactions between students and teachers, and worsens student-student activities. According to Almahasees, Mohsen, and Amin (2021), students needed help adjusting to online learning, losing face-to-face contact with instructors, disinterest in attending e-class, and time management. The students found it challenging to switch from face-to-face instruction to online instruction.

Furthermore, cognitive presence is a crucial component in determining the quality of an online learning experience. However, Poor Vocabulary and Improper Grammar Usage do not incorporate effective strategies aimed at fostering collective knowledge acquisition in an online environment. Moreover, the lack of teaching presence has contributed to some challenges, such as Miscommunication, Poor Comprehension, and Writing Difficulty. Students only have limited knowledge of the information delivered in an online class due to poor communication. Students' writing and vocabulary development suffer as a result of online learning. A decrease in involvement, barriers to learning, and suppression of a healthy learning environment necessitate teaching presence. COI supports the importance of teaching presence in achieving learning outcomes and promoting student engagement.

The results show that the use of the English language in online education has immensely impacted the speaking, writing, and even mental aspects of the student's learning. As such, even though students had positive perceptions of using the English language in online education, it is evident that they also had to overcome several obstacles along the way. Online learning has a significant impact on student's overall English language proficiency. In a similar study by Barrot, Llenares, and Del Rosario (2021), they figured that online learning limited students' learning opportunities, limited their interaction with peers and teachers, and led to depression, stress, and anxiety among students. They all had a detrimental impact on how effectively students learned.

**The Coping Mechanisms of the Student-Participants in Online Education**

Coping involves a person's cognitive and behavioral efforts to manage stress and manage internal and external pressures. Carver's Short COPE Inventory (1997) lists three coping-strategy styles: avoidant, problem-focused, and emotion-focused coping, with 20 indicators. These indicators were therefore designated with their respective category labels. Table 3.1 discusses Avoidant Coping Style, Table 3.2 discusses Problem-Focused Coping Style, and Table 3.3 discusses Emotion-Focused Coping Style.

Table 3.1

*Students Coping Mechanisms under Avoidant Coping Style*

| Indicators | Frequency and Percentage | | | | Mean | Interpretati on |
|---|---|---|---|---|---|---|
| | IHBDTAA | ALB | AMA | IBDTAL | | |
| 1. I've been turning to work or other activities to take my mind off things. | 7 (5.1%) | 67 (48.5%) | 45 (32.6%) | 19 (13.8%) | 2.44 | AMA (Avoidant Coping) |
| 3. I've been saying to myself "I can do this". | 6 (4.3%) | 31 (22.5%) | 54 (39.1%) | 47 (34.1%) | 1.97 | AMA (Avoidant Coping) |
| 5. I've been giving up trying to deal with internet connectivity interference. | 15 (10.9%) | 54 (39.1%) | 43 (31.1%) | 26 (18.9%) | 2.42 | AMA (Avoidant Coping) |
| 7. I've been refusing to believe that online education (caused by the pandemic) has happened. | 55 (39.9%) | 47 (34%) | 25 (18.1%) | 11 (8%) | 3.05 | ALB (Avoidant Coping) |
| 13. I've been giving up the attempt to cope. | 29 (21%) | 68 (49.3%) | 35 (25.4%) | 6 (4.3%) | 2.86 | ALB (Avoidant Coping) |
| 16. I've been doing something to think about it less, such as watching, reading, daydreaming, or sleeping. | 0 (0%) | 8 (5.8%) | 26 (18.8%) | 104 (75.4%) | 1.30 | IBDTAL (Avoidant Coping) |
| **IBDTAL:** I've been doing this a lot **ALB:** A little bit | | | **AMA:** A medium amount **IHBDTAA:** I haven't been doing this at all | | | |

Table 3.1 reveals that students under avoidant coping styles, such as watching, reading, or sleeping, tend to think less about their problems, motivate themselves, give up attempts, and deal with internet connectivity interference.

Avoidant coping style is characterized by substance use, behavioral disengagement, self-distraction, and denial (Carver, 1997). A high score on indicators 3 and 16 denotes an effort to avoid the stressor physically or mentally. In contrast, low scores on the other indicators under this coping style are frequent signs of effective

coping. The study supports Harasim's (2012) claim that Online Collaborative Theory (OCL) encourages students to work together to solve problems, providing emotional and practical support, and is particularly helpful in overcoming the pandemic's challenges. Students have been using avoidant coping strategies like watching, reading, or sleeping to reduce stress during the pandemic. They have turned to recreational activities like Netflix for solace, developing new habits, sustaining social bonds, and trying new activities to compensate for the lack of structure.

Table 3.2

*Students Coping Mechanisms under Problem-Focused Coping Style*

| Indicators | Frequency and Percentage | | | | Mean | Interpretation |
|---|---|---|---|---|---|---|
| | IHBDTAA | ALB | AMA | IBDTAL | | |
| 2. I've been concentrating my efforts on doing something about the struggle in online learning. | 12 (8.7%) | 40 (29%) | 68 (49.3%) | 18 (13%) | 2.33 | AMA (Problem-Focused) |
| 6. I've been taking action to try to make the situation better. | 2 (1.5%) | 30 (21.7%) | 67 (48.5%) | 39 (28.3%) | 1.96 | AMA (Problem-Focused) |
| 9. I've been getting help and advice from other people. | 14 (10.1%) | 51 (37%) | 45 (32.6%) | 28 (20.3%) | 2.36 | AMA (Problem-Focused) |
| 10. I've been trying to see online education in a different light, to make it seem more positive. | 9 (6.5%) | 56 (40.6%) | 44 (31.9%) | 29 (21%) | 2.32 | AMA (Problem-Focused) |
| 11. I've been trying to come up with a strategy about what to do. | 7 (5.1%) | 24 (17.4%) | 62 (44.9%) | 45 (32.6%) | 1.94 | AMA (Problem-Focused) |
| 14. I've been looking for something good in what is happening. | 1 (0.7%) | 20 (14.5%) | 50 (36.2%) | 67 (48.6%) | 1.67 | IBDTAL (Problem-Focused) |
| 19. I've been thinking hard about what steps to take. | 0 (0%) | 21 (15.2%) | 52 (37.7%) | 65 (47.1%) | 1.68 | IBDTAL (Problem-Focused) |

**IBDTAL:** I've been doing this a lot      **AMA:** A medium amount
**ALB:** A little bit      **IHBDTAA:** I haven't been doing this at all

Table 3.2 shows that most students are problem-focused, focusing on steps, finding positives, addressing struggles in online learning, and taking action to improve the situation. Carver (1997) and Calo and Bustamante (2021) identified problem-focused coping styles as proactive, informational support utilization, planning, and positive reframing. These strategies, correlated with psychological toughness and practical problem-solving, focus on time management and breaks. This finding showed that the

students had experienced various difficulties because of the new normal and used coping strategies to deal with them. Kwaah and Essilfie (2017) suggest that emotional support from friends and family is a crucial strategy for managing student stress, particularly due to academic obligations. Students are learning to manage stress through positive coping strategies like prayer, addressing stressors, recognizing positive aspects, learning from experiences, and seeking emotional support from friends and family. Social support is their primary coping mechanism, including advice, conversation, and validation of feelings.

Indicators 14 and 19, which had the highest percentage, indicate that students looked for something good in what was happening and thought hard about what steps to take. This finding is similar to Kwaah and Essilfie's (2017) claim that while the majority of the students were learning to live with the stress situation and accepting it, many were also using positive coping strategies such as praying, taking action to negate stressors, seeing something good in what was happening and learning from experience and getting emotional support from friends and family.

Table 3.3

*Students Coping Mechanisms under Emotion-Focused Coping Style*

| Indicators | Frequency and Percentage | | | | Mean | Interpretatio n |
|---|---|---|---|---|---|---|
| | IHBDTAA | ALB | AMA | IBDTAL | | |
| 4. I've been getting emotional support from others. | 20 (14.5%) | 61 (44.2%) | 42 (30.4%) | 15 (10.9%) | 2.62 | ALB (Emotion-Focused) |
| 8. I've been saying things to let my unpleasant feelings escape. | 13 (9.4%) | 42 (30.4%) | 51 (37%) | 32 (23.2%) | 2.26 | AMA (Emotion-Focused) |
| 12. I've been getting comfort and understanding from someone. | 21 (15.2%) | 64 (46.4%) | 42 (30.4%) | 11 (8%) | 2.68 | ALB (Emotion-Focused) |
| 15. I've been making jokes to uplift myself from the problems in online learning. | 6 (4.3%) | 19 (13.8%) | 46 (33.3%) | 67 (48.6%) | 1.73 | IBDTAL (Emotion-Focused) |
| 17. I've been expressing my negative feelings | 26 (18.8%) | 36 (26.1%) | 44 (31.9%) | 32 (23.2%) | 2.40 | AMA (Emotion-Focused) |
| 18. I've been trying to find comfort in my religion or spiritual beliefs. | 7 (5.1%) | 26 (18.8%) | 36 (26.1%) | 69 (50%) | 1.78 | AMA (Emotion-Focused) |
| 20. I've been learning to live with the new learning set-up. | 7 (5.1%) | 19 (13.8%) | 63 (45.6%) | 49 (35.5%) | 1.88 | AMA (Emotion-Focused) |
| **IBDTAL:** I've been doing this a lot   **ALB:** A little bit | | | **AMA:** A medium amount   **IHBDTAA:** I haven't been doing this at all | | | |

Table 3.3 presents indicators 4, 8, 12, 15, 17, 18, and 20 under the emotion-focused coping style. As shown, most students have been making jokes to uplift themselves from the problems in online learning (48.6%), have been trying to find comfort in their religion or spiritual beliefs (50%), have been learning to live with the new learning setup (45.6%), and have been saying things to let their unpleasant feelings escape (37%).

The emotion-focused coping style is characterized by humor, acceptance, self-blame, and emotional support (Carver, 1997). A high score on indicators 8, 15, 17, 18, and 20 indicates applying coping methods designed to manage the emotions induced by stressful situations. In her study, Simbajon (2021) revealed that most participants used passive coping strategies to make things easier for themselves in their online classes. They disclosed that they pray to God for relief from stress, attempt to look at things from a different angle, and think that everything is part of God's plan. Undoubtedly, the COVID- 19 epidemic was a significant stressor for many people worldwide. The rise of religious coping results from mental health issues becoming more prevalent. When the participants encounter online limitations or challenges, they actively employ coping mechanisms to overcome them. The participants revealed using Facebook Messenger and creating group chats. Members of such a platform can have real-time conversations via chat or video calls (Simbajon, 2021).

As shown in Table 3.3, indicator 15 had the highest percentage, which indicates that students made use of jokes to uplift themselves from the problems in online learning. A 2020 review by Fritz that cited Sigmund Freud's views on humor suggested that humor may be a means of fending off negative emotions. Humor is emotion-focused coping because it helps people cope with complicated feelings. In addition to making students feel wonderful, laughing has several positive effects on their health and well-being (Fritz, 2020). Additionally, Dixon (2021) claims that much research demonstrates that using humor to cope with stress is beneficial. The use of humor reduces stress, whether people are examining studies with humor cues, stories about racism, or comparisons of levels of chronic anxiety.

Students use coping strategies to lessen the hurdles they encounter in online education. As discussed in the preceding paragraphs, students used avoidant coping strategies, such as watching, daydreaming, and sleeping, which implies that students often used self-distraction to cope with their circumstances. They also utilized problem-focused coping strategies such as looking for something good in what is happening and thinking hard about what steps to take. Lastly, they employed emotion-focused coping strategies such as making jokes to uplift themselves from their situation. All these imply that students typically coped with the problems brought in by online learning through positive reframing, planning, and humor. According to Essel and Owusu (2017), one element that has such a significant impact on a student's life is language. Since language is the only tool that allows accessible communication, students will find it extremely difficult to understand the language used in the educational process. They will eventually begin to reflect on it. Once this occurs, even after communicating, they become frustrated and stressed, eventually impairing their performance. Many students become

frustrated when they do not comprehend what is being taught in an online class. Some people also mistake the teacher's words to indicate something entirely different. Students worry about how they will pass the course because they need help understanding what instructors say in an online class (Essel & Owusu, 2017).

**The Significance of the Use of English Language in Online Learning**

According to the results of the three (3) survey questionnaires, using English in online education is a real deal that introduced students to difficulties they must conquer. Students used various coping mechanisms in addition to these difficulties to lessen the distress brought on by negative online learning experiences. The use of English in online learning is significant and inclusive in the context of student learning. According to the perception questionnaire results, most students believed that using English in online education improved their learning, allowed them to pick up new vocabulary in the language, and made their reading experience more enjoyable (58%). Effective learning requires both intellectual and social-emotional activity. Learning outcomes and student perceptions of the learning process are significantly impacted by how well social and interpersonal components are managed, particularly in forming early impressions (Liu & Gaither, 2001). This implies that English serves as a tool to help students learn in various ways beyond just communicating.

However, the results of the struggle questionnaire reveal that students' major issue was having trouble expressing their ideas (91.30%), which implies that the absence of social interaction in English online learning results in a decline in the student's speaking abilities. According to Anjani and Wachyudi (2022), the lack of a significant impact of employing online teaching resources on students' speaking abilities, lack of online learning tools, students' familiarity with ICT, and indirect interactions between students are some of the causes of the students' speaking problems in online education. In addition to these challenges, students employed various coping strategies to decrease the struggles from unpleasant online learning experiences. One of which is the use of avoidant coping strategies, i.e., watching, sleeping, or reading (75.4%) – that is found to be congruent to Kwaah and Essilfie's claim (2017) that students used a variety of coping mechanisms, mostly self-distracting activities like watching TV and listening to music, as well as prayer and meditation to deal with stress.

Online learning has a significant impact on how people approach learning as well as how they gather and assimilate knowledge. The previous discussions imply that English is essential in various online learning contexts. Students can devote more time to challenging English-language topics since they have far more control over their learning pace when they learn online. Students can learn at a pace that is perfect for them rather than being held back by the pace of a typical classroom or pushed ahead at a speed beyond their skills. Another advantage of studying the language online is that students can focus on the English grammar and vocabulary they need the most help with. Students who study English online have more time to spend on their vocabulary and writing skills. Furthermore, there are numerous advantages to learning English online.

Online English classes employ various instructional strategies, ranging from review and reading practice to interactive tests, video lessons, and other valuable tools for students. New improvements in learning technology have proven that online learning may produce good, if not better, results, particularly in domains where management was previously challenging (Marcum & Kim, 2020).

## 4. Conclusion and Recommendations

This section presents the study's summary, conclusions, and recommendations based on the findings, results, and analyses of the data presented in section 3.

### 4.1 Summary of Findings

Following the analysis, the study discovered that most students perceived the use of English in online education positively. Under the fully online learning setup, students were interested in learning English to converse and fully immerse in the language. Most of the questionnaire's indicators, especially those that were positively constructed, received an 'agree' interpretation, indicating that students' perceptions of using the English language in online learning are good; this shows that online tools and resources can be used as an alternative to conventional teaching and learning methods, supporting the indicator with the highest percentage, which shows that the use of English in online materials makes students' reading experiences more engaging.

However, despite the students' positive perception of the use of the English language in online learning, the study also revealed some issues that students encountered while learning online, including difficulty in expressing ideas at 91.30%, anxiety at 83.33%, and improper grammar usage with 81.88% of the total score. It was found that the main factor causing problems with adapting, anxiousness, and difficulty expressing ideas was the lack of social presence in online learning. Cognitive presence, which the study also found to be lacking, significantly impacted the quality of an online learning experience. Because of the lack of a teaching presence, the students experienced misunderstandings, poor comprehension, and writing difficulties. In addition, they also experienced melancholy, tension, anxiety, and fewer opportunities to engage with their teachers and peers. Speaking, writing, and even thinking components of the learning experience for students have all been significantly impacted by using the English language in online learning.

Since language is the only tool that allows unlimited communication, language substantially impacts a student's life. Their performance suffered because of frustration and stress. Students adopted avoidant, problem-focused, and emotion-focused coping mechanisms to deal with these. Positive reframing, preparation, and humor are all used in these strategies. This study also revealed coping strategies students frequently used to deal with the highlighted difficulties. According to the results, 75% of the students employed avoidant coping strategies to minimize their negative online learning

experiences. In contrast, most students tended to utilize problem-focused and emotion-focused coping styles whenever they encountered problems with online learning.

## 4.2 Conclusion

It is likely that even though students view online English learning positively, their performance indicates otherwise; in fact, the students' positive perceptions were only one aspect of their learning. They still had challenges to face, which had a significant impact on their academic performance and achievement. Thus, it is vital to recognize and consider the students' situations to be able to decrease, if not completely erase, the difficulties that emerged throughout the students' online learning experiences. Considering the results and findings of this study, the researcher suggests a support program for students that would provide psychological, organizational, and practical assistance. Furthermore, to enhance teaching and learning, universities and other higher education institutions should also be aware of the needs of students, particularly those from disadvantaged backgrounds who can hardly afford internet support.

## 4.3 Recommendations

This study revealed that despite the students' positive perceptions of online English learning, specific issues still impacted their academic performance. Based on the data and conclusions presented above, the researcher has the following recommendations:

English Teachers. It is advisable for them to improve lesson delivery, incorporate interactive elements, adopt a consultative approach, and create a relaxed learning environment by engaging students effectively and summarizing concepts regularly.

Students. It is recommended that they establish a consistent routine, actively engage in the learning process, communicate any concerns they may have, prioritize self-care, utilize available support systems, and maintain a high level of motivation to optimize their online learning experience and successfully achieve their academic objectives.

Future Researchers. This study can serve as a crucial foundation for future research on students' attitudes, difficulties, and strategies toward utilizing English in online education. Should this study be replicated, future researchers are advised to consider factors related to distance and remote learning and involve additional relevant stakeholders and a broader range of participants.

**References:**

Almahasees, Z., Mohsen, K., & Amin, M. M. (2021). Faculty's and Students' Perceptions of Online Learning During COVID-19. *Frontiers in Education*, 6. https://doi.org/10.3389/feduc.2021.638470

Anjani, S. D. (2022). THE EFFECTS OF ONLINE LEARNING ON STUDENTS SPEAKING SKILL ACHIEVEMENT. *Anjani | PROJECT (Professional Journal of English Education)*. https://doi.org/10.22460/project.v5i4.p817-819

Anderson, T., Rourke, L., Garrison, D.R, and Archer, W. (2001). Assessing social presence in asynchronous text-based computer conferencing. *Journal of Asynchronous Learning Networks, 5*(2) Retrieved from: http://immagic.com/eLibrary/ARCHIVES/GENERAL/ATHABCA/Anderson.pdf

Babicka-Wirkus, A., Wirkus, Ł., Stasiak, K., & Kozłowski, P. (2021). University students' strategies of coping with stress during the coronavirus pandemic: Data from Poland. *PLOS ONE*, *16*(7), e0255041. https://doi.org/10.1371/journal.pone.0255041

Bali, S., & Liu, M. C. (2018). Students' perceptions toward online learning and face-to-face learning courses. *Journal of Physics, 1108*, 012094. https://doi.org/10.1088/1742-6596/1108/1/012094

Banditvilai, C. (2016). Enhancing Students' Language Skills through Blended Learning. *Electronic Journal of e-Learning, 14*(3), 220–229. http://files.eric.ed.gov/fulltext/EJ1107134.pdf

Barrot, J., Llenares, I. I., & Del Rosario, L. S. (2021). Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines. *Education and Information Technologies*, *26*(6), 7321–7338. https://doi.org/10.1007/s10639-021-10589-x

Essel, G., & Owusu, P. (2017). *Causes of students' stress, its effects on their academic success, and stress management by student*. Retrieved June 2, 2023, from https://urn.fi/URN:NBN:fi:amk-201704134793.

Fritz HL. (2020). *Coping with caregiving: Humor styles and health outcomes among parents of children with disabilities*. sciencedirect.com/science/article/abs/pii/S089142222030130X?via%3Dihub

Garcia-O'Neill, E. (2021, May 12). *Social Presence In Online Learning: 7 Things Instructional Designers Can Do To Improve It*. eLearning Industry. https://elearningindustry.com/social-presence-in-online-learning-7-things-instructional-designers-can-improve

Garrison, D. R., Anderson, T., & Archer, W. (2000). Critical inquiry in a text-based environment: Computer conferencing in higher education model. *The Internet and Higher Education*, 2(2-3), 87-105.

Hamdan, K., & Amorri, A. (2022). The Impact of Online Learning Strategies on Students' Academic Performance. In *IntechOpen eBooks*. https://doi.org/10.5772/intechopen.94425

Harasim, L. (2012). *Learning theory and online technologies*. New York: Routledge/Taylor & Francis.

Harasim, L. Hiltz, S., Telese, L., & Turoff, M. (1995). *Learning networks: a field guide to teaching and learning online*. Cambridge, MA: MIT Press.

Kamal, M. I., Zubanova, S., Isaeva, A., & Movchun, V. (2020). Distance learning impact on the English language teaching during COVID-19. *Education and Information Technologies*. Published. https://doi.org/10.1007/s10639-021-10588-y

Kwaah, C. Y., & Essilfie, G. (2017). Stress and Coping Strategies among Distance Education Students at the University of Cape Coast, Ghana. *The Turkish Online Journal of Distance Education*, 120. https://doi.org/10.17718/tojde.328942

Kulal, A., & Nayak, A. P. (2020). A study on perception of teachers and students toward online classes in Dakshina Kannada and Udupi District. *AAOU Journal*, 15(3), 285–296. https://doi.org/10.1108/aaouj-07-2020-0047

Liu, Y. & Ginther, D. (2001). Managing Impression formation in Computer Mediated communication. *Educause Quarterly*, 3, 51-54.

Logel, C., Oreopoulos, P., & Petronijevic, U. (2021). *Experiences and Coping Strategies of College Students During the COVID-19 Pandemic*. https://doi.org/10.3386/w28803

Simbajon, I. J. O. (2022). Problems, Coping Strategies, and Online Teaching Readiness of English Teachers Amid COVID-19 Pandemic. *IMCC Journal of Science*. https://myjournal.imcc.edu.ph/publication/volume-1-special-issue-2021/2_simbajon-2021/

# Education Students' Perception towards Distance Learning and Face-to-Face Classes in Language Learning

**Darlene Ann L. Catli**
Bulacan Agricultural State College – San Ildefonso, Bulacan
darleneannlopezcatli.basc@gmail.com

**Abstract.** This research study investigates the perceptions of education students regarding distance learning and face-to-face classes in the context of language learning. Using descriptive research and a simple random sampling technique, 195 education students served as the respondents of the study. Findings showed that students "agree" that they would like to learn English as much as possible. However, students also "agree" that they always pay attention when the teacher/lecturer provides learning explanations during online learning. Additionally, findings revealed that students "strongly agree" that they prefer face-to-face classes in language learning. Meanwhile, using Pearson Correlation Coefficients (r), findings revealed that the demographic profile of the respondents does not significantly influence language learning. Moreover, findings showed that there is a highly significant relationship between distance learning and language learning. Also, findings also revealed that face-to-face classes significantly influence language learning. The analysis indicated that education students preferred face-to-face classes to distance learning. However, students may pay attention to their learning styles and behaviors regardless of the learning modality they are in.

**Keywords:** distance learning, face-to-face classes, and learning modality

## 1. Introduction

### 1.1. Rationale

English is the most commonly spoken language in the world, for it is known as the international language. It is one of the most dominating languages in the world, which impacts every field of work. Because of the English language, the whole world has become narrow and accessible for everyone. Also, it helps maintain international relationships and mutual understanding between world citizens. With that, students could see that language learning is very valuable, for it will create many opportunities both inside and outside the country.

In the past two years, education in the Philippines has changed due to the COVID-19 pandemic. Education has been adjusted to the pandemic to keep education running while protecting students from the dangers of COVID-19. Adaptation must be conducted to respond to the changing learning system from conventional to online learning. The idea of adaptation originates from the simultaneous application of online learning is

mandatory (Almaiah, Al-Khasawneh, & Althunibat, 2020). It was to run education from home to make it safe and effective in terms of protection from the virus, considering the role of education in precarious times. Students' challenges are the problems they face, which will influence their success (Ali & Maksum, 2020). Using technology as the teaching medium in this Covid-19 pandemic has many positive and negative impacts as the same time in the field of education. The use of technology as a medium for teaching and learning is commonplace and widely applied in this era. Online learning involves students as part of teaching and learning activities. Students need to be ready and understand that they need to have a good preparation for the learning to prepare and go through this process. Students need to adapt to this new era, which relies on electronics to conduct online learning (Alshammari, 2020). Moreover, developing students' interest and understanding of learning is beneficial, especially in language learning.

Furthermore, the face-to-face format in language learning has many benefits; this teaching modality provides in-person, real-time interaction between faculty-students and student-student, which can spark innovative questions and conversations. Students have an opportunity to seek clarification or respond to their questions in their classroom. Students who value face-to-face instruction, in-person class discussions, and organic bonding between faculty and students may not enjoy online learning (Paul & Jefferson, 2019). In-person learning provides motivation, helps build a sense of community, and provides much-needed encouragement to students. This also allows instructors to pick up on nonverbal cues and change the content and teaching methodology appropriately. On the contrary, while face-to-face classes have several benefits, one cannot ignore how different educational institutions rapidly transitioned to online learning to continue instruction despite the pandemic threat. Flexibility, ability to work at their own time and pace, engaging learning experience, self-directed learning, cost-effectiveness, and ability to produce in-depth discussions are some of the most widely cited benefits of online learning (Kemp & Grieve, 2014). Additionally, compared to face-to-face learning, online learning has traditionally been thought to lack interactivity. A lack of social engagement, social presence, and student satisfaction in learning mainly causes it. Nevertheless, online learning has been presented as being more accessible and practical than traditional learning environments and as giving more students a chance to further their education.

Now that the pandemic appears to have ended temporarily, and as life returns "back to normal" little by little, the return to in-person instruction and its implications require consideration. Due to contradicting claims made by several studies regarding the effectiveness of online classes and in-person learning, specifically in language learning, this research aims to determine the perception of education students' of Bulacan Agricultural State College towards distance learning and face-to-face classes in language learning.

## 1.2. Related Literature and Studies

Learning English as a universal language is a demand for all learners to cope with modern life. English has become global and brings an impact on people around the world to be able to communicate with the language. The purpose of English has indicated it is not only limited to international purposes but also for local purposes. Therefore, the role of using English has spread into a wider global community. It could happen because of the effect of English as an international language that successfully made the domination of the English role shift globally. The need for understandable language instruction is significant in learning language because if the students do not feel clear enough about what the teacher gives or explains to them about the target language, they will not get any information from the teacher during the learning process and hence they might be failed in the learning process (McKay, 2018).

Higher education institutions immediately switched from in-person learning to virtual learning as soon as Covid-19 or the coronavirus 2019 became a global pandemic. Students have become challenged to learn in more independent ways as a result of this situation. While it is evidence that remote learning could be the measure to prevent massive transmission of the virus, there are many difficulties with this method of instruction, most among them being the students' low motivation and involvement (Uzorka & Makeri, 2020). Also, they must be highly self-directed learners so that they can learn whenever and wherever they choose with the least amount of guidance from their professors and peers (Tathahira, 2020). So, it shows that their capacity for independent learning greatly impacts how well they do in online learning.

1.2.1. Offline Learning vs. Online Learning

Online learning is a form of distance education mainly involving internet-based education where courses are offered synchronously (i.e., live sessions online) and/or asynchronously (i.e., students access course materials online in their own time, which is associated with the more traditional distance education). On the other hand, traditional F2F learning is real-time or synchronous learning. In a physical classroom, instructors engage with the students in real-time. In contrast, online instructors can offer real-time lectures through learning management systems (e.g., Blackboard Collaborate) or record the lessons for the students to watch later.

Offline learning is commonly known as traditional learning, providing a face-to-face learning activity in a conventional classroom setting. Traditional learning employs zero online technology used, whose learning content is provided in writing and orally, such as lectures and textbooks (Allen & Seaman, 2013). Nguyen (2018) points out that offline learning requires students to travel to the teaching places, e.g., a classroom or lecture hall. The learning period is usually during office hours, which creates little flexibility for students or teachers. However, it is more convenient to confirm whether or not students pay attention to the learning process in offline learning.

According to Qureshi (2019), face-to-face instruction improves teaching and learning through interpersonal interaction. Students and teachers may develop a support system due to these encounters. In a familiar, traditional classroom context, students feel more at ease and learn faster. Through these interactions, they may also have access to more information and comprehend the course contents better. A similar viewpoint was presented by Kirkup and Jones (2015), who asserted that a F2F learning environment might foster this connection between students and instructors. This viewpoint was backed up by Chen (2013), who added that interactions helped students gauge their progress in learning and foster a true feeling of community.

Also, this community can boost their self-esteem and intelligence while easing issues frequently connected to learning alone. F2F enables students to study in a broader range of contexts. The more traditional type of learning instruction, known as F2F, entails the lecturer disseminating material to the pupils (Bandara & Wijekularathna, 2017). It typically takes place in a physically contained classroom. Daily classes may be held early morning, afternoon, or evening. A whiteboard is typically placed at the front of the classroom, with furniture for the professors and students.

Online learning on the other hand is a technology-based environment where students must have supporting learning tools such as computers and an internet connection. Anderson (2018) describes online learning as a set of learning processes that includes e-learning, Internet learning, distributed learning, networked learning, telelearning, virtual learning, computer-assisted learning, web-based learning, and distance learning. Although there are many definitions of online learning, no specific compliment refers to it; so far, all the descriptions are associated with technology-based learning and distance learning.

According to Kuong (2015), online learning not only changes the learning system from a traditional model into some electronic format, but it also includes other essential elements such as modifying the learning arrangements, preparing the instructional strategies, providing a proficient instructor, and providing a well-organized learning platform. Moreover, online learning improves students' and teachers' ability to be more active and autonomous in real-life practice. For these reasons, online learning constructs the student capability and knowledge to direct and influence them for active learning (Vonderwell & Tuner, 2015). Therefore, online classes should be designed appropriately to engage students to participate in learning activities and actively support the learning system.

Recognizing the fundamental differences between online and offline learning is essential to help determine the gap between the two. Platt, Raile, and Yu (2014) classify the distinction between offline and online learning based on three significant aspects: flexibility, which allows students in online learning to have greater control over learning

time and place; interaction, in which in face-to-face learning, students can get higher interaction levels with teachers and other students as they can communicate directly; and knowledge gained, in which both online and offline learning shows that students can have obtained more knowledge whichever learning mode they have. Platt, Raile, and Yu (2014) pinpoint that students view online learning with more flexibility but with fewer opportunities to get interactive than offline learning.

Therefore, the change in education was accompanied by questions. Despite all recent articles supporting online learning, academics must determine its effectiveness. The usefulness of computer-assisted teaching is still being studied. The viability of online education as a substitute for traditional classroom instruction is now being thoroughly researched, considering cost-benefit analysis, student experience, and student performance. This decision-making process will likely continue as technology advances, and students seek enhanced learning opportunities (Paul & Jefferson, 2019).

### 1.3. Objectives of the Study

The main purpose of this study was to determine the education students' perception towards distance learning and face-to-face classes in language learning.

Specifically, this sought answers to the following questions:

1. How may the demographic profile of the respondents be described in terms of:
   1.1. Age
   1.2. Sex
2. To determine the students' perception towards language learning.
3. How may the perceptions of the students in language learning be described in terms of:
   3.1. Distance Learning
   3.2. Face-to-Face Classes
4. To determine the advantages and disadvantages of distance learning and face-to-face classes in language learning.
5. To find out if the demographic profile of the respondents significantly influence language learning.
6. To know if the perception towards distance learning and face-to-face classes and language learning are significantly related to each other.

### 1.4. Conceptual Framework

The conceptual framework of this study only reveals the relationship between the demographic profile of the respondents, and language learning. Also, the relationship between distance learning, and face-to-face classes and Bulacan Agricultural State College education students' perception in language learning.

Figure 1 shows the conceptual framework of the study. It presents the relationship between the independent variables and the dependent variables. The independent variables of this study are the demographic profile of the respondents, distance learning, and face-to-face classes, whereas the education students' perception in language learning is the dependent variable.

Figure 1

*Paradigm of the Study*

Independent Variable                    Dependent Variable

| Demographic Profile<br>- Age<br>- Sex<br>Distance Learning<br>Face-to-Face Classes | → | Education Students'<br>Perception in<br>Language Learning |
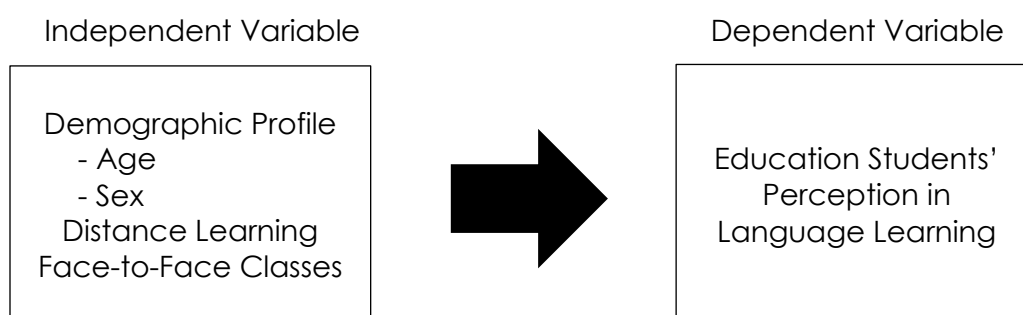
## 1.5. Significance of the Study

This study was conducted to determine the education students' perception towards distance learning and face-to-face classes in language learning. It will benefit the following:

**Students.** This study will serve as a basis for them to have prior knowledge of the possible advantages and disadvantages of different learning modalities, especially in language learning.

**Teachers.** This study can help them to improve their teaching methods, especially in teaching language, regardless of the learning modality that they are in.

**Future Researchers.** The research findings of this study will be beneficial mostly to future researchers. They can be used this study as reference, especially for those who will be conducting the same or similar study.

## 1.6. Scope and Delimitation of the Study

The general intent of this study was to determine the perception of education students of Bulacan Agricultural State College towards distance learning and face-to-face classes as well as its possible advantages and disadvantages in language learning. This study does not include other problems unrelated to language learning.

Meanwhile, this study was only limited to the undergraduate students of the Institute of Education at Bulacan Agricultural State College who were currently taking up Bachelor of Secondary Education major in English with a limited number who will represent the population. The researcher conducted a survey using a survey questionnaire to the selected respondents. However, other undergraduate students of the said College were outside the scope of this research.

This research study was conducted during the Second Semester of Academic Year 2022-2023.

## 2. Methodology

The information about the research design, data gathering techniques and instruments, sampling procedures, and data analysis scheme were presented in this chapter.

### 2.1. Research Design

This study utilized the quantitative, a non-experimental design technique with the aid of the correlational method. Quantitative research design is the process of collecting and analyzing numerical data. It can be used to find patterns and averages, make predictions, test causal relationships, and generalize results to wider populations.

Moreover, a descriptive research method was also utilized to describe the respondents' demographic profile and if it significantly influences language learning. Also, it was used to describe their perception towards two learning modalities and its relationship or how it impacts their language learning. The said design was used and applied since the study's primary purpose was to determine the perception of education students at Bulacan Agricultural State College towards distance learning and face-to-face classes in language learning.

### 2.2. Data Gathering Procedure

The researcher prepared and provided the research instrument by adapting and modifying the survey questionnaire. In order to get permission to conduct the data collection or survey among the students of Bulacan Agricultural State College who are currently taking up Bachelor of Secondary Education major in English, the researcher prepared a communication letter or letter of approval addressed to the Institute Dean before distributing and administering the survey questionnaire.

Thereafter, the researcher used a predetermined sampling technique to choose respondents from each section's total population. After selecting the respondents, the researcher informed the respondents about the content of the questionnaire they would answer. They were also informed about the study's objectives and research topic. The

researcher also adhered to and followed the ethical standards of research by ensuring the respondents that their identity and the personal information they provide when answering will be carefully kept confidential.

After the collection of data, it was statistically treated, analyzed, and interpreted.

## 2.3. Research Instrument

The research instrument consists of four parts. The first part of the questionnaire was about the respondent's demographic profile, specifically their name, age, sex, year, and section. The data in the second part was collected through a questionnaire developed and used by Nataliia Hromova (2019). The questionnaire was adapted and modified and has a five-point Likert-type scale consisting of 15 items with answers including 'Strongly Disagree' (1), 'Disagree' (2), 'Neutral' (3), 'Agree' (4), and 'Strongly Agree' (5) to describe the education students' perception in language learning. Moreover, the third and last part of the questionnaire was adapted and modified from the study of Nesreen Saud Alahmadi and Budoor Muslim Alraddadi (2020). It aims to determine the respondents' perception towards distance learning and face-to-face classes and its advantages and disadvantages in language learning. It consists of a 20-item five-point Likert scale with answers including 'Strongly Disagree' (1), 'Disagree' (2), 'Neutral' (3), 'Agree' (4), and 'Strongly Agree' (5).

## 2.4. Sampling Technique

The researcher used Raosoft, a software, and an online sample size calculator that primarily generates the sample size of a research or survey to obtain the sample size from the total population. Meanwhile, Bulacan Agricultural State College - Institute of Education has a population of 393 students from first to fourth year who are currently taking up a Bachelor of Secondary Education major in English. Using the Raosoft calculator, the sample size was determined based on the total population, with a margin of error of 5% and a confidence level of 95%. Accordingly, considering 50% of the total population, 195 students were the calculated sample size of the study.

Moreover, the respondents of this study were from the ten different sections in the Institute that range from first to fourth year. The researcher selected the respondents of this research study per section using a simple random sampling technique. This was done using "Spin the Wheel", an application software similar to a randomizer used to randomly choose the respondents within the class who will answer the survey questionnaire adopted and modified by the researcher.

## 2.5. Respondents

Table 1 shows the distribution of the total number of first to fourth-year English major

students at Bulacan Agricultural State College – Institute of Education who served as the respondents of the study.

Table 1

*Population and sample of respondents per section*

| Course/Year/Section | Population | Sample |
|---|---|---|
| BSEd English 1A | 41 | 20 |
| BSEd English 1B | 30 | 15 |
| BSEd English 1C | 40 | 20 |
| BSEd English 1D | 38 | 19 |
| BSEd English 2A | 40 | 20 |
| BSEd English 2B | 37 | 18 |
| BSEd English 3A | 39 | 19 |
| BSEd English 3B | 45 | 23 |
| BSEd English 4A | 40 | 20 |
| BSEd English 4B | 43 | 21 |
| TOTAL: | 393 | 195 |

## 2.6. Data Analysis

After collecting all the questionnaires, it was tabulated, tallied, and analyzed using Microsoft Excel and Statistical Package for the Social Sciences (SPSS). This study was conducted to determine the education students' perception towards distance learning and face-to-face classes in language learning. This was accomplished by choosing and checking the appropriate scale for each statement presented.

Descriptive statistics such as weighted mean and standard deviation were utilized to describe the demographic profile of the respondents. It is also used to describe the students' perception towards distance learning and face-to-face classes and to determine the advantages and disadvantages of distance learning and face-to-face classes in language learning.

Pearson correlation coefficient analysis was applied to determine if the respondent's demographic profile affects their language learning. Moreover, the same method was used to determine if the two learning modalities influence the students' language acquisition.

## 3. Results and Discussion

This chapter deals with the presentation, analysis, and interpretation of the data collected and the results of the study Education Students' Perception towards Distance Learning and Face-to-Face Classes in Language Learning.

### 1. Demographic Profile of the Respondents

The demographic profile of the respondents in terms of age and sex was presented in the table 2 and 3.

#### 1.1. The Demographic Profile of the Respondents in terms of Age

Table 2

*Frequency and Descriptive Measure of respondents' age*

| AGE | FREQUENCY | PERCENTAGE |
|---|---|---|
| 17-19 | 29 | 14.9% |
| 20-22 | 161 | 82.6% |
| 23-25 | 5 | 2.5% |
| **TOTAL** | **195** | **100%** |

Table 2 shows the demographic profile of the respondents in terms of age.

It can be seen from Table 2 that 82.6% (161) of the teacher education student respondents who answered the questionnaire belonged to the age bracket of 20-22 years old. Meanwhile, 2.5% (5) belonged to the age group of 23-25 years old.

#### 1.2. The Demographic Profile of the Respondents in terms of Sex

Table 3

*Frequency and Descriptive Measure of respondents' sex*

| SEX | FREQUENCY | PERCENTAGE |
|---|---|---|
| MALE | 32 | 16.4% |
| FEMALE | 163 | 83.6% |
| **TOTAL** | **195** | **100%** |

Table 3 shows the demographic profile of the respondents in terms of sex.

It displays that 163 or 83.6% out of 195 education student respondents are female and 32 or 16.4% of respondents are male. The result shows that most of the education student respondents are female.

### 2. Description of Education Students' Perception towards Language Learning

Table 4 shows the education students' perception towards language learning.

Accordingly, the highest mean obtained was 4.610, corresponding to "*I would like to learn English as much as possible*". In contrast, the lowest mean was 3.733 under the statement "*I ask questions in second language*". According to Cox (2020), there are numerous reasons why learning a second language is a brilliant idea. It allows us to communicate with different people all over the world. It enables us to understand another culture better or view things differently. Additionally, it makes us better listeners.

Moreover, the computed overall mean was 4.195 with a verbal description "*agree*".

Table 4

*Summary of Education Students' Perception towards Language Learning*

| STATEMENTS | MEAN (n=195) | VD |
|---|---|---|
| 1. I want to learn English so well that it will become natural to me. | 4.579 | SA |
| 2. I have a strong desire to know all aspects of English. | 4.333 | A |
| 3. I would like to learn English as much as possible. | 4.610 | SA |
| 4. I enjoy meeting and listening to people who speak second language. | 4.256 | A |
| 5. Language learning is an enjoyable experience. | 4.282 | A |
| 6. I would study English in university even if it were not required. | 3.785 | A |
| 7. I often review my second language. | 3.831 | A |
| 8. When I don't know a new word in language, I use my background knowledge of the topic to guess the meaning of the new word. | 3.908 | A |
| 9. Studying second language can be important for me because it will allow me to meet and converse with more and varied people. | 4.441 | A |
| 10. Studying second language can be important for me because it will enable me to better understand and appreciate English art and literature. | 4.369 | A |
| 11. Studying second language is important to me because it will allow me to be more at ease with people who speak English. | 4.467 | A |
| 12. I pay attention while someone is speaking in second language. | 4.292 | A |
| 13. Besides textbooks, I look for other readings that fall under my interest in language learning. | 3.959 | A |
| 14. I ask questions in second language. | 3.733 | A |
| 15. If I do not understand something in second language, I ask another person to slowdown or say it again. | 4.071 | A |
| **OVERALL MEAN** | **4.195** | **Agree** |

LEGEND:

| Scale | Verbal Description |
|---|---|
| 4.51-5.00 | Strongly Agree (SA) |
| 3.51-4.50 | Agree (A) |
| 2.51-3.50 | Neutral (N) |
| 1.00-2.50 | Disagree (D) |
| 1.0-1.50 | Strongly Disagree (SD) |

### 3. Description of Education Students' Perception towards Distance Learning and Face-to-Face Classes

The description of education students' perception towards distance learning and face-to-face classes was presented in the following tables.

#### 3.1. Distance Learning

Table 5 shows the perception of education students toward distance learning.

According to Gribble and Wardrop (2021), not all students respond positively to the implementation of online learning. Also, they deal with several obstacles, such as more assignments that make them feel burdened. Therefore, the objectives of online learning goals are not always achieved effectively. Students who succeed in learning are those who are active and always follow the learning.

Table 5 presents students' mean responses about their perception of distance learning.

Accordingly, item number 1 obtained the highest mean response (i.e., "*Agree*"; $\bar{x}$ = 3.918), "*I always pay attention when the teacher/lecturer provides learning explanations during online learning*", while the lowest mean response was for item number 6, (i.e., "*Neutral*"; $\bar{x}$= 2.974) "*Students are motivated in learning English through online learning*".

Based on the highest mean response, the respondents actively participated during online classes whenever their teachers provided learning explanations. This result can positively impact distance learning, specifically the teacher's role in the learning process. According to Worwood (2021), teachers are the center of the learning process. A vital role of a teacher in distance learning is to develop an engaging learning environment. With that, teachers need to be able to take on various parts to maximize the student's learning experience. Students should be at the center of attention in a distance learning environment. This can be facilitated using several strategies and attitudes the teacher should adopt.

Overall, the response answered by the respondents was either "*Agree*" or "*Neutral*" (i.e., $\bar{x}$= 3.918 and $\bar{x}$= 2.974) to all items that pertain to the education students' perception towards distance learning. The overall mean was ($\bar{x}$= 3.356), which implies that students always listen and pay attention during online discussions when the teacher provides effective teaching instruction and are somehow motivated to learn the second language through online learning.

Table 5

*Summary of Education Students' Perception towards Distance Learning*

| STATEMENT | MEAN (n=195) | VD |
|---|---|---|
| 1. I always pay attention when the teacher/lecturer provides learning explanations during online learning. | 3.918 | A |
| 2. I can interact effectively with other students and teachers in virtual classes. | 3.477 | N |
| 3. I can participate in online classes as I participate in face-to-face classes. | 3.446 | N |
| 4. I can easily share my ideas in online classes. | 3.251 | N |
| 5. Online learning is useful during learning English. | 3.031 | N |
| 6. Students are motivated in learning English through online learning. | 2.974 | N |
| 7. Students increase their English skills ability during online learning. | 2.974 | N |
| 8. I can ask the teacher/lecturer directly when I don't understand the subject matter during online learning. | 3.231 | N |
| 9. Online learning gives me the opportunity to study on my own and feel more independent in language learning. | 3.559 | A |
| 10. I find many learning obstacles when I interact in English in virtual classes. | 3.697 | A |
| **OVERALL MEAN** | **3.356** | **Neutral** |

**LEGEND**:

| Scale | Verbal Description |
|---|---|
| 4.51-5.00 | Strongly Agree (SA) |
| 3.51-4.50 | Agree (A) |
| 2.51-3.50 | Neutral (N) |
| 1.00-2.50 | Disagree (D) |
| 1.0-1.50 | Strongly Disagree (SD) |

### 3.2. Face-to-Face Classes

Table 6 shows the perception of education students toward face-to-face classes.

According to Azzahro (2022), people depended on face-to-face learning for centuries before the widespread use of the Internet and online learning. Most students preferred face-to-face classes due to the opportunities for teacher-student interactions that enhance learning. Additionally, most learning materials are physical and better understood in physical settings. Face-to-face education offers opportunities for building interpersonal relationships.

Table 6 presents education students' mean responses about their perception towards face-to-face classes.

Table 6

*Summary of Education Students' Perception towards Face-to-Face Classes*

| STATEMENT | MEAN (n=195) | VD |
|---|---|---|
| 1. Face-to-face instruction would help me understand the language learning concepts better. | 4.467 | A |
| 2. Being in a class with face-to-face communication would improve my ability to learn. | 4.523 | SA |
| 3. I prefer face-to-face classes in language learning. | 4.574 | SA |
| 4. I am more productive and motivated to learn a second language in a face-to-face setup. | 4.467 | A |
| 5. During face to face there is conducive environment for language learning. | 4.369 | A |
| 6. Face-to-face classes promotes collaboration among students. | 4.554 | SA |
| 7. In face-to-face classes, I remember details on the ideas in our discussion. | 4.287 | A |
| 8. Students increase their English skills ability during face-to-face learning. | 4.441 | A |
| 9. The discussion in language learning was in-depth and comprehensive in traditional classes. | 4.308 | A |
| 10. I feel more comfortable when having communication with lecturers in face-to-face learning rather than in online classes. | 4.400 | A |
| **OVERALL MEAN** | **4.439** | **Agree** |

**LEGEND**:

| Scale | Verbal Description |
|---|---|
| 4.51-5.00 | Strongly Agree (SA) |
| 3.51-4.50 | Agree (A) |
| 2.51-3.50 | Neutral (N) |
| 1.00-2.50 | Disagree (D) |
| 1.0-1.50 | Strongly Disagree (SD) |

Accordingly, item number 3 obtained the highest mean response (i.e., "*Strongly Agree*"; $\bar{x}$ = 4.574) as such, "*students 'strongly agree' that they prefer face-to-face classes in language learning*", while the lowest mean response was for item number 7, (i.e., "*Agree*"; $\bar{x}$= 4.287) as such "*students 'agree' that they remember details on the ideas in the discussion in face-to-face classes*".

Education students preferred in-person classes for language learning based on the highest mean response. It shows that students are more interested to learn in an in-person set-up. As shown in the study of Farooq (2023), in-person interaction between students and their teachers is crucial. It helps teachers discover and identify students' weaknesses in different areas and provide solutions to help the learners overcome problems and challenges. Additionally, having a positive relationship with teachers gives students the confidence to ask questions about challenging content and information that is hard to understand. For instance, instructors can build a good connection with

students and be their counselors. In addition, face-to-face education enables students to connect with others and learn how to socialize with different people.

Generally, the response answered by the respondents was either "*Strongly Agree*" or "*Agree*" (i.e., $\bar{x}$= 4.574 and $\bar{x}$= 4.287) to all items that pertain to the education students' perception towards face-to-face learning. The overall mean was ($\bar{x}$= 4.439), which signifies that education students preferred face-to-face classes in learning a second language and can easily remember every detail that the teacher taught in an in-person set-up.

## 4. Advantages and Disadvantages of Distance Learning and Face-to-Face Classes in Language Learning

The description of education students' perception towards the advantages and disadvantages of distance learning and face-to-face classes was presented in the following tables.

### 4.1. Advantages and Disadvantages of Distance Learning

Table 7

*Summary of Education Students' Perception towards the Advantages and Disadvantages of Distance Learning*

| STATEMENT | MEAN (n=195) | VD |
|---|---|---|
| 1. Students will avoid being late to class or getting distracted in class. | 3.621 | A |
| 2. I can study in the comfort of our own home or wherever I want. | 3.780 | A |
| 3. I can save time and money because of online class. | 4.139 | A |
| 4. Students can learn a lot about self-discipline and responsibility. | 3.703 | A |
| 5. My technical skills (email/online learning platforms) have increased since attending online classes. | 4.108 | A |
| 6. The internet services are costly. | 4.005 | A |
| 7. Less explanation about the topic is given during online classes. | 3.774 | A |
| 8. I experienced technical problems while the discussion was ongoing in online classes. | 4.174 | A |
| 9. Distance learning does not provide the quality of academic assessment in language learning. | 3.733 | A |
| 10. Distance learning requires the submission of a lot of duties and activities. | 3.959 | A |
| **OVERALL MEAN** | **3.899** | **Agree** |

Table 7 presents the advantages and disadvantages of distance learning.

According to McKenzie and Asanov (2020), some students find balancing their studies and family obligations considerably simpler while finishing a degree through distance learning. Most distance learning programs allow students to study on their own time and at their own pace. More flexibility means the learner must take on more responsibilities. Distance learning is complex for those who are not naturally self-motivated because students must learn to work successfully independently without an instructor's continual guidance and monitoring.

Table 7 shows education students' mean responses about their perception towards the advantages and disadvantages of distance learning.

Accordingly, for the advantages of distance learning, item number 3 obtained the highest mean response (i.e., "*Agree*"; $\bar{x}$ = 4.139) as such, "*students 'agree' that they can save time and money because of online class*", while the lowest mean response was for item number 4, (i.e., "*Agree*"; $\bar{x}$= 3.621) as such "*students 'agree' that they will avoid being late to class or getting distracted in class*". On the other hand, for the disadvantages of distance learning, item number 8 obtained the highest mean response (i.e., "*Agree*"; $\bar{x}$ = 4.174) as such, "*students 'agree' that they experienced technical problems while the discussion was ongoing in online classes*", while the lowest mean response was for item number 9, (i.e., "*Agree*"; $\bar{x}$= 3.733) as such "*students 'agree' that distance learning does not provide the quality of academic assessment in language learning*".

Based on the highest mean response, students have different views regarding the advantages and disadvantages of distance learning. It shows that online classes allow students to save time and money. On the contrary, there are always technical difficulties while the online discussion is ongoing, which can lead to the student's absence. According to Kasarabada (2022), online learning allows students to have the flexibility of time and location. Additionally, online education is less expensive. Because student transportation, student meals, and other school expenses are not required in online classes, it is far less costly than face-to-face classes. Moreover, all the learning materials are available online so that students can save time.

Moreover, in the study conducted by Navarro-Sola (2020), internet connectivity is another significant issue for online learning. Although the number of people using the internet has increased dramatically over the past few years, getting a reliable connection with adequate speed in smaller cities and towns can take time and effort. A student's learning may not be continuous if there isn't a reliable internet connection for them or their teachers. The educational process will be affected by this.

Overall, the response answered by the respondents was "*Agree*" (i.e., $\bar{x}$= 4.139 and $\bar{x}$= 4.174) to all items that pertain to the advantages and disadvantages of distance learning. The overall mean was ($\bar{x}$= 3.899), which denotes that education students have

negative and positive views of distance learning. Online classes can save time and money. However, technical difficulties while the online discussion is unavoidable.

### 4.2. Advantages and Disadvantages of Face-to-Face Classes.

Table 8

*Summary of Education Students' Perception towards the Advantages and Disadvantages of Face-to-Face Classes*

| STATEMENT | MEAN (n=195) | VD |
|---|---|---|
| 1. Students can concentrate harder on their learning because there'll be less distraction than if they were at home. | 4.159 | A |
| 2. Students may feel more comfortable and learn more efficiently in a familiar, traditional classroom situation. | 4.344 | A |
| 3. It provides real-time interaction. | 4.482 | A |
| 4. It promotes collaborative learning and improves social skills. | 4.487 | A |
| 5. Students can have the opportunity to learn from other students. | 4.467 | A |
| 6. Students can share and compare their notes with their classmates. | 4.344 | A |
| 7. Commuting to class takes additional time. | 4.092 | A |
| 8. Cost is typically more expensive. | 4.180 | A |
| 9. Students are too dependent on the teacher. | 3.472 | N |
| 10. Lack of flexibility. | 3.287 | N |
| **OVERALL MEAN** | **4.131** | **Agree** |

Table 8 presents the advantages and disadvantages of face-to-face classes.

Farooq (2023) stated that in the case of face-to-face learning, learning materials and course content are taught in person to students. It allows real-time communication between a learner and a teacher. It is the traditional style of learning instruction. A higher level of interaction among students is advantageous to learners. Face-to-face instruction ensures a better understanding and retention of course material and enables students to bond with one another.

Accordingly, for the advantages of face-to-face classes, item number 4 obtained the highest mean response (i.e., "Agree"; $\overline{x}$ = 4.487) as such, "*students' agree' that face-to-face classes promote collaborative learning and improve social skills*", while the lowest mean response was for item number 1, (i.e., "Agree"; $\overline{x}$= 4.159) as such "*students' agree' that they can concentrate harder on their learning because there'll be less distraction than if they were at home*". Moreover, for the disadvantages of face-to-face classes, item number 8 obtained the highest mean response (i.e., "Agree"; $\overline{x}$ = 4.180) as such, "*students' agree' that cost is typically more expensive in face-to-face classes*", while the lowest mean response was for item number 10, (i.e., "Neutral"; $\overline{x}$= 3.287) as

such students have a neutral opinion regarding the lackness of flexibility in face-to-face learning.

Students have different perceptions of face-to-face classes' advantages and disadvantages based on the highest mean response. It revealed that in-person learning promotes collaborative learning and have the opportunity to learn with other students. However, this kind of learning modality is costly for the students. According to Garrad and Page (2022), face-to-face learning is advantageous for collaborative learning since it encourages engagement. Because of the interactive nature of face-to-face learning, participants can converse with one another, express and share their thoughts, and participate in various other activities. They can learn from each other and go on to apply what they have learned in real life.

Additionally, it encourages group interaction because it enables students to communicate and be interested. It also gives pupils a chance to socialize with one another. On the other hand, face-to-face classes is more expensive than other learning modalities. Students need tuition fees and participation in different school activities and events, such as school trips, school lunch fees, and club activity fees (Gildo, 2022).

Overall, the response answered by the respondents was "*Agree*" (i.e., $\bar{x}$= 4.487 and $\bar{x}$= 4.180) to all items that pertain to the advantages and disadvantages of face-to-face learning. The overall mean was ($\bar{x}$= 4.131), which signifies that education students have different insights into face-to-face learning. This learning modality promotes and enhances learning and motivation. With that, students don't just rely upon their teachers' instruction, but also, they can collaborate and learn from their classmates.

### 5. Correlation Between Students' Demographic Profile and Language Learning

The correlation between the respondent's profile and language learning was presented in Table number 9. Accordingly, Pearson Correlation Coefficients (r) was used to perceive if their demographic profile, specifically age and sex, significantly influenced their language learning.

It was found out that both teacher education students' respondents in terms of "Age" (*r*=-.012; *p*=.867) and "Sex" (*r*=.125; *p*=.083), have no significant relationship in "language learning". Therefore, the null hypothesis has been accepted.

In the study conducted by Susanto (2018), it stated that age and sex are not necessary and do not affect the language learning of the students. Both males and females are equipped with some predetermined tendencies that would be helpful for them to acquire some aspects of language much faster and easier. Age and sex are among the factors that run in parallel with other factors that profoundly influence language acquisition.

Table 9

*Correlational Analysis between Demographic Profile and Language Learning*

| DEMOGRAPHIC PROFILE | N | R-Value | P-Value | Interpretation | Decision |
|---|---|---|---|---|---|
| Age | 195 | -.012 | .867 | NSR | Accept |
| Sex | | .125 | .083 | NSR | Accept |

**Legend:**
** *P-value* less than or equal to 0.005 has Highly Significant Relationship (HSR)
* *P-value* less than or equal to 0.05 has Significant Relationship (SR)
*P-value* greater than 0.05 has No Significant Relationship (NSR)

### 6. Correlation Between Language Learning and Perception of the Students towards Distance Learning and Face-to-Face Classes

Table 10

*Correlational Analysis between Language Learning and Perception of Students towards Distance Learning and Face-to-Face Classes*

| LEARNING MODALITY | N | R-Value | P-Value | Interpretation | Decision |
|---|---|---|---|---|---|
| Distance Learning | | .307** | .000 | HSR | Reject |
| Face-to-Face Classes | 195 | .518** | .000 | HSR | Reject |

**Legend:**
** *P-value* less than or equal to 0.005 has Highly Significant Relationship (HSR)
* *P-value* less than or equal to 0.05 has Significant Relationship (SR)
*P-value* greater than 0.05 has No Significant Relationship (NSR)

Table 10 shows the relationship between language learning and the student's perception towards distance learning and face-to-face classes. Furthermore, Pearson Correlation Coefficients (r) has been used to perceive the needed results.

Based on the data collected, it was found out that "Students' perception towards Distance Learning" was highly significantly influenced by their "Language Learning" (*r*=.307**; *p*=.000), which means that there is a significant relationship between distance learning and language learning. Therefore, the null hypothesis has been rejected.

In the study conducted by Irhamia (2021), it revealed that online learning techniques could impact students' language learning ability. One possible explanation for this could be using modern teaching and communication methods in distance

learning that grab students' attention. In addition, it shows that online learning benefits learners regardless of its flaws. Distance learning makes learners more concentrated, motivated, confident, and independent and helps learners develop both their language learning and e-learning skills.

On the other hand, the data revealed that "Students' perception towards Face-to-Face Classes" was highly significantly influenced by their "Language Learning" ($r$=.518**; $p$=.000), which means that face-to-face classes significantly affect language learning. Consequently, both null hypotheses have been rejected.

Setyaningsih (2020) stated that face-to-face learning had been introduced as the most helpful method to instruct learners since it includes verbal and visual feedback. It allows students to interact through gestures and body language. Also, this modality can increase the students' vocabulary retention in language learning.

## 4. Summary of Findings, Conclusions, and Recommendations

This chapter presents the summary of the study's findings, conclusions, and recommendations.

### 4.1. Findings

This research study primarily determined the perceptions of education students towards distance learning and face-to-face classes in language learning during the Second Semester of the Academic Year 2022-2023.

With the aid of research methods and procedures described in the preceding chapter, the study yielded the following findings:

1. Findings revealed that students "Agree" that they always pay attention when the professor provides explanations during online learning.
2. Regarding students' perception of face-to-face classes, they were "Strongly Agree" that they prefer face-to-face classes in language learning.
3. In terms of the advantages and disadvantages of distance learning, findings showed that the respondents "Agree" that they can save time and money because of online classes. However, education students also "Agree" that they experienced technical problems while the discussion was ongoing in online classes.
4. Regarding the advantages and disadvantages of face-to-face classes, findings indicated that the education students "agree" that face-to-face classes promote collaborative learning and improve social skills. Further, the respondents also "Agree" that they can concentrate harder on their learning because there'll be fewer distractions than if they were at home.

5. The demographic profile of the respondents in terms of age and sex does not significantly influence language learning.
6. There is a highly significant relationship between distance learning and language learning.
7. There is a highly significant relationship between face-to-face classes and language learning.

## 4.2. Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. Distance Learning can be effective primarily when the teacher delivers the learning explanation well.
2. Students can possibly be more active in learning a language in a face-to-face setup.

3. Distance Learning and Face-to-Face Classes have different advantages and disadvantages, but both are significant for students in language learning.
4. Accordance with the results of this study, it can be concluded that the demographic profile of the respondents in terms of age and sex does not have a significant relationship with language learning.
5. Based on the results of this study, it can be concluded that distance learning and face-to-face classes can possibly influence language learning.

## 4.3. Recommendations

Based on the results of the study, the following are recommendations are hereby advanced:

1. It is suggested that students may pay attention to their learning styles and behaviors regardless of the learning modality they are in.
2. Instructors/Professors may base or align their teaching techniques on the learning modality they use.
3. Future researchers may use these research findings as a basis to develop a method that is effective for language learners.
4. The following topics may be explored for further studies:
    4.1. Study the different factors affecting the students' language learning in Distance Learning and Face-to-Face Classes.

## References:

Allen, I. E., & Seaman, J. (2013). Changing course: *Ten years of tracking online education in the United State*. Newburyport, MA: Sloan Consortium

Ali, M. K., & Maksum, H. (2020). Utilization of E-Learning-Based ICT Learning Using the Google Classroom Application During the COVID-19 Pandemic. *Journal of Education Research and Evaluation, 4*(4), 373. https://doi.org/10.23887/jere.v4i4.29181

Almaiah, M. A., Al-Khasawneh, A., & Althunibat, A. (2020). Exploring the critical challenges and factors influencing the E-learning system usage during COVID-19 pandemic. *Education and Information Technologies, 25*(6), 5261–5280. https://doi.org/10.1007/s10639-020-10219-y

Alshammari, M. T. (2020). Evaluation of gamification in e-learning systems for elementary school students. *TEM Journal, 9*(2). https://doi.org/10.18421/TEM92-51

Anderson, T. (2018). Theory and practice of online learning. Edmonton, Canada: AU Press.

Azzahro, N. S. (2022). Indonesian student perceptions on face-to-face learning, online learning and blended learning. *Annual International COnference on Islamic Education for Students*, *1*(1). https://doi.org/10.18326/aicoies.v1i1.243

Bandara D, Wijekularathna DK (2017). Comparison of student performance under two teaching methods: Face to face and online. *The International Journal of Educational Research 12*(1):69-79.

Chen L (2013). Distance delivery systems in terms of pedagogical considerations: A revolution. *Educational Technology 37*(4):34-37.

Farooq, V. (2023). Determining the higher education students' perception about E-learning and face-to-face learning in Pakistan. https://doi.org/10.2139/ssrn.4332931

Gribble, L., & Wardrop, J. (2021). Learning by engaging: Connecting with our students to keep them active and attentive in online classes. *Journal of Learning Development in Higher Education*, (22). https://doi.org/10.47408/jldhe.vi22.701

Irhamia, I. (2021). Students' perception and motivation towards online language learning. *English Language Teaching for EFL Learners*, *3*(2), 1. https://doi.org/10.24252/elties.v3i2.21888

Kemp, N., & Grieve, R. (2014). Face-to-face or face-to-screen? undergraduates' opinions and test performance in classroom vs. online learning. Front. Psychol, 5, 1278. https://doi.org/ 10.3389/fpsyg.2014.01278

Kirkup G, Jones A (2015). New technologies for open learning: The superhighway to the learning society? In P. Raggatt R. Edwards, & N. Small (Eds.), adult learners, education and training 2: *The learning society – Challenges and trends* (pp.272-291). London: Routledge.

Kuong, H. C. (2015). Enhancing online learning experience: *From learners' perspective. Procedia-Social and Behavioral Sciences, 191*, 1002-1005.

McKay, S. L. (2018). English as an International language: What it is and what it means. for pedagogy. *RELC Journal, 49*(1), 9-23.

Nguyen, T. C. (2011). Challenges of learning English in Australia towards students coming from selected Southeast Asian countries: Vietnam, Thailand and Indonesia. *International Education Studies, 4*(1), 13-20.

Paul, J., & Jefferson, F. (2019). A comparative analysis of student performance in an online vs. face-to-face environmental science course from 2009 to 2016. *Frontiers in Computers Science*, https://doi.org/10.3389/fcomp.2019.00007.

Platt, C. A., Raile, A. N.W., & Yu, N. (2014). Virtually the same?: Student perceptions of equivalence of online classes to face-to-face classes. *MERLOT Journal of Online Learning and Teaching, 10*(3), 489-503.

Qureshi JA (2019). Advancement in Massive Open Online Courses (MOOCs) to revolutionize disruptive technology in education: A case of Pakistan. *Journal of Education and Educational Development* 6(2):219-234.

Setyaningsih, E. (2020). Face to face or online learning: Students' perspectives on blended learning in Indonesia. *Journal of English Language Studies*, *5*(1), 1. https://doi.org/10.30870/jels.v5i1.6256

Susanto, F. (2018). How second language acquired at school: Some factors influencing l2 acquisition. *Buana Pendidikan: Jurnal Fakultas Keguruan dan Ilmu Pendidikan*, *11*(21). https://doi.org/10.36456/bp.vol11.no21.a1422

Tathahira, T. (2020). Promoting students' critical thinking through online learning in higher education: Challenges and strategies. *Englisia: Journal of Language, Education, and Humanities, 8*(1), 79-92.

Uzorka, A., & Makeri, Y. A. (2020). Academic Challenges faced by Students in Higher Education during COVID-19 Pandemic. *International Journal of Research and Innovation in Social Science (IJRISS), 4*(7).

Vonderwell, S., & Turner, S. (2015). Active learning and preservice teachers' experiences in an online course: A case study. *Journal of Technology and Teacher Education, 13*(1), 65-68.

Worwood, M. (2021). Four steps to promote teacher creativity when making the transition to virtual learning experiences. *Handbook of Research on Transforming Teachers' Online Pedagogical Reasoning for Engaging K-12 Students in Virtual Learning*, 126-147. https://doi.org/10.4018/978-1-7998-7222-1.ch007

# Lived Experiences of Students in Modular Distance Learning:
## A Phenomenological Investigation

**Maricor A. Marquez**
Colegio de la Ciudad de Zamboanga (CCZ)
maricormarquez1206@gmail.com

**Valeria Fides G. Corteza**
Department of Education, Region IX
valeriafides.corteza@deped.gov.ph

**Abstract.** This research employed a phenomenological methodology, the investigation centers on the human experiences within the realm of modular distance learning (MDL) among students enrolled at a local city college throughout the 2021-2022 academic year. Pertaining to their lived experiences in the context of MDL, the prevalent themes encompass challenges encountered in solitary module comprehension and self-guided learning, positive engagement when grappling with meticulously crafted and comprehensive self-learning modules, adept time management skills required to balance MDL with other responsibilities, and the emotional spectrum spanning from ennui to exhaustion and stress. In the realm of learning strategies, recurrent themes comprise adept module perusal and assimilation, resourceful utilization of online resources such as Internet search engines (primarily Google), seeking assistance and guidance from peers, classmates, friends, and family members beyond the purview of instructors, active engagement with educators through group communication channels for queries and consultations, and the cultivation of self-discipline and accountability in the pursuit of module completion. This research sheds light on the intricate tapestry of experiences and strategies inherent to MDL, contributing to a more comprehensive understanding of the multifaceted dynamics of remote learning in the higher education landscape.

**Keywords:** modular distance learning, lived experiences, learning strategies

## 1. Introduction

In response to the advent of the global pandemic crisis in 2019, the proactive initiatives of the Commission on Higher Education (CHED) instigated the adoption of dynamic educational strategies (Bagares et al., 2023; Cabangcala et al., 2021; Francisco & Alieto, 2022). These strategies encompass a range of modified online learning methodologies, including synchronous sessions characterized by real-time lectures and time-linked assessments, as well as asynchronous formats featuring deferred activities such as prerecorded video lectures and autonomous evaluations (Alban & Alieto, 2022). This

paradigm shift toward adaptable learning also encompasses the integration of individualized instruction methodologies, catering to the diverse learning preferences of students. This entails the utilization of self-learning modules (SLMs) alongside a spectrum of educational resources, spanning both physical formats such as hardcopies and digital iterations such as softcopies. This evolution in pedagogical approach recognizes the imperative of tailoring instructional methods to the learner's context, thereby fostering a holistic and personalized learning experience.

Furthermore, modular distance learning (MDL) has emerged as a preeminent mode of flexible education, centered on addressing the nuanced requirements of students, particularly those residing in geographically remote regions characterized by unreliable internet access and an intermittent electric power supply. MDL operates with minimal or no physical interaction between educators and learners, accommodating the spatial and circumstantial constraints of diverse learners. This preference for MDL is further substantiated by the findings of the Learning Enrollment and Survey Form (LESF) administered by the Department of Education, which underscores MDL as the favored instructional approach, as indicated by most parents or guardians surveyed (Mean-Chin, 2020).

In contrast to conventional face-to-face learning, modular distance learning (MDL) presents notable distinctions (Mumbing et al., 2021). In traditional face-to-face instruction, educators wield a spectrum of pedagogical tools to ensure comprehensive comprehension among students. These tools encompass elaborating on intricate concepts, addressing queries, and fostering dialectical exchanges, all of which play a pivotal role in nurturing the development of critical thinking abilities. Conversely, the efficacy of modular teaching compared to conventional face-to-face methods is underscored by Sadiq and Zamir's study (2014). The researchers contend that modular teaching offers heightened effectiveness. Notably, modular teaching engenders a heightened level of student engagement and motivation, attributes that facilitate the successful completion of learning tasks. This heightened engagement is attributed to the autonomy inherent in modular teaching, allowing learners to navigate the learning process at their preferred pace and according to their distinct self-directed learning style. Furthermore, the provision of feedback through learning exercises serves to reinforce the learning experience, augmenting the efficacy of this approach.

At the local city college, the adoption of modular distance learning (MDL) was initiated in the 2020-2021 academic year. This decision was grounded in a comprehensive feasibility study, revealing a substantial portion of the student body grappling with inadequate internet connectivity and hailing from families with meager income, thereby impeding their access to online learning platforms.

This study embarked on an investigation into the experiential narratives of three students throughout the implementation of MDL within the second semester of the 2021-2022 academic year. The scope of this inquiry was confined to the insights and reflections

shared by these participants, shedding light on their personalized encounters during the MDL deployment. This exploration encapsulated authentic scenarios that resonated with the participants, all situated within the CCZ Ayala Campus. Notably, the Ayala campus exclusively accommodates college students during the specified semester and academic year.

The findings of this study advocate for the continued integration of modular distance learning as a resilient educational mode to facilitate learning continuity, particularly during times of crisis. The research underscores the necessity for the local city college to persist in implementing a streamlined MDL approach, fostering a deeper assimilation of instructional content. Furthermore, the cultivation of skills pertaining to self-directed learning among students emerges as a pivotal recommendation, equipping them with the tools to confront formidable life challenges with independence and confidence.

## 2. Methodology

The current research employs a phenomenological approach to delve into the lived experiences of students enrolled in the local city college, specifically within the framework of modular distance learning (MDL). Positioned as a method within the realm of human sciences, phenomenology represents an introspective and contemplative inquiry into the essence of human existence (Mulligan, 2001). The study's foundation rests upon unearthing the nuanced learning encounters and strategies of local city college students in the context of MDL. To facilitate this exploration, an interview-based methodology was chosen, encompassing five unstructured interviews. These interviews aimed to comprehensively elucidate and depict the distinct learning episodes and tactics employed by students enrolled in the Bachelor of Technical-Vocational Teacher Education major in Food and Service Management (BTVTED-FSM), with three such participants selected for the interview process.

To delve into the students' learning experiences and strategies amid the modular distance learning framework, an interview questionnaire was meticulously crafted. This questionnaire was strategically designed to unravel the multifaceted dimensions of students' educational journeys during MDL implementation. The interview guide encompassed preliminary inquiries aimed at establishing rapport between the interviewer and the interviewee. This initial connection paved the way for a series of probing follow-up questions designed to elicit more profound insights from participants and unearth the latent significance underlying the information shared during the interview sessions. The line of questioning encompassed aspects of their learning demeanor, subsequently leading to inquiries concerning the strategies adopted, experiences encountered, and challenges faced throughout the MDL phase.

The interviews yielded transcripts, serving as a valuable repository of data. These transcripts served as the primary sources of information from which codes and themes were distilled, facilitating the researcher's synthesis of responses in addressing the research inquiries.

Personal Narratives on the Lived Experiences as a Student in Modular Distance Learning. The interviews with participants were conducted at their convenience. Significant verbal and nonverbal responses of the participants were observed and noted. Follow-up questions were raised to clarify issues. There was a need to repeat questions when the sharing was not clear for better understanding. In addition to face-to-face conversations, text messages and phone calls were utilized to communicate with the participants. Information was also gathered from these messages and calls, which were recorded and preserved for the duration of the study. A set of questions was drawn based on the implementation of MDL from instructional delivery, distribution and retrieval, module content, and learning assessment.

Data from the interviews were transcribed and analyzed through thematic analysis. Thematic analysis is the process of identifying patterns or themes within qualitative data. The goal of a thematic analysis is to identify themes, i.e., patterns in the data that are important or interesting, and use these themes to address the research or say something about an issue. This is much more than simply summarizing the data; a good thematic analysis interprets and makes sense of it (Braun & Clarke, 2006).

## 3. Results and Discussion

### A. Lived experiences during modular distance learning in the local city college

The descriptions in the Modular Distance Learning (MDL) experiences involved the experience of difficulty in self-learning or understanding the module content (lessons, learning activities, and questions) alone, the good experience of reading a complete and well-written self-learning module, the learning of time management in doing other works and completing the self-learning modules, and the feeling of boredom, tiredness, and stress.

The difficulty of understanding the module content or lessons after reading the module was generated from self-learning of the content and preference in learning, familiarity with the words, sentences, or paragraphs and questions encountered, the absence of a teacher, distractions at home, self-doubt, and self-capacity. Mental capacity matters in self-learning. This finding contradicts Gonzales (2015), who found that to overcome the difficulties faced by students in traditional classroom situations, a modular approach may be a good alternative since it is student-centered, self-paced and requires no note taking. Additionally, when there are difficulties in the MDL, the initiative is to cope with a strategy or other source of information through the Internet and

seek help from others that could either come from the teacher, family, relatives, classmates, or friends.

The main goal of modular distance learning was attained since students had a good experience reading complete and well-written self-learning modules with essential learning outcomes and different tasks prepared by teachers. This claim is supported by Anzaldo (2021), who found that MDL is the use of self-learning modules made by teachers with different tasks and learning activities based on essential learning competencies. The characteristics of a module should be a self-contained, independent instruction unit, systematically organized, and well-defined work (Sejpal, 2013).

Furthermore, the experience in MDL allowed participants to learn actual time management in doing other work at home while completing the self-learning modules. The MDL gave them a different experience in learning because they need to accomplish modules while they are at home, they need to also do other household work at home and attend to their own families' needs. Thus, life in MDL allowed them to study self-paced and do work at home. However, less knowledge is perceived as the only gain from MDL because it depends on reading and understanding oneself, which could be misinterpreted by them on how they perceived things, on how they read and try to understand it on their own. This finding supports Nardo's (2017) findings that the modules encourage independent awareness. The acquisition of better self-study or learning skills among students is one of the benefits of using modules for instruction. Students engaged themselves in learning the concepts presented in the module with their effort. Nonetheless, they experienced boredom, tiredness, and stress when learning at home. The aim of accomplishing or answering all the questions of the modules of all the subjects led to their boredom in repetitive writing and tiredness of reading, and they became stressed in reading and writing modules repeatedly. This contradicts the idea of Sadiq and Samir (2014) that modular teaching is more effective than normal face-to-face methods and that students are more interested and motivated to accomplish their tasks in modular teaching because it provides them with the opportunity to learn at their own pace with a free self-learning style and obtain feedback from it through learning exercises.

In summary, the lived experiences of students in MDL were difficult, especially when they were trying to learn on their own-paced or do self-learning, trying to understand the lessons by reading, doing repetitive writing answers for easy and difficult questions, balancing time, and work at home, and having the desire to accomplish modules to become successful in MDL. It entails hard work, testing their mental capacity by learning alone, being accountable for their learning, and self-determination. MDLs let them experience persistence in what they need to do despite the pandemic.

The result contributed to the findings of Uy (2020) that less supervision of the students and the different absorption capacities of the students may cause poor learning results,

and some had a difficult time transitioning from face-to-face to the new kind of teaching instruction. Furthermore, modular instruction is one of those teaching approaches in which the students must learn everything in the module using their effort and own pace.

Table 1:
*Descriptive: Student Participants' Responses to the Lived Experiences during Modular Distance Learning.*

| Common Themes | Participant Identification (in Alias) |
|---|---|
| 1. Life is difficult in self-learning or understanding the module content alone. | YAM, NIA, ALEMAP |
| 2. Life in MDL is a good experience when reading a complete and well-written self-learning module | YAM, NIA, ALEMAP |
| 3. Life with time management in doing other works and completing the self-learning modules. | YAM, NIA, ALEMAP |
| 4. Life is a boring and tiring experience in MDL. | YAM, NIA, ALEMAP |
| 5. Life in MDL is stressful. | NIA |

**B. Learning strategies of students in the completion of learning requirements during MDL.**

The learning strategies of students in completing the modules or self-learning requirements revolved around the need to read and understand the lessons and instructions in the modules for better understanding and for answering the questions. Two or more readings lead to a better understanding and marking of important words to guide in answering the modules after reading or scanning.

Additionally, the need to utilize the Internet, such as Google, arises as a great help or another way to have ideas for difficult questions, unfamiliar and deep words or terms, and other concerns. Google was found to be very useful for some examples, for the understanding of deep words and answering essay questions, and for answering difficult questions.

It was also reflected that guidance of teachers occurred during MDL even through a group chat for consultation, which helped students understand lessons or difficult questions. There was also collaboration or consultation with others, such as relatives, classmates, and friends, as a student strategy.

Another strategy that helps in MDL is the need to have self-discipline, either setting a place or time for study or balancing the time of household work and other activities, to be able to finish the learning tasks in the module and be responsible for complying with the course requirements, which as a whole lead to learning in modular distance learning.

The students' strategies applied in modular distance learning are reading and understanding the module to be able to answer the formative and summative examinations, searching for answers/solutions from internet sites/web browsers such as Google, setting study time to understand the self-learning module by one's self, asking and consulting classmates/friends/relatives for answers and solutions and seeking advice/consultation from the teacher through the created Facebook group chat to accomplish the module. This result supports the findings of Santillan and Labaria (2021), who found that college students use Google for online research, read blogs and news items for them to be updated, utilize Facebook to regularly communicate with friends, families, and classmates, and sometimes use Facebook and Messenger.

Furthermore, students developed a sense of responsibility and discipline in accomplishing tasks in the module, which supports Nardo (2017) that learners developed a sense of responsibility in accomplishing the tasks provided in the module. With little or no assistance from others, the learners progressed on their own. They learned how to learn; they are empowered. This further supports the second element of Moore's theory involving the autonomy of the students, as a distance between him and his teacher means that the students must adopt responsibility for his own learning.

Table 2:
*Descriptive: Student Participants' Responses to the Learning Strategies during Modular Distance Learning.*

| Common Themes | Participant Identification (in Alias) |
|---|---|
| **1.** Read and understand the modules | YAM, NIA, ALEMAP |
| **2.** Utilize Internet (Google and Youtube) | YAM, NIA, ALEMAP |
| **3.** Ask help/consult from others (classmates, friends and relatives) other than the Teacher | YAM, NIA, ALEMAP |
| **4.** Raise Questions/Consults the Teachers through created group chat | YAM, NIA |
| **5.** Have Self-Discipline and Be Responsible | YAM, NIA, ALEMAP |

## 4. Conclusion and Recommendations

The investigation into the lived experiences of students within the framework of modular distance learning (MDL) yielded insights into the multifaceted challenges and strategies that characterized their educational journeys. The findings underscore the complexities encountered by students as they navigated self-paced learning, comprehended lessons through individual reading, engaged in iterative writing to tackle both straightforward and intricate questions, and orchestrated a delicate balance between household responsibilities and learning commitments. This endeavor was not without its demands,

testing the cognitive and emotional capacities of learners who had to grapple with solitary learning, self-directed accountability, and resolute self-determination. The participants' narratives illuminate a journey marked by persistence, fortitude, and adaptability in the face of pandemic-induced disruptions.

The learning strategies employed by participants unveil a nuanced tapestry of approaches aimed at surmounting the challenges inherent in MDL. Principally, the act of meticulously reading and comprehending the modules emerged as a foundational strategy, with the participants often revisiting the material multiple times to foster a deeper understanding. Notably, the utilization of online resources, particularly Google, emerged as a pivotal tool for obtaining insights, clarifying complex terminology, and tackling challenging questions. The significance of teacher guidance was also acknowledged, even in the form of a rudimentary platform such as a Facebook group chat, which played a pivotal role in addressing queries and enhancing comprehension. Collaborative efforts, both within the immediate family and broader social circles, emerged as instrumental strategies for effective MDL engagement. Moreover, the development of self-discipline and accountability were recognized as cornerstones of successful MDL participation.

The experiential voyage of students traversing the terrain of modular distance learning (MDL) has revealed profound insights into its transformative potential. Amidst these challenges, MDL emerges as an avenue for pursuing higher education in a manner that is adaptive and self-paced. This pedagogical shift catalyzes the transition from a passive, teacher-dependent learning approach to one that is marked by autonomy, self-management, and adaptability. Students, tasked with orchestrating their own learning experiences, are presented with an unprecedented opportunity to cultivate discipline and responsibility in their academic pursuits.

Considering these findings, the study makes crucial recommendations. The continued implementation of MDL is deemed essential to ensure that education remains resilient in times of crisis. The notion of rationalizing the MDL modality is advocated, fostering a deeper assimilation of instructional content. A pivotal proposition involves instilling a culture of independent learning, equipping students with the skills to confront life's challenges with resilience and self-assuredness. As the educational landscape continually evolves, MDL emerges as a guiding light of transformation, empowering learners to not only adapt but also thrive amidst change.

In conclusion, this study significantly enriches the ongoing discourse surrounding education by illuminating the tangible lived experiences of students engaged in the intricate landscape of modular distance learning (MDL). The garnered insights not only deepen our understanding of the challenges and triumphs within MDL but also serve as a bedrock for informed decision-making, adaptable pedagogical approaches, and the progressive refinement of educational methodologies in an era characterized by swift

and transformative changes. As the educational realm continues to evolve, the implications drawn from this study stand as a beacon, guiding educators, policymakers, and institutions toward a more effective and resilient educational future.

# REFERENCES

Alban, H..T., & Alieto, E. (2022). Instructional Material Development for Modular Learning: Voices from Inexperienced English Language Teachers. *Basic and Applied Education Research Journal*, 3(1), 56-67.

Anzaldo, G. D. . (2021). Modular Distance Learning in the New Normal Education amidst Covid-19. *International Journal of Scientific Advances*, 2(3), 263-266. https://www.ijscia.com/wp-content/uploads/2021/05/Volume2-Issue3-May-Jun-No.79-263-266.pdf.

Bagares, U., Alieto, E., Buslon, J., Somblingo, R., & Cabangcala, R. (2023). Perceptions of Filipino Pre-service Teachers Toward the Quality of Online Learning During the COVID-19 Pandemic. In: Motahhir, S., Bossoufi, B. (eds). *ICDTA 2023* (pp. 421–430). Lecture Notes in Networks and Systems. https://doi.org/10.1007/978-3-031-29860-8_43.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.

Cabangcala, R., Alieto, E., Estigoy, E., Delos Santos, M., & Torres, J. (2021). When Language Learning Suddenly Becomes Online: Analyzing English as Second Language Learners' (ELLs) Attitude and Technological Competence. *TESOL International Journal*, 16(4.3), 115-131.

Francisco, W. S. & Alieto, E. O. (2022). Language Learning in Modular Set-Up: Challenges and Coping Mechanisms of Secondary Students. *Basic and Applied Education Research Journal*, 3(1): 41–55. doi: 10.11594/baerj.03.01.04.

Malindog-Uy, A.R. (2020, June 7). *Blended learning" in virus-hit Philippines*. Retrieved from The ASEAN Post: https://theaseanpost.com/article/blended-learning-virus-hit-philippines

Mulligan, K. (2001). Phenomenology: Philosophical Aspects. *International Encyclopedia of the Social & Behavioral Sciences*, 11363-11369. https://doi.org/10.1016/B0-08-043076-7/01033-0.

Mumbing, L., Abequibel, B., Buslon, J., & Alieto, E. (2021). Digital Education, the New Frontier: Determining Attitude and Technological Competence of Language Teachers from a Developing Country. *Asian ESP Journal*, 17(4.3), 300-328.

Nardo, M.T. (2017). Modular Instruction Enhances Learner Autonomy. *American Journal of Educational Research*, 5(10), 1024-1034. http://www.sciepub.com/EDUCATION/abstract/8179.

Sadiq S., & Zamir, S. (2014). Effectiveness of Modular Approach in Teaching at University level. *Journal of Education and Practice*, 5(17), 103-109.

Santillan, S., & Labaria, J.J. (2021). Students experiences on modular learning amidst pandemic: A survey design. *European Journal of Research Development and Sustainability*, 2(7), 109-113.

Sejpal, K. (2013). Modular method of teaching. *International Journal for Research in Education*, 2(2), 169-171.

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# LINGUISTIC LANDSCAPES

# The Power of Morphemes in Advertising: A Study of Prefix and Suffix Use on Advertisement Slogans

**Robert T. Dinero, Princess Mae T. Elga, & Rossel Audencial-Mangaron**
Mindanao State University – General Santos City
robert.dinero@msugensan.edu.ph

**Abstract.** Slogans hold importance as they encapsulate a product's essence, leaving an impact on consumers and shaping their perceptions and purchasing choices. This study aims to investigate the influence and significance of prefixes and suffixes in advertising, focusing on their contribution to branding and messaging in product advertisements. The research combines quantitative and qualitative methods to analyze a corpus of 15 online advertisement slogans from various social media platforms, categorized into Personal Care, Beverages and Foods, and Cleaning Products. The study utilizes the corpus linguistic approach, employing the AntConc software to identify and analyze the frequency of prefixes and suffixes. The results highlight the patterns and frequencies of affix usage across different advertisement categories. The findings reveal that suffixes are more prevalent than prefixes in the analyzed slogans, with specific suffixes such as "-er" in Personal Care, "-ing" in Beverages and Foods, and "-s" in Cleaning Products occurring more frequently. The study discusses the implications of these findings in terms of their impact on advertising effectiveness and consumer perceptions, determining suffixes in conveying meanings, creating emotional connections, and enhancing the persuasive power of slogans.

**Keywords:** Advertisement, Corpus Linguistics, Affixes

## 1.0 Introduction

Advertising plays a vital role in influencing consumer perceptions and purchase decisions (Noromor, 2017; Tsiotsou et al., 2023). Slogans, in particular, carry significant weight in advertising as they succinctly capture the essence of a brand or product, leaving a lasting impression on consumers (Mishra, A., & Mahalik, D. K. 2017) Linguistically, morphemes play a crucial role in the construction of slogans by providing a powerful tool for evoking specific emotions, conveying key messages, and enhancing brand recognition (Miller, D. W., & Toman, M. 2014). In advertising slogans, they can be strategically employed to evoke specific emotions, deliver key messages, and enhance brand recognition. By breaking down the linguistic elements within slogans, advertisers can delve into the psychological and emotional aspects of language. The choice of prefixes and suffixes can create a profound impact on how consumers perceive a brand or product, making them integral to the art of advertising. By strategically incorporating morphemes into slogans, advertisers can tap into the psychological and emotional aspects of language to create a memorable and impactful message. This study aims to

examine the influence and significance of prefixes and suffixes in the realm of advertising, specifically their contribution to the branding and messaging of products. The study seeks to explore how the use of these linguistic elements can shape consumer perceptions and enhance the overall effectiveness of advertising campaigns, incorporating a theoretical framework based on corpus linguistics, which involves the analysis of large text collections to identify language usage patterns.

Slogans are valuable tools in advertising, leaving a lasting impact on consumers by capturing the essence of a brand or product. Creating a compelling and effective slogan is not a straightforward task. Slogans must not only be catchy but should also resonate with the target audience and align with the overarching brand strategy. However, their implementation can pose potential challenges (Hendriks et al., 2017). These challenges encompass issues such as the slogans' ability to evoke desired emotions, effectively convey key messages, demonstrate originality and creativity, and align with the overall branding strategy (Laran et al., 2011). While several research has investigated various aspects of advertising language, the specific influence of morphemes, specifically prefixes and suffixes, on advertisement slogans remains relatively unexplored. Gaining an understanding of how these morphemes contribute to the persuasive nature of slogans is crucial for marketers and advertisers aiming to develop effective communication strategies. Consequently, by addressing these challenges, this study seeks to enhance advertising campaigns by providing insights into the development of impactful and memorable slogans that effectively communicate brand messages and resonate with consumers.

The incorporation of prefixes and suffixes in advertising slogans plays a crucial role in determining the success and effectiveness of advertisements. An in-depth understanding of how these linguistic elements influence the persuasive nature of slogans enables advertisers to leverage the psychological and emotional aspects of language to their advantage. (Smith & Johnson, 2018). The presence of certain morphemes in slogans can influence consumer perceptions, attitudes, and purchase intentions (Brown, T., & Williams, C., 2021). Moreover, the incorporation of morphemes in slogans can create a sense of familiarity and identity with the brand, leading to increased brand recognition and brand loyalty among consumers (Johnson, M., & Lee, H., 2019).

With the increasing prominence of online advertising, the role of morphemes in digital marketing has gained significance. Online advertisements are unique in that they often require brevity and conciseness, making the choice of prefixes and suffixes even more critical. Several studies have explored the realm of online advertisements, revealing interesting findings. Rodphothon et al. (2022) discovered that a single vocabulary can be paired with multiple suffixes. Moreover, Mahaputri et al. (2021) classified affixes into two categories: class-changing affixes and class-maintaining affixes. Claria (2017) conducted a study on prefixes utilized in online advertisements, identifying a range of prefixes, including negative, reversative, pejorative, degree or size, attitude-related, locative, time and order, number, and other prefixes.

This study focuses on examining the significance of prefixes and suffixes in advertising. It aims to explore the most frequent and commonly used prefixes and suffixes in advertising genres and understand how these linguistic elements contribute to the branding and messaging of products. By investigating the role of prefixes and suffixes, the study seeks to gain insights into their impact on advertising effectiveness and consumer perceptions. The study draws on a theoretical framework rooted in corpus linguistics, a methodology that enables the analysis of large text collections to identify language usage patterns. This allows for a comprehensive examination of linguistic choices in advertising materials.

## 2.0 Methodology

The study on the role of prefixes and suffixes in advertising utilizes a research design that combines both quantitative and qualitative research methods, by employing quantitative analysis to identify patterns and frequencies, and qualitative analysis for contextual interpretation, the study aims to provide a comprehensive understanding of how these linguistic elements contribute to effective advertising communication. The researchers would gather a specific number of 15 corpus of online advertisement slogans from various social media platforms which would be categorized into three (3) distinct categories namely; Personal Care, Beverages and Foods Product and Cleaning Products. The researchers would then create a structured corpus of the advertisement slogans by digitizing the text using AntConc Software in identifying the prefixes and suffixes.

AntConc is multifunctional, free software created by Laurence Anthony (2004) for analyzing various texts and corpora, practically used for academic purposes. AntConc (version 4.2.4) was released in 2023, which offers seven functional tools that function differently such as Concordance Tool, Concordance Plot Tool, File View Tool, Clusters/N-Grams, Collocates, Word List, and Keyword List. World List tool will be utilized prevalently as it presents the words gathered from all corpus texts and ranks them on how it frequently occurred (Heather, 2015). The order of the words can be sorted by ascending and descending, this will show the most frequent word and the less frequent word. In this paper, five Advertisement Slogans of each category; Personal Product, Food & Beverages, and Cleaning Products will be independently converted into text (txt) file type and will be then analyzed using AntConc Word List Tool to determine the words that possess suffixes and prefixes and to determine the frequency of the words.

The researchers interpreted the results of the data analysis and drew conclusions regarding the effectiveness of morphemes in advertising. They determined which specific prefixes and suffixes were most successful in capturing consumers' attention and conveying the desired message. The data will be presented using graphs, such as table

graphs to show the frequencies of the prefixes and suffixes across the processed or gathered data.

This study used Corpus Linguistic Analysis as the framework of the study, which involved analyzing large collections of texts, or corpora, to identify patterns and trends in language use. According to Sinclair (1991), corpus linguistics is a research approach that utilizes large collections of text, known as corpora, to investigate language usage patterns and phenomena. It involves systematically analyzing linguistic data, such as frequency, collocation, and distribution of words and structures, to gain insights into how language is used in real-world contexts. The researchers used the corpus linguistic approach to analyze the collected data from 15 online advertisement slogans. This approach involved examining the frequency of prefixes and suffixes in the slogans. To aid in this analysis, the researchers utilized the AntConc software, which was specifically designed for corpus linguistics research. This software enabled efficient processing and analysis of the data, allowing the researchers to identify and quantify the occurrence of affixes in the advertisement slogans. This analysis provided insights into the linguistic strategies employed in these persuasive texts.

Corpus linguistics analysis stands as a fundamental and invaluable tool when it comes to delving into the multifaceted world of advertising language. This methodological approach empowers researchers and marketers alike to unearth intricate patterns and emerging trends in how morphemes, the fundamental building blocks of language, are harnessed in the diverse landscape of advertising. By scrutinizing large corpora of text data drawn from a wide spectrum of products and aimed at various target audiences, corpus linguistics analysis opens a window to the inner workings of linguistic creativity in the realm of promotion.

At its core, this approach serves as a discerning lens through which we can uncover the consistent presence and recurrence of specific prefixes and suffixes in advertisements tailored for an array of products. It becomes evident that certain morphological elements play pivotal roles in various niches. Whether it's the allure of a particular suffix in cosmetics advertising, the frequency of a prefix in automotive promotion, or the strategic use of these elements in a whole host of other sectors, corpus linguistics analysis unveils these linguistic preferences and the significance of morphemes within product-specific contexts.

In essence, corpus linguistics analysis facilitates the study of real-world language usage within the realm of advertising. It provides an authentic, data-driven approach to comprehending how language, through the manipulation of morphemes, functions as a powerful tool for conveying messages and captivating consumers. The insights derived from this approach serve as a guiding light for advertisers, helping them navigate the intricate landscape of linguistic choices and enabling them to craft compelling

advertising slogans that truly resonate with their target market, resulting in effective, engaging, and successful advertising campaigns.

Table 1

*The Selected Online Advertisements*

| Personal Care | Cleansing Products | Food & Beverages |
|---|---|---|
| Olay<br>Palmolive<br>Green Cross<br>Garnier<br>Maybelline | Domex<br>Lysol<br>Mr. Muscle<br>Safeguard<br>Zonrox | KFC<br>McDoland's<br>Burger King<br>Chrispy Delight's<br><br>Kopiko |

Table 1.2

*The Analysis of 15 Online Advertisement Slogans*

| ADVERTISEMENT | WORD | PREFIX | SUFFIX |
|---|---|---|---|
| **PERSONAL PRODUCT** | | | |
| Olay | Firmer | * | -er |
| Olay | Looking | * | -ing |
| Olay | Younger | * | -er |
| Garnier | Healthier | * | -er |
| Garnier | Stronger | * | -er |
| Palmolive | Manageable | * | -able |
| Green Cross | Protected | * | -ed |

| | | | |
|---|---|---|---|
| Green Cross | Trusted | * | -ed |

| **CLEANING PRODUCTS** | | | |
|---|---|---|---|
| Lysol | Daily | * | -ly |
| Safeguard | Daily | * | -ly |
| Domex | Times | * | -s |
| Zonrox | Times | * | -s |
| Mr. Muscle | Muscles | * | -s |
| Lysol | Causing | * | -ing |
| Lysol | Disinfectant | Dis- | -ant |
| Safeguard | Expiration | * | -tion |
| Lysol | Germs | * | -s |
| Lysol | Illness | * | -ness |
| Mr. Muscle | Killer | * | -er |
| Lysol | Kills | * | -s |
| Mr. Muscle | Molds | * | -s |
| Safeguard | Protection | * | -ion |
| Zonrox | Removal | * | -al |

| Domex | Thicker | * | -er |
|---|---|---|---|
| **FOOD & BEVERAGES** | | | |
| Kopiko | Creamier | * | -ier |
| Kopiko | Creamiest | * | -iest |
| Burger King | Difference | * | -ence |
| Burger King | Smoky | * | -y |
| Burger King | Grilled | * | -ed |
| KFC | Lickin' | * | -ing |
| McDonald's | Lovin' | * | -ing |
| Crispy Delight's | Crunchiness | * | -ness |

### 3.0 Results and Discussion

This section presents the result and discussion of the data gathered from the 15 online advertisement slogans using the corpus linguistic approach by determining the frequency of the affixes (prefixes and suffixes) with the use of AntConc software.

Table 2

*The Frequency of affixes in 3 categories of online advertisement slogans*

| PREFIX | SUFFIX | FREQUENCY |
|---|---|---|
| **PERSONAL PRODUCTS** | | |
| * | -er | 4 |
| * | -ing | 1 |

| * | -able | 1 |
|---|---|---|
| * | -ed | 2 |

**FOOD BEVERAGES**

| * | -ier | 1 |
|---|---|---|
| * | -iest | 1 |
| * | -ence | 1 |
| * | -y | 1 |
| * | -ed | 1 |
| * | -ing | 2 |
| * | -ness | 1 |

**CLEANING PRODUCTS**

| * | -ly | 2 |
|---|---|---|
| * | -s | 6 |
| -dis | * | 1 |
| * | -ing | 1 |
| * | -ant | 1 |
| * | -tion | 1 |
| * | -ness | 1 |
| * | -er | 2 |
| * | -ion | 1 |
| * | -al | 1 |

Table 2 presents an in-depth analysis of three distinct categories of online product advertisements: Personal Care, Food & Beverages, and Cleaning Products. The study has uncovered distinct patterns in the use of specific suffixes in each category, shedding light on the creative language strategies employed by advertisers.

In the Personal Care category, the suffix "-er" is notably prevalent, appearing four times in the collected online advertisement slogans. This highlights a marketing trend where advertisers frequently use the "-er" suffix to emphasize product improvement and transformation.

In contrast, the Food & Beverages category displays a different linguistic preference. Within this category, the suffix "-ing" is prominent, appearing twice in the collected advertisement slogans. The repeated use of "-ing" suggests a focus on action and experience, indicating that advertisers in this category often seek to convey a sense of engagement and activity related to their products.

The Cleaning Product category follows a distinct linguistic pattern as well. In this category, the suffix "-s" takes center stage, being used a total of six times in the online advertisement slogans analyzed. The prevalence of "-s" hints at a preference for simplicity and effectiveness in communication within this category, possibly conveying the idea that the products are efficient and capable of handling various cleaning tasks. In light of these findings, it can be concluded that the suffix "-s" is the most frequently utilized affixation among the three categories, reflecting the prevailing language strategy in the Cleaning Product category. These insights provide valuable information for advertisers and marketers, enabling them to tailor their language choices to align with the expectations and preferences of their target audiences within these distinct product categories.

Figure 1

*Personal Category*
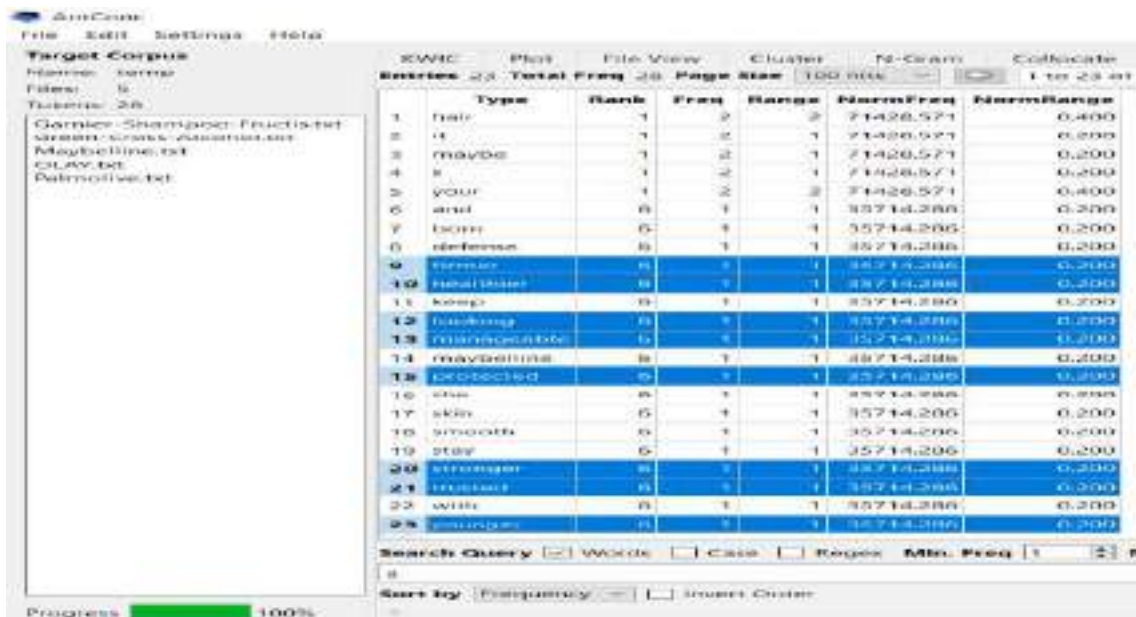
Figure 1 presents the analysis of five Personal Online Advertisement Slogans from different social media platforms.

In the slogans we examined, we found significant usage of specific suffixes, notably -er, -ing, -ed, and -able. Among these, the -er suffix was the most common, appearing four times, indicating a trend of emphasizing qualities like improvement or superiority. For instance, words like "firmer" and "stronger" convey enhanced characteristics. The -ed suffix occurred twice, indicating past tense or completed actions and highlighting achieved results or benefits. Words like "protected" and "manageable" emphasize these outcomes.

The -able and -ing suffixes each appeared once, suggesting potential or ongoing actions. Their infrequent use indicates that advertisers may favor different linguistic strategies in personal online advertisements.

Figure 1.1

*Food and Beverages*

In this Figure, we analyzed a corpus of 5 Food & Beverages online advertisement slogans from various social media platforms. Our objective was to investigate the frequency of prefixes and suffixes in these slogans and understand their usage patterns

In the examination of Food & Beverages online advertisement slogans, a set of eight distinct suffixes emerged as prominent linguistic elements. These suffixes, namely -ier, -iest, -ence, -y, -ed, -ing, and -ness, play a pivotal role in shaping the language and messaging of these advertisements. It is noteworthy that these suffixes are like linguistic building blocks, each contributing a unique shade of meaning to the words they modify. However, what makes this analysis particularly insightful is the stark variation in the frequency of these suffixes within the corpus.

The suffix '-ing' stands out as the most frequently occurring morpheme in these slogans, making its appearance twice. This higher frequency suggests a notable prevalence of the '-ing' suffix in the Food & Beverages online advertisement slogans within the dataset. This observation raises questions about the specific functions and intentions behind its frequent usage.

The '-ing' suffix typically transforms verbs into present participles, emphasizing ongoing actions, processes, or dynamic qualities associated with the products or services being advertised. This suggests that advertisers in the Food & Beverages industry deliberately employ words suffixed with '-ing' to create a sense of activity, liveliness, and engagement in the consumers' minds. It conveys the idea that the products or services are not static but are continually evolving or providing dynamic experiences. For instance, words like "enjoying," "refreshing," or "indulging" imbue the products with an aura of being actively pleasurable or engaging, enticing potential consumers to partake in these experiences. Conversely, the remaining suffixes, including '-ier', '-iest', '-ence', '-y', '-ed', and '-ness', are less frequently used in this particular context. Their low occurrence within the analyzed slogans suggests that these morphemes are not as central to the linguistic strategies employed by advertisers in the Food & Beverages industry.

This variation in suffix frequency underscores the deliberate choices made by advertisers in crafting their slogans. By consistently using the '-ing' suffix, they aim to evoke a sense of immediate engagement, portraying their products or services as experiences that are unfolding in real-time, just waiting for consumers to become a part of them. In conclusion, the prominence of the '-ing' suffix in Food & Beverages online advertisement slogans is not merely a linguistic quirk; it's a strategic choice made to convey a particular brand image and customer experience. It's a testament to the power of language in marketing, where even the smallest linguistic elements can profoundly influence consumer perceptions and decisions. This analysis provides a nuanced understanding of how advertisers shape their messages and engage with their target audience through the selection and frequency of specific morphemes.

Figure 1.2

*Household Cleaning Products*

Figure 1.2 presents the analysis of online cleaning product advertisements sourced from various social media platforms, conducted using the AntConc Software. This meticulous examination has unveiled a range of suffixes and a singular prefix, shedding light on the linguistic strategies employed by advertisers in this specific domain. The analysis revealed

several noteworthy suffixes, each bearing its own significance within the context of cleaning product advertisements. These suffixes include -ly, -s, -ing, -ant, -tion, -ness, -er, -ion, and -al, each contributing distinct nuances to the language used in these marketing materials.

Among these morphemes, the suffix -s emerges as the most prominent, appearing a total of six times in the analysis. The recurrent use of the -s suffix signifies the prevalence of plural forms or attributes associated with multiple cleaning products or the multifaceted benefits they offer. For instance, terms like "cleans," "freshens," or "removes" underscore the versatile actions and effects of the promoted cleaning products, emphasizing their all-encompassing nature.

The -ly and -er suffixes each made two appearances in the analyzed advertisements. The -ly suffix typically serves to form adverbs, elucidating the manner or quality of the advertised product's performance. On the other hand, the -er suffix frequently denotes a comparative degree, accentuating superiority or additional functionality. For example, the inclusion of words such as "quickly" and "cleaner" serves to underscore the speed or improved performance of the cleaning products, resonating with consumers seeking efficiency and enhanced results.

Moving on to the remaining suffixes (-ing, -ant, -tion, -ness, -ion, and -al), as well as the solitary prefix -dis, it is noteworthy that each of them occurred only once in the analysis. This observation suggests that these specific morphemes are less commonly deployed in the context of online cleaning advertisements. Their infrequent usage in this domain implies that advertisers in the cleaning product sector may favor other linguistic strategies or morphological patterns to convey their message effectively. The significance of these linguistic choices cannot be understated. The selection of a particular suffix or prefix can profoundly impact how cleaning products are perceived by potential consumers. By tailoring their language to emphasize plural actions, comparative superiority, or adverbial qualities, advertisers can effectively communicate the diverse benefits and attributes of their products.

In the view of the reported results, it can be suggested that the frequency of suffixes varied across different contexts of online advertisements. For example, in the analysis of personal online advertisement slogans (Figure 1), the -er suffix appeared most frequently, indicating a focus on comparisons and qualities associated with improvement or superiority. In the food and beverages online advertisement slogans (Figure 1.1), the -ing suffix occurred more frequently, highlighting ongoing actions or dynamic qualities. In the cleaning advertisement products (Figure 1.2), the -s suffix was the most common, suggesting the presence of plural forms or attributes associated with multiple cleaning products or benefits.

Furthermore, in all three contexts analyzed, there were suffixes and prefixes that

occurred less frequently or were not present at all. For example, in the personal online advertisement slogans (Figure 1), the -able and -ing suffixes occurred only once each, indicating alternative linguistic strategies or prioritization of other morphological patterns. In the food and beverages online advertisement slogans (Figure 1.1), several suffixes occurred only once, suggesting their limited usage in this context. In the cleaning advertisement products (Figure 1.2), various suffixes and the single prefix -dis occurred only once, indicating their less common use in this specific domain.

Additionally, in our study, we observed that there were more suffixes than prefixes present in the analyzed online product advertisements. Specifically, we found a higher frequency of suffixes used in the slogans compared to prefixes. This indicates that advertisers tend to utilize suffixation more frequently to modify and enhance the meaning of words in their advertisements. Through the use of suffixation, online advertisements can become more persuasive and powerful by enhancing their impact and making them more comprehensible to the audience. By utilizing suffixation effectively, advertisers can craft slogans that resonate with the audience and make their messages more compelling. Suffixes help convey specific meanings, create emotional connections, and add depth to the language used in the advertisements. This enhances the persuasive power of the slogans by appealing to consumers' desires for improvement, showcasing achieved results or benefits, and emphasizing ongoing actions or dynamic qualities associated with the products or services being advertised.

Furthermore, it's noteworthy that our study uncovered a remarkable trend across all contexts analyzed: there was a notably higher frequency of suffixes compared to prefixes in the analyzed online product advertisements. This observation implies that advertisers consistently favor suffixation as a strategy to modify and enhance the meaning of words in their advertisements. Suffixes, being versatile tools, enable advertisers to make their messages more persuasive and impactful.

By employing suffixation effectively, advertisers can craft slogans that resonate with their target audience, making their marketing messages more compelling and memorable. Suffixes contribute to the conveyance of specific meanings, creation of emotional connections, and the addition of depth to the language used in advertisements. This enhanced linguistic complexity, in turn, augments the persuasive power of slogans by appealing to consumers' desires for improvement, showcasing achieved results or benefits, and emphasizing ongoing actions or dynamic qualities associated with the products or services being advertised. In essence, the strategic use of suffixes empowers advertisers to communicate with their audience in a more engaging and persuasive manner, ultimately driving the success of their online marketing campaigns.

The findings of the study align with the study of Dwiyanti et al. (2022), indicating the presence of both prefixes and suffixes in online product advertisements. However, a notable distinction arises when comparing the frequency of affixes. In our study, suffixes were more prevalent, suggesting a preference for suffixation in enhancing the effectiveness of slogans. Similarly, Dwiyanti et al. (2022) reported a higher occurrence of suffixes in New Idea Magazine, signifying a shared emphasis on suffixation across different domains. Conversely, the study conducted by Laitupa (2022) on Science magazine articles diverged from our results. Laitupa identified the prefix -un as the most commonly used prefix, which contrasts with our limited instances of prefixes in online product advertisements. These contrasting findings underscore the inherent variation in linguistic patterns and conventions within distinct domains and genres. The specific context and purpose of communication greatly influence language use and stylistic choices. In the realm of online product advertisements, the prevalence of suffixation may stem from its ability to convey precise meanings, evoke emotional connections, and enhance the persuasive impact of slogans. The differences observed in affix usage among the studies highlight the need to consider contextual factors and genre-specific characteristics. Despite the discrepancies, these insights into the varying usage of affixes across domains and genres offer valuable information for institutions seeking to optimize their communication strategies. Moreover, with the support of the findings of Brahim, M. (2022) in his study where he claimed that the use of suffixes not only changes the lexical meaning of a word but also its world class, thus it can be inferred that through suffixation, online advertisements can effectively promote and reach audiences. By understanding the linguistic strategies employed in specific contexts, institutions can tailor their messages to effectively resonate with their target audience and achieve their communication goals.

**4.0 Conclusion**

In summary, our analysis of online advertisements across the personal care, food and beverages, and cleaning product categories provides valuable insights into the strategic use of prefixes and suffixes in diverse advertising contexts. Notably, the frequency of specific affixes varies significantly within these contexts, reflecting the nuanced goals of advertisers.

Within personal care advertisements, the "-er" suffix emerges as the most prevalent. This emphasizes comparisons and qualities associated with improvement or superiority. For instance, terms like "firmer" and "stronger" convey the idea of enhanced attributes, aligning with the desire for self-improvement often associated with personal care products. In contrast, food and beverages advertisements demonstrate a higher frequency of the "-ing" suffix. This choice highlights ongoing actions or dynamic attributes associated with consumables, such as "refreshing" or "nourishing." The use of this suffix can evoke a sense of immediate experience and engagement. Meanwhile, the cleaning product category exhibits a preference for the "-s" suffix, typically denoting plural forms or attributes associated with multiple cleaning products or the benefits they offer. For

instance, "freshness" in cleaning advertisements conveys the idea of multiple benefits achieved through product use.

An overarching theme that emerges from this analysis is the significance of suffixes in modifying and enhancing word meanings. Suffixes are powerful tools for advertisers, as they allow for the conveyance of specific meanings, forging emotional connections, and adding depth to the language used in advertisements. They cater to consumers' desires for improvement, showcase achieved results or benefits, and highlight ongoing actions or dynamic qualities associated with the advertised products or services.

In conclusion, a deep understanding of the role of prefixes and suffixes in advertising offers essential insights into their impact on advertising effectiveness and consumer perceptions. This knowledge empowers advertisers to craft messages that resonate with consumers on a linguistic and emotional level, ultimately driving success in the competitive world of marketing and advertising. Advertisers can leverage these findings to create more compelling and persuasive advertisements that differentiate their brands and establish meaningful associations between their products or services and the desired outcomes.

## References:

Anthony, Laurence & Fujita, Shinichi & Harada, Yasunari & Daigaku, Waseda & Kik=o, J=oh=o. (2004). Proceedings of IWLeL 2004: An Interactive Workshop on Language E-learning 2004.

Brahim, M. (2022). The Linguistic Features of Advertising English. Algerian Scientific Journal Platform, 5(1).

Brown, T., & Williams, C. (2021). Influence of morphemes on the consumer perceptions, attitudes, and purchase intentions. Journal of Advertising Psychology, 68(3), 245-260.

Claria, D (2017). The Analysis of Forms and Meanings of Prefixes Found in Bali Advertiser 10.22225/kulturistik.1.1.217

Dwiyanti, N. K. C., Maharani, P. D., & Winartha, I. G. N. (2022). Types of Derivational Affixes in New Idea Magazine: A Morphological Analysis. Journal of Language and Applied Linguistics, 3(1).

Froehlich, Heather. (2015). Corpus Analysis with Antconc. The Programming Historian. 10.46430/phen0043.

Hendriks, B., van Meurs, F., & Poos, C. (2017). Effects of Difficult and Easy English Slogans in Advertising for Dutch Consumers. Journal of Current Issues & Research in Advertising, 38(2), 184–196.

Johnson, M., & Lee, H. (2019). The incorporation of morphemes in slogans and its impact on brand recognition and brand loyalty. Journal of Consumer Behavior, 52(1), 75-9

Laitupa, U. L. M. (2022). An Analysis of Derivational Affixes in the Articles of Science News Magazine. Undergraduate thesis, Universitas Islam Negeri Maulana Malik Ibrahim. Retrieved from http://etheses.uin-malang.ac.id/id/eprint/41554

Laran, J., Dalton, A., & Andrade, E. (2011). HBR.ORG Why Consumers Rebel Against Slogans. https://mark.hkust.edu.hk/files/staff/Amy/Amy-HBS-2011.pdf.

Mahaputri, A. G., Putra, I. G. B. W. N., & Maharani, P. D. (2021) The Function of Derivational Affixes Found in HighEnd Magazine. International Journal of English Learning and Applied Linguistics (IJELAL), 1(2), 1–15.

Mishra, A., & Mahalik, D., (2017). Impact of Online-Advertising on Consumers. International Journal of Advanced Research. 5. 1935-1939. 10.21474/IJAR01/4625.

Miller, D. W., & Toman, M. (2014). An analysis of rhetorical figures and other linguistic devices in corporation brand slogans. Journal of Marketing Communications, 22(5), 474–493.

Noromor, I. (2017). Advertising plays a vital role in influencing consumer perceptions and purchase decisions. Journal of Marketing Research, 45(2), 145-162.

Rodphothon, P., et al. (2022). A study on the pairing of a single vocabulary with multiple suffixes. Journal of Linguistic Research, 55(2), 123-140.

Sinclair, J. (1991). Corpus, concordance, collocation. Oxford, England: Oxford University Press.

Smith, J., & Johnson, A. (2018). The Influence of Morphemes on Advertising Slogans. Journal of Marketing Research, 42(3), 187-201.

Tsiotsou, R., et al. (2023). Advertising plays a vital role in influencing consumer perceptions and purchase decisions. Journal of Advertising, 78(4), 321-336.

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# MULTILINGUALISM

# Attitude and Awareness of Chinese PhD English Students to Higher Education English Language Curriculum in China

**Cheng Yue**
Kaifeng University, Kaifeng, HeNan, China
Philippine Normal University, Manila, Philippines
cheng.yn@stud.pnu.edu.ph


**Merry Ruth Gutierrez**
Philippine Normal University - Manila


**RenYueShan**
Physical Education of Zhengzhou University – China


**Alain F. Razalan**
De La Salle University - Manila


**Abstract.** Chinese participation in international academic and professional fields has increased opportunities for English-language careers. It is difficult for Chinese doctoral candidates in English-related disciplines to acquire globalized language skills. Universities in China are revising their English-language programs, hence, this investigation employed a quantitative methodology. Specifically, a correlational research design was employed in this investigation. This survey included 50 Chinese English-speaking doctoral candidates from several Philippine universities. They are enrolled in PhD programs with an emphasis on the English language. This study employed frequency distribution, weighted mean, t-test, and Pearson-r product moment correlation. It was discovered that there is a significant correlation between the attitude and awareness levels of Chinese PhD English students regarding the English language curriculum in Chinese higher education.

**Keywords:** attitude, awareness, higher education, English Language Curriculum

## 1. Introduction

China's increasing global influence and participation in international academic and professional field has increased the number of jobs requiring English proficiency in recent years (He, 2018; Li, et al., 2020). Chinese students, even those pursuing doctoral degrees in English language-related disciplines, struggle to acquire advanced language skills to thrive in a globalized environment. This has led to an examination of the English language curriculum of Chinese higher education institutions (Wright & Zheng, 2018; Xia, 2019). The curriculum's ability to gratify Chinese PhD students in English, who are expected to have a higher level of language proficiency than undergraduate or graduate students, has

been evaluated and their perspectives on English language instruction must be examined to comprehend the curriculum's effects. Depending on several factors, Chinese PhD candidates in English may perceive the English language curriculum in higher education differently. These factors may include student motivations and aspirations, prior language acquisition experiences, teacher and mentor support, exposure to international academic literature, and the perception of English as a gateway to expertise and knowledge.
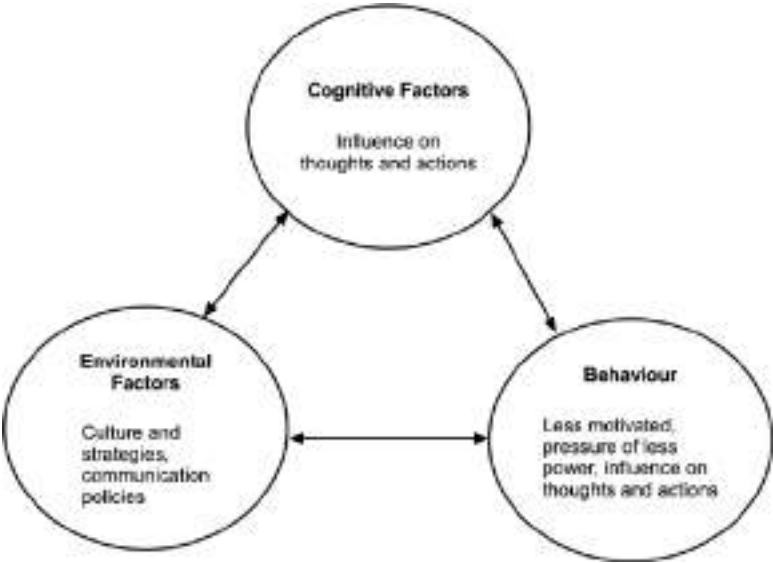
Filling the research gap regarding the perspectives of Chinese PhD English students on the English language curriculum in Chinese higher education could be advantageous. This study can assist curriculum designers, university administrators, and language instructors in identifying development opportunities. Ultimately, tailoring the curriculum to meet the requirements of students can assist them in becoming proficient English speakers, researchers, educators, and global representatives of Chinese academic achievement.

## 2. Literature Review

English is increasingly important for academic and professional success in the globalized world. According to Xu (2021), Chinese students, particularly PhD candidates in English-related fields, are demanding more English ability. Understanding these students' views on the English language curriculum in higher education is crucial in this setting. Language attitudes in Chinese pupils affect language learning outcomes (Heng, 2022; Tai & Zhao, 2022).

Positive attitudes toward English language acquisition boost motivation and engagement, leading to better language gains (Imsa-ard, 2020; Pham, 2021). Negative attitudes impair language acquisition (Getie, 2020). These findings underline the necessity of evaluating Chinese PhD English students' views to discover potential barriers and facilitators to language development. Chinese higher education English language curricula have been compared to worldwide language standards and modern teaching methods.

Some studies imply that the curriculum's planned outcomes may not match students' language skills, raising questions about its ability to prepare students for global academic and professional settings (Aydin et al., 2018; Nevenglosky et. al., 2019). Understanding how well Chinese PhD English students know these curriculum components can help improve curriculum design. Chinese PhD students in English are motivated by academic and career aspirations, personal interests, and foreign exposure (Lo et. al., 2019; Mao et al., 2022). These motives may affect students' English language learning and curricular relevancy. Understanding these PhD candidates' motives and objectives will help you understand them. Many elements can affect Chinese PhD English students' viewpoints and awareness. Prior language learning experiences, teacher and mentor support, exposure to international academic literature, and perceptions of

English to access global knowledge have been studied (Olagbaju, 2021; Muñoz & Cadierno, 2021; Yilmaz & Balbay, 2021; Garzón & Ubaque-Casallas, 2022; Yaccob et. al, 2022). Understanding these elements can help design language acquisition interventions and techniques.

### 3. Theoretical Framework

Based on the Social Cognitive Theory and the Theory of Planned Behavior, the proposed theoretical framework for analyzing the attitude and awareness of Chinese PhD English students toward the higher education English language curriculum in China is derived. These theories provide a comprehensive lens through which to comprehend the factors influencing these doctoral students' attitudes and awareness of the English language curriculum. Albert Bandura's Social Cognitive Theory emphasizes the influence of social interactions, cognitive processes, and personal experiences on the attitudes and behaviors of individuals. In the context of the study, this theory can help clarify how various factors influence the attitudes of Chinese PhD English students toward the English language curriculum.

Figure 1

*Theoretical Model: Social Cognitive Theory*



Furthermore, Icek Ajzen's Theory of Planned Behavior emphasizes the importance of attitudes, subjective norms, and perceived behavioral control in predicting human behavior. This theory can help explain, within the context of this study, how Chinese PhD English students' awareness of the English language curriculum influences their behavioral intentions.

Figure 1

*Theoretical Model: Icek Ajzen's Theory of Planned Behavior*
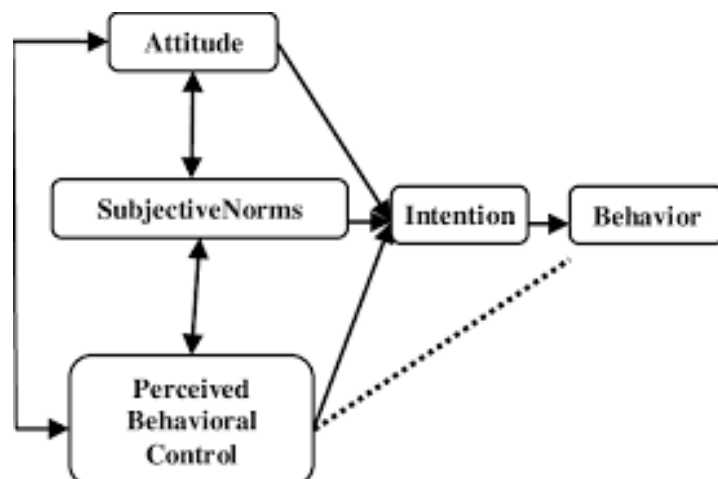


## 4. Research Questions

Understanding the perspectives of Chinese PhD English students on the English language curriculum in higher education is crucial. Positivity toward language learning can result in increased motivation, engagement, and, ultimately, proficiency gains. In contrast, negative attitudes may impede development and diminish the efficacy of language education programs. In addition, it is crucial that Chinese PhD English students are aware of the curriculum's alignment with international language standards and modern teaching methodologies. As English continues to evolve in response to changes in academia and technology, Chinese higher education institutions must modify their curricula to meet the changing demands of global academic and professional environments. This research aims to address the following key research questions:

1. What is the demographic profile of the respondents in terms of age, sex, years in teaching, teaching level, number of languages spoken?

2. What is the attitude level of PhD English Students to Higher Education English Language Curriculum in China in terms of course content, course flexibility, teaching methodologies, and research opportunities?

3. What is the awareness level of PhD English Students to Higher Education English Language Curriculum in China in terms of curriculum information, program reputation, faculty engagement, and advising and orientation?

4. Is there a significant difference between the attitude level of PhD English Students to Higher Education English Language Curriculum in China when grouped according to their demographic profile?

5. Is there a significant difference between the awareness level of PhD English Students to Higher Education English Language Curriculum in China when grouped according to their demographic profile?

6. Is there a significant relationship between the attitude level and awareness level of PhD English Students to Higher Education English Language Curriculum?

## 5. Research Design

This study employed a quantitative research design. To be specific, correlational research design was used in this study. Non-experimental correlational research designs study the link between two or more variables. Correlation coefficients measure the degree and direction of the relationship between variables. This type of approach is examined to check whether the attitude level of PhD English students towards English language curriculum has a relationship with their awareness level.

## 6. Material

The instrument utilized in this study is a 4-point Likert scale questionnaire developed by the researchers. It consists of three components. The first section collects the demographic profile of English PhD students. The objective of the second section is to collect data on the attitude level of Chinese PhD English Language Students towards the Higher Education English Language Curriculum. Each of the four sub-variables (course content, course flexibility, teaching methodologies, and research opportunities) consists of 5 questions. The final section of the questionnaire investigates data regarding the level of cognizance of PhD English Students regarding the Higher Education English Language Curriculum in China. In addition, all of the 4 sub-variables (curriculum information, program reputation, faculty engagement, and advising and orientation) also consists of 5 questions each. A content validation was performed to ensure that the instrument developed by researchers could assess what it intended to assess.

## 7. Setting and Participants

There was a total of fifty Chinese students working on their doctorate in English at a variety of Philippine colleges and universities that took part in this study. They are currently enrolled in several kinds of PhD programs that include English as their area of concentration. This inquiry was carried out during the 2022-2023 academic year.

## 8. Procedure

The administration of the researcher-made survey questionnaire was done online using Google Forms as the main platform. The selection of the participants used a convenience sampling method. Once the participants were selected based on the criteria, the researcher requested them to answer the online survey questionnaire. Data consolidation used Google Sheet for faster retrieval and analysis.

## 9. Method of Analysis

A frequency distribution table was utilized to display the data collected for Research Question 1 (RQ1). We investigated Research Questions 2 and 3 (RQ3 and RQ4) using the weighted mean. The table below shows the verbal interpretation used.

| Range | Verbal Interpretation | |
|---|---|---|
| | Part I: Attitude Level | Part II: Awareness Level |
| 3.51 - 4.00 | Highly Positive | Fully Aware |
| 2.51 – 3.50 | Positive | Aware |
| 1.51 – 2.50 | Negative | Not Aware |
| 1.00 -1.50 | Highly Negative | Fully Not Aware |
| | | |

The t-test was conducted to determine whether the scores (RQ4 and RQ5) differed significantly. The Pearson correlation coefficient was used to address the final research question (RQ6). Using IBM SPSS, the data was examined. A linguist and a statistician were consulted to check and evaluate the language and appropriateness of the employed statistical tools.

## 10. Results and Discussion

Research Question 1: What is the demographic profile of the respondents in terms of age, sex, years in teaching, teaching level, and number of languages spoken?

Table 1

*Demographic Profile of the Respondents*

|  | Frequency | Percentage | Rank |
|---|---|---|---|
| **Age** |  |  |  |
| 20yo to 30yo | 20 | 40.0 | 2 |
| Over 31yo | 30 | 60.0 | 1 |
| Total | 50 | 100.0 |  |
| **Sex** |  |  |  |
| Male | 26 | 52.0 | 1 |
| Female | 24 | 48.0 | 2 |
| **Total** | **50** | **100.0** |  |
| **Years in Teaching** |  |  |  |
| Less than 10 | 16 | 32.0 | 2 |
| 10 years or more | 34 | 68.0 | 1 |
| **Total** | **50** | **100.0** |  |
| **Teaching Level** |  |  |  |
| Basic Education | 23 | 46.0 | 2 |
| College | 27 | 54.0 | 1 |
| **Total** | **50** | **100.0** |  |
| Languages Spoken |  |  |  |
| Bilingual | 21 | 42.0 | 2 |
| Multilingual | 29 | 58.0 | 1 |
| **Total** | **50** | **100.0** |  |

The demographic profile of the respondents is presented in Table 1. As shown in the table, the majority of respondents are over the age of 31. The majority were also men with at least 10 years of teaching experience. Moreover, they teach at the college level and are bilingual. This result is consistent with Bawa and Watson's (2018) finding that the majority of Chinese PhD English students are in their late 20s or early 30s. This is further corroborated by Ding (2018), who reports an increase in the number of Chinese students studying abroad in English-language programs. The objective is to be proficient in more than two languages, including English and Chinese.

Research Question 2: What is the attitude level of PhD English Students to Higher Education English Language Curriculum in China in terms of course content, course flexibility, teaching methodologies, and research opportunities?

Table 2

*Attitude Level of PhD English Students to Higher Education English Language Curriculum in China*

| Attitude Level | Weighted Mean | Standard Deviation | Verbal Interpretation |
|---|---|---|---|
| Course Content | 3.463 | .094 | Positive |
| Course Flexibility | 3.520 | .171 | Highly Positive |
| Teaching Methodologies | 3.840 | .202 | Highly Positive |
| Research Opportunities | 3.672 | .193 | Highly Positive |
| **Average** | **3.624** | **.081** | **Highly Positive** |

Table 2 displays the attitude level of PhD English students to higher education English language curriculum in China. According to the table above, the course content material revealed a weighted mean of 3.463, with a positive verbal interpretation. In addition, the mean score for course flexibility was 3.520, which is "highly positive," and the mean score for teaching methods was 3.840, which is also "highly positive." In addition, the research opportunities received a weighted mean score of 3.672, which is highly positive, as well. PhD English students in China have a "Highly Positive" attitude toward the English language curriculum in higher education, as measured by an average score of 3.624. This indicates that Chinese PhD English students have a favorable view of the English language curriculum in Chinese higher education. In terms of course content, course flexibility, teaching methodologies, and research opportunities, it is hoped that the curriculum will be able to accomplish its intended purpose. This is supported by Pan et al.'s (2021) assertion that students' attitudes toward the use of English would be advantageous for them in the future. This result is also asserted by Muthanna and Pei in their 2018 study.

Research Question 3: What is the awareness level of PhD English Students to Higher Education English Language Curriculum in China in terms of curriculum information, program reputation, faculty engagement, and advising and orientation?

Table 3

*Awareness Level of PhD English Students to Higher Education English Language Curriculum in China*

| Awareness Level | Weighted Mean | Standard Deviation | Verbal Interpretation |
|---|---|---|---|
| Curriculum Information | 3.624 | .112 | Fully Aware |
| Program Reputation | 3.484 | .294 | Aware |
| Faculty Engagement | 3.672 | .228 | Fully Aware |
| Advising and Orientation | 3.708 | .123 | Fully Aware |
| **Average** | **3.622** | **.136** | **Fully Aware** |

Aware" level (M = 3.622). This indicates that Chinese PhD students in English are fully aware of the significance of the English language curriculum in higher education, particularly its curriculum information, program reputation, faculty engagement levels, and advising and orientation activities. This is supported by Lin and Harumi (2019), who state that the English language curriculum in China is regularly revised to meet the changing requirements of students. China's global English-aware English national curriculum is regarded as one of the most effective globalization instruments (Liu & Fang, 2021).

Research Question 4: Is there a significant difference between the attitude level of PhD English Students to Higher Education English Language Curriculum in China when grouped according to their demographic profile?

Table 4

*Significant Difference between the Attitude Level of PhD English Students to Higher Education English Language Curriculum in China When Grouped according to their Demographic Profile*

| Demographic Profile | Group | Mean | Sd | Mean Diff. | t | df | Sig. | Ho | VI |
|---|---|---|---|---|---|---|---|---|---|
| **Age** | 20yo to 30yo | 3.630 | .066 | .010 | .452 | 48 | .653 | FR | NS |
| | Over 31yo | 3.620 | .091 | | | | | | |
| **Sex** | Male | 3.617 | .085 | -.014 | -.604 | 48 | .548 | FR | NS |
| | Female | 3.631 | .078 | | | | | | |
| **Years in Teaching** | Less than 10 | 3.634 | .065 | .015 | .688 | 48 | .688 | FR | NS |
| | 10 years or more | 3.619 | .088 | | | | | | |
| **Teaching Level** | Basic Education | 3.637 | .071 | .024 | 1.045 | 48 | .301 | FR | NS |
| | College | 3.613 | .088 | | | | | | |
| **Language Spoken** | Bilingual | 3.624 | .078 | -.000 | -.014 | 48 | .989 | FR | NS |
| | Multilingual | 3.624 | .084 | | | | | | |

*Legend: FR – Failed to Reject; NS – Not Significant*

Table 4 illustrates the statistically significant difference between the attitudes of PhD English students in China towards the English language curriculum in higher education, based on their demographic profile. This table displays the p-values for their demographic profile, including age (p =.653), sex (p =.548), years of teaching experience (p =.688), teaching level (p =.301), and spoken English (p =.988). These values are higher than the critical value of 0.5, hence, it can be inferred that the demographic profile (age, sex, years in teaching, teaching level, and language spoken) has no bearing on the attitude level of Chinese PhD English students toward the English language curriculum in higher education. This finding is supported by the findings of Huang (2021), who found that demographic factors such as age, gender, and teaching experience do not influence teachers' attitudes toward China English and the teaching of China English. Research conducted by Zheng and Gao (2017) also yielded the same result.

Research Question 5: Is there a significant difference between the awareness level of PhD English Students to Higher Education English Language Curriculum in China when grouped according to their demographic profile?

Table 5

*Significant Difference between the Awareness Level of PhD English Students to Higher Education English Language Curriculum in China When Grouped according to their Demographic Profile*

| Demographic Profile | Group | Mean | Sd | Mean Diff. | t | df | Sig. | Ho | VI |
|---|---|---|---|---|---|---|---|---|---|
| **Age** | 20yo to 30yo | 3.578 | .144 | -.074 | -1.942 | 48 | .058 | FR | NS |
| | Over 31yo | 3.652 | .124 | | | | | | |
| **Sex** | Male | 3.635 | .145 | .026 | .679 | 48 | .500 | FR | NS |
| | Female | 3.608 | .127 | | | | | | |
| **Years in Teaching** | Less than 10 | 3.566 | .140 | -.083 | -2.078 | 48 | .055 | FR | NS |
| | 10 years or more | 3.649 | .128 | | | | | | |
| **Teaching Level** | Basic Education | 3.637 | .124 | .028 | .714 | 48 | .478 | FR | NS |
| | College | 3.609 | .147 | | | | | | |
| **Language Spoken** | Bilingual | 3.624 | .141 | .003 | .079 | 48 | .937 | FR | NS |
| | Multilingual | 3.621 | .135 | | | | | | |

*Legend: FR – Failed to Reject; NS – Not Significant*

According to their demographic profiles, there is a significant difference in the level of PhD English students' awareness of the English language curriculum in Chinese higher education, as shown in Table 5. As shown in the table, the p-values for age (p =.058), sex (p =.500), teaching experience (p =.055), teaching level (p =.478), and language spoken (p =.937) are greater than the predetermined value of 0.5. This indicates that the demographic profiles have no effect on the level of cognizance of Chinese PhD English language students regarding the English language curriculum in higher education. This

result is supported by Jin et al.'s (2018) finding that China's English language standards must be manifest at all levels of society. The result also acknowledged that teachers at all school levels, regardless of age, gender, or teaching experience, must be thoroughly aware of the significance of the English language curriculum. Lei and Medwell (2022) acknowledged that despite the fact that the function of Chinese English-as-a-Foreign- Language teachers is changing in the context of curriculum reforms, the instructors' backgrounds do not affect their curriculum knowledge.

Research Question 6: Is there a significant relationship between the attitude level and awareness level of PhD English Students to Higher Education English Language Curriculum?

Table 6

*Significant Relationship between the Attitude Level and Awareness Level of PhD English Students to Higher Education English Language Curriculum*

| Attitude Level | Awareness Level | R | Sig. | Ho | VI |
|---|---|---|---|---|---|
| **Course Content** | Curriculum Information | .161 | .263 | FR | NS |
| | Program Reputation | .391 | .005 | R | S |
| | Faculty Engagement | -.067 | .644 | FR | NS |
| | Advising and Orientation | .520 | .000 | R | S |
| | **Average** | **.334** | **.018** | **R** | **S** |
| **Course Flexibility** | Curriculum Information | .230 | .108 | FR | NS |
| | Program Reputation | -.026 | .858 | FR | NS |
| | Faculty Engagement | -.309 | .029 | R | S |
| | Advising and Orientation | .031 | .830 | FR | NS |
| | **Average** | **-.089** | **.537** | **FR** | **NS** |
| **Teaching Methodologies** | Curriculum Information | -.369 | .008 | R | S |
| | Program Reputation | -.085 | .557 | FR | NS |
| | Faculty Engagement | .328 | .021 | R | S |
| | Advising and Orientation | -.507 | .000 | R | S |
| | **Average** | **-.100** | **.492** | **FR** | **NS** |
| **Research Opportunities** | Curriculum Information | -.347 | .013 | R | S |
| | Program Reputation | -.253 | .077 | FR | NS |
| | Faculty Engagement | -.827 | .000 | R | S |
| | Advising and Orientation | .355 | .011 | R | S |
| | **Average** | **-.474** | **.001** | **R** | **S** |

*Legend: FR – Failed to Reject; R – Rejected; NS – Not Significant; S - Significant*

Table 6 displays the significant relationship between the attitude and awareness levels of PhD English students regarding the English curriculum in higher education. It can be deduced from the table that course content (p =.018) and research opportunities (p =.001) have a significant relationship with awareness level. In contrast, course flexibility (p =.537) and instructional methodologies (p =.492) have no significant relationship with

awareness level. This could suggest that PhD English students place a greater emphasis on course content and research opportunities when reviewing an English language curriculum in higher education. Attitude and awareness frequently interact. Positivity toward the English language curriculum can increase a student's interest and desire to learn more about it, thereby increasing their awareness (Li, 2019). High awareness can motivate and engage students by enabling them to comprehend the value and benefits of the curriculum (Fang, 2018).

## 11. Conclusion

Regarding their academic trajectory and contributions to the field, the perspective and awareness of Chinese PhD English majors regarding the English language curriculum in Chinese higher education are of the utmost importance. A positive outlook inspires zeal and commitment, leading to enhanced academic performance and a willingness to accept challenges.

A high level of awareness simultaneously equips students with the knowledge to make informed decisions, establish appropriate objectives, and engage actively in their studies. The interaction between attitude and awareness generates a mutually reinforcing cycle in which positive attitudes foster increased awareness and increased awareness increases motivation. PhD English students from China who possess positive attitudes and a keen awareness are likely to enrich the academic community through their research, publications, and teaching. Their enthusiasm and expertise motivate future generations of scholars, thereby advancing English language studies in China.

Institutions and educators should prioritize delivering high-quality instruction, pertinent curricula, and comprehensive support in order to foster a hospitable environment. Motivation is increased by aligning personal interests and career objectives with the curriculum. We can empower a new generation of scholars to influence the academic landscape and contribute meaningfully to global discourse by fostering a positive attitude and awareness of the English language curriculum among Chinese PhD students in English at higher education institutions.

**References:**

Aydin, H. & Ozfidan, B. & Carothers, D. (2018). Meeting the Challenges of Curriculum and Instruction in School Settings in the United States. Journal of Social Studies Education Research. 8.

Bawa, P., & Watson, S. L. (2018). A phenomenological study of graduate Chinese students' English writing challenges. The Qualitative Report. https://doi.org/10.46743/2160-3715/2017.2750

Ding, Q. (2018). Understanding Chinese International Doctoral Students in NewZealand: A Literature Review of Contemporary Writings about Chinese Overseas Research Students. New Zealand Journal of Teachers' Work, 13(2), 118–133. https://doi.org/10.24135/teacherswork.v13i2.82

Fang, F. (2018). Review of English as a medium of instruction in Chinese universities today: current trends and future directions. English Today, 34(1), 32–37. https://doi.org/10.1017/s0266078417000360

Garzón, E. a. A., & Ubaque-Casallas, D. (2022). Mentoring Language Student- Teachers: A Narrative Perspective to Mentors' Experiences From Borders and Cracks. Profile: Issues in Teachers' Professional Development, 24(2), 133–147. https://doi.org/10.15446/profile.v24n2.93096

Getie, A. (2020). Factors affecting the attitudes of students towards learning English as a foreign language. Cogent Education, 7(1). https://doi.org/10.1080/2331186x.2020.1738184

He, D. (2017). The use of English in the professional world in China. World Englishes, 36(4), 571–590. https://doi.org/10.1111/weng.12284

Heng, B. C., Tan, J. Y. Y., Neo, Y. F., & Hoon, T. S. (2022). Attitudes and Motivation of Non-Native Chinese Language Learners towards Learning Chinese Language. International Journal of Academic Research in Business and Social Sciences, 12(12). https://doi.org/10.6007/ijarbss/v12-i12/15596

Huang, W. (2021). Chinese University Students' Attitudes Towards China English and Teaching China English: Influential Factors. International Journal of TESOL Studies, 3(4), 113+. https://link.gale.com/apps/doc/A690773553/AONE?u=anon~80b8ec24&sid=googleScholar&xid=bf20cc0e

Imsa-ard, P. (2020). Motivation and Attitudes towards English Language Learning

in Thailand: A Large-Scale Survey of Secondary School Students. REFLections, 27(2), 140–161. Retrieved from https://so05.tci-thaijo.org/index.php/reflections/article/view/247153

Jin, Y., Zun-Min, W., Alderson, C., & Song, W. (2018). Developing the China Standards of English: challenges at macropolitical and micropolitical levels. Language Testing in Asia, 7(1). https://doi.org/10.1186/s40468-017-0032-5

Lei, M., & Medwell, J. (2022). The changing role of Chinese English-as-Foreign- Language teachers in the context of curriculum reform: Teachers' understanding of their new role. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.904071

Li, J., Zhao, Y., & Han, X. (2020). Would you work abroad? The effect of English proficiency on Chinese employees' willingness to accept international assignments. International Business Review, 29(2), 101669. https://doi.org/10.1016/j.ibusrev.2020.101669

Li, Y. (2019). Intercultural awareness in Foreign Language Teaching: A Chinese perspective. Journal of Language Teaching and Research, 7(4), 768. https://doi.org/10.17507/jltr.0704.18

Lin, Z., & Ito, H. (2019). English Language Education and Assessment in China. Research Bulletin of Naruto University of Education, 26, 288–296. https://ci.nii.ac.jp/naid/110008284546

Liu, H., & Fang, F. (2021). Towards a global English-aware national English curriculum of China. ELT Journal, 76(1), 88–98. https://doi.org/10.1093/elt/ccab040

Lo, P., So, S., Liu, Q., Allard, B., & Chiu, D.K. (2019). Chinese Students' Motivations for Overseas versus Domestic MLIS Education: A Comparative Study between University of Tsukuba and Shanghai University. Coll. Res. Libr., 80, 1013-1035.

Mao, Y., Ji, H., & Wang, R. (2022). Expectation and Reality: International students' motivations and motivational adjustments to sustain academic journey in Chinese universities. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.833407

Muñoz, C., & Cadierno, T. (2021). How do differences in exposure affect English

language learning? A comparison of teenagers in two learning environments. Studies in Second Language Learning and Teaching. https://doi.org/10.14746/ssllt.2021.11.2.2

Muthanna, A., & Pei, M. (2018). Chinese Students' Attitudes towards the Use of English-medium Instruction into the Curriculum Courses: A Case Study of a National Key University in Beijing. Journal of Education and Training Studies, 3(5). https://doi.org/10.11114/jets.v3i5.920

Nevenglosky, E. A., Cale, C., & Aguilar, S. P. (2019). Barriers to effective curriculum implementation. Research in Higher Education Journal, 36.

Olagbaju, O. O. (2021). Influence of language anxiety and prior knowledge on ESL students' achievement in expository essay in Ibadan North LGA, Nigeria. Education Research International, 2021, 1–7. https://doi.org/10.1155/2021/9953303

Pan, H., Liu, C., Fang, F., & Elyas, T. (2021). "How is my English?": Chinese university students' attitudes toward China English and their identity construction. SAGE Open, 11(3), 215824402110382. https://doi.org/10.1177/21582440211038271

Pham, T. (2021). Attitude and Motivation in Language Learning: a review. Journal of English Language Teaching and Applied Linguistics, 3(5), 64–72. https://doi.org/10.32996/jeltal.2021.3.5.7

Tai, K. W. H., & Zhao, Y. (2022). Success factors for English as a second language university students' attainment in academic English language proficiency: exploring the roles of secondary school medium-of-instruction, motivation and language learning strategies. Applied Linguistics Review, 0(0). https://doi.org/10.1515/applirev-2022-0049

Wright, S., & Zheng, L. (2018). English in Chinese higher education: past difficulties, current initiatives and future challenges. Journal of World Languages, 3(3), 167–183. https://doi.org/10.1080/21698252.2017.1292989

Xia, Y. (2019). The Implementation of College English Curriculum Reform in Chinese Tertiary Institutions: A Preliminary Exploration. Advances in Social Science, Education and Humanities Research. https://doi.org/10.2991/ecss- 19.2019.33

Xu, C. L. (2021). Portraying the 'Chinese international students': a review of

English-language and Chinese-language literature on Chinese international students (2015–2020). Asia Pacific Education Review, 23(1), 151–167. https://doi.org/10.1007/s12564-021-09731-8

Yaccob, N. S., Yunus, M. M., & Hashim, H. (2022). Globally competent teachers: English as a second language teachers' perceptions on global competence in English lessons. Frontiers in Psychology, 13. https://doi.org/10.3389/fpsyg.2022.925160

Yilmaz, Y., & Balbay, S. (2021). An Evaluation of Local Mentor Support in AE E- Teacher Educational Technology Integration Online Teacher Training Course. Journal of Education Research and Practice, 11(1). https://doi.org/10.5590/jerap.2020.11.1.20

Zheng, X., & Gao, Y. (2017). Language Attitude Education as ICC Facilitation: an Explorative class. Chinese Journal of Applied Linguistics, 40(1). https://doi.org/10.1515/cjal-2017-0001

# Queer Bilingual Subjectivity: Intentions and Motivations in Using English among Filipino Male Queer Bilingual Subjectives

**Darwin M. Guianan**
University of the East Caloocan
darwin.guianan@ue.edu.ph

**Abstract.** This paper explores queer bilingual subjectivity by identifying Filipino male queers' intentions and motivations as bilingual subjective when they use English as their L2. Using Interpretative Phenomenological Analysis, selected Filipino male queer participants were interviewed, and transcripts were analyzed using Content Analysis to come up with themes and categories that would describe the said linguistic phenomenon. The results of the qualitative inquiry reveal that Filipino male queers would choose English if: the conversation itself and everybody in the group speaks English, they have a full grasp of the topic being discussed, their use of English is indicative of their intellect and education, they speak of their queerness, and they cannot express something in Tagalog (L1). In addition, five other categories appeared in the analysis which shows the participants' subjective tendency to use English to accomplish goals of knowing someone, flirting, ending and getting serious in a conversation, and closing a deal.

**Keywords:** bilingual subjectivity, queer theory, phenomenology

## 1. Introduction

The study of language and gender through a social and cultural lens, which is subject to debates and criticism, provides an emerging status in the study of bilingualism and queer theory. This has become emergent because of the limited literature that exemplifies the relationship between these two relatively contrastive fields. This development has led to attempts to focus on the role of gender in interaction without seeing the masculine and feminine dichotomy. Certain contexts like race, culture, ethnicity, etc. may come into play in this field of study. Universalizing assumptions about gender, specifically, the queer community can be further explored in local and global relations that may continuously find more discoveries and may call for more research that could espouse different ideologies on language and gender. Although literature in the study of gender and bilingualism appears to be steadily growing, there have been very few attempts to theoretically establish the relationship between the two. Other existing approaches and frameworks must be explored to create new challenging and critical views and insights in the field of gender and bilingualism.

## 1.1    Language and Subjectivity

Language is "accordingly the possibility of subjectivity because it always contains the linguistic forms appropriate to the expression of subjectivity". Discourse "provokes the emergence of subjectivity because it consists of discrete utterances" but it is a language that "puts forth 'empty' forms which each speaker, in the exercise of dis-course, appropriates to himself and which he relates to his 'person,' at the same time defining himself as I and a partner as you". The "instance of discourse is thus constitutive of all the coordinates that define the subject." The "establishment of 'subjectivity' in language creates the category of person – both in language and also . . . outside of it as well" (Benveniste, 1958 p.227 in Meek, 1991 p.3).

Subjectivity is a self-expression (de Fina, 2009). It is the speaker's use of language to express their perceptions, feelings, and opinions in discourse (Lyons, 1994 in Azad & Azad, 2005, p. 152). Subjectivity explores the emergence of local and global patterns of linguistic structures that emerge in conversation due to high frequency and repetition (Sheibman, 2000 in Azad & Azad, 2005, p. 152). Not only does language shape and give expression to subjectivity, but it also gives voice to our resistance and influences our understanding of change. How we interpret the social construction of our world, as conveyed through language, will determine whether specific aspects of it are challenged and transformed, or accepted and maintained. "If language is the site where meaningful experience is constituted, then language also determines how we perceive possibilities of change" (Weedon, 1987 p. 86 in Butorac, 2011, p. 12).

Benveniste further stated that many "notions in linguistics, perhaps even in psychology and gender, will appear in a different light if one reestablishes them within the framework of discourse. This is language in so far as it is taken by the man who is speaking and within the condition of intersubjectivity, which alone makes communication possible" (Benveniste, 1958 p.230 in Meek, 1991 p.5).

## 1.2    Gender and Subjectivity

Expressing gendered identity is not articulating a unique expression of the self, but choosing from among the socially and historically determined possible subjectivities of any gender. These are constituted in language. As we acquire language, we learn to give voice and meaning to our experience and to understand it according to particular ways of thinking, and particular discourses, which pre-date our entry into language. These ways of thinking constitute our consciousness, and the positions with which we identify structure our sense of ourselves, and our subjectivity (Weedon, 1987 p.33 in Butorac, 2011, p. 11).

The understanding of gendered/sexed/sexualized subjectivity as socially constructed, in relation and in opposition to dominant discourses on gender, sex, and

sexuality, are set up within a network of prescriptive representations and relations with each other. As human beings, within the dominant discourses that prescribe "gender identity", we are sexed, in that we are named male or female (based on presumed "real" biological differences); we are gendered, in that we are named male or female (with a whole range of prescriptions about the dress, behavior, roles, etc. to go with that); and we are sexualized, in that we are named heterosexual (usually assumed, unless proven otherwise) or homosexual (based on our sexual intimacies or desires with/towards other gendered, sexed, sexualized subjects, or our own identifications). As with the broader post-structuralist understanding of subjectivity, we understand ourselves, including our bodies, as both subjected to the dominant discourses on gendered subjectivity, but also as active subjects who are constantly reinterpreting ourselves, sometimes in resistance and rebellion, to "others" and the dominant discourse. Thus, we may position ourselves in multiple ways to the dominant discourses on sex, gender, and sexuality; may shift and change in relation to these discourses over time and in different contexts; may resist and reproduce these subjectivities, in often contradictory and apparently con-fusing ways (Shefer, 2001 p. 39).

Central to the construction of gendered subjectivity is the body, a vehicle for the inscription of masculinity and femininity. Postmodern theorists caution against the view of the body as a passive vehicle but acknowledge the body subject as both subjected to and active in resisting discourse. Significant in this respect are the different inscriptions on the male and female body, which are particularly evident and visual in contemporary globalized capitalism with its powerful consumerist culture. These inscriptions are enacted through disciplinary practices, which are historically and contextually bound. Moreover, different status is embodied in masculinity and femininity, with a woman's body inscribed with an inferior status (Bartky, 1990 in Shefer, 2001, p.39).

## 1.3 Queer Theory

Kirsch (2000) and Spargo (1999) emphasized that Queer Theory particularly takes a fundamental stance, which is "all forms of gender performativity that go against the imposition of the heterosexual normativity." Cossman (2004) explained what queer theory aims to theoretically establish. He said, "queer theory seeks to shift the analysis from identity politics to the representational and psychoanalytic processes that constitute sexual identities." It proposes the instabilities of identities, which can be referred to as "anti-identitarian." Its interest primarily looks at the "representational processes of heteronormativity," that constructs the homo-heterosexual binary – the marginalization of sexual entities.

Taking a strong Foucauldian perspective on queer theory, the production of diverse sexualities which are subject to "disciplinary implications" are realized: queers, transgenders, sex workers, and others "whose bodies are erotically charged." Queer theory investigates and reveals why these "sexual bodies" are institutionally and discursively "deviant." It aims for the acceptability of queer normativity and a possible "subversive fracture." Not taking into consideration its "deconstructive mode", queer theory aims for "pro-sexuality" – a departure from the heteronormative forces of desire, sex, and sexuality, a celebration of queer taboos, and an acceptance of the pluralities of queer eroticism, activities, and identities.

## 2. Methodology

The primary objective of this paper is to explore how bilingual subjectivity in L2 is realized among Filipino queer bilinguals based on their constructed realities through a phenomenological investigation. Specifically, it investigates on queer bilingual subjectivity by identifying Filipino male queers' intentions and motivations as bilingual subjective when they use English as their L2.

To obtain "lived experiences" and "realities" from the participants in describing the phenomenon, data were gathered using semi-structured interviews and analyzed using Interpretative Phenomenological Analysis (IPA). Smith and Osborn (2007, p.53) explained that "the aim of interpretative phenomenological analysis (IPA) is to explore in detail how participants are making sense of their personal and social world, and the main currency for an IPA study is the meanings' particular experiences, events, and states that hold the participants."

The participants (N=10) recruited were classified as "queer participants." A combination of mixed purposeful samples was used in selecting the participants (Hatch, 2002 in Halic, Greenberg, & Paulus, 2009). The criteria used for the selection of the participants: a.) the participants are self-confessed queer – of various levels and manifestations to ensure the validity of queerness among participants. (queer here is defined as "any gender and sexuality, which are not subjective to categories of gender roles based on anatomical criteria and heteronormative norms" (Herdt, 1993 p. 53 in Kirsch, 2000 p. 51); b.) only male queer participants were chosen in this study; and c.) that the participants should have to be bilingual speakers and their L2 should be English (average proficiency level). Furthermore, the researcher ensured that "maximum variation" in the selection of participants (Hatch, 2002 in Halic, Greenberg, & Paulus, 2009) was realized to achieve "multiplicities of views" on the phenomenon as they are from different age, socio-economic status, profession, school, and language background.

An interview protocol guide was developed, pilot-tested, and used in conducting the interviews for data collection. During the interviews, participants answered open-ended questions; and follow-up questions were asked based on their responses. In keeping with the focus on phenomenology on the lived experience of a particular phenomenon, the researchers asked questions something like: "Can you tell me about your experience in using English among gay friends?" Depending on the response, the researcher developed a follow-up question or asked another question from the interview protocol if the response moved away from the research topic.

The data were analyzed using Qualitative Content Analysis (Hsieh & Shannon, 2005 p. 1278). It is a technique in research that adheres to a systematic and replicable analysis of the content of communication and for making inferences from that data to their context. In conducting this, I divided the chosen analytic method into three major procedures: looking for themes, connecting the themes, and writing up.

The transcripts were read several times and there were annotations and significant responses of the participants. Re-reading the transcripts was very important for the researcher to be familiarized with the participants' responses. These responses were identified as "thought units" – a line or lines from the transcripts that convey a complete thought. Specific thought units were identified and highlighted which were considered relevant and informative based on the research questions posed. Next, the emergent themes were identified by listing all the significant coded units and by arranging them chronologically based on the sequence they came up in the transcript. The next part was to do analytical and theoretical ordering as the reader makes sense of connections among these themes. They were clustered together based on what research question they answered. Finally, the researcher, together with the research reviewers finalized meaning realizations from the constructed realities drawn from the analyzed and interpreted transcripts. In this phase, analysis was expanded to the translation of themes into narrative accounts.

## 3. Results and Discussion

Five categories (superordinate themes), with their sub-categories (emergent themes), were drawn from the transcripts. These categories describe specifically the very nature of the participants' intentions and motivations in using English, as supported by the identified sub-categories for each category. To present a thorough discussion of these results, each category and subcategory were qualitatively interpreted from the actual lines of the transcripts to support claims.

Table 1

*Summary of Categories and subcategories: Intentions and Motivations in using English among Filipino male queers*

| Categories | Subcategories |
|---|---|
| The language is English | When the conversation is in English When someone speaks English<br>When someone asks or understands English the person is more inclined to use English |
| Knowledge of the topic | Well-informed on the topic Knows a lot about the topic.<br>Has a full grasp of the subject matter Can relate to the topic |
| An indication of high intellect | To show that he is convincing.<br>To show that he is an educated person to show that he excels among others to show confidence and self-esteem to challenge himself |
| Of being queer and queerness | To discuss topics related to sex and sexuality |

Table 2

*Summary of categories and subcategories: Exemplars to Intentions and Motivations in using English among Filipino male queers*

| Categories | Subcategories |
|---|---|
| Using English to meet someone | To know someone |
| Using English to flirt | To impress a cute guy<br>To catch male's attention<br>To impress a guy on a date |
| Using English to show annoyance | To annoy or to stop talking to someone<br>To stop a conversation |
| Using English in an intense situation | The conversation gets more intense |
| Using English to close a deal | To impress someone to agree or to close a business deal |

The results shown in tables above reveal a clear sense of strong identification of Filipino male queers' as bilingual subjective. Influenced by various contexts and situations, their ability as bilingual displays how interactively and instrumentally motivated they are in their choice of using English (Gardner & Lambert,1972 in Ghazvini & Khajehpour, 2011). The willingness and the desire to use English (as L2) in a society that speaks the said language displays their integrative motivation, while their interest in shifting to English to achieve power, career, and social recognition manifests their instrumental motivation. Both these motivational types are significant to the participants' conscious display of choosing English to portray their bilingual competence. However, considering that these bilingual phenomena may also be true to heterosexual bilinguals, taking a critical heteronormative point of view would somehow illustrate the demarcation of heterosexual and queer bilingual subjectivity. This means that a phenomenological description of heterosexual bilingual subjectivity would substantiate queer bilingual subjectivity on its deviance from normativity. Thus, depending on one's gender, a bilingual self is a transportable self (Zimmerman, 1998 in Gafaranga, 2001) - "an impermanent state of occasionally or consequently displaying bilingual competence." This only proves that any gender (heterosexuals, queers, or heterosexual queers) would intend to present themselves as kinds of people who use the language of their choice in particular kinds of ways. Different gender categories would mean different use of language and speech (Chambers, 1995 in Mousionis, 2010). And this is also true regarding language choice.

At this point, it is important to describe the bilingual nature of queer subjectivity in relation to the intentions and motivations of their choice in using English. The results of the qualitative inquiry reveal that Filipino male queers would choose English if: the conversation itself and everybody in the group speaks English, they have a full grasp of the topic being discussed, their use of English is indicative of their intellect and education, they speak of their queerness, and they cannot express something in Tagalog (L1). In addition, five other categories appeared in the analysis which shows the participants' subjective tendency to use English to accomplish goals of knowing someone, flirting, ending, and getting serious in a conversation, and closing a deal.

So, how do these results attempt to describe queer bilinguals subjective? Let us take the notion of "ideological construct" which could symbolize queer communities as "agents of bilingual practice." From a general sense, queers are considered "minorities," but their bilingual display of subjectivity assumes "prestige" as "highly proficient bilingual subjective." Their use of English as evidence of their being intellectuals and educated, preference to use the said language to show intelligibility on a topic they know, and exploring the various facets of queerness in itself tend to realize Filipino male queer bilingual practices as proof of their exemplary bilingual performance.

In addition, their ability to use English is an important criterion to determine social power and social prestige, not only among queers themselves but also in the heterosexual community as well. Their subjective use of English is a way for them to acquire higher status, develop a sense of superiority, and view English as a "prestige language" in a general "queer social standing."

## 4. Conclusion

Queers, in general, are individuals in few numbers but found in every community who persistently display culturally misreferred traits and engage in non-normative deviant behaviors. Kulick and Schieffelin (2004, p. 354 in Garret, 2007) named them as "bad subjects." From a critical heteronormative perspective, queerness is bad because what is "good" is heterosexual normalcy which is predominantly male heterosexuality. As a bilingual subjective, choosing English to engage in homoerotic romance to establish gendered desire among Filipino male queers can be seen as non-normative or deviant. Thus, this somehow labels them as bad subjects but strongly sets demarcating parameters that legitimize and uniquely define queer bilingual subjective versus heterosexual subjective. However, this needs further scholarly works that would define Filipino male heterosexuality and subjectivity, but the researcher's present study on Filipino queer bilingual subjectivity is a humble attempt and a noble contribution to introducing the said topic in the field of gender and bilingualism.

## References:

Azad, R. & Azad M. (2005). Interlanguage subjectivity. Journal of Language and Linguistics. 2 (4), 152-160. *Journal of Pragmatics*, 33, 1901-1925.

Butorac, D. (2011). Imagined identity, remembered self:Settlement language learning and the negotiation of gendered subjectivity. (Unpublished thesis). Macquarie University, Australia.

Gafaranga, J. (2001). Linguistic identities talk-in conversation. *Journal of Pragmatics*, 33, 1901-1925.

Garret, P. (2007). Language socialization and the (re) production of bilingual subjectivities. In: Heller M. (eds) Bilingualism: A Social Approach. Palgrave Advances in Linguistics. Palgrave Macmillan, London.

Ghazvini, S., & Khajepour, M. (2011). Attitudes and motivation in learning english as second language in high school students. Procedia: Social and Behavioral Sciences, 15, 1209-1213.

Halic, O., Greenberg, K., & Paulus, T. (2009). Language and academic identity: A study of the experiences of non-native english speaking international students. International Education, 38 (2), 73-92.

Hsieh, F. & Shannon, S. (2005) Three approaches to qualitative content analysis. Qualitative Health Research. 15 (9), 1277-1288.

Kirsch, M. (2000). Queer theory and social change. New York: Routledge. Shefer, T.

(2011). Ordering gender: Revisiting the role of psychology in society. Psychology in Society. 27, 34-45

Spargo, T. (1999). Foucault on queer theory.UK: Penguin Books.

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# PHILIPPINE ENGLISH

# Acceptability of Philippine English (PhE) Grammatical and Lexical Items among General Santos Speakers Classified within Martin's Three Circles

**Joshua Tenebro-Roto, Maybelle A. Ramos, Maria Nicole P. Silva, Princess Krisha S. Reyes
Keanna Marie B. Paparon, Joveth Jay D. Montaña, & Fernan B. Lehao**
Mindanao State University, General Santos City
joshua.roto@msugensan.edu.ph

**Abstract.** Ascertaining the attitudes of Filipino speakers towards Philippine English (PhE), specifically regarding its grammar and lexicon, is crucial in building a consensus on the developmental position of this variety. Thus, this study focuses on determining the extent of acceptability of PhE grammar and lexicon among 45 randomly selected General Santos speakers classified within Martin's three circles. This study employed both descriptive-qualitative methods and conventional quantitative data analysis to assess the inquiry of the study. Particularly, the Grammatical and Lexical Acceptability Questionnaire (GLAQ) of Torres and Alieto (2019) was utilized. Results of this study suggest that, overall, the participants exhibited a certain level of acceptance toward PhE grammatical and lexical items. However, the Inner circle, as a separate unit, sees these items as somehow unaccepted. Additionally, Inner and Expanding circles manifested a significant difference between their levels of acceptability. The findings of this study provide supporting evidence for the transition of PhE towards a more established and internally regulated variety, indicating a growing acceptance and stabilization of its norms and features. This study implies that to enhance students' familiarity and comfort in utilizing PhE, teachers should incorporate PhE-specific content for language instruction.

**Keywords:** Philippine English, grammar, lexicon, acceptability, attitudes

## 1. Introduction

### 1.1 Background of the Study

Pioneering endeavors of linguistic research include studies on attitudes toward Philippine English (McKenzie, 2010). The exploration of this subject was driven by the theoretical underpinning of the World Englishes (WE) paradigm, which explores how English is used and adapted in multilingual contexts around the world (Kirkpatrick, 2007 cited in Alieto, 2019). This brought about a significant shift for Philippine English (PhE hereafter) in resisting the dominance of native speaker norms in classrooms. As such, PhE has become a constellation of the WE paradigm, mirroring the great linguistic and cultural diversity of the Philippine heritage (Martin, 2014).

PhE is a distinct and legitimate variety of English that is utilized by many Filipinos from different backgrounds, this is used in various forms of media, and in literary or non-literary contexts (Bautista, 2000). This indicates that there is, indeed, awareness about the existence of PhE. However, Martin (2010) argued that an awareness of the existence of a Philippine variety of English does not necessarily translate into acceptance of this variety. The study of Hernandez (2020) conforms to this notion, revealing that while respondents displayed a reasonable level of awareness, their understanding of PhE was not necessarily comprehensive.

Consequently, despite the growing recognition of the acceptability of PhE grammar and lexicon, some still view it as nonstandard and inferior to other varieties of English for most believes that it lacks legitimacy (Shohamy, 2006). What is acceptable to one group of people is almost always not acceptable to another group (Martin, 2014). Additionally, the problem on the linguistic ecology of the Philippines is mired by relative powerlessness (Tupas & Salonga, 2016), and both standardization and propagation efforts are largely confined to the elite and educated classes.

Contextualizing Philippine reality to the Kachruvian model, Martin (2014) expands a more complex stratification of users of English with additional three circles within the circle. The Philippine Inner Circle (PIC) refers to the minority educated elite who embrace standard American and/or PhE. The Philippine Outer Circle (POC) refers to a subset of the educated class who are aware of the Philippine variety but do not fully support its legitimacy and propagation. Lastly, the Philippine Expanding Circle (PEC) describes the underprivileged and less educated class, who see English as a requisite to upward mobility but in many cases lack the power to access it. This stratification aligns with Martin's observation of how literature typically portrays Outer Circle societies as homogenous English as Second Language (ESL) environments, despite the coexistence of indigenous ESL and English as First Language (EFL) spheres within Schneider's model (2011).

Considering this, it can instead be claimed that PIC is the only subset of PhE which is headed to endonormative stabilization. This is established by the evidence on linguistic behaviors of urban educated classes toward English (Villanueva, 2014). Meanwhile, a portion of POC and the PEC might remain within nativization. This is evident among lower and middle-class Filipinos who access and learn English while exhibiting distance from PhE in terms of either acceptance or support. For these reasons, Rentillo (2020) believes that the position and the fate of PhE within Philippine society, surely, were never free from trepidations and dissent.

These enduring challenges in attitudes and acceptability toward PhE made it crucial to understand the true sentiment of Filipinos and its place in Philippine society. Thus, this study focuses on determining the extent of acceptance among General Santos PhE speakers classified within Martin's three circles (inner, outer, and expanding). Specifically, through this study, the researchers seek to address the following questions:

## 1.2 Statement of the Problem

1. What is the level of acceptance of PhE grammatical and lexical items among General Santos speakers' classified within Martin's three circles?

2. Is there a significant difference in the level of acceptance of the PhE grammatical and lexical items among the participants classified within Martin's circles?

3. What can be inferred about the acceptance of PhE grammatical and lexical variants from the results?

**Null Hypothesis:** There is no significant difference in the level of acceptance of the PhE grammatical and lexical items among the participants classified within Martin's circles.

## 1.3 Research Framework

The study adopted Martin's framework of circles within circles as its theoretical foundation, aiming to provide a comprehensive understanding of how social dynamics shape the acceptability of lexical and grammatical items. This framework posits that social status and perceived social value play a significant role in determining the acceptance of linguistic features. Certain features may be associated with prestige or stigma based on their perceived social value within the community. Additionally, this research incorporated the Independent Variable - Dependent Variable (IV - DV) framework as its conceptual basis to analyze the relationship of the inner, outer, and expanding circle speakers and the extent of their acceptability. Ultimately, these frameworks illustrate a clear correlation between acceptability levels that depend and vary among the different circles.

Figure 1
Conceptual Framework
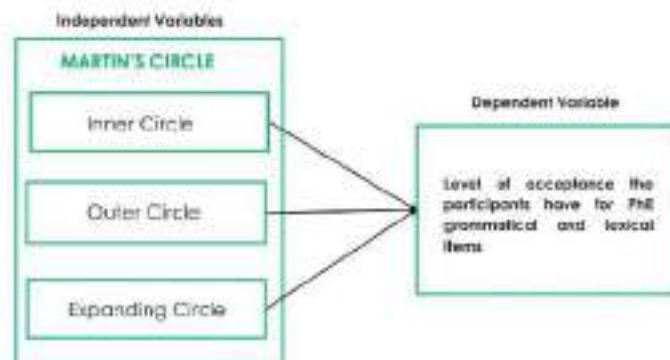
## 1.4 Significance of the Study

The goal to understand speaker attitudes toward PhE is important in building a consensus on the position of the variety within Schneider's (2003, 2007) dynamic model (Rentillo, 2020). In the same light, this study hopes to establish an understanding of the acceptability of PhE grammatical and lexical items among General Santos speakers classified within Martin's three circles. Exploration of attitudes towards a language or its variety can provide information essential for the prediction of linguistic scenes in areas where possible competition exists (Wang & Ladegaard, 2008 cited in Alieto, 2018).

## 1.5 Related Literature and Studies

The acceptability of PhE grammar and lexicon has been a topic of multiple research and discussion in the field of linguistics (Alieto, 2019). Additionally, Martin (2014) described the notion of acceptability as a complex topic – difficult to present in absolute terms – that involves considerations beyond language. Attitudes toward languages and language varieties are better viewed as a reflection of the level of prestige associated with particular speech communities (McKenzie, 2013). Judgment is derived from sociocultural norms, and such norms are established by groups in power (Garrett, 2010).

Following this, Bolton (2011) suggested that the question of the acceptability of PhE among Filipino users of the language may seem unnecessary given that the variety has already reached an "age of maturity". However, on the contrary, Baustista (2000 cited by Martin, 2014) advanced the importance of the general acceptability of a word for its inclusion in the dictionary. Hence, ascertaining the attitudes of Filipino users towards PhE grammar and lexicon is of high importance.

Acceptability, according to Martin (2014 in reference to Bautista, 2000), is related to the positive attitude of the respondents towards a specific lexicon in PhE. Based on the parameters Bautista set, a lexical item is considered acceptable when it reaches or exceeds the 50% quota of votes from selected Filipino respondents who are users of the English language. To investigate the acceptability of PhE, Bautista (2001 as cited by Martin, 2014) surveyed the attitudes of selected university students and teachers in Luzon regarding PhE grammar and lexicon. In her survey, only 31% of the respondents favored PhE because they gave higher regard for the American English (AE hereafter) variety. In fact, a striking result further showed that 23% of the respondents viewed PhE as an error made by poor speakers of English.

Similarly, Torres (2019) conducted research exploring the acceptability of Philippine English grammatical and lexical items among pre-service teachers. The results of which showed that PhE is accepted to a certain degree, but its acceptance is limited. This suggests that AE remains the preferred model. This finding is not surprising as previous linguists (Jenkins, 2011; Hundt, Zipp & Hurber, 2015) have established that placing inner

circle varieties, such as AE, above other varieties is a common mindset worldwide due to the prevalence of AE in education.

In connection, the 2006 study of Tupas, as cited in Torres and Alieto (2019), found that graduate students perceived PhE as an unideal model in the English language classroom. They preferred that learners must be taught following the AE norm as a form because this is empowering, while PhE should be used as content. Additionally, in a survey conducted on 185 public school teachers, Martin (2014) found a large percentage of teachers who reported that their target model of teaching English was the AE. The three cited reasons, why teachers preferred the AE over PhE, were universality, status, and market value.

Conforming to this, the study of Dimaculangan (2022) argues that both ESL teachers and students demonstrate an ambivalent stance towards PhE, displaying a lack of full acceptance. His paper further contends that this ambivalence and resistance among PhE users may impede the integration of this variety into the English language curricula established by the Commission on Higher Education (CHED) and the Department of Education (DepEd).

Parallel to this, the inner-circle-oriented English curriculum in the Philippines and its teachers show little sensitivity to local contexts. Local learning objectives, instructional materials, and assessment tools are incompatible with the real English language used outside the classrooms. This leaves students grammatical but incompetent communicators (Dimaculangan, 2018).

Still, in the same light concerning the acceptability of Philippine English, Gustilo (2018) investigated the attitude of Filipino ESL teachers regarding their identified Philippine English words in four different discourses: formal writing, informal writing, and formal oral and informal oral discourse. The acceptability test revealed that the selected ESL teachers in the Philippines have a negative attitude towards specific Philippine English words despite the fact that they are alive, and they continue to grow 90 (Dimaculangan & Gustilo, 2017). In addition, none of the tested lexical items were judged acceptable in the formal oral context which supports their claim that ESL teachers are not yet open to accepting Philippine English words in general.

On the other hand, a more neoteric study of Dimangadap (2021), indicates that the English teachers at Al-kwarizmi International School exhibited a positive attitude towards PhE, regarding it as a variant of Standard English. They expressed agreement with positive statements regarding PhE and strongly disagreed with its negative connotation. Likewise, according to Mangalus' (2021) study, teachers exhibited a significant level of receptiveness (acceptance) towards integrating PhE into their teaching practices, recognizing its potential to foster students' language learning confidence.

The same could be said of Torres and Alieto's (2019) study exploring the acceptability of PhE grammatical and lexical items among 400 pre-service teachers in Luzon and Mindanao. Their study determined the difference in the participants' extent of acceptability when grouped according to gender, type of high school attended, educational program, and geographical location. As well as, the relationship between the extent of acceptability to the number of languages spoken by the participants and their perceived English proficiency. Results of their study showed that PhE is 'somewhat accepted' by the participants. Further, they found that pre-service elementary teachers were more accepting of PhE grammatical and lexical items.

In consonance with the positive results of the aforementioned study, Hernandez (2020) followed Martin's (2014) 'circles within circles' framework and applied this to his analysis of the attitudes of ninety-five (95) graduate students of a Teacher Education Institution toward educated PhE. From this, there was general acceptance of the pluricentric model in teaching English in the Philippines (PhE and AE). Hernandez (2020) advocates for academic policymakers and teachers to consider the implementation of the pluricentric model in teaching English in the country.

Even with the innumerable studies conducted on the acceptability of PhE grammar and lexicon, no research has studied the extent of this acceptability amongst speakers classified within the three circles of Martin's circles within circles framework. A classification of stronger sociolinguistic orientation focusing on people's social strata. After all, acceptability is a sociolinguistic construct (Renandya, 2020), rather than a dense linguistic observation in some of the previously presented studies on the acceptability of PhE. Accordingly, the objective of this study aims to understand how the extent of acceptability on different lexical and grammatical items of General Santos PhE speakers vary within the inner, outer, and expanding circles. This paper, also, intends to come up with a comprehensive interpretation of the relationship between these extents of acceptability.

## 2. Methodology

This study employed a mixed-method design to investigate the acceptance of PhE grammatical and lexical items among General Santos PhE speakers. It utilized both descriptive-qualitative methods and conventional quantitative data analysis to assess the inquiry of the study. Additionally, to ensure participant confidentiality and maintain anonymity, their names were not recorded.

Due to time constraints, a total of forty-five (45) participants were randomly selected and classified into Martin's three circles, with an equal distribution of 15 participants for each circle. The data gathering process involved using a two-part instrument. Firstly, participants completed a demographic profile to determine their classification within Martin's circles. Secondly, the researchers utilized the Grammatical and Lexical Acceptability Questionnaire (GLAQ), adapted from Torres and Alieto (2019),

to assess the acceptability of PhE grammatical and lexical items. The questionnaire employed a rating scale ranging from 1 (unaccepted) to 4 (accepted). Both physical and digital copies of these instruments were distributed to the participants.

In evaluating the collected data, the raw scores obtained from the questionnaire were tabulated, organized, and analyzed. Descriptive statistics were employed to determine the extent of acceptability of PhE lexical variance. The interpretation of these findings was based on the extent of the acceptability scale (Table 1) from the study conducted by Torres and Alieto (2019).

Table 1
*Extent of Acceptability Scale*

| Range | Interpretation |
| --- | --- |
| 3.25 – 4.0 | Accepted |
| 2.5 – 3.24 | Somehow Accepted |
| 1.75 – 2.49 | Somehow Unaccepted |
| 1.0 – 1.74 | Not Accepted |

Lastly, to examine the significant differences in the extent of acceptability across PhE circles, the researchers sought the assistance of a statistician to ensure a valid and reliable interpretation of the calculated results.

## 2. Results and Discussion

This study was set up to establish an understanding of the acceptability of PhE grammatical and lexical items, their extent, and the significant difference of it among General Santos' speakers classified within the inner, outer, and expanding circle. Hence, this chapter presents the results of the analysis and interpretations of data pertinent to the study. It also involved discussing the findings of other studies conducted by other researchers that supported, affirmed or contradicted the results of this subject.

Specifically, this chapter is subdivided into three parts parallel to the specific questions enumerated in the Statement of the Problem to have a clear, comprehensive, and systematic presentation of the findings.

### 2.1 Level of Acceptance the Participants have for the PhE Grammatical and Lexical Items

Table 2 shows the level of acceptance of General Santos' speakers grouped within inner, outer, and expanding circles have towards its grammar and lexicon. With an average mean of 2.68, interpreted as somehow accepted, the participants from all circles are somehow accepting of the PhE grammatical and lexical items. The same is true in both Outer and Expanding circles separately, with mean scores of 2.72 and 2.85 respectively.

Contrary to this, the Inner circle sees PhE lexicon as somehow unaccepted while somehow accepting its grammatical items. Although generally speaking, the speakers from this circle alone see PhE as somehow unaccepted with a mean score of only 2.44.

Table 2
*Participants' Extent of Acceptability*

| PhE Category | Mean Scores and Interpretation | | |
|---|---|---|---|
| | Inner Circle | Outer Circle | Expanding Circle |
| Grammatical | 2.50 (Somehow Accepted) | 2.82 (Somehow Accepted) | 3.01 (Somehow Accepted) |
| Lexical | 2.37 (Somehow Unaccepted) | 2.62 (Somehow Accepted) | 2.69 (Somehow Accepted) |
| Total | 2.44 (Somehow Unaccepted) | 2.72 (Somehow Accepted) | 2.85 (Somehow Accepted) |

The findings suggest that the lexical and grammatical elements of PhE examined in the study are perceived by the participants as reasonably accurate and appropriate. This indicates the existence of PhE as a distinct and accepted variant among the participants. Truly, Filipinos, particularly those who have undergone formal education, generally have an awareness of the existence of PhE because it is extensively utilized in diverse domains including education, media, business, and government. The findings are consistent with Sicam and Lucas' (2016) research, which indicates that PhE has gained general recognition, and acceptability with highly positive attitudes among Filipino speakers placed in different social classes, similar to the respondents in the present study.

Further, the results of this study provide evidence that challenges the assertion made by Policarpio (2021) regarding the unawareness of Filipino speakers of (standard) PhE, which consequently leads to discrimination and stigmatization of linguistic norms. The findings, however, imply that the understanding and recognition of PhE might be more prevalent than previously suggested, potentially reducing the likelihood of discrimination or stigmatization of linguistic norms associated with it. However, it's important to note that these findings may not necessarily apply to the entire Filipino population and that attitudes and awareness toward PhE can still vary among different groups and contexts.

Subsequently, based on the calculated average mean, it can be inferred that the degree of acceptability is not absolute. Similar to that of Alieto and Torres (2019), the respondents do not perceive those items as entirely acceptable. The data indicates that the respondents still harbor reservations and hesitations regarding the use of PhE. It can be further deduced that the acceptance of PhE variants remains restricted. Much so, the respondents from different PhE circles may view it as acceptable only in specific contexts – favoring informal discourses.

This notion echoes the findings of Rosales and Bernardo (2017) in the study concerning pedagogical acceptability judgments of teachers and learners. As the results indicate a slight disparity in the acceptability of certain items, with some being significantly more accepted than others. At the same time, their study reveals instances where teachers and students have conflicting pedagogical judgments, while in other cases, their judgments align. These findings shed light on the complexities of pedagogical acceptability in PhE, which explains the conditional degree of acceptability from participants of the present study.

PhE speakers from both Outer and Expanding circles showed a reasonably positive level of acceptance toward the grammatical and lexical aspects of the local variety. In contrast, the Philippine Inner Circle stands as the lone group of speakers who interpret this grammar and lexicon as somewhat unacceptable. This result particularly correlates with the implications put forth by Martin's framework of circles within circles, which suggests that social status and perceived social value play a role in determining the acceptance of linguistic features. Certain features may be associated with prestige or stigma based on their perceived social value within the community.

## 2.2 Significant Difference in the Level of Acceptance of PhE Grammatical and Lexical Items among the Participants classified within Martin's Circles

To determine the significant difference in the level of acceptance of PhE's grammatical and lexical items among the participants classified within Martin's circles, this study checked two necessary parametric assumptions. The first involves examining the normality of the data, ensuring that it followed a normal distribution. The second assumption entails evaluating the equality of variances, confirming that there are no discernible differences among them.

Specifically, the p-value for the test of normality accounts for 0.154 which is greater than 0.05. This suggests that the study's data is normally distributed. Additionally, the p-value for the test of equality of variances accounts for 0.312 which is, also, greater than 0.05. This suggests that there is no difference in the variances. Accordingly, since both parametric assumptions are met, the researchers made use of ANOVA (Table 3) to test the relationship of the calculated means across variances. Specifically, it is obligatory in testing the study's hypothesis.

Table 3
*ANOVA – Mean*

| Cases | Sum of squares | df | Mean Square | F | p |
|---|---|---|---|---|---|
| Group | 3.861 | 2 | 1.930 | 5.988 | 0.003 |
| Residuals | | | 41.587 | 129 | 0.322 |

As reflected in *Table 3*, in the comparison of mean averages across variance using ANOVA with the significance level at 0.05, the calculated p-value accounted for 0.003 which is evidently less than the significance level. This results in the rejection of the null hypothesis because there exists a significant difference in the level of acceptance of the PhE grammatical and lexical items among the participants classified within Martin's circles. Following this, since the null hypothesis is rejected by the one-way ANOVA, we proceed with the Post- Hoc test (Table 4) to determine which means are not equal. More so, this is to identify exactly which groups differ from each other.

Table 4
*Post Hoc Comparisons - Group*

| | | Mean Difference | SE | t | Ptukey | Remark |
|---|---|---|---|---|---|---|
| Expanding | Inner | 0.409 | 0.121 | 3.381 | 0.003 | Significant |
| | Outer | 0.128 | 0.121 | 1.053 | 0.545 | Not Significant |
| Inner | Outer | 0.282 | 0.121 | 2.328 | 0.055 | Not Significant |

Demonstrated in Table 4 are the comparisons of mean differences of Inner, Outer and Expanding circles. In this regard, it is discernible that Expanding and Inner circles, with p-value remarkably accounting for 0.003 manifested a significant difference between their level of acceptability towards PhE grammar and lexicon. In contrast, the mean difference between the Inner and Outer circles having a p-value of 0.055 does not posit any significant difference in their level of acceptance. Likewise, the extent of acceptability of Outer and Expanding groups with a p-value at 0.545 are not significantly different either. In fact, these two groups displayed the least magnitude of difference between variables.

To reiterate, PhE has its own varieties like other languages. For that reason, these results unconsciously reflect the more complex stratification of users of English within the Philippine context. Needless to say, Martin's circles within circles are not only arranged based on exposure and proficiency in English, but rather, and more importantly, based on social strata. In other words, within this subgrouping, there exists a hierarchy where Inner, Outer, and Expanding circles are ranked first, second, and third, respectively.

The proponents of the Inner Circle, described by Tupas (2010), are the Filipino educated class who carries the economic and sociopolitical innerness of Standard Englishes (British and American) within communities of use in any part of the world.

Accordingly, this group includes those who hold bachelor's, master's, or doctorate education, and capably produce scholarly works (Martin, 2014).

Meanwhile, in the Outer Circle, PhE is spoken by Filipinos who are either weak or uncertain of recognizing the language. They are stakeholders of English finding the language as desirable but not really necessary (Matsuda, 2009). They might be educated Filipinos who freely code-switch in English-only domains, and use standard and non-standard norms, but are neither incapable of using nor promoting PhE; thus, ambivalent.

Finally, in the Expanding Circle, PhE is used by a majority of Filipinos who have difficulty accessing and using the language. They are barred by their sociocultural backgrounds, economic status, and interlanguage barrier among others.

Given these descriptions, together with the results provided in Post Hoc Comparison, it is only appropriate to say that the sociolinguistic norms and tendencies of Inner circle speakers are isolated and exclusive from the Outer and much highly from the Expanding circle. More specifically, Inner and Expanding groups draw a significantly different level of acceptability on PhE grammatical and lexical items. As speakers from the Expanding group show receptiveness to the local English variety with localized meanings, different accents, and creative compositions, the Inner group shows resistance to the said variety. Prescriptive attitudes and language purism may have influenced their perceptions of its acceptability. The results corroborate with that of Dimaculangan's (2022) research, which emphasizes the vibrancy of PhE and the expansion of its lexicon. However, certain gatekeepers of standard English usage, including ESL teachers, still maintain a negative attitude toward PhE. In fact, the study suggests that both ESL teachers and students demonstrate an ambivalent stance toward PhilE, indicating a lack of complete acceptance.

The findings of this study can be further elucidated by considering the work of Tomano, Otara, and Umpa (2021), which emphasizes the connection between the languages spoken by participants and their impact on lexicons and language perspectives. Their research suggests that participants' preference for the English language is rooted in familiarity and exposure, indicating the significant role of language in shaping individual identities. English is regarded as a language associated with prestige and education, facilitating communication with individuals from diverse nationalities. Through an examination of participants' language choices and attitudes, their study enriches our understanding of how the English language influences vocabulary usage. It underscores the intricate interplay between language, identity, and communication within the specific Philippine context.

## 2.3 Inferential Information from the Results

The prevailing belief among the majority that PhE has become a crucial and legitimate means of expressing inclusive Filipino thought and identity is contrasted by the diverse

perspectives found in the literature regarding the acceptance and perception of PhE in various contexts (Manarpaac, 2003). This current study supports the notion that PhE encounters challenges in gaining acceptability within the Inner circle. However, it is important to highlight that the study successfully demonstrated universal acceptability among the 45 General Santos speakers who were categorized within the Inner, Outer, and Expanding circles. The study further notes that, overall, the participants exhibited a certain level of acceptance toward PhE's grammatical and lexical items.

Despite the inability to draw generalizations for the extent of acceptability of the whole population in the community due to the low number of samples, the study could still be beneficial in building a consensus for the position of PhE in the Philippine context. Subsequently, this study aligns with the proposition put forth by Borlongan (2016) that there has been a shift in the development of PhE from nativation (phase 3) to endonormative stabilization (phase 4). The findings of this study provide supporting evidence for the transition of PhE towards a more established and internally regulated variety, indicating a growing acceptance and stabilization of its norms and features.

To summarize, this study examined the extent of acceptability of PhE grammatical and lexical items among the participants. In doing so, the study determined the degree of acceptability, provided a detailed description and interpretation of the findings, and explored any differences in the relationship of acceptability. It is important to note that the extent of acceptability investigated in this study is limited to a sample size of 45 randomly selected PhE speakers from General Santos. Consequently, the findings and analysis are specific to this particular group. Hence, it is highly recommended that future studies of a similar nature consider a larger sample size to allow for generalizations that can be applied to the broader population.

## 3. Implications

In totality, this study has significant implications for language instruction in General Santos. It provides a valuable foundation for incorporating PhE grammar and lexical items into English language teaching to accommodate the ever-evolving landscape of PhE, and to identify opportunities for integrating new developments and changes in the realm of academic instruction. Similarly, to enhance students' familiarity and comfort in utilizing Philippine English, teachers should incorporate PhE-specific content. Moreover, the study's findings can play a crucial role in raising awareness among General Santos PhE speakers, helping them embrace the legitimacy and acceptability of our unique form of English. By fostering a positive attitude, students can develop confidence in using the language and avoid any feelings of inferiority or stigmatization associated with Philippine English.

## REFERENCES

Afable, C. B., Austria, H. N. M., & Evidente, J. D. (2021). Lexical Features of When in Manila Blogs: IPE Word-Formation Processes and their Acceptability to ESL Teachers. *Modern Journal of Studies in English Language Teaching and Literature, 3(1), 50-67.*

Alieto, E., Abequibel, B., Ricohermoso, C. (2019). Attitude towards English and Filipino as Correlates of Cognition toward Mother Tongue: An Analysis among would-be Language Teachers. *Asian EFL Journal Research Articles. Vol. 26 Issue No. 6.1*

Alieto, E., (2018). Language Shift from English to Mother Tongue: Exploring Language Attitude and Willingness to Teach among Pre-service Teachers. *TESOL International Journal 134.*

Astrero, E. (2017). The Millennial's' Awareness and Understanding of Philippine English. *In Proceedings of the DLSU Research Congress.*

Bernardo, A. S. (2017). Philippine English in the ESL classroom: A much closer look. *Philippine ESL Journal, 19(2), 117-144.*

Berowa, A. M. (2018). Levels of language anxiety toward English: A sample from Davao del Norte. *The Online Journal of New Horizons in Education, 8(3), 118-12*

Dimaculangan, N., (2018). Another Look Into Philippine English: Towards User's Awareness And Celebration. *2. 17-22*

Dimaculangan, N., & Gustilo, L., (2017). Lexical Patterns in the Early 21st Century Philippine English Writing. <u>Advanced Science Letters</u>, *Volume 23, Number 2.*

Dimaculangan, N. G. (2022). Speakers' Ambivalent Attitude toward Philippine English: An Issue for Integrating the Variety into ESL Instruction. *Journal of World Englishes and Educational Practices, 4(2), 97-104.*

Dimangadap-Malang, R., & Pantao, A. G. (2021). Attitude Towards Philippine English: A Case of Al-kwarizmi International School English Teachers. *Asian Journal of Research in Education and Social Sciences, 3(4), 57-72*

Doloricon, J., & Langga, P. M. (2022). Intelligibility of Select World Englishes and the Factors Affecting It: The Case of High School ESL Learners. *International Journal of Linguistics, Literature and Translation, 5(8), 69-79.*

Hernandez, H. P. (2020). Filipino graduate students' attitudes toward teaching educated Philippine English: A sample from a premier teacher education institution. *Asia-Pacific Social Science Review, 20(1), 31-42.*

Hernandez, H. P. (2020). Awareness of Filipino graduate students towards Philippine English. *The Normal Lights, 14(2)*.

Mahboob, A., & Cruz, P. (2013). English and mother-tongue-based multilingual education: Language attitudes in the Philippines. *Asian Journal of English Language Studies, 1, 2-19*.

Mangalus, J. (2021). Another look at the Acceptability of Philippine English through the Lens of Basic Education Teachers. *Instabright International Journal of Multidisciplinary Research, 3(2), 99–115*.

Martin, I. (2014). Philippine English revisited. *World Englishes, 33(1), 50–59*.

Policarpio, P. H. (2021). Several bases for integration of Philippine English into the English curriculum of the Philippines. *Asian Englishes, 1-8*.

Renandya, W. A., & Tupas, R. (2020). Unequal Englishes: Re-envisioning the teaching of English in linguistically diverse classrooms. *Localizing Global English: Asian Perspectives 4(12), 48-58*.

Rentillo, P., (2020). Attitudes. *Philippine English 18(6), 262-267*.

Rosales, E. F., & Bernardo, A. S. (2017). When pedagogical acceptability judgments of ESL teachers and ESL learners differ. *International Journal of Education and Research, 5(7), 193-202*

Sicam, F. P. M., & Lucas, R. I. G. (2016). Language attitudes of adolescent Filipino bilingual learners towards English and Filipino. *Asian Englishes, 18(2), 109-128*.

Tamano, R. G., Otara, F. A., & Umpa, J. M. (2021). Languages Spoken and its Influence to the Lexicons and Language Perspectives of ESL Students. *International Journal of Linguistics, Literature and Translation, 4(5), 83-89*.

Torres, J. M. (2019). Positioning Philippine English grammar and lexicon in four discourse quadrants. *The Asian EFL Journal, 22(1), 253-276*.

Torres, J. M., & Alieto, E. O. (2019). Acceptability of Philippine English Grammatical and Lexical Items among Pre-Service Teachers. *Online Submission, 21, 158-181*.

Tupas, R., & Salonga, A. (2016). Unequal Englishes in the Philippines. *Journal of Sociolinguistics*, 20(3), 367–381.

Wa-Mbaleka, S. (2014). Teaching English to Speakers of Other Languages: The Case of the Philippines. *International Journal of Academic Research in Progressive Education and Development, 3(3), 57– 71*.

**Appendixes**

Appendix A
*Grammatical and Lexical Items Acceptability Questionnaire*

Part I. Demographic Profile

Directions: Kindly provide the asked information, and check the items which applies to you. Please make sure to leave no item unanswered.

Sex: _____          Age: _____
                        Occupation: _____

Educational Attainment:          Social Class:
_____Elementary Graduate        _____Poor
_____High School Graduate       _____Low-income Class
_____Senior High School         _____Middle-income Class
_____College                    _____High-income Class

Number of languages spoken: _____

Perceived English
Language Proficiency:

Exposure to English Language        _____Average
_____Low                           _____Conversational
_____Mid                           _____Fluent
_____High                          _____Proficient

Part II. Extent of Acceptability.

Directions: The items given below are lexical/grammatical items which are *italicized and bold* for easy reference. Please rate the extent of acceptability for each item. Four choices are provided for each item, to wit: 1 – *unaccepted*; 2 – *somehow unaccepted*; 3 – *somehow accepted*; and 4 – *accepted*. Simply encircle the number of choice.

| Grammatical/Lexical Items | | | | |
|---|---|---|---|---|
| 1. Failure to return borrowed books from the library on time can **result to** fines and other penalties. | 1 | 2 | 3 | 4 |
| 2. Many classic movies are **based from** popular novels. | 1 | 2 | 3 | 4 |
| 3. My perspective is sometimes different **for** your perspective. | 1 | 2 | 3 | 4 |
| 4. During quizzes, students are asked to **fill** the blanks. | 1 | 2 | 3 | 4 |
| 5. Students should learn to **cope up with** the challenges in their studies. | 1 | 2 | 3 | 4 |
| 6. Students have different views **with regards** success. | 1 | 2 | 3 | 4 |
| 7. There are a number of organizations **wherein** students can join. | 1 | 2 | 3 | 4 |
| 8. It's **a more correct** answer. | 1 | 2 | 3 | 4 |
| 9. Students should **get involved** to extra-curricular activities. | 1 | 2 | 3 | 4 |
| 10. The secretary attended the meeting **in behalf** of her boss. | 1 | 2 | 3 | 4 |
| 11. **Majority** of students nowadays use online references to do their papers. | 1 | 2 | 3 | 4 |
| 12. It must be enacted to a law whatever the political **cost**. | 1 | 2 | 3 | 4 |
| 13. They **left** the Philippines before their children entered college | 1 | 2 | 3 | 4 |
| 14. Students are required to attend the symposium which **would** be held in May. | 1 | 2 | 3 | 4 |
| 15. The use of social media **have been** the most significant change in the last decade. | 1 | 2 | 3 | 4 |
| 16. **The number** of students enrolled last term have increased. | 1 | 2 | 3 | 4 |
| 17. A number of different teaching techniques **has** emerged. | 1 | 2 | 3 | 4 |
| 18. Either the students or the teacher **know** how to open the presentation. | 1 | 2 | 3 | 4 |
| 19. One-third of the test items **was** asked during the review | 1 | 2 | 3 | 4 |
| 20. This method, along with other methods, **are** applicable now. | 1 | 2 | 3 | 4 |
| 21. I, together with my other classmate, **are** attending the symposium. | 1 | 2 | 3 | 4 |
| 22. That is **one of the reason** why I chose to pursue my education. | 1 | 2 | 3 | 4 |

| | | | | |
|---|---|---|---|---|
| 23. The president **assured** free tuition to all State Universities and Colleges. | 1 | 2 | 3 | 4 |
| 24. In schools, students are **taken cared of** by their teachers. | 1 | 2 | 3 | 4 |
| 25. Due to the requirements, **me** and my group mates are staying in the hostel over the weekend. | 1 | 2 | 3 | 4 |
| 26. In pair work, choose the person **who** you think you could work well with. | 1 | 2 | 3 | 4 |
| 27. Since its **very traffic** in Metro Manila, I don't want to study there. | 1 | 2 | 3 | 4 |
| 28. Thank you for the **invite** you sent last week. | 1 | 2 | 3 | 4 |
| 29. My teacher has that fascination in **vintagy** items. | 1 | 2 | 3 | 4 |
| 30. Since I was not responding to his message, he **unfriended** me in Facebook. | 1 | 2 | 3 | 4 |
| 31. He would **unsmile** whenever that person passes by. | 1 | 2 | 3 | 4 |
| 32. I have **PMed** to you the proposal. | 1 | 2 | 3 | 4 |
| 33. When he heard the news, he **OMGed**. | 1 | 2 | 3 | 4 |
| 34. The materials were already **xeroxed** yesterday. | 1 | 2 | 3 | 4 |
| 35. **I will** return next week. | 1 | 2 | 3 | 4 |
| 36. The **celebrant** did not expect the kind of party given to him during his 45th birthday. | 1 | 2 | 3 | 4 |
| 37. This is **necessarily needed** to pass the course. | 1 | 2 | 3 | 4 |
| 38. The five members divided the task **between** themselves. | 1 | 2 | 3 | 4 |
| 39. She tried **to quickly finish** the book before she had to leave. | 1 | 2 | 3 | 4 |
| 40. I should drink **fewer** coffee. | 1 | 2 | 3 | 4 |
| 41. My doctor advised me to have **less** doughnut for my immediate recovery. | 1 | 2 | 3 | 4 |
| 42. He will **bring** his father to Tagaytay this summer. | 1 | 2 | 3 | 4 |
| 43. Faculty members are engaged in their respective **researches**. | 1 | 2 | 3 | 4 |
| 44. Last February 14, I did a not so **valentiney** undertaking. | 1 | 2 | 3 | 4 |

Appendix B
*Summary of the Research Findings*

| | Inner | Outer | Expanding |
|---|---|---|---|
| 1. Failure to return borrowed books from the library on time can **result to** fines and other penalties. | 3.00 *(Somehow Accepted)* | 3.60 *(Accepted)* | 2.90 *(Somehow Accepted)* |
| 2. Many classic movies are **based from** popular novels. | 2.73 *(Somehow Accepted)* | 3.33 *(Accepted)* | 2.80 *(Somehow Accepted)* |
| 3. My perspective is sometimes different **for** your perspective. | 1.13 *(Not Accepted)* | 1.20 *(Not Accepted)* | 2.47 *(Somehow Accepted)* |
| 4. During quizzes, students are asked to **fill** the blanks. | 2.47 *(Somehow Accepted)* | 2.87 *(Somehow Accepted)* | 3.27 *(Accepted)* |
| 5. Students should learn to **cope up with** the challenges in their studies. | 2.33 *(Somehow* | 2.93 *(Somehow* | 3.10 *(Somehow* |
| 6. Students have different views **with regards** success. | 2.53 *(Somehow Accepted)* | 2.47 *(Somehow Unaccepted)* | 2.80 *(Somehow Accepted)* |
| 7. There are a number of organizations **wherein** students can join. | 2.67 *(Somehow Accepted)* | 3.00 *(Somehow Accepted)* | 3.20 *(Somehow Accepted)* |
| 8. It's **a more correct** answer. | 1.80 *(Somehow Unaccepted)* | 1.93 *(Somehow Unaccepted)* | 2.40 *(Somehow Unaccepted)* |
| 9. Students should **get involved** to extra-curricular activities. | 2.80 *(Somehow Accepted)* | 2.73 *(Somehow Accepted)* | 3.47 *(Accepted)* |
| 10. The secretary attended the meeting **in behalf** of her boss. | 1.80 *(Somehow Unaccepted)* | 3.17 *(Somehow Accepted)* | 3.20 *(Somehow Accepted)* |
| 11. **Majority** of students nowadays use online references to do their papers. | 3.33 *(Accepted)* | 3.53 *(Accepted)* | 3.50 *(Accepted)* |
| 12. It must be enacted to a law whatever the political **cost**. | 2.80 *(Somehow Accepted)* | 2.47 *(Somehow Unaccepted)* | 3.60 *(Accepted)* |
| 13. They **left** the Philippines before their children entered college | 3.60 *(Accepted)* | 3.60 *(Accepted)* | 3.50 *(Accepted)* |

| | | | |
|---|---|---|---|
| 14. Students are required to attend the symposium which **would** be held in May. | 2.33 (Somehow Unaccepted) | 2.40 (Somehow Unaccepted) | 2.80 (Somehow Accepted) |
| 15. The use of social media **have been** the most significant change in the last decade. | 2.13 (Somehow Unaccepted) | 2.40 (Somehow Unaccepted) | 3.00 (Somehow Accepted) |
| 16. **The number** of students enrolled last term have increased. | 3.33 | 3.73 | 3.67 |
| 17. A number of different teaching techniques **has** emerged. | 2.20 (Somehow Unaccepted) | 2.47 (Somehow Unaccepted) | 3.00 (Somehow Accepted) |
| 18. Either the students or the teacher **know** how to open the presentation. | 2.20 (Somehow Unaccepted) | 2.80 (Somehow Accepted) | 3.20 (Somehow Accepted) |
| 19. One-third of the test items **was** asked during the review | 2.53 (Somehow Accepted) | 2.20 (Somehow Unaccepted) | 2.50 (Somehow Unaccepted) |
| 20. This method, along with other methods, **are** applicable now. | 2.53 (Somehow Accepted) | 2.78 (Somehow Accepted) | 3.07 (Somehow Accepted) |
| 21. I, together with my other classmate, **are** attending the symposium. | 2.73 (Somehow Accepted) | 2.87 (Somehow Accepted) | 3.00 (Somehow Accepted) |
| 22. That is **one of the reason** why I chose to pursue my education. | 1.53 (Not Accepted) | 2.20 (Somehow Unaccepted) | 2.70 (Somehow Accepted) |
| 23. The president **assured** free tuition to all State Universities and Colleges. | 2.93 (Somehow Accepted) | 3.53 (Accepted) | 2.67 (Somehow Accepted) |
| 24. In schools, students are **taken cared of** by their teachers. | 2.27 (Somehow Unaccepted) | 2.40 (Somehow Unaccepted) | 2.50 (Somehow Unaccepted) |
| 25. Due to the requirements, **me** and my group mates are staying in the hostel over the weekend. | 2.13 (Somehow Unaccepted) | 2.73 (Somehow Accepted) | 2.60 (Somehow Accepted) |
| 26. In pair work, choose the person **who** you think you could work well with. | 2.40 (Somehow Unaccepted) | 2.80 (Somehow Accepted) | 2.90 (Somehow Accepted) |
| 27. Since its **very traffic** in Metro Manila, I don't want to study there. | 2.53 (Somehow Accepted) | 2.27 (Somehow Unaccepted) | 2.80 (Somehow Accepted) |
| 28. Thank you for the **invite** you sent last week. | 2.47 | 2.80 | 2.50 |

| | (Somehow Unaccepted) | (Somehow Accepted) | (Somehow Unaccepted) |
|---|---|---|---|
| 29. My teacher has that fascination in **vintagy** items. | 1.67 (Unaccepted) | 2.13 (Somehow Unaccepted) | 2.20 (Somehow Unaccepted) |
| 30. Since I was not responding to his message, he **unfriended** me in Facebook. | 3.00 (Somehow Accepted) | 2.87 (Somehow Accepted) | 2.30 (Somehow Unaccepted) |
| 31. He would **unsmile** whenever that person passes by. | 1.33 (Not Accepted) | 1.90 (Somehow Unaccepted) | 1.87 (Somehow Unaccepted) |
| 32. I have **PMed** to you the proposal. | 2.33 (Somehow Unaccepted) | 2.13 (Somehow Unaccepted) | 2.00 (Somehow Unaccepted) |
| 33. When he heard the news, he **OMGed**. | 1.73 (Not Accepted) | 1.93 (Somehow Unaccepted) | 2.07 (Somehow Unaccepted) |
| 34. The materials were already **xeroxed** yesterday. | 1.73 (Not Accepted) | 2.00 (Somehow Unaccepted) | 3.07 (Somehow Accepted) |
| 35. **I will** return next week. | 3.80 (Accepted) | 3.67 (Accepted) | 3.30 (Accepted) |
| 36. The **celebrant** did not expect the kind of party given to him during his 45th birthday. | 3.40 (Accepted) | 3.73 (Accepted) | 3.47 (Accepted) |
| 37. This is **necessarily needed** to pass the course. | 1.87 (Somehow Unaccepted) | 2.13 (Somehow Unaccepted) | 2.80 (Somehow Accepted) |
| 38. The five members divided the task **between** themselves. | 2.27 (Somehow Unaccepted) | 3.07 (Somehow Accepted) | 2.80 (Somehow Accepted) |
| 39. She tried **to quickly finish** the book before she had to leave. | 3.00 (Somehow Accepted) | 2.87 (Somehow Accepted) | 2.70 (Somehow Accepted) |
| 40. I should drink **fewer** coffee. | 2.00 (Somehow Unaccepted) | 2.33 (Somehow Unaccepted) | 2.27 (Somehow Unaccepted) |
| 41. My doctor advised me to have **less** doughnut for my immediate recovery. | 2.40 (Somehow Unaccepted) | 2.93 (Somehow Accepted) | 2.50 (Somehow Unaccepted) |
| 42. He will **bring** his father to Tagaytay this summer. | 3.47 (Accepted) | 3.53 (Accepted) | 3.60 (Accepted) |

| | | | |
|---|---|---|---|
| 43. Faculty members are engaged in their respective **researches**. | 2.47 *(Somehow Unaccepted)* | 3.20 *(Somehow Accepted)* | 3.27 *(Accepted)* |
| 44. Last February 14, I did a not so **valentiney** undertaking. | 1.53 *(Not Accepted)* | 2.00 *(Somehow Unaccepted)* | 1.90 *(Somehow Unaccepted)* |

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# PSYCHOLINGUISTICS

# A Psycholinguistic Analysis of Meranaw Verbal Bullying

**Sittie Zhaynab H. Ali**
Mindanao State University – Integrated Laboratory, Lanao Del Sur
sittiezhaynab.ali@msumain.edu.ph

**Abstract.** This research was given impetus by two critical issues: the psychological dimensions of Meranaw verbal bullying and the linguistic components of the emotive features of the verbal expressions. Specifically, this study identified the psychological forces that led to the development or creation of the utterances and gestures in the areas of personal development and interpersonal development. It also explored the psychological consequences brought by bullying to the bully and the bullied. This study made use of a qualitative research design in the form of case study and psycholinguistic analysis of the narratives in the Guidance Offices and utilized the method of triangulation. The results of this study illuminate that bullying takes different shapes and forms and can have damaging effects on the life of a child.

**Keywords:** verbal bullying, psycholinguistics, emotive, psychological, Meranaw

## 1. Introduction

Bullying is an escalating or mounting concern that exists right in the campuses of the different schools in the Philippines. Many children grow up with pains, both physically and psychologically, because of bullying by peers and adults around them. There has been tremendous attention given to bullying recently. National news coverage, documentaries and special reports, magazine and newspaper articles, and campaigns featuring high-profile individuals have been dedicated to confronting this serious issue. All this intensified awareness has brought much needed attention to an age-old problem.

Based on the cases recorded in the Guidance Office of MSU-Integrated Laboratory School (MSU-ILS), in a class of 30 students, 10 students are bullied and 5 are bullies. Bullying is the main cause of the severe cases submitted in the office. Those students who cried because they lost their money, their belongings are missing, and they are frightened to come to school, are victims of bullying. They are also the victims who were forced to fight back when they lose control because of already unbearable name calling by the bullies. The guidance counselors of the school observed that most of the bullies came from the lower sections of the grade level. This situation gives an impact both to the students and the teachers.

Safety issues in schools have become a current academic concern in the Mindanao State University – Marawi City. This phenomenon of bullying and other school violence among students, youth and adolescents has been disrupting academic stability in most schools, particularly in urban areas. This research, therefore, is considered as a response to this aggravating epidemic of bullying. Through this study, parents, educators,

and students will understand how bullying has evolved and how it is manifested through language and culture. The analysis and outcome of this study will probably make the students to be aware of the damaging effects of language; hence, they will use it with caution.  Gone are the days that "words will never hurt me". Words have become the sticks and stones in the age of technology and children need to understand that there are psychological consequences that come with using language as a weapon.

## 1.1 Theoretical Framework

This study was anchored on the theories related to the language acquisition and personality development of children such as the Behaviorism Theory, Cognitive Theory and Bronfenbrenner Theory, and Sigmund Freud's Psychoanalytic Theory.

Behaviorism highlights the children's observable behavior and how they demonstrate the quality and learning they have acquired. Behaviorists interprets learning as cause and effect, that is external aspects cause the individual to respond and this response can be carried out as learned behavior (Harley, 2015). Cognitive theory concentrates on how rational procedures or perceptions vary over time. The concept of cognitive development is a thorough notion about the environment and progress of individual intellect first developed by Jean Piaget. This theory indicates that cultivating kids about bullying should be finished from about two years old, as this is when he supposed they could begin to work out the case (Utomo, 2022).

American psychologist Urie Bronfenbrenner framed the Ecological Systems Theory which systematizes perspectives of growth into five nested levels of exterior effect: microsystem, mesosystem, ecosystem, macrosystem, and chronosystem. This theory justifies how social setting influence children's growth. It highlights the significance of learning children in numerous environments in the effort to recognize their progress. Through the several ecological systems, Bronfenbrenner's theory expresses the range of interconnected impacts on child growth. Understanding the circumstances that children are in can expose us to variants in the way children may act in diverse backgrounds.

## 1.2 Statement of the Problem

The study aimed to conduct a psycholinguistic analysis of bullying in Mindanao State University – Integrated Laboratory School by analyzing the narratives of the bullied and the various expressions used by the bully which were indicative of bullying. Furthermore, this researcher explored the psychological forces and consequences of bullying.

Specifically, this study sought to answer the following questions:

1. What are the narratives of bullying in the archives of the guidance counselors' offices in Mindanao State University-Integrated Laboratory School?

2. What are the various verbal expressions indicative of bullying?
3. What are the linguistic components of these verbal expressions in relation to its emotive features?
4. What are the psychological forces that led to the development or creation of the utterances and gestures in the areas of:
   a. Personal development; and
   b. Interpersonal development?
5. What are the psychological consequences of bullying to the:
   a. Bully; and
   b. Bullied?

## 1.3 Significance of the Study

The results of the study would provide the school administrators concepts on how to minimize the existence of bullying in the school. They can create policies and rules particularly for the anti-bullying program of the school. They can also create mission statement, code of conduct, school-wide rules, and a bullying reporting system. These disciplinary measures that must be disseminated and communicated widely will establish a climate where bullying is not acceptable. Furthermore, through this study, school administrators would be guided to build a safe and positive climate of the school environment through staff meetings, assemblies, class and parent meetings, newsletters to families, the school website, and the student handbook. Administrators must educate the teachers and staff on the school's rules and policies exclusively on the issue on different types of bullying. They can organize a seminar-workshop or trainings discussing the skills on how to intervene consistently and appropriately the individuals involved.

This study would enable the Guidance Counselors to analyze profoundly the status of bullying inside the school and will stimulate them to establish a school safety committee or task force to plan, implement, and evaluate your school's bullying prevention program. Moreover, through this study, counselors would be able to distinguish the students' needs according to the roles they play in the bullying experiences. They must render more time to the bullies who are relatively experiencing bullying within themselves and an appropriate intervention for the victims of bullying. This will also help the guidance counselor to update the individual inventory of the students which is very significant in developing intervention programs.

The analysis of the study would offer the teachers more opportunities to critically observe their students if they experienced bullying. They can also reinforce positive social interactions and inclusiveness and establish a school culture of acceptance, tolerance, and respect. They can also integrate values education in their subject areas for the students to be enlightened and sensitive on how they deal towards other people. The results of the study would awaken the parents on the real experiences of their children in the phenomenon of bullying. It is important that everyone in the community work

together and to send a unified message against bullying. Stakeholders of the community may launch an awareness campaign to make the objectives known to the school, parents, and other community members.

The outcome of the study would clarify the most vital role to be played by the students in minimizing the presence of bullying in the school environment. They can inculcate through themselves that bullying should be avoided and must be eradicated in the school. Students can be a significant medium to create a friendly and pleasant atmosphere for everyone through using polite expressions and being courteous all the time in dealing with other people. Values education must be instilled in their young minds so that they can apply these virtues not just within the school but also in their own home and communities. This study would be a great reference to future researchers for further related studies in bullying and psycholinguistic analysis of its language. Researchers may also try on their own local areas and personal experiences of their people.

## 2. Methodology

This research employed the qualitative research design in the form of narrative research using psycholinguistic analysis. It made use of descriptive qualitative method in the interpretation of data. Since this study is a psycholinguistic analysis, case study was the most appropriate research method used. The goal of a case study is to understand the complexity of a case in the most complete way possible. Hence, the researcher chose to focus only on the bullying cases within MSU-ILS to critically investigate in-depth the details and complexities of this phenomenon. MSU-ILS has a number of cases of bullying to be explored and further look across their similarities and differences.

### 2.1 Setting and Locale of the Study

The setting of the study is at Mindanao State University-Integrated Laboratory School (MSU-ILS), MSU Main Campus, Marawi City. The MSU Main Campus is located four kilometers from the city proper and is about forty (40) kilometers from Iligan City. MSU nestles in 1,000 hectares of rolling hills, which gives it a commanding or panoramic view of the scenic legend-rich Lake Lanao with the silhouette scenery of a sleeping lady as its prominent landmark.

The locale of the study is Marawi City which is the educational center of Central Mindanao considering that many institutions of higher learning have been established and operated in the city. The Mindanao State University (formerly named University of Mindanao) was formally established in Marawi City on September 1, 1961 by virtue of RA 1387 as amended.

### 2.2 Respondents of the Study

The respondents of the study were the students who were involved in bullying and identified as the bully and the bullied. The narratives of the bullied found in the archives of the guidance offices were the primary source of data. This study also involved key informants such as the guidance counselors of the elementary and junior high school departments starting from the establishment of the office of the guidance counselor.

The role of the parents and the guardians are also significant in gathering the detailed authentic information that the researcher needed. Thus, after the in-depth interview with the learner, it was followed by the interview with the parent or guardian. There was also a discussion among the classmate and the subject teachers if the learner involved.

All faculty members in MSU-ILS played a vital part for further exploration of these cases. They were the ones who knew first the cases of bullying since most of these situations happened inside the classroom. The need for the wisdom and knowledge of the experts was also essential in this study, hence, one of the faculty members from the Psychology Department of MSU College of Social Sciences and Humanities was also a key informant in the study who validated the analysis and interpretation of the findings of the study.

## 2.3 Research Instruments

This study utilized guided questions (see Appendix D-H) exclusive for the conduct of the interview. These guided questions were of great help to make the interview more focused on particular issue and to have a smooth flow of the process. The guide questions were validated by the five panel members to determine the appropriateness of the questions in the data gathering procedure.

In this study, the researcher made use of the narratives of the bullying cases as her basis for case review. The researcher conducted an in-depth interview (IDI) with the persons involved in bullying, with the consent of their parents or guardians (see Appendix D to F). For this psycholinguistic analysis, the researcher gathered data from different resources. During the gathering of data, the researcher made use of camera, audio, and video recorder to capture and document explicitly every single detail of the procedure with the consent of the respondents.

## 2.4 Data Gathering Procedure

The researcher sought permission from the head of the school for the conduct of the study. Upon the approval of the School Head, she collected the reported narratives of bullying cases starting from the year where there are documented files on these cases. From these narratives, the researcher identified the various expressions that were

indicative of bullying in terms of verbal language. These expressions were examined further on its linguistic components in relation to its emotive features.

For further and in-depth collection of data, the researcher conducted a one-on-one interview of the bully and the bullied. This interview was done upon the consent of the parents or guardian of the respondents. Another interview for the guidance counselors and teachers was organized to explore more complexities of the issue of bullying.

To collect authentic and genuine data, the researcher conducted a Focus Group Discussion (FGD) with the faculty members who happened to be the first handed witnesses of the incidents. Since most of the case happened inside the classroom, the teachers were the best candidate for FGD. Moreover, the researcher conducted a Key Informant Interview (KII) for the experts, guidance counselors, psychologists, and linguists who validated the cases on the components of psychology, counseling, and linguistics.

Since this is a psycholinguistic method of research, the researcher distinguished the psychological forces of the respondents which led them to bully in the area of personal and interpersonal development. The researcher also explored the recorded psychological consequences of the bullying experience both for the bullied and the bully. Selected psychologists' expertise was also needed in the psychological dimensions of this study through consultation and validation of data. Such data were significant part of the study since these were the basis for a psycholinguitic ntervention program to neutralize the cases of bullying.

## 2.5 Ethical Considerations

The researcher adhered to the ethical considerations in research to protect the rights of the research participants, to enhance the research validity and to maintain the scientific and academic integrity of the paper. To protect the identities of the respondents, the researcher used pseudonyms to replace the real identity information of the participants. All participants also have their right to privacy, so the researcher secured the confidentiality of the collected data.

In addition, the researcher used the typhoon names as the pseudonyms of the respondents which is metaphorical in terms of the effect of typhoon and the bullying to the people involved. Typhoons left the environment with a devastated situation and great damage to crops, houses and buildings, and death due to accidents. Similarly, bullying left the person in a distressed status who feels intimidated, threatened, insulted and sometimes it may lead to bullying.

## 3. Results and Discussion

Table 1

*Verbal Expressions in Meranaw Language*

| Verbal Expression | English Translation | Description |
|---|---|---|
| *ansed* | smelly armpits | A term used by Gardo to Henry is the expression "ansed" (smelly armpits). The term refers to the body odor particularly coming from the armpit of someone. Henry has offensive body odor so Gardo teased him with it. |
| *bayot* | gay | Perla hates Enteng for his annoying attention-seeking behavior so she called him "bayot". The term seems to humiliate a man so Perla used it to make Enteng stop his behavior. |
| *bileg* | cross-eyed | Samuel called Tomas "bileg" or cross-eyed because he always bumped into his chair unintentionally and Samuel found it annoying. |
| *boda* | idiot | Karding used the word "boda" (idiot). He used it consistently that sound offensive to his classmates. |
| *bolkad* | one with big eyes | Lando teased his friend with the word "bolkad" which refers to a person with big eyes. He also used it because he associated it to the family name of his friend. The family name of his classmate is Bolkia which sounds like "bolkad". |
| *datla* | slut | Enteng felt insulted because of the term "bayot" used by Perla to him. So, he called her "datla" to also humiliate her in return. |
| *di phakakan* | cannot eat | Agaton, Caloy and Domeng called Basyang as "di phakakan" because she is thin and short. They also used the term because Basyang had no money to buy some food. |
| *di psorat* | won't write | Waldo's behavior showed laziness during writing lessons and answering quizzes and activities. Most of the time, he will just sit down and act mischievously. His classmates teased him "di psorat" or won't write because of that. |
| *kawlit* | fat | Gardo used to body shame his classmates by calling those with chubby body shapes as *"kawlit"* which means fat. |
| *mado* | bad odor | Gardo is name-calling Henry as *"mado"* (bad odor) because Henry smelled stinky most of the time. |
| *taleng* | inattentive | Karding called his classmates *"taleng"* (inattentive) for no reason. That is just his expression to call their attention. |
| *tikogas* | skinny | Gardo also annoy his thin classmates by calling them *"tikogas"* (skinny) or in literally means as a little worth or ungainly in appearance person. |

Verbal violence, if permitted to persist extensively, largely devastates children's self-assurance and enthusiasm to go to school (Man, 2022). Additionally, Man (2022) testified that verbal violence can turn to physical assault when kids do not have the ability to handle humiliation. Though females and males both use verbal bullying, found that girls use more verbal bullying, whereas boys use more physical bullying, (Gomes, 2022).

Table 2
*Verbal Expressions in Other Languages*

| Verbal Expression | English Translation | Description |
|---|---|---|
| *baluga* | a derogatory term used to identify somebody with darkness | The three bullies Agaton, Caloy and Domeng were name-calling Basyang *"baluga"* because of her physical appearance. Basyang has dark complexion and curly hair, so they associate her to a baluga. |
| *sipsip* | obsequious | Karding teased his female classmates with the term *"sipsip"* or obsequious. Obsequious is one who uses compliments to gain self-serving favor or advantage from another person. In this case, Karding accused his classmates as obsequious to their teachers because they usually complimented them and always volunteered to help them. |

Verbal violence is hypothesized as a communication conduct that assaults a person's self-worth to bring mental discomfort and to make the individual feel less promising about himself. Mocking, calling names, and creating insulting and belittling comments and verbal abuse are all diverse kinds of verbal bullying. It habitually begins at a moderate level but can become more critical, leading to emotional exploitation and influences on psychological wellbeing (Gordon, 2022).

It is also in congruence to the study of Bekiari, & Pachi (2017) who highlighted that verbal assertiveness is damaging for the connections and, if it is commonly engaged toward an individual, it may represent abuse on his or her psychological state. The verbal violence seems to be absolutely associated to self-admiration, natural anger, rage, oppressive style, and unease. Otherwise, it is undesirably coupled with emotive understanding, relational fascination, inner enthusiasm and interior motives for punishment, drive environment with accent on learning, fair play, and receivers' discernment of teacher's integrity (Bekiari & Pachi, 2017).

Table 3
*Emotive Features of Verbal Expressions*

| Emotive Features | Verbal Expression | Descriptive Meaning |
|---|---|---|
| • irritated<br>• shame | • *ansed* | • untidy<br>• no proper hygiene |
| • humiliated | • *bayot* | • gay<br>• person who likes same sex |
| • angry | • *bileg* | • cross-eyed |
| • insulted | • *boda* | • dullard |
| • embarrassed | • *bolkad* | • one with big eyes |
| • insulted | • *datla* | • slut |
| • embarrassed | • *di phakakan* | • thin and short<br>• poor |
| • disturbed | • *di psorat* | • lazy |
| • embarrassed | • *kaolit* | • fat<br>• eat too much<br>• heavy |
| • humiliated | • *mado* | • stinky<br>• no proper hygiene |
| • insulted<br>• belittled | • *taleng* | • inattentive<br>• careless<br>• no presence of mind |
| • belittled | • *tikogas* | • skinny<br>• cannot eat<br>• poor |
| • insecure | • *baluga* | • ugliness |
| • annoyed<br>• misjudged | • *sipsip* | • obsequious<br>• take advantage |

A study conducted by Arifuddin, et.al. (2021) showed that the forms of verbal bullying are diverse, extending from distressing, intimidating, using verbal abuse by making jokes of his family and the name of the target. Other kinds have happened are mockery, superiority behavior between two levels, and bullying that student often encounter. These findings disclosed that the kind of verbal bullying that was encountered by learners was in the kind of hecklings, physical activities that were part of the superiority system that still succeeded at school and continual to create communication with learners who were inside the premises by establishing old traditions from school time.

Another study by Indah Viuni (2019) allocated with research of verbal bullying at school which is predominantly intended to explore the awareness of verbal bullying by learners and its effect of verbal bullying on the learners' academic performance. The findings of the survey displayed that the most verbal bullying was teasing, rejection, and contempt. Verbal bullying have an influence to the learners' attainment exclusively to the bullied who earned low grades in educational performances.

Table 4
*Psychological Forces on the Part of the Bully*

| Psychological Forces | |
|---|---|
| **Personal** | **Interpersonal** |
| • lack of self-awareness (identity confusion) | • neglected child due to birth order (middle child) |
| • feelings of vengeance | • peer pressure |
| • attention-seeking behavior | • intentional insults through name-calling |
| • desire for power and control | • spoiled as an eldest child |
| • narcissistic tendencies | • poor interpersonal relationship |
| • superiority complex | • family pressure |
| • boastful and irritable personality | • threatening harm and extortion |
| • self-esteem | • manipulation |
| • envy | • low socio-economic status |
| • outgoing | • mocking with an intent to humiliate |
| • needs praise and attention | • discriminatory toward non-Meranaw |
| • conduct disorder | |
| • displacement | |
| • feminine demeanor | |

The top three psychological forces in the area of personal development were: on the last rank is, displacement, conduct disorder, and top rank is narcissistic tendencies. Displacement is one of the psychological forces of bullying behavior. According to Cherry (2022), if an individual redirects his or her negative emotion from a primary cause to a less damaging receiver, then he or she is using a psychological defense mechanism called displacement. In the case of bullying, bullies have a tendency to bully their mates to retransmit their emotions that could be obtained from family issues and complications at home. This is coherent to the study of Valdebenito, Ttofi, Eisner, & Gaffney (2017) who discussed that the nature consequences of bullying create embarrassment, threat, terror, and emotional anxiety which are disparagingly damaging.

As mentioned by Ganesan et al. (2021), both conduct issues and bullying behaviors co-arisen in early years of development. Those children who were brought up in an environment with socioeconomically disadvantaged family and have antisocial parents have the tendency to bully others. Young individuals who bully others and those with conduct issues have raised degrees of developmental and emotive troubles, misbehavior, use of drugs, complications at school, and they remain to portray aggressive conduct in behaviors in maturity age (Erskine et al., 2016).

The top on the list of the psychological forces that led to the development of utterances and gestures of bullying is narcissistic tendencies. There are similar psychological approaches that being followed by the narcissists and the bullies in how they create and defend their personalities. In fact, there is a distinct interconnectedness of the two psychological entities. All bullies are narcissists, accompanied with exaggerated sense of self-value and an apparent absence of compassion for their victims' agony, while numerous narcissists end up being influential bullies (Burgo, 2013).

Another psychological force from the area of interpersonal development is that the bully tends to have a poor interpersonal relationship with other people. He or she fails to communicate properly and to responds appropriately. He or she frequently acts differently which is leading to bullying behavior. As mentioned by Ditch (2021), Those with unsecured friendships and unstable family connections are more likely to bully other children. They are pressured to act in a distinct manner in order to preserve acquaintances. There is also the feeling of discomfort and obstructive kind of relationship.

Next psychological force and believed to be one of the extensive causes of bullying is discrimination on race and religion. Discrimination is when you deal with another person unjustly centered on something about them that's distinct to you or your group, or at least something you believe to be different. In the case of MSU-ILS, the bully is a Meranaw who believes in Islam, and he bullied his classmate who is a Christian believer. This racial discrimination and bullying behavior are also supported by the study of Weinstein et al. (2021). According to them, multiple forms of harassment encounters are prevalent to racial–ethnic minority youth. These harassment encounters can involve bullying and parallel, culturally stimulating experiences of racial–ethnic judgement. Individuals who were bullied in one form may be bullied on the other form which overlap on both offline and online bullying. Apparently, most of the young people experienced racial-ethnic judgement in the context of online and offline (Weinstein et al., 2021).

The top one psychological force is low socio-economic status. Individual with low household income and/or low education performance may define as the persons who have low socio-economic status (SES). Tippett and Wolke (2014) conducted a study on meta-analysis on the relationship between bullying and socio-economic status. They exposed that there is more connection of a bully and victim if they are having a lower SES. They may be vulnerable to be weak and a target of bullying and became a bully consequently to strike back against lesser risk individuals.

Table 5
*Psychological Forces on the Part of the Bullied*

| Psychological Forces | |
|---|---|
| **Personal** | **Interpersonal** |
| • distinctive physical appearance<br>• lack of communication and social skills<br>• low self-esteem<br>• physical deficiency (body odor)<br>• low perceived self-efficacy<br>• aloof<br>• weak physical health<br>• assertive<br>• anger management issues | • poor interpersonal relationship with peers<br>• lack of support from family<br>• low socio-economic status<br>• no sense of belongingness<br>• pampered as the youngest child<br>• no social circle of friends<br>• racial/religious minority<br>• vulnerable family |

Table 5 displays the psychological forces why these students were being bullied by their classmates. On the third rank is the low socioeconomic status of the bullied learners. Campbell et al. (2019) research focused on this idea. They discovered that youngsters who lived in a disadvantaged household or low socio-economic circumstances (SEC) are more frequently the targets of the bully. Campbell et al (2019) further emphasized that the complex pathway of SEC gives a great influence on the wellbeing and health which will eventually lead to unreasonable and unfair treatment of resources and authority in terms of psychosocial conditions, economically and materially. One of these unreasonable results is the bully victimization because children who are born into low socio-economic status are considered as significantly underprivileged (Campbell et al., 2019).

Next psychological force that falls on the area of interpersonal development of the bullied is the family issues that they experience at their own home. They could be pampered and/or neglected by parents, lack support from family and they come from a vulnerable family. These family characteristics are psychological forces that make the learner weak and helpless to be bullied by his or her classmates. According to Bowes (2009), child ill-treatment was autonomously connected with being targets of bullying and bully-victims following influencing for the result of children's suppressing and expressing difficulties. Suffering mistreatment may have a immediate impact on the danger for being a target of bullying as a consequence of indications of disregard or discernible signs from tangible injury. Otherwise, the encounter of child mistreatment may employ an unforeseen outcome on being a target of bullying by affecting children's conduct (Bowes, 2009).

The first rank in this variable is racial and or religious minority which found by the bullies as weak, excluded, and easy target of bullying.  According to Khanna (2013), racial discrimination and typecasting of other ethnic sectors have steered to destructive manners in relation to peers of diverse ethnic setting in the form of bullying. In school environment, racial hostility against peers is seldom described as racial antagonism and is occasionally underestimated as bullying. Moreover, Khanna (2013) examined that racial bullying of teenagers by their peers is a complicated societal trend with severe outcomes that is insufficiently portrayed by term "bullying". Yet, racial discrimination in schools is normally referred as bullying, destabilizing the severity of the behavior.

In terms of interpersonal development, low socioeconomic status of the bullied learners falls on the third rank. Campbell et al. (2019) research focused on this idea. They discovered that youngsters who lived in a disadvantaged household or low socio-economic circumstances (SEC) are more frequently the targets of the bully. Campbell et al (2019) further emphasized that the complex pathway of SEC gives a great influence on the wellbeing and health which will eventually lead to unreasonable and unfair treatment of resources and authority in terms of psychosocial conditions, economically

and materially. One of these unreasonable results is the bully victimization because children who are born into low socio-economic status are considered as significantly underprivileged (Campbell et al., 2019).

Next psychological force that falls on the area of interpersonal development of the bullied is the family issues that they experience at their own home. They could be pampered and/or neglected by parents, lack support from family and they come from a vulnerable family. These family characteristics are psychological forces that make the learner weak and helpless to be bullied by his or her classmates. According to Bowes (2009), child ill-treatment was autonomously connected with being targets of bullying and bully-victims following influencing for the result of children's suppressing and expressing difficulties. Suffering mistreatment may have an immediate impact on the danger for being a target of bullying as a consequence of indications of disregard or discernible signs from tangible injury. Otherwise, the encounter of child mistreatment may employ an unforeseen outcome on being a target of bullying by affecting children's conduct (Bowes, 2009).

The first rank in this variable is racial and or religious minority which found by the bullies as weak, excluded, and easy target of bullying. According to Khanna (2013), racial discrimination and typecasting of other ethnic sectors have steered to destructive manners in relation to peers of diverse ethnic setting in the form of bullying. In school environment, racial hostility against peers is seldom described as racial antagonism and is occasionally underestimated as bullying. Moreover, Khanna (2013) examined that racial bullying of teenagers by their peers is a complicated societal trend with severe outcomes that is insufficiently portrayed by term "bullying". Yet, racial discrimination in schools is normally referred as bullying, destabilizing the severity of the behavior.

Table 6
*Psychological Consequences on the Part of the Bully*

| Psychological Consequences |
| --- |
| • delinquent behavior |
| • attention-seeking behavior |
| • aggression |
| • misconduct behaviors |
| • anti-social behavior |
| • status-seeking behavior |
| • superiority complex |
| • avoidance |
| • physical violence |
| • gained sense of control |
| • racial discrimination |
| • revenge |
| • hatred |
| • physical abuse |

Table 6 exhibits the psychological consequences on the part of the bully. A psychological consequence that the bully felt or experienced is physical violence. When the situation is an action of causing pain or attempting to or resulting to physical injury, then it is called physical violence. The goal of the perpetrator in this form of bullying is to undermine the self-determination of the target, not just to cause physical damage (Morin, 2020). Bullies find aggression in a constructive manner, such as a type of leisure and fun or a decent way to gain other belongings they need. Morin (2020) further clarified that anti-social behavior is one of the factors that is linked to aggressive conduct.

Delinquent behavior is another psychological consequence that experienced by the bully. A learner who displays signs of consistent and constant behavior issues is probable for a delinquent child. Oftentimes, these learners exhibit low self-esteem, conduct disorder, low self-control, mental disorder and performing unsatisfactorily in their academics. Cherry (2022) further noted that kids with low educational accomplishment, low dedication in his or her education, and low scholastic hopes and ambitions during the elementary and middle school grades are at elevated probability for child misbehavior than are other kids.

The first on the rank is the development of anti-social behaviors. According to Morin (2020), anti-social people are egotistical and careless individuals who cannot sympathize, contravene public norms and principles, and show disrespect to the human rights of others. Because they are exceptionally relaxed and need immediate pleasure, they can effortlessly perpetrate bullying. This notion is coherent with the longitudinal study of Farrington et al. (2020) who exposed that learners implicated in antisocial behaviors, including school bullying and cyberbullying, are at possibility of becoming engaged in other antisocial behaviors sooner. Nevertheless, its significance for the socialization procedure, not much is understood regarding the correlation between face-to-face and online bullying and other antisocial behaviors, and if this connection varies or continuous founded over time (Farrington et al., 2020).

Table 7
*Psychological Consequences on the Part of the Bullied*

| Psychological Consequences |
| --- |
| • low self-esteem |
| • aggression |
| • fear of possible harm from others |
| • physical violence |
| • less peer friends |
| • distrust |
| • hostility attributions towards Meranaws |
| • hatred |
| • revenge |

Table 7 portrays the psychological consequences experienced by the bullied. These are low self-esteem, aggression, fear of possible harm from others, physical violence, less peer friends, distrust, hostility attributions towards Meranaws, hatred and revenge.

Moreover, a psychological consequence felt by the bullied is the feeling of hostility towards Meranaws. Bullied students because of their race and ethnic affiliation felt hostile in dealing with their Meranaw classmates. Sanchez (2019) defined hostility as having undesirable thought and ideas and suspicion about other people, such as mistrust and sarcasm. It is categorized by adverse influence toward others. Hostility is connected with disagreement, violence and bullying, stress helplessness, and other externalizing behaviors. In addition, hostility is linked to internalizing behaviors such as abandonment, nervousness, and extreme sadness. Consequently, learners who experienced racial discrimination and bullying developed aggression and intimidation towards Meranaws.

Bullying developed antisocial behavior especially to the bullied children. The encounter may result to the person to deatch from social interaction with others, since they fail to develop their conviction in their capability to handle these connections and cease from trusting others to acknowledge them as they are (Woda, 2019). Bullying is a critical dilemma that can have foremost harmful outcomes for learners and for the whole environment in schools, establishing a dangerous educational setting. It is challenging and disturbing for all the stakeholders (Lichtenstein et al., 2019). Bullying and harassment are correlated with urgent damaging impacts and prolonged upshots for all those included in the incidents (Mbah, 2020). Bullies manifest raised occurrences of liquor and toxic drug, maladjustment conduct, and unlawful doings as they become grown-ups (Farrington, 2020).

The top psychological consequence in this study is the feeling of the bullied children to revenge against their bully. Some teens who have been victims of bullying to look for ways to retaliate or to seek revenge. Revenge is the need to strike back when an individual believes that he or she has been mistreated in some way. Wang (2019) further views it is sort of a denial mechanism where one exhibits rage and aggressiveness when something transpires in an unconscious level. Revenge is prevalent and extreme, and often entails contemplation about misery and the individual who initiated it (Grobbink, Derksen, & van Marle, 2015). Revenge is a frequent reaction to one apparent prejudice or damage and is suffered by many individuals. Opinions concerning the longing for vengeance differ corresponding to traditions and societies: from the need being a full forbidden, to the anticipation to adhere to in a way on the need in a savage method (Grobbink, Derksen, & van Marle, 2015).

## 4. Conclusion and Recommendation

The results of this study illuminate that bullying brings numerous structures and characteristics and can have detrimental impacts on the life of a child. Though there are

several measures of bullying, every child is distinctive and has his or her own approach of reacting to these circumstances. It implies that it is essential for parents, guardians, and teachers to recognize bullying, so that they can construct a conversation and recognize when a child requires assistance and support.

The source of bullying principally begins at home, thus the part of the parents and family members is very substantial in evolving the child on how to handle their anger and temper, how to respond to any situations and how to react to certain circumstances that they might encounter in their daily lives. The fostering beliefs that the home can extend will provide a huge influence into the holistic development of a child. The school, as the partner of the home, can help the parents in managing the mindsets and manners of the child, and in some way, promotes to converting the pessimistic stance into a positive and constructive one.

School classification and its affiliation to school environment, also needs to be respected more overtly. Learners must experience their sense of identification in the school alongside with the optimistic school environment to feel that their character in the school is meaningful and valuable. This research not only contemplates the role of individual well-being and various attributes of a sympathetic school environment but also explores the responsibility of social identification with the school in realizing the connection between school environment and specific bullying actions.

## References

*American Psychological Association Dictionary of Psychology 2ⁿᵈ Ed.,* (2015). https://blog.apabooks.org/2016/07/06/what-is-psycholinguistics/.

Arifuddin, M., Suriah, Nasir, S., Syafar, M., Saleh, L., Jafar, N. (2021). *Study of Verbal Bullying in Early Adolescents (Case Study of Pallangga 5 Junior High School and Sungguminasa 3 Junior High School).* Medico Legal Update, 21(1), 1553–1559.

Bekiari, A. and Pachi, V. (2017) *Insights into Bullying and Verbal Aggressiveness through Social Network Analysis.* Journal of Computer and Communications, 5, 79-101. https://doi.org/10.4236/jcc.2017.59006

Bowes, L., Arseneault, L., Maughan, B., Taylor, A., Caspi, A., Moffitt, T. (2009). *School Neighborhood, and Family Factors are Associated with Children's Bullying Involvement: A Nationally Representative Longitudinal Study.* National Library of Medicine. J Am Acad Child Adolesc Psychiatry. 10.1097/CHI.0b013e31819cb017

Burgo, J. (2013). *All Bullies are Narcissists.* The Atlantis. https://www.theatlantic.com/health/archive/2013/11/all-bullies-are-narcissists/281407/

Campbell M., Straatmann, V.S., Lai E.T.C., Potier J., Pinto Pereira S.M., Wickham S.L., et al. (2019). *Understanding Social Inequalities in Children Being Bullied*. UK Millennium Cohort Study Findings. https://doi.org/10.1371/journal.pone.0217162

Cherry, K. (2022). *What Is Antisocial Personality Disorder (ASPD)?* https://www.verywellmind.com/antisocial-personality-disorder-2795566

Cherry, K. (2022). *What is Displacement in Psychology.* https://www.verywellmind.com/what-is-displacement-in-psychology-4587375

Department of Education, Philippines (2013). RA 10627 Anti-Bullying Act of 2013. DepEd Order No.55 Series of 2013.

Ditch, L. (2021). *Why do People Bully?* The Scientific Reasons. The Label Publication.

Erskine HE, Norman RE, Ferrari AJ, Chan GC, Copeland WE, Whiteford HA, & Scott JG. (2016). *Long-Term Outcomes of Attention Deficit/Hyperactivity Disorder and Conduct Disorder: A Systematic Review and Meta-Analysis.* J Am Acad Child Adolesc Psychiatry. https://doi.org/10.1016/j.jaac.2016.06.016

Farrington, D. P., Nasaescu, E., Zych, I., Ortega-Ruiz, R., & Llorent, V. J. (2020). *Longitudinal Patterns of Antisocial Behaviors In Early Adolescence: A Latent Class and Latent*

*Transition Analysis*. The European Journal of Psychology Applied to Legal Context, 12(2), 85-92. https://doi.org/10.5093/ejpalc2020a10

Ganesan, K., et al. (2021). *Bullying Behaviors and Other Conduct Problems: Longitudinal Investigation of their Independent Associations with Risk Factors and Later Outcomes*. Social Psychiatry and Psychiatric Epidemiology https://doi.org/10.1007/s00127-021-02062-4

Gomes, A., Costa Martins, M., Silva, B., Ferreira, E., Nunes, O., & Castro Caldas, A. (2022). *How Different are Girls and Boys as Bullies and Victims? Comparative Perspectives on Gender and Age in the Bullying Dynamics*. International Journal of Educational Psychology, 11(3), 237–260. https://doi.org/10.17583/ijep.9310

Gordon, S. (2022). *Consequences of Bully Victims Experience*. Fact Checked by Marley Hall. www.verywellmind.com

Gordon, S. (2022). *How Religious Bullying at School Impacts Teens*. Fact Checked by Sean Blackburn. www.verywellmind.com

Grobbink, L. H., Derksen, J. L., & van Marle, H. J. (2015). Revenge: An analysis of its psychological underpinnings. International Journal of Offender Therapy and Comparative Criminology, 59(8), 802-907. doi:10.1177/0306624X13519963

Khanna, S. (2013). Resisting Bullying: Narratives of Victims and Their Families. University of Ottawa. Ottawa, Canada.

Lichtenstein P, Cederlöf M, Lundström S, D'Onofrio BM, Anckarsäter H, Larsson H, Pettersson E. (2019). *Associations Between Conduct Problems in Childhood and Adverse Outcomes in Emerging Adulthood: A Longitudinal Swedish Nationwide Twin Cohort*. J Child Psychol Psychiatry. https://doi.org/10.1111/jcpp.13169

Mbah, RM., (2020). *The Perception of Students About School Bullying and How it Affects Academic Performance in Cameroon*. Curriculum Teaching and Learning Studies. Education Memorial University of Newfoundland.

Morin, A. (2020). *Common Characteristics of a Bully*. https://www.verywellfamily.com/characteristics-of-a-bully-2609264

Sanchez, F. R. (2019). *The Effects of Bullying on Identity*. Counselor Education Capstones. 98. https://openriver.winona.edu/counseloreducationcapstones/98

Tippett, N., & Wolke, D. (2014). *Socioeconomic Status and Bullying: A Meta-Analysis.* Am J Public Health. National Library of Medicine. 10.2105/AJPH.2014.301960

United Nations Educational, Scientific, and Cultural Organization (UNESCO). (2019). Behind The Numbers: Ending School Violence and Bullying, France

Utomo, K. (2022). *Investigations of Cyber Bullying and Traditional Bullying in Adolescents on the Roles of Cognitive Empathy, Affective Empathy, and Age.* International Journal of Instruction. Vol.15, No.2 e-ISSN: 1308-1470 p-ISSN: 1694-609X pp. 937-950. www.e-iji.net

Wang, G.-Y., L., Komatsu, A. V., Zequinão, M. A., Pereira, B. O., & Silva, M. A. I. (2019). *Bullying, Social Skills, Peer Acceptance, And Friendship Among Students In School Transition.* Estudos de Psicologia (Campinas), 36, e180060.http://dx.doi.org/10.1590/1982-0275201936e180060

Weinstein, M., Jensen, M. R., & Tynes, B. M. (2021). *Victimized in Many Ways: Online and Offline Bullying/Harassment and Perceived Racial Discrimination in Diverse Racial–Ethnic Minority Adolescents.* Cultural Diversity and Ethnic Minority Psychology. Advance. http://dx.doi.org/10.1037/cdp0000436

Woda, S. (2019). *Long Term Effects of Bullying on the Victim.* https://resources.uknowkids.com/blog/long-term-effects-of-bullying-on-the-victim

# The Social Dimensions of Code-switching among Chinese Language and Arts Teachers

**Roxanne R. Duat**

University of the immaculate Conception, Davao City, Philippines

rduat@uic.edu.ph

**Abstract.** Two integral components of education in the classroom are language and communication. This study aimed at exploring the role of code-switching phenomenon as part of the teaching-learning process. Using the qualitative approach specifically phenomenology, Chinese Language and Arts teachers from School A- a Chinese school in Davao City were asked to participate. There are four types of code-switching found in the transcriptions from the classroom observations. These are inter-sentential, intra- sentential, tag-switching, and intra-word switching. Inter-sentential switching has been found to be the most employed type of CS used, followed by intra- switching, then the tag-switching, and lastly, the intra-word switching. Meanwhile, with the use of thematic analysis, essential themes emerged, such as Participation in classroom discourse, Interpersonal relationship or connectivity, Tension-free atmosphere in the classroom, Expression of thoughts and feelings, Enhancement of reading comprehension, Facilitation of teaching and learning, Shaping and maintaining identity, National norm/Integral part of society, Time consuming, and Linguistic deficiency. Moreover, four dimensions of code- switching were derived, namely; Asserting Status, Promoting Solidarity, Showing Formality, and Performing Functions.

**Keywords:** Education, linguistics, sociolinguistics, bilingualism, multilingualism, code- switching, Davao City, Philippines

## 1. Introduction

### 1.1 Background of the Study

The greatest feat of education is to bridge the gap between cultures of different nations, and two among its foundational components are language and communication. Without communication, learning cannot happen (Huff & Christensen, 2018). Through language, learning in classrooms is duly achieved. In a bilingual institution, where culture and language are diverse, the language of instruction in the classroom is vital towards the realization of quality instruction. According to Hamid (2016), many teachers who are in favor of applying communicative techniques in the language teaching environment, oppose any form of employing native language during classroom instruction. In contrast, supporters of the use of native language in the form of code switching, suggest that it may be an effective strategy in various aspects (Quyyum, 2016). Following the ideas of these two opposing parties, some weak and strong sides on the use of code switching in foreign language classroom settings cause a dilemma to the language teachers.

In the Philippines, although the Chinese language (Mandarin) is not regarded as a second language, with its global influence, Mandarin has gradually brought significance to the lives of Filipinos. Philippine historical accounts state that the Chinese nationals were well entrenched economically (Sussman, 1976) in the country. As a result, nowadays, schools offering a Chinese language program/curriculum have sprouted all over the country specifically in one of the largest cities, Davao. Some schools have adopted bilingual education programs, teaching all subject matters in English and Filipino while the Chinese Language and Arts (CLA) is regarded as a different or additional curriculum. It is apparent, therefore, that two or more different languages are employed during class discussion and conversations. While many researchers studied code-switching behaviors to better understand more about the language processes among bilingual children, few have examined how code- switching affects a child's linguistic competence (Yow, Tan, and Flynn, 2018). Other researchers thought it is used as gap fillers to ease communication or to sound cool (Sumarsih, et al. 2014).

Despite the strong drive of educating the learners with the Mandarin language effectively, the fact that these learners do not share common native languages among them put the teachers in a dilemma as to whether or not to use code-switching in their usual conversation and classes. As cited by Hamid (2016), Cook (2002) considers that in multilingual classrooms, the application of code-switching in classes which do not share the same native language may create problems, as some of the students (though few in number) will somehow be neglected. Wu (2013), in his study "Teachers' Code- Switching in the ESP Classroom in China", mentioned that there is a lack of research on teachers' code-switching in the ESP classroom in China. Similarly, there's no research details on the code-switching practice of teachers teaching Chinese as the foreign language, in the Philippine setting. With the given advantages and disadvantages, in reference to some existing papers, this paper clarified issues on CS throughout Davao City. This research can be noted as valuing not only the prestige of bilingual or multilingual schools, but also the functions of language of instruction in the classroom.

## 1.2 Purpose of the Study

This paper deemed to be of significance to the field of bilingualism research. As these schools with dual curriculum exist in the city and more learners are in hopes for learning the Mandarin language, there is an apparent need to investigate the quality of Chinese Language and Arts (CLA) instruction that teachers are capable of.

This research aimed to explore the social dimensions of the CLA teachers' code-switching practice. Specifically, it aimed to discover the following; the types of code-switching found in the transcription from audio recordings of class observation of CLA teachers, the lived experiences of the CLA teachers regarding code switching, and the social dimensions of code-switching t h a t w e r e extracted from the participants' experiences.

Anticipated outcome of this study will provide possibilities for future language planning, policies, and programs in the Department of Education.

### 1.3 Theoretical Underpinnings

This study was rooted on the theory of code-switching by Thomason (2001), which discusses the concept and reasons of this language phenomenon. Accordingly, code-switching is a phenomenon where speakers move from one language to another and back again with the same sentence. Practically, this paper has been anchored on the theory of Poplack (1989), who successfully classified three types of code-switching, which are inter-sentential codeswitching, intra-sentential code-switching, and tag codeswitching. In addition, McArthur (1998) identified four major types of code- switching, ranging from tag-switching (tags and set of phrases) to intra-word switching, where a change occurs within a word boundary, as cited in Myers-Scotton (2007). As to the social dimensions of CS, these are anchored on the theory of Holmes (2013) on the social factors and dimensions are the determinant elements used by speakers in choosing the language code.

### 2. Methodology

This study employed the qualitative method and phenomenology as the particular approach, as it seeks to understand the meaning people have constructed. I studied the experiences of the Chinese Language and Arts (CLA) teachers, their usual routines in the class, and the occurrence of code-switching in the discussions with students. During this stage, there was a conduct of class observations to record the types of code-switching used, and a series of in-depth interviews with teachers in order to explore their experiences. This was further validated through Focus Group Discussion with different set of Chinese Language and Arts teachers.

Purposive sampling was employed in selecting the Chinese Language and Arts teachers of School A in Davao City. There were 10 Chinese Language and Arts teachers from Grade School and High School levels, who have been teaching the subject for more than two school years. These teachers include Chinese nationals assigned to teach here in the country and Filipinos who f i n i s h e d a n Education program in the mainland China. These participants were all teachers of Chinese Language and Arts subject to students who are pure Chinese, Chinese-Filipino, pure Filipinos and even some are foreigners.

### 2.1 Data Gathering Procedure

This systematic inquiry followed proper procedure. A letter was obtained to solicit the approval to conduct my study from the Dean of the Graduate School of the University of the Immaculate Conception and PhD-Applied Linguistics Program Coordinator, and then noted by my research adviser. Furthermore, I secured a letter of permission to the Principal of School A where the interviews and observations were conducted. Upon approval, the participants were oriented about the conduct of the study, its significance, purpose, and objectives.

The participants were then asked to sign an Informed Consent Form stating their voluntary participation in the study. There was no misleading and potential harm during the conduct of the interview and they were told that they were rightful to discontinue their participation, otherwise. During the recorded interview, there was note-taking for cross-validation. The final transcript was verified by the participants for accuracy purposes and was kept with utmost confidentiality. The interview guide questions used were subjected for validation by experts in the field of linguistics, especially phenomenology. A video recording was done to document the interviewing process. The copy of the interview transcript was then shown to each of the interviewees for verification.

## 2.2 Data Analysis

To show the types of code-switching employed by the CLA teachers, the Rank order, Counts, and Percentages of code-switching types frequency were determined. Then, Poplack (1989) three types of code-switching, namely inter-sentential codeswitching, intra-sentential code-switching, and tag codeswitching was used to identify the types of code-switching found in the audio recording transcriptions from the classroom observations of the CLA teachers along with McArthur (1998) four major types of code-switching.

Meanwhile, thematic analysis was employed to identify the patterns and core ideas that were drawn from the transcribed in-depth interviews and focus group discussion. These were used to generate themes that gave a clearer emphasis on the common experiences of the teachers and the social dimensions of code- switching as practiced by the CLA teachers themselves.

## 2.3  Trustworthiness of the Study

To establish trustworthiness in conducting this qualitative research, I hereby adhered to provide the following: credibility, transferability, confirmability, and dependability. Credibility is established through such accurate transcriptions of the recorded data and the conduct of 'Member Checking' process, to ensure that the utterances  were not changed or misquoted. The interview guide question tool and the generated results were validated by experts in this filed. To demonstrate transferability in this research, I ensured that the findings are applicable into new contexts outside the actual study. This was strengthened by detailing the research methods and procedures used during the study. I also made it possible that sufficient information with detailed and rich description of the setting, limitations, number and qualification of the participants, sampling technique used, and particular data collection method of the study were provided. In establishing the dependability, I provided a detailed explanation of the research process and discussed the operational data analysis and data collection, substantially. This was to ensure that other researchers may yield a similar or more enhanced findings despite any possible change in the setting and contexts. To ascertain confirmability, I made sure that the findings are merely in accordance to the CLA teachers' experiences during their code-switching practices. I emphasized the significance of just interpretations and bias-free results in promoting confirmability in this study.

## 3. Results

Table 1 shows the profile of the participants who actively contributed to the accomplishment of this research. These were members of the faculty of School A for over two years. In the classroom observation, there were ten Chinese Language and Arts (C L A) teachers who positively agreed to be observed in the class. Codes given to teachers-participants are CO-CLAT1-10, where CO refers to classroom observation and then CLAT for Chinese Language and Arts teachers. The Informants for the in- depth interviews were five (5) CLA teachers also who are assigned in the different Mandarin class levels. Also, five (5) participants were asked for the focus group discussion to confirm the data in the IDI. The codes used are IDI-CLAT1-5 and FGD- CLAT1-5, respectively.

Table 1

*Profile of the Participants*

**Classroom Observations with CLA teachers**

| Code | Gender | Mandarin Class Level |
|------|--------|----------------------|
| CO-CLAT1 | F | SP-1 (Special Class) |
| CO-CLAT2 | F | Level 10-B |
| CO-CLAT3 | F | Level 11-A |
| CO-CLAT4 | F | Level 4-B |
| CO-CLAT5 | F | Level 9-A |
| CO-CLAT6 | F | Level 7-A |
| CO-CLAT7 | F | Level 6-B |
| CO-CLAT8 | F | Level 3-B |
| CO-CLAT9 | F | Level 5-A |
| CO-CLAT10 | F | Level 12-A |

**In-depth Interview (CLA teachers)**

| Code | Gender | Class Handled | No. of years in teaching Mandarin |
|---|---|---|---|
| IDI-CLAT1 | F | Level 12 and SP- 2 | 4 |
| IDI-CLAT2 | F | Level 5 and 12 | 3 |
| IDI-CLAT3 | F | Level 9 and 10 | 12 |
| IDI-CLAT4 | F | Level 6 | 10 |
| IDI-CLAT5 | F | Level 5 and 11 | 3 |

**Focus Group Discussion (CLA teachers)**

| Code | Gender | Class Handled | Level Handled |
|---|---|---|---|
| FGD-CLAT1 | F | SP 3 & SP 4 | 3 |
| FGD-CLAT2 | F | Level 2 | 11 |
| FGD-CLAT3 | F | Level 4 | 4 |
| FGD-CLAT4 | F | SP 2 | 7 |
| FGD-CLAT5 | F | Level 10 | 10 |

## 3.1 Types of Code-switching Employed by the CLA teachers in the classroom

After identifying the code-switching utterances of the CLA teachers during classroom observations, as shown in table 2.1 below, the lines or code-switching utterances of CLA teachers were then arranged according to rank and order of frequency. These are inter-sentential, intra-sentential, tag switching and intra-word switching. To start the discussion from the highest in rank, the inter-sentential type of code-switching has 42 counts and 41.58%. The second most frequent type of code-switching employed by the CLA teachers is intra-sentential switching with 40 counts and 39.60%. Furthermore, the third type of code-switching, tag switching, occurred less frequently than the first two mentioned having 16 times and 15.84%. Lastly, the least occurring type of CS among the utterances is the intra-word switching with a total utterance of three (3) counts and 2.97%.

Table 2.1

*Rank order, Counts & Percentages of CS Types Frequency*

| Rank | Type | Counts | Frequency (%) |
|---|---|---|---|
| 1 | Inter-sentential | 42 | 41.58% |
| 2 | Intra-sentential | 40 | 39.60% |
| 3 | Tag-switching | 16 | 15.84% |
| 4 | Intra-word switching | 3 | 2.97% |
| Total | | 101 | 100% |

Furthermore, table 2.2 below presents the lines or code-switching utterances of CLA teachers. These are arranged according to rank and order in frequency. The words in boldfaced signify the language switch while in the class. The four types of CS are reflected together with the corresponding utterances in the next column. The code for each CLA teacher is also found above the utterances. The table clearly shows that inter-sentential

switching was often used by teachers followed by intra-sentential switching, tag-switching, and then the least frequently used was intra-word switching.

Table 2.2

*Types of Codeswitching in Classroom discourse*

| Types of Codeswitching | Classroom Discourse |
|---|---|
| Inter-sentential | CO-CLAT1<br>1. *hai you wu fen zhong*. **Five more minutes.**<br>2. **what time do you sleep? kana ang kailangan.**<br>3. **Okay, read with me.**<br>4. **Do you have brothers or sisters?**<br>5. **Three or four?**<br>6. **Okay very good**.*.Ni jiejie ye shi da xueshengma* ?<br>7. *you wenti ma*? **Any questions?**<br>CO-CLAT2<br>8. *you chi.* (have eaten) **What do you have?**<br>9. **What is that?**<br>**CO-CLAT3**<br>10. Shen me yisi. **What?**<br>11. *Hen hao.* **Very good sentence.**<br>CO-CLAT4<br>12. **Oh, kayo lang ha.**<br>13. **Later na, later.**<br>CO-CLAT5<br>14. **Ano?**<br>15. **Huh? Where?***Na li ne?*<br>16. **What?**weishen me hui zhe yang ne ?<br>CO-CLAT6<br>17. *ni men kandao le yizhima , dui ma?* **Lahat man? All of us?** *( all of you have seen a horse, right?)*<br>18. *Wan fengchui, shishen me yisi ne?* **Ano?**<br>19. gang cai wo men kandao le yizhangtupian. **This one, picture**. *Dui ma?*<br>20. **Huh? Where?***Na li ne? (Where is it?)*<br>21. **Again, again.** *Kai shi*<br>**CO-CLAT7**<br>22. *hen hao.*.**Magaling.**<br>23. *hao.***Correct.**<br>24. **Faster!** women xuyaojixu<br>25. **Can you translate?** *shenmeyisi' ?* |

26. **Can I say something?** *Shenme?*
27. **Wrong, again…***Mama yaomai* (mom wants to buy)
28. **Okay, next.**
29. **So how to speak super happy in Chinese?**
30. **So how to speak what to buy  sa Chinese**?
31. **How to speak today in Chinese**?
32. **Yesterday?**
33. **Tomorrow?**
34. **Before yesterday?**
35. **May I drink water?**
36. **Can I sing?**
37. **Tv?**

    CO-CLAT8

38. **Ikaw, meronna**?
39. **Mamaya.** (later)

    CO-CLAT10

40. **Next sentence**
41. **Repeat!**
42. **Tama yan!**

Intra-sentential

    CO-CLAT1

1. **Activity number 2,***kai shi*
2. **you say** *wo wang you cai,*
3. *hou tian* (the day after tomorrow) **is after tomorrow..**
4. **okay start 2.***. kai shi*
5. **Louder,** *da sheng yi dian..***sige** *ni you mei you xiong di jiemei?* (You have brothers or sisters?).
6. **Okay,***hao ma,***taposna?**
7. **again,** *you!*
8. *hao ma, you wenti ma* **Questions?**
9. So saan nag work? **Sa bank, so** 'yin hang' **is bank... Okay next.**

    CO-CLAT2

10. *zailai, ni***again.**
11. Number mo
12. *Niu nai* **dapat.**
13. **okay,** *jiu*
14. **Sige next**, *jihao.*
15. **Right**, *mian tiao.*
16. **Yes,***nai cha*
17. *qi shui***is softdrinks.**
18. **okay**, *tai lai, ni you zhen me zaijian..*

    CO-CLAT4

19. **All dawsigena.**
20. Duo dian, five four three
21. I said hao ma, hao ma?
22. *Kankan,* **again**
23. **Sige,** *buyaokanni de shu.*

24. **San yung boys dito?**
25. *Dui buqi, wo de hou long yale, mei ban fa changge* **sorry**
26. **Oh bakit,** weishen me hui zhe yang ne ? *(why is that your answer?)*
    CO-CLAT6
27. **This one,** tian kongshishen me yan se ne? *(another question… what's the color of the sky? What color?)*
28. **Ano color?**
    CO-CLAT7
29. *Hai yao mai,* **what** *shenme?*
30. *mei mei yao mai,* **what***?*
31. **Anong meaning?**
    CO-CLAT8
32. hua, shenme meaning?
33. yang, **WHAT?**
34. **ok**ay, lai nvs heng zhan qi lai **girls.**
35. **okay**, yier san kai shi **bilis.**
36. hao, qing zuo now, good!
37. shenme shi **drawing**? (what is drawing?)
38. lai, xian zai ni men xian fu xi di yi dao di ba, **sige until 8 ha.** . (ok, you review the vocabulary words 1 to 8)
39. shui **is?** (water is?)
    CO-CLAT10
40. Shui jiao **ay mag-sleep!** (sleep is to sleep)

Tag switching
CO CLAT1

1. *Liang ge yue two months,* **okay?**
2. **Okay**, *shenme shihou* (when)
3. **Ha?** (What?)
4. **Correct!**
5. **Sige!**
6. **Guys!** *Wei shenme?*
7. **Okay!**
   **CO-CLAT2**
8. **Lunch ba**
   CO-CLAT4
9. kuaidian, **sige nah**
10. **Later na**
    CO-CLAT5
11. **OKAY?**
    CO-CLAT7
12. *meimeiyaomai,* **what***?*
13. *Henhaoqingzuo,* **nice one!**
14. **Okay!**
15. **Sige.**

16. **Okay**. nian (year)

Intra-word switching

CO-CLAT1

1. **naga work.**
2. Ni **na mag speak.** Yi er san (1, 2, 3 speak)
3. **mag-sleep!** CO-CLAT10

## 3.2 The Lived Experiences of the Chinese Language and Arts Teachers

Based on the analysis, ten major themes surfaced from the responses of the participants. These were gathered through the IDI and FGD and were thoroughly transcribed.

Participation in classroom discourse. Code-switching is considered as a factor for students' participation in the classroom discourse. When the teacher code-switches, the students seem to be active in the class discussions. This is evident in the response of participants 1 and 3:

> *Code switching help the students to*
> *express their opinion*
> *freely in the class. (IDI-CLAT1)*

> *Yes, Ma'am. They are more confident and*
> *they participate well if they can speak*
> *properly. (IDI- CLAT3).*

Interpersonal Relationship or Connectivity. According to the participants, code-switching does enhance interpersonal relationship in the classroom. One of the factors implied by the participants is that CS promotes solidarity and comfortability between themselves. This is made clear by the following responses:

> *Yes, Maam. They do not feel shy at all when I'm*
> *not usingMandarin sometimes. (IDI-CLAT3)*

> *I can see that they work well together when I*
> *allow them to speak comfortably. (IDI-CLAT5)*

Tension-free classroom atmosphere. Code-switching of CLA teachers also allow a tension-free atmosphere as it helps students become less tensed or anxious. When they were asked if CS allows them to give instructions or directions easily, they responded;

> *Yes, as I said oo. Mapansin nku. Mas comfortable sila if they understand well. (IDI-CLAT4)*

> I can notice. They are more comfortable…

> *Yes I think. When they are comfortable and hindi matakot, we can talk to each other. (IDI- CLAT4)*

> I think when they are comfortable and not scared…

Expression of thoughts and feelings. During the interviews, another factor that emerged on CLA teachers' CS practices is that it becomes a means for them to express their thoughts and feelings. These are explicitly implied in the following responses:

> *Yes, if I explain my opinion and they don't understand Chinese or Mandarin. It's better that I speak Tagalog or English. (IDI- CLAT5)*

> *They are eager to explain their point of views when mag ask ako na hindi in Chinese. (FGD- CLAT2)*

> …when I asked them not using the Chinese language.

Enhancement of comprehension in reading exercises. Employing code-switching somehow allows the CLA teacher to help the students with their reading comprehension skills. Codeswitching is a strategy that makes challenging reading activities or exercises comprehensible to students. These are apparent in the following lines:

> *When we have activities, I also speak in English. Especially when I tell them to read the book or the writings on the board. (IDI-CLAT4)*

> *I sometimes translate the lines into English so they could understand more easily. (IDI-CLA3)*

Facilitation of teaching and learning. Code-switching as a common phenomenon in the classroom, posits different core ideas. Among these are *storytelling is better facilitated when the teachers switch to the language that students can fully*

understand, codeswitching is a means of expressing ideas or concepts, translation is an effective strategy to learn words, phrases and expressions in Chinese, Code- switching can have better input in explaining and comparing grammar of English and Chinese language, Codeswitching eases the giving of instructions, Conduct of drills and exercises and information of important matters, Codeswitching eases the giving of instructions, conduct of drills and exercises and information of important matters, When the teacher codeswitches, he/she uncovers ways to manage classroom conversation for more equitable linguistic balance, and lastly, The use of codeswitching transfers the necessary knowledge for the students for clarity. These are apparent in the responses below:

> Yes, during our storytelling… (IDI-CLAT2)
>
> Mostly. When we discuss about vocabularies. And the reading comprehension is somehow developed. (IDI-CLAT1)
>
> Yes, when I can see that they are confused…
> (IDI- CLAT2)
>
> You know, if I cannot use, or find simple Chinese word. (IDI-CLAT5)
>
> Usually in difficult words, I translate them. Also if they are noisy, or annoying. Sabaan sila, I talk in Bisaya if grabe najud kasaba. If they cannot get instruction so I say it in English. And when they are not participating. (IDI-CLAT2)
>
> When we have a new lesson or when I introduce new word or sentences and grammar. I need to explain their comparison in English language grammar rules. (IDI-CLAT5)
>
> Ah, yeah easier for them to get the direction for the activity.(IDI-CLAT2)
>
> Konti lang, but I try to manage when they are noisy.
> (FGD-CLAT1)
> only a bit
>
> When they are noisy I just reprimand them, then they stop talking. (FGD-CLAT4)

Time Consuming. Chinese Language and Arts (CLA) find some challenges when

employing other language/s apart from Mandarin. Some core ideas surfaced such as *'translating a word, concept or idea from the target language to the matrix language entails time'*. When asked about the specific problem she experienced when code-switching;

> I take time to translate in because my students
> don't understand straight Chinese and English
> also. (IDI- CLAT2)

> Most of the time, I translate in Tagalog all the
> words, and it takes time to explain. (FGD-CLAT2)

Another core idea found in the analysis is *'explaining a sentence or paragraph using English or native Filipino language takes longer to proceed to the next discussion'*. This is attested by CLA teacher 2 who said;

> Just like that, ma'am, the discussion is not
> continuous because I still have to translate. (IDI-
> CLAT2)

Linguistic Deficiency. Another major theme that falls under the challenges of the CLA teachers when code-switching is linguistic deficiency. The first identified core idea is *'switching happens when there is limited vocabulary skills in the target language'*. This predicament is expressed by the participants in the following:

> They want to translate in Tagalog or Bisaya.
> Because some words in Mandarin, I cannot say
> them in English.(IDI-CLAT5)

> Use Chinese, English, Tagalog, and sometimes we
> can't help it. (IDI-CLAT1)

Another core idea is *'switching results from absence of knowledge on exact or equivalent words from Chinese to English and vice-versa'*. This is evident in the statements that follow:

> Also when ano my other students complain if they
> do not like in English, they want Tagalog translation
> only. (IDI-CLAT5)

These statements reiterate the third core idea which is *'result of limited knowledge in Mandarin when code-switching is employed'*. When asked if there are some more problems or challenges, participants for the IDI and FGD further commented:

> The problem usahay is they tend to depend on

*the fact na I'm always willing to translate for them. So…(IDI-CLAT1)*

*The problem sometimes, they tend to depend on the fact that I'm always willing to translate for them.*

Identity Shaping and maintaining. Under this theme is the identified core idea *cultural background of the learners can better be explained when the teacher codeswitches.* This is evident when some teachers mentioned;

*Yes right po. Like last time when I explain the Chinese festival, some words are difficult explain in Mandarin, so I explain in English, or Tagalog for them to understand. (IDI-CLAT2)*

Then the core idea *'Codeswitching is about maintaining a sense of control in the conversation'.* This is apparent in the participants' experiences as they shared:

*Yes, maam. They move if they understand. (IDI-CLAT3)*

*Yes maam. So I can explain myself and make clear. (FGD-CLAT1)*

*'Codeswitching bridges any social and cultural gap'* is the final core idea found in the responses and is testified through the following statements:

*They understand clearly when translated in their own language. (FGD-CLAT5)*

*They work at ease with other kids when allowed to speak freely. (IDI-CLAT5)*

National Norm/Integral Part of Society. Aside from the nine themes being mentioned, the last theme generated out of the participants' response is "National norm/Integral part of society" which explains their insights towards the practice of code-switching. This is evident in the following responses:

*I think it is normal and unavoidable sometimes. Because we really need to do this, for the sake of the class all in all. (IDI-CLAT4)*

*It's very needed in the class, so that we understand each other easily, especially those students who are not fluent in Mandarin yet. But we*

*have to let the pure Chinese students to wait and understand also, which they do naman. (FGD-CLAT2)*

### 3.3 The Social Dimensions of Code-switching

Social dimensions of code-switching were generated out of the themes extracted. Table 3 shows the significant findings derived from data analysis. There are four dimensions of code-switching which emerged from the themes: *Asserting Status, Promoting Solidarity, Showing Formality,* and *Performing Function.*

Under **'Asserting status'**, the themes '*participation in classroom discourse'* and '*expression of thoughts and feelings'* emerged. While **'Promoting Solidarity'** involves the CLA teachers' and students' *interpersonal relationship or connectivity* as well as *tension- free atmosphere in the classroom.* **'Showing Formality'** is a CS dimension that entails *enhancement of reading comprehension and facilitation of teaching and learning.* However, these become limited due to the facts that it is time consuming and it results to linguistic deficiency.

The last dimension found in the responses is **Performing Function.** This major theme produces essential themes such as '*shaping and maintaining identity'* and '*code-switching is a national norm or integral part of the society'.*

Table 3

*Social Dimensions of Code-switching Generated from the Themes Extracted from Experiences of CLA Teachers*

| Essential Themes | Social Dimensions of Codeswitching |
|---|---|
| Participation in classroom discourse<br>Expression of thoughts and feelings | *Asserting Status* |
| Interpersonal relationship or connectivity<br>Tension-free classroom atmosphere | *Promoting Solidarity* |
| Enhancement of comprehension in reading exercises or activities Facilitation of teaching and learning Time consuming Linguistic deficiency | *Showing Formality* |
| Identity shaping and maintaining | *Performing Functions* |

### 3.4 Types of Code-switching Employed by Chinese Language and Arts Teachers

The first objective of this study is to identify the types of code-switching (CS) and the transcripts revealed that there are four types of CS, namely; Inter-sentential switching, Intra-sentential switching, Tag-switching, and Intra-word switching.

The result is paralleled with the findings in the study of Poplack (1989)) who identified three major types of code-switching ranging from tag-switching (tags and set of phrases) to intra-word switching, where a change occurs within a word boundary. Meanwhile, McArthur (1998) identified four major types of code-switching which are inter-sentential, intra-sentential, tag-switching, and intra-word switching. As per thorough transcriptions, intra-word switching occurred least frequently. Tag-switching ranks third in the frequency of utterance. Then, the second highest in the ranking proves to be intra- sentential. The first in the rank is, obviously, inter-sentential.

This study shows similar result to Rabab'a and Al Yasin (2016) who identified the most recurring type of code switching used by 9th and 10th grade EFL teachers is inter- sentential code switching. The second most frequent type of code-switching employed by the CLA teachers, during the classroom observations, is intra-sentential switching. This occurs within a sentence is known as intra-sentential code-switching. This kind of switching can be produced at the level of word, phrase, or clause (Setiawan, 2023). The third type of code-switching, tag switching, occurred less frequently than the first two mentioned. Tag-switching is the insertion of a tag phrase from one language into an utterance from another language. Lastly, the rarest occurring type of code-switching among the utterances is the intra-word switching. This type is done within a word boundary (Nguyen and Cornips, 2016).

### 3.5 The Lived Experiences of the Chinese Language and Arts Teachers

The extracted major and essential themes were based on the recurring core ideas. Based on the analysis, ten major themes surfaced, such as *Participation in classroom discourse, Interpersonal relationship or connectivity, Tension-free atmosphere in the classroom, Expression of thoughts and feelings, Enhancement of reading comprehension, Facilitation of teaching and learning, Shaping and maintaining identity, National norm/integral part of society, Time consuming* and *Linguistic deficiency.*

Participation in classroom discourse. One of the essential themes for the CLA teachers' experiences is *participation in classroom discourse*. This theme is manifested when the CLA teachers employed CS every time they encourage participation and elicit responses from the students. When the teacher code-switches, students are active in class

discussion. Thus, students' expression of ideas, concepts, and opinions are better expressed as well. Hymes (1962) labeled this as 'directive' that suggests a speaker's will to direct someone or to get the listeners' attention, as cited by Dykhanova (2015). Moreover, this function is "used in a situation where a speaker wants to direct someone", Hamid (2016).

Interpersonal relationship or connectivity. This essential theme, as regards the interpersonal relationship or connectivity between the teacher and the students, pertains to the ideas that CS promotes solidarity between teachers and students and that it maintains the bond between and among them, hence , building good relationship in general. Teachers deliberately use code switching to create solidarity (Rabab'a & Al Yasin, 2016). Hait (2017) further explained, that code switching is used to find solidarity and to emphasize the convergence and divergence attitudes of the interlocutors. Moreover, teachers' use code-switching, such as smile, humor, praise, comment to create a solitary atmosphere and to index their close relationships and identities to make students study more comfortably and effectively (Wu, 2013).

Tension-free atmosphere in the classroom. Some core ideas for this essential theme 'Tension-free atmosphere in the classroom' pertain to the nature of CS to make the students comfortable and less tensed or anxious. It also induces a relaxed classroom and atmosphere that allows students to perform better and to establish rapport and informality in the classroom. Jingxia (2010) mentioned that one of the functions of CS is creating a relaxed and warm atmosphere, as cited by Temesgen and Hailu (2022). Making use of code-switching assures building solidarity and ensures a relaxing learning environment (Bilgin & Rahimi, 2013).

Expression of thoughts and feelings. This essential theme suggests that personal thoughts and feelings can be better expressed when the teacher codeswitches. Conveying nuances and personal intentions as well as praising, commending, or jesting are done better when code-switching. Some students expressed other functions of code-switching such as providing understanding of languages and cultures, jokes and emotions, and giving feedbacks (Eldin, 2014). Code-switching can be used for self- expression and it is a way of modifying language for the sake of personal intentions. In this respect, bilingual teachers use codeswitching in order to build intimate relations with students and to create a supportive language environment (Hait, 2014).

Enhancement of reading comprehension. Another theme that floats from the participants' experiences is 'Enhancement of reading comprehension'. This is based on the core ideas that the teachers' CS practice happens during reading comprehension exercises and that it boosts comprehension skills and makes challenging reading activities comprehensible to students. The predominance of code-switching in the classrooms is used to interpret complex ideas, translate questions, seek confirmation, check students understanding and code-switching is most prevalent in primary education (Kumar, Nukapangu, Hassan, 2021). Likewise, the students' attention will be directed to the new knowledge by making use of code-switching and in order to facilitate the students' comprehension (Sert, 2005; Hait, 2014).

Facilitation of teaching and learning. With this essential theme, code-switching of CLA teachers is manifested in activities such as storytelling, explanation of ideas and concepts, and translation of words, phrases, and expressions in Chinese. The core ideas from the participants' responses are asserted in various literature. The most frequent function of code-switching by teachers is Metalinguistic, as they code-switch to translate and clarify difficult vocabulary and terminology. This function of code-switching had the highest frequency among the participants (Dykhanov, 2015). He also cited that, "another rationale might be that clarifying and translating can be a useful strategy in the classroom as it saves time". This can be mostly observed in grammar instruction since bilingual teachers use the native language while providing syntactic rules of the target language in dealing with grammatical points. Consequently, the students' attention will be directed to the new knowledge by making use of code-switching. It also enhances students' comprehension (Bilgin & Rahimi, 2013).

Identity Shaping and Maintaining. This theme suggests that Cultural background of the learners can better be explained when the teacher codeswitches. Codeswitching bridges any social and cultural gap. It is about maintaining a sense of control in the conversation. Socializing effects is one of the main functions for code switching (Liu, 2006). Further, the language shift that is performed between people reflects their ethnic identity and functions as a bridge that builds unity among them (Aljoundi, 2013). Multilingual students have different needs than their monolingual peers and these should be taken into consideration by the pedagogic community, as children need to feel assured that their languages are all appreciated since most of the times these are associated with another heritage.

Time consuming. On ano ther note , this essential theme pertains to some of the disadvantages experienced by the participants when code-switching. Core ideas such as translating a word, concept, or idea from the target language to the matrix language entails time and explaining a sentence or paragraph using English or native Filipino language causes longer to proceed to the next discussion. One impression of code-switching is widely perceived as negative. As cited by Aljoundi (2013), there is a tendency to view it as a barrier to learning and as being disruptive to the learning environment (Arrifin & Hussin, 2011). Promnath and Tayjasanan (2016) suggest that code-switching is not supposed to be done word by word as it is time- consuming, but it should only be done to emphasize important messages or be used to explain difficult content during lessons.

Linguistic deficiency. This theme highlights one of the issues in CS which is a widely common discourse in linguistics. A learner may lose interest in listening to the former instruction spoken in the target language, when he is assured that it will be followed by a native language translation. This will have negative academic consequences; as the student is exposed to th e ta rg e t foreign language discourse limitedly (Sert, 2005; Hamid, 2016). Majority do not believe that using code-switching makes materials easy to understand nor strengthens students' English level of proficiency (Dykhanova, 2015).

National Norm/Integral Part of Society. This theme considers CS to play an important role in the learning environment. Eldin (2014) implied that speakers may switch codes

for different reasons including showing unity with a community, distinguishing oneself, participating in public meetings, discussing a specific topic, expressing emotions and affections, and persuading interlocutors. The students reported some other functions of code-switching like providing understanding of languages and cultures, jokes and emotions, giving feedback to students, translation of difficult sentences, creating relaxed and warm atmosphere, stressing on some points, employing reported speech, shifting topics, attraction of the students' attention, and checking comprehension (Jingxia, 2010).

### 3.6   Social Dimensions of Code- switching

There are four dimensions of code-switching as derived from the themes extracted from the participants' experiences, namely; Asserting Status, Promoting Solidarity, Showing Formality, and Performing Functions. These are anchored on the theory of Holmes (2013), particularly, who claimed that social factors and social dimensions too are the determinant elements for the choice of a particular language code. They are useful and a r e also the basic mechanisms in recounting and examining utterances of all types of social interactions (Holmes, 2013).

Language classes serve as the means for learners to exllpore the world through learning other nations' culture and language. The result of this study sheds light on the language teachers' factors and reasons for code-switching, and how this can be considered as relevant to their pedagogy. After thorough analysis, this study provides insights that Chinese Language and Arts teachers do employ CS with some social dimensions entailed.

### 4.   Conclusions and Recommendations

From the findings derived in this study, the following conclusions were formulated: this study supports, in general, the theory of Thomason (2001) who claims that code-switching is a language contact phenomenon. Also, this study supports the theory of Poplack (1989), as well as McArthur (1998), who identified the types of code-switching. There are four types of code-switching found in the transcriptions from the classroom observations with the CLA teachers. These are inter-sentential, intra-sentential, tag- switching, and intra-word switching. Inter-sentential switching has been found to be the mostly employed type of CS, followed by intra-switching, then the tag-switching, and lastly, the intra-word switching. The analysis revealed ten essential themes such as Participation in classroom discourse, Interpersonal relationship or connectivity, Tension- free atmosphere in the classroom, Expression of thoughts and feelings, Enhancement of reading comprehension, Facilitation of teaching and learning, Shaping and maintaining identity, National norm/Integral part of society, Time consuming, and Linguistic deficiency.

This study also supports the theory of Holmes (2013) who named the four social dimensions of CS namely: *Asserting status*, with essential themes 'Participation in classroom discourse' and 'Expression of thoughts and feelings'; *Promoting solidarity* which reveals 'Interpersonal relationship or connectivity' and "Tension-free Atmosphere in the

classroom'; *Showing formality* has 4 emerging themes which are 'Enhancement of reading comprehension', 'Facilitation of teaching and learning', 'Time consuming', and 'Linguistic deficiency'; and lastly, *Performing Functions* emerged with essential themes 'Shaping and maintaining identity' and 'National norm/Integral part of society'.

Chinese Language and Arts teachers all over Mindanao naturally employ code-switching in the classroom discussions. The school heads and principals may organize an awareness seminar or workshop on the social dimensions of CS to enable the teachers to be aware the benefits and constraints of CS in their classes.

For the future researchers, they may explore further the social dimensions of codeswitching as part of the linguistic or pedagogic trend. This may be a commonly studied phenomenon, however, there is a need to investigate more rigorously the insights of participants on the good or impeding effects of CS inside or outside the classroom discussion. The core ideas of the emerging themes of this qualitative study may be used for the development of a measurement tool, which can be done through a quantitative design and analysis. One of the limitations of this study is the lack of participants. Thus, it would be better if the study is to be conducted with the use of other set of language teachers or at a bigger region or city, with more number of Chinese schools or other bilingual academic institutions. Involving more participants may yield an easier factor analysis for a mixed methods process.

**References:**

Aljoundi, E. (2013). The strengths and weaknesses of code switching and bilingualism in the language classroom. 10.13140/RG.2.1.5051.1762.

Anastassiou, F. (2014). Children learning English as a third language: a study on their L3 speech production. PhD Thesis, University of Thessaly, Greece.

Bilgin, G. & Rahimi, A. (2013). EFL Teachers' Attitude toward Code Switching: A Turkish Setting. International Journal of Linguistics. 5. 10.5296/ijl.v5i5.4043.

Dykhanova, A. (2015). Functions of code-switching and attitudes toward them: a case study. Retrieved from http://i-rep.emu.edu.tr:8080/jspui/bitstream/11129/2942/1/dykalm.pdf

Eldin, A. (2014). Socio linguistic study of code switching of the arabic language speakers on social networking. Retrieved from https://www.ccsenet.org/journal/index.php/ijel/article/view/42623

Hamid, S. (2016). Code-switching between the teachers and the students of the conversation. Exposure Journal.

Hait, S. (2017). The functions of code-switching used by secondary students in english classes. Retrieved from https://www.academia.edu/8178001/The_Functions_of_Code_Switching_Used_by_Secondary_Students_in_English_Classes

Holmes, J. (2013). Introduction to linguistics. T&F ebooks. https://doi.org/10.4324/9781315833057

Huff, L. & Christensen, L. (2018). The role of language and communication in the education of English learners with significant cognitive disabilities (ALTELLA Brief No. 7). Retrieved from University of Wisconsin–Madison, Wisconsin Center for Education Research, Alternate English Language Learning Assessment project: altella.wceruw.org/ resources.html

Jingxia, L. (2010). Teachers' code-switching to the L1 in EFL classroom. The Open Applied Linguistics Journal, 3(10), 10-23.

Kumar, T., Nukapangu, V., & Hassan, A. (2021). Effectiveness of code-switching in language classroom in india at primary level: a case of l2 teachers' perspectives. Retrieved from https://eric.ed.gov/?id=EJ1320288

Lee, H. (2010). Code switching in the Teaching of English as a second language to secondary school students. Malaysian Journal of ELT Research, 6, 1-45.

Mokgwathi, T. & Webb, V. (2013). The educational effects of code-switching in the classroom-benefits and setbacks: A case of selected senior secondary schools in Botswana. *Language Matters*, *44*(3), 108-125.

Myers-Scotton, C. (2007). Code-switching with English: Types of switching, types of communities. World Englishes. 8. 333 - 346. 10.1111/j.1467-971X.1989.tb00673.x.

Nguyen, D. & Cornips, L. (2016). Automatic detection of intra-word code-switching. In *Proceedings of the 14th SIGMORPHON Workshop on computational research in phonetics, phonology, and morphology* (pp. 82-86).

Poplack, S. ( 2001). Code-switching (Linguistic). In Smelser, N.J., Baltes, P.B. (Eds.), International Encyclopedia of the Social Behavioral Sciences, Elsevier Science, Amsterdam, pp. 2062-2065.

Promnath, K. & Tayjasanan, C. (2016). English-Thai Code-Switching of Teachers in ESP Classes. PASAA. 51. 98-126. 10.14456/pasaa.2016.4.

Quyyum, S. (2016). A sociolinguistic survey on code-switching and code-mixing by the native speakers of Bangladesh. Retrieved from https://www.researchgate.net/publication/320596550_A_Sociolinguistic_Survey_on_Code_Switching_Code_Mixing_by_the_Native_Speakers_of_Bangladesh_Shaima_Quyyum

Rabab'ah, G. & Al-Yasin, N. (2017). English-Arabic Code Switching in Jordanian EFL Teachers' Discourse. Dirasat: Human and Social Sciences. 43. 313 - 329.

Rahimi, A., & Jafari, Z. (2011). Iranian students' attitudes towards the facilitative and debilitative role of code-switching; types and moments of code-switching at EFL classroom. The Buckingham Journal of Language and Linguistics, 4, 15-28.

Sumarsih & Siregar, Masitowarni & Bahri, Syamsul & Sanjaya, D. (2014). Code Switching and Code Mixing in Indonesia: Study in Sociolinguistics?. English Language and Literature Studies. 4. 10.5539/ells.v4n1p77.

Sussman, G. (1976). Chinese schools and the assimilation problems in the Philippines. Retrieved from https://www.asj.upd.edu.ph/mediabox/archive/ASJ-14-1-1976/sussman-chinese-schools-assimilation-philippines.pdf

Temesgen, A. & Hailu, E. (2022). Teachers' codeswitching in EFL classrooms: Functions and motivations. Cogent Education. 9.10.1080/2331186X.2022.2124039.

Thomason, S. (2001). Language contact: An Introduction. Edinburgh University Press. Retrieved from http://www.uni-due.de/SHE/HE_ContactAndChange.htm

Wu, S. (2013). Teachers' code-switching in the esp classroom in china. Retrieved from http://www.cscanada.net/index.php/sss/article/view/j.sss.1923018420130404.2   8 47

Yow W., Tan J., & Flynn, S. (2018). Code-switching as a marker of linguistic competence in bilingual children. *Bilingualism: Language and Cognition, 21*(5), 1075-1090. doi:10.1017/S1366728917000335

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# SEMANTICS

# Hegemonic Masculinity in Slimmers World International Instagram Posts

**Persieus S. Balog**
Far Eastern University, Manila
persieus1989@gmail.com

**Abstract.** Many scholars have been interested in analyzing social media in the last decade. Some researchers have been interested in analyzing how gender is represented in social media. Based on the review or related literature, studies on Asian online discourse on masculinities specifically in the Philippine context remain scarce. Thus, the present study would like to address this research gap. This study seeks to analyze the hegemonic masculinity ideologies embedded in Slimmers World Instagram posts. This paper utilized Connell and Messerschmidt's (2005) theory of hegemonic masculinity. Findings reveal that hegemonic masculinity is not prevailing on the Instagram page of Slimmers World International. Also, the presence of an LGBTQ member and different types of women on their Instagram page indicates that they value inclusivity and welcome other genders. Furthermore, another interesting finding of the study is the promotion of the muscular concept of women and gay men. It empowers women and members of the LGBTQ community because they are presented in a more powerful form.

**Keywords:** language and gender, semiotics, multimodal discourse analysis

## 1. Introduction

### 1.1 Background of the Study

Social media platforms such as Facebook, YouTube, Twitter, and Instagram play a pivotal role in our life. According to Poulsen, Kvale, and van Leeuwen (2018), social media plays a huge role in shaping and transforming social practices. It affects not only the way of socializing but also the promotion of products and services. One of many companies that use social media to promote their services is Slimmers World International.

Slimmers World International provides services that help their clients achieve fit bodies and healthy skin. They have numerous centers in Metro Manila, Cebu, Subic, and Bangkok, Thailand (Slimmers World, 2018). As one of the leading companies in beauty and fitness, they tend to promote certain standards of beauty, body, and masculinity. In this regard, it is interesting to analyze the gender ideologies embedded in Slimmers World International Instagram (IG) posts and how other genders are presented on their IG page.

Many scholars have been interested in analyzing social media these days. Indeed, some researchers have been interested in analyzing how gender is represented in social media. One example is the study of Parkins and Parkins (2021). The main focus of their paper is on gender representation and construction of masculinity in Instagram posts of 10 male social media influencers. Their objective is to determine how male influencers construct masculinity in their Instagram posts. Findings reveal that male influencers embody the ideal concepts of hegemonic masculinity in society today. On the other hand, some male influencers are shifting away from the stereotypical concept of masculinity to a more metrosexual type of masculinity. It indicates that men nowadays are becoming more interested in grooming and fashion, thus veering away from the traditional concept of hegemonic masculinity. This related literature will be useful in expounding the analysis of the present paper in analyzing the hegemonic masculinity in Slimmers World Instagram posts.

Similarly, the study of Bañez (2021) focused on analyzing the concepts of Filipino masculinities on Twitter. In this paper, the researcher analyzed the current construction of masculinities in the social media space. Analysis shows different themes of masculinities – 1. Romance and Masculinity, 2. Masculine Capital, 3. Online Resistance to Hegemonic Masculinity. Interestingly, Bañez (2021) highlighted that studies on Asian online discourse on masculinities specifically in the Philippine context remain scarce. Thus, the present study would like to address this research gap.

In the field of social semiotics, a study conducted in analyzing the construction of masculinity in a social space. Kerry (2016) studied the construction of hegemonic masculinity in the semiotic landscape of a CrossFit 'cave' in New Zealand. Findings reveal that hegemonic masculinity is dominant in the social semiotic landscape of CrossFit gym. It is evident in the pictures, signs, and colors found inside CrossFit. Similarly, the analysis shows that the semiotic landscape of the gym shows different layers of marginalization of women and men who do not conform to the standards of hegemonic masculinity. Also, the gym's semiotic landscape promotes certain gender ideologies that marginalize women and members of the LGBTQIA community.

The main objective of the present paper is to analyze the hegemonic masculinity and gender ideologies embedded in Slimmers World International Instagram (IG) posts and how other genders are presented on their IG page. This study is, indeed, a replication of Kerry's (2016) research on the construction of hegemonic masculinity in the semiotic landscape of a CrossFit 'cave' in New Zealand. Therefore, my study also utilized the same theoretical framework in Kerry's (2016) paper.

Overall, based on the limited review of related literature cited in this study, it indicates that there is a research gap in analyzing hegemonic masculinity in online discourse and social media platforms, especially in the Philippine context. Thus, the present paper would attempt to fill this research gap.

## 1.2 Research Questions

This study seeks to analyze the hegemonic masculinity and gender ideologies embedded in Slimmers World International Instagram (IG) posts. Specifically, this study attempts to answer the following question.

1. Is hegemonic masculinity prevailing on Slimmers World International Instagram page?

2. What are the different types of hegemonic masculinity present on Slimmers World International Instagram posts?

## 1.3 Theoretical Framework

To answer the research questions, this paper utilized Connell and Messerschmidt's (2005) theory of hegemonic masculinity. According to Connell and Messerschmidt (2005), this theory is based on the idea that there are superior and inferior types of men or hierarchies of masculinities in society. Furthermore, according to Connell (1998), as cited in Kerry (2016), "hegemonic masculinity often relates to hierarchy and exclusion based on what is perceived to be the ideal male" (p. 212). In other words, the concept of hegemonic masculinity sets certain standards a man should possess to look ideal, dominant, and powerful. According to this theory, an ideal man must embody a great physique, emotional strength, economic and social power, and other characteristics of desirable men. Furthermore, "hegemonic masculinity may take two forms: hegemony over women, and hegemony over other, subordinate masculinities (Connell & Messerschmidt, 2005; in Kerry, 2016, p. 213)." Hegemony over women focuses on dominance over women in terms of emotional, physical, sexual, social, and economic aspects. On the other hand, hegemony over other subordinate masculinities focuses on men who do not fit the mould of an ideal man.

## 2. Methodology

For the corpus of this study, I have collected 44 pictures from the official Instagram page of Slimmers World International. Due to time constraints, the data is only limited to the pictures posted from January 3, 2022, to May 26, 2022. I have chosen Slimmers World International as the source of my corpus because they are one of the leading companies in beauty and fitness in the Philippines. Hence, it is interesting to analyze the gender ideologies embedded in their Instagram posts.

This study used a mixed-method approach. The quantitative approach focused on the simple frequency count of Instagram posts that reflect hegemonic masculinity, whereas the descriptive qualitative approach was used to analyze the types of hegemonic masculinity present in the pictures. Moreover, the corpus was coded and analyzed using Connell and Messerschmidt's (2005) theory of hegemonic masculinity.

## 3. Results and Discussion

In this part of the paper, the tables, samples, analyses, and discussions of the findings are presented.

Table 1

*The overall frequency of Slimmers World International Instagram posts from January 2022 to May 2022*

| Instagram posts | Frequency | Percentage |
|---|---|---|
| Hegemonic Masculinity | 15 | 34.1 |
| Advertisements | 19 | 43.2 |
| Muscular Concept of Women | 10 | 22.7 |
| **Total** | **44** | **100** |

As shown in Table 1, more than a quarter of the corpus comprises posts that reflect hegemonic masculinity, while almost half of it consists of advertisements. It shows that hegemonic masculinity does exist in Slimmers World International Instagram posts. Furthermore, the high frequency of advertisement is because of the promotion of certain vitamins, reminders for Covid-19 protocols, and holiday and special day greetings. The advertisements posted indicate that Slimmers World International does not only promote products and services, but also they would like to connect and show concern to their clients. This is evident in their Covid-19 posts and special day greetings such as Mother's Day. Lastly, a quarter of the corpus reflects a muscular concept of women which I will discuss later.

Figure 1

*A Man Showing his Great Physique and Physical Strength*



*Note.* A sample of a man exuding hegemonic masculinity.

Figure 1 is an example of hegemonic masculinity. In the image, the man shows his great physique and physical strength. His muscles and disciplines for his training are highlighted. You could see in his eyes that he is laser-focused on what he is doing. According to Kerry (2016), one of the indicators of hegemonic masculinity in CrossFit is the value of discipline evident not just in its semiotic landscape, but also in the discourse of the owner and other male members of the gym. This value is also present on the Instagram page of Slimmers World International.

Figure 2

*A Famous Social Media Influencer and Proud Member of LGBTQ Community*



*Note.* A sample of a proud member of LGBTQ community that exudes hegemonic masculinity.

The man in the picture is Aaron Maniego, a famous social media influencer, and proud LGBTQ member. Aaron is known for his fun and flamboyant fashion and personality. In Figure 2, his buffed body is highlighted which reflects hegemonic masculinity. This interesting finding shows representation of the LGBTQ community and the muscular concept of gay men. Based on this sample, I could say that Slimmers World International Instagram page promotes inclusivity. The picture of Aaron posted

on their Instagram page sends a message that they welcome the members of the LGBTQ community. Similarly, they also promote the muscular concept of gay men which is different from the usual body type of gay men in the Philippines, i.e., slim and effeminate.

Figure 3

*An Advertisement Celebrating Mother's Days*



*Note.* An advertisements posted on the Slimmers World International Instagram page.

Figure 3 is an advertisements posted on the Slimmers World International Instagram page. As shown in Table 1, almost 50% of the corpus consists of advertisements. I find it interesting because Slimmers World International does not only promote great body physique on their Instagram page, but they also take part in the celebration of some special days such as Mother's Day (Figure 3). This indicated that they are aware that they also have women and mothers as clients. In this regard, it helps them to be more inclusive.

Figure 4

*Muscular Concept of Women*



*Note.* An image of a muscular woman posted that veers away from the usual and conventional slender type of woman's body.

A quarter of the corpus reflects a muscular concept of women which is shown in Figure 4. These findings indicate that Slimmers World International promotes a certain body physique for women that veers away from the usual and conventional slender type of body (Figure 5). It is interesting to note because such an image reveals their gender

ideology. This picture is empowering for women because it shows that women can also do rigorous workouts like what men do. Also, by simply looking at the face and muscles of the woman in Figure 4, you could say that Slimmers World International created an image of a powerful woman who is ready to fight and conquer the world.

Figure 5

*A Toned and Slender Model*
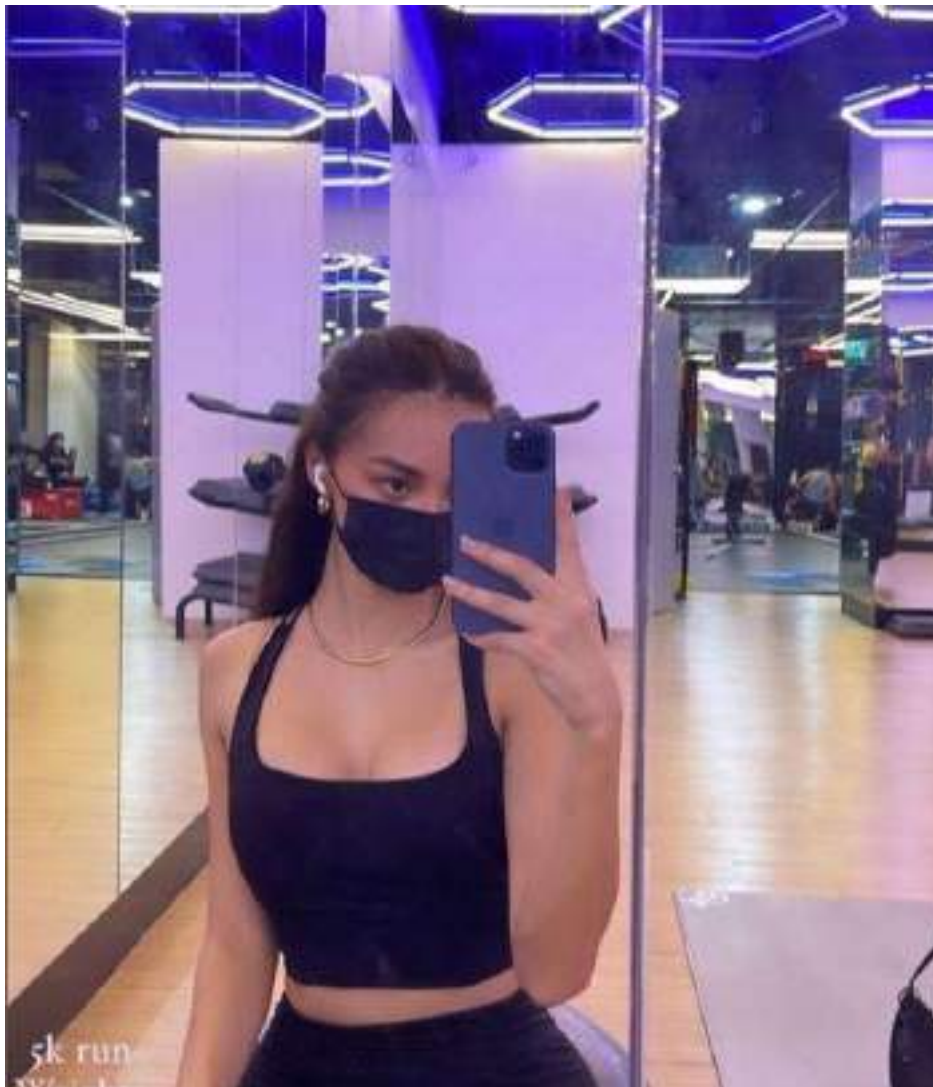


*Note.* An image of Kylie Versoza, Miss International 2016, posted in the IG page of Slimmers World.

Furthermore, Slimmers World International showcases different types of women on their

Instagram page. For instance, Figure 3 - a mother and daughter; Figure 4 - a muscular concept of women, and Figure 5 – a toned and slender model. The woman you can see in Figure 5 is Kylie Verzosa, Miss International 2016. You can see in this picture the typical toned, slender, model body type of a woman. Compare to Figure 4, Figure 5 is the more conventional type that many women would like to achieve.

Based on Table 1, I could say that hegemonic masculinity does exist on the Instagram page of Slimmers World International; however, it is not dominant unlike in the findings of Kerry (2016) where hegemonic masculinity is prevailing in the entire semiotic landscape of CrossFit gym. Furthermore, I argue that Slimmers World International Instagram page is inclusive. The presence of a member of the LGBTQ Community (Figure 2) and different types of women (Figures, 2, 3, and 4) shows that Slimmers World International welcomes other genders, thus promoting inclusivity in their social media space. It is interesting to conduct another study comparing and contrasting their Instagram page and the semiotic landscape of the actual gym to see if there are similarities and differences with the results. In addition, the presence of muscular concepts of women (Figure 4) and gay men (Figure 2) is another interesting topic to explore in future research projects because there may be layers of marginalization that are happening among the so-called marginalized groups.

Table 2

*Different types of hegemonic masculinity found in Slimmers World International Instagram posts*

| Types of Hegemonic Masculinity | Frequency | Percentage |
|---|---|---|
| Hegemony over other subordinate men | 11 | 73.3 |
| Hegemony over women | 4 | 26.7 |
| **Total** | **15** | **100** |

Table 2 presents different types of hegemonic masculinity. There are two types of hegemonic masculinity. First hegemony over women focuses on dominance over women in terms of emotional, physical, sexual, social, and economic aspects. Second hegemony over other subordinate masculinities focuses on men who do not fit the mould of an ideal man. Based on the analysis, hegemony over other subordinate men is more common than hegemony over women.

Figure 6

*Hegemony over other Subordinate Men*



*Note.* An image of a man that shows hegemonic masculinity over other men.

The man in Figure 6 is an example of hegemony over other subordinate men. HIs strong body and great physique are being highlighted in the picture. This is similar to other pictures of men posted on the Instagram page of Slimmers World International. Moreover, the absence of the pictures of men who are out of shape, overweight, or thin indicates that Slimmers World International gives much premium on men who fit the mould of hegemonic masculinity. Slimmers World International aims to promote beauty

and fitness. Hence, it is not surprising that most of its posts showcase fit men (Figures 1 and 6). On the other hand, this may give an impression that men who are overweight or thin are not welcome. Therefore, it would have been better if they had also posted pictures of out-of-shape men, who are working out, to have more representation on their Instagram page.

Figure 7

*Hegemony over Women*



*Note.* A world health day advertisement that shows subtle hegemony over women.

Based on the analysis, hegemony over other women is not that evident in the corpus. Also, even though hegemony over other women does exist in the data, it is subtle. Figure 7 is an example of hegemony over other women. As you can see in the picture, there are three women and one man raising their hands together. The man is the tallest among them; hence, the three women seem like looking up to the man, thus making him look superior. Figure 7 shows the dominance of man physically.

Kerry's (2016) findings are different from the results of the present study. In her paper,

hegemony over women is evident in the social semiotic landscape of CrossFit gym in New Zealand. On the other hand, the present study reveals that hegemony over women is not that dominant or prevailing on the Instagram page of Slimmers World International. As I have mentioned earlier, Slimmers World International Instagram page is inclusive. This may explain the reason why hegemony over women is relatively less frequent in the corpus.

## 4. Conclusion

The main objective of the study is to analyze the hegemonic masculinity and gender ideologies embedded in Slimmers World International Instagram (IG) posts. Findings reveal that hegemonic masculinity is not prevailing on the Instagram page of Slimmers World International. Also, the presence of an LGBTQ member and different types of women on their Instagram page indicates that they value inclusivity and welcome other genders. Moreover, Slimmers World International shows care and concern for their clients. This is evident in their Covid-19 protocols, holiday greetings, and other advertisements displaying connections to their patrons. Furthermore, another interesting finding of the study is the promotion of the muscular concept of women and gay men. It empowers women and members of the LGBTQ community because they are presented in a more powerful form. It is a good move for Slimmers World International because it shows that they embrace diversity and inclusivity.

**References:**

Bañez, J. E. (2021). A real man cries: A scoping of Filipino masculinities construction in tweets.*Masculinities and Social Change, 10*(3), 216-241. https://doi.org/10.17583/MCS.2020.8634

Connel, R. W., & Messerschmidt, J. W. (2005). Hegemonic masculinity rethinking the concept.*Gender & Society, (19)*, 829-859.

Kerry, V. J. (2016). The construction of hegemonic masculinity in the semiotic landscape of a crossfit 'cave'. *Visual Communication, 16(2), 209-237. DOI10.1177/1470357216684081*

Parkins, M., & Parkins, J. (2021). Gender representation in social media and formations of masculinity. *Journal of Student Research, 10*(1), 1-11. DOI: https://doi.org/10.47611/jsr.v10i1.1144

Poulsen, S. V., Kvale, G., & van Leeuwen, T. (2018). Special issue: Social media as semiotic technology. *Social Semiotics, 28*(5), 593-600. DOI: 10.1080/10350330.2018.1509815

Slimmers World. (2018). *Slimmers world international is the Philippines' foremost name in slimming, health, fitness, and beauty.* https://slimmersworld.com.ph/about-us/

ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# SOCIOLINGUISTICS

# Conflicting beliefs in the linguistic schoolscape: The place of English and local languages in Irosin, Secondary School

**Susan F. Astillero**
Sorsogon State University, Sorsogon
astillero.susan@sorsu.edu.ph

**Abstract.** This paper examines the conflicting beliefs in the linguistic schoolscape of one secondary school in Irosin, Sorsogon. Photographs of signs within the premises of the said school were collected, and supplementary interviews with stakeholders were conducted to determine the underlying beliefs on the role of English and local languages in education. Data were analyzed using Scollon and Scollon's (2003) 'place semiotics' and 'nexus of practice'. Results of the study indicate that Bikol, English, Filipino, bilingual, and mixed languages are displayed in the schoolscape. While English is dominantly used in top-down and bottom-up signs, mixed languages were found mostly in bottom-up signs. Further, the findings indicate that English reflected the ideologies of administrators and administrative staff while mixed languages reflected the students' ideologies. The implications of these findings revolve around how ideology, language practices, and stakeholders' participation are managed in the schoolscape. It is recommended that instead of English-only ideology, language-in-education policy may be implemented through the interaction between the local (Bikol and Filipino) and the global (English).

**Keywords:** linguistic schoolscape, local languages, conflicting beliefs

## 1. Introduction

### 1.1 Linguistic Landscape: An Overview

Scholars in different fields and disciplines are constantly interested in the study of the meanings and messages of languages on display in different places. The concept of linguistic landscape has been used in various ways for different purposes (e.g., economics, geography, education, sociology, semiotics, literacy, urban planning, applied linguistics, communication, architecture, politics, environmental studies, to name a few). In this study, the concept of LL is situated in the context of multilingualism and language-in-education policy.

Given the paramount concepts and perspectives of LL, this study specifically examines the 'semipublic institutional context…such as schools' (Gorter, 2013) which may be a good site to know deeper the purpose of the institution… if it caters to the needs and interest of the multilingual 'actors' (e.g., teachers, students, parents) through the presentation of languages in the LL. This is only feasible through the analysis of language in schoolscape and practices of different stakeholders in the school.

### 1.2 Historical, geographical, and sociolinguistic situation in Sorsogon

Situating the study in the context of Sorsogon province as indicated in the 2010 Census of the population in the province, the province is composed of 740, 743 inhabitants with different Bikol language varieties similar to other parts of the Bikol region. Though 'Bikol' is the term used by the 'Sorsogueños' (Astillero, 2010), they know that there are different Bikol language varieties used in different provinces. These different language varieties may be associated with the mountain ranges surrounding the areas which divided the Bikol provinces into isolated towns and this is probably the reason why there are languages called 'Standard Bikol' and 'Timog Bikol' (Cunanan, 2015:35).

Other indications for language variations in the province was because of the different groups of people inhabited the areas in different times and places (Dery, 1991) and the separation and migration of different groups of people from the south of the island thousands of years ago. This may be the reason why the Southern Bikol has very different language variety compared to other language varieties in the region (McFarland, 1983 in Cunanan, 2015).

According to Dery (1991) both Bikol- Albay and Waray have great influence on the language varieties of Sorsogon province. Yet, there are language varieties in Bikol region particularly in Sorsogon which are very distinct in different ways. From 1973- 2015, it can be seen that though all these linguists[3] classify the Sorsogon Bikol language varieties in four categories, the data show that there are similarities and differences in their groupings. These connote that indeed, Sorsogueños are multilinguals. Though several linguists already studied the Bikol languages, Cunanan (2015) argues that since the province is continuously progressing economically driven by globalization, languages are also changing. She adds that there is a big possibility that in the coming years aside from the Bikol language varieties, more language varieties will be discovered and will be added in the categories of Bikol languages.

Yet, despite these language varieties in the Sorsogon province, Bikol Naga is considered the *lingua franca* of the region and used as referent of 'Bikol' term. Naga City and other towns in Camarines Sur (belongs to the Central Bikol group) are the provinces wherein Bikol Naga is spoken (Zubiri, 2014). There are also other varieties namely Bikol Legaspi, Bikol Daet, Bikol Sorsogon but the status of Bikol Naga is dominant compared with other Bikol varieties mentioned. This may be associated with 'Bikol Naga Imperialism' both oral and written which is apparent in Bikol Catholic religious mass and bible translations, dictionaries, formal documents, local newspaper, teaching materials used in elementary education (e.g., books and other teaching aids) and in linguistic landscape to name a few.

### 1.3 Position of English in language-in-education policy in the Philippines

Revisiting the history of language policies in the Philippines as shown in Figure 1 tells **two**

**opposing views**: 1) the recursive adherence to the English language as a civilizing tool (Martin, 2008) and the language to promote economic stability, and 2) language policy tries to break the history of dominance of English as the only 'standard' language and put forward the notion that since the Philippines is a multilingual country such claim of only one language or the notion of "one size fits all" that can dominate the society is being rejected.

Figure 1.

*Different implementation of language-in-education policy in the Philippines*



Having considered the discussion of the diversity of language (and culture) in Sorsogon, together with the shifting of language policies in the country, and the importance given to the mother tongue in education today, it is essential to consider the landscape of Philippine public school to determine if the general goal of language policy on multilingualism especially on the promotion of mother tongue imposed by the Department of Education is being supported or strengthened by the institutional infrastructure and its stakeholders as revealed in their language practices. Since LL is considered to provide evidences regarding the nature of multilingualism of a community, the present study believes that examining the LL in school domain can be a good site where languages can be part in the construction of multilingual spaces and places. By specifically investigating the LL in school, it may provide a more accurate account of the sociolinguistic reality of a community that in turn may have consequences for language practices and beliefs about language/s.

In examining the place of English and local languages in linguistic schoolscape it is necessary to consider these languages not only as instruments for classroom instruction as enclosed in the MTBMLE policy but also as equally important to the aspect of ideology or belief of those people who use and manipulate the languages in public/school spaces.

**1.4  Related Literature**

Several studies conducted which indicates the promising co-existence of English language with the other languages. However, despite the advocacies of eradicating the dichotomy of minority vs. majority, high vs. low, inclusion vs. exclusion, traditional vs. progressive, local vs. global etc., emergence of such cases particularly in different domains is incessantly haunted by the reality that using the language is not a neutral case. Martin, Van Mensel & Gorter (2012) argue that while majority of languages dominate in different places, minority languages are often left behind struggling for visibility. This is because of the aspect of 'political dimensions such as ownership, power, identity, rights, exclusion and marginalization' (Shohamy, 2015: 155) of other languages. Hence, Soja (2010) argues that this discrimination should be 'contested and repaired to make public space more just' (in Shohamy, 2015: 155). While Soja's argument sounds promising, it is quite complicated and critical considering the complexity of political and ideological perspectives on the notion of the legitimacy of language particularly if applied to education.

Meanwhile, though language scholars and language researchers are continuously battling for the legitimacy of other local languages in improving the academic performance of the students, other stakeholders especially in school domain have apprehensions (e.g., Mahboob and Cruz, 2013; Wa Mbaleka, 2014). This feeling of apprehension may also reflect the marginalization and unjust representation of other local languages in schoolscapes. While contestation can be seen in different spaces and places in different countries aiming to have dynamic and balance use of local and global languages, the Philippines is still struggling and remains static. Though the country is considered as multilingual country, contestation of languages on display in rural/local area has not been given much attention and has been understudied by scholars and researchers.

Linguistic landscape studies show the following conflicting realities about the authorship in LL as well as the positions and beliefs about English and other languages in linguistic landscape: 1) how LL actors/ authors shaped the public space through their language choices (e.g. Bachaus, 2009; Sloboda, 2009; Shohamy, 2008); 2) LL is used to mark the spaces with English as a dominant language which connotes total adherence to the imperial language (e.g. Fekede & Gemechu, 2016; Takhtarova, Kalegira & Yarullina, 2015); 3) LL is used to reflect relative power of other languages in different areas which indexes competition between English as majority language vs. minority languages (e.g. Finzel, 2012; Abongdia & Foncha, 2014) ; 4) LL as a promising space in fostering multilingualism despite different ideological and sociolinguistic conflicts (e.g. Alamoush, 2015; Dixson, 2015); 5) LL is used as a way of 'policing' in order to perpetuate one's economic, social, political and personal agenda and 6) LL provided an avenue for understanding the language practices of the social actors behind the making of signs.

The studies (e.g., Malinowski, 2009; Papen, 2012; Lanza & Woldemariam, 2009; Tang, 2016, and Puzey, 2012) regarding the authorship in linguistic landscape (in California, Berlin, Ethiopia, Singapore, European countries, and Germany) reveal that they have all *de facto* language policy on LL while the Philippines has no definite language policy on the

signage. Considering this situation, the presence of such LL policy in other countries in contrast to the absence of LL policy in the Philippine education may entail variation of result and nuanced understanding of the place of English in the linguistic schoolscape which this aspect of LL in the country warrants further investigation. Also, though they interviewed sign makers in combination to the analysis of the signs, their study did not touch on the multilingual sign makers at the bottom when signs were considered. Hence, in this study, the bottom-up and top- down sign makers were both included together with the researcher's analysis of the signs they displayed to provide more robust interpretation of their signs.

Also, while studies of Guinto (2013), De Los Reyes (2014), Ambion (2013), Floralde (2016), Doplon (2013) and Cadiente (2015) focus on LL in the Philippines, language practices by the actors in the micro-level are largely ignored. Moriarty (2014) argues that expansion of LL research in marginalized linguistic communities can give rich and promising data for LL studies. Thus, the inclusion of peripheral language community such as school may shed light on the relationship between English and other local languages in LL field. Further, schools are worth exploring because further analysis of the site may also function as 'center' and 'periphery' respectively. To illustrate, the selected school is located at the economic and urban center of Irosin, yet it is located at the periphery in terms of geographical setting. Further, inside the school, functions of 'center' and 'periphery' are also possible. School as 'center' refers to those areas where most of the stakeholders are commonly perform formal communicative activities (e.g., gate entrance, administrative offices/buildings). On the other hand, school 'periphery' pertains to those locations where most of the informal communicative activities are happening every day such as in corridors/ pathways, canteen, toilets, playground to name a few. From this point, the place of English and Philippine languages in this area may help one understand how the languages operate differently in a micro-level space.

More so, there are more language/local practices in schoolscape that must be unearthed in relation to the complexities of language that is being faced by the multilingual actors in the Philippines as a post-colonial nation. In examining the languages in schoolscape, actors may have different underlying beliefs depending on their use of languages and display of these languages on the signs. This study may disclose the multilayered scenarios in the schoolscape as the mechanism of LL and may reveal which language is presented and used in school spaces and how LL challenges one's belief about multilingualism. Findings of this study may have direct implication for language planning and policy making, materials development, teacher education and student language literacies.

## 1.5  Research Questions

This paper examined the place of English and local languages in the linguistic landscape in one secondary school in Irosin, Sorosogon. Specifically, this answered the following:

1. What are the language practices of the sign makers/stakeholders (e.g., students, teachers, administrators, staff, parents)?

2. What do the language practices in the schoolscape reveal about the stakeholders' underlying beliefs about the place of English and local languages in education?

## 1.4 Conceptual Framework

The conceptual framework of this study as shown in figure 1 is anchored on Shohamy (2006), Spolsky (2004) and Pennycook (2010). It consists of three variables: language practices, language on display and beliefs about language.

Figure 2.

*Conceptual Framework*



Since the focus of the study is to examine the competing beliefs about the place of English and Philippine languages in linguistic schoolscape of one secondary school in Irosin, Sorsogon, the three constructs (language practices-LP, language on display-LD, and beliefs about language- BL) are located in onion-like layers to signify their varying level of interactions. This is manifested through the overlapping and widening of circles from smallest to the largest one wherein the layers are influencing each other. The two- headed arrow depicts the hierarchical movements of LP, LD and BL. This hierarchy posits that in the school domain, the battle between 'periphery' vs. 'center' is being contested. The hierarchy may not be moving any more in an upward movement only, but it may be also moving downward which may signify reciprocity.

Looking into the broader circle which includes the language practices (which is embedded in the nexus of practice) of the social actors (e.g., their historical body) may reveal their social interaction (e.g., interaction order) in which the sign makers may show various messages. Their messages may be expressed through the different functional uses of languages (e.g., discourses in place) in the LL. The interactions of social actors with their social environment (school domain) together with their languages used in the LL (situated in the 'space and place') can be seen in the second inner circle which comprises the language on display. The language on display which is considered as part of the construction of space and place permits one to understand several aspects of language practices and beliefs about language. This is illustrated by the overlapping of the biggest circle (LP) with the second inner circle (LD) which show their interrelationship.

Further, the core or the first inner circle shows the beliefs about language. These beliefs may be considered as the covert manifestations of various language practices in the spaces and places where languages are used, displayed and manipulated. Thus, beliefs about language are located at the core part of Figure 2 to illustrate that they may be considered as the unseen aspects of language practices that will be unveiled by the present study.

The porous overlapping circles as depicted by the dotted or broken lines signify movement and interaction of the three levels of LP, LD and BL. The multidirectional movement between and within the three levels are very important, however, it also demonstrates the complex processes at play in shaping the beliefs of the stakeholders/ actors about the place of English and Philippine languages at a micro- level.

## 2. Methodology

### 2.1 Research Design

This study utilized the quantitative and qualitative method in schoolscape research (based on Cenoz and Gorter, 2009 and Scollon and Scollon, 2003, 2004). The quantitative aspect of the study included the numerical statistics about the collected signs, whereas the qualitative data focused on the content analysis of the signs which were corroborated by the emic perspective of the participants. The study made use of gathering devices such as collection of digital photographs of signage, field notes and informal interview with the sign makers (e.g., administrator, teachers, students, parents).

### 2.2 Participants

As to the participants, the study utilized the snowball or chain sampling technique (Dornyei, 2007) and conducted individual interview. In this study, this kind of technique was useful in identifying and trying to reach the sign makers (especially the students) that were inaccessible or hard to locate.

The interviewees for this study consisted of five different groups: one (1) administrator, four (4) administrative staff, nine (9) teachers, 12 students, and four (4) parents with a

total of 30 participants. The choice of the participants was done purposively with the condition that they are residents of Sorsogon province which gave an idea of the multilingual dimensions of the area under study. Also, in choosing the teachers, students, parents and administrator to participate in the present study, there were certain things which were taken into consideration: 1) they are willing to participate in the research, 2) the schedule of the interviewees should be considered and 3) there are 186 teachers, 13 administrative staff and 4,599 students enrolled in the research school site, therefore, it was difficult to specify a set of criteria for choosing them (except the condition stated above).

### 2.3 Research Instrument

For the quantitative aspect of the study, it utilized percentage of the languages displayed in the schoolscape based on its categories (monolingual, bilingual, mixed). As to qualitative method, in depth analysis of the LL in schoolscape together with the additional interview with the sign makers.

### 2.4 Data Collection and Analysis Procedures

The corpus of photographs was collected inside and outside the classroom as well as inside and outside the buildings, corridors and other areas of the schools. The number of collected photographs varied depending on the number of signs which have direct relevance to the present study. The individual interview was used to gather supplementary data from various stakeholders- these are the actors or the authors of the signs in schoolscape. This approach was utilized to gather emic perspectives from the participants which helped validate the etic perspective of the researcher in the interpretation of the linguistic schoolscape.

## 3. Results and Discussion

### 3.1 Language Practices

In the light of the findings of this study, the results clearly indicate that the presence of monolingual English in both top-down and bottom-up signs is very prominent in the LL of one secondary school in Irosin, Sorsogon. More than half of the total number of signs contain monolingual English. Unquestionably, the findings show that English occupies a very high status in the secondary school investigated and this is clearly manifested in the use and display of this language by different stakeholders (such as administrator, administrative staff, teachers, parents and students).

Interestingly, there are Filipino, Bikol, bilingual, and mixed language signs found in the school which may be seen also as manifestation of multilingualism. In other words, the bottom-up LLs seem to reflect the general sociolinguistic situation as reflected in the use of local language side by side with national and global language. However, if the corpus of signs is considered, the visibility of the use and display of mixed languages in the secondary school LL cannot be at par with English language. Therefore, the contention of 'co-existence

of languages' (Shohamy, (2006) in school investigated cannot be generalized when the overall language practices are taken into consideration.

In terms of the producers of signs, there are two groups that emerged which show contrasting language ideology. First, the top-down sign makers (principal, administrative staff) project their language ideology towards English as manifested in display of English in their signs.

Second, the bottom-up sign makers (teachers, students and parents) tend to showcase their appreciation in local languages (Filipino and Bikol) together with the English language as manifested in their bilingual and mixed- language signs. The reason for their preference for these mixed languages is that they could easily deliver their intention to the readers.

In general, the results of this study reveal that both top-down and bottom-up sign makers are seen to project different powers in the school which is not observable in Dressler's study. The results of the present study show that on the part of the top- down sign makers (as the administrative body of the school), they are controlling the other sign makers what to write and not to write in the school LL. However, their power to manipulate the LL and the sign makers does not transcend in the entire campus.

Based on the findings, considering that the number of the bottom-up sign makers is almost the same as the top-down sign makers they seem to be showing their subversive power using different languages on their signs. There are three possible explanations for these findings. First, since the school investigated is a government/public institution which is composed of more than 5000 students enrolled, it appears that students' behaviors could hardly be controlled by the school authorities. A second reason may be the lack of top-down supervisors who are going to monitor the actions of the bottom-up sign makers that is why they are free to write anywhere in the school property. Last reason may be the school administrators have limited support, understanding and guidance on the sentiments/views of the bottom- up sign makers particularly the students that is why they tend to become more dominant in manipulating the school LL.

Regarding the materials used that utilize different languages, the results show that while English is highly used both in permanent and transitory materials in top-down signs which may index the relative power of the language and the ideologies about language of the speakers/readers, it is interesting to note that bottom-up signs underscore the fact that multilingualism is at its richest and used in most diverse manner. Thus, these results show the concrete manifestations of the existence of group of people who share similar values and aim to achieve the purpose of communication regardless of the languages and materials used. In other words, the presence of mixed languages in bottom-up signs manifest the process of legitimizing these languages which are representatives of the languages spoken by the readers.

As regards the intended audience and the language primarily used on the signs

in the school site, the findings reveal that English language is primarily used for teachers, administrative staff and the general audience which illustrate that there are more addressees who use English as a *lingua franca*. Indeed, the economic value associated with English as the gatekeeper of the world that gives and delivers economic opportunities to the people has pushed it to the top of the agenda of school stakeholders. On the other hand, the language primarily used for the students are mixed languages (combinations of Bikol, Filipino and English languages) which indicate the multicultural nature of the students. This echo similar idea of Ben-Rafael (2009:49) who states that bottom-up signs in commercial/economic domains are 'designed much freely'. Extending Ben-Rafael's idea to the present study, the signs intended for the students are similar in academic domain where students work independently and do not have to obey any rules in the choice of languages in the signs.

With regard to how the language are used, displayed and regulated in the school investigated, the findings show varied *code preference, inscription* and *emplacement* in bilingual and multilingual signs both in top-down and bottom-up which underscore the reality that languages are not at all uniformly or equally distributed in the school LL.

### 3.2 Nexus of Practice in LL: Showing the beliefs of the signmakers

Focusing on the underlying beliefs about the place of English and local languages in education, the historical body, interaction order, and discourse in place informs one's understanding of the nexus of practice around the use and display of languages on the signs in the school.

### 3.2.1 Historical Body

Table 1

*Summary of the Historical Body*

| | Ideological Constructs about languages | | | | |
|---|---|---|---|---|---|
| | English | Filipino | Bikol | Bilingual | Mixed languages |
| 1) Administrator And administrative Staff | -language of globalized society -language that gives greater access to society | | | | |
| 2) Teachers | -language of The educated -language of education and | - language of nationalist identity | -language of cultural backwardness -language of crudeness | | |

| | | | | | |
|---|---|---|---|---|---|
| | economy | | and intellectual incapacity | | |
| 3)Parents | -language of opportunity | | -language of everybody | - languages of mixed culture | -language of empowerment |
| 4)Students | | | | | -language of mixed/hybrid identities<br>-language of social struggles |

Shown in table 1 the summary of the historical body of different sign makers as product of their personal knowledge and experiences, cultural and socio-economic formations which made them choose to create or use linguistic objects in certain ways. The table shows that the administrator, administrative staff and teachers reveal that their historical body illustrates adherence to the English only ideology as the language that builds globalized society gives greater access to society and language of the educated. On the other hand, parents have mixed ideological stances about English as the language of opportunity, Bikol which is the language of everybody, bilingual as the languages of mixed culture and mixed languages as the languages that empowers all the three languages while the student's internalized discourses are formed through their mixed-language ideological constructs that these are the languages of hybrid identities and social struggles.

The findings show that the historical bodies of the stakeholders such as the OIC, administrative staff, teachers, parents and students have conflicting and competing beliefs about the use of Bikol, Filipino and English languages on their signs due to their different history of personal experiences. The results show that the sign makers' historical bodies are constrained by their cultural, personal and economic ideologies that English is the only language in building globalized society, language that gives greater access to society, language of education and economy and the language of educated. Also, the historical body of the sign makers shows that Bikol language is associated with incompetence because that is also the idea that they got at home and in school. This finding illustrates the feeling of shame and inferiority which become part of the sign makers' historical bodies overtime. Unexpectedly, the results also reveal that mixed languages are generally part of the historical body of the sign makers in the secondary school particularly the students and some parents. This is probably due to the effect of globalization such as the unlimited access to social media, exposure to pop culture and family and school orientations that as English becomes a tool of international communication throughout the world, students have interest in localizing and mixing English, as well as concern for local language/s which eventually form their mixed/hybrid identities.

While it is promising to see this notion of balanced use of languages in the

historical body of the students, this is only one side of the coin. The other side points to the fact that these mixed languages become the languages of social struggles among the students. This result may suggest that students thought that mixtures of languages are used by non-elite (like them) and English played the role in constructing social inequality in the school community. Their view is that English is an 'elite language' which serves as a 'social stratifier' (Tollefson, 1986).

### 3.2.2  Interaction Order

Shown in table 2 the summary of the interaction order as characterized by the situational and metaphorical function of languages on the signs. The table shows that English is highly situational while bilingual and mixed languages are highly metaphorical. The findings show that the languages have different functions depending on the purposes they serve which come together in social actions at different school spaces.

The results indicate that English has dual functions. First, it is highly situational which is primarily associated with the *language of wider communication, language of transaction* and *language of education*. These situational functions of English are used even though the target readers are not native speakers of the English language. This is probably due to the education policy when English was implemented as language of instruction in public schools in the Philippine during the American colonial regime started in 1901 which is still practiced today (Martin, 2012). As for the interaction order using Filipino and Filipino-English, the results revealed that they are used primarily as the *languages of communication*. They are functional languages for communicating or transacting which seems to be an indication that Filipino and Filipino-English are quite valued in this school community. These results show that the education system in the Philippines is still anchored on the Bilingual Education Policy (BEP) which aims to enhance the learners' proficiency in English and Filipino (Cruz, 2010; Bernardo, 2008; see also Canilao 2015) despite the institutionalization of MTBMLE Policy by the Department of Education (Nolasco, 2010) since 2009 until now.

Table 2

*Summary of the Interaction Order*

| Interaction Order | Situational | Metaphorical |
|---|---|---|
| English | -language of communication<br>-language of transaction<br>-language of education | -language of economy |
| Filipino | -language of communication | -language of group identity |
| Bikol | - | -language of personal expressions |

| Bilingual Filipino-English | - | -language of cultural values (the sense of consciousness and care for other people |
| Mixed languages | - | -language of community/students' identity |

Regarding the metaphorical functions of languages on the signs, the findings show that peripheral spaces associated with diverse social actors capitalize on symbolic or metaphorical values that are expressed using mixed languages (English, Filipino and Bikol) which serve as *identity markers of the community (especially the students)*. These results prove Anderson's (2011) contention that in a 'glocalized' (the interaction between the *local in the global* and the *global in the local*) society such as the school domain, these become one of the avenues that show the reasonable ecology between English and 'Languages of Lesser Power (LLP)' (in this case the Bikol language).

Also, Filipino language is found to be metaphorically used as symbol of *group identity* while Bikol language is used to symbolize the *sign makers' self-expressions*. Metaphorical use of bilingual signs is also observed which illustrates the *sense of consciousness and care of others*. These may show that the use of Filipino and Bikol may be perceived to index the local school community which can itself be said to represent an 'in-group phenomenon' (Zentella, 1996 as cited in Hult, 2009) and individual/personal desires/needs.

Finally, regarding the discourses in place, the findings reveal that among the four functions of languages/discourses (e.g., regulatory, personal, imaginative, and representational) in different locations in the school investigated, English mostly functions as representational and regulatory wherein the former ranked the highest which underscore the 'legal discourse' and the latter indexes the 'order in place' as necessity of the school spaces such as the administrative buildings where these signs are situated. These prove the argument of Scollon and Scollon (2004) vis-à-vis their concerns that languages may be selected depending on the situations such as the need in particular time and the rules or policy implemented in certain place. This has resonance with Dressler's (2014) study wherein she also found that the discourses in place in Western Canada bilingual elementary school program revealed that English appeared to be highly representational. Thus, English language on signs produces meaning based on its context and time.

Concerning the bilingual signs, Bikol-Filipino and Filipino- English are found to have regulatory function located at the administrative offices. Bikol- English as well as Filipino- English also function personally which are commonly situated at the corridors/pathways and classrooms. These suggest similar results to that of the English personal signs found in the same locations as the bilingual signs which also index the language historical situation and need of the place to deliver order to the readers.

Regarding the mixed- language personal signs, results show that these are mostly situated in the corridors/pathways and classrooms. The emplacement of these languages in

these locations echoes aspects of the linguistic history in the country as expressions of the locals' respective culture, personal whim of the sign makers which conveys the values representing their identities, and an aspect of linguistic diversity appreciation in the local community. These echo Schneider's (2011) point that English together with other languages help for the expressions of local people's (in this case the Bikolanos) hearts and minds. This means that local language are major sources of other localized varieties of language (such as English) which encode the cultural values of communities' speakers in different locations. In general, the discourses in place using personal mixed languages on signs situated in specific locations forward two key points, one is maintenance of the language of one's community and maintenance of linguistic diversity.

In general, the social actions of the sign makers are linked with their histories and identities, social interaction and discourses. Therefore, these three elements show that nexus of practice of the sign makers. While majority of the language practices of the sign makers promote English language, it cannot be denied the fact that student- sign makers generally forward multilingualism in the school LL.

### 3.2.3  Discourses in Place

As for the discourses in place guided by the indexicality of languages as used in the signs, the result reveals that Bikol Filipino, English, bilingual and mixed languages serve four functions such as personal, representational, regulatory and imaginative signs. English representational signs occupy the largest part of the administrative buildings/ offices followed by mixed languages personal signs which are mostly seen in the corridors/pathways and classrooms. Concerning the bilingual signs, Bikol-Filipino and Filipino- English found to have regulatory function located at the administrative offices and Bikol- English as well as Filipino-English also function personally which are commonly situated at the corridors/pathways and classrooms.

These language functions as guided by the indexicality of signs reveal the discourses in place that influence all the decision behind the language practices in the secondary school investigated.

### 4.  Conclusions

The results of the study, therefore, suggest that the linguistic landscape of the school in Irosin, Sorsogon is highly represented by the English language. The use of this language is also reflected in the ideological stances of the administrator, administrative staff, teachers and parent. These show that English is a dominant language of the school spaces which appears that it is the primary need of the school as an academic institution which is driven by globalization. While there is an ongoing policy about multilingual education in the Philippines which gives importance to the local languages of the language users, it seems that this secondary school investigated is one of the many schools in the country which becomes one of the major players in discouraging the local languages in LL and among local speakers. Thus, these 'inequalities of multilingualism' (Tupas, 2014) remain and

continuously hamper MTBMLE if the schools will continuously create and enact language discrimination.

While the linguistic schoolscape is vastly English dominant, there are also numerous numbers of mixed languages found which are displayed mostly by the students and some parents for some reasons. This may be due to the following reasons, first, it has something to do with the geographical location of the place and the economic condition of the local stakeholders. Though geographically this school may be considered at the 'center' of Irosin, Sorsogon, its clienteles come from the peripheries (e.g., different barangays and fur flung barrios in which parents could hardly afford to send their children to school) which are affected by poor economic condition and lack of educational opportunity. Second, since the school is composed of thousands of young generations or the so called 'millennials' (who are born in the digital world), they (re)create a multilingual generation with varying styles of language use. Thus, the use and display of mixed languages in the school LL are placed at the opposing poles. In one end, this may be due to the lack of English language literacy and in the other this may be related to the mixture of the local and the global identity. Overall, these mixed languages found in the linguistic landscape show opposing viewpoints and to some extent competing beliefs which may complicate the situation and deepen the problems of the stakeholders. Indeed, it is possible that in postcolonial multilingual school domains, such competing and conflicting ideologies exist (Tupas, 2014).

Thus, this study demonstrates the interplay among language practices, language on display and beliefs about languages and shows their complex relationship and overlapping interactions. Language practices and languages on display influence the beliefs about languages in the same way that language on display influences language practices and beliefs about language. These three constructs may be seen as moving upward and downward which signify both aspects of reciprocity and contestation.

However, this study also reveals how languages that the stakeholders use (e.g., students) may be used as resources for language revitalization and maintenance as well as language equality between local languages and English language in the school. English may serve as a valuable resource for appreciating the local languages if it is coordinated, utilized or appropriated with the local language (e.g., Bikol) and other linguistic resources (e.g., bilingual and mixed languages) as stated by the participants of this study. In the school, the use of mixed languages fulfills many purposes such as empowerment of the stakeholders especially the students who believe that to be in the contemporary society it is necessary to draw connections between local languages and English. In the end, they foster hybridized identities which serve as reflection of their multilingual community in general. Subsequently, the linguistic landscape of the school can be an informative tool in recreating the language-and education policy and enhancing the E.O No. 335 to consider not only the English and Filipino in the signs but also incorporating the local languages in the Philippines for balance representation of local language and culture and its people.

## 5. Recommendations

It is therefore, recommended that the following suggestions are offered for further studies:

1. A further examination of the language practices in different secondary schools in other research contexts in the Philippines may be conducted to verify the results of this study.

2. An investigation of other factors shaping language practices, language on display and beliefs about language in other multilingual domains where English establishes its position among other languages.

3. A further analysis of the beliefs about language and language on display of other stakeholders in the Philippines such as langue-in-education policymakers, school administrators, and the local community about local languages and English as language on display to further reveal the deep-seated beliefs that may shape language policies and practices; and

4. An inclusion of the local community surrounding the school such as the nearest barangays would contribute to a better overall understanding of secondary school linguistic landscape. Studying other neighborhood barangays or local community would also lead to a more holistic picture of Irosin LL. It is further recommended that studies be done on how the local languages of the communities may be empowered to ensure that their voices are heard.

## References

Abongdia, J. & Foncha, J.W. (2014). Language ideologies in the linguistic landscape of one University in South Africa. *Mediterranean Journal of Social Sciences.* 5 (7): 623- 630.

Alomoush, O.I. (2015). "Multilingualism in the linguistic landscape of urban Jordan". Unpublished doctoral dissertation. University of Liverpool.

Ambion, L.J. (2013) Linguistic landscape as a reflection and ideological conflict in the coffee community of Amadeo. Presented in the 9th International symposium on Bilingualism (ISB9) June 10-13, 2013. Singapore: Nanyang Technological University.

Anderson F. (2012). Education in language of lesser power: Immigrant and indigenous communities in East Asia and the Pacific. Paper presented at the Institute of oriental and Occidental Studies, Kansas University. December 7.

Astillero, S. (2010). Sorsoguenos' poems: Inputs to Instructional materials development in teaching literature I. Master's thesis. Sorsogon State College, Sorsogon, Philippines.

Backhaus, P. (2009). Rules and regulations in linguistic landscaping: A comparative

perspective. In E. Shohamy & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery*, 157–172. New York, NY: Routledge.

Ben-Rafael, E (2009) A Sociological Approach to the Study of Linguistic Landscapes. In Shohamy, E and Gorter, D (eds.) *Linguistic Landscapes: Expanding the Scenery* (pp. 40-54). New York: Routledge.

Bernardo, A.B.I. (2008). English in Philippine education: Solution or problem? In K. Bolton & L. Bautista (Eds.), *Philippine English: Linguistic and literary Perspectives*, 29-48. Hong Kong: Hong Kong University Press.

Cadiente, G. (2015). Exploring the linguistic landscape of northern Leyte: the aftermath of the typhoon. Paper presented at The Sociolinguistics of Globalization: (De)centering and (De)standardization, The University of Hong Kong, Hong Kong, June 3-6.

Canilao, M.L.E. (2015). "Examining the place of English in the teaching of Mathematics in an urban public elementary school in the Philippines". Unpublished doctoral dissertation. Quezon City: Ateneo de Manila University.

Cenoz, J., & Gorter, D. (2006). Linguistic landscape and minority languages. In D. Gorter (Ed.), *Linguistic landscape: A new approach to multilingualism*, 67–80. Clevedon, UK: Multilingual Matters.

Census of population and housing (2010). (as of 1 May 2010). Available at http://web0.psa.gov.ph/old/data/pressrelease/2012/PHILS_summary_pop_n_PGR_1990to2010.pdf [Retrieved on 9/29/2016].

Cunanan, F. (2015). Ang dialect area ng Bikol-Sorsogon. *Daluyan, Journal ng wikang Filipino*. Vol. XXI: 32-64.

Cruz, I. (2010). Mother tongue education. In R.M.D. Nolasco, F.A. Datar, & A.M. Azurin (Eds.), Starting where the children are, 48-51. Quezon City:170+Talaytayan MLE Inc.

De Los Reyes, R. (2014). Language of "Order": English in the linguistic landscape of two major train stations in the Philippines. *Asian Journal of English Language Studies (AJELS) - Department of English*, (2) 24-49.

Dery, L. (1991). *From Ibalon to Sorsogon: A historical survey of Sorsogon province to 1905*. Quezon City: New Day Publishers. Nakalimbag.

Dixson, A. (2015). "Analyzing the multilingualism linguistic landscape of Buffalo, New York". Unpublished master's thesis. Fredonia, New York: State University of New York.

Doplon, F. (2013). Linguistic landscape in Marawi city. Paper presentation at the 9th International Symposium on Bilingualism, Nanyang Technological University, Singapore, June 10-13.

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative and Mixed Methodologies.* Oxford: Oxford University Press.

Dressler, R. (2015) Signgeist: promoting bilingualism through the linguistic landscape of school signage. International Journal of Multilingualism, (12) 1, 128-145.

Fekede, A. & Gemechu, T. (2016). An analysis of linguistic landscape of selected towns in Oromia: An ethnolinguistic vitality study. *Journal of Languages and Culture.* 7(1): 1-9.

Finzel, A. M. (2012). "English in the linguistic landscape of Hong Kong: A Case study of shop signs and linguistic competence." Unpublished Master's thesis. Germany: University of Potsdam.

Floralde, R. (2016). "Multilingualism as a Resource in Language Policy in Education: Examining the Linguistic Landscapes of Irosin, Sorsogon". Unpublished Master's Thesis. Manila: De La Salle University.

Gorter, D. (2013). Linguistic landscapes in a multilingual world. *Annual Review of Applied Linguistics, 33,* 190-212.

Guinto, N. L. (2013). *"Puta! Masyadong technical and gago!":* negotiation of (non) academic identity in, and the transgressive linguistic landscape of, university library textbook marginalia. 12th PLC accepted paper, UP Department of Linguistics. Graduate school paper, University of the Philippines-Diliman.

Hult, F. (2009). Language ecology and linguistic landscape analysis. In E. Shohamy and D. Gorter (Eds) *Linguistic landscape expanding the scenery*. Pp. 88-104. Routledge: New York.

Lanza, E. & Woldemariam, H. (2009). Language Ideology and linguistic landscape: Language policy and globalization in a regional capital of Ethiopia. In E. Shohamy & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery*, 189-205. New York, NY: Routledge.

Mahboob, A., and Cruz, P. 2013. English and Mother-Tongue-Based Multilingual Education: Language Attitudes in the Philippines. *Asian Journal of English Language Studies* 1:119.

Malinowski, D. (2009). Authorship in the linguistic landscape: A multimodal-performative view. In E. Shohamy & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp. 107–125). New York, NY: Routledge.

Martin, I. P. (2008). Colonial education and the shaping of Philippine literature in English. In Bautista, M.L. and Bolton, K. (eds) *Philippine English Linguistic and Literary Perspectives*. (12) 245-259. Hongkong: Hongkong University Press.

Martin, H.F., Mensel, L. V. and Gorter, D. (2012). *Minority languages in the linguistic landscape*. UK: Palgrave Macmillan. DOI 10.1057/9780230360235

Moriarty, M. (2014). Languages in Motion: Multilingualism and mobility in the linguistic landscape. *International Journal of Bilingualism*. 18 (5), 457-463.

Nolasco, R. (2010). Reforms first or K+12 means nothing. Philippine Daily Inquirer. October 16.

Papen, U. (2012) Commercial discourse, gentrification and citizen protest: the linguistic landscape of Prenzlauer Berg, Berlin. Journal of Sociolinguistics 16/1: 56-80.

Pennycook, A. (2010). *Language as a local practice*. New York: Routledge.

Puzey, G. (2012). Two-way traffic: How linguistic landscapes refect and influence the politics of language. In Gorter, D., Marten, H.F., Mensel, L. Van (Eds) *Minority languages in the linguistic landscape*. UK: Palgrave Macmillan.

Schneider, E. (2011). *English around the world: An introduction*. UK. Cambridge University Press.

Scollon, R., & Scollon, S. W. (2004). *Nexus analysis: Discourse and the emerging internet*. London: Routledge.

Scollon, R., & Scollon, S.W. (2003). *Discourses in place: Language in the material world*. London: Routledge.

Shohamy, E. (2006). *Language Policy: Hidden Agendas and New Approaches*. London: Routledge.

Shohamy, E. (2008). At what cost? Methods of language revival and protection: Examples from Hebrew. In K. King, N. Schilling-Estes, L. Fogle, J. Lou Jia, & B. Soukup (Eds.), *Sustaining linguistic diversity: Endangered and minority languages and language varieties* (pp. 205– 218). Washington DC: Georgetown University Press.

Sloboda, M. (2009). State Ideology and Linguistic landscape: A comparative analysis of (Post)

communist Belarus, Czech Republic and Slovakia. In E. Shohamy & D. Gorter (Eds.), *Linguistic landscape: Expanding the scenery* (pp. 173-188). New York, NY: Routledge.

Soja, E. (2010). *Seeking spatial justice*. Minneapolis, MN: University of Minnesota Press.

Spolsky, B. (2004). *Language policy*. Cambridge: Cambridge University Press.

Takhtarova, S., Kalegina, T., & Yarullina, F. (2015). The role of English in shaping the linguistic landscape of Paris, Berlin and Kazan. *Social and Behavioral Sciences*. 199:453-458.

Tang, H. K. (2016). "Linguistic landscaping in Singapore: the local linguistic ecology and the roles of English." Unpublished master's thesis. Lund University.

Tollefson, R. (1986). Language Policy and the Radical Left in the Philippines: The New People's Army and Its Antecedents. *Language Problems & Language Planning* 10 (2):177-189.

Tupas, R. (2014). Inequalities of multilingualism: challenges to mother tongue-based multilingual education. *Language and Education*. UK: Routledge.

Wa-Mbaleka, S. (2014) English teachers' perceptions of the mother tongue education policy in the Philippines. *European Journal of Research and Reflection in Education Sciences*. (2) 4.

# Word-Formation In Philippine English: An Analysis On Emerging Lexical Innovations Among Twitter Users

**Junzo Vito Hiratsuka, Lizziewin R. Otero, Avegail A. Grande, Norman Ralph Isla, & Joveth Jay D. Montaña**
Mindanao State University, General Santos City

junzovito.hiratsuka@msugensan.edu.ph

**Abstract.** The Philippine English is a non-standardized variant of English that undergoes continuous development in the Philippines. In order to standardize the language, a lexicon-based dictionary is needed. This study aims to explore the relationship between language and social media, which introduces new language usages by challenging traditional linguistic boundaries. Through the collection of Tweets from Twitter users, the study identifies newly emerging words formed through various word formation processes such as affixation, hybridization, compounding, and calquing. Keyword analysis helps identify lexemes, and tree diagramming is used to determine the part of speech of each word. Batoon's paper (2021) and The grammar book – second edition (1999) helped in analyzing and understanding word functions. Translating the sentences into English helps examine the impact of incorporating new Philippine English words and generative grammar on syntactic structure. The findings reveal that the influence of American colonization in the Philippines has resulted in modified English words with Philippine linguistic features. Affixation is the most common word formation process, while the other three processes are less prevalent. This research contributes to the ongoing effort to create a Philippine English dictionary and promote standardization.

**Keywords:** Word-formation; Philippine English; Twitter; Morphological Processes; Social Media

## 1.0 Introduction

The lexicon of Philippine English is distinct and continuously expanding as new words are introduced. These newly coined terms are ideally documented in reputable dictionaries such as the Oxford English Dictionary (OED) (Salazar, 2014, 2017). According to Hacken and Thomas (2013), the process of word-formation involves the generation of new words through the application of specific rules. A variety of Philippine English words has emerged through various word-formation processes, with speakers utilizing both standard techniques and incorporating their local methods into English (Bautista, 1997). The global spread of the English language has resulted in an increased recognition of its diverse forms beyond the traditional British and American standards. Within the context of the Philippines, the Filipino population has been utilizing an indigenized variant of English known as Philippine English (PhE) unknowingly. Filipinos acquired English

proficiency from their fellow countrymen, leading to the gradual evolution of Philippine English (Dimaculangan & Gustilo 2015).

The elucidation of word-formation processes under investigation in this study is deemed imperative. Consequently, the scholars employed the literary works authored by Sanchez-Stockhammer, C. (2011) and López-Morillas, C. (1990), which provide comprehensive expositions on the intricacies of word-formation processes. The book identified compounding as a word-formation process that produces new words by combining two lexical items. Affixation is the process of combining prefixes, suffixes, and infixes in a base word. Hybridization is the creation of a new entity or process that combines features from different sources. Calquing is the process of translating an expression literally from another tongue, using the vocabulary of the target language but the syntax of the source.

Lexical innovations created through word-formation processes emerge in Philippine English at an extremely rapid rate. The speed at which these new words are formed makes it difficult for Philippine English linguists and lexicographers to record, document, and define each word. These formulated words are not recognized in any dictionaries, which result in a limited pool of information. According to Salazar (2014), In published texts, Philippine English words used in informal speech and writing are often excluded. This is due to a scarcity of available resources.

Studying the word-formation processes in Philippine English is essential as it provides improvements in recording new processes (which leads to the formation of new words). If these processes gain widespread acceptance, it may lead to the codification of Philippine English— a crucial step in its standardization. Astrero (2017) mentioned that Philippine English should not be perceived as a deviation from the standards of Standard American English, nor should it be regarded as a poorly acquired second language. The unique characteristics of Philippine English do not indicate errors made by individuals who have not fully mastered the American standard. Instead, Philippine English is a locally adapted form of the English language that possesses distinguishing features due to the influence of the speakers' first language.

There exists a multitude of studies that address the intricacies of word-formation processes and the manner in which these processes assimilate into the local language alongside English. According to Dimaculangan & Gustilo (2018) the word-formation processes identified in the reviewed studies, alongside the emerging patterns identified within the current corpus of written texts, provide substantiation for the impressive lexical creativity exhibited by users of Philippine English (PhilE). The scholars mentioned that the newly discovered lexical items and patterns are outcomes of systematic and regulated creativity, meaning that it is generated through established processes, be they morphological rules or other conventions. Word-formation processes remain constant as established mechanisms that come into play when speakers generate words and expressions in response to their communicative requirements. However, individuals equipped with inherent linguistic competence, further developed by their linguistic

surroundings, engage in creative manipulation and adaptation of these processes. Laksana (2020), also stated the advent of online group communication has introduced diverse linguistic patterns, particularly in written text. Within this realm, teenagers and adult learners who engage in frequent online communication contribute to creating new vocabularies, altered spellings, symbols, and emoticons in their written interactions. This study examines explicitly the word-formation processes employed in written online communication. Moreover, young adult users employ distinct word-formation processes during online communication. These linguistic differences can result in misinterpretation and confusion among users from different age groups unfamiliar with the language, characterized by new vocabularies, altered spellings, symbols, and emoticons. This can give rise to a communication gap and various challenges, including miscommunication and communication breakdown (Kandasamy and Yasin, 2015). As highlighted by Liu and Liu's (2014) word-formation processing emphasizes that rapid technological advancements lead to swift changes and adaptations in language. Failure to keep pace with these developments in online communication can result in difficulties when interacting with others, making it challenging to comprehend online information alongside peers and acquaintances. Consequently, the characteristics of online communication contribute to an amplified proliferation of novel expressions or words stemming from user creativity in modifying existing vocabulary and expressions.

Parts of speech are categorized into function or content words and grammatical words. Content words, which include nouns, adjectives, verbs, and adverbs, are considered the primary word classes because they convey most of the meaning in a sentence. Grammatical words, on the other hand, have a more structural role in a sentence and belong to closed classes, meaning new words are not typically added to these categories. The classes of grammatical words consist of auxiliary verbs, prepositions, pronouns, determiners, and conjunctions. Nouns refer to the names of people, places, things, or abstract concepts. They can be further divided into three categories: common nouns, proper nouns, and collective nouns. Common nouns, which represent general places, things, or ideas, are the most commonly used. They can be further classified as count nouns (e.g., dollars) or noncount/mass nouns (e.g., air). Proper nouns are specific names for individuals or places and can be singular or plural (e.g., Harry Potter or the Potters). Collective nouns refer to groups and can be singular or plural depending on how they are interpreted in a sentence, whether as a unit or a collection of individuals. Verbs are words that indicate actions or states of being. English verb morphology is more intricate than noun morphology and includes four inflections: -s for third person singular present tense verbs (e.g., "He eats"), -ed for past tense verbs (e.g., "She walked"), -en for past participles (e.g., "He has seen"), and -ing for present participles (e.g., "I am teaching"). Adjectives express qualities or characteristics of something and typically modify or complement nouns. They often appear between a determiner and a noun or after linking verbs such as "be." Some adjectives have specific derivational morphemes, such as -able (replaceable), -ish (blueish), -ful (resourceful), and -y (lazy). Adverbs modify verbs and contribute various meanings to sentences. They commonly indicate direction, location, manner, time, or frequency. For example, adverbs can specify where an action occurs (e.g., "Jane

pointed here"), how something is done (e.g., "The children shouted cheerfully"), or when an action takes place (e.g., "Now, I am going to study"). Auxiliary verbs add functional or grammatical meaning to a clause by expressing tense, aspect, modality, voice, or emphasis. They typically accompany an infinitive verb or a participle, which provides the primary semantic content of the clause. Tense refers to the time of an event's occurrence (present, past, future), while aspect distinguishes whether the event has occurred earlier (perfect aspect) or is still in progress (progressive aspect). Determiners are a particular class of words that specify or limit the nouns that follow them. They include articles (the, a(n)), demonstratives (this, that, these, those), and possessive determiners (my, your, his, her, its, our, their). Determiners can come before an adjective, if present, or directly before a noun. Prepositions connect words and closely relate to the noun that follows them. They form prepositional phrases and typically indicate spatial relationships, although some prepositions can also indicate grammatical cases. Examples of prepositions include "in," "to," "at," "out of," and "on top of." Conjunctions are words that link parts of a sentence or multiple sentences. There are two main types of conjunctions: coordinating conjunctions and subordinating conjunctions. Coordinating conjunctions, such as "for," "or," and "yet, "join elements that have equal grammatical importance. They connect words, phrases, or clauses with the same significance level within a sentence. While, Subordinating conjunctions, like "because" and "although," connect a subordinate clause (a clause that cannot function as a complete sentence on its own) to a main clause. They indicate a dependent relationship between the clauses.

According to Siahaan (2020), language functions as an arbitrary system governed by rules and categories, operating through an implicit "social contract" all speakers acknowledge. Language continually evolves due to the innate creativity of individuals within society who embrace novel words and sentence structures in their communication and writing. For instance, as individuals engage in reading or writing activities, they assimilate new expressions or styles. This phenomenon is evident in Instagram captions, where distinct language and utterances are employed to captivate readers' interest. Language acquisition is an essential aspect of social behavior, acquired as individuals mature within society. Communication among people necessitates the use of language, facilitating interaction and participation within the social realm. Furthermore, social media platforms such as Instagram often introduce new expressions or stylistic language characterized by engaging and emotionally expressive content aimed at resonating with readers. The study of language can be approached from two perspectives: linguistic science, where language retains its inherent properties, and social science, where language consistently undergoes development. This aligns with the understanding that language is integral to social life. Additionally, Astrero (2017) indicated that the English language had undergone a transformation process, giving rise to numerous varieties through language contact, evolution, compounding, borrowing, coinage, hybridization, affixation and other linguistic processes. The specific form of English spoken by a particular community is shaped by linguistic, political, geographical, language contact, cultural heritage, and identity. The Philippines, a nation with a rich cultural and historical

background, showcases the indigenous diversity across its islands. The current identity and distinctive attributes of the language spoken in the Philippines are not arbitrary or random but rooted in its profound cultural and historical context.

This study aims to systematically record and examine the rapid proliferation of newly coined words in Philippine English (PhE). Specifically, the researchers endeavor to document and analyze the usage of these lexemes within sentences. Utilizing the social media platform Twitter, the study focuses on observing and cataloging the novel vocabulary employed by Twitter users. Additionally, the researchers aim to analyze these words' syntactic category and function while providing contextual definitions based on their textual occurrences on Twitter.

## 2.0 Methodology

The study utilized qualitative approaches to study the emerging lexical innovations in Philippine English; it examined its usage and the functions of the congregated lexemes and word-formation processes (Biermeier, 2008, 2014). The data is collected from Twitter users that used these growing words. The contributors are able to utilizie these Philippine English words. The usernames of these contributors are redacted to honor their privacy. Researchers familiar with the given words help them easily identify word-formation processes.

The study used the emerging words utilized by Twitter users. The paper delimited to 45 numbers of words and was classified into the different types of word-formation—compounding, affixation, hybdridization and calquing. The lexemes were detected by searching for the keyword and using the recent tweets to help identify the syntactic category and the context clues required to define the word.

The generative grammar theory proposed by Chomsky in the 1950s elucidates the function of the word by using phrase markers. The phrase markers in a syntactic diagram categorize words into their respective parts of speech to help identify the function of the word in a sentence. When a sentence generates, phrase markers also materialize to make the sentence understandable.

Under Noam Chomsky's Universal Grammar Theory (1976). The researchers used the guidance of "The Grammar Book" of Celce-Murcia, Larsen-Freeman, Williams (1999) to create a tree diagram and record the changes in syntactic categories of the new Philippine English words.

The transformational generative grammar syntactic structure is base on two types of rules: rewriting and transformational rules. Rewriting rules form a phrase structure grammar that naturally assigns grammatical function and relations to generated strings. A simplified phrase structure grammar can help illustrate the concept:

S → NP V

VP → V NP

NP →    John, Bill

V → saw

The string "John saw Bill" is generated by the grammar with the following phrase

Figure 1
*Tree Diagram*
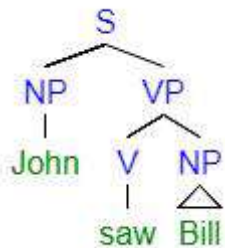


Associating this with the phrase structure grammar rules, we have the grammatical functions [NP, S], [ VP, S], [V, VP], [NP, VP] Using the definitions of these functions, we can determine that John is the Subject-of the sentence, saw Bill is the Predicate-of the sentence, saw is the Main-Verb-of the Verb Phrase, and Bill acts as the Object-of the Verb Phrase. From here, we can further define grammatical relations, such as Subject-Verb, based on these notions. (Chomsky, N. 2013).

Noam Chomsky's semantic webbing was adopted into Filipino form. In connection with this, with the help of Batoon's (2021) article titled "Pamantayang Pang-Gramatika" on Semantic-webbing, the researchers utilized the approach outlined by Batoon to analyze newly discovered Philippine English words in internet Tweets. The majority of these words are found within Filipino sentences. Therefore, before translation, the text undergoes Semantic-webbing to determine the word's part of speech. Through this method, researchers can ascertain the word's role within the sentence and provide a precise definition of its intended meaning. The sentences are then translated into English to observe the differences it would cause to the new Philippine English word. It adheres to different symbols and structures because Filipino has a distinct grammar in

which the proper structure of their sentence starts with a verb phrase before the noun phrase. This differs vastly from English grammar because the grammatical functions are all interconnected and diagrammed differently. The string "Tumakbo si Nena" is generated by the grammar with the following semantic webbing:

Figure2
*Filipino Semantic Webbing*
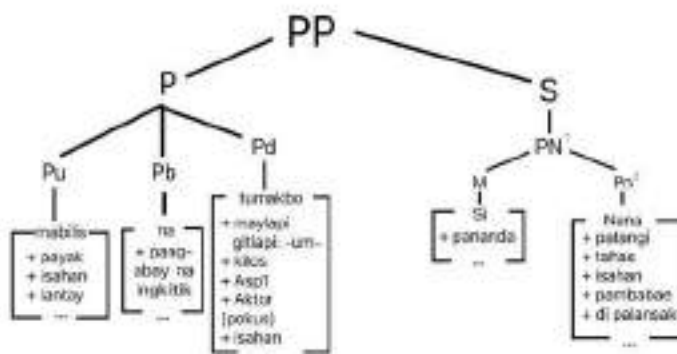


TP: 12345

Table 1
*The Strucutural Legend of Filipino Semantic-Webbing*

| PP | Pangungusap |
|---|---|
| P | Panaguri |
| S | Simuno |
| PN | Pariralang Pangngalan |
| PD | Pariralang Pandiwa |
| PH | Pariralang Panghalip |
| PU | Pariralang Pang-uri |
| PB | Pariralang Pang-abay |
| PK | Pariralang Pang-ukol |
| PE | Pariralang Eksistensiyal |
| Pn | Pangngalan |
| Pd | Pandiwa |
| Ph | Panghalip |
| Pu | Pang-uri |
| Pgt | Pangatnig |
| Pnp | Pang-angkop |
| K | Panaguri |
| Asp | Aspekto |
| Asp 1 | Perspektibo |
| Asp 3 | kontemplatibo |
| su | Salitang ugat |
| Pn 1,2,3 | Kapag maraming pangngalan sa loob ng isang pangungusap |
| TP | Transposisyon nagsasaad mg tunay na aniyong pangungusap |

## 3.0  Results and Discussion

The primary objective of this research endeavor was to acquire empirical evidence pertaining to recently emerged lexical items in Philippine English, which were generated through various word-formation mechanisms, namely calquing, compounding, hybridization, and affixation. The principal aim of this scholarly investigation was to systematically document and meticulously examine these recently modified lexemes, while concurrently monitoring the trajectory of Philippine English's development within the context of the microblogging platform Twitter.

Table 2
*Compounding*

| WORD | WORD-FORMATION | FUNCTION | DEFINITION |
|------|----------------|----------|------------|
| Bebe time | compounding | Verb and Noun | **Verb**: The action of two romantic partners spending time with each other.<br>**Noun**: The romantic partner a person spends quality time with. |
| Plantito | compounding | Noun | A person typically male that loves taking care of plants or fonds of plants. |
| Plantita | compounding | Noun | Aperson typically female that loves taking care of plants or fonds of plants. |
| Crushiecakes | compounding | Noun | A person that someone is romantically attracted to. |
| Lolodad | compounding | Noun | an honorific for a grandfather that acts as the father or to display affection. |

Table 2 (continued)
*Compounding*

| WORD | WORD-FORMATION | FUNCTION | DEFINITION |
|---|---|---|---|
| Shot puno | compounding | Verb and Noun | Verb: to drink a shot glass full of alchol. Noun: cup full of alcohol. |
| jinoketime | compounding, affixation (infix) | Verb | Deceiving a person into romantic attraction while the deceiver just perceives the activity as a pastime. |
| dinogshow | compoumding, suffixation -infix | Verb | Act of tomfoolery that is performed by a person with confidence. |
| sinure thing | compounding, suffixation | Verb | The assurance of a labeled and clear romantic relationship. |
| Pinoint-out | compounding, suffixation | Verb | The action of emphasizing and clarifying a fact. Or to point something out. |

Table 3
*Calquing*

| WORD | WORD FORMATION | FUNCTION | DEFINITION |
|---|---|---|---|
| bebeluv | calquing | Noun | An honorific for endearment towards a lover. |
| dabest | calquing | Adjective | A complement that is told to a person that does a great job. |
| Pakyu | calquing | Interjections | A curse word that is used among enemies : or a form of endearment for friends in the Philippines |
| Labyu | calquing | interjections | A word use by people to show affection. |
| Forda | calquing | Interjection and Prepositional | **Interjection**: A humorous way of Filipinos expressing something.<br>**Prepositional**: An expression to connect two parts of speech together |
| korique | calquing | Adjective | Adjective: something factual, truthful, and honorable |

Table 4
*Hybridizaton*

| WORD | WORD-FORMATION | FUNCTION | DEFINITION |
|---|---|---|---|
| desisyonavility | hybridization, affixation | Adjective | A person that does not accept other people's opinion. |
| plastikan | hybridization, affixation | Verb | An action involves back -biting and dishonesty. |
| selponan | hybridization, affixation | Verb and Noun | **Verb**: The action of using the cellphone while disregarding social etiquette<br>**Noun**: A store that sells gadget, specially phones. |

Table 5
*Affixation*

| WORD | WORD-FORMATION | FUNCTION | DEFINITION |
|---|---|---|---|
| swinipe | affixation - infix | Verb | **Verb**: to perform a sleight of hand to an object in a smooth motion.<br>**Verb**: to swipe in a direction on the screen to direct a touch screen gadget. |
| spinotify | affixation - infix | Verb | To play music in Spotify. |
| blinock | affixation - infix | Verb | The action of blocking someone in social media. |

Table 5  (continued)
*Affixation*

| WORD | WORD-FORMATION | FUNCTION | DEFINITION |
|---|---|---|---|
| tinry | affixation - infix | Verb | The action of attempting something. |
| linike | affixation - infix | Verb | |
| rumeply | affixation - infix | Verb | The act of replying to a conversation, most frequently in chats. |
| chinange | affixation - infix | Verb | A Philippine English past tense of change. |
| nireject | affixation - infix | Verb | A Philippine English past tense for refusal. |
| streanim | affixation (infix) | Verb | Alive video in which the viewers watched in real time. |
| kabonding | affixation - prefix | Noun | The person that you are bonding with. |
| chinarge | affixation,-infix | Verb | Verb 1: A Philippine English past tense for charging a device. Verb 2: A Philippine English past tense for monetary demand on a priced product. |
| answeran | affixation - suffix | Verb | The action performed when giving an answer to a question. |
| jowable | affixation - suffix | Adjective | A person possessing traits and features that makes them a desirable romantic interest. |

Table 5  (continued)
*Affixation*

| WORD | WORD-FORMATION | FUNCTION | DEFINITION |
|---|---|---|---|
| kabogable | affixation - suffix | Adjective | A person or a place possessing a indisputably good feature. |
| crushable | affixation - suffix | Adjective | A person possessing traits and features that makes them desirable. |
| replyan | affixation - suffix | Verb | The action of replying someone. |
| lipstickan | affixation - suffix | Verb | The action of putting lipstick on someone's lips. |
| computeran | affixation - suffix | Noun | An internet cafe. |
| chinat | affixation - infix | Verb | Philippine English past tense for chat in a social media. |
| issuehan | affixation - suffix | Verb | The action of creating controversy on a person's reputation. |
| videohan | affixation - suffix | Verb | The action of taking a video. |
| Share-an | affixation - suffix | Verb | The action of sharing information, internet connection, or any other tangible object. |
| operahan | affixation - suffix | Verb | The action of conducting a surgical operation. |
| tiktokerist | affixation - suffix | Adjective | Someone that creates tiktok videos. |
| weirdohan | affixation - suffix | Verb | Verb: the feeling of uneasiness towards someone else's peculiar behavior. |
| ginaslight | affixation - infix | verb | To convince someone that something is factual or truthful even if it is not. |

According to the table presented, the findings of this study indicate that hybridization words exhibit the lowest level of productivity. This can be attributed to linguistic constraints, combining words in a meaningful and easily understandable way can be a linguistic challenge, resulting in only a limited number of hybridization words being formed. For a hybridization word to be widely adopted and understood, it needs to have a logical connection between the combined words and convey a clear meaning.

In contrast, affixation demonstrates the highest degree of productivity among the word-formation processes examined. This is primarily due to its simplicity and versatility. By attaching affixes to base words, the meaning of the word can be altered, thereby motivating users to employ this process frequently. The ease of use associated with affixation contributes to its widespread adoption and application in Philippine English.

The emergence of these words formed through various word-formation processes within Twitter users signifies the proficiency and comfort level of users in employing the English language. Their ability to modify the language to accurately convey new ideas or expressions reflects their extensive command of English and their capacity to generate innovative terminology. However, it is important to acknowledge that this study focuses solely on four specific types of word-formation processes, suggesting that there may exist a wider range of unexplored words that warrant investigation in future research papers.

The flourishing presence of Philippine English within the Philippines, particularly on online platforms, can be attributed to the resourcefulness of users in creating lexically innovative terms tailored to their specific interests and niche subjects. This exemplifies the adaptability and evolution of Philippine English in response to the needs and preferences of its users. The continuous growth and development of Philippine English on online platforms highlight the language's dynamic nature and its ability to keep pace with the ever-evolving trends in communication.

The results of this study show that the Philippine English words create a clear mixture between words of English origin modified with Philippine's linguistic features, this is the result of the period of American colonization in the country's history. Filipinos have embraced English as their secondary language and have become accustomed to its concurrent usage with local languages. Over time, the phonological, morphological, semantic, and syntactic aspects of the English language, as employed by Filipinos, have undergone a transformative process that has brought about a sequence of modifications (Esquivel, 2019). One example of a community that embraced English are the Akan people. They incorporated English words into their language to enhance their vocabulary and express concepts for which they may not have existing words. This borrowing of English words could be driven by a desire for simplicity, as English may have concise terms for certain ideas that are not easily expressed in Akan. Additionally, there might be a perceived prestige associated with using English words, as English is

widely spoken and serves as a global lingua franca in many domains (Apenteng, M., & Amfo, N., 2014). With this acceptance of the English language, the inevitable change of Philippine English happened as Renner (2018) asserts that in nations where English is widely adopted as a spoken language, there is a tendency for speakers to adapt certain words by infusing them with localized elements, resulting in a fusion of features from both the local language and English. This is evident with the affixation words that the researchers have collected the affixed words are either English words with Filipino affixes or Filipino words with English affixes, a phenomenon that solidifies the influence of local elements in English words.

Language is always changing and dynamic, it is a sign that a language is alive and widely spoken. As the language speakers move forward into the future there are new concepts that must be named and given a lexical classification. Language, as instruments of communication, wield a profound influence on the dynamic evolution of linguistic usage. The ongoing modifications of these words, instigated by language users, emerge from the necessity to articulate novel ideas, designate newly conceived or discovered entities, and effectively express thoughts in a contemporary manner through the adoption of innovative vocabulary. Consequently, it can be posited that words within a language undergo transformations in both form and meaning, driven by the users' pursuit of conveying human messages in a manner aligned with the progressive development of the language user society (Sahardin, Hudiya, Samad, 2020). Speakers often face difficulties when they feel the need to translate or find an equivalent expression in order to maintain their understanding and engagement in a conversation. When confronted with an unfamiliar phrase or concept, speakers may instinctively try to find a comparable expression or word in their own language to bridge the comprehension gap (Bensal, 2012). The reason why words are modified is to make it fit with a new concept that existing words cannot accurately describe. In the circle of Stan Twitter users, new expressions are needed to precisely capture the meaning they are trying to convey whenever they tweet. The word-formation processes are put into action because they are required in situations in which language needs to fill a gap and evolve once again. According to Winarto (2019), Booij highlights that the primary motivation behind altering the lexical standard of a language is the necessity of language users to have linguistic expressions to denote novel concepts or entities. Through these conditions and necessities, the vocabulary of Philippine English expanded in order to provide the correct expressions for the new concepts and ideas. The newly modified words were observed to flourish mostly in the internet because of the amount of interactions that it could hold between multiple users and the freedom of expression that it provides. This is supported by the study of Paramarta which states that the setting in which the new Philippine English words flourish is also heavily attributed to the freedom granted by Twitter as a platform of communication. In social media communication, the language style used is typical and different from the style used in formal communication. the most noteworthy phenomenon is the creative use of words, morphological termed word-formation. The sense of being specific is derived from a language used by certain groups which is termed slang language (Paramarta, 2022). Slang is a language which commonly used by teenager in casual or daily

conversation. It shows that particular ways of speaking, choices of words, and even rules for conversing are in fact highly determined by certain social requirements (Fatonah, 2018). The modern communication landscape facilitated by the Internet contributes to the augmentation of lexical creativity in Philippine English (PE). Through diverse online engagements, a digital realm is established that fosters social interaction and facilitates the exchange of ideas and information. This accessible medium attracts a broad spectrum of Filipino users, who actively participate in this novel platform, showcasing idiosyncratic word usage (Afable, Austria, Evidente, 2021).

According to Mattiello (2017), there will be a noticeable display of productivity in the formation of words when numerous words follow the same rule or have identical formations. For example, the calque form "pakyu" in Filipino, derived from the English profanity "fuck you," demonstrates this phenomenon. In this case, the initial letter of the English counterpart is replaced with the bilabial stop [p]. A similar pattern can be observed in the calque form of "love you," which becomes "labyu" in Filipino. Although the replacement differs slightly from the original, the same rule seems to apply. This phonemic substitution can be attributed to the linguistic characteristics of Philippine English, where the consonant sounds [f] and [v] are often replaced with [p] and [b], respectively (Bautista, M.L. & B, K. 2008). It can be observed that calque words are formed in Philippine English when the word is spelled the exact same way that it is pronounced by the speakers. In An Analysis of Word Formation Processes Found in Instagram by Faradisa (2019). The author encountered a similar case of this phenomena when an Instagram user wrote the word 'merried' because they pronounced it as 'married' (/ˈmerêd/). As a result, the text is written based on the way 'married' is recited (/ˈmerêd/).

In line with this, in the case of the words "jowable", "crushable", and "kabogable," is analogy in word-formation can be observed. Mattiello (2017) emphasized the significant role of analogy in the process of word-formation in the English language. It involves using similarities found in existing words as a kind of template to create new words or modify existing ones. Subsequently, the suffix "-able" was added to the base words "jowa", "crush" and "kabog." This addition of "-able" can be seen as being influenced by the presence of the same suffix in the word "replaceable." The "-able" suffix in "replaceable" indicates a sense of ability or capability and this pattern was used to create similar words like "jowable", "crushable" and "kabogable." As previously mentioned, these words exhibit identical patterns of word-formation, which contributes to their productivity. In the study conducted by Borlongan and Lim (2011), it was discovered that the incorporation of Tagalog particles, specifically "ba," "na," "pa," and "no," into English sentences poses a challenge in word-formation processes. This is primarily due to the rarity of adverbs being inserted within words, as they are typically placed within the context of sentences. When the adverbs such as "ba," "na," "pa," and "no," are integrated into words, they undergo a transformation and cease to function as adverbs, instead assuming the role of affixes. This phenomenon serves as one of the underlying causes for the abundance of affixes in the new Philippine English words and their lack of adverbs. Additionally, the abundance of affixation in loanwords is also

supported by the study of Dashti, F., & Dashti, A., (2017) which discussed about the morphological adaptations of English loanwords in Twitter among Kuwaiti users. Their study showed that 55.62% of all the morphological processes are created through affixation, the majority of the morphological adaptations were affixation, similar to this study's list of affix dominated words.

The definitions of the new Philippine English words are also provided through the context clues provided by the sentence. The meaning of the word is derived from it's syntactic function in the tree diagram as well as the intended meaning of the sentence. Through the study of Batoon's (2021) article titled "Pamantayang Pang-Gramatika", a guide for syntactic diagramming in Filipino sentences, the researchers are able to diagram the Philippine English words found in Filipino sentences in tweets. When the sentence is translated to the English version, "The Grammar Book" of Celce-Murcia, Larsen-Freeman, Williams (1999) was the guide that was utilized to find the syntactic function of the word. When the sentences were translated, there were changes that happened to the parts of speech of the words that were in the sentence. When a word or sentence is translated from one language to another there is no guarantee that it will be a close translation that preserves the parts of speeches. In some languages, it is inevitable that on translating, conversion could occur to fit the grammar of the translated text. A similar study that gives the distinctions existing between Chinese and English regarding grammar and expressive conventions, there are instances wherein it becomes necessary to modify the grammatical function of words while ensuring that such alterations do not compromise the underlying meaning. This approach to translation encompasses a range of conversions, such as transforming nouns into verbs, prepositions into verbs, adjectives into verbs, adverbs into verbs, verbs into nouns, adjectives into nouns, pronouns into nouns, and verbs into prepositional phrases, among others (Liu, L & Liu, Z., 2014). In this research paper regarding Philippine English words, it could be observed that the word's part of speech, when translated from a Filipino sentence to an English sentence, could change and cause conversion. The new words, when translated, could likely augment themselves from verb to noun or any other types of conversion to fit the grammar of the translation. Fortunately, even if the part of speech were to change because of translation, the definition of the words does not drastically change and will often preserve the intended meaning.

The present research study highlights four distinct sociolinguistic realities pertaining to Philippine English (PhilE), which necessitate acknowledgment and attention from ESL teachers, researchers, and Philippine English speakers as a whole. Firstly, it emphasizes the continued vitality of Philippine English and the expansion of its lexicon. Secondly, it underscores the users' proficiency in traditional word-formation mechanisms and their innate linguistic creativity, which contribute to the diversification of word-formation processes and the generation of additional vocabulary. Thirdly, it emphasizes that the Philippine English lexicon is linguistically structured, rendering it linguistically valid and acceptable.

Furthermore, the incorporation of linguistic elements from colonial and external languages, as well as the blended influences of American English (AmE) and British English (BrE), impart an international flavor to Philippine English. This, in turn, enhances the potential acceptance and comprehensibility of written Philippine English texts on the global stage, particularly among neighboring Asian countries with which the Philippines fosters mutual agreements in business and education during this era of globalization where English serves as the international language. In line with the aforementioned premises, the publication of new dictionaries or, at the very least, wordlists featuring the Philippine English variety represents a commendable linguistic achievement. Such resources can greatly facilitate the intelligibility of the language variant and contribute to its recognition and prestige both locally and regionally (Dimaculangan and Gustilo, 2017).

In summary, this study seeks to contribute to the knowledge involving the newly modified words found in twitter. This study investigated the word-formation processes involved, syntactically diagrammed the sentences where the word was found in, and provided a definition of the word. The social media platform Twitter provided abundant information about the Philippine English words that this study analyzed. It is highly recommendable that studies similar to this should be more apparent in Philippine English research. A future research that covers other word-formation processes could be conducted to contribute to the future existence of a standard Philippine English dictionary which will help standardize the Philippine's usage of English.

## 4.0 Conclusion and Recommendation

As Philippine English thrives, it also changes, as it is a trait of all living languages. These changes could be drastic or gradual, but they inevitably introduce new terms that may be unfamiliar to other people. As the Philippine community gets more active in social media communication, language has a platform to evolve, involving massive amounts of people. In this study, the researchers listed the Philippine English terms that are unique to Filipinos. There are English words that are modified by Filipino influences, changing their morphology and overall definition. This research paper also seeks to contribute to the standardization of Philippine English by providing concrete evidence of its uniqueness in word usage. It seeks to help future researchers build upon this study in order to research more about Philippine English and document more words. The words in this paper also have examples of the proper usage of the words, thus functioning similar to a mini dictionary for those who are unfamiliar with the Philippine English words listed here.

**References:**

Afable, C. B. (2021). Lexical Features of When in Manila Blogs: IPE Word-Formation Processes and their Acceptability to ESL Teachers. Connect.Academics.Education. https://doi.org/10.56498/31202149.

Apenteng, M., Amfo, N. (2014). The Form and Function of English Loanwords in Akan. https://www.njas.fi/njas/article/view/138.

Astrero, E. T. (2017). The Millenials' Awareness and Understanding of Philippine English. ResearchGate. https://www.researchgate.net/publication/336371302_The_ Millenials%27_Awareness_and_Understanding_of_Philippine_English.

Batoon, L. I. (2020). Prescriptive Grammar. Mindanaogeneralsantoscityu. https://www.academia.edu/44362504/Prescriptive_Grammar.

Batoon, L. I.(2020b). PAMANTAYANG PANG-GRAMATIKA. Mindanaogeneralsantoscityu. https://www.academia.edu/44303193/PAMANTAYANG_PANG_GRAMATIKA.

Bolton, K. (2008). Philippine English : linguistic and literary perspectives. DIVA. https://su.diva-portal.org/smash/record.jsf?pid=diva2%3A361220&dswid=5426.

Borlongan, A. M., & Lim, J. (2016). Tagalog particles in Philippine English: The cases of "ba","na", ' "no", and "pa." Tufs https://www.academia.edu/30481105/Tagalog_ particles_in_Philippine_English_The_cases_of_ba_na_no_and_pa.

Dashti, F. (n.d.). Morphological Adaptation of English Loanwords in Twitter: Educational Implications. https://eric.ed.gov/?id=EJ1146578.

De Castro, G. (2020). Same-verb different-particle phrasal verbs in Philippine English. ResearchGate. https://www.researchgate.net/publication/344896822_Same-verb_different-particle_phrasal_verbs_in_Philippine_English..

Dimaculangan, N. G., & Gustilo, L. (2017). Lexical Patterns in the Early 21st Century Philippine English Writing. Advanced Science Letters, 23(2), 1094–1098. https://doi.org/10.1166/asl.2017.7505 .

Dimaculangan, N. G., & Gustilo, L. (2018). A Closer Look at Philippine English Word-Formation Frameworks. Advanced Science Letters, 24(11), 8384–8388. https://doi.org/10.1166/asl.2018.12569.

Esquivel, O. J. D. (2019). Exploring the Filipinization of the English Language in a Digital Age: An Identity Apart from Other World Englishes. https://eric.ed.gov/?id=EJ1244667.

Faradisa, A. (2019). An Analysis of word-formation Processes Found in Instagram. https://www.semanticscholar.org/paper/An-Analysis-of-Word-Formation-Processes-Found-in-Faradisa-Aziz/add3c07c27e6370b48d"c95535f1b429c74ef1090

Fathonah, E. (2018). Daftar Isi: word-formation and meaning of Slang Words on "Meme" picture of Group "Shitpostbot 5000" on social media "Facebook." (2018). https://onesearch.id/Record/IOS2718.25565/TOC

Gao, C. Z., Celce-Murcia, M., & Larsen-Freeman, D. (2000b). The Grammar Book: An ESL/EFL Teacher's Course. TESOL Quarterly, 34(2), 372. https://doi.org/10.2307/3587964

Gusdian, R.I., Ratih, E. (2018). word-formation Processes In English New Words Of Oxford English Dictionary (Oed) Online. https://ejournal.umm.ac.id/index.php/celtic/article/view/761

Hudiya, S., Sahardin, R., & Samad, I. A. (2020). An Investigation Of word-formation Processes Of Indonesian Slang Words. Humanities & Social Sciences Reviews. https://doi.org/10.18510/hssr.2020.8322

Kandasamy, M.D., Mustafa, S.Z., & Yasin, M.S. (2015). An analysis of word-formation process in everyday communication on Facebook. https://www.semanticscholar.org/paper/An-analysis-of-word-formation-process-in-everyday-Mustafa/ed55bed8159d491a9ab14d5e085c9a0ecac01d4

Tocalo, A. W. I., & Calingasan, K. A. (2019). The intelligibility and acceptability of Internet Philippine English (IPE): Their implications for English. . . ResearchGate. https://www.researchgate.net/publication/333037729_The_intelligibility_and_acceptability_of_Internet_Philippine_English_IPE_Their_implications_for_English_language_teaching_in_the_new_English_varieties

Laksana, I. P. Y. (2020). A Morphological Study in Group Online Communication: Word - Formation Processes among College Students in a WhatsApp Group. https://www.semanticscholar.org/paper/A-Morphological-Study-in-Group-Online-Word-among-in-Laksana Bali/b606b1743e326e575859dee720688212742c551a

Liu, Z., & Liu, L. (2014). On the Characteristics and Translation Method of the Chinese Verb "Jinxing." Theory and Practice in Language Studies, 4(9). https://doi.org/10.4304/tpls.4.9.1886-1891

Mattielo, E. (2017). Analogy in Word-Formation. Acceptability of new analogical words, 193-219. https://www.degruyter.com/document/doi/10.1515/9783110551419/html.

Pagsusuri sa Dalawang Modelo ni Chomsky_BANTE. (n.d.). Scribd. https://www.scribd.com/document/491565652/Pagsusuri-sa-Dalawang-Modelo-ni-Chomsky-BANTE

Paramarta, I. M. S. (2022). word-formations In Social Media Communication Of The Students Of English Department. ejournal-uniqbu.ac.id. https://doi.org/10.47323/ujss.v3i1.178.

Philippine English: Development, Structure, and Sociology of English in the Philippines. (2022b, September 19). Routledge & CRC Press. https://www.routledge.com/Philippine-English-Development-Structure-and-Sociology-of-English-in/Borlongan/p/book/9781138370760#

Renner, V. (2018). Structural borrowing in word-formation: An exploratory overview. https://hal.science/hal-01921952/

Sahaan, Crisnova Katalonika (2020) An Analysis of word-formation in Instagram of Sharena Delon: Morphological Approach - UPB Repository.http://repository.up batam.ac.id/351/

Thomas, C. & Hacken, P.T. (2013). The Semantics of word-formation and Lexicalization. P. 28-44

Winarto, E. D. (2019). Modelling Abbreviation in Internet Slang: a Comparison Study of Indonesian Internet Slang and English Internet Slang. Eternal English Teaching Journal. https://doi.org/10.26877/eternal.v10i2.5127

**Appendices:**

Syntactic Tree Diagram of Sentences Found in Twitter:

Compounding

1. Thank you for the bebe time.
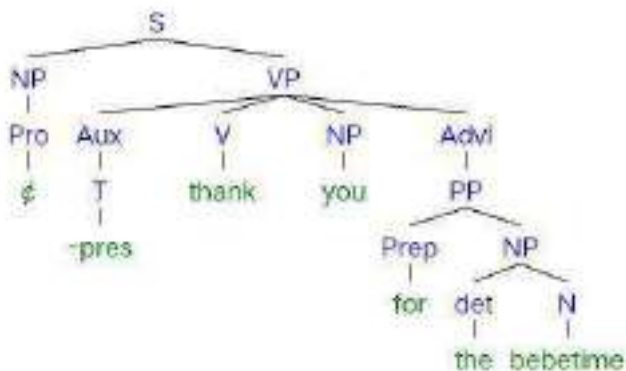


2. I love a plantito.
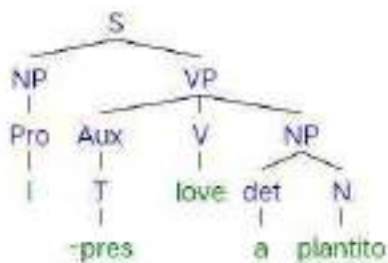


3. I am not a plantita but it is too cute to resist.
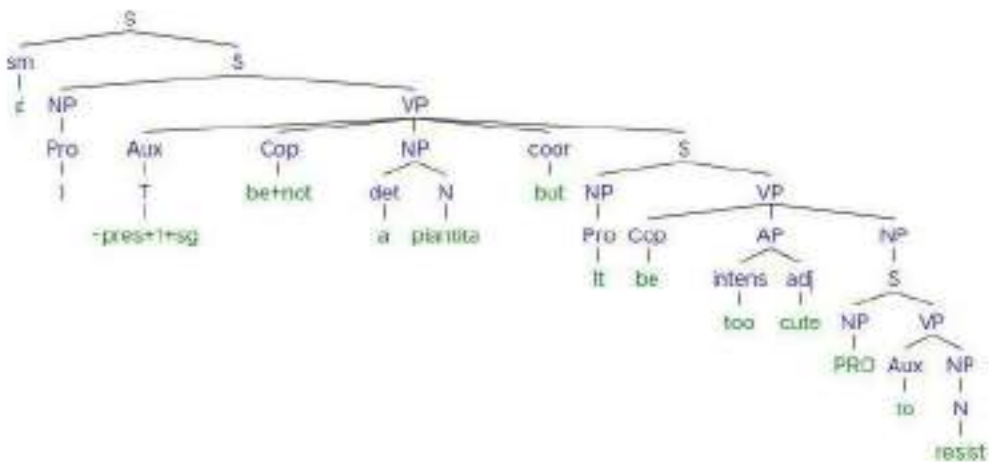
4. I don't even remember this one but my crushiecakes like it.
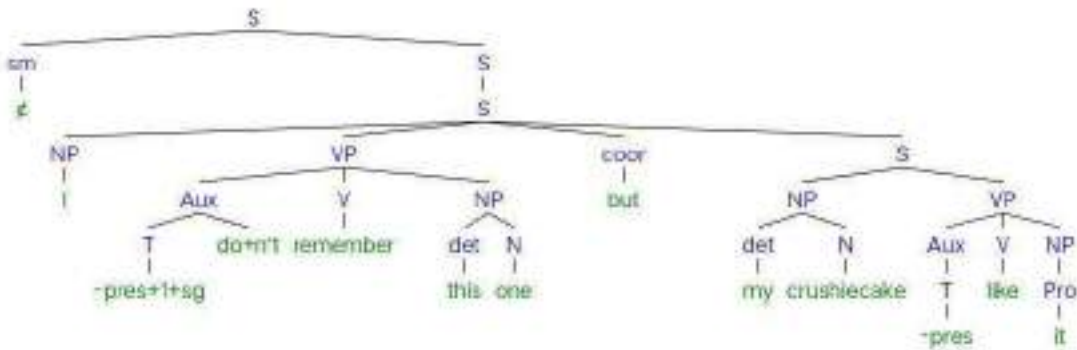


5. Happy birthday in heaven (lolodad)
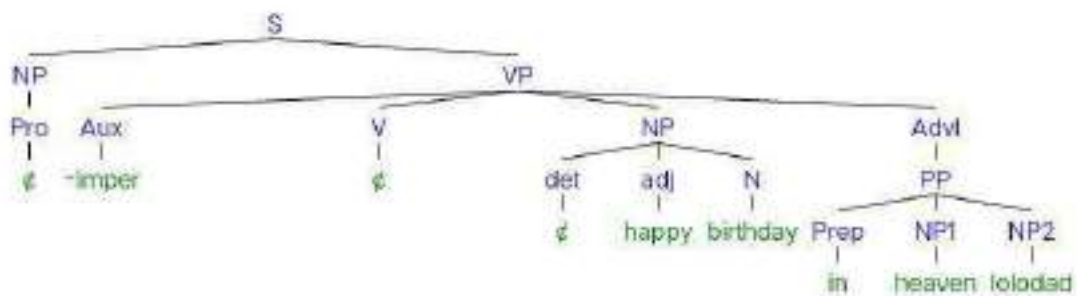


6. Pagbagsak (ka), shot puno agad
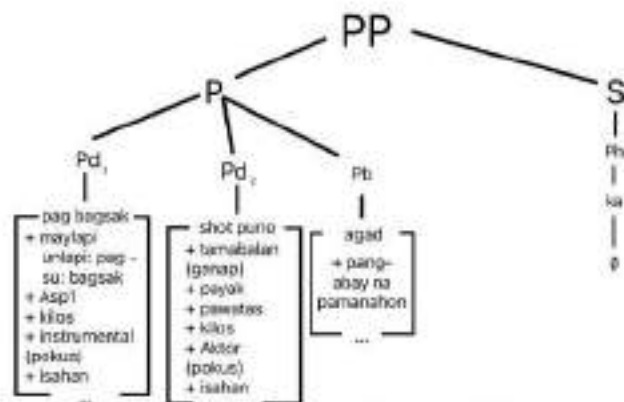


TP: 1423

Translation: If i fail, i will take a full shot immediately.
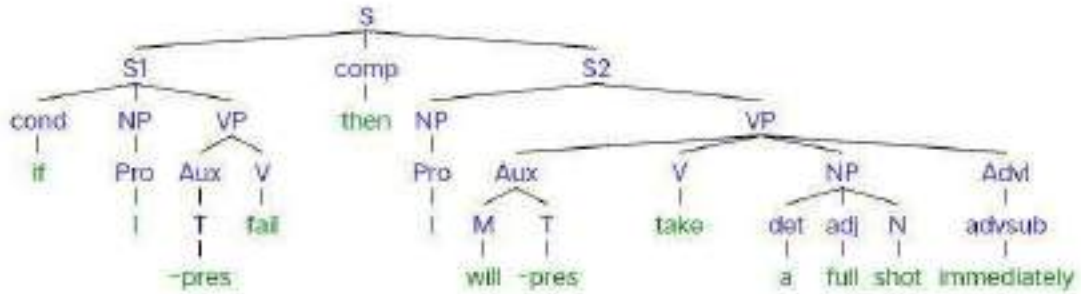


7. Parang jinoketime ako.
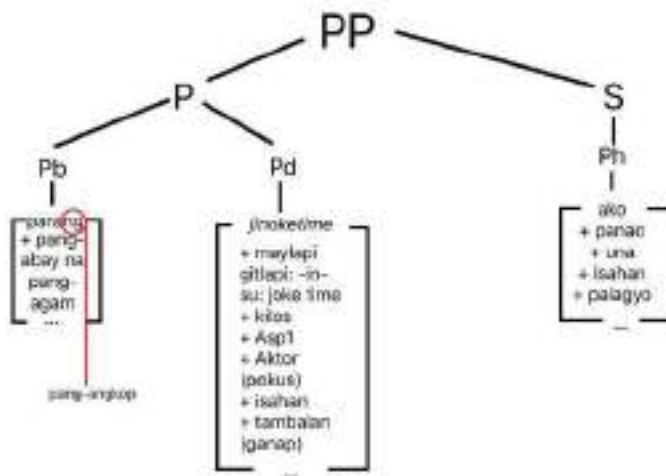


TP: 123

Translation: It looked like I got joke timed
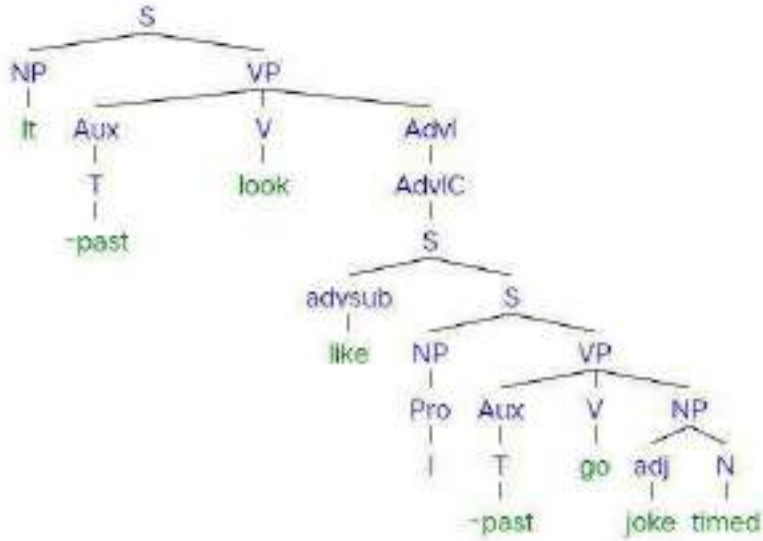


8. Good night sa mga sinurething.
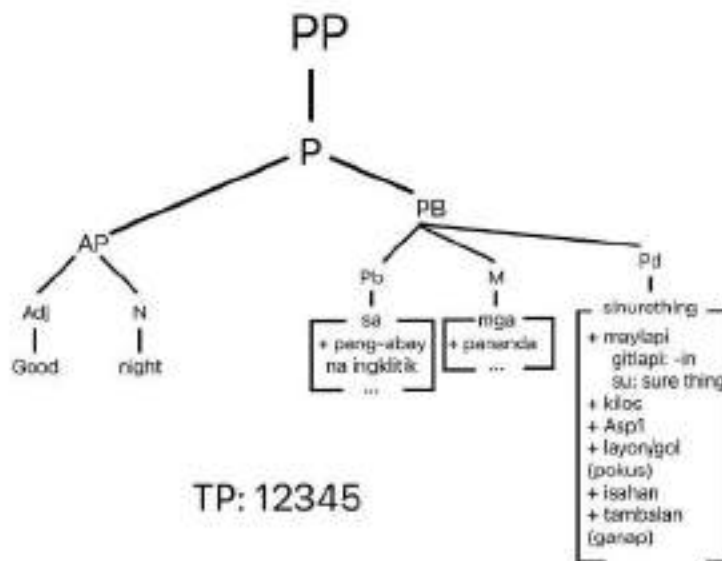
Translation: Good night to all those who was sure thinged.
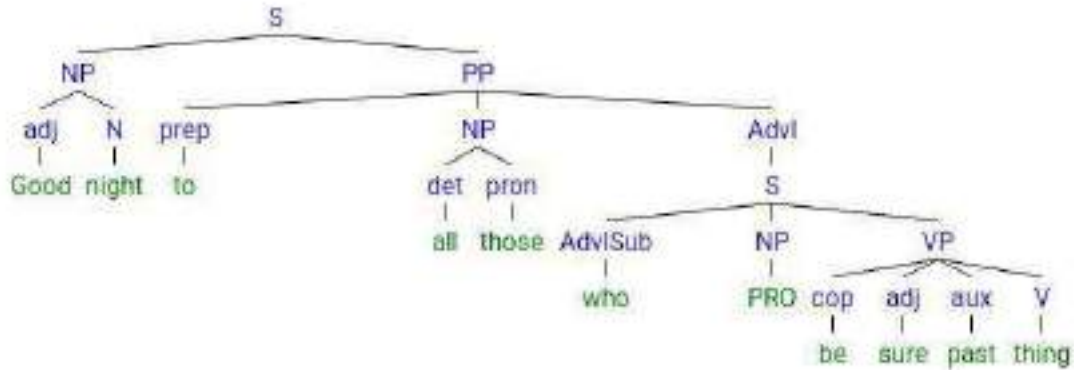


9. Buti pinoint-out ni Sam.
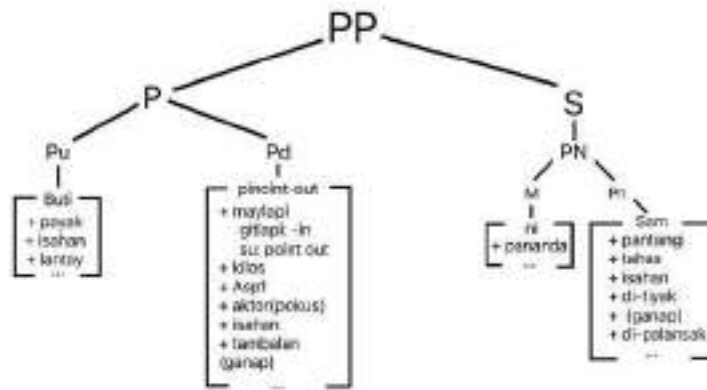


TP: 1234

Translation: It's better Sam pointed it out
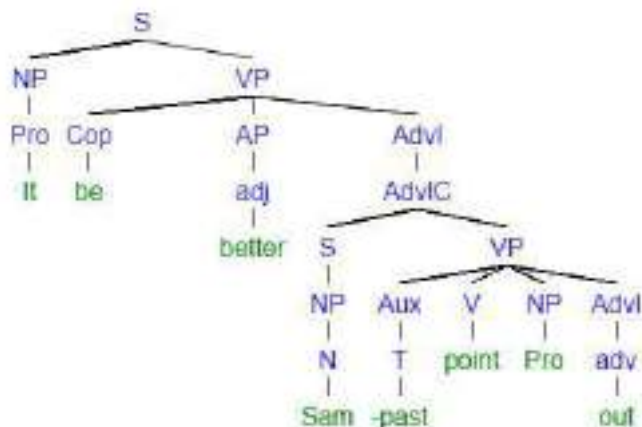
Calquing

1.  You come back here my purple bebeluv.
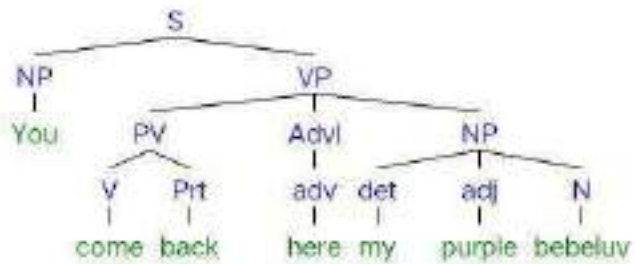


2.  Homemade food is dabest.
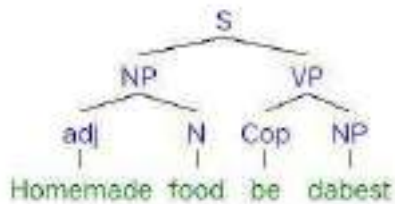


3.  I hope you trip many times pakyu.
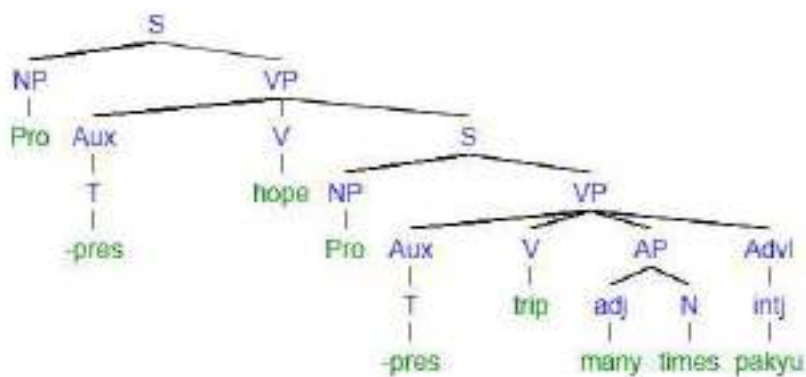
4.  Labyu guys.                                    Translation: Love you guys

TP: 123
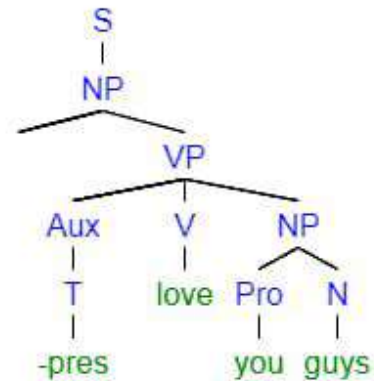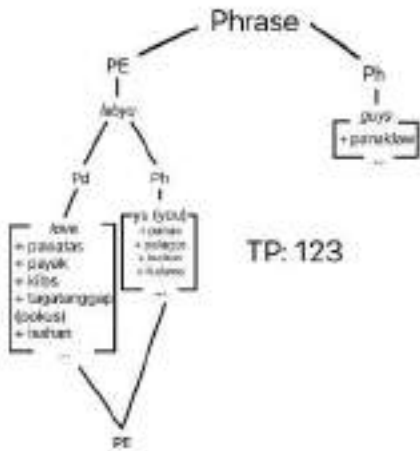
5.  Forda angst si Kimmy.

TP: 1234
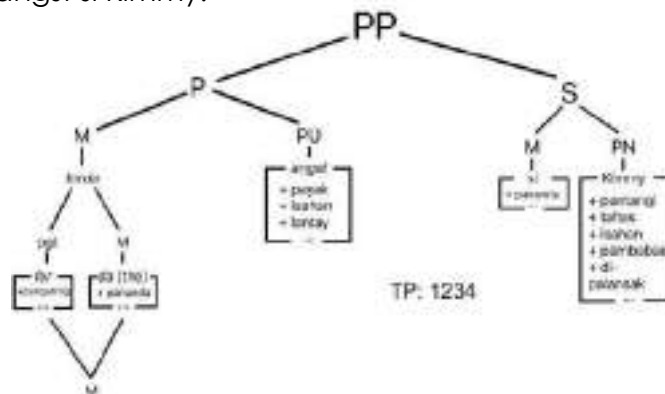
Translation: For the angst Kimmy
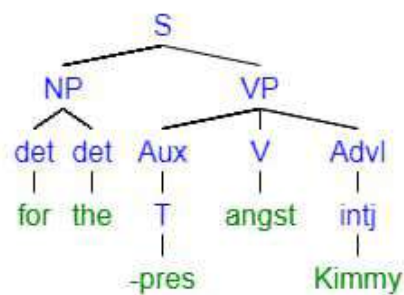
6. I think korek.
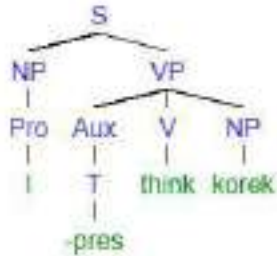


Hybridization
1. Desisyonavility ako.



TP: 12
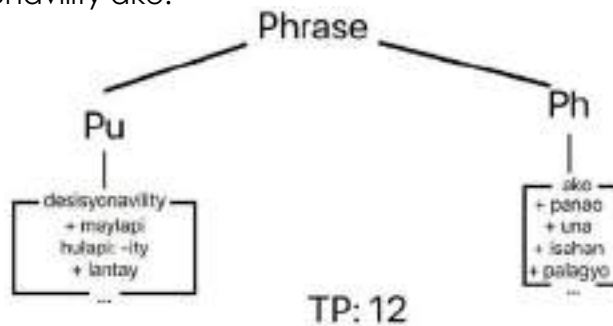
Translation: I am desisyonavility
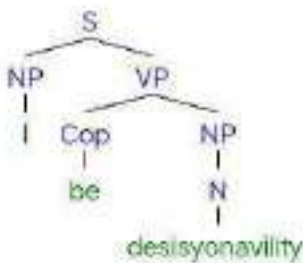


2. Wag na tayo mag-plastikan, Gabie.
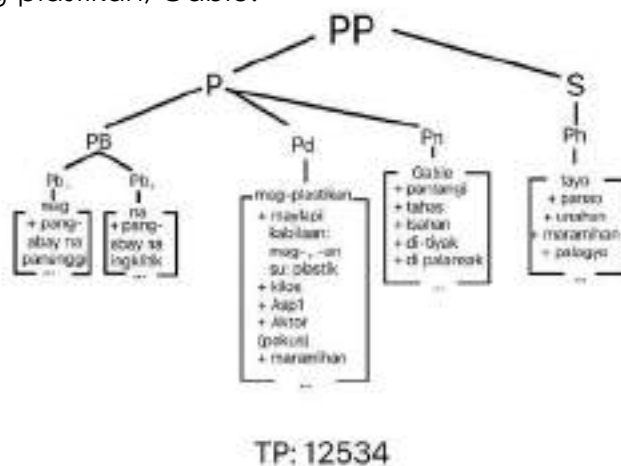


TP: 12534

Translation: Let us stop this plastikan, Gabie
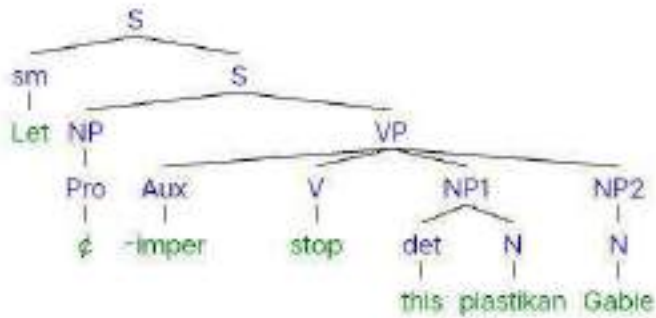


3. Mag selponan nalang kayo.



TP: 123
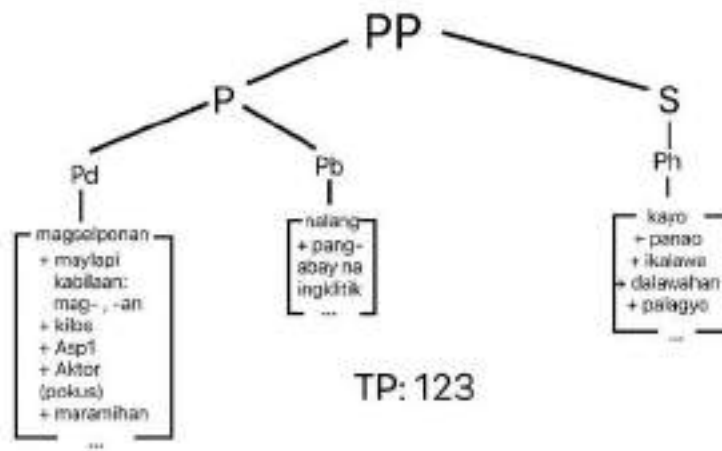
Translation: Just use your cellphones then
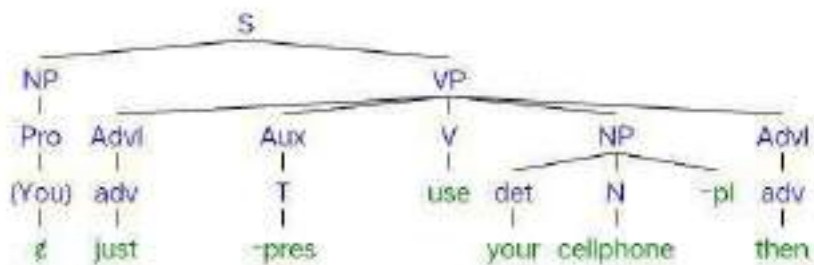
Affixation

1. Thanks God, di naman swinipe ng holdaperyung card ko.
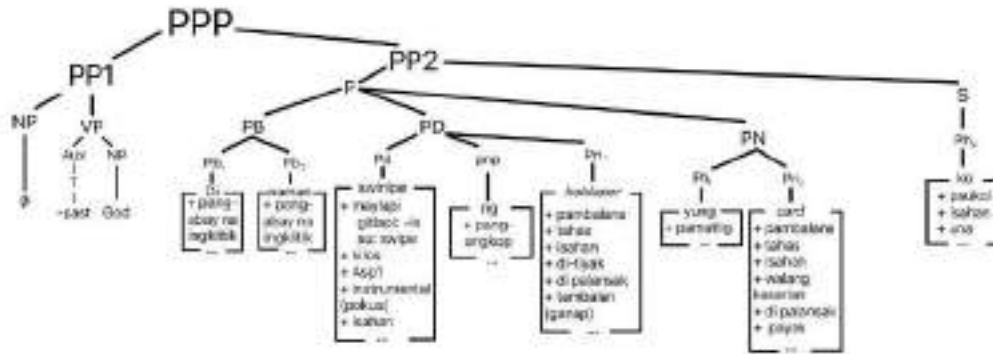


TP: 123456789

Translation: I thank God that the holdaper didn't swipe my card
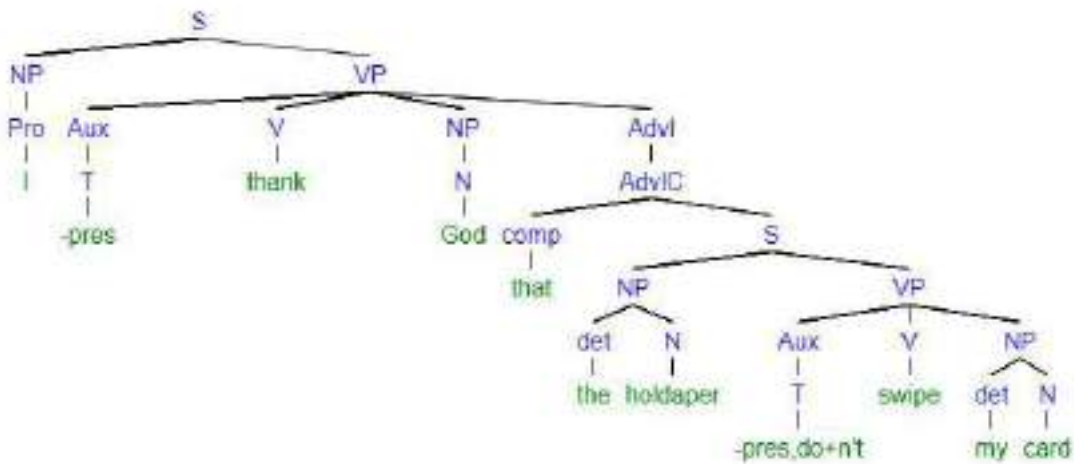
2. Yung music lang talaga nila nagdala, sana Spinotify ko nalang.



TP: 12345678109
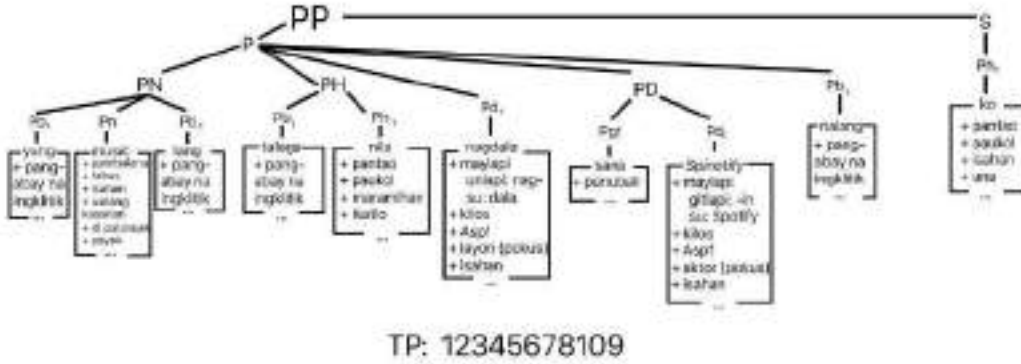
Translation:Their music carried it all. I wished I just Spotified it.
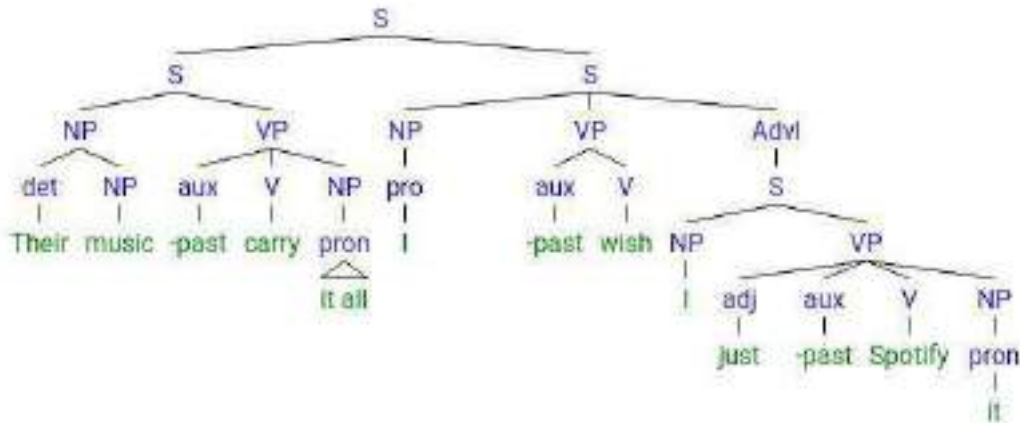
3. Kinabahan naman ako diyan, akala ko blinock mo ko.



TP: 124356789
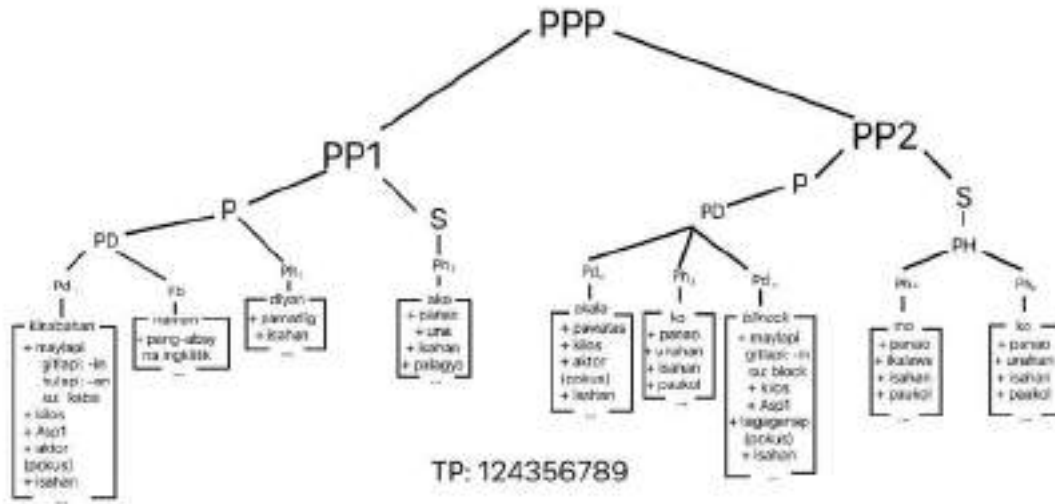
Translation: I was worried that you blocked me

4. Tinry ko lang naman, pero secure ticket.
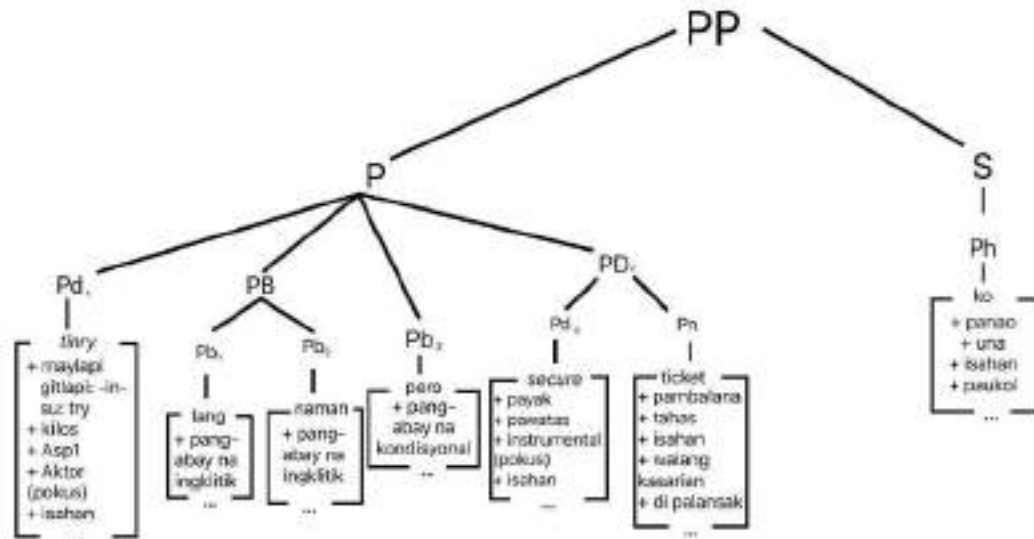


TP: 1534567

Translation: I only tried it but I secured tickets.
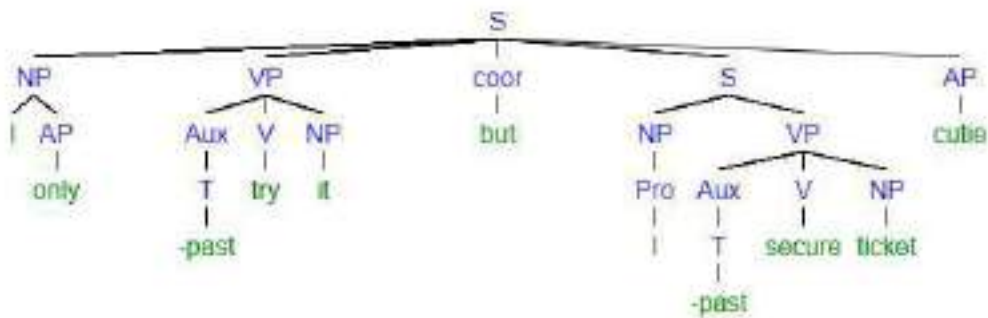
5. Linike ni Konon.　　　　　　　　　　　Translation: Konon liked it.
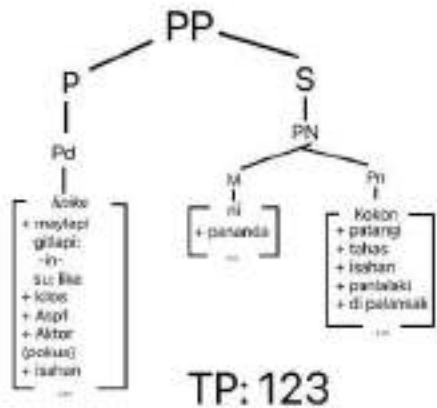


TP: 123
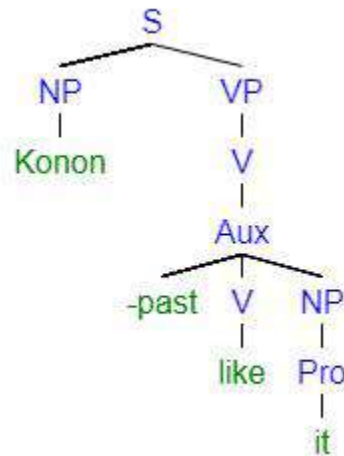
6. Never again talaga, ang tagal pa rumeply ng dm (direct message)
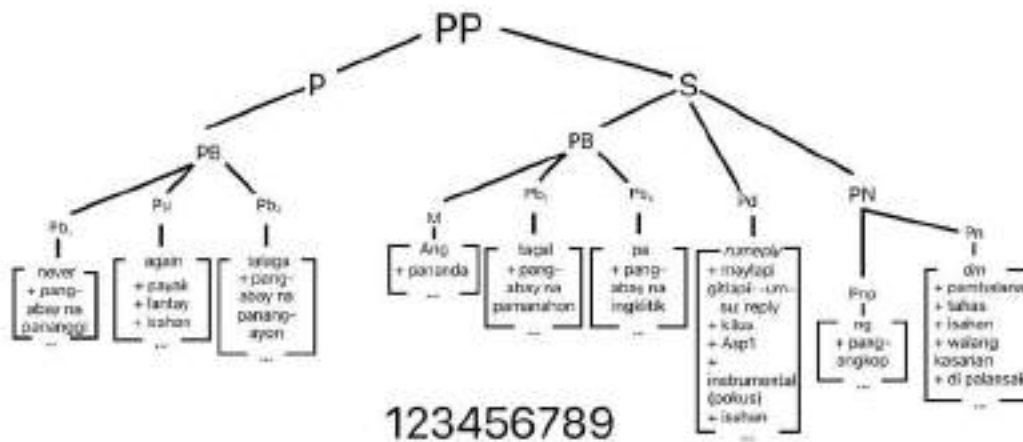


123456789

Translation: You take so long to reply on my DM.
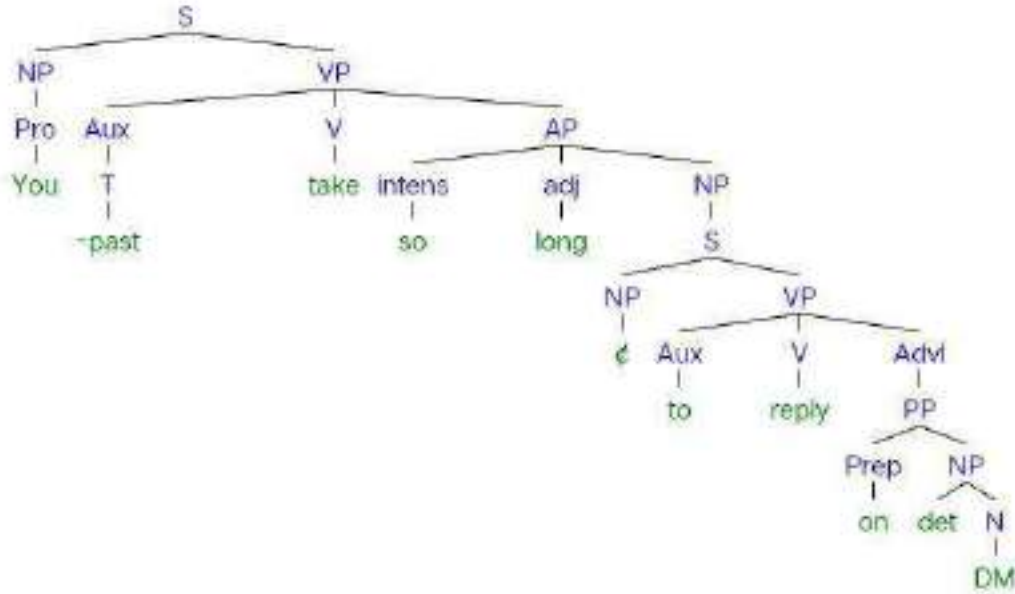


7. Never ko talaga chinange 'yan after mo umalis.
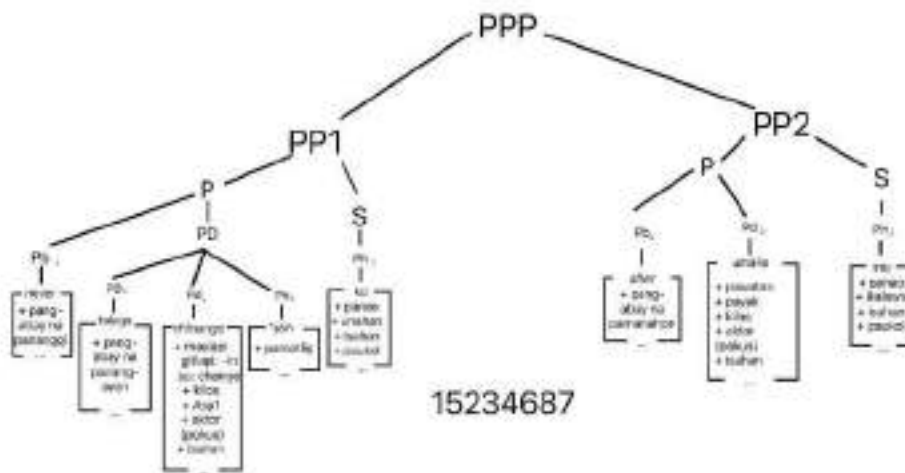


15234687

Translation: I never really changed that after you left.
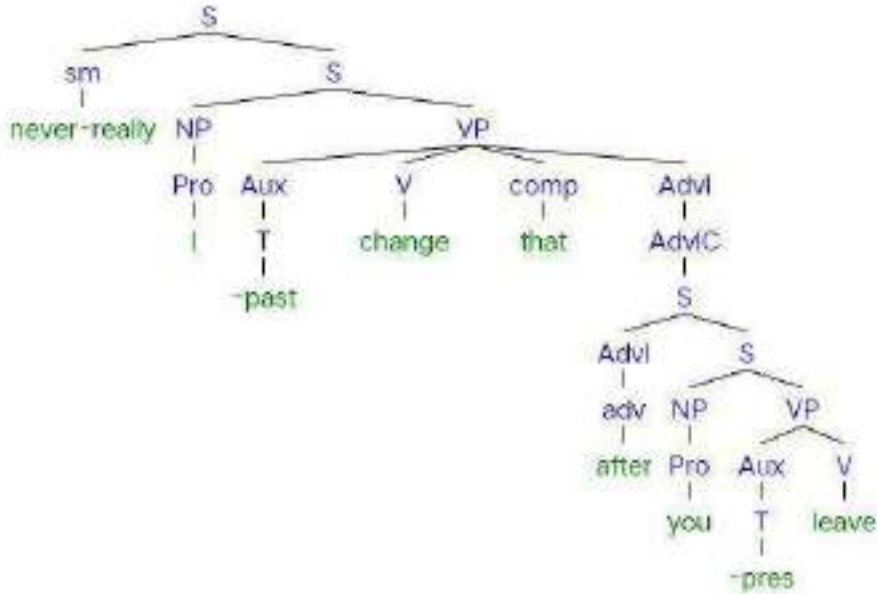


8. Nireject ng Tatay ko yung heart ko sa stage.
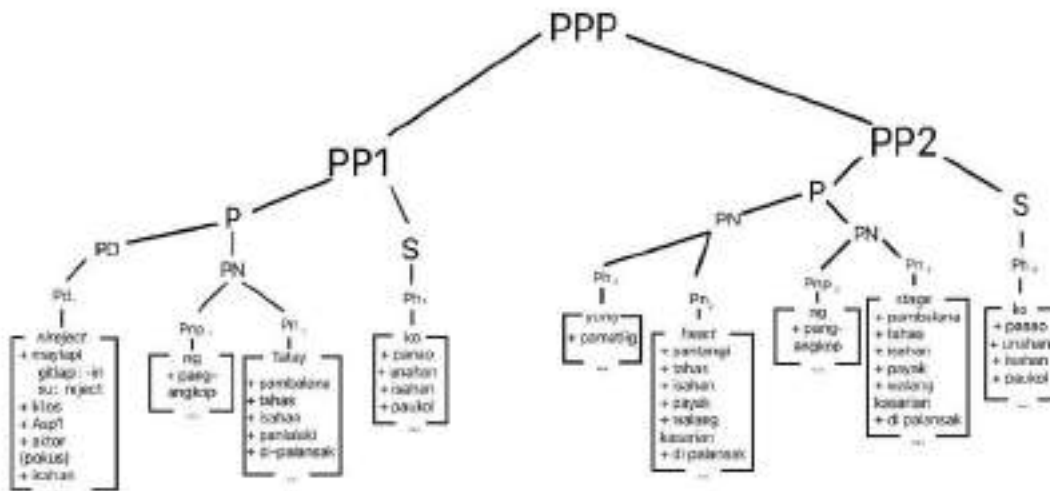


TP: 12345698

Translation: My father rejected my heart on stage
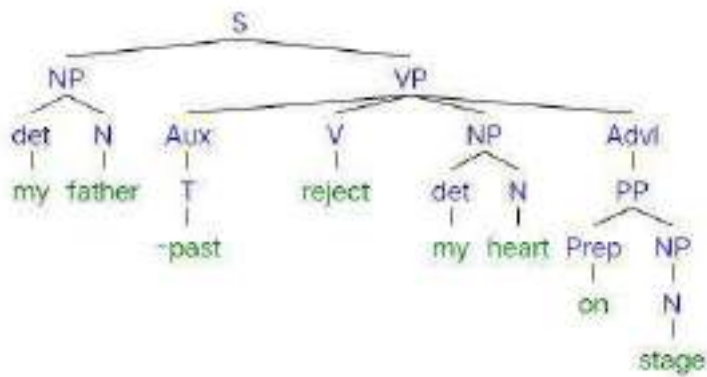


9. I hope this is allowed because I didn't screenshot from other, that is because I streamed two videos.
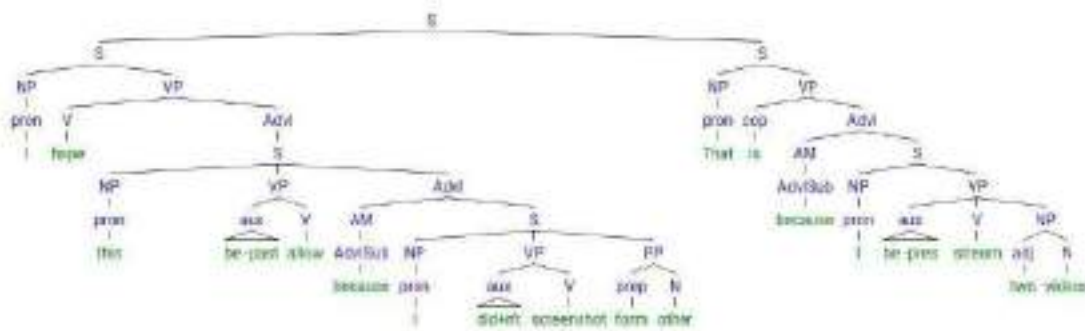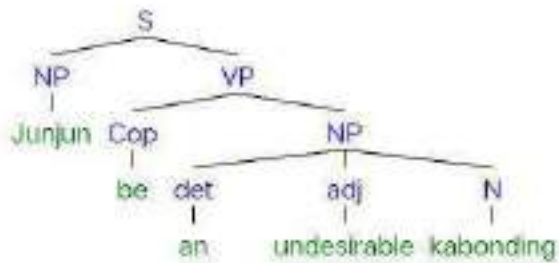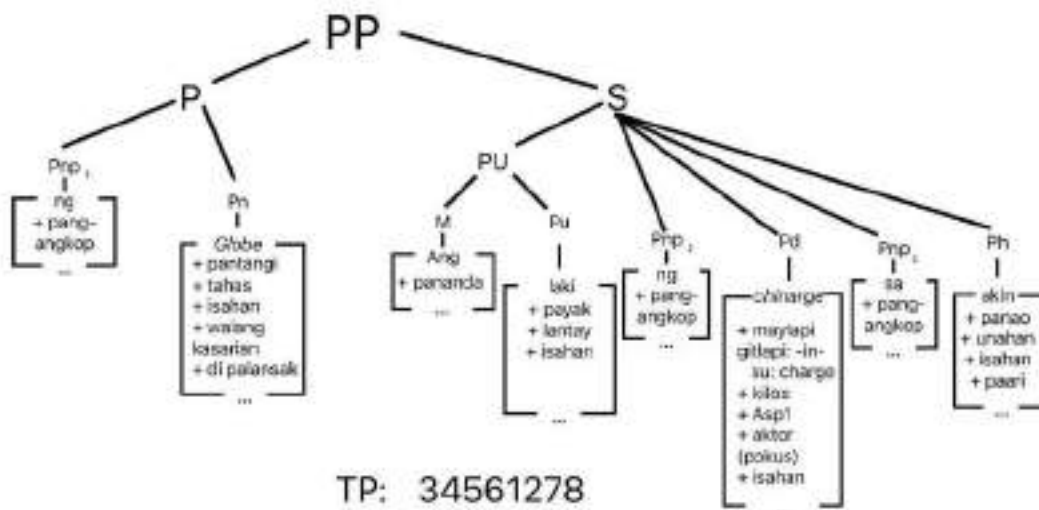


10. Pangit kabonding si Junjun.
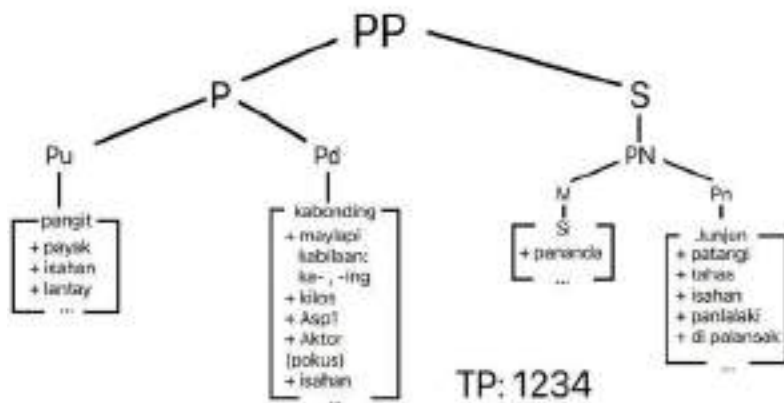
Translation: Junjun is an undesirable kabonding.



11. Ang laki ng chinarge sa akin ng Globe.



TP: 34561278

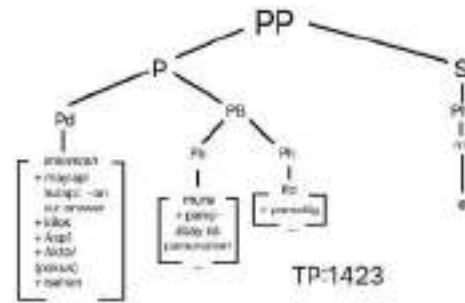Translation: I am about to cry because Globe charges me a huge bill.
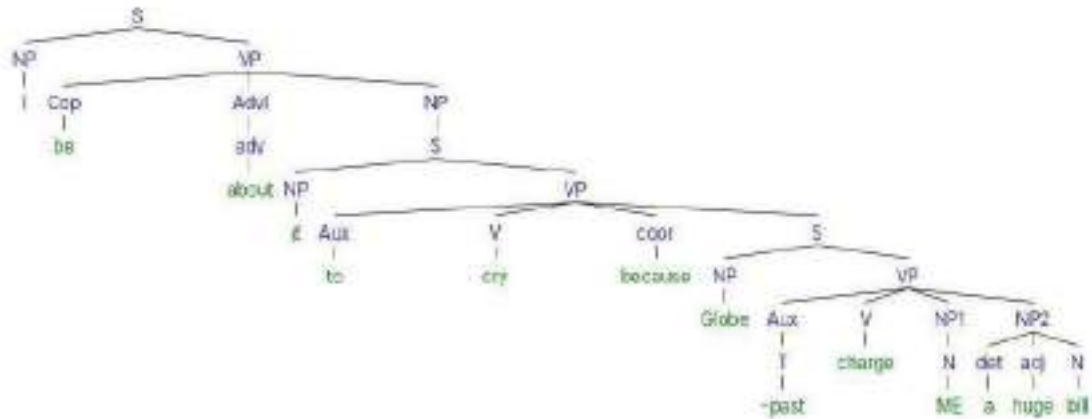


12. You should answer this first          Original text: Answeran mo muna ito.
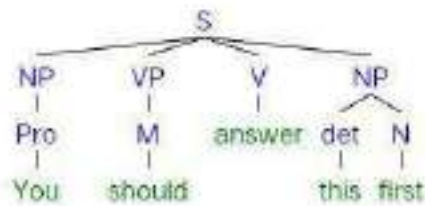




TP:1423

13. All SVT members are jowable.
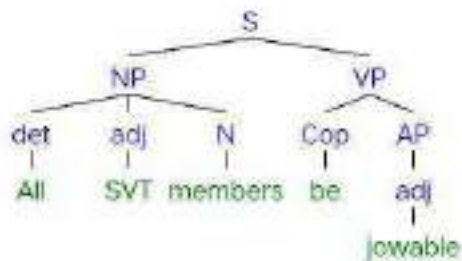
14. Grabe tapos kabogable yung pagiveaways.



Phrase

PE · PU · PN

Grabe
+ ekspresyonal

Pb₁

tapos
+ pang-
abay na
pamanahon
...

Pb₂

kabogable
+ maylapi
hulapi: -able
+ lantay
...

Ph

yung
+ pamatlig
...

Pn

pagiveaways
+ makadiwa
+ maylapi
unlapi: pa-
su: give away
+ tambalan (di-
ganap)
+ pambalana
+ tahas
+ maramihan
+ walang
kasarian
+ di palansak
...

TP: 12345
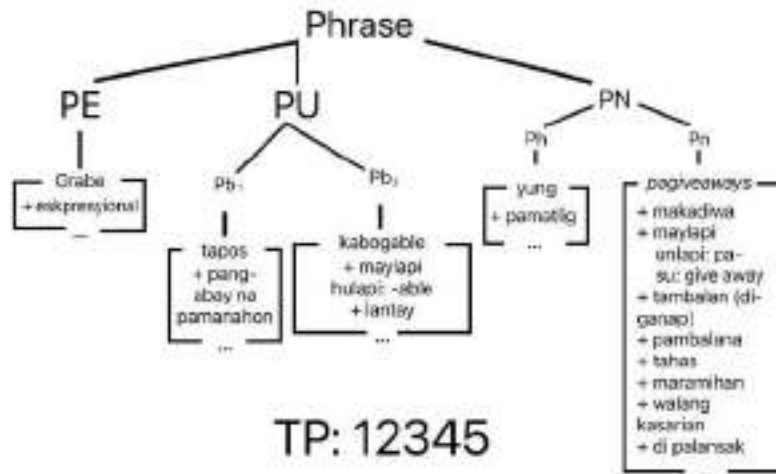
Translation: The giveaways is very kabogable.
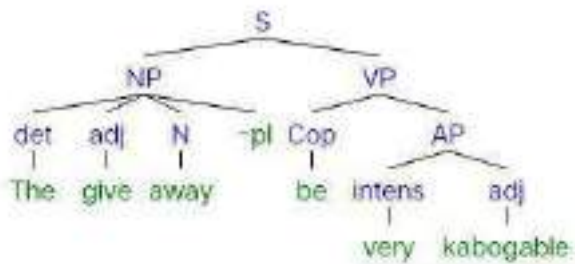


S

NP

det — The
adj — give
N — away
-pl

VP

Cop — be

AP

intens — very
adj — kabogable

15. What is the crushable moment you have on Soobin that makes you head over heels?
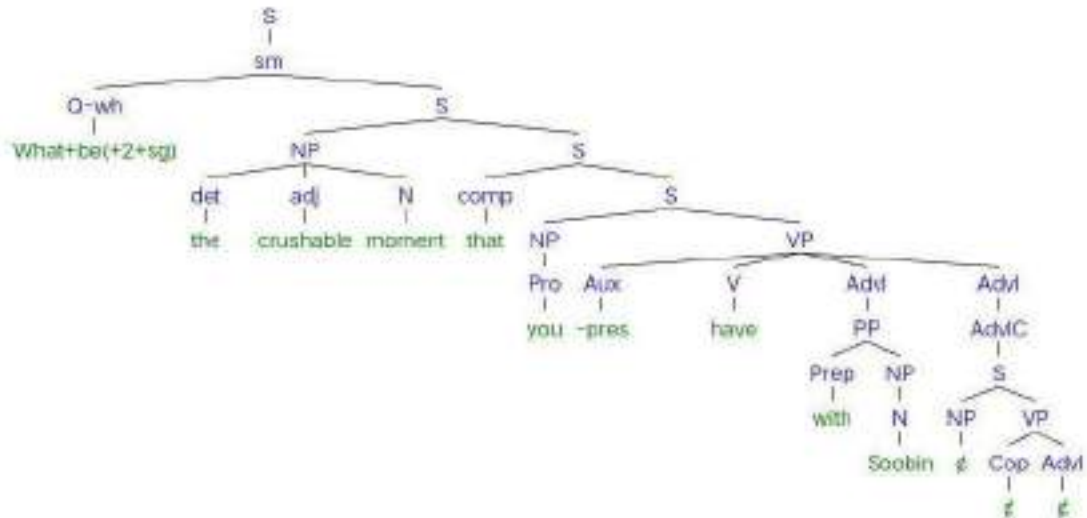


16. Gold ako, dapat replyan.
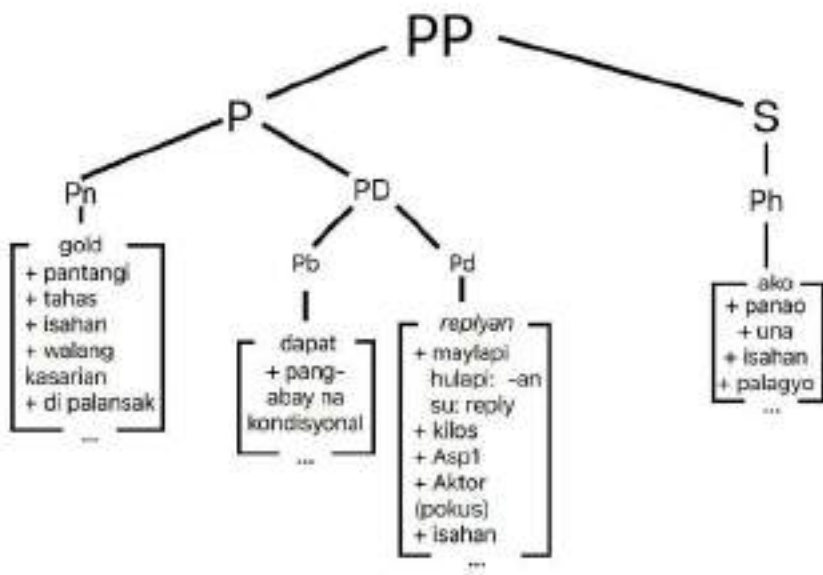
Translation: I am gold, so you should reply.
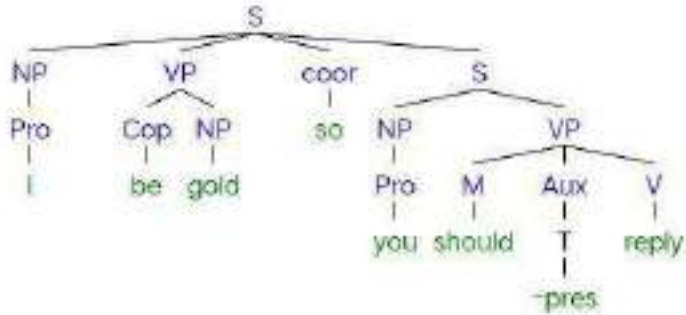


17. Kapag namatay ako wag niyo ko lipstickan ng pink.



TP: 1210345678
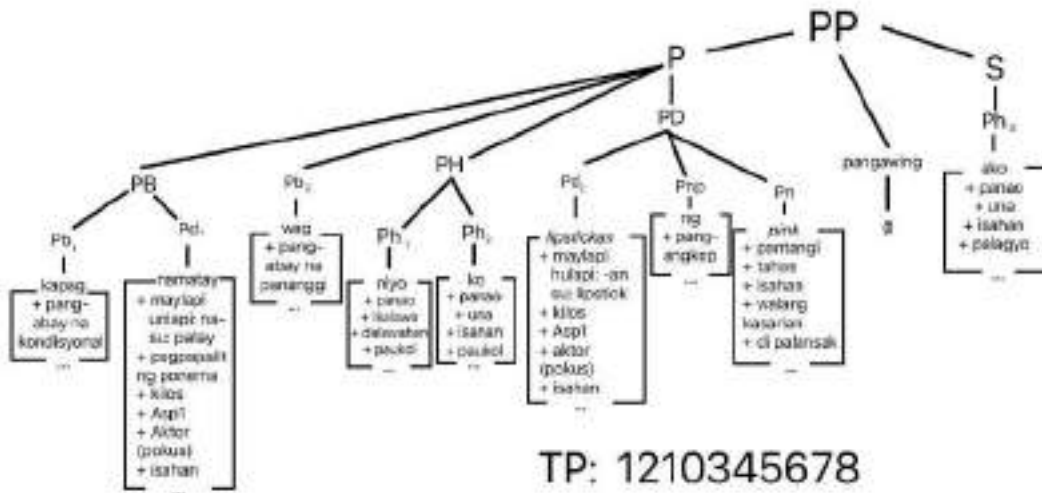
Translation: If I die, you should not put pink lipstick on me.
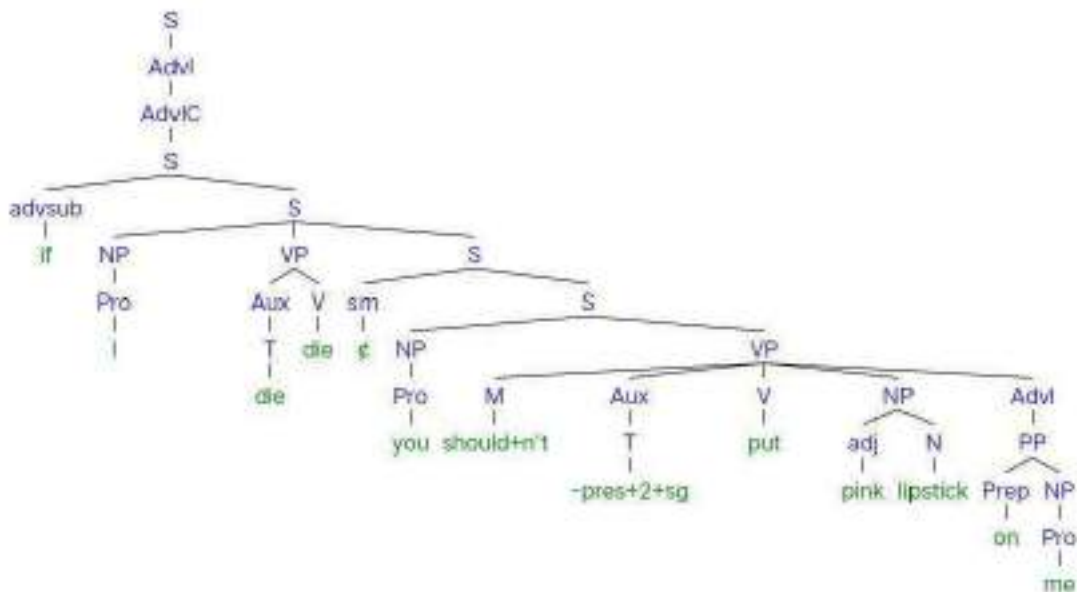


18. Gusto ko ng computeran.
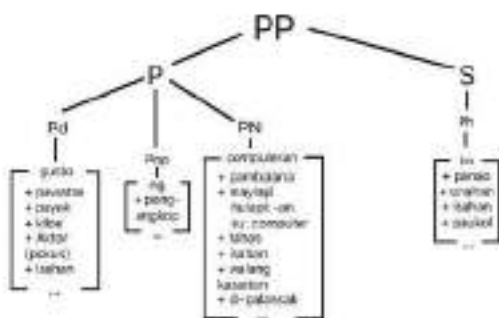


Translation: I want a computeran.
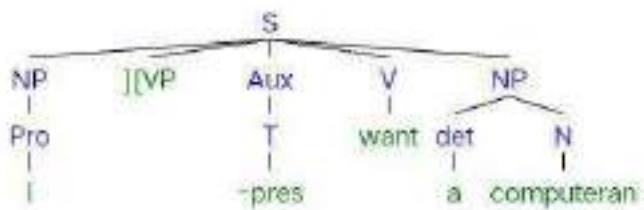
19. Chinat lang para buwesitin ako.
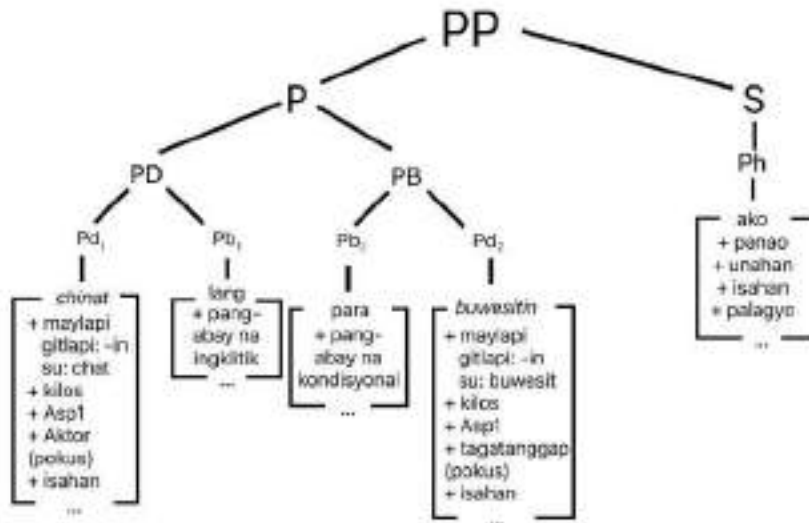


TP: 12534

Translation: You chatted just to annoy me
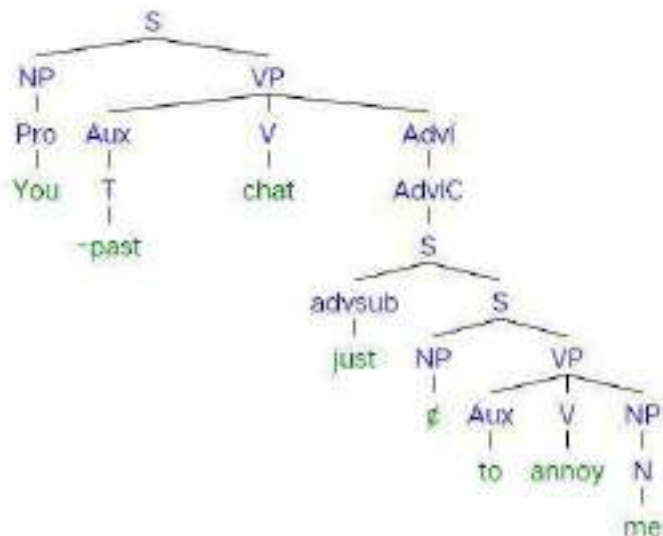
20. I will make an issue                    Original text: Isseuhan ko ('to).
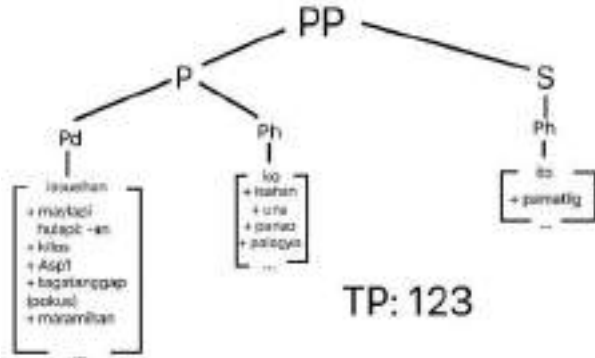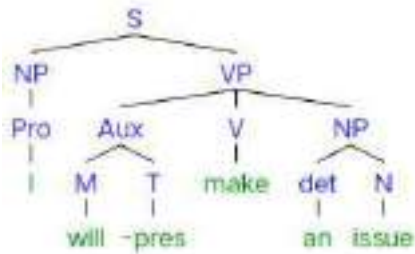


TP: 123

21. (You) take a video of me.
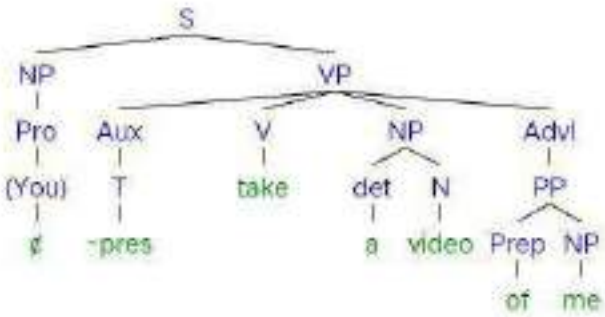


Original text: Videohan mo 'ko
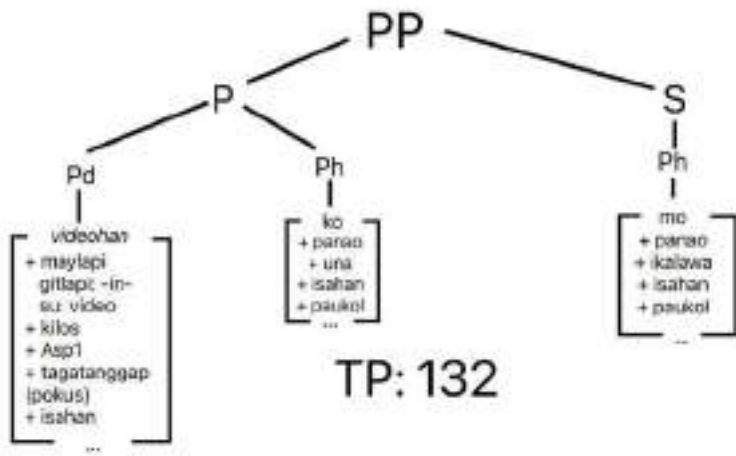


TP: 132

22. I need someone whom I can share with
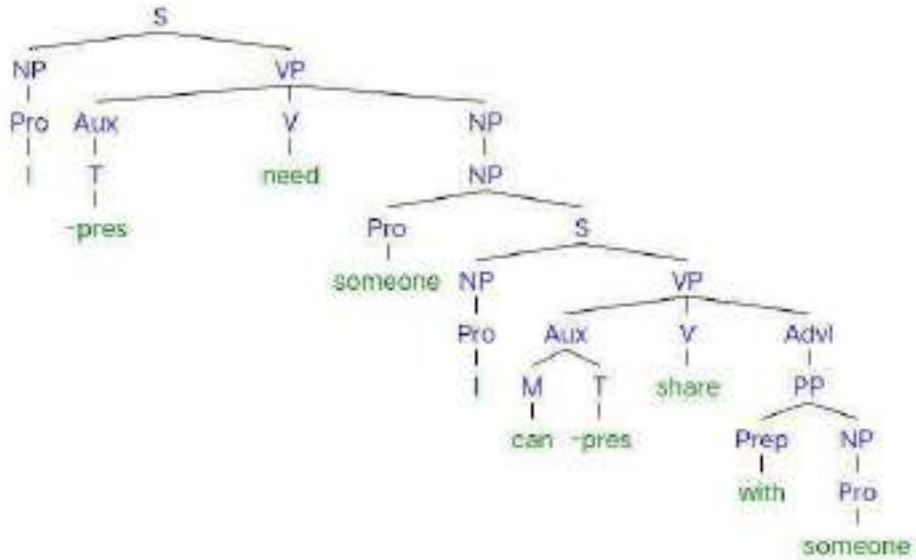


23. You should operate me instead.
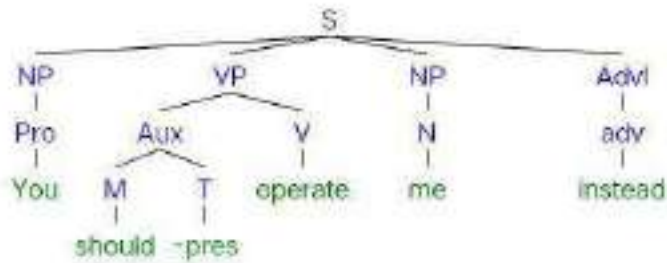


Original text: ako nalnag operahan niyo.
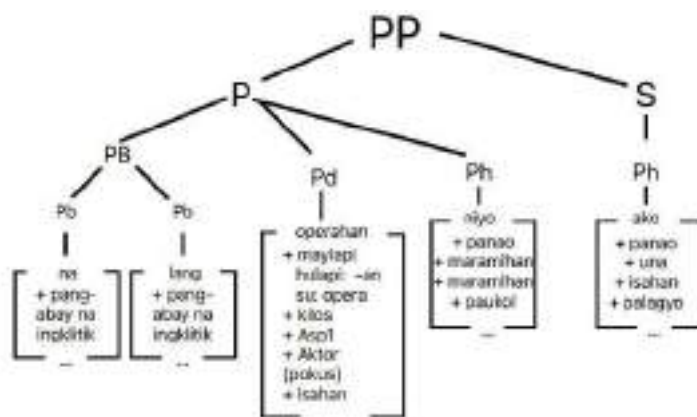


TP: 51234

24. My fave tiktokerist in her new entry

```
                          S
              ┌───────────┴───────────┐
             NP                       VP
        ┌─────┼─────┐            ┌─────┴─────┐
       det   adj    N          Cop          PP
        │     │     │           │      ┌─────┴─────┐
       my  favorite tiktokerist be   Prep         NP
                                      │       ┌─────┼─────┐
                                      in     det   adj    N
                                      │       │     │     │
                                     her     new  entry
```
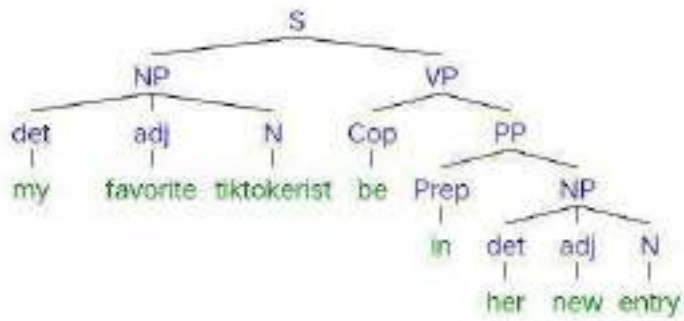
25. Pati ibang tao naweweirdohan na sa ginagawa mo sa akin.
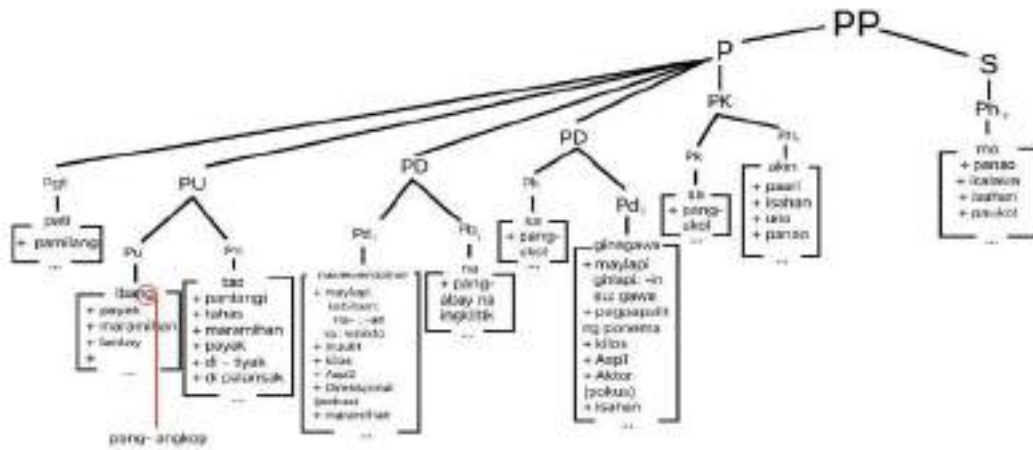


TP: 12345671089

Translation: Even other people is wierded-out on how you treat me
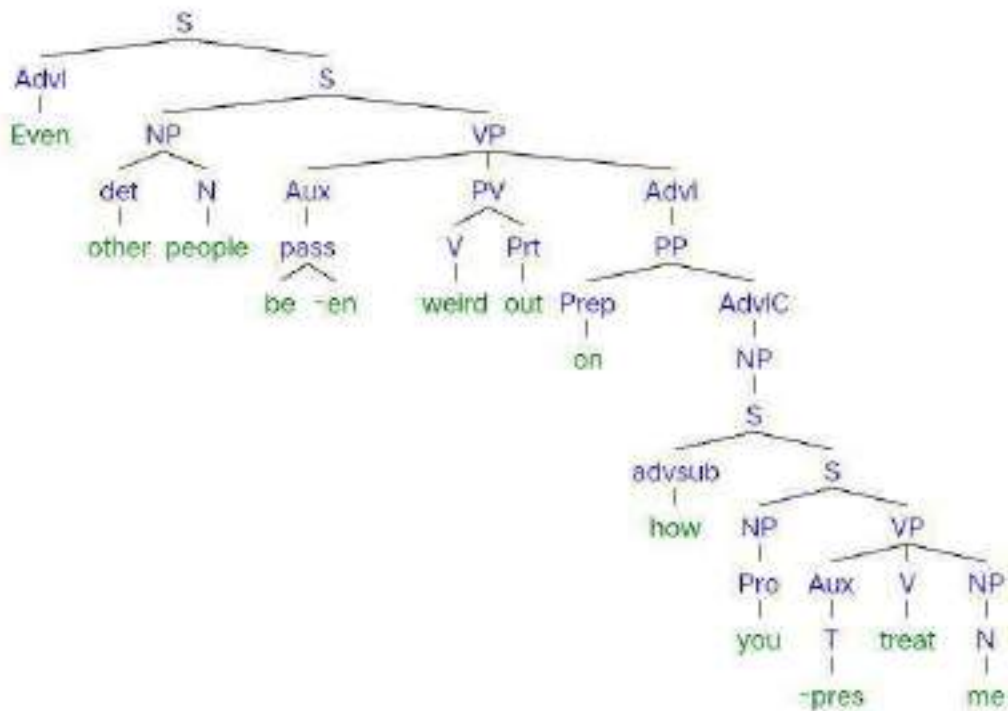


26. Ginaslight ko ang sarili ko na di ako k-pop fan.
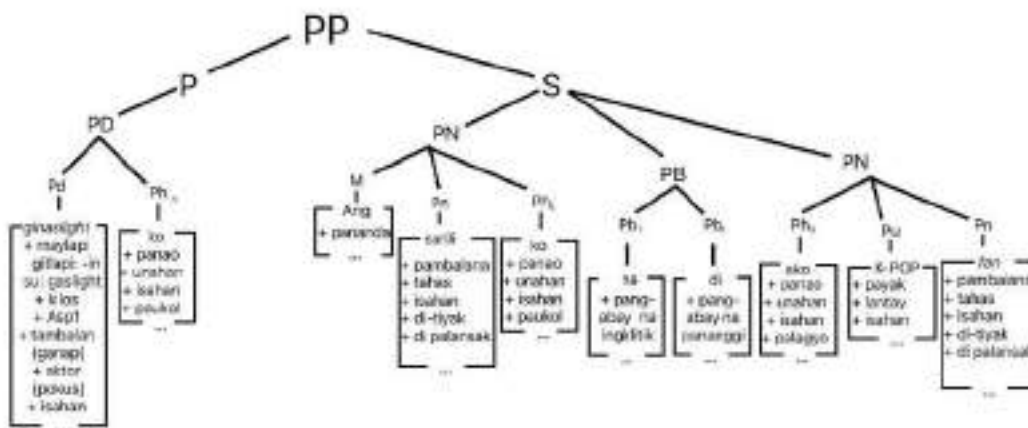


TP: 12345678910

Translation: I gaslighted myself that I am not a k-pop fan.
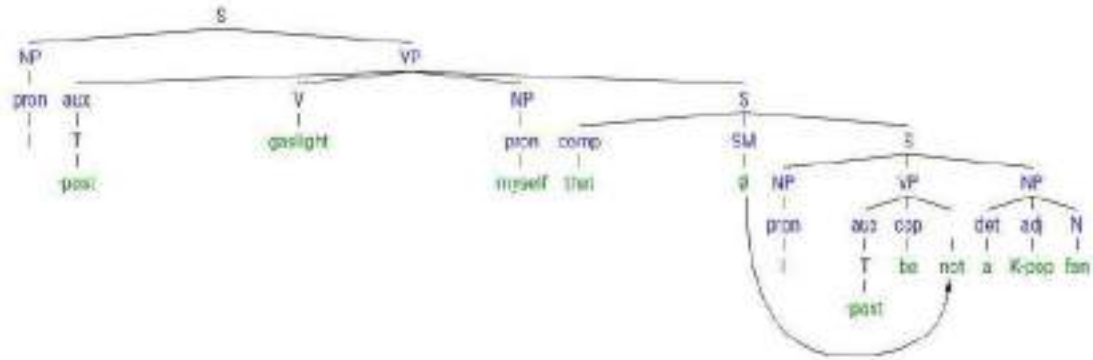
# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# STYLISTICS

# Exploring Wordplay in Entertainment News:
# A Study of Affix Use in Headlines

**Jamiza Mae M. Abdullah, Mikylla B. Escultura, Cristine Y. Juanitez, Joveth Jay D. Montaña, & Pablo B. Flamiano**
Mindanao State University - General Santos City
jamizamae.abdullah@msugensan.edu.ph

**Abstract.** Within the domain of entertainment news headlines, the strategic utilization of wordplay through affixation—such as the addition or modification of prefixes or suffixes to words—emerges as a prominent and effective linguistic device. This allows for the infusion of creativity, humor, and intrigue, thereby capturing readers' attention and exemplifying ingenuity. To delve deeper into this phenomenon, the present study aimed to determine the occurrence of wordplays by analyzing the derivational and inflectional affixation processes in selected news articles. Employing a descriptive qualitative approach, the study utilized separate theoretical frameworks proposed by Hutaminingrum (2020) and Shofa et al. (2022). The corpus for this research consisted of 25 entertainment news headlines from popular news outlets in the Philippines, published between 2022 and 2023. Our findings revealed twenty-eight (28) instances of wordplay, comprising both derivational and inflectional affixes. Notably, there was a greater frequency of inflectional morpheme affixed words than derivational morpheme affixed words. This suggests that entertainment news headlines in the Philippines heavily rely on inflectional affixation to make them more catchy and appealing. These findings contribute to our understanding of how affixes are strategically employed to create wordplays, thereby enriching the impact of entertainment news headlines in the Philippines.

**Keywords:** affixation; news; headlines; wordplay

## 1.0 Introduction

Language is a powerful tool for communication, and wordplay is one way in which writers and speakers can engage their audience and make their message more impactful (Monsefi, 2016). It involves playing with words and using various figures of speech to express new, creative, and striking ideas (Patrick, 2022). Given the complexity and richness of wordplay, scholars have sought to categorize it in various ways to better understand its structure and impact. Kuchařová (2013) utilized Delabastita's (1996) proposed division for categorizing wordplay, one of which focuses on the Morphological structure – a crucial aspect that necessitates the mention of relevant methods for enriching vocabulary. The creation of new words remains an integral component of wordplay. Within the Morphological structure category, Composition is prominent, encompassing elements such as affixation (Veselovská, 2009, as cited in Kuchařová, 2013). Affixation in English is categorized as inflectional and derivational, with inflectional affixes changing grammatical meaning without altering word class e.g., great and

greater, and derivational affixes forming new lexemes, changing word class and meaning e.g., murder and murderer (Ayuci, 2018). While the technicalities of affixation are fascinating in their own right, they take on a practical significance when applied in various contexts. In media, wordplay, especially through affixation, is used in headlines to attract readers' attention (Ungerer, 2000, as cited in Monsefi; Kuchařová, 2013).

The problem that needs to be addressed in our research is the limited scope of previous studies, such as Nurtiddini and Soraya (2019), which focused on analyzing the frequency of morphological suffixes in a single article from The Jakarta Post online newspaper, and Monsefi (2019), which primarily examined the morphological aspects of wordplay in creating linguistic humor and stylistic effects. Therefore, there is a need for further research to explore the relationship between wordplay and affixation in a broader context, specifically in entertainment news articles published in the Philippines, in order to gain a deeper understanding of how wordplays are crafted through the addition of affixes in news headlines. Given the need for further research in this area, the present study takes up the challenge by aiming to fill this research gap and contribute to the existing knowledge in the field.

Affixation plays a vital role in conveying meaning in writing, particularly in academic vocabulary (Gemini & Syarif, 2020). It is also the most frequently used word formation process for language learning and acquisition (Bauer, 1993, as cited in Håkansson, 2021). Understanding affixes is crucial for effective language usage and comprehension, especially in articles (Azmi, 2013). Recognizing and comprehending affixes, therefore, facilitates easier interpretation of word meanings. Building on this, the present study titled 'Exploring Wordplay in Entertainment News: A Study of Affix Use in Headlines' aims to provide insights specifically for news writers and journalists. By doing so, it enables them to make impactful word choices and contributes to the broader understanding of language dynamics in the news media.

Previous studies have identified the frequent use of affixes, including both derivational and inflectional processes with suffixes and prefixes, in entertainment news headlines and lead sentences (Hutaminingrum, 2022; Fitria, 2020). These findings underscore the significance of affixes in effectively conveying concise and engaging information to readers. Building on this, understanding affixes not only enhances comprehension, analysis, and word usage skills (Zhixuan Liu, 2021), but also provides opportunities for the formation of new words and expanded meanings through derivational affixes (Laitupa, 2022).

The main objectives of this study are to identify the wordplays used in entertainment news headlines, explore the types and prevalent affixes employed in these headlines, and analyze the function of affixes in the formation of wordplay. In order to achieve these objectives effectively, the researchers adopted the theoretical framework proposed by Hutaminingrum (2020) and Shofa et al., (2022) as a guiding framework for their analysis.

## 2.0 Methodology

The research design employed in this study is qualitative in nature, specifically adopting a descriptive qualitative approach. This method aims to investigate and provide a more accurate understanding of the research results (Puspawati, 2018). To apply this approach, the researchers focused on analyzing entertainment news articles from the Philippines.

Data collection for this study involved extracting headlines from a sample of 25 entertainment news articles. These articles were obtained from popular news outlets in the Philippines and were published between 2022 and 2023. To ensure a thorough analysis, the collected data points were meticulously compiled into a spreadsheet. The primary focus of the analysis was to identify wordplays that have undergone affixation. Additionally, the selection of articles was carefully curated to ensure the inclusion of diverse topics and sources, thereby aiming to capture a comprehensive picture of affix usage in headlines.

To carry out the analysis, a specific coding scheme was developed, known as selective coding, which was based on the theoretical frameworks of Hutaminingrum (2022) and Shofa et al., (2022). These frameworks were chosen because they had previously focused on analyzing derivational and inflectional processes in terms of type, structure, and changes. They identified two main affixation processes: derivational and inflectional, each involving two types of affixations—namely, suffix and prefix. Utilizing this selective coding scheme allowed for the systematic identification and categorization of affixes present in the collected data.

The coded data were carefully examined with specific objectives in mind: first, to identify the affixes present in entertainment news headlines; second, to explore the frequency and distribution of these different affixes; and finally, to examine their functions in creating new meaning within the headlines of entertainment news.

## 3.0 Results and Discussion

The study is designed with a specific focus: to analyze entertainment news in the Philippines, emphasizing the role of affixes in the formation of wordplays in news headlines. Employing a descriptive qualitative research approach, this study has three main aims. First, it seeks to identify the affixes present in entertainment news headlines. Second, it aims to determine the prevalent affixes used in this specific context. Lastly, it endeavors to reveal how these affixes contribute to creative language.

This section presents the results of the data analysis, which was conducted based on the methodology applied by the researchers. Specifically, the researchers analyzed, categorized, and interpreted selected data, including headlines from Philippine entertainment news articles. This analysis was guided by the frameworks of Hutaminingrum (2022) and Shofa et al., (2022).

Table 1

*Extracted Wordplays From News Articles' Headlines In The* Philippines

| NEWS ARTICLES' HEADLINES | WORDPLAYS |
|---|---|
| Special perks for the family's strongest connection | perks |
| Manila crackles with life at Baekhyun, Jeon Somi, and B.I's 'Overpass' concert | crackles |
| Singer-songwriter James Reid shares more int'l collabs, music videos | collabs |
| These Father's Day offers from Pizza Hut are made only for the chaddest person in your life(your dad) | chaddest |
| Not another cheater | cheater |
| Dawn Zulueta styles herself in the form of iconic Characters from hit period series and films | styles |
| Buboy Villar denies wanting to leave 'Eat Bulaga' amid viewer bashing | bashing |
| Miss Everything apologizes for exposing herself while intoxicated; blames organizer | intoxicated |
| Rita Avila channels her inner Leni Robredo and refuses to cut in line despite being of ered by an airport employee | channels |
| Pauline Amelinckx stuns in of official headshot for Miss Supranational 2023 introduction | stuns |
| The Funniest and Shadiest Tweets From Binibining Pilipinas 2023 | funniest /shadiest |
| Kuya Kim, Faith Da Silva, Jayson Gainza gamely take on SB19's 'Gento' dance challenge | gamely |
| Coleen Garcia Crawford flexes grandmother's sultry birthday photos | flexes |
| Verstappen cruises in Montreal to match Senna and give Red Bull 100th win | cruises |
| The reigning queens of Binibining Pilipinas 2023 | reigning |
| Here Comes the AI: Fans rejoice in 'new' Beatles music | rejoice |
| Dungeons and Dragons' aims to recapture 80s film magic | recapture |
| 'Astig': How a 74-year-old female jeepney driver wowed netizens | wowed |
| The Flash' dashes to box of ice win but stumbles short of estimates | dashes |
| You can explore Intramuros at a discounted rate this June | discounted |
| Artist Stephen Doherty unveils exclusive floral collection | unveils |
| John Estrada shares cuddly photos with wife Priscilla Meirelles | cuddly |
| Richard Gutierrez shares workout routine while on snowy vacation in Japan | snowy |
| Ex-basketball player Mikee Reyes becomes TV5's 'first fully tattoed sports anchor' | tattoed |
| Gardo Versoza shrugs of death hoax | shrugs |

Table 1 presents a collection of entertainment news headlines from various publishers in the Philippines. The researchers meticulously analyzed each headline, extracting and examining the wordplays evident from the data. In total, the researchers identified 28 distinct wordplays, including terms such as '*perks*,' '*crackles*,' '*collabs*,' '*chaddest*,' '*cheater*,' '*styles*,' '*bashing*,' '*intoxicated*,' '*channels*,' '*stuns*,' '*funniest*,' '*shadiest*,' '*gamely*,' '*flexes*,' '*cruises*,' '*reigning*,' '*rejoice*,' '*recapture*,' '*wowed*,' '*dashes*,' '*discounted*,' '*unveils*,' '*cuddly*,' '*snowy*,' '*tattoed*,' and '*shrugs*.

The table below provides a summary of the number of affixations, as identified in Tables 3 and 4. In these tables, the researchers specifically determined the use of various affixes.

Table 2

*Affixations In Wordplays*

| Types Of Affix use (prefix-) (-suffix) | Wordplays | Percentage |
|---|---|---|
| -er | cheater | 3.57% |
| re- | rejoice, recapture | 7.14% |
| -ed | wowed, counted, tattooed, intoxicated | 14.29% |
| dis- | discounted | 3.57% |
| un- | unveil | 3.57% |
| -s | veils, crackles, styles, channels, perks, collabs, stuns, cruises, Shrugs | 32.14% |
| -ly | cuddly, gamely | 7.14% |
| -est | chaddest | 3.57% |
| -ing | bashing, reigning | 7.14% |
| -es | flexes, dashes | 7.14% |
| -iest | funniest, shadiest | 7.14% |
| -y | snowy | 3.57% |

The analysis of entertainment news headlines from various publishers in the Philippines revealed a prevalence of different affixes. Most notably, the suffix '-s' was the most frequently used, appearing in 32.14% of cases, followed by the suffix '-ed' at 14.20%. Other observed affixes included prefixes such as 're-' and 'dis-' as well as suffixes like '-ly,' '-ing,' 'es,' '-iest,' '-er,' '-est,' '-y,' and 'un-.' These findings underscore the importance of specific affixes in creating wordplay and enhancing the meaning of entertainment news headlines. To visually represent this analysis, subsequent tables have been included. Table 3 focuses on the processes involving Derivational Affixes, while Table 4 delves into Inflectional Affixation processes. Both tables aim to shed light on the specific functions of these affixes in news article headlines, emphasizing their contextual usage over their standard or general functions.

## 3.1 Derivational

Derivational affixes play a crucial role in the linguistic process of creating new words. They achieve this by either adding affixes to or modifying the structure of existing words. As a result, this process not only alters the meaning of the word but may also change its grammatical category.

Table 3

*Derivational Affixes In Wordplays extracted from Headlines.*

| Wordplay | Meaning | Base Word | Meaning | Types of Affixes | | Function |
|---|---|---|---|---|---|---|
| | | | | Prefix | Suffix | |
| Cheater (Noun) | Person who engages in dishonest behavior | Cheat (Verb) | Act of dishonestly or unfairly | | -er | a noun marker |
| Rejoice (Verb) | To feel or express great happiness | Joy (Noun) | Feeling of great happiness | re- | | a verb marker (repetition) |
| Wowed (Verb) | Deeply amazed or impressed | Wow (Interjection) | Expression of surprise | | -ed | past tense marker |
| Discounted (Adjective) | Reduces the price of something | Count (Verb) | Determine the total number | Dis- | -ed | negation marker past tense marker |
| Unveils (Verb) | To reveal something | Veil (Noun) | Covers something | Un- | -s | marking of negation present tense |
| Cuddly (Adjective) | Comforting affection | Cuddle (Verb) | Affectionate Embrace | | -ly | adjective forming marker |
| Tattooed (Verb) | To mark the skin with a design using pigment | Tattoo (Noun) | Permanent skin design created by pigment | | -ed | past tense marker |
| Crackles (Verb) | Express energetic environment | Crackle (Noun) | Sharp popping noises | | -s | verb marker |
| Styles (Verb) | Arranging something | Style (Noun) | Fashion | | -s | verb marker |
| Channels (Verb) | Expressing qualities of someone/ something | Channel (Noun) | Medium of communication | | -s | verb marker |
| Recapture (Verb) | Regain or recover something | Capture (Verb) | Act of catching or obtaining something | Re- | | verb marker (repetition) |
| Gamely (Adverb) | Willingly to participate | Game (Noun) | Play or a competitive activity | | -ly | adverb marker |

Based on the findings presented in the table, specific functions of derivational affixes were observed, particularly the suffix '-er' and the prefix 're-,' which function as noun and verb markers, respectively. For instance, the verb 'cheat' transforms into the noun 'cheater' with the addition of the '-er' suffix. Similarly, the noun 'joy' becomes the verb

'rejoice' when prefixed with 're-.' It's worth noting that the prefix 're-' also serves a non-class-changing function, as seen in the transformation of 'capture' to 'recapture,' thereby altering the meaning without changing the word's grammatical class.

Furthermore, various affixes were observed to serve specific grammatical functions. For instance, the prefix 'dis-' acted as a negation marker, as seen in the word 'discount.' The suffix '-ed,' not '-is' as stated, functioned as a past tense marker, transforming the noun 'tattoo' into the verb 'tattooed.' The suffix '-ly' had dual roles: it acted as an adjective-forming marker, changing the verb 'cuddle' to the adjective 'cuddly,' and also served as an adverb marker, as in the transformation from 'game' to 'gamely.' Lastly, the suffix '-s' was identified as a verb marker, converting the noun 'style' into the verb 'styles.

## 3.2 Inflectional

Unlike derivational affixes, which create new words or change a word's grammatical category, inflectional affixes serve a different function. Specifically, they add grammatical information to an existing word without altering its core meaning or category.

Table 4

*Inflectional Affixes In Headlines*

| Wordplay | Meaning | Base Word | Meaning | Types of Affixes | | Function |
|---|---|---|---|---|---|---|
| | | | | Prefix | Suffix | |
| Perks (Noun) | Indicates multiple unique benefits | Perk (Noun) | extra benefit | | -s | Marker for plural form of the noun |
| Collabs (Noun) | Joint projects or partnerships | Collab (Noun) | Indicating joint projects or partnerships | | -s | Marker for plural form of the noun |
| Chaddest (Adjective) | Exaggerate how confident and strong the person is | Chad (Noun) | slang phrase to describe someone who confident and strong | | -est | Adds the meaning "most" to short adjectives |
| Bashing (Noun) | Expressing negative criticism | Bash (Verb) | criticize or attack harshly | | -ing | Gerund marker |
| Intoxicated (Adjective) | Someone who is under the influence of alcohol/drug | Intoxicate (Verb) | Causing someone to lose control because of alcohol | | -ed | Past tense maker |
| Stuns (Verb) | Shocks | Stun (Verb) | To shock | | -s | Inflectional marker |
| Funniest | Something | Funny | Something | | -iest | Superlative |

| (Adjective) | amusing | (Adjective) | humorous | | | adjective marker |
|---|---|---|---|---|---|---|
| Shadiest (Adjective) | Most not straightforward | Shady (Adjective) | Not straight forward | | -iest | Superlative adjective marker |
| Flexes (Verb) | Showcasing | Flex (Verb) | Slang term, to show off | | -es | Present tense marker |
| Cruises (Verb | Action of sailing or traveling smoothly | Cruise (Verb) | To sail or travel smoothly | | -s | Inflectional marker |
| Reigning (Adjective) | Something that is currently in power | Reign (Verb) | currently in power | | -ing | Adjective marker |
| Dashes (Verb) | Moving quickly | Dash (Verb) | move quickly and suddenly | | -es | Present tense marker |
| Shrugs (Verb) | Gesture of doubt | Shrug (Verb) | performing gesture of doubts | | -s | Present tense marker |
| Snowy (Adjective) | Characterized by the presence of snow | Snow (Noun) | Frozen water vapor piles on surfaces | | -y | Adjective marker |

The findings presented in Table 4 detail the specific functions of various affixes. For instance, the suffix '-s' serves as an inflectional suffix, denoting plural forms such as 'perks' and 'cruises.' The suffix '-est' modifies adjectives to indicate the superlative degree, as in 'chaddest.' The suffix '-ing' can act as a gerund marker, transforming verbs like 'bash' into nouns ('bashing') or modifying nouns into adjectives ('reign' to 'reigning'). The suffix '-es' is used to indicate present tense in verbs, exemplified by 'dashes.' The suffix '-y' modifies nouns into adjectives, such as 'snow' to 'snowy.' Lastly, the suffix '-ed' serves as a past tense marker, changing verbs like 'intoxicate' into adjectives ('intoxicated'). These affixes collectively impact both the meaning and grammatical category of words in news article headlines.

## 4.0 Conclusion and Recommendations

The study's summary, conclusions, and recommendations are presented in this section.

## 4.1 Summary of the Findings

The researchers collected headlines from various Philippine publishers, focusing on instances where affixations resulted in wordplays. These wordplays creatively employ affixes to add depth, meaning, and linguistic flair to headlines. In total, 28 such wordplays were identified, each showcasing the use of specific affixes. The analysis revealed that the most frequently used affix was the suffix '-s,' commonly indicating plurality or the third person singular form of verbs. Following closely was the suffix '-ed,' which typically denotes past tense or past participle forms. In terms of prefixes, 're-' was notable for

indicating repetition or restoration. Other affixes such as '-ly,' '-ing,' '-es,' and '-iest' were also observed, serving various grammatical functions like forming adverbs, indicating present participles, plurality, or the superlative degree. Less prevalent but still significant were the suffix '-er,' which usually indicates a performer of an action, and the prefix 'dis-' along with the suffixes '-est,' '-y,' and '-un,' which convey negation, superlative degree, adjective formation, and reversal, respectively.

The results of the present research align closely with previous studies, such as that by Rizkia (2020), which found inflectional affixes to be more commonly used than derivational ones in the lyrics of Deen Squad's songs. This observation is further supported by Azmi (2013), whose research also underscores the role of affixation in word modification through the addition of prefixes or suffixes. Specific affixes identified in these studies, such as the prefix 're-' and suffixes like '-s,' '-ed,' '-ly,' '-er,' '-y,' '-en,' '-ing,' and '-est,' correspond with those found in the present research. Similarly, Maoelana's (2021) study on Robert Frost's poetry revealed the frequent use of the inflectional suffix '-s,' appearing 153 times out of 675 words, and highlighted the prevalence of derivational suffixes like '-er,' '-th,' '-ing,' and others, observed in 109 instances. These findings collectively reinforce the significance of affixes in modifying words, a conclusion that is consistent with the present research.

Furthermore, Hutaminingrum's 2022 study on the article 'The Government of The Republic of Indonesia' revealed a frequent use of both derivational and inflectional affixation processes to diversify word meanings. The analysis showed a greater emphasis on derivational affixation, particularly with a higher occurrence of suffixes over prefixes. In contrast, our research, which focused on entertainment news headlines in the Philippines, found a higher prevalence of inflectional affixation in the crafting of wordplays. These divergent findings can be attributed to the different data sources and corpora used in each study, highlighting the distinct linguistic contexts and objectives of the analyzed texts.

Moreover, our research aligns closely with Luthfiyati et al.'s 2017 study, which also examined the impact of derivational affixation on word meaning. Specifically, both studies found that noun derivations were the most prevalent type of derived words, thus reinforcing each other's conclusions. Further support for our findings comes from Suryani's 2022 study on newspaper headlines in Langgam.id. This study emphasized the importance of accurate affix usage for effective communication and provided a comprehensive overview of affix types in Indonesian, thereby laying a solid foundation for our own investigation. Additionally, our study's findings on the role of wordplay in entertainment news headlines are corroborated by Kuchařová's 2013 research, which affirms that wordplay is a captivating linguistic phenomenon in media contexts.

## 4.2 Conclusion

The study, which is descriptive qualitative in nature, examined entertainment news headlines from various publishers in the Philippines, employing the theoretical frameworks

of Hutaminingrum (2022) and Shofa et al., (2022) for analysis. The research findings revealed 28 wordplays resulting from affixation processes, with 14 identified as inflectional and 13 as derivational. While the number of derivational wordplays was relatively low compared to inflectional ones, this does not undermine the creative nature of Philippine entertainment news headlines. Rather, it highlights the predominant use of inflectional affixation as a means to enhance the headlines' catchiness and appeal.

### 4.3 Recommendations

Researchers recommend future studies to expand the scope by including a diverse range of data from a larger corpus. Such comprehensive research will enable a deeper investigation into the creative and linguistic techniques employed in wordplay, as well as its prevalence and impact in media communication.

**References:**

Ayuci, D. C. (2018, March 20). Morphologycal Analysis of Affixes Used in BBC News. http://repository.umsu.ac.id/handle/123456789/3770?show=full

Azmi, Y., Haryanti, D., & Fatimah, S. (2013). A Morphological Analysis of Affixes Used in Tempo Magazine January 2013 Edition (Doctoral dissertation, Universitas Muhammadiyah Surakarta).

Dwi Cahaya, A. (2018). Morphologycal Analysis of Affixes Used in BBC News (Doctoral dissertation).

Fitria, T. N. (2020). An Analysis of Derivational and Inflectional Morpheme in Selected News From Tempo.Co. Rainbow: Journal of Literature, Linguistics And Culture. https://doi.org/10.15294/rainbow.v9i2.40348

Gemini, R. P., & Syarif, H. (2020, August). Exploring Students' Affixation Error on Writing Hortatory Exposition Essay. In Eighth International Conference on Languages and Arts (ICLA-2019) (pp. 255-257). Atlantis Press. https://doi.org/10.2991/assehr.k.200819.051

Håkansson, J. (2021). English Word Formation Processes: The use of affixations and implications for second language learning: A Case Study of Swedish Secondary Schools Grades 7-9

Hutaminingrum, M. P. D. (2022). An Analysis of Affixation Processes of Derivation and Inflection in Article with the Title "The Government of the Republic ofIndonesia." Linguistics Initiative, 2(1), 70–76. https://doi.org/10.53696/27753719.2132

Kuchařová, J. (2013). Linguistic Analysis of Wordplay in the Friends Sitcom.

Laitupa, U. L. M (2022). An analysis of derivational affixes in the article of Science News Magazine Etheses of Maulana Malik Ibrahim State Islamic University. (n.d.). http://etheses.uin-malang.ac.id/41554/

Liu, Z. (2021). Affix Acquisition of Chinese English Learners: A Case Study Based on A Self-Built Corpus. English Language Teaching, 14(9), 1. https://doi.org/10.5539/elt.v14n9p1

Luthfiyati, D., Kholiq, A., & Zahroh, I. S. (2017). The Analysis of Word Formation Processes in the Jakarta Post Website. Vol 1 No 1 (2017): Linguistic, English Education and Art (LEEA) Journal, 1(1), 30–36.

Maoelana, I. A. (2021). THE ANALYSIS OF INFLECTIONAL AND DERIVATIONAL MORPHEMES IN ROBERT FROST'S POETRY (Doctoral dissertation, UIN Ar-Raniry Banda Aceh).

Monsefi, R., & Mahadi, T. S. T. (2016). Wordplay in English online news headlines. Advances in  Language and Literary Studies, 7(2), 68-75.

Nurtiddini, D., & Soraya, L. (2019). MORPHOLOGICAL SUFFIXES IN THE ARTICLE OF THE JAKARTA POST ONLINE NEWSPAPER. Project (Professional Journal of English Education).   https://doi.org/10.22460/project.v2i2.p214-221

Patrick, Z. T. (2022). Wordplay. Zenodo. https://doi.org/10.5281/zenodo.6371083

Puspawati, I. G. A. (2018). Teachers' Use of Code Switching in EFL Classroom and  Its Functions.    Journal of Foreign Language Teaching and Learning, 3(1). https://doi.org/10.18196/ftl.3128

Rizkia, R. I. A. N. A. (2020). An Analysis Of Derivational And Inflectional Morphemes In Deen Squad Lyrics. BANDA ACEH: UNIVERSITAS ISLAM  NEGERI AR-RANIRY.

Shofa, M. Z., & Jumanto, J. (2022, August). Analysis of Suffixed Words in The Los Angeles Time  Newspaper. In UNCLLE (Undergraduate Conference on Language, Literature, and Culture) (Vol.        2, No. 01, pp. 714- 727).

Suryani, R. (2022, December 31). The Use of Affixation in the Headlines of Langgam.Id Newspaper on October 2022 Edition.

Zabalbeascoa Terran, Patrick. (2022). Wordplay. Zenodo. https://doi.org/10.5281/zenodo.6371083
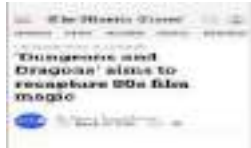
**APPENDICE**

**Appendix**

| NEWS ARTICLES' HEADLINES | WORDPLAYS |
|---|---|
| The Manila Times : Special perks for the family's strongest connection  | perks |
| CNN Philippines: Manila crackles with life at Baekhyun, Jeon Somi, and B.I's 'Overpass' concert  | crackles |
| CNN Philippines: Singer-songwriter James Reid shares more int'l collabs, music videos  | collabs |
| Manila Bulletin: These Father's Day offers from Pizza Hut are made only for the chaddest person in your life(your dad)  | chaddest |
| Manila Bulletin: FASHION PULIS: Not another cheater  | cheater |

| | |
|---|---|
| Pikalife: Dawn Zulueta styles herself in the form of iconic Characters from hit period series and films  | styles |
| Dailypedia: Buboy Villar denies wanting to leave 'Eat Bulaga' amid viewer bashing  | bashing |
| Dailypedia: Miss Everything apologizes for exposing herself while intoxicated; blames organizer  | intoxicated |
| Dailypedia: Rita Avila channels her inner Leni Robredo and refuses to cut in line despite being of ered by an airport employee  | channels |
| Inquirer.net: Pauline Amelinckx stuns in of official headshot for Miss Supranational 2023 introduction  | stuns |

| Spot Ph: The Funniest and Shadiest Tweets From Binibining Pilipinas 2023  | funniest shadiest |
|---|---|
| GMA Entertainment: Kuya Kim, Faith Da Silva, Jayson Gainza gamely take on SB19's 'Gento' dance challenge  | gamely |
| Latest Chika: Coleen Garcia Crawford flexes grandmother's sultry birthday photos  | flexes |
| Manila Bulletin: Verstappen cruises in Montreal to match Senna and give Red Bull 100th win  | cruises |
| Rappler: Rappler Talk Entertainment: The reigning queens of Binibining Pilipinas 2023  | reigning |
| EagleNews.ph: Here Comes the AI: Fans rejoice in 'new' Beatles music | rejoice |

| | |
|---|---|
|  | |
| EagleNews.ph: Dungeons and Dragons' aims to recapture 80s film magic<br><br> | recapture |
| Interaksyon.philstar:'Astig': How a 74-year-old female jeepney driver wowed netizens<br> | wowed |
| Manila Bulletin: The Flash' dashes to box of ice win but stumbles short of estimates<br> | dashes |
| Interaksyon.philstar: You can explore Intramuros at a discounted rate this June<br> | discounted |
| Manila Standard: Artist Stephen Doherty unveils exclusive floral collection<br> | unveils |

| | |
|---|---|
| Latestchika: John Estrada shares cuddly photos with wife Priscilla Meirelles | cuddly |
| Latestchika: Richard Gutierrez shares workout routine while on snowy vacation in Japan | snowy |
| Latestchika: Ex-basketball player Mikee Reyes becomes TV5's 'first fully tattoed sports anchor' | tattoed |
| Latest Chika: Gardo Versoza shrugs of death hoax | shrugs |

**Theme Rheme Analysis of How Far I'll Go by Aulii Cravalho**

**Based on Its Sentence Pattern**

**Nor Waffah Sarip Casan**
Mindanao State University – Main, Marawi City, L.D.S.
casan.ns769@s.msumain.edu.ph

**Abstract.** Theme-Rheme Analysis is an essential mechanic to organize the meaning of the message. This analysis is beneficial to students, teachers, writers, and researchers to write coherent sentences. This paper elucidates both the theme-rheme and sentence pattern of the song How Far I'll Go by Aulii Cravalho. This study aims to address the following objectives: to analyze the sentence pattern of the idealized sentences from the song, to elucidate the Theme and Rheme of the idealized sentences, and to identify the most frequent type of theme used in the idealized sentences from the song. This study utilizes a qualitative descriptive method to describe the data. Specifically, sentence pattern and textual metafunction analysis are the linguistic research methods used in this study. Based on the findings, the sentence patterns utilized in the idealized sentences of the song are S-V and S-LV-C. The finding reveals that the theme of the idealized sentences is made up of 7 pronoun subjects, 1 conjunction, 1 adverb, and 1 clause; as for the rheme, the idealized sentences are made up of 7 verb predicates and 3 independent clauses. Based on the findings, the prominent type of theme utilized in the 10 idealized sentences is the unmarked theme.

**Keywords:** Theme, Rheme, Sentence Pattern, SFG, and Linear Grammar

## 1. Introduction

Writing is considered one of the essential aids in learning a language. Writing is significant for conveying ideas and information in a language. However, writing skills could be difficult for everyone to grasp not only for students but also for writers since it involves different challenges to surpass such as the accuracy of utilizing words, spelling, terminology, punctuation, and grammar usage which means that it follows procedures to finally master writing a text. Some students, teachers, writers, and other people find writing a hectic matter for the ground that it is a process of formulating thoughts or concepts that must be conveyed and organized in sentences or in paragraph forms which must be comprehensible for the target reader or text-consumer. Writing nowadays shapes wide and significant responsibility in the contemporary world as it becomes an instrument to connect individuals in society. However, this is a tough skill to acquire, and it needs a lot of time or a lot of experience to enhance the writing skills of an individual. Therefore, in order to produce and write an effective text, the text-producer or writer must be knowledgeable and have the characteristics of writing skills. An intelligible text-

producer should possess techniques of writing that include the study of Halliday in applying the thematic metafunction that is well known as the theme-rheme analysis.

Several studies have been conducted to describe the semantic features of different types of text focusing on theme-rheme analysis. This includes the study of Rahman in the year 2018 titled *Using Theme and Rheme to Increase Students' Achievement in Writing News Item at The Tenth Grade Students of Sman 2 Selayar* which focused on figuring out the effectiveness of Theme and Rheme Method to develop the achievement of the tenth-grade students of SMA Negeri 2 Selayar in writing news item (Rahman, 2018). Another study was conducted by Firdaus (2013) titled *Textual Meaning in Song Lyrics* which aimed to determine only the topical themes used in the song lyrics. Aside from that, Rahayu (2017) provided a study related to these titled "Analysis of Theme on Selected Taylor Swift's Song Lyrics" whose goals were to identify the types of Themes in the Taylor Swift song lyrics and to find out the textual meaning realized in Taylor Swift's songs.

However, those studies were only focused on the thematic metafunction of the text. As for this study, the researcher is motivated to conduct research focusing on theme-rheme and sentence pattern of the chosen corpus data, since those previous studies failed to illustrate both the theme-rheme and sentence pattern of the text. In analyzing the data, theme-rheme and sentence pattern are both relevant to be determined because they help to analyze the meaning as well as the structure of the text within a sentence easily. Therefore, in this paper, the researcher will elucidate both the theme-rheme and sentence pattern of the song. The researcher chose a song for the textuality of this paper because, music nowadays has become an influential platform where certain language is introduced, and this motivates the researcher to analyze the language of a song. Also, "psycholinguistic studies reveal that songs are able to activate language acquisition and learning in the human brain" (Caroll, 2000) which means that a song is good to be used in linguistic study for the ground that it can provide consciousness to the human brain.

## 1.1 Literature Review

Language is an essential medium of communication that is utilized for sharing knowledge, thoughts, emotions, traditions, and cultures from individuals to other people around the world. In linguistics, language is the arrangement of communication of words and the combination of words into sentences (Kurniati, 2017). Sentence pattern is also known as the word order. According to Cantina (2020), Word Order Analysis is used based on the concept that the words in a sentence are not just strings of elements arranged in left-to-right order, but also arranged in a hierarchical constituent structure. This means that the sentence is structured with the help of different constituents of words.

On the other hand, Textual metafunction belongs to Halliday's theories in semantics namely systemic functional grammar which "enables individuals to use

language to construct logical and coherent texts and is influenced by mode" (Ning, 2008). This can be described in two parts such as the theme and rheme. According to Halliday as cited by Rahman (2018), "Theme/Rheme structure is the basic form of the organization of the clause as message" and these are the major systems of the textual metafunction. Theme and rheme are two terms that indicate how the message is conveyed in a sentence (Rahman 2018). Theme is considered as the element that comes first in the clause, and "this represents the point of departure of this message from the previous one. On the other hand, Rheme is considered as the rest element of the clause" (Rahayu, 2017).

Previous studies of theme rheme analysis reveal that "theme and rheme are relevant components in meaning organizing" (Rahayu, 2017). In the study of Rahayu (2017), he concluded that the meaning realized in clause complexes depends on the choice of Theme. As for the study of Rahman (2018) titled "*Using Theme and Rheme to Increase Students' Achievement in Writing News Item at The Tenth Grade Students of Sman 2 Selayar*", she stated based on her findings that the Theme and rheme method makes the students' writing more coherent and well organized. This agrees with the study of Belmonte & Hildago (1998) as cited by Rahman (2018) where their study proves that by using the Theme Rheme construct is a valuable instrument for teachers in scoring the students' writing. It also can make the student's writing more effective. This approach has been used for various studies. Therefore, theme-rheme gives the students and the teachers to produce great papers as it plays a great role in improving the writing skills of a person.

Moreover, in this study, the researcher only aims to discuss the following objectives that will be mentioned below in which the literature reviews are quite different in this research. The difference was elucidated regarding how the researcher conducted the study by examining the sentence patterns of the data source, analyzing the frequency of theme in the chosen text, and utilizing the other types of text which is a song.

## 1.2 Objective/s of the Study

This study aims to meet the three following objectives:

a. To analyze the sentence pattern of the idealized sentences from the song How Far I'll Go by Aulii Cravalho

b. To elucidate the Theme and Rheme of the idealized sentences from the song How Far I'll Go by Aulii Cravalho

c. To determine the most frequent type of theme used in the idealized sentences from the song How Far I'll Go by Aulii Cravalho.

## 1.3 Theoretical Framework

This investigation assumes that the 10 sentences excerpted from the song How Far I'll Go by Aulii Cravalho follow the sentence patterns and possess the theme-rheme in linearity. Theories of linear grammar and systemic functional grammar are the two theories that support this assumption. According to Corder, (1973) Linear Grammar Theory talks about the sentence of language as a "string" of grammatical categories like beads in a necklace, or a sequence of slots to be filled by words of the category suitable to each slot. This means that the choice of every consecutive category relies upon the category directly preceding it (Pedrosa, 2021). This kind of theory can be examined through word order or sentence patterns.

On the other hand, systemic functional grammar was developed by Michael Halliday and his colleagues (Ning, 2008). According to Halliday (1994), as quoted by Ning (2008), systemic functional grammar interprets language as interrelated sets of options for making meaning and seeks to provide a clear relationship between functions and grammatical systems. Wang (2014) said that the systemic functional grammar is semantically richer, which could help discourse analysis become more insightful." Consequently, Halliday divided the SFG into (1) ideational also known as experiential metafunction, (2) interpersonal metafunction, and (3) textual metafunction. Based on the definition provided by Halliday, A textual theme has two distinctions such as the marked and unmarked theme. Wang (2014) mentioned that "In a declarative clause, a Theme would be a marked one if it is anything besides the Subject. While, if a Theme is a Subject, then it is called the unmarked theme." Moving on, this study focuses more on the textual metafunction primarily the types of themes that are used in the selected lines of the song *How Far I'll Go* by Aulii Cravalho.

## 2. Methodology

### Method of Linguistic Research Used

This study utilizes qualitative descriptive design to determine basically the sentence pattern and theme-rheme of the song How Far I'll Go by Aulii Cravalho. According to Tewksbury (2009), as cited by Aperocho (2022), "Qualitative research comes together on the denotations, attributes and crucial characteristics of events, people, interactions, settings/cultures, and experience." Also, a textual metafunction analysis is the method of linguistic research used in this analysis to describe the prominent types of themes utilized in the corpus of data.

### 2.1 Source of Data

The corpus of data utilized in this paper is the song "How Far I'll Go" which was primarily performed by Chloe Aulii Cravalho, who is an American voice actress who landed the title role in the Disney animated film titled "Moana" in the year 2016. This song became famous at that time, particularly to many children who love watching Disney Films. The lyrics of the song are composed of nine stanzas and forty-six lines. The researcher

extracted the lyrics of the song from Musixmatch on the internet website. Also, the researcher downloads the data to begin the process of analyzing its sentence pattern and its theme-rheme. The researcher only excerpted the 10 select model sentences from the song as the final data of this study.

## 2.2 Data Generating Process

The problem in generating the source data follows three phases:

Phase 1: Idealizing of the Raw Data

In this phase, the researcher excerpted ten lines from the corpus of data which is the song titled *How Far I'll Go*. After that, the researcher idealized those selected lines into sentences. In idealizing the lines, all abbreviated words must be changed and follow the standard one of a text. Aside from that, all lines without subjects must be completed by adding a suitable subject that is based on the message of the song.

Phase 2: Analyzing the sentence pattern of the idealized sentences.

In this step, the researcher describes the sentence pattern utilized in every idealized sentence into (1) Subject-Linking Verb-Complement or S-LV-C; (2) Subject-Intransitive Verb or S-IV; (3) Subject-Transitive Verb-Direct Object or S-TV-DO; (4) Subject-Transitive Verb-Indirect Object-Direct Object or S-TV-IO-DO; and (5) Subject-Transitive Verb -Direct Object-Object complement or S-TV-DO-OC. This phase tries to address the first objective which is to analyze the sentence pattern of the idealized sentences from the song How Far I'll Go by Aulii Cravalho.

Phase 3: identifying all the themes and rheme of the idealized sentences.

In this last step, the researcher describes the theme and rheme of the idealized sentences in a tabular form. The theme will be described as marked or unmarked. This phase answers objectives two and three which are (2) to elucidate the Theme and Rheme of the idealized sentences from the song How Far I'll Go by Aulii Cravalho, and (3) to determine the most frequent type of theme used in the idealized sentences from the song How Far I'll Go by Aulii Cravalho

## 3. Results and Discussion

### Idealized Sentences of the selected ten lines from the song

The following are the chosen lines from the raw data of the song *How Far I'll Go* by Aulii Cravalho which needs to be idealized into the standard form of the sentence.

The raw data from stanza one of the song

Line 1. *I've been staring at the edge of the water*

Line 2. *'long as I can remember*

Line 3. *Never really knowing why*

The raw data from stanza four of the song

Line 1. *See the line where the sky meets the sea?*

Line 6. *One day I'll knowledge*

Line 7. *If I go, there's just no telling how far I'll go*

The raw data from stanza five of the song

Line 2. *Seems so happy on this island*

Line 5. *Has a role on this island*

The raw data from stanza six of the song

Line 3. *I'll be satisfied if I play along*

The raw data from stanza seven of the song

Line 2. *It's blinding*

The raw data from stanza eight of the song

Line 1. *And it seems like it's calling out to me*

At this part, the following sentences are the idealized version of the selected ten lines from the song *How Far I'll Go* by Aulii Cravalho.

The idealized versions from stanza one of the chosen corpus data

Line 1. I (have) been staring at the edge of the water.              S1

Line 2. (As) long as I can remember.                                 S2

Line 3. (I) never really (know) why.                                 S3

The idealized versions from stanza four of the chosen corpus data

Line 6. One day I (will) know.                                       S4

Line 7. If I go, there (is) just no telling how far I (will) go.          S5

The idealized versions from stanza five of the chosen corpus data

Line 2. (Everybody) seems so happy on this island.          S6

Line 5. (Everybody) has a role on this island.          S7

The idealized version from stanza six of the chosen corpus data

Line 3. I (will) be satisfied if I play along.          S8

The idealized version from stanza seven of the chosen corpus data

Line 2. It (is) blinding.          S9

The idealized version from stanza eight of the chosen corpus data

Line 1. It seems like it (is) calling out to me. (Omit the word and)          S10

## 3.1. Sentence pattern of the idealized sentences of the song

In this section, the sentence pattern of the idealized sentences of the song is presented.

Sentence (1) I          have been staring at the edge of the water.
              S          V

Sentence (2) As long as I can remember.
                        S  V

Sentence (3) I          never really know why.
              S                        V

Sentence (4) One day I          will know.
                      S          V

Sentence (5) If I go, there  is just no telling how far I          will go.
              S V   S    V            V                S          V

Sentence (6) Everybody      seems so happy on this island.
              S              LV        C

Sentence (7) Everybody has a role on this island.
              S          LV  C

Sentence (8) <u>I</u> <u>will be</u> <u>satisfied</u> if <u>I</u> <u>play</u> along.

             S  LV    C       S V

Sentence (9) <u>It</u> <u>is blinding</u>.

          S V

Sentence (10) <u>It</u> <u>seems like</u> <u>it is calling</u> out to me.

            S  LV       C

Where:

Sentence 1 = Subject + Intransitive Verb

Sentence 2 = Subject + intransitive Verb

Sentence 3 = Subject + intransitive Verb

Sentence 4 = Subject + intransitive Verb

Sentence 5 = (Subject + intransitive Verb) + (Subject + intransitive Verb) + (Subject + intransitive Verb)

Sentence 6 = Subject + Linking Verb + Complement

Sentence 7 = Subject + Linking Verb + Complement

Sentence 8 = (Subject + Linking Verb + Complement) + (Subject + Intransitive Verb)

Sentence 9 = Subject + Intransitive Verb

Sentence 10 = Subject + Linking Verb + Complement

The sentence pattern analysis reveals that Sentence 1 follows the Subject Intransitive Verb pattern or S-IV pattern where the subject is the pronoun *I,* and the intransitive verb is *have been staring.*

      Sentence 2 follows the Subject Intransitive Verb pattern or S-IV pattern where the subject is the pronoun *I,* and the intransitive verb is *can remember.*

      Sentence 3 follows the Subject Intransitive Verb pattern or S-IV pattern where the subject is the pronoun *I,* and the intransitive verb is *know.*

      Sentence 4 utilizes the Subject Intransitive Verb pattern or S-IV pattern where the subject is the pronoun *I,* and the intransitive verb is *will know.*

Sentence 5 utilizes three patterns after the conjunction *if;* (a) first is the Subject Intransitive Verb pattern or S-IV pattern where the subject is the pronoun *I,* and the intransitive verb is *go,* (b) another pattern is the Subject Intransitive Verb pattern or S-IV pattern where the subject is *there,* and the intransitive verb is *"is telling",* and (c) another Subject Intransitive Verb pattern or S-IV pattern where the subject is *I,* and the intransitive verb is *"will go".*

Sentence 6 uses the Subject Linking Verb Subject Complement pattern or S-LV-SC pattern where the subject is *everybody,* the linking verb is *"seems",* and the subjective complement is *happy.*

Sentence 7 uses the Subject Linking Verb Complement pattern or S-LV-C pattern where the subject is *everybody,* the linking verb is *"has",* and the subjective complement is *"a role".*

Sentence 8 uses two patterns in between of the conjunction *if;* (a) the Subject Linking Verb Complement pattern or S-LV-SC pattern where the subject is *I,* the linking verb is *"will be",* and the subjective complement is *"satisfied",* and (b) secondly is the Subject Intransitive Verb pattern or S-IV pattern where the subject is *I,* and the intransitive verb is *"play".*

Sentence 9 uses the Subject Intransitive Verb pattern or S-IV pattern where the subject is *it,* and the intransitive verb is *"is blinding".*

Sentence 10 uses the Subject Linking Verb Subject Complement pattern or S-LV-SC pattern where the subject is the pronoun *It,* the linking verb is *"seems like",* and the complement which is a noun phrase *it is calling.*

With the goal of revealing the sentence pattern of the song *How Far I'll Go* performed by Aulii Cravalho successfully followed different types of sentence patterns. Fortunately, this analysis agrees with the study of Cantina (2020) who studied a poem titled "Man of Earth" written by Amador Daguio that "reveals the structural linearity of the language making up its syntax." This paper reveals that the sentence pattern utilized in the ten idealized sentences of the data is the (1) Subject-Intransitive Verb pattern or S-V pattern, and the (2) Subject-Linking Verb- Complement pattern or S-LV-C pattern. The finding presents that idealized sentence 3, sentence 5, and sentence 8 follow more than one sentence pattern. Additionally, some of these sentence patterns within one line are introduced by conjunctions or adverbs. It presents that the Subject-Intransitive pattern or S-IV pattern is the prominent used in these idealized sentences of the corpus data, followed by the Subject Linking Verb Subject Complement pattern or S-LV-SC pattern. This study shows that some types of sentence patterns are not evident in the source data such as the (1) Subject-Transitive Verb-Direct Object or S-TV-DO pattern; the (2) Subject-Transitive Verb-Indirect Object-Direct Object or S-TV-IO-DO pattern; and (3) the Subject-Transitive Verb -Direct Object-Object complement or S-TV-DO-OC.

### 3.2. Theme and Rheme of the idealized sentences of the song

According to Not (1996:4) quoted by Rahman (2018), "theme and rheme are necessary for the construction of an optically coherent and grammatically cohesive structured text". This means that theme and rheme are helpful to writers and students in order for them to expand their skills in understanding and writing text cohesively. Theme-rheme is an important mechanic to be introduced to the students for them to learn how to write coherent and artistic sentences or paragraphs.

In this stage, the researcher will identify the theme-rheme of the idealized sentences as well as the prominent types of themes that will elucidate in the idealized sentences either the marked or the unmarked theme. Marked theme refers to a theme that is anything besides the subject. On the other hand, an Unmarked theme pertains to a theme which is the subject itself (Wang, 2014).

Table 1.

*Analyzing the theme and rheme of the idealized sentences of the song*

| THEME | | RHEME |
|---|---|---|
| Sentence (1) | I | have been staring at the edge of the water. |
| Sentence (2) | As long as | I can remember. |
| Sentence (3) | I | never really know why. |
| Sentence (4) | One day | I will know. |
| Sentence (5) | If I go | there is just no telling how far I will go. |
| Sentence (6) | Everybody | seems so happy on this island. |
| Sentence (7) | Everybody | has a role on this island. |
| Sentence (8) | I | will be satisfied if I play along |
| Sentence (9) | It | is blinding. |
| Sentence (10) | It | seems like it is calling out to me. |

The Theme and Rheme analysis reveal that Sentence 1 consists of theme and rheme where the pronoun subject *I* is the unmarked theme and the verb predicate *have been staring at the edge of the water* is the rheme.

Sentence 2 is made up of theme and rheme where the idiomatic conjunction *as long as* is the marked theme and the clause *I can remember* is the rheme.

Sentence 3 consists of theme and rheme where the pronoun subject *I* is the unmarked theme and the predicate *never really knowing why* is the rheme.

Sentence 4 is made up of theme and rheme where the adverb *one day* is the marked theme and the clause *I will know* is the rheme.

Sentence 5 consists of theme and rheme where the first clause *if I go* is the marked theme and the second clause *there is just no telling how far I will go* is the rheme.

Sentence 6 is made up of theme and rheme where the subject *everybody* is the unmarked theme, and the predicate *seems so happy on this island* is the rheme.

Sentence 7 consists of theme and rheme where the subject *everybody* is the unmarked theme, and the predicate *has a role on this island* is the rheme.

Sentence 8 is made up of theme and rheme where the pronoun subject *I* is the unmarked theme, and the predicate *will be satisfied if I play along* is the rheme.

Sentence 9 is made up of theme and rheme where the pronoun subject *it* is the unmarked theme, and the predicate *is blinding* is the rheme.

Sentence 10 is made up of theme and rheme where the pronoun subject *it* is the unmarked theme, and the predicate *seems like it is calling out to me* is the rheme.

The finding reveals that the theme of the idealized sentences is made up of 7 pronouns, particularly 5 subjective personal pronouns which are *I* and *it,* and 2 indefinite pronouns which is *everybody.* Also, the theme is made up of 1 conjunction which is *as long as;* 1 adverb which is *one day;* and 1 clause which is *if I go.* As for the Rheme, the finding reveals that the rheme of idealized sentences is made up of 7 verb predicates and 3 independent clauses. Based on the findings, the prominent type of theme used in the 10 idealized sentences is the unmarked theme. This study agreed with what was found in the study of Rahayu (2017) but disagreed with the study of Firdaus (2013) since the study of Rahayu (2017) revealed that the dominant type of theme that occurred in the clauses was the Unmarked theme. On the other hand, the study of Firdaus (2013) revealed that the most frequent theme utilized in his study was the topical theme because according to him, "song lyrics always contain Topical Theme." According to Butt et al. (2001), as cited by Rahman (2018), a topical theme is a type of theme that pertains to "the initial part of the experimental meaning which can be either participants, process or circumstances."

## 4. Conclusion

Writing a text is a linguistic skill that requires great effort to be obtained and shared effectively with others. It needs time to be fully embodied by a person particularly to become a competent author or writer. Furthermore, writing can be anyone's choice as long as that particular person knows how to provide coherent and understandable text to its target readers or text consumers. One way for a person to become an expert writer or text-producer is that he or she must learn the techniques of utilizing theme-rheme methods as they provide good structure of the text. Theme and rheme are essential in establishing meaning as well as grammar structure. This is an effective way to construct and understand the meaning of words within sentences or even in paragraphs. Theme-rheme can be taught to students for them to understand and create intelligible messages. Also, this kind of technique might help the teachers to correct their students in writing a comprehensible text. This method also gives a better understanding of how to produce an attractive text or how to analyze various types of text which includes songs, poems, news, and many others.

Finally, the finding reveals in this paper that the sentence patterns utilized in the ten idealized sentences of the song How Far I'll Go are the (1) Subject-Intransitive Verb pattern or S-V pattern, and the (2) Subject-Linking Verb- Complement pattern or S-LV-C pattern. The finding presents that idealized sentence 3, sentence 5, and sentence 8 follow more than one sentence pattern. Additionally, some of these sentence patterns within one line are introduced by conjunctions or adverbs. It presents that the Subject-Intransitive pattern or S-IV pattern is the prominent used in these idealized sentences of the corpus data, followed by the Subject Linking Verb Subject Complement pattern or S-LV-SC pattern. This study shows that some types of sentence patterns are not evident in the source data such as the (1) Subject-Transitive Verb-Direct Object or S-TV-DO pattern; the (2) Subject-Transitive Verb-Indirect Object-Direct Object or S-TV-IO-DO pattern; and (3) the Subject-Transitive Verb -Direct Object-Object complement or S-TV-DO-OC. Furthermore, the finding reveals that the theme of the idealized sentences is made up of 7 pronouns, particularly 5 subjective personal pronouns which are I and it, and 2 indefinite pronouns which is everybody. Also, the theme is made up of 1 conjunction which is as long as; 1 adverb which is one day; and 1 clause which is if I go. As for the Rheme, the finding reveals that the rheme of idealized sentences is made up of 7 verb predicates and 3 independent clauses. Based on the findings, the prominent type of theme used in the 10 idealized sentences is the unmarked theme.

### 4.1 Recommendations

Based on the findings and conclusion, the following recommendations are hereby offered by the researcher:

1. Firstly, this paper recommends that the teachers are allowed to combine the lyrics of various songs as material in describing the primary sentence pattern of a text together with its theme-rheme in a language lesson during class time.

2. Secondly, the students may utilize this study to expand their understanding and writing accomplishments by working on extra writing and employing some new techniques or methods in structuring a message.

3. Thirdly, any writer may use theme and rheme as an instrument in writing especially news item text to formulate an attractive and coherent text.

4. Fourthly, this study recommends that future researchers should explore more and try to analyze different songs from two languages and then try to compare their textual metafunction;

5. Lastly, other researchers can use this study as their source in conducting another research on the same ground.

**References:**

Aperocho, M.D. (October 2022). Maguindanaon Language and Its Vowel Sounds Article. Retrieved from https://www.researchgate.net/publication/369114724

Belmonte, & Hildago. (1998). Theme-Rheme Patterns in L2 Writing. *Discourse analysis*.

Cantina, J. M. (2020). SYNTACTIC SEGMENTATION LINEARITY IN AMADOR DAGUIO'S "MAN OF. *INTERNATIONAL REVIEW OF HUMANITIES AND SCIENTIFIC RESEARCH By International Scientific Indexing*.

Caroll, D. W. (2000). Psychology of Language. Thomson Learning Asia.

Corder, S. (1973). *Introducing applied linguistics. Retrieved from Corder, S. (1973). Introducing applied linguistics.* Retrieved from http://hdl.

Firdaus, E.A. (2013). *Textual Meaning in Song Lyrics. PendidikanBahasaInggris*

Halliday, M.: (1994). *An Introduction to Functional Grammar.* London Edward.

Kurniati, E. (2017). The Correlation of Students' Listening Habit in English Conversation with Vocabulary Mastery of the Second Semester Students' English Education at Teacher Training and Education Faculty at Batanghari University Academic Year 2015/2016. *Jurnal Ilmiah Universitas Batanghari Jambi*.

Ning, G. (2008). *Systemic Functional Grammar and its pedagogical implications* . (Department of Foreign Languages, Zhejiang Gongshang University, Hangzhou Zhejiang 310018, China).

Pedrosa, E. M. (2021). *Syntactic Analysis of Hiligaynun Visayan.* International Peer Reviewed Journal.

Rahayu, R. (2017). Analysis Of Theme On Selected Taylor Swift's Song Lyrics. *Department Of English Education School Of Teacher Training And Education Universitas Muhammadiyah Surakarta*.

Rahman, R. (2018). Using Theme and Rheme to Increase Students'Achievement in Writing News Item at the Tenth Grade Students of SMAN 2 Selayar. *English Education Department Tarbiyah And Teaching Science Faculty Alauddin State Islamic University Makassar*.

Ubani, C. (March 7, 2023). Auli'I Cravalho Net Worth, Bio, Age, Height, Religion, Education, Family. Retrieved from whotimes.com.

Wang, B. (October 31, 2014). Theme in Translation: A Systemic Functional Linguistic Perspective. *International Journal of Comparative Literature & Translation Studies.*

**Appendix**

## How Far I'll Go

Song by Aulii Cravalho

I've been staring at the edge of the water
'Long as I can remember
Never really knowing why.

I wish I could be the perfect daughter
But I come back to the water
No matter how hard I try

Every turn I take
Every trail I track
Every path I make
Every road leads back
To the place I know where I cannot go
Where I long to be

See the line where the sky meets the sea?
It calls me
And no one knows
How far it goes
If the wind in my sail on the sea stays behind me
One day I'll know
If I go, there's just no telling how far I'll go

I know everybody on this island
Seems so happy on this island
Everything is by design
I know everybody on this island
Has a role on this island
So maybe I can roll with min

I can lead with pride
I can make us strong
I'll be satisfied if I play along
But the voice inside sings a different song
What is wrong with me?

See the light as it shines on the sea?
It's blinding
But no one knows
How deep it goes

And it seems like it's calling out to me
So come find me
And let me know
What's beyond that line?
Will I cross that line?

And the line where the sky meets the sea
It calls me
And no one knows
How far it goes
If the wind in my sail on the sea stays behind me
One day I'll know
How far I'll go

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# TEACHING OF READING

# Philippine Informal Reading Inventory (PHIL-IRI) Performance of Grade 8 Students: Basis for a Reading Intervention Program

**Christian Hector G. Misanes**
Solano High School, Nueva Vizcaya
misaneschristianhector@gmail.com

**Abstract.** Before the pandemic, education leaders had been concerned about Filipino students' low reading comprehension in the 2018 Programme for International Student Assessment (PISA), wherein the Philippines scored the lowest among the 79 participating countries. Now that we have had two years of no face-to-face classes, their reading comprehension has been more seriously impacted. This study sought to measure Solano High School Gr. 8 students' reading comprehension levels and investigate factors related to their performance. Quantitative research was used in determining the reading comprehension level of students through the Group Screening Test of Phil-IRI. Moreover, the study used a descriptive survey and a correlational methodology to determine the significant relationship between the respondents' reading performance and their profile variables. The study revealed that 98.7% of the respondents fall under "Frustration," in which readers find reading materials so difficult that they cannot successfully respond to them. Findings showed that a student whose parents have higher educational attainment, sufficient family income, access to multimedia resources, and superior academic performance might perform better in reading. Moreover, gender, ethnic affiliation, parental involvement, and length of one's exposure to multimedia materials were found to have no significant relationship with the respondents' reading comprehension level.

**Keywords:** reading comprehension, reading inventory, intervention

## 1. Introduction

Reading is, without a doubt, as important as breathing. We must read as long as we are able to breathe. That is why reading is one of the skills that must be taught to a child and fostered as he or she grows older. Reading serves as a key for us to understand the world. We read when we want to learn, when we want to unlearn, and when we want to relearn something. After all, what is the essence of education if no one can read?

Reading proficiency is essential for a wide variety of human activities – from following instructions in a manual; to finding out the who, what, when, where and why of an event; to communicating with others for a specific purpose or transaction. Evolving technologies have changed the ways people read and exchange information, whether at home, at school or in the workplace. Digitalization has resulted in the emergence and availability of new forms of text, ranging from the concise (text messages; annotated search-engine results) to the lengthy (tabbed, multipage websites; newly accessible

archival material scanned from microfiches). In response, education systems are increasingly incorporating digital (reading) literacy into their programs of instruction (OECD, 2019).

An article published on the website of Tech and Learning entitled "Reading is the Most Critical 21st Century Skill," discusses that transitioning from learning to read to reading to learn is essential for students moving into intermediate grades, middle, and high school. Adolescent readers must be able to navigate increasingly complex texts and develop a deeper knowledge of the topics they are studying. Reading proficiency is foundational to a student's ability to master the complex subject matter required in higher grades.

In addition, the article also points out that before students can master the 4 Cs—critical thinking, collaboration, creativity, and communication—they must be reading at grade level. Middle and high school students who are not proficient readers fall increasingly behind their classmates and are at risk of dropping out before graduation. It is difficult for these students to become successful readers without direct intervention and extensive practice.

Reading was the main subject assessed in PISA (Programme for International Student Assessment) 2018. The PISA 2018 reading assessment, delivered on a computer in most of the 79 countries and economies that participated, included new text and assessment formats made possible through digital delivery. PISA 2018 defined reading literacy as understanding, using, evaluating, reflecting on, and engaging with texts to achieve one's goals, develop one's knowledge and potential, and participate in society.

A news report published on Study International website, PISA 2018 results showed that youth reading skills must improve worldwide. Overall, while certain countries have improved their rankings since the last assessment in 2015, the scores didn't show a significant rise over the years, despite heavy investment in education systems in certain countries.

Moreover, there is overall declining interest in reading, and that reading skills are not improving on time – although they have improved in a few countries such as Scotland. Reading skills have not improved significantly over the past few years, even in high- and middle-class-income countries. Therefore, schools must do more to increase reading proficiency and foster a natural interest in reading.

San Juan (2019) of the Philippine Daily Inquirer reported that the Philippines scored the lowest in reading comprehension among the 79 participating countries and economies in the PISA 2018. The Philippines had an average reading score of 340, more than 200 points below China (555) and more than 100 points less than the OECD average (487). In the Philippines, boys', and girls' performances in reading both ranked lowest among PISA-participating countries.

In Overall Reading Literacy, students from National Capital Region (NCR), Region 7 (Central Visayas), and Region 11 (Southern Mindanao) obtained the highest scores in Luzon, Visayas, and Mindanao Island groups, respectively. The rest of the regions where Region 2 was included, achieved mean scores within Proficiency Level 1a. Readers at Level 1a can understand the literal meaning of sentences or short passages. The scores on Reading Literacy are scaled from Proficiency Level 1-6, level 6 being the highest, which means that readers can comprehend lengthy and abstract texts in which the information of interest is deeply embedded and only indirectly related to the task. They can compare, contrast, and integrate information representing multiple and potentially conflicting perspectives, using multiple criteria, and generating inferences across distant pieces of information to determine how the information may be used (PISA 2018 National Report of the Philippines, 2019).

The Department of Education has been exerting efforts to make every child a reader and writer at his/her grade level through the ECARP (Every Child A Reader Program). This national program supports the attainment of EFA (Education for All) that targets universal school participation and elimination of dropouts and repetition.

As retrieved from DepEd Order #50, s. 2012 – Guidelines on the Utilization of Funds for Every Child A Reader Program (ECARP), ECARP shall support the development/ enhancement, administration, and treatment, and reporting of data obtained from reading assessment that the DepEd shall endorse. ECARP will fund the continuous enhancement/improvement of its home-grown reading assessment: Philippine Informal Reading Inventory (Phil-IRI) which may include review and redevelopment as well as development of relevant texts for informal reading inventory.

The Philippine Informal Reading Inventory (Phil-IRI) is an initiative of the Bureau of Learning Delivery of the Department of Education that directly addresses its thrust to make every Filipino child a reader. It is anchored on the Department's flagship program, ECARP.

The Phil-IRI is a reading inventory composed of graded passages designed to determine the individual student's performance in reading comprehension, which aims to find the student's independent, instructional and frustration levels. The data from this measure could be used to design or adjust class, small group, or individualized instruction to fit the students' needs and abilities.

Before teachers can design and provide appropriate reading instruction for their students, they should be armed with information about their students' current reading levels and abilities. This diagnostic approach to describing how children read embraces inclusionary principles that emphasize that need for education that is learner-oriented, responsive, and culturally sensitive. The Phil-IRI is one of the diagnostic tools that teachers can use to determine students' abilities and needs in reading. The passages were written

and selected based on concept load, level of vocabulary used, sentence complexity, nature of themes and cohesion (DepEd-BLR, 2018).

Taleon (2020) revealed that last year's conduct of the Phil-IRI showed that 43 out of 45 or 96% of Grade 7 learners of Solano High School from Brgy. Maddiangat, Quezon, Nueva Vizcaya and Brgy. Curifang and Roxas, Solano, Nueva Vizcaya did not pass the Group Screening Test (GST). Overall, the test revealed that learners have low reading performance.

The researcher was compelled to undertake the study due to the alarming figures about learners' reading performance worldwide, all the way down to the Philippines, Cagayan Valley Region, and Solano High School, where he works. The researcher would like to study further the reading performance of grade 8 learners, as well as other factors that affect their performance, which would be useful in designing a reading intervention program.

## 1.1 Objectives of the Study

The study sought to measure the reading comprehension level of Solano High School Gr. 8 students during the pandemic and identify factors that affect their performance, which would be useful in designing a reading intervention program.

Specifically, the study aimed to answer the following questions:
1. What is the profile of grade 8 students at Solano High School, Solano, Nueva Vizcaya in terms of:
   1.1. gender;
   1.2. family monthly income;
   1.3. parents' educational attainment;
   1.4. academic performance;
   1.5. ethnic affiliation;
   1.6. multimedia resources at home;
   1.7. parents' involvement; and
   1.8. exposure to multimedia resources?
2. What is the reading comprehension level of the respondents based on the Phil-IRI Results?
3. Is there a significant relationship between the respondents' reading comprehension level and their profile variables?

## 2.0 Methodology

A quantitative research approach was used in this study. This approach is suitable in this case for the study's main objective of gathering relevant data in determining the reading comprehension level of the students through the Phil-IRI Group Screening Test (GST) and measuring its relationship to other variables considered in the study.

The results of the Phil-IRI were analyzed quantitatively. Quantitative analysis involves getting the number of correctly answered comprehension questions about the passage. The comprehension questions' results reflect the reading level of the student per passage: whether s/he is in the independent, instructional or frustration level.

Moreover, the researcher conducted a descriptive survey and utilized correlational methodology. The researcher adopted "survey" to collect the respondents' demographic information. Furthermore, to provide a comprehensive analysis of the data gathered, the researcher described the data using various graphical and statistical tools such as frequency, percentage, and mean. The correlational research design was used to determine the significant relationship between the student respondents' reading performance and their profile variables.

## 2.1 Research Setting

This study was conducted at Solano High School, Solano, Nueva Vizcaya, Philippines. The realization of the past school years amid a worldwide crisis was a defining moment for the school. Its success reflects the resilience and the dedication of teachers, the commitment of parents, and the desire of students to learn. With the challenges posed by the COVID-19, the stakeholders of this institution remain true to its commitment in breaking barriers to bring quality education to its learners.

As part of the school's readiness, Solano High School considered the availability of its resources, number of reusable SLMs, learners' performance and preference and location, in the development of its Curriculum Implementation Plan.   The school's education continuity plan ensures the 100% participation of parents in adopting the blended learning modality during this pandemic. The support of the different stakeholders and the BLGU/LGU of the municipality of Solano provides the necessary resources in delivering quality education to the learners.

The locale of the study was chosen specifically because of the school's strong regard for educational standards and the fact that it provided all the required conditions for the study's conduct.

## 2.2 Respondents

The study's respondents are the Gr. 8 students at Solano High School. They were evenly distributed to all sections. A stratified sampling technique was used to select respondents from each section. Ten respondents were selected from each section using the fishbowl technique, totaling 150 respondents.

## 2.3 Research Instruments

**Philippine Informal Reading Inventory (Phil-IRI) Group Screening Test (GST).** The Phil-IRI GST was employed in this study to assess the respondents' reading comprehension. It is a 25-item standardized exam for Grade 8 students that the Department of Education has approved for use in secondary schools implementing Phil-IRI.

**Computation of the Student's Comprehension of the Passage:**

$$C = \frac{\text{No. of correct answers}}{\text{No. of questions}} \times 100 = \% \text{ of comprehension}$$

**Analysis and Interpretation of Comprehension Level:**

The Phil-IRI reading test uses a predetermined set of criteria in identifying the reading level of student for each passage. These criteria include the percentage of correct answers to comprehension questions (adapted from Johnson, Kress, and Pikulski, 1987):

| Reading Level | Comprehension Score |
|---|---|
| Independent | 80-100% |
| Instructional | 59-79% |
| Frustration | 58% and below |

**Personal Information Sheet.** Personal Information Sheet was constructed by the researcher specifically for the use of this study to gather the demographic information of his respondents.

In creating the Personal Information Sheet, the researcher consulted experts in the field in selecting options for each profile. For the updated list of ethnic affiliations in Nueva Vizcaya, he consulted Dr. Alicia D. Sapao, Director of Pansindaramuan – Center for Indigenous Peoples Studies of Nueva Vizcaya State University (Bambang Campus). The Personal Information Sheet also sought the approval of Dr. Elizabeth R. Pascual and Mrs. Debora B. Sampaga, Dean of the Graduate School of Education of Aldersgate College.

## 3.0 Results and Discussion

After carefully handling the data collected from the respondents and employing the earlier statistical tools, the researcher derived the following findings from the study.

## 3.1 Profile of the Respondents

Table 1 shows the distribution of respondents when grouped according to gender. Table reveals that females account for 63.3% of learner-respondents, whereas males account for 36.7%.

Table 1
*Distribution of Respondents when grouped according to Gender*

| Gender | n=150 | |
| --- | --- | --- |
| | F | % |
| Female | 95 | 63.3 |
| Male | 55 | 36.7 |
| Total | 150 | 100 |

This is supported by enrollment data from Solano High School, the study's location, which reveals that female students outnumber male students. The difference is also supported by The World Economic Forum's (WEF) Global Gender Gap Report found that 71.3 percent of women are enrolled in secondary education, compared to only 60.2 percent of men. Furthermore, according to an annual assessment that evaluates gender equality in 153 countries, Filipino women enroll in high school and college at much higher rates than men (Reysio-Cruz, 2019).

Table 2 illustrates the distribution of respondents when grouped according to monthly family income. With a percentage of 65.3%, the majority of respondents are living in poverty.

Table 2
*Distribution of Respondents when grouped according to Monthly Family Income*

| Monthly Family Income | n=150 | |
| --- | --- | --- |
| | f | % |
| ₱ 10, 956 and below | 98 | 65.3 |
| ₱ 10, 957 - 21, 913 | 25 | 16.7 |
| ₱ 21, 914 - 43, 827 | 17 | 11.3 |
| ₱ 43, 828 - 76, 668 | 7 | 4.7 |
| ₱ 76,669 - 131, 483 | 1 | 0.7 |
| ₱ 131,484 - 219,140 | 2 | 1.3 |
| Total | 150 | 100 |

According to the Official Poverty Statistics of the Philippine Statistics Authority (PSA), the poverty rate among Filipinos increased to 23.7 % in the first semester of 2021, equivalent to 26.1 million Filipinos. This figure corresponds to an additional 3.9 million Filipinos living in poverty because of the coronavirus pandemic. To cover their most basic food and non-food needs, a family of five currently requires at least ₱12,082. In the first semester of 2021, one out of every ten Filipinos was considered food poor (Rivas, 2021).

Table 3 reflects the distribution of respondents when grouped according to parents' educational attainment. The table shows that more than half of the respondents (55.3%) have parents with only a high school diploma as their highest educational attainment. Meanwhile, 14% of the respondents' parents completed a Technical-Vocational Education program, while 18.7% completed a bachelor's degree. Only a few have parents who have completed an MA or PhD. (7.3%).

Table 3
*Distribution of Respondents when grouped according to Parents' Educational Attainment*

| Parents' Highest Educational Attainment | n=150 | |
|---|---|---|
| | f | % |
| None | 2 | 1.3 |
| Elementary | 5 | 3.3 |
| High School | 83 | 55.3 |
| Technical-Vocational | 21 | 14.0 |
| Bachelor's Degree | 28 | 18.7 |
| Master's Degree | 8 | 5.3 |
| Doctorate Degree | 3 | 2.0 |
| Total | 150 | 100 |

As cited by Oxford Business Group, educational attainment in the Philippines was falling at the beginning of the 21st century, marked by declining enrolment and literacy rates, as well as persistent underfunding (The Report: Philippines, 2019).

According to the World Bank (2021), education attainment is closely related to the skills and competencies of a country's population. It could be seen as a proxy of both the quantitative and qualitative aspects of the stock of human capital. The educational system's capacity is reflected by a relatively high concentration of adult population in a given degree of education.

Table 4 indicates the distribution of respondents when grouped according to academic performance. As to academic performance, the vast majority (75.3%) of the learner-respondents earned Satisfactory (S) or Very Satisfactory (VS). Only 21.3% are Outstanding. Furthermore, no one falls into the Did Not Meet Expectations category.

Table 4
*Distribution of Respondents when grouped according to Academic Performance*

| Academic Performance | n=150 | |
| --- | --- | --- |
| | f | % |
| Below 75% (Did not Meet Expectations) | 0 | 0.0 |
| 75-79% (Fairly Satisfactory) | 5 | 3.3 |
| 80-84% (Satisfactory) | 62 | 41.3 |
| 85-89% (Very Satisfactory) | 51 | 34.0 |
| 90-100% (Outstanding) | 32 | 21.3 |
| Mean Grade | 85.64 (VS) | |

This result is pursuant to DepEd Order No. 8, s. 2015, Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program, the K to 12 Basic Education Program uses a standard and competency-based grading system. All grades were based on the weighted raw score of the learners' summative assessments. There is one Quarterly Assessment in a grading period, but there should be instances for students to produce Written Work and demonstrate what they know and can do through Performance Tasks.

Table 5 demonstrates the distribution of respondents when grouped according to ethnic affiliation. The table reflects that the respondents are predominantly Ilocano (70%) and Tagalog (less than 50%).

Table 5
*Distribution of Respondents when grouped according to Ethnic Affiliation*

| Ethnic Affiliation/s | n=150 | |
| --- | --- | --- |
| | f | % |
| Ayangan | 3 | 2.0 |
| Bago | 1 | 0.7 |
| Bicolano | 1 | 0.7 |
| Gaddang | 8 | 5.3 |
| Ifugao | 1 | 0.7 |
| Ilocano | 105 | 70.0 |
| Ibanag | 3 | 2.0 |
| Isinai | 3 | 2.0 |
| Itneg | 1 | 0.7 |
| Kalanguya | 2 | 1.3 |
| Kankanaey | 1 | 0.7 |
| Kalinga | 2 | 1.3 |
| Kapampangan | 1 | 0.7 |
| Tagalog | 67 | 44.7 |
| Tuwali | 4 | 2.7 |

The result is in accordance with historical facts that in 1839, Nueva Vizcaya was created as a province. Endowed with rich natural resources, particularly in agriculture, the

province attracts numerous tribes from other regions of the country. The first wave of migrants, the Ilocanos, started to arrive from 1850s to 1930s. The migrants from Cordilleras on the other hand, started to arrive in the province in 1950. Other migrants who form a big portion of the population are the Ilocanos, Tagalogs, Pangasinenses, Kapampangans, Ifugaos and others (Nueva Vizcaya Beckons, 2000).

Table 6 shows the distribution of respondents when grouped according to Multimedia resources at home. According to the table, the smartphone is the device common to respondents, with a percentage of 78. Only about 20% of them have basic phones and laptops. While 15% have books at home. Only less than 10% of them have other multimedia resources.

Table 6
*Distribution of Respondents when grouped according to Multimedia Resources at Home*

| Multimedia Materials Available at Home | n=150 | |
|---|---|---|
| | f | % |
| Smartphone | 117 | 78.0 |
| Basic Phone | 31 | 20.7 |
| Desktop Computer | 8 | 5.3 |
| Laptop | 31 | 20.7 |
| i-Pad / Tablet | 2 | 1.3 |
| Radio | 16 | 10.7 |
| Books | 23 | 15.3 |
| Magazines | 5 | 3.3 |

The numbers are close to the results of the school-based survey conducted by Solano High School using a total-enumeration approach wherein, 2,890 students or 67% of the student population have a smartphone. This prompted the school to transition from Modular Distance Learning to Blended Learning, a mix of online distance learning, modular distance learning, and TV/Radio-based Instruction. As electronic gadgets improve learners' learning opportunities and experiences (BE-LCP Solano High School, 2022).

The findings are remarkably similar to the results of Social Weather Stations (SWS) survey which found out that six out of ten Filipino students used devices for distance learning amid the pandemic. Among the students who bought or rented devices, 79 percent got a smartphone, 13 percent got a desktop or laptop, 5 percent got a television and 3 percent got a tablet (Inquirer Research, 2021).

Table 7 illustrates the distribution of respondents when grouped according to parents' involvement in their reading activity. The majority, above 50%, were only assisted by their parents in their reading activities for some time. Unfortunately, above 13% of them never received any assistance from their parents.

Table 7
*Distribution of Respondents when grouped according to Parents' Involvement in their Reading Activity*

| Parents' Involvement in students' Reading Activity | n=150 | |
|---|---|---|
| | f | % |
| Never | 20 | 13.3 |
| Rarely | 6 | 4.0 |
| Sometimes | 81 | 54.0 |
| Very Often | 13 | 8.7 |
| Always | 30 | 20.0 |

In response to the acute learning crisis generated by the Coronavirus outbreak, around the world, millions of parents have also stepped up and taken charge of their child's education. The remainder of parents and students, who represent the majority of the world's population, have faced enormous challenges in keeping connected to education systems. Lockdowns and social distancing restrictions have forced many parents to work from home. With schools and childcare centers closed, many parents struggle to manage their work and the increased responsibility of looking after their children's learning at home (Varkey Foundation, 2020).

In addition, Lase et al. (2022) concluded that although parents do not have negative perceptions, distance learning has increased the burden on parents or families economically, psychologically, and socially. The lack of parental involvement and support in children's learning process at home is generally due to the lack of time and the inability of parents to become teachers for their children at home.

Table 8 reflects the distribution of respondents when grouped according to exposure to multimedia resources per day. The proportion of learner-respondents clustered according to exposure to multimedia materials is relatively equal. Yet, a higher number of them (26.7%) were exposed to these materials for 5-6 hours, but not far from those exposed 3-4 hours (24.7%) and 1-2 hours (21.3%). Generally, most of them were only exposed to these multimedia materials for 6 hours or less.

Table 8
*Distribution of Respondents when grouped according to Exposure to Multimedia Resources per day*

| Exposure to Multimedia Resources per day | n=150 | |
|---|---|---|
| | f | % |
| 1-2 hours | 32 | 21.3 |
| 3-4 hours | 37 | 24.7 |
| 5-6 hours | 40 | 26.7 |
| 7-8 hours | 22 | 14.7 |
| 9-10 hours | 19 | 12.7 |

According to DataReportal, the average person spends a total of 6 hours and 57 minutes looking at a screen each day (for internet-connected activities). And the majority of this (3 hours and 43 minutes) is spent on mobiles. Filipinos are the biggest mobile screen consumers, spending 5 hours and 47 minutes daily looking at them. They're closely followed by Thai users who spend 5 hours and 28 minutes looking at mobile phone screens (Moody, 2022).

**3.2 Reading Comprehension Level of the Respondents based on the Phil-IRI**

Table 9 confirms the reading comprehension level of the respondents. Table reveals that 98.7% of the student-respondents fall under the "Frustration" level.

Table 9
*Reading Comprehension Level of the Respondents*

| Reading Performance Level | n=150 | |
|---|---|---|
| | f | % |
| Frustration (58% and below) | 148 | 98.7 |
| Instructional (59-79%) | 2 | 1.3 |
| Independent (80-100%) | 0 | 0.0 |
| Mean Phil-IRI Grade | 30.8% (Frustration) | |

In the Phil-IRI, Frustration is the lowest level qualitatively described as the level at which readers find reading materials so difficult that they cannot successfully respond to them (Flippo, 2013). Readers at this level can recognize some words but lack comprehension (Bermejo, 2020). As Bernardez (2007) mentioned, reading is not merely reciting something written but also a decoding process; It is basically understanding.

Cabardo (2015), Tomas et. al (2021), and Taleon (2020) did local investigations on students' reading comprehension and came to the same conclusion. The majority of the learners in Hagonoy National High School, Schools Division of Aurora, and Solano High School, respectively, belonged to the "Frustration" level.

The result is not surprising as Department of Education (DepEd), Commission on Higher Education (CHED), and the Technical Education Skills Development Authority (TESDA) admitted in a report published by Perez (2021) on ABS-CBN News Portal that the COVID-19 pandemic and reading proficiency are among the pressing education issues in the country today.

The findings are similar to those of the Programme for International Student Assessment (2018), which revealed that reading is among the areas where fifteen-year-old students in the Philippines scored lower than most countries and economies that participated in the assessment. No country scored lower than the Philippines.

Think of frustration levels as those requiring extensive or even moderate assistance from an educator (University of Utah Reading Clinic, 2021). Given that the majority of respondents fall into the "Frustration" category, a reading intervention program is required. A reading remediation is designed to give the struggling readers the skills, competencies, or the behaviors that they need to improve their performance (Phil-IRI Manual, 2018).

### 3.3. Relationship between the Respondents' Reading Comprehension Level And their Profile Variables

Table 10 shows the test result of the relationship between respondents' reading comprehension level and their gender. Despite the following claims: sexes are hired-wired differently for literacy; literacy is described as a feminine characteristic (Loveless, 2015); and consistent results from both local and international studies like PISA that asserts that girls are often said to be better at reading than boys (University of Stavanger, 2017), Table 10 reveals that there is no significant correlation between gender and the respondents' reading comprehension level.

Table 10.
*Result of the Test of Relationship between Respondents' Reading Comprehension Level and their Gender*

| Variable Correlated | Test Values | | Sig |
| --- | --- | --- | --- |
| | Computed | p-value | |
| Gender | $x2 = 0.155$ | 0.553 | NS |

S - Significant
NS - Not Significant

This means that one's gender has no bearing on their reading comprehension. However, the current study is limited only to determining the significant relationship between gender and reading comprehension, not the significant difference in male and female respondents' reading performance.

As cited by Vlachos et al. (2015) a longitudinal study by Siegel and Smythe (2005) also reported no significant gender differences in reading disabilities. As Wheldall and Limbrick (2010) maintain, these findings are consistent with Hyde's (2005) who proposed HGS (Hypothesis of Gender Similarities), which suggests that boys and girls are more alike than different on most psychological variables, including reading, based on a review of 46 meta-analyses covering a variety of cognitive abilities and psychological traits. Also, based on the claim made by Feingold (1988) and Caplan and Caplan (2016) gender differences in cognitive ability are decreasing (Reilly et al., 2019). When the reading skills of 16–24-year-olds are tested, the gender differences have suddenly become imperceptibly small or have disappeared altogether. This has been shown in studies, including the major PIAAC study, which tests adults' skills in literacy, numeracy, and ICT (The University of Stavanger, 2017).

The result is also consistent with the study conducted by Vlachos et al. (2015), wherein gender was not found to play an important role, since they did not obtain statistically significant differences in reading performance between the two genders. The results are generally in line with previous research (Nancollis et al., 2005; Trapp, 1995), which found no female superiority in reading. This finding reflects a continuation of the trend reported by Borg and Falzon (1995) that during the primary years there are no consistent gender differences on the scholastic attainment.

Table 11 illustrates the result of the test of relationship between respondents' reading comprehension level and their family monthly income. According to the table below, there is a significant correlation between respondents' comprehension level and their family's monthly income.

Table 11
*Result of the Test of Relationship between Respondents' Reading Comprehension Level and their Family Monthly Income*

| Variable Correlated | Test Values | | Sig |
| --- | --- | --- | --- |
| | Computed | p-value | |
| Family Monthly Income | r = 0.179 | 0.028 | S |

S - Significant
NS - Not Significant

This suggests that a student's socioeconomic status influences his or her reading abilities. The findings support Babuder & Kavkler's (2014) premise that poverty is one of the significant factors related to the level of literacy. The findings are also consistent with PISA study, which found that a family's socioeconomic status had statistically significant impact on the academic achievement of low-income students.

In relation to this, family investment model as cited by Conger and Donnellan (2007) argues that parents with higher socioeconomic position are willing to invest more for the education of their children such as learning materials, tutorial/ training, standard of living (adequate food, housing, clothing, medical care, etc.), and location that helps their children develop competencies- all these factors, according to Davis-Kean (2005) and Sohr-Preston et al. (2013) are likely to have a positive effect on the child's reading ability.

Table 12 demonstrates the result of the test of relationship between respondents' reading comprehension level and their parents' educational attainment. In the table, it indicates that parents' educational attainment has significant relationship with the respondents' reading comprehension level. This signifies that their parents' educational attainment may influence one's reading comprehension ability.

Table 12
*Result of the Test of Relationship between Respondents' Reading Comprehension Level and their Parents' Educational Attainment*

| Variable Correlated | Test Values | | Sig |
| --- | --- | --- | --- |
| | Computed | p-value | |
| Parents' Educational Attainment | r = 0.201 | 0.013 | S |

S - Significant
NS - Not Significant

The evidence supports the claim of EU – European Union (2012) that a family is considered as the most determining factor affecting a child's reading literacy. In their study, Myrberg and Rosen (2009) found that children's reading results are lower when their parents have a low level of education.

In connection with this, family socioeconomic status is mainly determined by the level of parents' education. Students from low socioeconomic status families cannot achieve standard reading requirements (Scottish Government, 2010). EU further claims that it can be related to the lack of parents' knowledge and skills to develop their children's cognitive skills. Also, insufficient financial resources affect family expense priorities, wherein acquiring new books will not be of prime importance (Araujo &Acosta, 2011).

Table 13 illustrates the result of the test of relationship between respondents' reading comprehension level and their academic performance. Table reveals that academic performance correlates significantly with respondents' reading comprehension level. This result indicates that a person's reading aptitude affects his or her academic success.

Table 13
*Result of the Test of Relationship between Respondents' Reading Comprehension Level and their Academic Performance*

| Variable Correlated | Test Values | | Sig |
| --- | --- | --- | --- |
| | Computed | p-value | |
| Academic Performance | r = 0.217 | 0.008 | S |

S - Significant
NS - Not Significant

The result in Table 13 is unsurprising, as Cimmiyotti (2013) contends that reading is an integral part of every educational process as all subjects involve reading; it makes learning an enjoyable activity which fosters the drive to acquire more knowledge (Cullinan, 2000).

In their study, Ercikan el at (2015) proved that reading proficiency has a strong positive correlation with Mathematics and Science abilities. Aside from this claim, Vilenius-Tuohimaa et al. (2008) asserted that students who are proficient in reading also perform very well on general tests, which cut across all academic fields. Finally, the research presented supports the idea that instilling a love of reading is the key that unlocks the door to lifelong learning (University of Rochester, 2019).

Table 14 reflects the result of the test of relationship between respondents' reading comprehension level and their ethnic affiliation. Table shows that none of the respondents' ethnic affiliations significantly correlate with their reading comprehension.

Table 14.
*Result of the Test of Relationship between Respondents' Reading Comprehension Level and their Ethnic Affiliation*

| Variable Correlated | Test Values | | Sig |
| --- | --- | --- | --- |
| | Computed | p-value | |
| Ethnic Affiliation | | | |
| Ayangan | r = 0.160 | 0.150 | NS |
| Bago | r = 0.009 | 0.910 | NS |
| Bicolano | r = 0.040 | 0.624 | NS |
| Gaddang | r = -0.029 | 0.723 | NS |
| Ifugao | r = 0.102 | 0.212 | NS |
| Ilocano | r = -0.008 | 0.920 | NS |
| Ibanag | r = -0.056 | 0.497 | NS |
| Isinai | r = -0.002 | 0.983 | NS |
| Itneg | r = -0.022 | 0.792 | NS |
| Kalanguya | r = -0.075 | 0.363 | NS |
| Kankanaey | r = 0.164 | 0.440 | NS |
| Kalinga | r = -0.053 | 0.521 | NS |
| Kapampangan | r = 0.040 | 0.624 | NS |
| Maranao | r = -0.084 | 0.308 | NS |
| Tagalog | r = 0.102 | 0.214 | NS |
| Tuwali | r = 0.097 | 0.237 | NS |

S - Significant
NS - Not Significant

In addition, this study agrees with Pickens (2016) who revealed no impact of sociocultural factors on reading and no significant association between racial association and reading comprehension growth.

The results intertwine with the claims of Brunette et al. (2019) in their study entitled "Reading achievement in the Philippines: The role of language complexity" that all Filipino children can learn to read (or fail to learn) despite the complexity of L1 (first language). Linear regression results show that there are other factors more strongly associated with reading achievement including socio-economic status.

Table 15 reflects the result of the test of relationship between respondents' reading comprehension level and the availability of multimedia resources at home. Table illustrates that not all Multimedia Resources affect reading comprehension. According to the findings, only smartphones, laptops, and books significantly correlate with respondents' reading comprehension. This result means that reading on a smartphone, laptop, or book may help improve reading comprehension.

Table 15
*Result of the Test of Relationship between Respondents' Reading Comprehension Level and the Availability of Multimedia Resources at Home*

| Variable Correlated | Test Values | | Sig |
| --- | --- | --- | --- |
| | Computed | p-value | |
| Availability of Multimedia Materials at Home | | | |
| Smartphone | r = 0.196 | 0.016 | S |
| Basic Phone | r = -0.098 | 0.233 | NS |
| Desktop Computer | r = 0.049 | 0.548 | NS |
| Laptop | r = 0.270 | 0.001 | S |
| i-Pad/ Tablet | r = 0.079 | 0.335 | NS |
| Radio | r = -0.026 | 0.751 | NS |
| Books | r = 0.237 | 0.003 | S |
| Magazines | r = -0.035 | 0.669 | NS |

S - Significant
NS - Not Significant

The impact of smartphone, laptop and books was emphasized by Pathan et al. (2021) in their study that revealed that the employment of multimedia (computer-integrated resources including images, audio, videos, graphics, animation on one platform) in the reading comprehension class proved useful which scaffolded the process of texts' understanding effectively.

Moreover, Mobile Assisted Language Learning presented by Romero et al. (2010) highlighted that it is the next step in the evolution of educational technology, reflecting digital convergence of mobile technology and e-learning. Narafshan (2016) found that learners favor reading comprehension via mobile phones due to the convenience facilitated by its portability and accessibility.

In addition to the use of books, the process of comprehension driven by interesting features of multimedia gets the students to rely on different learning modes to build mental images and decipher the written text well (Samat & Aziz, 2020).

Table 16 shows the result of the test of relationship between respondents' reading comprehension level and their parents' involvement in their reading activity. Table further shows that Parents' involvement has no significant relationship with the respondents' reading comprehension level.  This finding implies that parental involvement in the reading comprehension of high school students has no effect.

Table 16
*Result of the Test of Relationship between Respondents' Reading Comprehension Level and their Parents' Involvement in their Reading Activity*

| Variable Correlated | Test Values | | Sig |
| --- | --- | --- | --- |
| | Computed | p-value | |
| Parents' Involvement in their Reading Activity | r = -0.119 | 0.146 | NS |

S - Significant
NS - Not Significant

While the result validates the null hypothesis of this study, it also contradicts related studies presented in this study by Magaan (2021), Ocampo (2015), Silinskas et al. (2012), and Cline (2001), which claimed that parental involvement can have a positive impact on a student's education and is linked to learners' reading ability and comprehension.

On the other hand, Mayhall-Andrews (2018), in a similar study, found no significant association between parental involvement and high school children's reading scores using the Pearson product-moment correlation analysis. Gulas (2010) observed the same finding, indicating that there is no link between parental participation and reading comprehension test scores.

The result is also in favor of what Villeger (2020) mentioned in a book entitled Parenting that parents usually lack the necessary content knowledge and pedagogical skills. Second, impulsiveness is higher in family than in school, which easily can result in conflicts. Research showed that conflicts arise more frequently in families with struggling students (who need help most), sometimes due to bad grades or excessive academic expectations. "Teaching-learning" situations are considered atypical at home and may disrupt sensitive parent-child relations if they occur too regularly with conflicts. Finally, conflicts with parents can even have a negative impact on the child's achievement.

Table 17 illustrates the result of the test of relationship between respondents' reading comprehension level and their exposure to multimedia resources per day. While this study discovered that cellphones, laptops, and books have a substantial link with reading comprehension, Table 17 shows that respondents' exposure to these Multimedia Resources has no significant relationship with their reading comprehension.

Table 17
*Result of the Test of Relationship between Respondents' Reading Comprehension Level and their Exposure to Multimedia Resources per day*

| Variable Correlated | Test Values | | Sig |
| --- | --- | --- | --- |
| | Computed | p-value | |
| Exposure to Multimedia Resources per day | r = -0.098 | 0.232 | NS |

S - Significant
NS - Not Significant

This indicates that the length of exposure to these multimedia materials has no bearing on one's reading comprehension.

This finding is supported by Suosa et al. (2017) in their study on the effect of multimedia use on the teaching and learning, that the use of multimedia resources did not have the expected effect on student learning when assessing knowledge and application outcomes. However, their inclusion was beneficial and not detrimental to student learning.

## 4. Conclusion and Recommendations

The following are some conclusions that can be drawn from the salient findings of the study:

1. Female students outnumber males in this study. In addition, most of the respondents are living in poverty, earning less than Php 10,956 per month and parents with only a high school diploma as their highest educational attainment accounts for more than half of the respondents. Ilocanos make up the vast majority, with Tagalogs accounting for only half of the respondents. Most student-respondents received a Satisfactory (S) or Very Satisfactory (VS) grade. Their device of choice is the smartphone. Only about a quarter of them have basic phones or laptop computers. Meanwhile, 15% have books in their homes. The majority of the respondents said their parents sometimes help them with their reading activities. 13.3% never received help from their parents. Most student respondents are exposed to these multimedia resources for only 6 hours or less daily.

2. Almost all student-respondents are under *Frustration level*. This implies that most students find reading materials so difficult that they cannot successfully respond to them. Hence, they need reading intervention.

3. The study reveals that family monthly income, parents' educational attainment, academic performance, and the availability of smartphones, laptops, and books at home significantly correlate with the respondents' reading comprehension. This means that a student whose parents have higher educational attainment, sufficient family income, access to multimedia resources, and superior academic performance may perform better in reading comprehension.

Based on the findings and conclusions of the study, the following actions are hereby recommended:

1. The alarming numbers indicating students' frustration level in reading comprehension shall serve as a wake-up call to not only teachers, but also school administrators, and other stakeholders to take action. Following the results, teachers may implement a comprehensive reading intervention program that will serve as a Continuous Improvement Program (CIP), a methodology for continuously assessing, analyzing, and acting on the performance improvement of key processes while focusing on both customer needs and desired performance. School administrators shall invest in the training of teachers in developing digital and print reading resources, as well as in the production and procurement of reading materials and ICT facilities that are accessible to all readers. Stakeholders like Local Government Units (LGUs) shall also establish/ sustain reading centers where teachers can meet struggling readers, most especially those in remote areas.

2. Grouping students by gender and ethnicity is discouraged since it might lead to discrimination and unhealthy competition between males and females across cultures, and between those who live in highland and lowland areas. For example, females being better readers than boys, should not be emphasized. Prejudices like these are not tolerated. Hence, a gender- and culturally sensitive reading environment must always be fostered.

3. Reading must be intensified in the delivery of the curriculum. Reading should be integrated across all learning areas as it improves students' academic performance. Hence, all teachers, not only English/Filipino teachers, must be concerned about the reading abilities and needs of their students. Furthermore, science concepts and social studies themes should not be the only focus of Phil-IRI passages in English and Filipino. Integration and revalidation are suggested as reading passages must come from different learning areas.

4. Various methods have been introduced because of the pandemic to ensure learning continuity. These techniques could be used in reading intervention as well. Reading teachers could design e-learning resources such as audio-video reading lessons that can be accessed via smartphones/laptops, online/offline, anytime, anywhere, with or without parental assistance, but under the guidance and supervision of the reading teacher.

5. Economic status, parents' educational attainment and availability of reading materials at home intertwined. Hence, reading programs should focus primarily on students who are living in poverty. Reading teachers should reach out to them in

various ways and ensure that they have access to reading resources, particularly for those who do not have access to the internet at home. Collaboration with government and non-government organizations (NGOs) is also encouraged to serve the needs of struggling readers.

6. The findings of this study can be used to undertake further research. After its implementation, the efficacy and impact on student reading levels of the reading remediation program proposed in this study are open to assessment for efficacy and effects on students' reading levels. A comparative study can also be done if results on the significant relationship between the variables presented in this study and reading comprehension are consistent with their study. Future studies that want to investigate students' reading levels further may include oral and listening comprehension.

7. A reading intervention program proposal entitled "Project ASPIRE" was designed and developed based on the results of this study to enhance students' reading level and address their needs.

Project ASPIRE shall act as a complete reading intervention program, responsible for providing reading teachers with the knowledge and data they will need to understand students' reading comprehension and meet the needs of struggling readers. The program shall train teachers in the creation of printed and digital reading resources that can be accessible in a variety of media, whether online or offline. Reading materials must also integrate content across learning areas. The program shall also involve education stakeholders to address the needs of struggling readers, particularly those who live in poverty.

**References:**

Babuder, M. K., & Kavkler, M. (2014). The latent structure of reading comprehension problems in pupils living in poverty. *Hrvatska Revija za Rehabilitacijska Istrazivanja*, *50*(1),1+. https://link.gale.com/apps/doc/A431443688/AONE?u=anon~b5c29507&sid=googleScholar&xid=01708f46

Bernardez, E. B. (2007). *Developmental Reading 1*. Manila Mindshapers.

Brunette, T. (2019). *Reading achievement in the Philippines: The role of language complexity*. US AID (From the American People). https://pdf.usaid.gov/pdf_docs/PA00XBQ4.pdf

Cabardo, J. R. (2015). *Reading Proficiency Level of Students: Basis for Reading Intervention Program*. DepEd-Hagonoy National High School.

Cimmiyotti, C. B. (2013). *Impact of reading ability on academic performance at the primary level*. Dominican University.

Cline, Z. (2001). *Reading Parties: Helping Families share the joy of Literacy*. In Reading Teacher.

Conger, R. D., & Donnellan, M. B. (2007). *An interactionist perspective on the socioeconomic context of human development.* https://doi.org/10.1146/annurev.psych.58.110405.085551

Cullinan, B. E. (2000). Independent Reading and School Achievement. *Research Journal of the American Association of School Librarians.* https://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol3/SLMR_IndependentReading_V3.pdf

Davis-Kean, P. E. (2005). The Influence of Parent Education and Family Income on Child Achievement: The Indirect Role of Parental Expectations and the Home Environment. *Journal of Family Psychology,* 19(2), 294–304. https://doi.org/10.1037/0893-3200.19.2.294

Department of Education. (2018). *The Philippine Informal Reading Inventory Manual 2018.* DepEd – BLR.

Department of Education. (2019). *PISA 2018 National Report of the Philippines.* https://www.deped.gov.ph/wp-content/uploads/2019/12/PISA-2018-Philippine-National-Report.pdf

Ercikan, K. (2014). Reading Proficiency and Comparability of Mathematics and Science Scores for Students From English and Non-English Backgrounds: An International Perspective. *International Journal of Testing.* https://doi.org/10.1080/15305058.2014.957382

European Union. (2012). *EU High Level Group of Experts on Literacy.* https://ec.europa.eu/assets/eac/education/policy/school/doc/literacy-report_en.pdf

Flippo, R. (2013). *Assessing Readers: Qualitative Diagnosis and Instruction, Second Edition*. https://doi.org/10.4324/9780203118825

Gulas, S. (2010). *The Impact of Parent Involvement on Reading Comprehension Test Scores of Fourth-Grade Students.* Goucher College. https://mdsoar.org/bitstream/handle/11603/2822

Hoover, W. (1990). The Simple View of Reading. *Reading and Writing: An Interdisciplinary Journal.*

Horizons Warner School of Education University of Rochester. (2019). *Why Read?.* https://www.rochester.edu/warner/horizons

Inquirer Research. (2021). 58% of Filipino students used devices for distance learning – SWS. *Philippine Daily Inquirer.*

Juan, R. S. (2019). Philippines lowest in reading comprehension among 79 countries. *Philippine Star.*

Lase, D. (2022). Parents' perceptions of distance learning during COVID-19 in rural Indonesia. *Journal of Education and Learning (EduLearn).*

Loveless, T. (2015). *Girls, boys, and reading.* Brookings Institution. https://www.brookings.edu/research/girls-boys-and-reading/

Magaan, E. C. (2021). The Impact of Parents' Involvement Using Online Platforms in Improving Learners'. *International Journal on Integrated Education.* https://media.neliti.com/media/publications/344214-the-impact-of-parents-involvement-using-33968c21.pdf

Mapa, D. S. (2021*). Proportion of Poor Filipinos Registered at 23.7 Percent in the First Semester of 2021.* Philippine Statistics Authority .

Mayhall-Andrews, F. A. (2018). *The Relationship of Parental Involvement and Reading Achievement of Ninth-Grade Students.* Walden University Scholar Works. https://scholarworks.waldenu.edu/cgi/

Moody, R. (2022). *Screen Time Statistics: Average Screen Time in US vs. the rest of the world.* comparitech. https://www.comparitech.com

Myrberg, E. (2009). Direct and indirect effects of parents' education on reading achievement among third graders in Sweden. *British Journal of Educational Psychology.* https://doi.org/10.1348/000709909X453031

Narafshan, M. H. (2016). A Study on the Impact of MALL (Mobile Assisted Language Learning) on EFL Learners' Reading Comprehension. *International Journal of English Language Teaching* .

Nueva Vizcaya. (n.d.). *Nueva Vizcaya Historical Backrgound.* https://nuevavizcaya.gov.ph/historical-background/

Ocampo, L. D. (2015). The Positive Effect of Parental Involvement on a Student's Education. *Sun Star Pampanga*. https://www.pressreader.com/philippines/sunstar-pampanga

OECD. (2019). *PISA 2018 Results*. https://www.oecd.org/pisa/publications/pisa-2018-results.htm

Pathan, H. (2021). *Impacts of multimedia gloss on Learning Reading Comprehension in ESL context*. https://doi.org/10.17051/ilkonline.2021.03.22

Perez, A. (2021). COVID-19, reading proficiency among pressing PH education issues: gov't agencies. *ABS-CBN News*. https://news.abs-cbn.com/spotlight

Pickens, T. (2016). The Impact of Race and Socioeconomic Status on the Reading Comprehension Growth Trajectories of Adolescents. *ERIC*.

Reysio-Cruz, M. (2019). More women in HS, college than men in PH, says report. *Philippine Daily Inquirer*.

Rivas, R. (2021). Pandemic pushes 26.1 million Filipinos to poverty. *Rappler*.

Samat, M. S. Bin A., & Aziz, A. A. (2020). A Systematic Review on Multimedia Learning and Its Potential in Teaching Reading Comprehension in Malaysia. *International Journal of Academic Research in Progressive Education and Development*.

San Juan, R. S. (2019). Philippines lowest in reading comprehension among 79 countries. *Philippine Star*.

Sornito, I. (2020). 'Frustration Level': 42K Iloilo learners have reading problem. *Panay News*. https://www.panaynews.net/frustration-level-42k-iloilo-learners-have-reading-problem/

Solano High School. (2022). *Solano High School Basic Education-Learning Continuity Plan (BE-LCP)*.

Sousa, L. D. (2017). *The effect of multimedia use on the teaching and learning of Social Sciences at tertiary level: a case study*. https://doi.org/10.17159/2223-0386/2017/n17a1

Study International. (2019, December 5). *PISA 2018 results show that youth reading skills must improve worldwide*. https://www.studyinternational.com/news/pisa-2018-reading-skills-improve-worldwide/

Taleon, V. G. (2020). *Project REACH ME Primer.* Solano High School.

Teacher Task Force on the Role of Parents in Blended Learning. (2019). *Parent-Teacher Partnerships.* Varkey Foundation. https://www.varkeyfoundation.org/what-we-do/research/parent-teacher-partnerships

Tech & Learning. (2016). *Reading is the Most Critical 21st Century Skill.* https://www.techlearning.com/miscellaneous/reading-is-the-most-critical-21st-century-skill

The Report: Philippines (2019). *Education and Research.* Oxford Bussiness Group. https://oxfordbusinessgroup.com/philippines-2019/education-research

The University of Stavanger (2017). *Are girls really better at reading than boys, or are the tests painting a false picture?* https://www.sciencedaily.com/releases/2017/01/170118103354.htm

Tomas, M. , Villaros, E. and Galman, S. (2021) The Perceived Challenges in Reading of Learners: Basis for School Reading Programs. *Open Journal of Social Sciences*, 9, 107-122. doi: 10.4236/jss.2021.95009.

UNESCO Information Statistics (2021). *Educational attainment, at least completed primary, population 25+ years, female (%) (cumulative) - Philippines.* The World Bank. https://data.worldbank.org/indicator/

University of Utah Reading Clinic. (n.d.). *Reading Levels.* https://uurc.utah.edu/General/ReadLevels.php

Vilenius-Tuohimaa, P. A. (2008). The association between mathematical word problems and reading comprehension. *In Educational Psychology.*

Villiger, C. (2020). Benefits and Constraints of Parent Involvement in Children's Reading Promotion: General Research Trends and Evidence from a Swiss Paired Reading Intervention Study. *Parenting.* https://doi.org/10.5772/intechopen.93136

Vlachos, F. (2015). *Effect of Age and Gender on Children's Reading Performance: The possible neural underpinnings.* Congent Psychology.

# ICALLE 2023

### 4th International Conference on
### Applied Linguistics and Language Education

# WORLD ENGLISHES

# Translation of Selected Tag-Ilaya Sugidanon of Akeanon Bukidnon

**Ana Mae D. Macaya**
Bakhaw Norte Integrated School
anamae.dolinog@deped.gov.ph

**Abstract.** Sugidanon is one of the oral literatures that served as one of the bearers of the culture of the IP Communities in Libacao. It is considered as a heritage yet it has dwindled in popularity and become a waning cultural tradition. This study aimed to collect and translate the Tag-Ilaya Sugidanon into the Target Language (TL) – the English Language – using Nida's Translation Procedure. Consequently, this study also aimed towards the preservation of the culture and share it to the future generations by producing a Sugidanon book. It involved the selected Indigenous People from IP Communities of Barangays Manika, Oyang and Dalagsaan who are bearers of the Akeanon-Bukidnon Sugidanon. Through interview and recording, fifteen (15) sugidanons were gathered. These sugidanons have similarities in terms of value focus, origin-focus, and culture-focus. The translation process involved textual analysis, emphasizing semantic equivalence. There were words and expressions that were not translated to the target language to preserve the ethnic background and cultural color.

**Keywords:** Sugidanon, common Tag-Ilaya Sugidanon, semantic analysis, themes

## 1. Introduction

## 1.1 Background of the Study

Oral literature plays an important role in preserving culture. It is a form of verbal art that is conveyed orally or delivered by word of mouth, such as ceremonial texts, curative chants, epic poems, musical forms, folk tales, creation tales, songs, myths, spells, legends, proverbs, riddles, tongue-twisters, word games, recitations, life histories, or historical narratives. It contains beliefs, values, skills, intelligence, and the society's past, all of which contribute to the realization of human identity.

The passing down of oral literature from one generation to the next frequently relied on local languages as the medium for conveying specific cultural knowledge. Therefore, when elders pass away or livelihoods are disrupted, the transmission chain is severed, and the oral traditions embedded in these spoken forms can be lost irreversibly.

According to Magos (1995), oral literature is now in its twilight in the age of globalization and the third millennium due to changes in the social and cultural climate. Binanog dance, gong beating, and storytelling (sugidanon) are no longer performed at traditional wedding feasts where relatives gather. With the advancement of technology and the availability of electricity, even the most remote place now has a radio or

television to entertain them instead of an oral literature. Furthermore, continuous contact with lowlanders as well as the presence of an English-taught primary school have alienated the Bukidnon from their traditional culture.

Schott (1998), also stated that rapid socio-cultural change as well as audio-visual illiteracy encouraged by modern mass media such as radio, television and the internet are threatening the survival of oral traditions in many places today. The way of life as well as the beliefs of the new generations were affected and changed.

Libacao, a Municipality in the Province of Aklan is where the Indigenous Community and Ancestral Domain of Akeanon-Bukidnon tribe can be found is rich in oral literature. One of those is the "sugidanon", a Kinaray'a word which means "to tell" or a long verbal narrative also known as storytelling. As stated in Magos' article about Kinaray-a, Hiligaynon, Ilonggo and Aklanon Speaking People, she mentioned that some of the Aklanon speaking people has an influence of a 'Kinaray-a' because Aklan, Antique, Capiz and Iloilo were neighboring provinces.

The sugidanon of the Indigenous People of Libacao form a significant treasury in the lives of all members of their community. It serves as a symbol of their community's values, ideals, beliefs, history, and worldview, aiding in the preservation of their identity. However, this sugidanon is only circulating within their culture and its meaning is still limited since it is only shared by them. Lowlanders have little knowledge of it due to the absence of the language or translation into a widely understood language.

This calls that one must take an action in preserving this sugidanon and make it known to Aklan and other provinces. There are various ways on how to preserve or study these "sugidanon" and one of these is through translation.

Translation is the process of making the meaning of a text from one language or the source language into another language in the manner intended by the author. As stated by Nnamani and Amadi (2015), translation is essential in the exchange of information, the communication of meaning, and the exchange of human experiences. Through translation, the text's knowledge and ideas can spread through languages and cultures. Thus, this study aimed to collect the sugidanon that is endemic among the Indigenous People of Libacao and translate these sugidanon into the target language (TL) – English Language. This also aimed to preserve the culture and share it to the future generations by producing a written record through a "Sugidanon" book.

## 1.2 Research Questions

This study generally aimed to translate, record, process and preserve the Tag-ilaya Sugidanon of Akeanon-Bukidnon of Libacao into English language using the technical translation procedures of Nida (1964).

Specifically, the researcher sought to answer the following questions:

1. What are the characteristics and purposes of selected tag-ilaya sugidanon?

2. What are the semantics of Tag-Ilaya Sugidanon based on geographical location according to Nida's translation procedure?

3. What are the common themes of selected Tag –ilaya Sugidanon?

Consequently, a book of sugidanon which includes the Tag-Ilaya Sugidanon and the English Translated Tag-ilaya sugidanon is the output of this study. It can be utilized by the IP Learners as well as the learners in Grade 1 to 3.

## 1.3 Significance of the Study

This study has significant implications for various groups and stakeholders. It offers a window into Indigenous Peoples' culture through the collection of sugidanon, appealing to literary-culture enthusiasts and fostering an appreciation for Aklan's unique heritage. It serves an educational purpose by enlightening the younger generations in the Akeanon-Bukidnon Community about the importance of sugidanon, helping them connect with their cultural roots. Additionally, it sheds light on Aklanon ancestral history, strengthens ties to tradition, and aids organizations like the National Commission on Indigenous Peoples and the Provincial Government of Aklan in preserving and promoting IP culture. Moreover, the study's findings can enhance education programs, provide instructional materials for teachers, and deepen students' understanding of Aklan's cultural heritage. In summary, this study has the potential to inspire, educate, and preserve a rich cultural legacy for future generations, benefiting diverse audiences and researchers alike.

## 2. Methodology

This chapter presents the research method used in the study, research design, participants of the study, and data analysis.

## 2.1 Research Design

This study employed qualitative research, specifically textual analysis, to understand sugidanon. The researcher used the repetition method of thematic analysis to identify themes in the sugidanon. The researcher's role involved data collection through interviews, translation of source materials into English, and facilitating the validation process.

## 2.2 Participants of the Study

This study involved nine participants from the Indigenous People communities in Barangays Manika, Oyang, and Dalagsaan, who are bearers of the Akeanon-Bukidnon Sugidanon. These participants shared their sugidanon stories, which they learned from their families and community elders. The sugidanons were passed down through generations, serving as entertainment and bedtime stories for the younger members. However, as time passed, some of these sugidanons were forgotten or became unclear. The participants ranged in age from 33 to 90 years old, with each contributing their unique stories to the study, providing valuable insights into the cultural heritage of their community.

## 2.3 Data Gathering Procedure

To gather Sugidanon, Tribal Chieftains were approached to identify individuals within their communities possessing Sugidanon. Indigenous People (IP) were then engaged to establish rapport and secure their participation consent. Additional Sugidanon sources were sought through IP referrals, and interviews were recorded for reference during the translation process. Utilizing Nida's translation procedure, collected Tag-Ilaya Sugidanon underwent translation, with a focus on semantic equivalence between the source (Tag-Ilaya) and target (English) languages. The translated Sugidanon were further categorized by themes. To ensure semantic correctness, verification and corrections were made by the IP community, and input was gathered from language experts. Finally, an external language specialist validated the research output.

## 2. 4  Data Analysis

Textual analysis was employed to interpret key informant responses and shared Sugidanon, aiming to identify the characteristics and purposes of common Tag-Ilaya Sugidanon. The translation process involved adapting Nida's translation procedure, with a focus on semantic equivalence. Thematic analysis was then utilized to identify themes within the translated Sugidanon. This was achieved through the word repetition method, involving repeated text reading, identification of common themes among informants' responses, and tabulation using table coding. To ensure data validity, triangulation techniques were applied, including member checks, detailed descriptions, peer reviews, and an external audit by a language specialist who was not involved in the initial analysis. The translated Sugidanon was subsequently presented as an instructional material.

## 3. Results and Discussion

This study investigated the characteristics and purposes of the Tag-ilaya sugidanon of Libacao, the semantic analyses of the Tag-ilaya Sugidanon using Nida's Translation Procedure and the common themes of the translated sugidanon.

## 3.1 Characteristics and Purpose of Tag-Ilaya Sugidanon

Tag-Ilaya Sugidanon serves as a crucial vessel for preserving indigenous traditions, encompassing beliefs, practices, history, and culture. It is learned through memorization of plots, characters, and storytelling skills. This oral tradition distinguishes itself through its storytelling style, diverse genres (fable, myth, tale, non-fiction), utilization of duyan (rattan hammock), generational transmission, and it is freely shared among community members. However, it faces challenges due to modernization, technology, and shifting priorities among the younger generations, leading to its decline. This decline aligns with Magos' (1995), findings, who noted that epic chanting, similar to sugidanon, is fading due to inroads of modernization and external influences.

The purposes of Tag-Ilaya Sugidanon are multifaceted. Firstly, it serves as a means to transmit indigenous beliefs, including the existence of elementals, conception practices, and courtship traditions, preserving these cultural aspects for future generations. Secondly, certain sugidanon stories are used to scare children, preventing them from wandering in the dangerous surroundings by depicting man-eating monsters. Additionally, sugidanon is a tool to lull children to sleep, as the engaging narratives lead to tiredness and slumber. Lastly, many sugidanons impart valuable life lessons, often featuring characters like Ilohon or orphans who embody wisdom and adherence to elders' teachings, emphasizing the significance of listening to and respecting the wisdom of the community's elders.

## 3.2  Semantics of Tag-Ilaya Sugidanon

The semantics of Tag-Ilaya Sugidanon were explored through the application of Nida's Translation Procedure, with a clear focus on rendering these narratives accessible to a broader readership.

Based on the gathered data, the sugidanon reveals distinctive linguistic features within the Aklanon-bukidnon Tag-ilaya dialect, characterized by unique fillers like "anay pa," "man-a," "daang," and "pagkatapos." "Anay pa" serves as a common introductory phrase at the outset of a story and during transitions, devoid of specific meaning but setting the narrative tone. "Man-a" effectively conveys characters' thoughts and emotions, functioning similarly to the attribution "he/she said that." "Pagkatapos" signifies chronological sequence, skillfully portraying the narrative flow, while "Daang" habitually initiates sentences or stories, bearing no explicit meaning but serving as a linguistic convention. Furthermore, the reuse of Hispanic names such as Juan, Pedro, Felipe, Maria, Isabel, and Catalina for human characters across different sugidanon stories signifies a deeply entrenched traditional naming practice. Notably, many sugidanons prominently feature orphaned protagonists who exemplify qualities of independence, respect, and determination, underlining the importance of self-sufficiency in the absence of parental support. These interwoven linguistic and thematic elements enrich the cultural significance of Tag-Ilaya Sugidanon.

In presenting the summary of the translated sugidanon, Table 1 presents the Tag-Ilaya Sugidanon narratives, encompassing their titles, geographical origins, and synopses. These narratives serve as a cornerstone in preserving the cultural heritage and traditions of the Indigenous Peoples (IP) communities within Oyang, Manika, and Dalagsaan, reinforcing their cultural identity and legacy.

Table 1

*Synopses of the Translated Tag-Ilaya Sugidanons*

| Title of Sugidanon | Location | Synopsis |
|---|---|---|
| Sugidanon 1. **Si Baonhon ag Si Amoon (The Turtle and the Monkey)** | Manika and Dalagsaan | The story "Si Baonhon ag Si Amoon" (The Turtle and the Monkey) is a fable similar to the well-known tale "The Monkey and the Turtle." It has different versions in Barangays Manika and Dalagsaan. While both versions involve a monkey seeking revenge against a turtle, they differ in how they punish the turtle. In Dalagsaan's version, the monkeys try to harm the turtle, but the clever turtle avoids harm. In Manika's version, the monkeys bully the turtle without causing harm. Despite these differences, all three versions end with the turtle escaping the monkeys. They share a common moral lesson: not being greedy and betraying friends for food. |
| Sugidanon 2. **Si Banag ag si Usa (The Snail and the Deer)** | Oyang | The story follows a snail's ambition to explore the land, leading to a race with a boastful deer. The snail consistently outwits the deer, who loses his bile when encountering rattan vines, resulting in their bitterness. The tale teaches humility and warns against jealousy while explaining the origin of bitter rattan vines. |
| Sugidanon 3. **Si Banag ag si Atataro (The Snail and the Caterpillar)** | Oyang | In this poignant tale, a snail and a caterpillar, a loving couple, set out to collect vegetables one day when an unexpected rainstorm strikes. As the rain intensifies, the caterpillar begins to feel the cold, prompting her decision to return home. Concerned for her safety, the snail advises her to be cautious. When the caterpillar arrives home, she desperately seeks warmth, only to find an empty wood-burning stove. Determined to create a fire, she manages to light it and sits on the stove to ward off the cold. Tragically, her proximity to the flames causes her to melt and vanish. The snail, meanwhile, returns home and searches eagerly for his beloved wife. His calls go unanswered, and he frantically looks for her throughout the house. His heart sinks when he discovers a fire burning in the kitchen stove and utters the heartbreaking realization that his wife has melted |

| | | and disappeared. Overwhelmed by grief, he weeps uncontrollably, resulting in his body parts protruding from his shell. This poignant narrative explores themes of love, loss, and the profound impact of unexpected tragedies. |
|---|---|---|
| Sugidanon 4.<br><br>**Mowa ag Tatlong Ka Bata (Mowa and the 3 Siblings)** | Oyang | In this captivating myth, three maltreated siblings embark on a journey marked by hunger and neglect at the hands of their parents. As they wander, they stumble upon a 'batwan' tree, a beacon of hope in their dire situation. Their quest for food takes an unexpected turn when a wild boar threatens their bounty. Through resourcefulness, they outwit the boar and secure a prized feast. However, their triumph is short-lived as they lack the means to cook the wild boar. Their quest leads them to 'Mowa,' a mythical creature with peculiar features. The siblings cleverly steal firewood from the slumbering Mowa, setting in motion a series of events that culminate in humor and a satisfying resolution. This myth not only narrates a fascinating tale of survival but also offers an explanation for the unique phenomenon of the 'bayongbong' tree's intertwining growth. Furthermore, it introduces Mowa, a mythical character with an appetite for humans, adding an intriguing layer to the narrative's cultural significance. |
| Sugidanon 5.<br><br>**Aswang nga si Makabagting (Makabagting: An Aswang)** | Oyang | In this myth, the sinister 'aswang' plays a central role as Buyong Paiburong's daughters, Ayon and Suranggaon, face dire consequences following their father's unwitting confrontation with the 'aswang' Makabagting. This malevolent creature demands retribution for stolen cotton and threatens to sacrifice the binukot daughters during the full moon, underscoring the enduring belief in the power of mythical beings. The narrative also sheds light on the 'binukot' practice in the IP Culture and underscores the significance of protective rituals like 'sagda,' involving offerings to ward off malevolent forces. The use of incense in these rituals adds a mystical element, symbolizing protection for the community against supernatural threats. Additionally, the tale introduces the 'talibong' as an emblem of bravery within the IP Community, further emphasizing themes of courage, familial devotion, and the vital role of rituals in preserving harmony and safeguarding against otherworldly dangers. |
| Sugidanon 6.<br><br>**Ap-at Nga Bata Ni Kwatro (Four Sons of Kwatro)** | Oyang | In this Sugidanon, a mother's influence on her children's abilities through "panamkon" is showcased as Kwatro's wife's experiences during pregnancy shape their four sons' unique talents. The story also introduces the 'buruha,' a forest-dwelling figure challenging the sons to wrestling matches for |

| | | |
|---|---|---|
| | | food. Tarubangi, the weakest, cleverly outsmarts the 'buruha.' This narrative reflects the cultural belief in maternal influence and highlights courtship traditions as Kwatro overcomes challenging tasks to win his prospective father-in-law's approval, providing insight into the depicted culture's customs and practices. |
| Sugidanon 7. **Si Ilohon (The Foolish Orphan)** | Manika | In this Sugidanon, a young orphan named Ilohon, living in a straw house on a lone mountain, struggles with hunger, eating his straw abode. A magical fish, Pusong, offers to help and transforms his house into a comfortable stone dwelling, but Ilohon finds it too hot. He asks to return to his original straw house, which the fish grants. Later, Ilohon falls for Pusong's trick and ends up locked in a pigsty. When villagers mistake him for the notorious liar Pusong, they throw him into the water, leading to Ilohon's tragic death as a result of impulsive choices. This story serves as a cautionary tale about the consequences of thoughtless actions. |
| Sugidanon 8. **Si Ilohon nga Hari (The Orphan King)** | Dalagsaan | In this story, a destitute orphan trades his last three pesos with an elderly woman for three valuable lessons: staying up late, keen observation, and ambition. Following her guidance, he becomes a witness to a kingdom's events, including suitors vying for the king's virtuous daughter. Using his newfound skills, he cleverly unravels a murder mystery, leading to his marriage to the princess and his eventual rise to become king. This tale underscores the orphan's journey from poverty to royalty, emphasizing the wisdom passed down by the old woman's three words and the important lesson of heeding elders' teachings for success in life. |
| Sugidanon 9. **Mamiloto** | Oyang | Mamiloto, a poor young man in love with the king's daughter, faces a series of impossible tasks set by the king to prove himself worthy. With the help of animals, he accomplishes each task, from clearing a field without a bolo to harvesting rice without baskets and sickles. However, when he succeeds in fetching water using a specially wrapped basket, the king, driven by greed, tricks Mamiloto into falling off a cliff, leading to his tragic demise. This story underscores the theme of deceit and betrayal while showcasing the courtship tradition of proving one's worthiness through challenging tasks, with the aid of animal helpers, in order to marry the king's daughter. |
| Sugidanon 10. **Si Ilohon nga may Amigong Amo (The** | Oyang | In this tale of courtship and magical assistance, an orphan seeks to marry the King's daughter, Dona Maria. To prove his worthiness, the King sets him a challenging task - to provide a lavish feast for the wedding. With the help of a clever |

| | | |
|---|---|---|
| Orphan and His Monkey Friend) | | monkey, the orphan accomplishes this feat. The monkey, who possesses a ladle with magical powers, conjures a grand banquet, impressing the King and the wedding guests. After the wedding, the monkey returns the ladle to the King and bids farewell, leaving behind a magical cloth for the orphan to use when in need. This story highlights the theme of resourcefulness in courting and the magical elements that aid the protagonist in fulfilling the courtship tradition's demands. |
| Sugidanon 11.<br><br>**Pokro nga Gamhanan nga Prinsesa (Pokro: A Magical Princess)** | Oyang | In this tale, a humble couple's longing for a child is unexpectedly answered when the wife gives birth to a unique protrusion named Pokro. As Pokro grows, it reveals a mysterious voice and becomes part of their daily life. One day, three men discover Pokro in a river and uncover the radiant princess Maria hidden within. A mischievous prank temporarily separates Maria from her protuberance, leading to her revealing her true identity. She rewards her parents with wealth and happiness, and Don Juan seeks her hand in marriage, highlighting the transformative power of love and kindness. |
| Sugidanon 12.<br><br>**Prinsepeng Tabag (The Bird Prince)** | Oyang | "The Bird Prince" revolves around a wealthy king's belief in palmistry, where the lines on his children's palms dictate their destinies. Doña Maria, seen as a bearer of misfortune due to her palm, faces the threat of being cast into the sea by her brothers on her father's orders. However, they cannot go through with it, and Don Felipe helps Maria escape to a distant shelter, where she befriends a seabird that is, in reality, a Prince in disguise. When her brothers discover the truth about her companion, they agree to her marriage with the Bird Prince, bringing prosperity symbolized by a magnificent house and a seven-day feast. This tale reflects the indigenous community's strong belief in palmistry, illustrating how these beliefs influence their lives and relationships. |
| Sugidanon 13.<br><br>**Tatlong Bata ka Hari (Three Sons of a King)** | Manika | In the kingdom of a widowed king, he declares that he will marry a woman who can bear a hundred children, causing astonishment among his people. Doña Maria, a brave woman, challenges the king's demand, offering to marry him but with the condition that she can only bear as many children as she is able. The king accepts, and they have three sons: Don Felipe, Don Pedro, and Don Juan. While the elder two grow up wealthy, Don Juan pretends to be poor. When he attends his brothers' celebration in shabby clothes and is ignored, he returns in fine attire to reveal his true identity. His brothers, realizing their mistake, try to please him |

| | | with food, but he cleverly collects the dishes in his clothes and shoes, highlighting their obsession with wealth over family bonds. |
|---|---|---|
| Sugidanon 14.<br><br>*Raybal sa Pagpangasawa* **(Rival for Marriage)** | Oyang | In a time when women were scarce, Pedro and Ilohon competed for the affection of parents expecting a child. To prove their worthiness, they both moved in with their potential in-laws and faced a series of challenges. When tasked with building a house, Pedro's miscommunication inadvertently led to its dismantling, but the pregnant couple admired Ilohon's hard work and chose him as their future son-in-law. However, their initial efforts were in vain as the first child turned out to be a boy. Nevertheless, the father-in-law revealed a unique tradition for determining the gender of the next baby based on the infant's hairline. When the second child was born, the patient Ilohon was able to marry the woman, despite a significant age difference, as they welcomed a girl into their family. |
| Sugidanon 15.<br><br>*Juan Pusong* **(The Deceitful Juan)** | Oyang | "The Deceitful Juan" is the story of Juan Pusong, who becomes wealthy through his cunning ways. Juan initially goes to school but starts lying to his mother and deceiving others. He tricks tourists with a supposed magic frog that produces food when pinched. He sells the frog to them but advises them to ask for him, Juan Pusong, if they encounter any trouble. However, when the tourists discover the fraud and ask locals if they know Juan Pusong, the story takes an unexpected turn as one of the locals falsely claims to be Juan, resulting in a humorous and fitting comeuppance for the deceitful protagonist. |

## 3.2 Common Themes of Selected Tag–Ilaya Sugidanon

The themes in Tag-Ilaya Sugidanon narratives shed light on the values, beliefs, practices, and cultural heritage of the Indigenous Peoples in Bangays Manika, Oyang, and Dalagsaan. The research identifies these themes by analyzing narrative plots, characterization, and primary conflicts. These narratives share commonalities in their focus on values, origins, and culture, often imparting Filipino moral lessons. They underscore the importance of moral principles in human life, utilizing sugidanon as a teaching tool. The narratives encompass various values, including trustworthiness, love, obedience, humility, respect, acceptance, wisdom, resourcefulness, and honesty. Additionally, the sugidanons reflect the culture of the Indigenous Peoples through their unique beliefs, practices, and traditions. Cultural elements such as beliefs in supernatural beings like "aswang" and "mowa," traditions like courtship through living with in-laws, practices like sacrifice, and cultural heritage like the significance of "talibong" are evident in these narratives. Some stories also delve into explaining the origins of certain natural

phenomena or traditions. These narratives play a crucial role in preserving the cultural heritage and identity of Indigenous Peoples.

### 3.3 Sugidanon Book as an Output of the Study*

The output of this study is a Sugidanon Book that includes the collected Tag-Ilaya Sugidanon and the English Translated Tag-ilaya sugidanon from the IP Communities of Barangay Oyang, Manika and Dalagsaan.

This book can be used as learning material in Literature classes, in Social Science classes as well as in Mother Tongue classes for Grade 1 to 3.

The book is bounded in double-sided style. The English and the Tag-Ilaya version of the book is compiled separately but bounded together. The English Version of the Sugidanon is in the front while the Tag-Ilaya Version is at the back.

### 4. Conclusion

This study collected and translated 15 sugidanon narratives from the Indigenous Peoples (IP) communities in the Municipality of Libacao. Guided by Nida's Translation Procedure for the analysis, this research aimed to ensure that the translation process met the needs of the intended readers while delving into the nuances and intricacies of the Tag-ilaya sugidanon narratives.

These stories, passed down through generations, serve as more than just tales; they are vital vessels for preserving the cultural heritage, beliefs, and practices of these communities. Although the collection includes fifteen sugidanon, they represent only a fraction of what once existed, with many stories forgotten due to the influences of modernization and globalization. However, these remaining stories offer a glimpse into the unique linguistic and narrative aspects of the Aklanon-bukidnon Tag-ilaya dialect, featuring distinctive fillers and recurring character archetypes such as orphans and characters with Hispanic names.

Additionally, the themes that have emerged from the sugidanon reflect the values, history, and culture of the IP communities. These narratives consistently incorporate Filipino values into their plots, serving as moral guides for community members. The significance of sugidanon extends beyond storytelling; it acts as a cultural reservoir, emphasizing the importance of preserving and passing down these tales to maintain the rich tapestry of IP heritage. It is noteworthy that some words within the sugidanon lacked direct English equivalents and were retained, underscoring the unique language of the community. In a world undergoing rapid change, these narratives remain unwavering, reminding society of the enduring power of oral traditions to connect generations and preserve the essence of a community's identity.

### 5. Recommendation

Based on the findings and conclusions drawn, the researcher strongly recommends the following:

1. A culturally relevant (CREL) learning material of the compiled and translated sugidanons must be developed.

2. The teachers in the IP Communities are highly encouraged to use local literary pieces like Sugidanon in the teaching of language, mother tongue and literature classes so that the millennials or the youths of today would be familiar with the existing literature of their tribe.

3. Preservation of other existing literatures of IP Communities should be given considerations by the National Commission on Indigenous People and the local government unit (LGU).

**References:**

Abrera. (n.d.). Seclusion and Veiling of Women A Historical and Cultural Approach. Retrieved February 12, 2019, from https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1016.6346&rep=rep1&type=pdf

Labaw Donggon: Propagating Sulod Society. (2016, Oct 24). Retrieved on May 19, 2019 from https://graduateway.com/labaw-donggon-propagating-sulod-society/

Alwazna, R. (2017, November 3). Translation procedures: How should the translator deal with the source text and the target text during the translation process?. Babel. Retrieved May 18, 2019, from https://doi.org/10.1075/babel.63.3.04alw

Bagha, K.N. (2011). A Short Introduction to Semantics. Journal of Language Teaching and Research, 2, 1411-1419. Retrieved May 18, 2019, from https://www.academypublication.com/issues/past/jltr/vol02/06/27.pdf

Madyaas Pen. (2007, December 6). Sugilanon Ni Tita Linda. Retrieved May 10, 2019, from https://madyaaspen.blogspot.com/search?q=sugilanoN

Cipriano R. (2016). Ambahan of the Akeanon Bukidnon: A Preliminary Study. Aklan State University

Geng. (2013, June). Techniques of the Translation of Culture. Retrieved June 18, 2019, from https://www.academypublication.com/issues/past/tpls/vol03/06/16.pdf

Gowey, D. (n.d.). Palawod, Pa-iraya: A Synthesis of Panay Bukidnon Inland Migration. Retrieved on May 18, 2019 from https://www.academia.edu/29928804/Palawod_Pa_iraya_A_Synthesis_of_Panay_Bukidnon_Inland_Migration_Models

Magos, A. P. (n.d.). The Sugidanon epics of Central Panay - Ateneo de Manila University. Retrieved on May 10, 2019 from http://epics.ateneo.edu/epics//archives/14/articles/The%20Sugidanon%20epics%20of%20Central%20Panay.pdf

Mogashoa, T. (2014). Understanding Critical Discourse Analysis in Qualitative Research. International Journal of Humanities Social Sciences and Education, 1(7), 104–113. www.arcjournals.org

Monticelli, D. (2019). Borders and translation: Revisiting Juri Lotman's semiosphere. Semiotica, 389–406. Retrieved on May 12, 2019 from https://doi.org/10.1515/sem-2017-0125

Newmark, P. (1991). About Translation. Multilingual Matters. Retrieved on May 12, 2019 from https://books.google.com.ph/books?id=8usCJVZY1vkC

Nida, E. A. (2012). Theories of Translation. TTR : Traduction, Terminologie, Rédaction, 4(1), 19. Retrieved on May 10, 2019 from https://doi.org/10.7202/037079ar

Paschal, M. (2016). Oral Literature and Preservation of Cultural Heritage of Sukuma. 39. Retrieved on May 19, 2019 from http://www.knoxworldmission.com/mahona/mahona.pdf

Ryan, G. W., & Bernard, H. R. (2003). Techniques to Identify Themes. Field Methods, 15(1), 85–109. Retrieved on June 12, 2019 from https://doi.org/10.1177/1525822X02239569

Tamm, M., & Baer, B. J. (2019). Juri Lotman - Culture, memory and history: Essays in cultural semiotics. In Juri Lotman - Culture, Memory and History: Essays in Cultural Semiotics (Issue October). Retrieved on August 19, 2019 from https://doi.org/10.1007/978-3-030-14710-5

Ureta, C. (2018). English Translation Attempts of Aklanon Luwa. Aklan State University

Yoshimi, J. (2016). Textual Analysis. SpringerBriefs in Philosophy, 35–37. Retrieved on June 12, 2019 from https://doi.org/10.1007/978-3-319-26698-5_4

Zorc, D. (1969). A Study of Akeanon Dialect, Volume 2. Dictionary of Root word and derivation: Aklanon to English.

# A Syntactic Analysis of a Meranao Poem:
# Makampet a Oras

**Aminairah M. Omar**
Mindanao State University
omar.aminairah@s.msumain.edu.ph

**Abstract.** This study aims to analyze and describe the syntactic structure of the Meranao poem "Makampet a Oras" written by Johara Alangca – Azis. It also aims to differentiate the syntactic structure between the Meranaw and English language. The syntactic analysis focuses on translating the Meranaw poem to English language, identifying each constituent, and the syntactic structure of the poem. Findings of the study reveal that there are certain Meranaw words that do not have exact English translation. The data reveals high frequency use of pronoun. It also reveals least frequency use of determiners in the poem. The study uses a word-by-word translation for syntactic analysis accuracy. Moreover, the study affirms that Meranaw language follows verb-subject-order pattern instead of subject-verb-object pattern of the English language. The implications of the findings of the study would be that the use of free translation is recommended when translating Meranaw to English language to have a proper understanding in comprehending Meranaw language. Furthermore, it is recommended for the future researchers to use Meranaw literature for syntactic/linguistic analysis to be of help in establishing educational materials and the standardization of the Meranaw orthography. The analysis can therefore be helpful in preserving the Meranao.

**Keywords:** Meranao, syntactic analysis, translation, sentence pattern

## 1. Introduction

### 1.1 Background of the study

This study analyzes the syntactic structure of the Meranaw poem 'Makampet a Oras' by Prof. Johara Alangca – Azis. She is a professor from the English department of the College of Social Sciences and Humanities, MSU-Marawi City, handling both undergraduate and graduate courses. She is not only a language teacher, but also a peace educator and preserver of the Meranaw cultural heritage. At the present, she and her team are in coordination with the Komisyon sa Wikang Filipino which they are working on the standardization of the Meranaw orthography.

Poetry is widely regarded as one of the most popular literary forms among readers. It is an exalted emotional state of the soul, occasioned by the impact upon it of the facts and things of life and nature. It is composed in verse or metrical language, or in some

equivalent patterned arrangement of language; usually also with choice of elevated words and figurative uses, and option of a syntactical order, differing more or less from those of ordinary speech or prose writing. Emotions are expressed easily through poem. A poem is an expression of thought and emotion, in a written language, of a rhythmic form. It is a piece of writing in which the words are arranged in separate lines, often ending in rhyme.

Syntactic theory has its origins in Noah Chomsky's Syntactic Structures. In that book, Chomsky introduced an approach to syntax known as Transformational Grammar (TG). The syntactic theory has two goals namely: to develop a precise description of aspects of the syntax of various languages, the way in which specific language combine words to form sentences and it also aims to develop a general theory of syntax, specifying what languages have in common in this area and how they can vary. Remarkably, Chomsky has been the dominant figure in syntactic theory ever since. There are two grammatical descriptions namely: Linear Grammar and the Phrase Structure Grammar. The Immediate Constitute Analysis (ICA) focuses on the structure of the sentence, treating the sentence as a grammatical category. This description treats the structure of the sentence as a linear pattern, such that the choice of each successive category is dependent upon the category. The ICA is the system of grammatical analysis that breakup sentences into sequential layers, or constituents until in the final layer. It discusses the structure and function of the text in a language. In other words, this technique demonstrates how any given construction may be broken down into the smallest meaningful units (Valin, 2004). The ICA of a sentence can be represented as a labeled bracketing of the sentence in which matched brackets enclose a constituent subpart of the sentence and label on these brackets specifies the grammatical category of the constituent (Chosmky, 1957).

Meranaw refers to both the language and its speaker. It is an Austronesian language spoken by the Meranaw people in the provinces of Lanao del Norte and Lanao del Sur on Mindanao's southern island, as well as in Sabah, Malaysia. Being a Danao language, Meranaw was described in Lobel's studies (2009, 2011, 2013) as unique for it is spoken with a distinct down step accent, as opposed to stress accent. Moreover, Meranaw has aspirated "hard consonants," which raise the quality of the following vowels. There have been foreign linguists and Meranaw linguists who have studied Meranaw. Even though there are publications about Meranaw, there is no established orthography.

Meranaw will possibly experience literary extinction if no actions were conducted to preserve its literature. Literary extinction is a societal phenomenon happening in a transient society. This problem is caused by the diverse sociocultural and linguistic background. Meranaw literature will most probably will result to this phenomenon as current generation do not make an outmost effort in the preservation of the Meranao language. This study would attempt to be a steppingstone of preserving the Meranaw language and changing the perspective of people whom they think that literature has

less importance in the society. The Meranaw literature should be preserved as this gives us the glimpses of the past. These glimpses take our imaginations back to the roots of our culture and further enhances our understanding about the society. This study will be a great contribution in providing literature in future studies tackling about Meranaw literature.

## 1.2 Related studies and literature

Syntax is concerned with sentence structure. It is the area of grammar that investigates how words are constructed to demonstrate the relationship between the meanings of the sentence (Sieras, 2022). Syntax means "the whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics". A language's syntax is also known as "the arrangement of words and phrases to create well-formed sentences in a language" and "the grammatical structure of words and phrases to create sentences."

*The study of language is one of the great intellectual challenges facing the cognitive sciences today, and it is an intellectual adventure of the highest order. The heart of one of the most important parts of this adventure is the investigation of the syntactic structure of the human language* (Valin, 2004).

A literary piece of work is analyzed through syntactic analysis. Geoffrey Leech (1969) argues that one can tear a poem apart to analyze what technicalities are involved and what is prominent and how a poet has operated the language. Syntactic analysis opens room for objective criticism. Syntactic analysis is mainly concerned with the grammatical structures employed in the poem. Culler (1981) stated that to understand a sentence means to understand a language and to understand a language means to be the master of techniques. The usage of translation would be of use in understanding a different language in an English context. Susan Bassnett (1980) mentioned that although translation has a central core to linguistic activity, she said that it belongs mostly to semiotics.

*Semiotics is the science that studies sign systems or structures, sign processes and sign function* (Hawkes, 1977).

Edward Sapir claims that experience is largely determined by the language habits of the community, and each separate structure represents a separate reality. He stated that there are no two languages that are identically the same. The worlds in which different societies live are distinct worlds. Language, then, is the heart within the body of culture, and it is the interaction between the two that results in the continuation of life-energy. In the same way that the surgeon, operating on the heart, cannot neglect the body that surrounds it, so the translator treats the text in isolation from the culture at his peril. Hence, the word-to-word cannot be perfectly achieved due to linguistic

backgrounds. In order to relevantly translate a piece of literary works of other languages, one must fully comprehend a poem through looking closely see the verb forms, phrases, word forms, structure. The usage of literal or word-by-word translation is also used not to distort the meaning. Literal translation is where the emphasis on word-for-word translation distorts the sense and the syntax of the original (Bassnett, 1980).

Linguistics is a discipline which studies language both in its own right and as a tool for generating meanings. It should therefore have a great deal to offer to the budding discipline of translation studies; it can certainly offer translators valuable insights into the nature and function of language (Baker & Gonzalez-Perez, 2011). Many thinkers argue that translation is more of an explanation, interpretation process, and reformulation of ideas than a transformation of words; that the role of language is secondary, it is merely a vector or carrier of thoughts (Newmark, 1988). In Andre Lefevere's book Catullus Poem 64 employed seven different strategies: Phonemic translation, literal translation, Metrical translation, poetry into prose, rhymed translation, blank verse translation, and interpretation. Within the field of literary translation, more time has been devoted to investigating the problems of translating poetry than any other literary mode. Many of the studies purporting to investigate these problems are either evaluations of different translations of a single work or personal statements by individual translators on how they have set about solving problems. Rarely do studies of poetry and translation try to discuss methodological problems from a non-empirical position, and yet it is precisely that type of study that is most valuable and most needed (Bassnett, 1980).

The Meranaw language is one of the Philippine and indigenous languages that have become an area of study to some foreign linguists and researchers since 1950s. The American linguist, Howard McKaughan has conducted several studies on Meranaw namely: "The Inflection and Syntax of Maranao Verbs" in 1958, "Semantic Components of Pronoun Systems: Meranaw Word' in 1959, "Overt Relation Markers in Maranao" in 1962. There are twenty-eight (28) letters in the Meranaw languages that includes the original Meranaw letters and borrowed letters from other languages like Arabic, English, Spanish, and Bahasa Melayu and these are: Aa, Bb, Cc, Dd, Ee, Ff, Gg, Hh, Ii, Jj, Kk, Ll, Mm, Nn, Ññ, Ngng, Oo, Pp, Qq, Rr, Ss, Tt, Uu, Vv, Ww, Xx, Yy and Zz. The vowels a, i, e, o, and u are also present in the Meranaw language. However, the vowel 'e' is used in two ways: one is borrowed letter as in *"Esmail"*. Second, the vowel 'e' is being used to represent schwa or pepet, as in the word 'Meranaw' (Gumal & Alangca-Azis, 2023). As stated by McKaughan and Macaraya (1996), Meranaw has the following parts of speech: Pronouns, Nouns, Adjectives, Adverbs, Conjunctions, Exclamations, Determiners, Ligatures, Particles, and Verbs. It has three parts of speech defined in this way: particles, which are short words that never occur with any affixes; pronouns, which are a closed list of forms to indicate person, number, and certain grammatical relations; and full stems, which occur with or without affixes.

### 1.3 Research questions

This study focuses on analyzing the poem syntactically. It sought to answer these following questions:

1) What is the English translation of the Meranao poem 'Makampet a Oras'?

2) What are the constituents of the Meranao poem 'Makampet a Oras'?

3) What is the syntactic structure of the Meranao poem 'Makampet a Oras'?

## 2. Methods and Materials

This paper applied a syntactic analysis. The data were gathered from the Meranaw poem 'Makampet a Oras' written by Prof. Johara Alangca – Azis. In generating the research data, three phases are involved. The obtained data were translated first. The phase I focuses on translating the Meranao poem to English Language. Translation and interpreting are forms of linguistic mediation that involve rendering written or oral text from one language to another (Baker & Gonzalez-Perez, 2011). These are forms of linguistic mediation that involve rendering written or oral text from one language to another. Word-for-word or literal translation is often demonstrated as interlinear translation, with the Target Language immediately below the Source Language words. The Source Language word-order is preserved, and the words translated singly by their most common meanings, out of context. Cultural words are translated literally. The main use of word-for-word translation is to understand the mechanics of the source language (Newmark, 1988). As language-based activities that have practical implications, they are often seen as falling within the remit of applied linguistics. (Mudhsh, Al-Takhayinh, & Othman, 2015). Translation is an effective way of communication between different languages. With that, translation will be used in this study to unravel the differences between the English language and Meranaw language. The translation of poetry is the field where most emphasis is normally put on the creation of a new independent poem, and where literal translation is usually condemned (Newmark, 1988). However, since this is a syntactic analysis the usage of word-by-word or literal translation shall be used for the accuracy of the data.

**Makampet      a       Oras**

(Limited)       (***)    (Time)

Inisorat         i        Johara Alangca-Azis

(Written)       (by)    (Johara Alangca – Azis)

(1) Apiya       miyarasay    ko      miyawna     a       masa

   (Despite)    (difficulty)   (the)   (passing)    (***)   (years)

(2) Na     asara   minitoman    so      inisarig       ka      raken.

   (***)    (long)  (fulfilled)    (the)   (entrusted)    (you)   (to me)

(3) So      makampet   a      oras    na    da    den    makabalamban

   (The)    (limited)    (***)   (time)  (***)  (no)   (too)  (hindrance)

(4) Ko      panamar     a      mapiya    ka      minisampay   ta      bo

   (The)    (persistence)  (***)   (good)    (you)   (reached)    (we)   (just)

(5) Ba     ken    den    kiyatademi         so      insana        ngka   raken

   (***)    (suddenly)  (too)  (remembered)     (the)   (entrusted)   (you)  (me)

(6) A       perasarasay  ka     go     ka     panagontaman

   (a)     (sacrifice)    (you)   (and)  (you)  (persevere)

(7) Ko      makampet    a      oras   a      minibegay   reka

   (The)    (limited)     (***)   (time)  (***)   (given)     (you)

(8) Ka      angka     kon    di    kharasay    ko     pekhawri    a  alongan

   (you)   (you)            (too)   (not)  (hard)       (to)   (later)     (***) (years)

(9) Sayana         ko     mapiya     a     magegedam     o     poso

   (Such)          (the)  (pleasant)   (***)  (feeling)       (the)  (heart)

(10)     Miyakowa   so    antap,    miyasalin   so     betad

        (achieved)  (the)  (goals),  (changed)  (the)   (situations)

(11)     Apiya      makampet   a     oras   na    miyakadaya  so     taw

        (even)      (limited)    (***)  (time)  (***)  (freedom)    (the)(person)

(12)   Miyanggalbek   iran   so   sogo                o       kadenan

(Fulfilled)            (they) (the)  (commandment)    (the)   (God)

The phase 2 conducts an Immediate Constituent Analysis. The Immediate constituent analysis (ICA) is a form of linguistic review that breaks down longer phrases or sentences into their constituent parts, usually into single words. In other words, this technique shows how any given construction can be broken down to smallest meaningful units. This smallest meaningful unit can be a morpheme at the morphological level or a word at the syntactical level. In this phase, the English translation for every Meranaw word is used for Immediate Constituent Analysis. Parts of speech may be defined morphologically, syntactically, or semantically. The word class of every word in the textuality are distinguished. Meranaw is said to have the following parts of speech: Pronouns, Nouns, Adjectives, Adverbs, Conjunctions, Exclamations, Determiners, Ligatures, Particles, and Verbs (McKaughan & Macaraya, 1996).

Step 1: Identifying the constituents.

(1) Despite      difficulty     the     passing     ***      years
    PREP           ADJ         PART     V          LIG      N

(2) ***     long   fulfilled    the    entrusted   you            to     me
    LIG     ADJ    V           PART    V          PRN           PREP   PRN

(3) The     limited       ***     time   this   no    too   hindrance
    PART    ADJ          LIG      N     PRN   ADV   ADV    N

(4) The     persistence   ***     good  you    reached    we     just
    PART    ADJ          LIG     ADJ   PRN    V          PRN    ADV

(5) ***     suddenly      too    remembered      the    entrusted   you    me
    PART    ADV          ADV    V               PART   V           PRN    PRN

(6) ***     sacrifice     you    and    you    persevere
    LIG      N           PRN    CONJ   PRN    V

(7) The     limited   ***    time   ***    given      you
    PART    ADJ      LIG     N     LIG    V          PRN

(8) You    You    too    not    hard   to     later    ***    years
    PRN    PRN    ADV    ADV    ADJ    PREP   ADV     LIG    N

(9) Such   the   pleasant   ***   feeling   the   heart

    ADJ   PART   ADJ   LIG   V   PART   N

(10)   Achieved   the   goals,   changed   the   situations

         V     PART   N    V    PART   N

(11)   Even   limited   ***   time   ***   freedom   the   person

        ADJ   ADJ   LIG   N   LIG   N     PART   N

(12)   Fulfilled   they   the   commandment   the   God

       V      PRN   PART    N      PART   N

Step 2: Rewrite Rule.

Line 1: Despite difficulty the passing *** years

PREP + ADJ + PART + V + LIG + N = S

Line 2: *** long fulfilled the entrusted you to me

LIG + ADJ + V + PART + V + PRN + PREP + PRN = S

Line 3: The limited *** time this no too hindrance

PART + ADJ + LIG + PRN + ADV + ADV + N = S

Line 4: The persistence *** good you reached we just

PART + ADJ + LIG + ADJ + PRN + V + PRN + ADV = S

Line 5: ***    suddenly too remembered the entrusted you me

PART + ADV + ADV + V + PART + V + PRN + PRN = S

Line 6: *** sacrifice you and you persevere

LIG + N + PRN + CONJ + PRN + V = S

Line 7: The limited *** time *** given you

PART + ADJ + LIG + N + LIG + V + PRN = S

Line 8: You you too not hard to later *** years

PRN + PRN + ADV + ADV + ADJ + PREP + ADV + LIG + N = S

Line 9: Such the pleasant *** feeling the heart

ADJ + PART + ADJ + LIG + V + ADJ + PART + N = S

Line 10: Achieved the goals, changed the situations.

   V + PART + N + V + PART + N = S

Line 11: Even limited *** time *** freedom the person.

   ADJ + ADJ + LIG + N + LIG + ADJ + PART + N = S

Line 12: Fulfilled they the commandment the God

   V + PRN + PART + N + PART + N = S

Step 3: Where.

ADJ    →    Adjective

ADV    →    Adverb

CONJ  →    Conjunction

D        →    Determiner

LIG     →    Ligature

N        →    Noun

PART   →    Particles

PREP   →    Preposition

PRN    →    Pronoun

V        →    Verb

The phase 3 focuses on the syntactic structure. In this phase, the order of constituents in the sentence are identified and analyzed. Sentence patterns are made up of phrases and clauses. A phrase is a group of connected words, but it is not a complete sentence because it is missing a subject and/or a verb. Phrases are just one component that makes up a complete sentence. Word order refers to the conventional arrangement of words in a phrase, clause, or sentence. (Nordquist, 2018). It typically

refers to the way the words in a sentence are arranged (Romani, 2020). The syntactic structure of the poem is identified whether it is a Subject-verb-object (SVO), subject-object-verb (SOV), verb-subject-object (VSO), verb-object-subject (VOS), object-verb-subject (OVS), and object-subject-verb (OSV).

## 3. Results and Discussion

In this section, the results for each research question are presented. The first part discusses the results regarding on the translation of the poem. The second part discusses the results regarding on the identification of each constituent. Furthermore, the last part discusses the results of the found sentence pattern in the poem.

The study found that the poem Makampet a Oras has three non-existent word-by-word translation in the English language. Non-equivalence at word level means that the target language has no direct equivalent for a word which occurs in the source text. The type and level of difficulty posed can vary tremendously depending on the nature of non-equivalence. Different kinds of non-equivalence require different strategies. The source-language word may express a concept which is totally unknown in the target culture.  The concept in question may be abstract or concrete; it may relate to a religious belief or   social custom. Such concepts are often referred to as 'culture-specific' (Baker & Gonzalez-Perez, 2011). The first word in the table 1 is a Meranaw interrogative marker usually used in discourse where the speaker is requiring the listener's approval of something. For example, the sentence *ba ken den kiyatademi so insana ngka raken*. The *ba* in that sentence serves as the interrogative marker which it cannot also be inflected. Particles (part.) introduce phrases tied to the following phrase or clause (Gumal & Alangca-Azis, 2023). It cannot be inflected and used as an interrogative marker (McKaughan & Macaraya, 1996). Since these words cannot be translated through word-by-word, the application of free translation would be sufficient in giving the description of this particle. Same as the ligatures *'a'* and *'ba'*, these two do not have an equivalence in English language.

Table 1

*Non-existent Meranao word in a word-by-word translation*

| Word | Sentence |
|------|----------|
| Ba | **Ba** ken den kiyatademi so insana ngka raken |
| A | Apiya miyarasay ko miyawna **a** masa |
| Na | **Na** asara minitoman so inisarig ka raken |

The study indicated the most prominent parts of speech. It was found that there is a high frequency use of pronoun (prn) in the textuality as shown in the table 2. The pronoun showed at 15.09% percentage of occurrence. For instance, the sentence, *ka angka kon di kharasay ko pekhawri a alongan*. The 'ka' and 'angka' are part of the Meranaw pronoun. There are four sets of pronouns which are introduced by the determiners or case-marking particles (so, o, sa, ko, and others). The first set includes the pronoun *ako, ka, sekaniyan, kami, tano, ta*, and *siran*. The second set includes *aken, ngka/ka, niyan/iyan, mi/ami, tano, ta, niyo/iyo, and ran/iran*. The third set which also includes these following pronouns namely: *raken, reka, rekaniyan, rekami, rektano, rekta, rekano, and kiran*. Lastly, the set four finally includes the following namely: *saken, seka, sekaniyan, sekami, sektano, sekta, sekano, and siran*. In Set II, the first of two forms occurs after a word ending with a vowel, and the second after a word ending with a consonant, except ran/iran, where the first follows a word ending in Iii or /y/, and the second follows all other words (McKaughan & Macaraya, 1996).

Ligatures (lig.) occurred at 14.77%. It links words or phrases (McKaughan & Macaraya, 1996). There are two found ligatures in the poem such as, *'a'* and *'na'*. The ligature *'a'* links appositives and *'na'* links the subject and the predicate. For instance, *apiya miyarasay ko miyawna a masa*. The phrase *miyawna a masa* (passing years) uses the ligature *a* which serves to connect the two words within the phrases. Similarly, adjectives also occurred at 14.77% in the textuality. Adjectives are often syntactic verbs in Meranaw and occur as predicate adjectives in English. It also often stands in apposition. In this phrase, *makampet a oras*. The word *makampet* (limited) is an adjective.

Noun (n.), particles (part.), and verb (v.) are the next to ligature and adjective. The study reveals 13.63% usage of noun, particles, and verb. Word bases may function as nouns. For example, the root *oras* (time) is a noun being used in the sentence then preceded by the ligature *a*. On the other hand, particles are all other words which cannot be inflected. The particles *so, o, sa, and ko*, and their counterparts *si, i, and ki*, mark personal or proper names and titles, introduce substantive phrases. The different particles mark different grammatical relations between substantives, and between verbs and substantives. The table below shows the particles.

Table 2

*Case-marking particles*

| Case-making particles | Sentence |
|---|---|
| So | *So Makampet a oras na da den makabalamban* |
| Ko | *Ko Makampet a oras a minibegay reka* |

Verbs (v.) are inflected and occur as the grammatical center of sentences in Meranaw. Meranaw is a verb-centered language. There are major features of affixation in the Meranaw verb system namely voice (referential, instrumental, objective, and active), aspect (general, distributive, aptative, causative, emphatic distributive), tense (neutral, immediate future, past, present progressive), and mode (obligatory, indicative). An example can be found in line 12, *miyanggalbek* iran so sogo o kadenan. The word *miyanggalbek* (fulfilled) is the verb. The root word of *miyanggalbek* is *galbek* which means work. The verb was derived through the process of affixation. Adverbs are also evident in the poem. It adds to the meaning of the phrases or introduce certain clauses. In the sentence, *ba ken den kiyatademi so insana ngka raken*. The words *ken* (suddenly) and *den* (too/already) are identified as adverbs in this sentence. Those adverbs add emphasis to a sentence. Moreover, the study revealed that the least used word class in the poem are conjunction and determiner. Conjunction (conj.) coordinate words, phrases, or clauses. For example, the sentence *a perasarasay ka go ka panagontaman*. The *'go'* in the sentence serves to coordinate the two phrases. The study reveals 1.13% of frequency. Lastly, determiners show 0 frequency in the distribution of the word-class in the poem. It marks grammatical relations in sentences and usually introduce noun phrases.

Table 3

*Over-all distribution of the word-class in the poem*

| Word Classes | Frequency | Percentage |
|---|---|---|
| Adjective | 13 | 14.77% |
| Adverb | 8 | 9.09% |
| Conjunction | 1 | 1.13% |
| Determiner | 0 | 0 |
| Ligature | 13 | 14.77% |
| Noun | 12 | 13.63% |
| Particles | 12 | 13.63% |
| Preposition | 3 | 3.40% |
| Pronoun | 14 | 15.09% |
| Verb | 12 | 13.63% |
| Total | 88 | 100% |

In the English language, the sentences usually operate in S-V-O (Subject-Verb-Object) word pattern. It is assumed in the 1970s that there are no languages whose normal order is object-verb-subject, verb-object-subject, and object-subject-verb. Later in 1970s, however, it was found, and it became clear that there are languages within these orders.

The study found and affirms that Meranao is a V-S-O (Verb-Subject-Object) language. The syntactic structure of two sentences in Table 4 follows the verb-subject-object system instead of the subject-verb-object system of the English Language. In Verb-Subject-Order (VSO), the verb is first, followed by the noun performing the action, followed by the noun that the action is being done to. For example, the first sentence in the table 3 *Miyakowa so antap, miyasalin so betad* which literally translated in English as (Achieved the goals, changed the situations). We can observe that the first word in the sentence is a verb then follows the subject 'goals'. Another, the sentence '*Miyanggalbek iran so sogo o kadenan* (Fulfilled they the commandment of God) begins with the verb *miyanggalbek* (fulfilled) then follows the subject *'iran'* (they). Thus, the sentences show the V-S-O pattern of the poem.

## 4. Conclusion and Recommendation

Based on the discussion above, the study reveals that there are words in Meranaw that do not have exact translation in English language. Words that are untranslatable normally are tied to an experience that is unique to a specific culture or society. This signifies that every language is unique on its own. There are no two languages that are identically the same. The most common reasons are cultural differences and nuance in language that cannot be conveyed with one single word. In another note, the study shows the high frequency usage of pronoun when constructing sentences. The occurrence of pronoun in is 15.07%. On the other hand, it shows that there is a least frequency use of determiner. The usage of determiner is not evident in the poem based on the analysis. The study affirms that the Meranaw language is a verb-subject-object pattern language while English language follows the subject-verb-object order. In the Meranaw language, verbs are the grammatical center of sentences (McKaughan & Macaraya, 1996). Based on the findings, it is better to use free translation when translating Meranaw language to English language to have a proper understanding in comprehending Meranaw language. Literal translation is where the emphasis on word-for-word translation distorts the sense and the syntax of the original (Bassnett, 1980). The distortion of meaning will be more likely to happen if literal or word-by-word translation is conducted. However, the usage of word-by-word or literal translation is highly recommended in analyzing the syntactic structure of a text for syntactic accuracy. Moreover, it is recommended for the future Meranao researchers to use Meranaw literature (e.g., stories, poem, songs etc.) for syntactic/linguistic analysis to be of help in establishing educational materials. On the study of McKaughan and Macaraya (1996), it is said that there are over 3,000 Meranaw words that have been illustrated by Meranaw sentences freely translated into English. Aside from the Mother Tongue Based Multi-lingual Education (MTB-MLE) Program of the Department of Education, hopefully, this study will be of use in establishing a Meranaw orthography.

## References:

Baker, M., & Gonzalez-Perez, L. (2011). *Translation and interpreting from; The Routledge Handbook of Applied Linguistics.* England: Routledge.

Bassnett, S. (1980). *Translation Studies.* London and New York: Routledge Taylor and Francis Group.

Culler, J. (1981). Semiotics of Tourism. *The American Journal of Semiotics*.

E., J., & Mohammadi, R. (2012). Translation Analysis and Assessment of Poetic Discourse: Extra-Textual Meaning in Persian and English.

Gumal, R., & Alangca-Azis, J. (2023). *Meranao 102 Learning Guide.* Marawi City: English Department, College of Social Sciences and Humanities, Mindanao State University - Main Campus.

Hawkes, T. (2003). *Structuralism and Semiotics.* London: Routledge.

Hussein, B. A.-S. (2012). The Sapir-Whorf Hypothesis Today. *Academy Publisher*.

Jr., R. D. (2004). *An Introduction to Syntax.* Cambridge University Press.

Lobel, J. W., & Riwarung, L. H. (2011). Maranao: A Preliminary Phonological Sketch with Supporting Audio. *Language Documentation & Conversation*, 1-29.

McKaughan, H., & Macaraya, B. (1996). *A Maranao Dictionary.* Honolulu: University of Hawaii Press.

Mudhsh, B. A., Al-Takhayinh, A. H., & Othman, A.-D. (2015). Immediate Constitute Analysis. *International Journal of Scientific and Research Publications*, 1-4.

Nanik Mariani, F. M. (2019). An Introduction to Linguistics. *Jurusan PBS FKIP Universitas Lambung Mangkurat Banjarmasin, Kalimantan*.

Newmark, P. (1988). *A Textbook of Translation.* Pearson Education Limited.

Nordquist, R. (2018, August 22). *ThoughtCo.* Retrieved from ThoughtCo.com: https://www.thoughtco.com/word-order-english-sentences-1692503

Romani, B. (2020, May 31). *Scientific Editing*. Retrieved from Scientific Editing Website:

https://www.scientific-editing.info/blog/word-order-rules-in-english/

Sieras, S. G. (2022). *Worktext in English Syntax.* Mindanao State University, Marawi City.

**Appendix A**

Table 1

*Non-existent Meranao word in a word-by-word translation*

| Word | Sentence |
|------|----------|
| Ba | **Ba** ken den kiyatademi so insana ngka raken |
| A | Apiya miyarasay ko miyawna **a** masa |
| Na | **Na** asara minitoman so inisarig ka raken |

Table 2

*Case-marking particles*

| Case-making particles | Sentence |
|----------------------|----------|
| So | *So* Makampet a oras na da den makabalamban |
| Ko | *Ko* Makampet a oras a minibegay reka |
| O | Miyanggalebeki ran so sogo *o* kadenan |

Table 3

*Over-all distribution of the word-class in the poem*

| Word Classes | Frequency | Percentage |
|--------------|-----------|------------|
| Adjective | 13 | 14.77% |
| Adverb | 8 | 9.09% |
| Conjunction | 1 | 1.13% |
| Determiner | 0 | 0 |
| Ligature | 13 | 14.77% |
| Noun | 12 | 13.63% |
| Particles | 12 | 13.63% |
| Preposition | 3 | 3.40% |
| Pronoun | 14 | 15.09% |
| Verb | 12 | 13.63% |
| Total | 88 | 100% |

Table 4

Syntactic Structure

| Verb-Subject-Object Meranao Sentence | English word-byword translated sentences |
|--------------------------------------|------------------------------------------|
| Miyakowa so antap, miyasalin so betad | Achieved the goals, changed the situations |
| Miyanggalbek iran so    sogo o kadenan | Fulfilled they the commandment of God |

**Appendix B**

## Unit I
## Morphological Features of Meranaw

## Lesson 1: **Morphemes**

Activity 1: Read aloud the poem below and observe how each word is written and pronounced.

## 'Makampet a Oras'
*Johara D. Alangca-Azis*

Apiya **miyarasay** ko **miyawna** a masa
na asara **minitoman** so **inisarig** ka raken.
So makampet a oras na da den **makabalamban**
ko panamar a mapiya ka **minisampay** ta bo.

Ba ken den **kiyatademi** so insana ngka raken
a **perasarasay** ka go ka panagontaman
ko makampet a oras a **minibegay** reka
ka angka kon di **kharasay** ko **pekhawri** a alongan

Sayana ko mapiya a **magegedam** o poso
**miyakowa** so antap, miyasalin so betad
Apiya makampet a oras na **miyakadaya** so taw
**miyanggalebek** iran so sogo o kadenan.

# Attitudes of Filipino College and Senior High School Students Towards Philippine English as Part of World Englishes: A Comparative Study

**Bianca Isabel A. Pablo, Eliza Karel C. Gruta, Janine Clair O. Mandac & Norman B. Tabios**
Quezon City Science High School, Quezon City, Metro Manila
pablo.biancaisabel@gmail.com

**Abstract.** The Philippines developed its dialect of English and Filipino English (Llamazon, 1969). Despite these recognitions and the numerous studies on Philippine English that have been conducted (Bautista, 2001), there is insufficient data to add to the generalized attitudes, acceptability, and awareness of Filipinos towards Philippine English or PhE, which would also determine its acceptability as a World English or WE. The primary objective of this study was to determine if there was a significant difference in the attitudes of Filipino college and Senior High School (SHS) students toward WE and PhE. A questionnaire was administered to respondents within Metro Manila, with questions presented on a 5-point Likert scale adapted from Choi's (2007) instrument about the acceptability and attitudes toward PhE. Independent T-test was used to test the hypothesis and Nyutu's (2021) Qualitative Interpretation of 5-Point Likert Scale Measurements to interpret the responses. The findings indicated that there is no significant difference between the attitudes of Filipino SHS and college students towards PhE. Both groups projected a generally positive and accepting attitude toward PhE. This study challenges education and language practitioners regarding the steps that must be taken to accept PhE in academic settings and as a part of World English.

**Keywords:** Attitudes, Philippine English, Senior High School, College

## 1. Introduction

With over 14 million Filipinos speaking English, the Philippines is one of the largest English-speaking nations. It is the commercial and legal language and the primary medium of school instruction. It has always been an official language, and more than 14 million Filipinos speak it (2015). Therefore, it is not unforeseen that the Philippines has developed its variety of English, Filipino English, and it exists as a dialect of English (Llamazon, 1969).

Other Asian countries have also deemed the Philippines quite well-versed in the English language, and the country ranks 2nd, next to Singapore, in English proficiency (2022). Furthermore, previous studies have addressed several aspects of Philippine English, such as its low accent identification—as presented in a study of Thai college English majors, with 7 out of 52 informants correctly identifying the country of origin (Jindapitak & Teo, 2012)—and how international

students come to the Philippines to learn English—such as an increasing number of Korean students coming to the Philippines to learn English (Kim, 2006).

Nevertheless, despite these recognitions and the numerous studies that have been conducted on Philippine English phonology, grammar, and syntax—analyzing the intelligibility and acceptability of these features—(Bautista, 2001), it remains that there are not enough data as of the moment that could add to the generalized attitudes, acceptability, and awareness of Filipinos towards Philippine English or PhE, that would also determine its acceptability as a World English or WE.

The referenced literature has covered a wide range of information on Asian populations' attitudes and awareness of WE, particularly PhE. However, an apparent knowledge gap has been identified concerning Filipinos' attitudes towards World Englishes, in particular among Senior High School (SHS) and College students, the acceptability of Filipino English in a local context or to Filipinos, and the acceptability and recognition of Filipino English as a variety of World Englishes. A population gap of Filipino informants, particularly Senior High School and College Filipino Informants from various academic strands, is significant and deserving of further investigation in the context of using Filipino English as a method of communication and learning. An investigation of this group is necessary to contextualize the acceptability and awareness of PhE as a World English among those who use it daily (Filipinos). Previous research has primarily focused on this population in other Asian countries, with little research conducted in the Philippine context. By addressing the gaps in awareness and acceptance of PhE as a WE among Filipino students, the researchers seek to strengthen it and observe the differences in attitudes of Filipino college and SHS students toward Philippine English as a World English.

Thus, this study aimed to determine and assess the attitudes of Filipino College and SHS students toward Philippine English, as well as the acceptability of Philippine English as a World English within these groups. This study only investigated the students' attitudes and acceptance of PhE due to limitations in time and capacity. This study did not describe differences in courses, strands, and institutions.

## 1.1 Theoretical Framework

English is used all over the world, not only as a tool of communication among native speakers but also as a language used in many former British and English colonies and even in other countries as well. Kachru's Three Concentric Circles Model was developed to understand the spread of the English language throughout the globe. This model consists of three concentric circles: **the Inner Circle, the Outer Circle, and the Expanding Circle**. Each circle represents "the type of

spread, the pattern of acquisition, and the functional domains in which the English language is used across cultures and languages."

    a. **Inner Circle** - Countries that use English as the primary language belong to this group, such as the United States of America, Canada, and the United Kingdom.

    b. **Outer Circle** - Countries once colonized by the United States of America or the British Empire. Additionally, these countries also use English as a second language. These include Malaysia, Singapore, Kenya, and others.

    c. **Expanding Circle** - Countries that introduce English as a foreign language, mainly for the purpose of communicating with countries from the Inner and Outer Circle, such as Japan, China, Korea, and other countries.

Figure 1.

*Kachru's Three Concentric Circles Model (1985)*
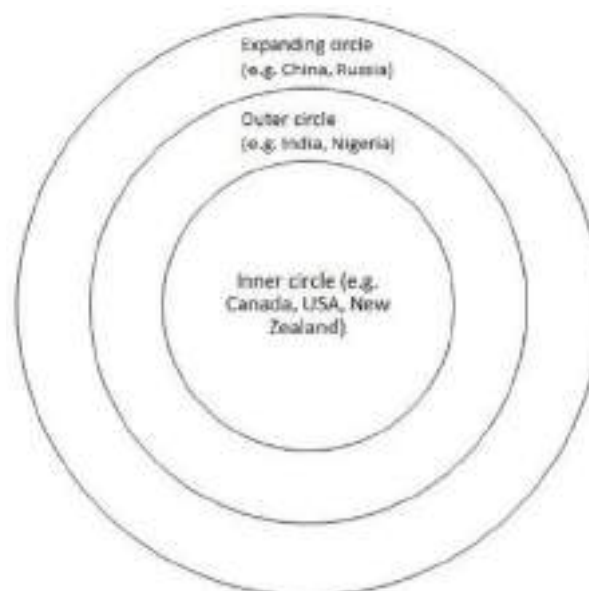


Today, the Philippines belongs to the outer circle of World Englishes, as the English language was brought by colonization by the United States and did not serve as the native tongue of the country. In addition, Filipino linguists believe that the Philippines will continue to be in the outer circle as our variety of languages lacks the "social prestige" of the native speakers in the inner circle (Jenkins, 2003, as cited in Đurković, 2019).

Within the theoretical framework of this research, it is vital to consider the implications of Kachru's Three Concentric Circles Model on linguistic imperialism. It can be seen as a tool of linguistic imperialism by reinforcing that English is a superior language and that speakers of Outer Circle English are inferior to

speakers of Inner Circle varieties. This can lead to the marginalization and suppression of local languages and cultures.

## 1.2 Objectives

1. To observe the difference in the attitudes of Filipino college and SHS students towards Philippine English as a World English
2. To investigate the awareness and acceptance of Philippine English as a World English
3. To strengthen the acceptability of Philippine English as a World English among Filipino students.

## 1.3 Research Statement

This study aimed to investigate and measure the attitudes and acceptance of Filipino College and Senior High School (SHS) Students towards Philippine English as part of World English.

Specifically, this research sought to answer the following questions:
1. What is the demographic profile of the student respondents in terms of:
   1.1 Sex
   1.2 Age
   1.3 Current academic level
   1.4 Socioeconomic status
2. What is the attitude of Senior High School students towards World English and Philippine English?
3. What is the attitude of College students towards World English and Philippine English?
4. Is there a significant difference between college and SHS students' attitude towards World English and Philippine English?

## 1.4 Hypothesis

**Null Hypothesis**
There is no significant difference between the attitudes of Filipino College and SHS students towards PhE as part of World Englishes.

**Alternative Hypothesis**
There is a significant difference between the attitudes of Filipino College and SHS students towards PhE as part of World Englishes.

### 1.5 Review of Related Literature

The United States approached the strengthening of colonial rule in the Philippines through linguistic Imperialism. By definition, linguistic Imperialism is a form of linguicism where one language is favored over others due to racism, sexism, class, and other parallel societal structuring. Linguistic Imperialism is the exploitation, injustice, inequality, and hierarchy that favors those who can speak the dominant language (Phillipson, 2013). Even after colonization, linguistic neo-imperialism is still profound in the country, and American English (AmE) still has a significant impact on Philippine English (PhE) in the 21st Century (Zeng & Yang, 2022).

Despite the influences of AmE in PhE, Zeng and Yang's study concluded that Filipinos have already claimed ownership over English. According to their research, Filipinos do not use English to mimic American culture but to express their culture. Another study by T. Ruanni F. Tupas in 2019 concluded that PhE does not disregard its historical and global roots but still accords its creativity when speaking. Furthermore, unlike its norm-developing variety counterparts, Philippine English is a mix of norm-dependent and norm-developing varieties of World English (Melchers et al., 2019). Hence, despite the presence of AmE, studies have concluded that Filipinos can still claim English as their language rather than just a colonial language.

Although previous studies have already addressed the linguistic imperialism of PhE and its influences, the attitudes and awareness of Filipinos regarding PhE as part of World Englishes have yet to be a focus of research. Previous studies have explored the comprehensibility and acceptability of phonological varieties among local and native users of English. However, there needs to be more research on investigating the perceptions and attitudes towards PhE, specifically as a variety of English that is part of the larger landscape of World Englishes. Given the growing recognition of the diversity of English usage worldwide, it is crucial to understand how Filipinos perceive and interact with PhE. Additionally, with the Philippines being one of the largest English-speaking countries in the world and a significant player in the global outsourcing industry, it is essential to explore how PhE fits into the larger context of World Englishes.

World English refers to the diverse varieties of English spoken and used worldwide, which have evolved in different sociocultural, historical, and linguistic contexts. It accounts for the way the English language is now used by non-native speakers, taking ownership of English and using it to reflect on their own lives (Kachru, 1991). These English varieties, often called World Englishes, encompass different forms of English that have developed in various regions and countries. World Englishes reflects the language's dynamic nature, as English constantly evolves and adapts to local contexts, cultures, and speakers. In the Philippines,

Philippine English is considered one of the varieties of World English.

According to Hernandez (2020), Filipinos are moderately aware of Philippine English. They know PhE, except for Taglish (a combination of Tagalog and English) and Carabao English (a derogatory term for heavily accented English spoken by some Filipinos). However, it is indicated that Filipinos need to be more fully knowledgeable about PhE, so there is a need to promote PhE further. Raising awareness of World Englishes (WEs), including PhE, is urgent for them to gain recognition. Recognizing the existence of local varieties of World English is beneficial in raising awareness of the characteristics of Philippine English and empowering the use of the language.

A study by Torres (2019) assessed the acceptability of Philippine English Grammatical and Lexical Items among Pre-service Teachers. The results have shown that PhE is accepted only to a limited extent. The results have shown that American English (AE) is generally the preferred model for English grammar. Research about the attitudes of selected Luzon University Students and Faculty towards PhE by Bautista (2001) had similar results, where PhE was recognized and accepted. However, thoughts still linger that PhE is not good enough as AE. Both studies found that PhE still needs to be entirely accepted in the country, and American English is still deemed superior or standard.

Another relevant study about World English and Non-native English Teachers was done by Choi (2007). In this study, the researcher investigated the attitude of Korean EFL learners after subjecting them to a new course about World Englishes. Statistical results show that the experimental group showed less preference toward standard English after attending the World English course. Furthermore, preference toward non-native and native English largely depended on the Korean EFL's level of English proficiency. Choi (2007) further concluded that students who took courses about World English have become less obsessed with either American or British English. Moreover, Choi (2007) further emphasized that educating young Koreans about World English and World Englishes is significant. In this way, Future language learners and educators would have a better opportunity to reduce social problems caused by EFL and ESL learners' obsession with the so-called "standard American English and British English."

The Study by Sa'd (2018) about the World English and World Englishes perspectives from English language learners in Iran was based on the reality of the global and international spread of English, which stirred mixed discussion among a large number of researchers around the world regarding the benefits and negative impact of this language phenomena. Furthermore, the study was conducted to encourage more WE scholars to hear English students' views from an expanding circle context. In relation to this research, 20 Iranian elementary and 18 advanced-level EFL learners participated in this mixed-method study. The participants answered a research questionnaire adopted from the study of Yu

(2010) and further participated in a focus group discussion organized by the researcher. Results revealed that most participants agree that English is an international language, the most widely used language globally, and that they would instead learn American English rather than Singaporean English. These results reveal that Iranian EFL learners have a high regard toward English and low to minimal awareness that other varieties of English exist. The study also noted that both elementary and advanced EFL have heard the term World Englishes and Iranian English. However, these statements contradict the same results from the study when most participants strongly agree that they want to sound like native speakers when they speak English. Respondents from Kachru's Outer Circle also agreed that "English Education should start from Elementary school in Iran," thus hinting that both elementary and advanced EFL learners lack awareness of the benefits of the MTB-MLE program in their respective countries. Participants also agree that "American English" is the best model for Iranian English learners, which again suggests that the respondents from the expanding circle favor the native varieties of English over the non-native ones.

In terms of the current English Education policy in Iran, most participants noted that they strongly disagree that they are satisfied with it and are not satisfied with the teaching methods used in their respective schools. As for the participants' attitude toward learning English, they showed a very positive attitude that learning is essential and a handy tool in contemporary society and that learning English would help them catch up with the economic and technological advancements in the world. More importantly, both elementary and advanced Iranian EFL learners think that learning English is essential to getting a decent job, and it gives them leverage to obtain a better education and even opportunities abroad. The study of Sa'd (2018) further concluded that the study demonstrates the marked tendency of Iranian EFL Learners, as a representative from the Expanding Circle of the World English Paradigm, to associate English with that of those from the Inner Circle, the native speakers. The study also reflected the so-called "native-speakerism," defined as the over-representation of the native-speaker's perspective at the expense of non-native speakers. The study's results also support the perspective of Jenkins (2006) that the belief of ownership persists among native and non-native speakers-teachers, teacher educators, and linguists in IE and WE. Sa'd (2018), in his conclusion, reiterated that his study about World English and World Englishes perspectives from English language learners in Iran has a clear implication to inform practice, such as letting the students be aware of the benefits of having a near native like speaker as teachers of a foreign or second language. Furthermore, Sa'd (2018) study reiterated that an educational intervention must be done and that, in line with the perspective of Caine (2008), non-native English speakers should develop the personal and professional confidence to perceive themselves as legitimate English teachers. This step should be supported by making Iranian EFL learners cognizant of the benefits and positive aspects of NNS and learning the NNS variety of English.

Another foreign study was conducted by He (2015), which investigated the perception of university students and teachers' attitudes toward China English and World Englishes, intending to investigate their language attitude and its pedagogical implications. This study was built on the premise that there has been an increasing discussion on the acculturation and nativization of English in China, thus resulting in the existence and emergence of China English. In addition to this, He (2015) also noted that the importance of English in China cannot be underestimated due to its contribution to the nation's economic prosperity and increasing global prosperity. This importance of English in China is reflected in the country's English Education policy, which states that the 'The Ministry of Education (MOE) of China requires English to be offered as a compulsory course from Grade 3 of primary school till postgraduate level' which resulted to the increase in English language learners in China and decrease in age". Moreover, the study also noted that the Chinese government at all levels has encouraged its civil servants and ordinary people to learn English to promote economic development. Bolton (2013) noted that university students in China learn English through multiple platforms such as the internet, variety shows, television series, movies, music, and others. Also, English language teaching has grown into an industry in China that produces millions of dollars for private and public institutions. He (2015) further discussed China English in the context of World Englishes and acknowledged the inclusion of China as a part of the expanding circle of Kachru's (1985) World English Paradigm. Within the context of Asia, He (2015) further acknowledges the claim that English may no longer be the monopoly of the British and that the former colony of this empire made English theirs. Similarly, some Chinese scholars and researchers contend that China English can also be considered an independent variety of English. This argument can be supported by the reality that 440 to 650 million people are learning and continuously using English in China as of 2008.

According to Jain (2014) the study of attitude is crucial because of its influence, capacity to predict, and explain one's behavior, and that social psychologists have assumed that attitudes have something to do with Social Behavior. Attitudes are believed to directly influence behavior. In practice, the term attitude is often used as an umbrella term to encompass concepts such as preferences, feelings, emotions, beliefs, expectation, judgement, appraisals, values, principles, opinions, and intentions. However, it is quite impossible for the current research to cover all these notions about attitude, as a result the study used the Tripartite Model of Attitude by Spooncer (1992), as cited in Jain (2014) which explains that attitude is composed of three components, such as Feelings, Beliefs, and Behavior. Furthermore, the model further elaborated that the first component includes individuals' emotions which can be represented with verbal statements of feelings. The second component, on the other hand, includes an individual's cognitive responses which, again, may be represented

through verbal statements of belief. Lastly, the third component includes an individual's overt action which can be represented through verbal statements about intended behaviors.

Regarding sex, Torres (2019) has discovered that the male and female respondents of their study had no significant difference concerning the acceptability of PhE. The same result was found in Alieto & Rillo's study in 2018 regarding the language attitudes of English Language Teachers toward PhE; no variation was found in the language attitudes of the male and female respondents.

The cited literature is related to the present study because its objective is also to investigate the attitude of a population towards PhE. While the other studies investigated the population, such as teachers, the current study aimed to investigate undergraduates and senior high school students to see if any significant results could contribute to developing the research regarding Philippine English.

## 2. Methodology

### 2.1 Research Design

The study utilized a comparative-descriptive quantitative research design. The type of descriptive design attempts to compare two groups and study the similarities and differences between them in an effort to understand both groups (Richardson, 2018). Additionally, the research design is a reasonable choice when attempting to answer questions that intend to develop valid theoretical frameworks for explaining empirical phenomena and questions (Bureau & Houlberg Salomonsen, 2012). Miri and Shahrokh (2019) also stated that comparative research may be a technique for analyzing causal relationships and testing hypotheses that aims to provide a more detailed description of the subject matter. The design is relevant to the current study, due to its aim to investigate the attitudes of College and SHS students towards PhE as part of World English by observing the differences in terms of acceptability and awareness between the two groups. The significant difference will be identified through the comparison of means and T-test results, along with testing the hypothesis with the same independent T-test.

### 2.2 Data Gathering

The data-gathering procedure used close-ended questions. Google Forms was used to administer the online survey, and it was presented in the form of scaled questions using a Likert scale– examples of such scales in psychometrics frequently used in social science and educational research (measures human attitude). The opt-in and opt-out method was utilized in conducting the survey.

The participants are given a choice to opt out if they do not wish to participate anymore.

The questions in the administered survey are adapted from previous studies investigating the attitudes and acceptability of a population towards their corresponding variety of English (Choi, 2007 & Bautista, 2001). Some questions were modified to fit the study's context, measuring Philippine English's attitudes and acceptability as a World English among Filipino Senior High School and College students.

### 2.3 Research Instruments

In order to quantify "attitude" in a way acknowledged and validated by science, the Likert scale was developed in 1932 (Joshi et al., 2015). The researchers used a 5-point Likert scale with questions adapted from the study Choi in 2007 entitled Study on Students' Attitude Towards World Englishes and Non-native English Teachers, ranging from "strongly disagree" to "strongly agree," enabling respondents to self-report, assess, and express their agreement or disagreement with the topics presented. The survey questionnaire was changed to fit the cultural context of the Philippines and the study context.

The research adviser validated the research instrument, which comprises four sections. Participants were asked to fill out Section A with personal information such as their name, sex, age, grade level, and socioeconomic situation. Furthermore, five questions in Section B were intended to get the participant's opinions on Standard English and its relationship to British or American English.

In addition, Section C, which also comprises five questions, was provided to the participants to gauge their familiarity with other World Englishes and their opinions on the recognition and importance of Philippine English. The final Section—Section D, which consisted of a total of 8 questions, was designed to determine how each participant felt about the acceptability and recognition of Philippine English as a variant of World Englishes in a global setting. Some of the questions/statements from the original instrument were removed to fit the needs of the current study.

Due to the adapted questionnaire being changed to fit the context of the study, Cronbach's Alpha was applied to the instrument to test if the reliability is still significantly good as the unchanged instrument. Compared to Choi's coefficient which is 0.99, the modified questionnaire applied in the study obtained a 0.72. The result can be interpreted to have an acceptable internal consistency. The two results may not have an equal internal consistency, but the questionnaire is still considered to be a reliable instrument for the current

study.

## 2.4 Sampling and Participants

The participants were selected using purposive sampling and convenience sampling. Purposive sampling was used to select respondents who are most likely to provide relevant and helpful information, and it is a method of discovering and selecting instances that made the most use of limited research resources (Campbell, Greenwood, Prior, et al., 2020). It relies on the researcher's judgment when choosing and identifying the respondents, cases, or events that can provide the best information to accomplish the study's objectives (Nikolopoulou, 2022). At the same time, convenience sampling entails including members of the target population who meet specific practical requirements, such as readily available access, geographic proximity, availability at a specific time, or willingness to participate in the study (Etikan et al., 2016).

In addition, it is for ease and reduced time consumption, as well as providing the opportunity for respondents to take their time, back out, or refuse participation in the study. Respondents of the study were selected Senior High School and College Students from different universities in Metro Manila.

## 2.5 Data Analysis

Adapted from the study of Choi (2007), the data collected was organized into two tables, separating the two groups. After, an independent two-sample T-test was utilized to compare the answers of the two groups in each section of the questionnaire. The same type of T-test was used to test if there is a significant difference between college and SHS students' attitudes towards PhE as part of WE. Descriptive statistics were calculated to measure the attitudes and acceptability of the respondents. The mean of each group per question was computed and then interpreted to determine the specific items that had positive or negative attitudes toward PhE. To have a generalized view of the attitudes of each group, the mean of all the answers per section of the questionnaire was computed and interpreted.

Table 1 exhibits Pimentel's (2010) Qualitative Interpretation of 5-Point Likert Scale Measurements, cited in Nyutu and Cobern's (2020) study which served as the basis for all interpretations of the computed means in the current research.

Table 1

*Qualitative Interpretation of 5-Point Likert Scale Measurements*

| Likert-Scale Description | Likert-Scale | Likert Scale Interval |
|---|---|---|
| Strongly Disagree | 1 | 1.00 -1.80 |
| Disagree | 2 | 1.81 - 2.60 |
| Neutral/Uncertain | 3 | 2.61 - 3.40 |
| Agree | 4 | 3.41 - 4.20 |
| Strongly Agree | 5 | 4.21 - 5.00 |

## 3. Results and Discussion

In the questionnaire, the respondents were asked to respond to an 18-item Likert Scale with five choices — Strongly Agree (SA), Agree (A) Strongly Disagree (SD), Disagree (D), and Neutral (N). The Likert Scale items were derived from the study of Choi (2007), however there were changes to fit the context of the study. The research has gathered responses from 84 participants, 39 college and 45 SHS Filipino students. The mean of the answers were computed and interpreted, while an independent two sample T-test was conducted to test the hypothesis. Table 2 displays the number of respondents in each category of the demographic profile.

Table 2
*Demographic Profile of Respondents (Section A)*

|  | College | SHS |
|---|---|---|
| 1. Gender |  |  |

| | | |
|---|---|---|
| Female | 22 | 22 |
| Male | 17 | 23 |
| Total | 39 | 45 |
| 2. Age | 18-19:  20<br>20-21:  11<br>22-23:  7<br>24-25:  1 | 16-17:  35<br>18-19:  9<br>20-21:  1 |
| 3. Socio-economic Status | | |
| Upper Class | 0 | 2 |
| Middle Class | 34 | 40 |
| Lower Class | 5 | 3 |

As shown in Table 3, section B pertains to the relationship between Standard English and British or American English. The mean scores from this section suggest that Standard English is derived from how native English speakers use the language, such as British English and American English. But this does not mean that distinctive PhE features are deemed as "incorrect" or an improper use of the English language. This presents the idea that College and SHS students recognize native English speakers as the basis for Standard English but they also recognize incorporating features, such as borrowing of words and pronunciation, as a development of PhE.

Table 3

*Mean and Interpretation of questions in Section B*

| Section B | College | Interpretation | SHS | Interpretation |
|---|---|---|---|---|
| 1. Standard English is British English or American English. | 3.821428571 | Agree | 3.8 | *Agree* |
| 2. English belongs to the UK or the USA | 3.384615385 | *Agree* | 2.888888889 | *Neutral/Uncertai n* |
| 3. It is British or American English speakers who have | 2.358974359 | *Disagree* | 2.088888889 | *Disagree* |

| right to decide how English should be | | | | |
|---|---|---|---|---|
| 4. I am ashamed of my Filipino (local) accent and try to get rid of it when I speak English | 1.641025641 | *Strongly Disagree* | 1.911111111 | *Disagree* |
| 5. If English is used differently from British or American English, it must be wrong | 1.846153846 | *Disagree* | 2 | *Disagree* |

Section C, as shown in Table 4, explored the attitudes and beliefs of college and SHS students towards World Englishes and PhE. The mean scores from this section suggested that students have a positive attitude towards these varieties of English. This suggested that students are aware of the diversity of the English language and recognize that PhE is a legitimate variety of English. Their support for teaching more about World Englishes and PhE suggests that they believe that these varieties of English should be promoted.

Table 4

*Mean and Interpretation of questions in Section C*

| Section C | College | Interpretation | SHS | Interpretation |
|---|---|---|---|---|
| 6. I am familiar with World Englishes | 4 | Agree | 4.02222222 | Agree |
| 7. Philippine English (My local variety of English) should be recognized and stand alongside British or American English | 3.71794872 | Agree | 3.93333333 | Agree |
| 8. More lectures should be given on World Englishes and Philippine English | 4.07692308 | Agree | 4.22222222 | Strongly Agree |
| 9. I am proud of my Filipino (local) accent when I speak English | 3.8974359 | Agree | 3.73333333 | Agree |

| 10. Philippine English (My local variety of English) is used differently from British or American English. It should be learned by foreigners, especially the native speakers of English who want to communicate with Filipino people in English. | 3.43589744 | Agree | 3.22222222 | Agree |

Section D, as shown in Table 5, determines the participant's acceptability and recognition of Philippine English as a part of World Englishes. In general, the respondents demonstrated a positive opinion towards the acceptability of PhE as a World English. Their responses implied that PhE should be recognized and stand alongside other variants of World Englishes. They also demonstrated awareness of the distinctive features of PhE and recognize it as a necessity in developing PhE.

Table 5

*Mean and Interpretation of questions in Section D*

| Section D | College | Interpretation | SHS | Interpretation |
|---|---|---|---|---|
| 11. If we speak Philippine English, we will not be respected by other speakers of English | 2.17948718 | Disagree | 2.133333333 | Disagree |
| 12. Philippine English is actually mistakes made by people who speak poor English. | 1.974358974 | Disagree | 2 | Disagree |
| 13. Foreigners do not understand us if we talk to them in Philippine English. | 2.153846154 | Disagree | 2.311111111 | Disagree |
| 14. Philippine English will be internationally acceptable only if it does not show regional differences in pronunciation and vocabulary. | 2.923076923 | Neutral/Uncertain | 2.711111111 | Neutral/Uncertain |

| 15. It is to be expected that there will be regional differences in pronunciation and vocabulary in Philippine English. | 4.230769 231 | Strongly Agree | 4.28888888 9 | Strongly Agree |
|---|---|---|---|---|
| 16. Using words from our own culture is a necessity in developing Philippine English. | 4.155555 556 | Agree | 4.15555555 6 | Agree |
| 17. Filipinos have to modify American English to make it suitable for use in the Philippines. | 3.487179 487 | Agree | 3.31111111 1 | Neutral/Uncert ain |
| 18. The standard of spoken and written English in the Philippines has dropped since the implementation of the Bilingual Policy | 3.128205 128 | Neutral/Uncer Tain | 2.77777777 8 | Neutral/Uncert ain |

To determine if there is any significant difference between the two variables (College and SHS), the researchers performed an independent sample t-test at 0.05 level of significance (a=0.05). The computed means from the data of College and SHS respondents was compared in each section of the questionnaire. Analysis showed that there is no significant difference between the two means in all sections. The result in section B indicates that there is no significant difference between the two groups in terms of their opinion in the relationship between Standard English and British or American English. The result in section C connotes that the recognition of the importance of PhE and recognition of other World Englishes among College students do not significantly differ from the recognition of the SHS students. Lastly, the result in section D suggests that the extent of acceptability among the College students is not significantly different from the acceptability of SHS students. The comparison between the two groups is shown in Table 6 through an Independent Two-Sample T-Test per section. While the overall comparison is shown in Table 7.

Table 6
*Results of the Independent Two Sample T-Test Per Section*

| Section | Result |
|---|---|

| Section B | 0.89990198 |
|-----------|------------|
| Section C | 0.99615187 |
| Section D | 0.88025289 |

Table 7
*Results of Independent Two Sample T-Test*

| Sample Size (n) | Alpha Level (a) | Critical Value | Test Statistic | Conclusion |
|-----------------|-----------------|----------------|----------------|------------|
| 84 | 0.05 | -1.959963986 | 0.891615968 | There is no significant difference between the means of Filipino College and SHS students' responses. |

In general, both groups showed an inclination towards a more positive attitude regarding PhE. A possible explanation for this is the use of the English language as a medium of instruction in the academe. This means that students are exposed to PhE on a daily basis, which helps them to develop a positive attitude toward this variety of English. In addition to this, PhE is further developed in informal communication. PhE is often used in conversations with family and friends, which allows Filipinos to express their identity and culture.

**4. Conclusion**

The current study aims to observe the difference in the attitudes of Filipino college and SHS students towards Philippine English as a World English. Based on the findings, the following conclusions are made:

Most of the answers have shown a positive attitude towards PhE. The mean scores were compared through an Independent T-test. The critical value does not fall in the rejection region which signifies that there is no significant difference between the means of the College and SHS students. College and SHS students have exhibited similar attitudes towards PhE and WE.

Thus, College and SHS students are moderately aware of PhE and accept it as part of World Englishes. Some questions have revealed that they do not fully accept PhE and still lean unto the idea that the British and Americans are the actual owners of the language, making PhE not standard or

merely borrowed.

Similar results have been shown in Torres' study in 2019, which stated that "acceptance is only to a limited extent." The study results have shown that people generally prefer AmE as the model for English grammar, revealing a striking similarity to the current study. These results suggest that there is still some resistance to the idea of PhE as a legitimate variety of English even among the younger Filipinos. The results of Bautista's (2001) study have also revealed that Filipinos recognize and accept PhE to an extent, but there is still a lingering perception that it is not as good as American English. It has been concluded that "The linguistic insecurity Filipinos feel when speaking English has not disappeared even with the acknowledgment that they speak PE (Philippine English), a distinct and legitimate variety in its own right."

On the topic of the range of ages, despite their young age, the participants are reasonably aware of World Englishes and accept Philippine English as part of the varieties of English. One possible explanation for this is that the students came from affluent families and had enough understanding of the English language usage caused by their educational institution. In addition to this, both male and female respondents generally share a positive attitude toward PhE. It indicates that gender played a minimal role in shaping language attitudes among young adults.

Future studies should explore the possibility of a significant difference between male and female respondents and then compare their attitudes toward PhE. As for the demographic profile, most of the participants were middle class. Thus, there needed to be room for the researchers to compare or correlate their attitudes and socioeconomic status. Lastly, in terms of gender, it was found that there was no significant difference between male and female participants in their attitude toward Philippine English as part of World Englishes.

## 5. Acknowledgement

participated in this study. Their participation and willingness to share their perspectives were essential in helping us get the data we required and conduct our study. We truly value what they have accomplished.

We also wish to thank our family and friends for their unwavering encouragement and support during this study effort. Their belief in our ability, patience, and understanding has served as a constant source of inspiration.

Finally, we would want to express our gratitude to God for providing us with strength, perseverance, and direction during the course of our study effort. This study project could not have been finished effectively without the help and cooperation of everyone listed above. They played a role in our studies, and we are really appreciative that they were a part of our academic journey.

**References**:

Bautista, M. L. S. (2001). Attitudes of Selected Luzon University Students and Faculty towards Philippine English. Quezon City: Philippine Association for Language Teaching.
https://www.researchgate.net/publication/346076138_Attitudes_of_Selected_Luz on_University_Students_and_Faculty_towards_Philippine_English

Bolton, K., & Bautista, M. L. S. (2004). Philippine English: Tensions and transitions. World Englishes, 23(1). https://doi.org/10.1111/j.1467-971X.2004.00330.x

Borlongan, A. M. (2009, August). A Survey on Language Use, Attitudes, and Identity in Relation to Philippine English among Young Generation Filipinos: An Initial Sample from a Private University. Philippine ESL Journal, 3, 74-107. https://eric.ed.gov/?id=ED505885

Bureau, V., & Houlberg Salomonsen, H. (2012). Comparing Comparative Research Designs. Working Papers from Department of Political Science http://vbn.aau.dk/files/73680818/2012_1_Heidi_Salomonsen.pdf

Cabigon, M. (2015, November). State of English in the Philippines: Should we be concerned?. State of English in the Philippines: Should We Be Concerned? **|** British Council. https://www.britishcouncil.ph/teach/state-english-philippines-should-we-be-concerned-2

Caine, T. (2008). "Do You Speak Global? the Spread of English and the Implications for English Language Teaching. Canadian Journal for New Scholars in Education, 1(1), 1–11. https://www.google.com/search?sxsrf=ALeKk029igq-1eGAiO5hBQqmbjG2GT2bq A%3A1596398300216&source=hp&ei=3BonX_H-CoetoATF76C4BQ&q="Do+You+Speak+Global%3F+the+Spread+of+English+and +the+Implications+for+English+Language+Teaching&oq="Do+You+Speak+Glob

al%3F+the+Sp

Campbell, S., Greenwood, M., Prior, S., Shearer, T., Walkem, K., Young, S., . . . Walker, K. (2020, June 18). Purposive Sampling: Complex or Simple? Research Case Examples. Retrieved May 21, 2023, from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7932468/

Dela Cruz, F. Y. B. (2022). On the Status of English in the Philippines. UP Working Papers in Linguistics, 1(1), 204-206. https://linguistics.upd.edu.ph/wp-content/uploads/2022/08/24-On-the-Status-of- English-in-the-Philippines.pdf

Etikan, I. (2016). Comparison of Convenience Sampling and Purposive Sampling. American Journal of Theoretical and Applied Statistics, 5(1), 1. https://doi.org/10.11648/j.ajtas.20160501.11

He, D. (2015). University students' and teachers' perceptions of China English and World Englishes: Language attitudes and pedagogic implications. The Asian Journal of Applied Linguistics, 2(2), 65–76.

Hernandez, H. P. (2020). Awareness of Filipino Graduate Students towards Philippine English. The Normal Lights, 14(2), 1-27. https://www.researchgate.net/publication/347558352_Awareness_of_Filipino_Graduate_Students_towards_Philippine_English_The_Normal_Lights_Journal_on_Edu cation_and_Teacher_Education

Jain, V. (2014). 3D Model of Attitude. International Journal of Advanced Research in Management and Social Sciences, 3(3), 1–12. http://www.garph.co.uk/IJARMSS/Mar2014/1.pdf

Joshi, A., Kale, S., Chandel, S., & Pal, D. (2015). Likert Scale: Explored and explained. British Journal of Applied Science & Technology, 7(4), 396–403. https://eclass.aspete.gr/modules/document/file.php/EPPAIK269/5a7cc366dd9 63 113c6923ac4a73c3286ab22.pdf

Kachru, B. B. (1991). World Englishes and Applied Linguistics. 1-29. https://eric.ed.gov/?id=ED347805

Llamzon, T. A. (1968, November 30). Standard Filipino English. language research series. ERIC. https://eric.ed.gov/?id=ED047315

Mathur, B. (no date) Data Analysis of students marks with descriptive statistics - researchgate. Available at: https://www.researchgate.net/publication/293074171_Data_Analysis_of_Student s_Marks_with_Descriptive_Statistics (Accessed: 22 May 2023).

Melchers, G., Shaw, P., & Sundkvist, P. (2019). World Englishes (3rd Edition ed.).Routledge. https://www.taylorfrancis.com/books/mono/10.4324/9781351042581/world-englis hes-philip-shaw-gunnel-melchers-peter-sundkvist

Miri, S. M., & Shahrokh, Z. D. (2019, May 13). A Short Introduction to Comparative Research. ResearchGate. https://www.researchgate.net/publication/336278925_A_Short_Introduction_t o_ Comparative_Research?fbclid=IwAR3HZ-7nxJk6DrreN03DGmhkS35cxychpZiJZND yeE7dlPGj0n1787tHikA

Nikolopoulou, K. (2022, August 11). What Is Purposive Sampling? | Definition & Examples. Retrieved May 21, 2023, from https://www.scribbr.com/methodology/purposive-sampling/

Nyutu, E. N., & Cobern, W. (2020, December). Correlational Study of Student Perceptions of their Undergraduate Laboratory Environment with respect to Gender and Major. International Journal of Education in Mathematics Science and Technology, 9(1), 83-102. https://doi.org/10.46328/ijemst.1182

Phillipson, R. (2013). Linguistic Imperialism. Blackwell Publishing. https://www.researchgate.net/publication/31837620_Linguistic_Imperialism_R_Phi llipson

Richardson, H. (2018, June 28). Characteristics of a Comparative Research Design. Classroom. https://classroom.synonym.com/characteristics-comparative-research-design-82 74567.html

Rillo, R., & Alieto, E. (2018, November). Language Attitudes of English Language Teachers (ELTs) Towards Philippine English. ResearchGate. https://www.researchgate.net/publication/328789176_Language_Attitudes_of _English_Language_Teachers_ELTs_Towards_Philippine_English

Tamimi Sa'd, S. H. (2018). World English and World Englishes: perspectives from English language learners in Iran. Journal of World Languages, 5(1), 23–45. https://doi.org/10.1080/21698252.2018.1500151

Sunil, P. (2022, May 17). Asian countries with the highest English proficiency: Singapore, the Philippines, Malaysia &amp; more [2021]. Human Resources Online. https://www.humanresourcesonline.net/asian-countries-with-the-highest-english- proficiency-singapore-the-philippines-malaysia-more-2021

Tahmasbi, S., Hashemifardnia, A., & Namaziandost, E. (2019). Standard English or World Englishes: Issues of Ownership and Preference. Journal of Teaching English Language Studies, 7(3), 83-98.

https://tels.takestan.iau.ir/article_665009_bc918242d35f565d74a0b1907305669 6.p df

Torres, J. M. (2019, October). Acceptability of Philippine English Grammatical and Lexical Items among Pre-service Teachers. ResearchGate. https://www.researchgate.net/publication/336286596_Acceptability_of_Philip pin e_English_Grammatical_and_Lexical_Items_among_Pre-service_Teachers

Watts, R. J., & Bex, T. (1999). Standard English: What It Isn't. In Standard English:T The Widening Debate (pp. 117-128). Routledge. https://books.google.com.ph/books?hl=en&lr=&id=uyGEAgAAQBAJ&oi=fnd&pg= PA117&dq=standard+english+the+widening+debate&ots=gW77vm4IUv&sig=A wa8ckCK4_w1fc9qy7j7iaFZm2M&redir_esc=y#v=onepage&q=standard%20en glis h%20the%20widening%20debate&f=false

Zeng, J., & Yang, T. (2022). English in the Philippines from the Perspective of Linguistic Imperialism. Rupkatha Journal, 14(1), 1-12. https://rupkatha.com/V14/n1/v14n118.pdf

**Appendix**

**Appendix A.**
**Research Instrument/Questionnaire**

**Section A**
Respondents' Demographic Profile:

1. Name

2. Sex

3. Age

4. Current Academic Level
College or Senior High School
5. Socioeconomic Status
Lower, Middle, or Upper Class

**Section B**
1. Standard English is British English or American English.

1   2   3   4   5

2. English belongs to the UK or the USA.

1   2   3   4   5

3. It is British or American English speakers who have right to decide how English should be.
1   2   3   4   5

4. I am ashamed of my Filipino (local) accent and try to get rid of it when I speak English.

1   2   3   4   5

5. If English is used differently from British or American English, it must be wrong.

1   2   3   4   5

**Section C**

6. I am familiar with World Englishes.

1   2   3   4   5

7. Philippine English (My local variety of English) should be recognized and stand alongside British or American English.

1   2   3   4   5

8. More lectures should be given on World Englishes and Philippine English.

1   2   3   4   5

9. I am proud of my Filipino (local) accent when I speak English.

1   2   3   4   5

10. Philippine English (My local variety of English) is used differently from British or American English. It should be learned by foreigners, especially the native speakers of English who want to communicate with Filipino people in English.

1   2   3   4   5

**Section D**

11. If we speak Philippine English, we will not be respected by other speakers of English.

1   2   3   4   5

12. Philippine English is actually mistakes made by people who speak poor English.

1   2   3   4   5

13. Foreigners do not understand us if we talk to them in Philippine English.

1   2   3   4   5

14. Philippine English will be internationally acceptable only if it does not show regional differences in pronunciation and vocabulary.

1   2   3   4   5

15. It is to be expected that there will be regional differences in pronunciation and vocabulary in Philippine English.

1   2   3   4   5

16. Using words from our own culture is a necessity in developing Philippine English.

1   2   3   4   5

17. Filipinos have to modify American English to make it suitable for use in the Philippines.

1   2   3   4   5

18. The standard of spoken and written English in the Philippines has dropped since the implementation of the Bilingual Policy

1   2   3   4   5

**Appendix B.**
Cronbach's Alpha Reliability Test

| S | T | U | V | W | X | Y | Z | AA |
|---|---|---|---|---|---|---|---|---|
| 14. Philip | 15. It is to | 16. Using | 17. Filipin | 18. The a | TOTAL | | | |
| 2 | 4 | 5 | 2 | 2 | 53 | | | |
| 3 | 4 | 4 | 2 | 3 | 52 | | | |
| 2 | 5 | 5 | 2 | 3 | 61 | | | |
| 1 | 5 | 4 | 1 | 1 | 39 | | | |
| 1 | 5 | 4 | 3 | 3 | 59 | | | |
| 1 | 5 | 5 | 4 | 1 | 48 | | | |
| 3 | 4 | 5 | 4 | 3 | 60 | | # of questions | 18 |
| 3 | 5 | 3 | 3 | 4 | 49 | | sum of the item variances | 15.65755054 |
| 2 | 4 | 4 | 3 | 2 | 53 | | variance of total scores | 48.79747732 |
| 2 | 4 | 4 | 3 | 2 | 48 | | cronbach's alpha | 0.7190809069 |
| 2 | 4 | 4 | 2 | 3 | 43 | | | Acceptable |
| 2 | 4 | 4 | 4 | 2 | 56 | | | |
| 4 | 4 | 3 | 3 | 2 | 48 | | | |
| 1 | 4 | 3 | 3 | 3 | 49 | | | |

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

# POSTER PRESENTATIONS

# English Teachers' Awareness of and Attitudes towards Philippine English: A Basis for a Learning Program Proposal

**Dyanna Mariae A. Dangilan**
Solano High School
dannadangilan@gmail.com

**Zayda S. Asuncion**

Saint Mary's University
zasuncion@smu.edu.ph

**Abstract.** The English language proves its dynamicity with the creation of different varieties brought about by the contact of the language with different indigenous languages and dialects. One variety of this is Philippine English which is becoming gradually accepted as a local norm or model in the Philippines. Using descriptive design, this study determined both the awareness and attitude of English teachers from public secondary schools of Nueva Vizcaya towards the use of PhE. The findings revealed that English teachers had a high level of awareness and a positive attitude towards PhE. They, however, did not see incorporating the variety in the language curricula as an issue and they did not regard it as a standard variety to be taught in schools. Further, younger teachers had a higher awareness compared to those who are 30 years old and above. Likewise, female teachers were more aware of the variety than male teachers. Integrating PhE in language lessons, conduct of in-service trainings and learning program, specifically a Learning Action Cell, can help strengthen the awareness level of all English public secondary school teachers. This study proposes a Learning Action Cells named Philippine English: Promoting and Learning its Use in Schools (PhE: PLUS).

**Keywords**: World Englishes, Philippine English

## 1. Introduction

Language is characterized as dynamic- it is always changing, evolving, and adapting to the needs of its users. The English language proves its dynamicity with the creation of different varieties brought about by the contact of the language with different indigenous languages and dialects. Emerging in the 1980s, these varieties have come to be known as World Englishes (WE) which became a new subdiscipline in linguistics, investigating their features and conditions of use (Schneider, 2018).

One variety of English is Philippine English (PhE) which began when the Philippines was colonized by the Americans in 1898. According to Llamzon (1972), PhE was recognized as a distinct, nativized variety in the late 1960s.

In following the development of a new/ postcolonial English variety such as PhE, Schneider (2007) presents his dynamic model where there are five phases in the evolution of new Englishes, namely foundation, exonormative stabilization, nativization, endonormative stabilization, and differentiation. He states that PhE is in the third phase-possibly approaching phase four. This means that PhE is in the nativization stage where it has already established its identity as a local variety having come up with its own vocabularies. It is currently approaching the stage of Endonormative Stabilization which pertains to becoming gradually accepted as a local norm or model.

Studies revealed that Filipinos had ambivalent views on the acceptance of PhE (Dimaculangan, 2022). Astrero (2017) found 100% awareness of PhE among millennials but Hernandez (2020a) yielded a moderate level of awareness among Filipino graduate students. In terms of attitude towards PhE, Escalona (nd) and Bautista (2001) found a positive attitude of English teachers in universities, while Asuncion and Querol (2015) and Gustilo and Dimaculangan (2018) revealed a neutral attitude among English teachers. No matter how varied their awareness and attitude are to that of the English variety, a majority of the recommendations points out the need to raise awareness of the existence of the varieties of English, especially in schools. This calls for a need to propose a learning program, specifically a Learning Action Cell (LAC).

Furthermore, one of the guiding principles found in the Department of Education's K to 12 English Curriculum Guide (2016a) curriculum guide is the involvement of accepting, building, recognizing, and valuing, on student's language competence in learning, with the use of non-standardized forms of language and with the extension of the range of language available to the learners. Since WE is distinguished as a subdiscipline in linguistics, language skills then involve the recognition of the existence of the different varieties and use of the local variety which is PhE. Language teachers hold a vital role in the students' perceptions towards language learning (Rillo & Alieto, 2018). Hence, teachers' personal attitude towards PhE is an important factor in the pursuit of promoting its acceptance.

This research is deemed related to Schumann's (1978) acculturation theory of second language acquisition (SLA) which states that some learners make rapid or slow improvement in learning a second language because of the characteristics of the social and psychological distance that learners place between themselves and the language they are trying to learn (Krisna, 2009). One of the social factors he presented in his model is attitude. This means that when a person holds a positive attitude towards the second language, he/she will quickly learn it. One psychological factor present in the model as well is ego permeability. Accordingly, the extent to which second language learners view their first language as fixed and rigid will impact their learning of the second language. In the case of PhE, ego permeability comes in when they view American or British English as the standard English.

The study, therefore, aimed to describe the awareness and attitudes of Grade 11 English teachers towards Philippine English. Specifically, it aimed to determine the level of awareness of the English teachers on the use of PhE, the attitude of the English teachers

towards PhE, the significant difference in the respondents' level of awareness of Philippine English when they are grouped according to age, gender, educational attainment, years in service, and school district, the significant difference of the respondents' attitude towards PhE when they are grouped according to the stated profile variables, and the learning program that can be proposed to raise the English teachers' awareness of Philippine English.

## 2. Methods

The study used a comparative descriptive design. This is used to describe variables and examine differences in variables in two or more groups that occur naturally in a setting. Descriptive design was used to explore the characteristics from the Grade 11 English teachers' profile as well as their awareness and attitudes towards PhE. A comparative design was also utilized to investigate the relationship of the profile of the respondents to their awareness of and attitude toward PhE.

This study was conducted in the Schools Division of Nueva Vizcaya located in Nueva Vizcaya province, Region 02 to Grade 11 teachers handling English subjects in public secondary schools in Nueva Vizcaya. Purposive random sampling was used by selecting participants with the same characteristics or attributes, and randomly selecting from the Grade 11 teachers coming from different school districts. Their profile in terms of their age, sex, educational attainment, years in service and school district affiliation was determined.

The School's Division of Nueva Vizcaya has 47 secondary schools where there is at least one Grade 11 English teacher. Using the Slovin's formula, with a 99% confidence level and 5% margin of error, the ideal sample for this study is 42. Hence, there were 42 randomly selected Grade 11 English teachers who answered the adopted research questionnaire with the use of Google Forms.

Descriptive statistics like frequency and percentage were used to analyze data for the profile of the participants while mean and standard deviation were computed to determine their level of awareness of and attitude. Inferential statistics, in the form of t-test and one-way Analysis of Variance (ANOVA) were utilized to determine the significant differences of the level of awareness and attitude to the profile of the teacher-respondents.

Participation of the respondents was voluntary. It did not grant any risk nor any direct or indirect benefit to the respondents. They also did not receive any payment for their participation nor any reimbursements. Privacy was respected and answers were treated with utmost confidentiality. The accomplished questionnaires were retrieved only by the researcher through Google drive with their identity anonymized. After the study was completed, all the data in the drive were deleted for good.

## 3. Results and Discussion

Table 1

*Descriptive Statistics of the Level of Awareness of English Teachers of PhE*

| Statements | Mean (SD) | Qualitative Description |
|---|---|---|
| 1. There is a local English variety called Philippine English (PhE) | 2.74 (0.94) | VA |
| 2. Incorporating PhE in the English language curricula is a pressing issue in language policy and planning. | 2.40 (0.73) | MA |
| 3. PhE is a mark that Filipinos have owned English and have freed themselves from the colonizing power of the native speakers | 2.67 (0.82) | VA |
| 4. PhE has its own accent, phonology, vocabulary, and grammar. | 2.83 (0.85) | VA |
| 5. PhE mirrors the national and cultural identity of Filipinos. | 2.88 (0.94) | VA |
| 6. PhE is reflected in Filipino English textbooks and instructional materials | 2.57 (0.89) | VA |
| 7. PhE has been codified into dictionaries and grammars. | 2.52 (0.89) | VA |
| 8. Educated PhE has acceptable variants (e.g. fill up, result to, based from) from American English (e.g. fill-in, result in, based on). | 2.76 (0.96) | VA |
| 9. Educated PhE embodies appropriateness, comprehensibility, and intelligibility in communication. | 2.69 (0.81) | VA |
| 10. PhE is the English variety Filipinos often use in intranational communication. | 2.69 (0.92) | VA |
| 11. PhE is the English variety Filipinos often use in local media. | 2.90 (1.01) | VA |
| 12. PhE has the potential to be implemented into the English language classroom as a module or unit within the compulsory or elective part of the English language curriculum. | 2.83 (0.93) | VA |
| 13. PhE as the norm in teaching English vocabulary is used by Filipino English teachers. | 2.69 (0.95) | VA |
| 14. PhE as the norm in teaching English grammar is used by Filipino English teachers. | 2.74 (0.91) | VA |
| 15. PhE as the norm in testing the speaking and writing skills of Filipino learners is used by Filipino English teachers. | 2.69 (0.84) | VA |
| 16. PhE is the English variety used by Filipino learners when performing oral communicative activities. | 2.86 (0.84) | VA |
| 17. PhE is the English variety used by Filipino learners when responding to test questions that require sentence or paragraph writing. | 2.74 (0.89) | VA |
| Overall | 2.72 (0.66) | VA |

It can be gleaned from Table 1 that overall, the average level of awareness of the respondents on the use of PhE is 2.72, which falls within the third mean scale labeled as very aware. This result suggests that English teachers are highly aware of the existence

and usefulness of PhE. This result agrees with Astrero (2017) showing 100% awareness of PhE among millennials but contradicts that of Hernandez (2020a) where Filipino graduate students were found to have a moderate level of awareness when it comes to the variety.

The high awareness of the English teacher respondents in this study is supported by statements with the highest mean values: statements 11, PhE is the English variety Filipinos often use in local media (M= 2.90; VA); 5, PhE mirrors the national and cultural identity of Filipinos (M=2.88; VA); 16, PhE is the English variety used by Filipino learners when performing oral communicative activities. (M=2.86; VA); 4, PhE has its own accent, phonology, vocabulary, and grammar (M=2.83; VA); and 12, PhE has the potential to be implemented into the English language classroom as a module or unit within the compulsory or elective part of the English language curriculum (M=2.83; VA). These statements suggest that Filipinos often use PhE in local media and learners in oral communication. It also suggests that PhE mirrors the Filipinos' national and cultural identity. As posited by Esquivel (2019), Filipinos have already established the use of PhE for their own purposes, as evidenced by their localized spellings, syntax, translated idiomatic expressions, and transformed lexical items. As Orbe (2016) states, PhE has dynamically developed its own grammar, style, usage and conventions, to which Salazar (2022) agrees that the variety is distinct and has evolved away from the AmE standards. Inarguably, PhE has already established itself as a local variety.

However, the lowest level of awareness from the respondents corresponds to statement 2 (M=2.40, MA), which is about the pressing issue in language policy and planning including PhE in the English curricula. This may mean that teachers do not see the urgency of PhE being integrated in school lessons. As cited by Dimaculangan (2022), the Commission on Higher Education (CHED) and DepEd have yet to integrate learning the PhE variety in the English Language Studies curricula. In addition, Policarpio (2021) states that recognition and formalization of PhE can only be achieved if it is taught in schools.

Table 2
*Descriptive Statistics of the Attitude of English Teachers Towards PhE*

| Statements | Mean (SD) | Qualitative Description |
|---|---|---|
| 1. *Philippine English is actually mistakes made by people who speak poor English. | 3.14 (0.72) | Positive Attitude |
| 2. *If we speak Philippine English, we will not be respected by other speakers of English. | 3.40 (0.66) | Positive Attitude |
| 3. *If we use Philippine English, people from other countries will think we are uneducated. | 3.29 (0.74) | Positive Attitude |
| 4. *Foreigners do not understand us if we talk to them in Philippine English. | 3.14 (0.72) | Positive Attitude |
| 5. *Spoken Philippine English will be internationally acceptable only if it does not show traces of regional pronunciation. | 2.90 (0.82) | Positive Attitude |

| | | |
|---|---|---|
| 6. It is to be expected that there will be regional differences in pronunciation and vocabulary in Philippine English. | 3.17 (0.88) | Positive Attitude |
| 7. Using words from our own culture is a necessity in developing Philippine English. | 3.21 (0.68) | Positive Attitude |
| 8. It is natural to have different varieties of English like Australian English, Singaporean English, Philippine English. | 3.38 (0.66) | Positive Attitude |
| 9. The variety of English that should be used in Philippine newspapers, radio and televisions should be educated Philippine English. | 3.14 (0.72) | Positive Attitude |
| 10. *The variety of English that should be taught in Philippine schools should be American English, not Philippine English. | 2.33 (0.90) | Impartial Attitude |
| 11. *Newsreaders and reporters who speak American English are good examples of how English should be spoken. | 2.29 (1.02) | Impartial Attitude |
| 12. *If we want to be understood internationally, we must use American English. | 2.67 (0.75) | Positive Attitude |
| 13. *The standard of spoken and written English in the Philippines has been steadily declining. | 2.31 (0.72) | Impartial Attitude |
| Overall | 2.95 (0.36) | Positive Attitude |

Based on the overall average (M=2.95; PA), the respondents can be described as having a positive attitude towards the use of PhE in the country. This finding is similar to that of Escalona (nd) and Bautista (2001) showing a positive attitude of English teachers in universities. It is however, different from that of Asuncion and Querol (2015) and Gustilo and Dimaculangan (2018) yielding a neutral attitude among English teachers.

The respondents had a positive attitude toward almost all the statements in the research instrument. Moreover, the respondents highly negated that those who speak Philippine English will not be respected by other English speakers (S2; M=3.40; PA). This further implies their respect and positive disposition towards the use of PhE in Filipino communication.

Conversely, the respondents had a negative attitude on some of the items about the comparison of PhE with AmE in education (S10; M=2.33; IA) and news industries (S11; M=2.29; IA) and also the decline of the standard of spoken and written English in the Philippines (S13; M=2.31; IA). This implies that the study agrees with Bautista (2003) that Filipinos may want to sound local when they speak; however, they still choose to follow the standards of American English in terms of grammar. A further investigation on this matter is suggested since the study did not make use of interview to triangulate the findings. This is similar to the case of the pre-service teachers in the study of Torres (2019) where grammatical and lexical items were not generally accepted in formal undertakings. This is also partially similar to the findings of Sy-Tamco (2022), where the research shows that ESL teachers still follow the AmE standard in writing, despite their positive attitude of PhE in speaking.

It can be concluded therefore that the English teachers' attitude towards PhE is highly positive but with conditions on formal situations, such as in schools and in institutions.

Table 3
*Comparison of the PhE Level of Awareness of English Teachers*

| Age Groups | f | Mean (SD) | Qualitative Description | t-value | p-value |
|---|---|---|---|---|---|
| 21-30 | 23 | 2.93 (0.54) | VA | 2.324* | 0.026 |
| 31-40 | 18 | 2.46 (0.72) | MA | | |

*Legend: 1.00–1.49 (Slightly Aware - SA); 1.50–2.49 (Moderately Aware - MA); 2.50–3.49 (Very Aware - VA); 3.50–4.00 (Extremely Aware- EA)*
*\*p<0.05*

Table 3 below shows the comparison of the respondents' level of awareness of the use of PhE when they were grouped according to age. Independent samples t-test was used since there were only two comparable groups with enough sample size. Additionally, normality test and homogeneity of variance were checked to meet the assumptions needed for the test. Based on the analysis, there exists a significant difference (t=2.324; p=0.026) between the level of awareness of the two age groups. Mean values suggest that English teachers who are within the 21 to 30 (M=2.93; VA) years age group had a higher level of awareness of the use of PhE than those who belong to the 31 to 40 (M=2.46; VA) age bracket. This implies that younger English teachers are more aware of the usefulness and applications of PhE than teachers who are above 30 years of age. These findings agree with the separate studies of Hernandez (2020a) and Astrero (2017) where their respondents were graduate students and students born in the early 2000s termed as millennials, respectively. The millennials yielded a hundred percent awareness while the graduate students had a moderate awareness of PhE. As Astrero (2017) states, the understanding of PhE lexemes of millennials were found to be significant because of their access to reading materials, television, and internet. Similarly, younger respondents from this study may have more exposure to media forms compared to those who are above 30 years of age.

Table 4
*Comparison of the PhE Level of Awareness of English Teachers in Terms of Gender*

| Gender Groups | f | Mean (SD) | Qualitative Description | t-value | p-value |
|---|---|---|---|---|---|
| Female | 30 | 2.85 (0.59) | VA | -2.033* | 0.049 |
| Male | 12 | 2.40 (0.74) | MA | | |

*Legend: 1.00–1.49 (Slightly Aware - SA); 1.50–2.49 (Moderately Aware - MA); 2.50–3.49 (Very Aware - VA); 3.50–4.00 (Extremely Aware- EA)*
*\*p<0.05*

Table 4 exhibits the comparison between male and female English teachers in terms of their level of awareness of the use of PhE in communication. Two-sample *t*-test was used after

normality and homogeneity of variance were tested and established.

Results from the analysis revealed a significant difference (t=-2.033; p=0.049) between the two gender groups in terms of their level of awareness of the use of PhE. Descriptive statistics show that female (M=2.85; VA) English teachers had a higher average than male (M=2.40; MA). Scale for mean interpretation depicts the difference in the labeled awareness between the two age groups wherein female teachers were shown to be *very aware*. In contrast, male teachers were *moderately aware* of the usage of PhE in different areas of communication. This further implies that gender can be a factor in English teachers' awareness of using PhE where females had a higher level of awareness compared to male. Following this, no studies have been conducted regarding the relation of gender to the awareness level of PhE.

Table 5
*Comparison of the PhE Level of Awareness of English Teachers in Terms of Educational Attainment*

| Educational Attainment Groups | f | Mean (SD) | Qualitative Description | t-value | p-value |
|---|---|---|---|---|---|
| Bachelor's Degree | 34 | 2.78 (0.70) | VA | 1.292[ns] | 0.204 |
| Master's Degree | 8 | 2.45 (0.41) | MA | | |

*Legend: 1.00–1.49 (Slightly Aware - SA); 1.50–2.49 (Moderately Aware - MA); 2.50–3.49 (Very Aware - VA); 3.50–4.00 (Extremely Aware- EA) [ns] p>0.05*

The table above compares the level of awareness of English teachers on the use of PhE in terms of educational attainment. Independent samples *t*-test was used since there were only two comparable groups with enough sample size and no respondents had a doctoral degree. Additionally, normality test and homogeneity of variance were checked to comply with the assumptions needed for the test.

Mean results and qualitative description show that teachers with bachelor's degree had a higher level of awareness than those with master's degree. However, the independent samples *t*-test result revealed no significant differences (t=1.292; p=0.204) between the two educational attainment groups. This implies that English teachers, whether master's or bachelor's degree holders have the same level of awareness of the use of PhE. An individual, therefore does not need to pursue higher level of education to be knowledgeable of the variety of English. It can be taught to undergraduate studies to equip future English language teachers. Unfortunately, no study so far has been conducted to determine the relation of highest educational attainment to the awareness level of PhE.

Table 6
*Comparison of the PhE Level of Awareness of English Teachers in Terms of Years in Service*

| Years in Service Groups | f | Mean (SD) | Qualitative Description | F-value | p-value |
|---|---|---|---|---|---|
| 0-5 Years | 26 | 2.86 (0.68) | VA | | |
| 11-15 Years | 3 | 2.55 (0.49) | VA | 1.733[ns] | 0.190 |
| 6-10 Years | 13 | 2.47 (0.62) | MA | | |

*Legend: 1.00–1.49 (Slightly Aware - SA); 1.50–2.49 (Moderately Aware - MA); 2.50–3.49 (Very Aware - VA); 3.50–4.00 (Extremely Aware- EA)[ns] p>0.05*

Table 6 presents the comparison of the level of awareness of English teachers on the use of PhE in terms of their number of years in service. One-way Analysis of Variance (ANOVA) was used to test significant differences among the three groups. Homogeneity of variances and normality tests were completed to meet the test's assumptions.

Descriptive statistics show that teachers who have at most five years (M=2.86; VA) and between 11 to 15 years (M=2.55; VA) in the teaching profession were *very aware* of the usage of PhE. On the other hand, teachers who have been in the service for 6 to 10 years were *moderately aware* of PhE practice. Although these groups were labeled differently in terms of their mean range, the results of the ANOVA reveal no significant differences (F=1.733; p=0.190) between and among the three groups of years in service. This further implies that English teachers' years in service is not a factor in differentiating their level of awareness of PhE. Any English teacher, therefore, regardless of how long they have been in the teaching profession can embrace and use the variety of English. No studies on the relation of years in service of teaching with the awareness of PhE has been conducted yet to support nor negate this finding.

Table 7

*Comparison of the PhE Level of Awareness of English Teachers in Terms of School District*

| School District Groups | f | Mean (SD) | Qualitative Description | F-value | p-value |
|---|---|---|---|---|---|
| Bambang 1 | 2 | 3.03 (0.79) | VA | | |
| Kasibu East & West | 5 | 3.00 (0.97) | VA | | |
| Dupax Del Norte 1 & 2 | 4 | 2.97 (0.54) | VA | | |
| Bagabag 1 & 2 | 4 | 2.97 (0.51) | VA | | |
| Aritao 1 & 2 | 2 | 2.91 (0.12) | VA | | |
| Santa Fe | 3 | 2.82 (0.26) | VA | | |
| Eastern & Western Kayapa | 5 | 2.80 (0.74) | VA | 0.721[ns] | 0.720 |
| Solano 1 & 2 | 3 | 2.80 (0.34) | VA | | |
| Alfonso Castañeda | 2 | 2.79 (0.29) | VA | | |
| Dupax Del Sur | 2 | 2.47 (0.50) | MA | | |
| Others (Ambaguio, Diadi, & Villaverde) | 3 | 2.33 (1.33) | MA | | |
| Bayombong 1 & 2 | 4 | 2.26 (0.66) | MA | | |
| Quezon | 3 | 2.02 (0.15) | MA | | |

*Legend: 1.00–1.49 (Slightly Aware - SA); 1.50–2.49 (Moderately Aware - MA); 2.50–3.49 (Very Aware - VA);*

*3.50–4.00 (Extremely Aware- EA) $^{ns}$ p>0.05*

Table 7 summarizes the comparison of the level of awareness of English Teachers on the use of PhE in the different school districts they belong to. Since comparative analysis cannot be generated in SPSS if one group has only one respondent, some school districts were merged as one group such as Kasibu East and West, Dupax del Norte 1and 2, Bagabag 1 and 2, Aritao 1and 2, Eastern and Western Kayapa, Solano 1and 2, Bayombong 1 and 2, and Ambaguio, Diadi, and Villaverde as one. One-way Analysis of Variance (ANOVA) was used to test significant differences among the thirteen school districts. In addition, homogeneity of variances and normality tests were completed to meet the assumptions of the test.

Results of the analysis prove that there were no significant differences (F=0.721; p=0.720) between and among the different groups of school districts in terms of their level of awareness of PhE. Descriptive statistics show that most of the school districts were *very aware,* and some were *moderately aware* of PhE. This implies that school districts cannot be a means to compare English teachers on their level of awareness on PhE. Teachers, therefore, despite their locale, can be knowledgeable of the use of PhE. No related studies, however, can support or negate this finding since studies on the relation of school district with the awareness level of PhE have yet to be conducted.

Table 8
*Comparison of the Attitude of English teachers towards PhE in Terms of Age*

| Age Groups | F | Mean (SD) | Qualitative Description | t-value | p-value |
|---|---|---|---|---|---|
| 21-30 | 23 | 3.02 (0.29) | PA | 1.902$^{ns}$ | 0.065 |
| 31-40 | 18 | 2.82 (0.37) | PA | | |

*Legend: 1.00–1.49 (Negative Attitude - NA); 1.50–2.49 (Impartial Attitude - IA); 2.50–3.49 (Positive Attitude - PA); 3.50–4.00 (Highly Positive Attitude - HPA); $^{ns}$ p>0.05*

Table 8 shows the comparison of the respondents' attitudes towards Philippine English when they were grouped according to age. Independent samples t-test was used since there were only two groups with enough sample size to run the comparative analysis. Additionally, normality test and homogeneity of variance were checked to meet the assumptions needed for the test. Descriptive statistics and mean range interpretation show that both age groups had a positive attitude (M1=3.02; PA & M2=2.82; PA) towards PhE. Furthermore, the results of the independent samples t-test prove that there was no significant difference (t=1.902; p=0.065) between the attitude of the respondents towards Philippine English when they were grouped according to varying age groups. This implies that English teachers are open and respectful about the use of Philippine English as a means of communication, information dissemination, and instruction regardless of age. This would also mean that even the learners, can show a positive attitude toward PhE if they become aware of it. This finding

contradicts that of Gustilo et al. (2019) stating that PhE was more openly accepted by the younger generations of ESL teachers as analyzed from archival data of published online news.

Table 9
*Comparison of the Attitude of English teachers Towards PhE in Terms of Gender*

| Gender Groups | f | Mean (SD) | Qualitative Description | t-value | p-value |
|---|---|---|---|---|---|
| Male | 12 | 3.03 (0.50) | PA | 0.666[ns] | 0.516 |
| Female | 30 | 2.92 (0.74) | PA | | |

Legend: 1.00–1.49 (Negative Attitude - NA); 1.50–2.49 (Impartial Attitude - IA); 2.50–3.49 (Positive Attitude - PA); 3.50–4.00 (Highly Positive Attitude - HPA); [ns] p>0.05

Table 9 presents a comparative analysis of male and female English teachers' attitudes toward Philippine English. Two-sample t-test was used after normality and homogeneity of variance were checked and established. Mean values and qualitative description show that both gender groups had the same positive attitude (M1=3.03; PA & M2=2.92; PA) towards Philippine English as a means of communication. This was further supported by the result of the analysis, where there was no significant difference (t=0.666; p=0.516) in the attitude of English teachers when they were grouped in terms of gender. This implies that English teachers of any gender may hold a positive attitude towards using and applying Philippine English as a communication tool. Similarly, Alieto and Torres (2019) and Rillo and Alieto (2018) revealed that gender had no significant difference in the acceptability of PhE, and that secondary English language teachers did not significantly differ in their language attitudes, respectively.

Table 10
*Comparison of the Attitude of English Teachers Towards PhE English in Terms of Educational Attainment*

| Educational Attainment Groups | f | Mean (SD) | Qualitative Description | t-value | p-value |
|---|---|---|---|---|---|
| Bachelor's Degree | 34 | 2.97 (0.36) | PA | 0.666[ns] | 0.509 |
| Master's Degree | 8 | 2.88 (0.38) | PA | | |

Legend: 1.00–1.49 (Negative Attitude - NA); 1.50–2.49 (Impartial Attitude - IA); 2.50–3.49 (Positive Attitude - PA); 3.50–4.00 (Highly Positive Attitude - HPA); [ns] p>0.05

This table presents the comparison of the attitude of English teachers towards Philippine English in terms of educational attainment. Independent samples t-test was used since there were only two comparable groups with enough sample size and no respondents have a doctoral degree. Additionally, normality test and homogeneity of variance were established to meet the assumptions needed for the test.

Results of the t-test reveal no significant difference (t=0.666; p=0.509) in the teachers' attitudes when grouped according to their highest educational attainment. Descriptive

statistics show that teachers who were bachelor's degree holders (M=2.97; PA) and teachers with master's degrees (M=2.88; PA) had the same positive attitude towards PhE. This means that regardless of English teachers' highest educational attainment, they have a positive disposition towards PhE. This could be influenced by the participants being English language teachers themselves were taught to show positive attitude towards the dynamism of the English language. In this relation, educational attainment was found to be a meaningful variable in Rillo and Alieto's (2018) research on secondary English language teachers' positive attitude towards PhE but did not specify further and suggested for a test on their correlation or lack of correlation.

Table 11
*Comparison of the Attitude of English Teachers Towards PhE in Terms of Years in Service*

| Years in Service Groups | f | Mean (SD) | Qualitative Description | F-value | p-value |
|---|---|---|---|---|---|
| 0-5 Years | 26 | 3.00 (0.35) | PA | | |
| 6-10 Years | 13 | 2.89 (0.41) | PA | 0.798[ns] | 0.457 |
| 11-15 Years | 3 | 2.77 (0.27) | PA | | |

*Legend: 1.00–1.49 (Negative Attitude - NA); 1.50–2.49 (Impartial Attitude - IA); 2.50–3.49 (Positive Attitude - PA); 3.50–4.00 (Highly Positive Attitude - HPA); [ns] p>0.05*

Table 11 presents the comparison of the attitude of English teachers towards PhE in terms of their number of years in service. One-way Analysis of Variance (ANOVA) was used to test significant differences among the three groups. Homogeneity of variances and normality tests were completed to meet the assumptions of the test.

Mean results show that English teachers from all range of years in service (M1=3.00; PA, M2=2.89; PA, & M3=2.77; PA) were described to have a positive attitude towards Philippine English. Consequently, the ANOVA test results show no significant differences (F=0.798; p=0.457) between and among the three groups of years in service profile variable. This suggests that years in service is not a factor in comparing the attitude of English teachers toward Philippine English. Moreover, English teachers had a positive attitude toward Philippine English regardless of how long they have been in the teaching profession. This means that teachers are open to accept changes in the English language no matter how long they have been in the service already. In connection to this, years in service is another factor that Rillo and Alieto (2019) found to have a meaningful relation to the positive attitude of the English Language teachers but did not test the correlation or correlation of the two.

Table 12
*Comparison of the Attitude of English Teachers Towards PhE in Terms of School District*

| School District Groups | f | Mean (SD) | Qualitative Description | F-value | p-value |
|---|---|---|---|---|---|
| Bambang 1 | 2 | 3.38 (0.33) | PA | | |
| Eastern & Western Kasibu | 5 | 3.22 (0.26) | PA | | |

| | | | | 1.416[ns] | 0.214 |
|---|---|---|---|---|---|
| Others (Ambaguio, Diadi, & Villaverde) | 3 | 3.21 (0.56) | PA | | |
| Aritao 1 & 2 | 2 | 3.15 (0.00) | PA | | |
| Quezon | 3 | 3.10 (0.25) | PA | | |
| Bagabag 1 & 2 | 4 | 2.94 (0.41) | PA | | |
| Dupax Del Norte 1 & 2 | 4 | 2.94 (0.28) | PA | | |
| Solano 1 & 2 | 3 | 2.92 (0.50) | PA | | |
| Alfonso Castañeda | 2 | 2.88 (0.16) | PA | | |
| Dupax Del Sur | 2 | 2.77 (0.11) | PA | | |
| Eastern & Western Kayapa | 5 | 2.75 (0.45) | PA | | |
| Santa Fe | 3 | 2.69 (0.20) | PA | | |
| Bayombong 1 & 2 | 4 | 2.62 (0.20) | PA | | |

*Legend: 1.00–1.49 (Negative Attitude - NA); 1.50–2.49 (Impartial Attitude - IA); 2.50–3.49 (Positive Attitude - PA); 3.50–4.00 (Highly Positive Attitude - HPA); [ns] p>0.05*

Table 12 summarizes the comparison of the attitude of English Teachers towards Philippine English in terms of the different school districts they belong. Since comparative analysis cannot be generated in SPSS if one group has only one respondent, some school districts were grouped as one (Kasibu East & West, Dupax del Norte 1&2, Bagabag 1&2, Aritao 1&2, Eastern & Western Kayapa, Solano 1&2, Bayombong 1&2, and Ambaguio, Diadi, and Villaverde). One-way Analysis of Variance (ANOVA) was used to test significant differences among the thirteen school district groups. Moreover, the homogeneity of variances and normality tests were completed to meet the assumptions of the test.

Descriptive statistics reveal that all the school district groups had a positive attitude ($2.50 < M < 3.49$; PA) towards Philippine English. Similarly, the results of the ANOVA show no significant differences (F=1.416; p=0.214) between and among the thirteen school district groups within Nueva Vizcaya. Thus, it can be inferred that regardless of school district origin, English teachers had a positive attitude towards using PhE. Teachers, therefore, whether from the urbanized or mountainous areas of the province show positive attitude and are not influenced by their respective places regarding their acceptance of the local variety. No related studies, however, can support or negate this finding since studies on the relation of school district to the attitude level of PhE have yet to be conducted.

Findings of this study show that teachers were very aware of Philippine English and had a positive attitude toward it. Further, age and gender were considered factors affecting the awareness level of English teachers of the use of PhE, and age, gender, educational attainment, years in service and school district the teachers belong to, did not affect the positive attitude of teachers towards the use of PhE.

A learning program, such as a Learning Action Cell (LAC) can strengthen these awareness and attitude of Grade 11 English teachers. In this case, a LAC entitled *Philippine English: Promoting and Learning its Use in Schools (PhE PLUS)* is proposed to discuss topics on World Englishes, Philippine English, raising PhE awareness, and promoting

attitude towards PhE among colleagues. Speakers to be invited are the research experts of WE and PhE in the country.

## 4. Conclusions and Recommendations

Based on the findings, the following conclusions can be derived: 1) Despite the high awareness of Grade 11 English teachers, they do not recognize the urgency for the variety to be incorporated in the English language curricula; 2) PhE is generally accepted as a local variety and norm, but still faces challenges in its use in schools and industries; 3) Awareness of English teachers of the use of PhE relates to age and gender; 4) Positive attitude of teachers towards the use of PhE may not necessarily relate to age, gender, educational attainment, years in service and school district affiliation; and 5) PhE may be promoted through a learning program, such as a Learning Action Cell (LAC).

From the preceding conclusions, the following are recommended: 1) Strengthen the integration of PhE in the lessons of language learners by the Department of Education will promote awareness and attitude of teachers towards the variety as well as to achieve language competence, with the use of non- standardized forms of language - which is one of the guiding principles found in the DepEd English curriculum guide; 2) Conduct further studies to determine the challenges and reasons for the reservations of English teachers regarding the use of PE, the possible influence of age and gender on PE and the influence of the other variable on the attitude towards PE; 3) Conduct further studies to show the significant relationship of the awareness level of PhE to that of the respondents' gender, educational attainment, years in service and school district affiliation. Further, conduct studies showing evidences of which English variety standards do Filipinos follow; 4) Add more respondents and involve English teachers handling other Grade levels may be done to expand knowledge on PhE awareness and attitude; and 5) Conduct an In-Service Training (INSET) or learning program utilizing the proposed Learning Action Cell.

## References

Alieto, E. & Torres, J. (2019). Acceptability of Philippine English grammatical and lexical items among pre-service teachers. *Asian EFL Journal*, *21*. 158-181. https://www.researchgate.net/publication/332213052_Acceptability_of_Philip pine_English_Grammatical_and_Lexical_Items_among_Pre-service_Teachers

Almegren, A. (2018). Saudi students' attitude towards World Englishes. *International Journal of Applied Linguistics and English Literature*, *7*(4), 238-247. http://dx.doi.org/10.7575/aiac.ijalel.v.7n.4p.238

Ansary, J. (nd). "Kachru's concentric circles model fails to capture the reality of the spread and use of English in today's world." Retrieved from

https://www.academia.edu/24778905/_Kachrus_Concentric_Circles_model

Astrero, E. (2017). The millennials' awareness and understanding of Philippine English. Presented at the DLSU Research Congress 2017. https://www.dlsu.edu.ph/conferences/research-congress-proceedings-2018/

Asuncion, Z. & Querol, M. (2016). Teachers' attitudes towards English, Tagalog and their awareness of the grammatical and lexical features of Philippine English *Parabur: Essays on Language, Culture and Education*.

Atma, N. & Fatmawati, W. (2018). Prospective EFL teachers' awareness of varieties of English: Implications for ELT. In S. Madya, C. Coombe, W. Renandya, F. Hamied, & Y. Basthomi (Eds), *ELT in Asia in the Digital Era: Global Citizenship and Identity* (ebook). Taylor & Francis Group.

Bautista, M. (2003). World Englishes, Philippine English and English language education in the Philippines. Lecture given to Japanese Academics, on March, 21(December), 2003. https://doi.org/10.13140/RG.2.2.11483.39205

Bautista, M. (2001). Attitudes of English language faculty in three leading Philippineuniversities toward Philippine English, *Asian Englishes*, 4:1, 4-32, DOI: 10.1080/13488678.2001.10801062

Bautista, M. (1982). Yaya English. *Philippine Studies: Historical and Ethnographic Viewpoints*. https://ojs.philippinestudies.net/index.php/ps/article/view/1564

Bernardo, A. S. (2017). Philippine English in the ESL classroom: A much closer look. *Philippine ESL Journal, 19*, 117–144. https://www.academia.edu/36290684/Philippine_English_in_the_ESL_Classroom_A_Much_Closer_Look

Bernardo, A.S. (2013a). English(es) in college English textbooks in the Philippines. *US- China Foreign Language, 11*(5), 355-380. http://www.davidpublisher.com/Public/uploads/Contribute/552f726c7f599.pdf

Bernardo, A. S. (2013b). Toward an endonormative pedagogic model in the teaching of English grammar in Philippine Higher Education Institutions. (Unpublished doctoral dissertation). University of Santo Tomas, Manila.

Bernardo, A. S., & Madrunio, M. R. (2015). A framework for designing a Philippine- English- based pedagogic model for teaching English grammar. *Asian Journal of English Language Studies, 3*, 42–71. https://www.researchgate.net/publication/343318699_A_Framework_for_Designing_a_Philippine-English-based_Pedagogic_Model_for_Teaching_English_Grammar

Borlongan, A. & Collins, P (2017). Has Philippine English attained linguistic independence? The Grammatical Evidence. *Philippine ESL Journal,19,* 10-24. https://www.researchgate.net/publication/322628622_Has_Philippine_English_ attained_linguistic_independence_The_grammatical_evidence

Borlongan, A. (2016): Relocating Philippine English in Schneider's dynamic model, *Asian Englishes*, *18*(3), 232-241. DOI: 10.1080/13488678.2016.1223067

Cabansag, J. (2013). Emergence of Philippine English: Seeing it from the cultural perspective. *International Journal of English and Literature (IJEL)*, *3*(1), 45–50. http://www.tjprc.org/view_archives.php?year=2013&id=40&jtype=2&page=4

De Leon, K., Parina, J. & Panopio, J. (2021). The Intelligibility of Philippine English to a selected ASEAN country – Thailand. *Modern Journal of Studies in English Language Teaching and Literature*, *3*(1), 31–49. Retrieved from https://connect.academics.education/index.php/mjselt/article/view/48

Department of Education (2016a). K-to-12 English Curriculum Guide.

Deparment of Education (2016b). DO 035, s. 2016. The Learning Action Cell (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning.

Dimaculangan, N. (2022). Speakers' ambivalent attitude toward Philippine English: An issue for integrating the variety into ESL instruction. *Journal of World Englishes and Educational Practices*, *4*(2), 97–104. https://doi.org/10.32996/jweep.2022.4.2.8

Dimaculangan, N. (2018). Another look into Philippine English: Towards users' awareness and celebration. *International Journal of Advanced Research and Publications,2*(8),17-22. https://www.researchgate.net/publication/327238175_Another_Look_Into_Phil ippine_English_Towards_Users_Awareness_And_Celebration

Dimangadap-Malang, R. & Goling Pantao, A. (2021). Attitude towards Philippine English: A case of Al-kwarizmi International School English teachers. *Asian Journal of Research in Education and Social Sciences, 3*(4), 57-72. DOI: https://doi.org/10.55057/ajress.2021.3.4.6

Dita, S. (2022). Philippine English: Sceneries and standpoints. The teeter- totter varied Englishes. Hosted by PUB AB English Language Studies 4-1. Retrieved from https://www.facebook.com/ABELS41

Dita, S. & De Leon, K. (2017). The intelligibility and comprehensibility of Philippine English to EFL speakers. *Philippine ESL Journal, 19*(2), 100-118. https://www.researchgate.net/publication/301224829_Intelligibility_and_com

prehensibility_of_Philippine_English_to_EFL_students

Escalona, S. (nd). Attitude towards Philippine English: A case of BSU English teachers.https://www.academia.edu/27832207/Attitude_towards_Philippine_English_A_Case_of_BSU_English_Teachers

Esquivel, O. (2019). Exploring the Filipinization of the English language in a digital age: An identity apart from other World Englishes. *The Journal of English as an International Language*, *14*(1), 58-72. https://files.eric.ed.gov/fulltext/EJ1244667.pdf

Gustilo, L., Tocalo, A. & Calingasan, K. (2019). The intelligibility and acceptability of internet Philippine English (IPE): Their implications for English language teaching  in the new English varieties. *Asian EFL Journal*, *21*. 83-104. (PDF) The intelligibility and acceptability of Internet Philippine English (IPE): Their implications for English language teaching in the new English varieties (researchgate.net)

Gustilo, L., & Dimaculangan, N. (2018). Attitudes of Filipino English teachers toward 21st century Philippine English writing. *Advanced Science Letters*, *24*(11), 8349–8352. https://doi.org/10.1166/asl.2018.12560

Hernandez, H. (2020a). Awareness of Filipino graduate students towards Philippine English. *The NormalLights,  Volume 14* No. 02 (2020). https://po.pnuresearchportal.org/ejournal/index.php/normallights/article/view/1652

Hernandez, H. (2020b). Filipino graduate students' attitudes toward teaching educated Philippine English: A sample from a premier teacher education  institution. *Asia-Pacific Social  Science Review*. *20*. 31–42. https://www.researchgate.net/publication/341233221_Filipino_Graduate_Students'_Attitudes_Toward_Teaching_Educated_Philippine_English_A_Sample_From_a_Premier_Teacher_Education_Institution

Kachru, B. B. (1985). Standards, codification and sociolinguistic realism: The English language in the outer circle. In R. Quirk & H. Widdowson (Eds.). Cambridge, UK: Cambridge University Press.

Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. Cambridge University Press.

Krisna, P. (2009). The acculturation theory of second language acquisition. https://www.academia.edu/7436426/The_Acculturation_Theory_of_Second_Language_Acquisition

Llamzon, Teodoro A. (1972). A New Approach of Teaching English in the Philippines. https://doi.org/10.1177/003368827200300

Madrunio, M. (2009).) *Philippine English in the classroom*. Manila Bulletin.

Mangalus, J. (2021). Another look at the acceptability of Philippine English through the lens of basic education teachers. *Instabright International Journal of Multidisciplinary Research*, *3(2),* 99–115. https://doi.org/10.52877/instabright.003.02.0069

Martin, I. P. (2014a). English language teaching in the Philippines. *World Englishes*, *33*(4), 472–485. https://doi.org/10.1111/weng.12108

Martin, I. P. (2014b). Philippine English revisited. *World Englishes*, *33*(1), 50–59. https://doi.org/10.1111/weng.12054

Monfrared, A. & Khatib, M. (2018). English or Englishes? Outer and expanding circle teachers' awareness of and attitudes towards their own variants of English in ESL/EFL teaching contexts. *Australian Journal of Teacher Education*. *43*(2), 56-75. https://files.eric.ed.gov/fulltext/EJ1171453.pdf

Orbe, M. (2016). Standard Filipino English= Philippine English. https://www.researchgate.net/publication/317869788_Characteristics_of_Philippine_English

Ören, A. D., Öztüfekçi, A., Kapçık, A. C., Kaplan, A., & Yılmaz Uzunkaya, Ç. (2017). Building awareness of world Englishes among university preparatory students. *International Online Journal of Education and Teaching (IOJET), 4*(4), 483-508. http://iojet.org/index.php/IOJET/article/view/245/217

Pinnegar, S. E. & Teemant, A. (2019). Schumann's acculturation model: variability summary. In B. Allman (Ed.), Principles of Language Acquisition. *EdTech Books.* https://edtechbooks.org/language_acquisition/variability_summary_c

Porras-Piorac, L. (2019). Phonological features of Philippine English spoken by tourism service providers. *Asian Journal of Multidisciplinary Studies, 2*(2), 73-83. https://asianjournal.org/online/index.php/ajms/article/view/198/76

Policarpio, P. (2021): Several bases for integration of Philippine English into the English curriculum of the Philippines, *Asian Englishes*, 1-8. DOI: 10.1080/13488678.2021.1873031

Rillo, R.M, Alieto, E.O. (2018). Language attitudes of English language teachers (ELTs) towards Philippine English. *Journal of Humanities and Social Sciences,* 84-110. https://doi.org/10.13140/RG.2.2.11218.20164

Rosales, E. and Bernardo, A. (2017). When pedagogical acceptability judgments of ESL teachers and ESL learners differ. *International Journal of Education and Research, 5(7)*, 193-202. https://www.ijern.com/journal/2017/July-2017/14.pdf

Salazar, D.  (2022). Introduction to Philippine English. *Oxford English Dictionary blogs.* *https://public.oed.com/blog/introduction-to-philippine-english/*

Salazar, D. (2017). Philippine English in the Oxford English dictionary: Recent advancements and implications for ESL in the Philippines. *Philippine ESL Journal, 19,* 45-59. www.elejournals.com/peslj/philippine-esl-journal-volume-19-july-2017

Schneider, E. (2018). World Englishes. Linguistics by Oxford University Press. https://doi.org/10.1093/acrefore/9780199384655.013.270

Schneider, E. (2017). Philippine English on the move: An afterword.   *The Philippine ESL Journal 19.* *www.elejournals.com/peslj/philippine-esl-journal-volume-19-july-2017*

Schneider, E. (2007). Postcolonial English: Varieties around the world. Cambridge University Press.

Schumann, J (1978). The Pidginization Process: A Model for Second Language Acquisition. Rowley: Newbury House Publishers

Sy-Tamco, A. (2022). Philippine English in the ESL classroom: A study of English teachers' beliefs and pedagogical practices in higher education. *Globus Journal of Progressive Education.* https:// doi:10.46360/globus.edu.220221020

Torres, J., Matildo, R., Somblingo, R. and Alieto, E. (2021). Another look at the phonological features of lectal speakers: Re-validation of the description of the Philippine English's phonology. *TESOL International Journal*, 16 (4.3), 103-114. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3897300.

Torres, J. (2019). Positioning Philippine English grammar and lexicon in four discourse quadrants. *Asian   EFL Journal,.*  22(2), 253-276. *https://www.researchgate.net/publication/336286725_Positioning_Philippine_English_Grammar_and_Lexicon_in_Four_Discourse_Quadrants*

Veettil, R. (2013). Attitude to varieties of English. *India International Journal,* 3(6), 10-15.https://www.researchgate.net/publication/325734273_Attitude_to_Varieties_of_English

Wattananukij, W., & Crabtree, R. M. (2020). Attitudes toward Philippine English: A comparative study among Thai undergraduate students with and without exposure to Philippine English teachers. *Editorial Board*, 25(37), 18–40.

https://www.researchgate.net/publication/343471944_Language_Attitudes_to ward_Philippine_English_A_Comparative_Study_among_Thai_Undergraduate_ Students_with_and_without_Exposure_to_Philippine_English_Teachers

Xu, C. (2018). English majors' acceptability and intelligibility of six English phonological varieties. *World Journal of Educational Research, 5*(3), 1–8. www.wjer.org/WJER_Vol.5, No. 3, October 2018/English Majors.pdf.

Yanti, R. (2020). College students' attitude towards English variety in English learning. *Advances in Social Science, Education and Humanities Research, 463,* 251-254. https://doi.org/10.2991/assehr.k.200819.050

**Appendix A-** Learning Action Cells Proposal

LEARNING ACTION CELL (LAC) PROPOSAL

Project Title: PhE: PLUS Phase I (Philippine English: Promoting and Learning its Use in Schools)
Target Dates:  August 16-17, 2023
Proposed Venue: Virtual via Google Meet
Problem Statement: Teachers have to acknowledge the existence and use of a local variety of English, the Philippine English.
Background/ Rationale
It can be gleaned from the Department of Education's K to 12 English Curriculum Guide (2016), that the key stage standard for Grade 12 is stated as "Students should be able to integrate communication and language skills for creating meaning using oral and written texts, various genres, and discursive contexts for personal and professional purposes" (p. 16)

Furthermore, one of the guiding principles found in the curriculum guide is the involvement of accepting, building, recognizing, and valuing, on student's language competence in learning, with the use of non-standardized forms of language and with the extension of the range of language available to the learners.

In a study by the proponent, it was found out that that teachers are very aware of the existence and use of Philippine English, but are only moderately aware on incorporating PhE in the English language curricula as a pressing issue in language policy and planning.

There is now a need for teachers to be equipped with knowledge on the varieties of English to be able to share this concept to their learners.

Objectives: At the end of the session, the Grade 11 English language teachers are expected to:
1. Recognize Philippine English and its features
2. Raise their awareness level on Philippine English
3. Gain a clear and functional understanding on the importance of Philippine English

Target Group: Grade 11 English Teachers of the Division of Nueva Vizcaya Budget

Estimate

| Item of Expenditures | Unit Cost | Quantity | Amount |
|---|---|---|---|
| Special Paper | P 300 | 2 | P 600.00 |
| Token | P 1500 | 4 | P 6000.00 |
| Total | | | P 6600.00 |

Source of Funds: Cash Donations

Program Matrix:

| Date & Time | Activities |
| --- | --- |
| August 16, 2023 | |
| 8:00-9:00 | Registration / Attendance |
| 9:00-9:30 | Prayer |
| | Food for Thought |
| | Program Objectives |
| | Introduction of the Speaker |
| 9:30-11:30 | Topic 1: Emergence of World Englishes |
| 11:30-12:00 | Open Forum |
| 12:00-1:00 | |
| 1:00-1:10 | Introduction of the Speaker |
| 1:10-3:10 | Topic 2: Features of Philippine English |
| 3:10-3:30 | Open Forum |
| 3:30-4:00 | Closure |
| 4:00 | QAME Assessment |

| Date & Time | Activities |
| --- | --- |
| August 17, 2023 | |
| 8:00-8:30 | Prayer |
| | Recapitulation |
| | Introduction of the Speaker |
| 8:30-10:30 | Topic III. Raising Awareness of PhE |
| 10:30-11:00 | Open Forum |
| 12:00-1:00 | |
| 1:00-1:10 | Introduction of the Speaker |
| 1:10-3:10 | Phase IV. Developing a Positive Attitude towards PhE |
| 3:10-3:30 | Open Forum |
| 3:30-4:00 | Sharing of Insights |
| 4:00 | QAME Assessment |
| 4:00-4:30 | Closure |

Complete Staff Work Meeting/s Schedule

| Activities | Target Date | Persons Involved | Output |
| --- | --- | --- | --- |
| A.  Preliminary Activities | | | |

| 1. Planning the LAC Proposal | June 13-16, 2023 | Proponent | Draft of LAC Proposal |
|---|---|---|---|
| 2. Submission of proposal for approval | June 19, 2023 | Proponent | |
| 3. Finalization and confirmation of the project | June 23, 2023 | Proponent<br>Academic Group Head<br>Coordinator, Planning & Research Development<br>Assistant Principal<br>Principal<br>PSDS | Approved LAC Proposal<br><br>Permit to conduct the LAC |
| 4. Preparation of materials, venue and invitation of participants | June 26-30, 2023 | Proponent and Program Management Team | Registration Form, Attendance Sheet Certificates |
| B.          Actual Implementation | | | |
| 5. Conduct of LAC Session | Aug. 14, 2023 | Proponent Recorder | Completion Report |
| C. Post Activities | | | |
| 6. Preparation of Completion Report | Aug. 21-24, 2023 | Proponent | Completion Report |
| 7. Submission of Completion Report for acceptance | Aug. 25, 2023 | Proponent | Acceptance of LAC |

Prepared by:                                             Approved by:


          LAC Proponent                                        School Principal

# Essence of Household Number to the Language Development of a Child

**Joshua B. Tabafunda, Stephanie F. Fuentes, Nathalie G. Galicia, Mariel P. Silva, Kate S. Sarmiento, & Kerr R. Zamora**
Polytechnic University of the Philippines – Santa Rosa, Laguna
tabafundajoshua@gmail.com

**Abstract.** Household number is varied per families and this affects the language development of a child. A low household number calls for lesser possibility of language inputs and guidance for a child compared with a higher household size. This phenomenological research studied how the number of people living in a specific household plays a part in the language development of a child. This was done by collecting data utilizing an unstructured interview to four (4) parents or legal guardian of a child in a 3–5 age range. Purposive sampling was employed by selecting two classifications of low and high household size. Codes were drawn from the collected responses; then, themes were identified. It was found that a high household number is advantageous when it comes to advanced language development of a child in terms of vocabulary-building, phrase construction, and spoken speeches. As a high household number provides more language inputs and guidance from the family members of a child. Moreover, a low household number equates to lower chances of conversation between a child and family members that causes a child to resort on using gadgets; thus, resulting in lower input of words that are necessary for language development in general.

**Keywords:** household number, language development, child, family

## 1. Introduction

Families are varied according to different household sizes or numbers and this, more often than not, plays a huge role in the overall development of the well-being of a child. Household size is basically the number of people or family members living in a certain household. This is varied as every family has their own take, decision, and planning when it comes to building a family. So, people living together in a household, being the primary people that surround a child from birth to growth definitely contributes specifically to the language development of a child. Language development is a step-by-step process wherein a child learns how to recognize and use the complexities of language (Structural Learning, 2022).

The researchers are aiming to have an objective conclusion as to how the quantity of people living in a certain household affects the language development of a child. There are families where the household is only composed of an only child and the parents. On the other hand, some have more than three family members. It is a matter

of whether either a high or low household size makes it swift and easier for a child to develop language or it could vice versa. What is clear is that, home environment which includes the quantity of the people living thereto, is necessary for the development of the ability to use a language properly Ma (2022). The very purpose of this study is to determine how household size affects the language development of a child. And in turn would help families to be aware of how they should adapt and utilize ways to improve and develop the language skills of a child based on their household size. As stated by Anderson et al. (2022), parental language input is one of the major reasons for a child to develop language skills. And these inputs must take into consideration the quality and quantity.

Ultimately, the researchers believe that it would be significant and beneficial for parents or guardians of a child to have an awareness about the things that need to be considered and prevented for a successful language development of a child. By knowing the advantages and disadvantages of low and high household numbers and its implication on language development, parents or guardians can be guided to be proactive in employing suitable activities that can further improve the language development of a child considering their household size.

## 1.1 Background of the Study

Language development is a vital aspect of a child's cognitive and social growth. It plays a significant role in their ability to communicate, learn, and interact within the society. A lot of factors have corresponding effects to a child's language development, including the genes of the parents, socio-economic status, and the speech environment they belong to.

The size of a household, defined by the population residing in a certain home, indeed has an impact on the language development of a child. In households with a larger size, children may have a different language usage experience compared to those in smaller families. This discrepancy in linguistic exposure could potentially affect a child's language acquisition and proficiency.

While previous research has explored the relationship between various environmental factors and language development, there is a need for a deeper understanding of the specific role that household size may contribute to a child's language development.

As cited in the study of Ma (2021), the linguistic environment enclosed in the concept of household is necessary to develop language usage and build primary skills that are necessary in life.

With this study, it seeks to contribute to our understanding of the multifaceted factors influencing a child's language development. The findings may have implications for different stakeholders, especially current and future parents, public officials, and

anyone who is responsible for shaping the child's overall development, specifically—language development. This is to support and ensure optimal language development in children, regardless of their household size.

## 1.2 Theoretical Framework

The theoretical underpinning of this study is the interactionist theory by Lev Vygotsky. This theory posits that language development is influenced by different factors like—social interactions. In the context of household number, which refers to the number of people living in a household, it can have a significant impact on a child's language development. The household number affects the quantity and quality of social interactions a child is exposed to. In a larger household, there may be more family members to communicate with, leading to increased opportunities for language usage and vocabulary-building. In addition, where households with multiple children, there is an increased likelihood of peer interaction. Moments when siblings are playing with each other, and the general communication can contribute to the child's language development as they learn to express themselves, negotiate, and understand the perspectives of others. Ultimately, household number also determines the number of language models available to a child. More family members mean more people to learn from, reinforcing the child's language acquisition. So, the household number, within the framework of the interactionist theory, plays a significant role in shaping a child's language development by influencing the quantity and quality of language inputs and social interactions in a broader sense.

## 1.3 Research Questions

This research aimed to know the effects of household number to the language development.

Particularly, this research is aimed to answer the following questions:

1. What is the essence of household number to the language development of a child?

2. Based on the household number that a child belongs to, what struggles do the child encounter in his/her language development?

3. How does the household number affect the language development of a child?

## 1.4 Significance of the Study

This study will be beneficial to the following stakeholders:

**Parents.** This will benefit parents in a way that through this research, they will have an overview as to how the status quo of their household size affects the language

development of their child. Awareness as a primary thing can help them to adopt different teaching and guidance strategies to further inculcate the notion of guiding their child to develop the language usage.

**Children.** Through this research, it will help the parents to have an awareness on how to do their role in shaping the language development of their child and if this happens, it can be ensured that children will have a good grasp of the sequential level of language development that will be beneficial in developing other skills.

## 2. Methodology

### 2.1 Design

The study aimed to investigate how the number of household members affects the language development of a child. A qualitative approach was employed to address the research questions and delve into the impact of household size on language development of a child. Particularly, phenomenology was utilized as this is about the study of structures of consciousness as experienced from the first-person point of view (Smith, 2013) and this approach was utilized in order to develop a deeper understanding of the effects of household number to the language development of a child and consequently, helps the researchers to have a transcendent perspective.

### 2.2 Participants and Locale

This research was conducted in 3 different cities. Participants in the study are those parents or classified guardians of a child belonging in 3–5 age range. This age bracket was considered as it was postulated by Nevid (2007), in the milestones in language acquisition, children belonging in 2–3 and onwards age bracket, often are able to produce complex speeches whereby presence of long sentences with correct syntax are evident. This can help the respondents to answer the interview questions as they can easily track the language development if their child is able to use the language at least by producing complex speeches or sentences. Parents or guardian, provided that they are living with the child since birth, were chosen as the participants as they are the primary people present as the child undergoes the pattern of language development.

Moreover, the researchers employed purposive sampling in identifying the participants that are necessary for the study. Through judgment, the researchers were able to identify and finalize the suitable participants of the study. A total of four (4) respondents were chosen. Two of them have three or lower household size and the other two have four or more household size. Ergo, two of the participants have a 3-year-old child and the other two have a 4-year-old child. See the table below indicating the profile of the respondents.

Table 1

*Profile of respondents*

|  | Age Range | Gender | Household Number | Child's age | L1 at home |
|---|---|---|---|---|---|
| Res 1 | 25–30 | Male | 8 | 3 | Filipino |
| Res 2 | 31–35 | Female | 3 | 4 | Filipino |
| Res 3 | 31–35 | Female | 3 | 4 | Filipino |
| Res 4 | 31–35 | Female | 7 | 3 | Filipino |

### 2.3 Data Gathering Procedure

Before the researchers conducted the interview, an orientation about the significance and purpose of this study was explained by the researchers to the participants who permitted themselves to be interviewed.

Consequently, the validated interview questionnaire was utilized in data gathering through the utilization of face-to-face interview wherein the researchers directly ask the

respondents about the seven (7) interview questions present in the questionnaire. Respondents were given an open time to answer each interview question by using their language of choice. The interview to the four (4) participants were recorded using a voice recorder for the raw primary data to be transcribed and interpreted with utmost logic and analysis for the building up of objective observation or themes.

### 2.4 Instrumentation

Parents or guardians living with the child within the age range of 3–4 years, as the respondents were asked seven (7) interview questions regarding the effects of household number on the language development of their child. The interview was conducted in a face - to-face setting, specifically at the residence of the participants. In detail, their responses were recorded by using a voice recorder for it to be transcribed.

Also, the researcher's adviser in Principles and Theories of Language Acquisition and Learning validated the interview questionnaire that is necessary to provide an answer to the research questions.

### 2.5 Data Coding/Analysis

The study utilized thematic analysis as a systematic and rigorous method to investigate the effects of household size on language development in children. Researchers

analyzed qualitative data, including interview transcripts and observational notes, following a multi-step process. They familiarize themselves with the data, generated initial codes, identified themes, reviewed, and defined them, refined the themes through constant comparison and discussion, and ultimately produced the final analysis. This approach allowed for a comprehensive understanding of the complex relationship between household size and language development. By carefully coding and refining the themes, the study ensured coherence and accuracy, supported by specific verbatim statements from the raw data. The findings contribute to the broader understanding of the impact of household size on language development and have implications for parents, educators, and individuals involved in supporting optimal language development in children. The thematic analysis provided a rich and nuanced exploration of participants' experiences, enabling evidence-based conclusions (Braun & Clarke, 2006).

## 3. Results and Discussion

The researchers employed thematic analysis in extracting specific themes out from the collected raw data from the participants. This was done by careful interpretation of the visible patterns from the collected raw data before coming up with the final themes that are vital for the research questions to be answered.

In detail, seven (7) themes were made from the collected raw data from the four (4) participants of the study. These are supported by two (2) related literature or study and had been connected to an existing language learning theory.

**Interview Question 1:** What are the effects of your family's household number to the language development of your child in terms of vocabulary-building?

**Theme 1:** Large household number and common language usage in the surrounding are advantageous for advanced vocabulary building of a child.

"*Sakin, malaking tulong yung marami kami [sa bahay]. For example tulad niyan, ako, lagi akong pumapasok, nagtatrabaho. 'Pag uuwi ako, may mga salita siya na ibinibida na sakin ng mga kapamilya ko.*"

"*Bilang madami kami sa bahay, tingin ko nakatulong yun para matuto sya agad makapag salita*"

"*At her young age, she starts to process sounds she heard from her surroundings that turn into syllables, utterances, and all in all in her vocabulary. Simply because of her environment and the people she was surrounded with.*"

The fact that having a high household number is advantageous for the language development of a child cannot be disregarded. It means that there are many possible human figures that can guide and help the child to build different vocabularies.

As stated in an article by Bowman (n.d.), for a child to have a wider pool of vocabularies, he or she must be exposed to different activities like consistent multiple conversations with family members, reading routines etc. These sorts of activities are necessary for a child to hear and further learn different words and their associated meanings. So, it would be of great advantage if there are many interlocutors in a certain household. In addition, older siblings play a huge role in broadening the vocabulary of a child in the situation that they continuously use their L1 at home either by unstructured activities like having conversations while eating, playing with younger sibling and other members of the family (Cheung, 2018). It would be then advantageous for a child to be learn and acquire different vocabularies provided that she belongs in a household where there is a presence of many family members.

This theme is connected to the interactionist theory of Jean Piaget where it is stated in this theory that language development is dependent in social interactions especially those who are far more advanced and experienced user of language.

**Interview Question 2:** What are the effects of your family's household number to the language development of your child in terms of phrase construction?

**Theme 2:** High household number means higher chances for child's phrase construction learning and mastery as there are many language users that could be potential language teachers.

*"Madami kaming nakakapag turo sakanya kung paano gamitin ng tama yung salita kapag makikipag usap siya."*

*"Sa mga phrases naman, yan ganyan tulad nyan, I love you mamita. Hindi [ko] naman naituturo pero natututunan niya dahil nga sa mga kasama namin sa bahay."*

A high household number provides more language acquisition and learning opportunities wherein a child can learn proper words in constructing phrases or sentences. It is the quantity of the people in a certain household that promulgate on this.

According to the study of Priya et al. (2017), language development occurs throughout the lifespan, with the most important stages occurring in infancy and preschool when children discover the meanings of words, the way meaning is represented, and the way language is employed toward the objective of communication. Parents and caregivers have an essential duty in assisting children in learning to communicate with others before they learn to read and write. Furthermore, in a literature on their study stated that, the current research reveals that parents are their child's first and greatest teachers. Parents and grandparents contribute to developing the child's choice of words and they benefit from talking with them, reading with them, listening to and responding to their babbles, gestures, and words. More conversations provide young people with an advantage in terms of language learning (Hamer, 2012).

Ergo, the social development theory proposed by Lev Vygotsky can be connected in this theme as this theory highlights the significance of social interaction when it comes to the language acquisition and learning of a child.

**Interview Question 3:** What are the effects of your family's household number to the language development of your child in terms of spoken language?

**Theme 3:** High household number associates more prospect of teaching the right guidance a child.

*"The more family household numbers means more input and guidance for a child".*

*" Dito, nakakatulong talaga [na marami kami sa bahay] kasi unang-una, ako lagi akong nagtatrabaho, hindi ko siya nababantayan. Doon, nakikita ko naman na natuturuan siya sa pagbaybay ng mga salita."*

A large household number will tend to have more opportunities to teach a child with the correct pronunciation if they are native in a specific language that they are teaching with. According to the article of Johnson (n.d.), it is usual for children to make mistakes in their speech when they are first able to speak for the first time. They make up sounds, such as saying "tat" when they mean cat. They also skip sounds, such as asking for a "poon" when they actually want a spoon. In other words, children have an undeveloped vocabulary and pronunciation when they are beginning to talk. It can only be corrected by the adults or someone who knows the right pronunciation of that specific word, but the child will continue uttering the wrong way because they are confused and just starting to develop their language. In addition, children often struggle with the tongue and mouth movements needed to produce speaking sounds. They may replace all back-of-the-mouth sounds (such as k and g) with front- of-the-mouth sounds (such as t and d). However, children may not understand the distinction between dot and got or why it matters. As children grow older, they tend to stop making these errors. Moreover, as what the study of Safwat et al. (2014) indicated, in regards to the result of their study stating that many parents claimed that they were not actively involved with their child, who was left to play alone or with other siblings; they were less likely to believe that children learn significant things while playing and highlighted the necessity of direct instruction and imitation. It also includes and highlights the learning of a child in terms of developing their vocabulary and pronunciation because of the interaction and relationship they have in their family members.

In connection, the social interactionism theory proposed by Vygotsky and Bruner relate to this theme. As it is stated thereof, the child acquires language through interacting with different people. Moreover, this theory connects this study in seeing the gaps and relationships on how the child acquires language in terms of pronunciation and develops their vocabulary.

**Interview Question 4:** Based on your family's household number, what struggles do your child encounter in his/her language development in terms of vocabulary-building?

**Theme 4:** Low household number equates to lower chances of conversation between household members and a child that leads to low input of words and further pushes a child to resort to excessive use of gadgets.

*"Too much exposure to gadgets and screen time. She will interact less that will lead to struggling expressing her emotions."*

In a low household number, there is this occurrence of low opportunities for social interaction and conversation. According to study by Zain et. al (2022), gadgets have been used by parents to keep their kids under control and get them to behave well in public. The environment in which children are growing up, whether in urban or rural areas, is one of the few factors that could lead to an excessive use of technology. Guardians generally settled having contraptions for their children as a commitment, lined up with present day life. However, parents neglect their duty to weigh the benefits and drawbacks of granting their children access to technology, which can be advantageous or detrimental depending on how they use it. Having contraptions for children can be helpful as the kids can be inventive through portable games or with a boost for their faculties and creative mind through a few innovative applications. However, if parents allow their children to use gadgets without providing proper instruction, this can lead to dependency and addiction. Furthermore, According to Dr. Parolita (2022), parents and caregivers have the greatest responsibility to discipline children and control their exposure to gadgets. An article found that children who spend too much time on electronic devices may develop speech or language delays along with many mental, and physical health issues.

This is related to the Behaviorist Theory by John B. Watson because this theory states that learning as a reaction to stimuli in the environment. In the case of the aforementioned article, a child can have a difficulty in using a language because there are less conversations happening in the household as there are low quantities of family members. Thus, there are few language inputs to imitate that is why a child has some sort of difficulty in vocabulary- building.

**Interview Question 5:** Based on your family's household number, what struggles do your child encounter in his/her language development in terms of phrase construction?

**Theme 5:** Low household number is a challenge for a child to master the proper way of constructing phrases or sentences.

*"The struggle my child encounters in terms of phrase construction is the proper way of constructing sentences."*

According to Cincinnati Children's (2022), language disorders can manifest when a child struggles to effectively convey their intended meaning through speech, writing, or gestures. Expressive language disorders are characterized by difficulties in expressing meaning to others, even if the child produces sounds clearly and exhibits good speech articulation. Within households with a low number of individuals, the opportunities for children to engage in extensive language interactions may be limited. This reduced exposure can have implications for their language development, potentially hindering their ability to acquire the necessary skills for constructing phrases and sentences accurately. In addition, an article by Saengpakdeejit (2014) as cited in Hasan (2016) highlights that insufficient vocabulary is a major challenge for primary ESL learners. The lack of vocabulary knowledge can hinder their Second Language Acquisition (SLA). Huy (2015) further emphasizes that writing is an effective method for improving vocabulary skills in primary ESL learners. By developing a strong vocabulary foundation, these learners can enhance their ability to express their thoughts in a more meaningful manner, especially in written form.

In connection to the sociocultural theory of language development proposed by Lev Vygotsky. It highlights the importance of social interactions and cultural context in shaping language acquisition. Language development, according to Vygotsky, is inextricably linked to social interactions. Children learn language through interactions with more knowledgeable people, such as their housekeeper, who provide language input and engage in conversations to help them learn. Children in smaller households may have fewer opportunities for language interactions, which can affect their ability to construct phrases or sentences.

**Interview Question 6:** Based on your family's household number, what struggles do your child encounter in his/her language development in terms of spoken language?

**Theme 6:** Based on the household number, there are no significant struggles that a child encounter when it comes to spoken language.

"*Tingin ko wala, kasi tagalog lang naman language namin sa bahay.*"

The notion that the household number has no significant struggles with pronunciation means that children in the household are able to pronounce words and sounds correctly without facing major difficulties or challenges.

It was concluded in the study of Clausen et al. (2023) that in the screening for speech sound disorders to twenty-nine Danish preschoolers, it was found out that imitating a certain sound was more time efficient and even produced a higher number of soundings out initial consonants correctly. But it carries the possible overestimation of a child's speech production. This can support the theme by showing that it is effortless for children to produce speech sounds or pronounce a word as this can be done by a blatant imitation of a child. This is regardless of the household number for as long as the child is accompanied by a single adult at the very least. Ergo, an article by Ziyodaxon

(2023) stated that it is the early exposure of a child that can make it easy for them to produce speech sounds correctly. So it was never the issue of household number that brings the struggle to a child when it comes to pronunciation; it is more about the matter of early and advanced recognition and immersion to different speech sounds and the quality of the heard speeches rather than the quantity of the family member in a certain household.

The imitation theory based on behaviorism of B.F Skinner, is related to the aforementioned study and article by Clausen et al. and Ziyodaxon respectively. As it highlights the concept that in language learning, which speech sound production and pronunciation are under, a child acquires and learns a language merely by imitating what can be heard from the surroundings. Thus, making it a little easier for children to pronounce words effortlessly for as long as they have something to imitate.

**Interview Question 7:** How does your family's household number affect the language development of your child in general? Is it positive or negative? Why?

**Theme 7:** Large household contributes positively to successful language development of a child.

*"Positive, kasi...sa dami namin, mabilis siya natuto. Sa edad niyang tatlong taon, nakaka-kanta na siya, ng pagsalita niya deretso na. Numbers, letters, animals, sound of animals. Lahat, sa general, positive."*

*"Gaya ng sinabe ko kanina, tingin ko nakatulong yung madami kami sa bahay para matuto yung anak ko na makapag salita agad."*

The quantity of members in a certain family household is not a sole determiner for language development but it really plays a huge role in advancing the language ability and skills of a child.

First language acquisition normally happens between children and the primary social group surrounding them, specifically, mother, father, and other family members. And this situation occurs mainly orally and casually without necessarily following a strict format. As the findings of the study stated, subjects of this research were able to learn phonological components like vowels which is a major part of language, and this is due to social factors like the quantity of vocabulary heard and learned from family members, and the environment in general (Rima, 2023). So, it is really beneficial for a child to grow up in an environment where users of language are not limited. Moreover, it was claimed in the study of Asita (2022), that a situation where communications are employed inside a family is crucial as this is regarded as a mental exercise for children to learn a language. Also, those children who are commonly engaged in conversations with their parents are more likely to have a profound development and rich vocabularies compared to children who less-likely engage in conversations.

## 4. Conclusion and Recommendations

Based from the data gathered from the respondents, household number does indeed plays a pivotal role in the language development of child. Through their lived experiences, the researchers were able to draw conclusions. High household number is advantageous when it comes to the language development of a child in terms of vocabulary-building and phrase construction. The reason for this are the greater opportunities for guidance as there are more interlocutors and there are more linguistic inputs compare with having a low household number. Whereas a low household number stands as a hindrance for communication within the household to occur. This scenario further pushes a child to utilize mobile gadgets as a mean of entertainment and a one-way communication.

In line with this, the researchers recommend to those parents or guardian of a child in a high household number to have a proactive conversation and filtering of the words, phrases that must be recognized and utilized by their child as greater number of interlocutors calls for greater opportunity of language inputs that are inappropriate to that of the age range of a child. The quality and appropriateness of the language inputs must be categorically filtered.

To those parents or legal guardian of a child who belong to the classification of low household number, efforts of having communication with your child whenever possible shall be enshrined. Different strategies must also be utilized to provide an opportunity for a quality communication to happen between a child and other recognized people.

To the general public, ensure that when having communication with a child in your respective household, be as appropriate as possible. Talk to a child with sense of being some sort of a teacher as well.

To the future researchers, a similar study shall be conducted but with a greater number of respondents and a more in depth investigation.

**References:**

Anderson, N.J., Graham, S.A., Prime, H., Jenkins, J.M., & Madigan, S. (2021), Linking Quality and Quantity of Parental Linguistic Input to Child Language Skills: A Meta-Analysis. *Child Dev,* 92: 484-501. https://doi.org/10.1111/cdev.13508

Asita, H. & Okujagu H. (2022). The role of family and school child language development. *ResearchGate.* https://www.researchgate.net/publication/362932145_THE_ROLE_OF_FAMILY_AND_SCHOOL_CHILD_LANGUAGE_DEVELOPMENT

Bowman, V. (n.d.). 8 creative ideas to help your child learn new words. *Naeyc.* https://www.naeyc.org/our-work/families/literacy/learn-new-words

Braun, V. & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative research in psychology, 3*(2), 77-101. https://psycnet.apa.org/record/2006-06991-002

Cheung, S., Kan, P., Winicour, E., & Yang, J. (2019). Effects of home language input on the vocabulary knowledge of sequential bilingual children. *Bilingualism: Language and Cognition, 22*(5), 986-1004. https://doi.org/10.1017/S1366728918000810

Language Disorder (2022). *Cincinnati Children.* https://www.cincinnatichildrens.org/health/l/language-disorder

Clausen, M. et al. (2023). Screening for speech sound disorders: The impact of the elicitation method on assessment time and diagnostic accuracy. *University of Southern Denmark's Research Portal.* https://portal.findresearcher.sdu.dk/en/publications/screening-for-speech-sound- disorders-the-impact-of-the-elicitatio

Geetanjali Das, & Priya M. (2017). Family History and Its Influence on Infants' Language Development. *Universal Journal of Psychology, 5*(1), 8 - 16. DOI: 10.13189/ujp.2017.050102.

Johnson, K. (n.d.). Why Is My Child Having Trouble Pronouncing Words? *Understood.* https://www.understood.org/en/articles/why-is-my-child-having-trouble-pronouncing-words

Ma, Y., Jonsson, L., Yao, Z. et al. (2023). The home language environment in rural China: variations across family characteristics. *BMC Public Health* 23, 354. https://doi.org/10.1186/s12889-023-15245-2

Mesias, S. (2021). Ways to limit your children's gadget use. *Worldvision*. https://www.worldvision.org.ph/blog-for-children/ways-to-limit-your-childrens-gadgetuse/#:~:text=Negative%20Effects%20of%20Gadget%20Use,negative%20impact%20 on%20character%20development.

Rima, R. (2023). First language phonological acquisition on a two-year-old child. *Journal of Linguistics, Literacy, and Pedagogy, 2*(1). http://dx.doi.org/10.30870/jllp.v2i1.20432

Siang, W., Ying, Y. & Mohamad, M. (2021) Enhancing Primary ESL Learners' Simple Sentence Construction Using the PPT PiWoCa Technique in the Form of Bubble Map—A Literature Review. *Creative Education, 12,* 1458-1468. https://doi.org/10.4236/ce.2021.127111

Safwat, R. & Sheikhany, A. (2014). Effect of Parent Interaction on Language Development in Children. *Egypt J Otolaryngol 30,* 255–263. https://doi.org/10.4103/1012-5574.138488

Smith, D. (2013). Phenomenology. *The Stanford Encyclopedia of Philosophy*. https://plato.stanford.edu/entries/phenomenology/

What is language development, and how do we promote its maturation effectively? (2022). *Structural Learning*. https://www.structural-learning.com/post/language-development#%3A~%3Atext%3DWhat%20is%20language%20development%3F%2Ctheir%20vocabulary%20throughout%20this%20stage

Zain, Z.M., Jasmani, F.N.N., Haris, N.H., & Nurudin, S.M. (2022) Gadgets and Their Impact on Child Development. *Proceedings*, 82, 6. https://doi.org/10.3390/proceedings2022082006

Ziyodaxon, X. (2023). The role of phonetics in early language learning: understanding sounds and pronunciation. *"CANADA" INTERNATİONAL CONFERENCE ON DEVELOPMENTS İN EDUCATİON, SCİENCES AND HUMANİTİES 9*(1). https://www.intereuroconf.com/index.php/DESH/article/view/1403

# ICALLE 2023

4th International Conference on
Applied Linguistics and Language Education

OCTOBER 19-21, 2023

DE LA SALLE UNIVERSITY - MANILA