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Foreword

The fifth issue of Asian EFL Journal's March Edition presents studies in approaches in teaching English, materials development, macro skills, literature teaching, language competencies and linguistics.

North Korea opened up to the world when countries are becoming borderless because of the English language. Kyungsook Paik used this moment as motivation to analyze and investigate the attitude of North Koreans towards English and how the same language might affect and change their future.

Anuradha T and Viswanathan studied the recommended cycle of assessments by the NCF of India and conducted a study on how CLIL can enhance student learning. It was found that the approach can bridge learning gaps in students and was found to have had helped students learn better.

Lachica explored and described the lived experiences of university students to study manifestations of speaking anxiety. It was found in the study that students' speaking anxiety did not contribute much to their unwillingness to participate but their lack of motivation and low performance were the reasons for their classroom performance.

The reflective article of Stacey is a contribution to the Professional Development initiatives for teachers rather than taking enforced top-down and mandated PD programs for political reasons.

Netizens have used technology to serve their communicative needs, and, in the process, they created new forms and structures which aid in the lexicon development of a language. Gustilo,

Tocalo and Calingasan investigated Internet Philippine English (IPE) words in online news and English as a Second Language (ESL) teachers' understanding of the IPE words and their acceptance of these words in different domains of communication.

Suiza, Ventayen and Arquillano conducted a study to establish the positive effects and the need of an academic intervention in the academic performance of bilingual students in Thailand. The study validated that educational institution as well as educators must look work together in designing and implementing academic intervention of any form to the students who are in need of educational and academic support for their learning development.

Subroto, Jazadi and Mahyuni examined the socio-economic representations in senior high school ELT textbooks used in Lombok as a typical region in Indonesia. The study show that a significant portion of the texts show inaccurate, inappropriate socio-economic representations of the students in all aspects under study.

The cross-sectional study of Rivera and Lear assessed the breastfeeding knowledge, attitudes, and practices of mothers using the newly developed Information, Education and Communication (IEC) materials. It was suggested that there should be the introduction of multi-faceted interventions using language programs, media campaigns, health education programs, comprehensive training of health professionals and necessary changes in national/regional and hospital policies.

Pascual determined the metacognitive awareness of reading strategies of the prospective ESL teachers in one of the universities in the Philippines. It was further suggested that curriculum planners and teachers could use the metacognitive reading strategies to innovate ways to upgrade reading comprehension performance of would-be teachers.

Mendoza investigated how communication can influence team building among secondary school principals. The study showed evidences that emphatic verbiage is necessary in a highly effective communication process among the principals.

The kind of instructional materials given to students in a literature class is believed to contribute to the improvement or deterioration of students' achievement. Bulusan explored potential criteria for selecting appropriate instructional materials for teaching literature.

Batalla and De Vera examined the level of difficulties in English writing skills of sophomore Teacher Education students in a university in northern Philippines. The study found that the respondents have the least difficulty in the indicator content, and the highest difficulty in mechanics.

Arellano – Tamayo on the other hand studied the level of English proficiency of English majors specifically on grammar usage in writing. It was found that the limited knowledge of the students regarding correct grammar usage caused their inability to produce a refined composition that is free from grammatical errors.

The research conducted by Martinez and De Vera identified the sociolinguistic competence of foreign national college students of selected universities in Pangasinan, Philippines. Based on the findings, it was suggested that language teachers should create a learning environment that suits foreign national college students focusing on the attitude, motivation, and can-do tasks.

Jarata examined cultural signs and symbols dominant in advertising found in the northern region of the Philippines. The study was an attempt to analyze how the broad acceptance and proliferation of a particular culture is realized through advertisements in the vernacular of a culture, and which implications it may have on the socio-cultural sphere.

Mendoza's study hypothesized difference in work stress level and coping mechanism components when data was classified according to private and public schools. Also, the researcher investigated how the utilization of verbal English fluency may have affected stress and coping mechanism.

The research conducted by Pascual and Clemente aimed to determine the grammatical/linguistic competence of the first batch of K-12 graduates and the last batch of teacher education students. in the Philippines. It was suggested that DepEd curriculum planners should conduct an assessment about the implementation of the senior high school curriculum particularly on language subjects to determine the preparedness of the k-12 graduates in their college life.

Modern teaching aids have gone through the roof for inculcating language skills among the Second language learners. GangaLakshmi and Naganathan investigated on the effectiveness of teaching using self-analysis and developing one's own pedagogy to be successful in imparting the knowledge among the students.

Ramon S. Medriano, Jr.

Associate Production Editor

Asian EFL Journal

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Attitudes of North Korean people towards English: Present and Future

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Bio-Profile:

Kyungsook Paik is a professor in the Department of English at Hanyang Women's University in Seoul, South Korea. Her research interests include various issues related to the ethnography of communication and interface of sociolinguistics and foreign language education. This study was supported by Hanyang Women's University Grant (2018-2-008). She can be reached at kspaik@hywoman.ac.kr.

Abstract

Amid aspirations for peace and the efforts to end the tragic division of the Korean peninsula of the last seven decades, this study investigates the attitudes of North Korean people towards English and how these attitudes might change in the future. This article analyzes North Korean people's attitudes based on research on the country's political ideology, economic system, as well as their educational policies and practice. This is complemented by interviews with ten North Korean defectors of different social backgrounds focusing on their perceptions and attitudes towards English. The analysis shows that North Koreans exhibit instrumental motivation in learning and using English. It also forecasts that they may experience sociolinguistic anomie in the process of opening and reform of North Korea, which would be a function of North Korea's political and economic system, their interactions with South Korean people, and the socio-economic benefits received. Finally, this study argues that positive attitudes towards English based on the virtues of multiculturalism can play an important role in the process of integration of the two Koreas, and ultimately, to help the Korean people create a new Korea and gain a new identity.

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Keywords: *attitude towards English, North Korea, South Korea, multi-culturalism*

Introduction

It was a strange enough feeling to realize that the national flags of North Korea and the US (both with stars and stripes in white, red and blue) blended so nicely at the US-North Korea summit in June in Singapore. At the summit, North Korea committed itself to the ‘complete denuclearization’ of the Korean Peninsula in exchange for security guarantees from the US, which followed the historic Inter-Korean Summit with a motto of ‘Peace, a New Start’ in April 2018. As Korean people’s aspirations to end the tragic division of Korean Peninsula have reached a climax recently, various efforts to convert the armistice agreement¹ to an official declaration of the end of the Korean War, and ultimately to a peace treaty, are being made more than ever. In spite of the incessant efforts made for peaceful co-existence and mutual prosperity ever since the first Inter-Korean Joint Statement in 1974, the relationship between the two Koreas has been inevitably that of competition, distrust, hostility, and intermittent encounters due to their antithetic political ideologies and dynamics of relevant super powers.

The Socialist Democratic People’s Republic of Korea (North Korea), is a country founded separately from the Republic of Korea (South Korea) in 1948. Unlike South Korea, not much (including its socio-linguistic situation) is known about this country, which is intrinsically a closed society. According to Paik (2018), the two Koreas differ in access to English, its use and prestige, and educational practices despite the same status of English as the primary foreign language. Now with the rising hope and concern for the opening and reform of North Korea, it is foreseen that there will be an inevitable contradiction of nationalism and globalization (especially in language planning and policy) in the process of consolidating the two different socio-economic communities. In this context, the present study investigates the attitudes of North Korean people towards English. With no previous research on this subject, it will be useful to explore a desirable attitude of Korean people in the future when English could perform a creative role in building up a new Korea.

This article first analyzes North Korean attitudes towards English on a societal level based on some data and research on the country’s political ideology, economic system as well as their educational and social practices. This will be complemented by the results of in-depth interviews with ten North Korean defectors of different social background, focusing on their previous perceptions of and attitudes towards English while they lived in North Korea. Finally,

¹ Technically speaking, the two Koreas have been at war since 1950.

a prospective attitude towards English will be discussed in the context of the expected sociolinguistic milieu on the Korean peninsula in the near future.

North Korea

To understand any aspect of North Korea, it is essential to recognize that it is a country of ideology. There is nothing in North Korea which is not ideological or political. The linguistic situation is no exception, which calls for discussion of the political system and resulting economic and socio-cultural make-up of the country.

North Korea (NK, hereafter) is a country of 123,138 square kilometers with a population of 25,030,000 (as of 2015)² occupying the northern part of the Korean peninsula. The separation of the two Koreas is a tragic outcome of Japanese imperialism and the Cold War of the 20th Century; when the US-Soviet Joint Commission³ failed to establish one unified Korean government, the military demarcation line by the two super powers (along the 38th parallel) became the political borderline, which persists to the present day.

Functioning as a highly centralized one-party (Workers' Party of Korea) state, NK's political power is characterized by two key ideologies, *Juche* (주체사상; self-reliance) and *Seongun* (선군; 'military first'). Theorized initially as a 'creative application' of Marxism–Leninism in 1955 (by Kim Il-sung, the first Supreme Leader) and systematized during the 1960's, *Juche* was adopted as the guiding ideology of the Workers' Party as well as introduced into NK's constitution in 1972 (Yang et al. 1990). In *Juche*, the autocratic leading role of the revolutionary vanguard party in Leninism was replaced by a Stalinist dictatorship (Chung 2000). Eventually replacing Marxism–Leninism, *Juche* provided ideological ground for Kim's political purge and hereditary power succession (Yang et al. 1990). Three key concepts embody the ideology; political and diplomatic 'independence', economic 'self-reliance', and military

² Retrieved Oct. 19, 2018 from <http://nkinfo.unikorea.go.kr/nkp/overview/nkOverview.do?sumryMenuId=SO300>.

³ It followed the Cairo Declaration, Potsdam Declaration and Interim Meeting of Foreign Ministers of the US, the UK and the USSR (Soviet Union), which discussed Far East issues including the problems of occupation, establishing peace, and most importantly, a four-power (US, USSR, UK, and China) trusteeship before Korea's independence.

‘autonomy’. *Juche*, along with the concept of *Seongun*⁴ which advocates maintaining a strong military leadership explains the apparent totalitarianism and isolation of NK.

NK’s economy is characterized by the nationalization of the means of production and a Stalinist ‘centrally planned economy’ pursuing rapid economic growth and industrialization. Even after other socialist countries including the suzerain Soviet Union discarded this economic system, NK has persisted in its self-reliant nationalistic economy or ‘autarky’ focusing on heavy industry for military power, which quickly revealed its limitation (Han, J. & Choi, Y. 2016). NK’s gross national income (GNI) per capita, once higher than that of South Korea owing to its rich natural resources and industrial base at the time of division, registered only \$1307.4 as of 2017⁵, which is about one twenty-first of South Korea’s. NK has been suffering from distress especially after the collapse of East European communist bloc, catastrophic famine caused by flooding in early 1990’s and a series of economic and diplomatic sanctions (by the international community and the United Nations) for its continued development of nuclear weapons. So far, covert assistance from South Korea, China and Russia as well as trade with these countries have played an important role in sustaining its economy (Kim, K. 2018). Inter-Korean trade and cooperation, ceased in 1949, were resumed in 1988 but waxed and waned depending on the political relationship of the two Koreas. This context explains the autogenous informal markets (called, *jangmadang*) as well as private banking. According to Kim, K. (2018), the living conditions have slightly improved during Kim Jong Un’s (the present leader) reign, allegedly due to the link between the reduction of the maintenance costs of conventional weapons and nuclear arms development as well as levying on the marketers and foreign trade. Nevertheless, GNI per capita of 2017 has decreased by 3.5%⁶ for the full year, seemingly due to international sanctions.

In this highly centralized state, all important practices in political, economic and cultural sectors are intended as realization of *Juche* ideology (Kang 1996), which converge on the single goal of ‘completion of a strong socialist country’. Nearly every social practice is

⁴ The idea was promoted by Kim Jong-Il (the second leader) who succeeded his father Kim Il-Sung.

⁵ Bank of (South) Korea’s Economic Statistics System, retrieved July 30, 2018 from <http://ecos.bok.or.kr/flex/EasySearch.jsp>. Like many other statistics regarding NK, this is an estimated number indirectly inferred from other data.

⁶ Bank of (South) Korea’s Economic Statistics System, retrieved July 30, 2018 from <http://ecos.bok.or.kr/flex/EasySearch.jsp>.

planned, organized, and watched. Pivotal to this administration is the classification of its people according to their origin and social components. NK recognizes three major classes (commonly called, *todae*, meaning ‘a base’) with 51 sub-classes. Their so-called ‘kernel’ class includes laborers, poor peasants, Workers’ Party members, revolutionary patriots, office workers and military members. The other classes are defined as those of ‘agitation’ and ‘hostility’ (Ministry of Unification 1999). One could climb up the social ladder through merit, which is difficult in reality as one’s class basically determines his/her place of residence, access to quality education, job opportunities, health care, and even marriage.

NK is often called ‘the hermit kingdom’. This is a country where common people have no access to the internet and foreigners must be accompanied by a government minder. North Korean citizens are not allowed to interact freely with foreigners on the street. Its leaders are often caricatured and human rights issues are often mentioned in international news. Nevertheless, the country has diplomatic relations with 100 countries out of the 193 UN members. Ironically enough, it does not have an official relationship with South Korea, the US or Japan, the countries which are central to denuclearization negotiations (Morillot & Malovic 2018). The two Koreas and the superpowers concerned are now reaching a critical phase of cutting a Möbius Strip of triangular relationship of NK, China and the US (Chu 2018); the focus remains on dealing with NK’s strategy to delay denuclearization as well as eliciting a genuine agreement between the US and China for a new order with denuclearization on the Korean peninsula.

Language in North Korea

Understanding of language

Regarding Marxists’ (as well as NK’s) perception of language, Kim, M. (1989) explains that Marxists regard language as a powerful tool for revolution, ignoring human mind and naturally occurring change or creativity of language, which naturally invites involvement of relevant authorities in forms of language planning or reform (cited from Kim, H. 2008, p. 126). Kim, H. (2008) reputes that M. Kim’s interpretation is only half true. H. Kim points out Marx’s understanding of the close relationship of language, mind (consciousness) and society, as read in the sporadic statements about his perception of language in *Die Deutsche Ideologie* (1932) by K. Marx and F. Engels. He also takes note of the unique development in Russian linguistics of the relationship of historicity and sociality of language, which is based on dialectical materialism and historical materialism of Marx and Engels (cf. Kim, H. 2018, pp. 126-135).

Due to the dearth of relevant resources and studies, there is still some ground for further discussion of whether the North Korean understanding of language is solely founded on ‘instrumentalism’. Nevertheless, it is not difficult to deduce NK’s strong intentions of fully exploiting language (be it their mother tongue or a foreign language) for their socio-political ideology, which is, for example, clearly witnessed in their *Munhwaeo Undong*⁷ (문화어 운동; ‘Drive for Cultured Language’) and language education practice. *Munhwaeo* is defined as “a language of revolutionary and beautiful refinement based on the language of Pyongyang area, the city of revolution, to suit the intention and common sentiments of the sovereign working class under the leadership of the Workers’ Party” (as cited in Lee, J. 2014, p. 169). This drive focused on illiteracy eradication, exclusive use of the Korean alphabet and native words, and language purification and refinement. *Munhwaeo*, defined as a model socialist language⁸, has its historical roots in the spirit of anti-Japanese imperialism and self-reliance in the process of building a socialist country. The North Korean government has also tried to reflect their socialistic and revolutionary thought in newly coined or refined words and expressions, which suggests they are very well aware of the inseparable relationship of language and mind. With *Munhwaeo Undong*, NK was able to achieve linguistic egalitarianism as well as incorporate now literate farmers and laborers into the process of socialist revolution (Lee, J. 2014). As such, the movement was not only concerned with linguistic issues but also appropriated language as one of the strongest instruments to pursue and complete their *Juche* ideology. The movement has been strongly and consistently driven from the very start of NK’s nation building.

Foreign language learning

According to Paik (2018), North Korea is unparalleled in the degree to which they exploit school textbooks for the direct idolization of their leaders and national ideology. Studies of North Korean English textbooks⁹ consistently report an extensive amount of political propaganda, national pride, communist values and skewed pictures of foreign

⁷ *Munhwaeo*, which literally means ‘cultured language’, refers to North Korean official variety of Korean language.

⁸ See also Nam, K. & Kim, H. (1989, p. 89) for this.

⁹ See Paik (2018, p. 129) for the relevant research.

countries, especially of those with capitalistic economies. The following praises in the first pages of all the school textbooks are quite symbolic;

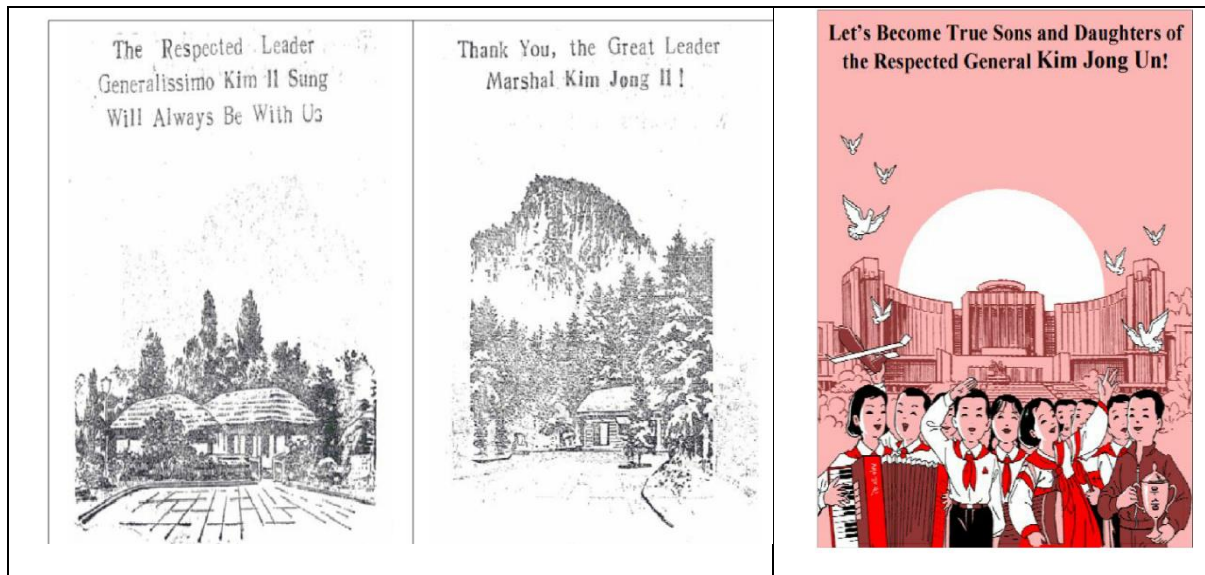


Figure 1: The first pages of two first grade middle school English textbooks from 2002 (two pages on the left) and 2013 (right) (requoted from Cho et al. 2015, pp. 118-119).

Other than the communist values, English textbooks appear to be the least dogmatic when dealing with natural science and technology (Jang 2016).

The ultimate goal of education (as in Article 19 of NK’s Constitution) can be summarized as ‘to cultivate sincere revolutionists to struggle for our people and society and nourish whole new communists with knowledge, virtues and healthy body’ (cited from Ryu 2018, p. 66). Regarding foreign language education, the aims have slightly changed along with their leaders’ *gyosi* (교시; ‘educational instruction’), the de facto highest guiding principle in NK, from fairly ideological to international and instrumental purposes. However, there is no statement found for any liberal arts purpose of understanding the relevant ‘foreign culture’ through English.

“... We should be firmly determined *to fight against the American and Japanese imperialists....* (every young man) *should acquire at least some critical words or expressions for military purposes.* Otherwise, we would be in great trouble when we have to treat the enemies taken in the battlefield ...” (Part of the first North Korean leader Kim Il Sung’s early instruction, as cited in Institute of North Korea Studies 1983, p. 1337; italics added)

“... for every young student to have full proficiency at least in one foreign language ... *when our national status is being heightened every day and our international networks are being increased ...*” (Part of Kim Il Sung’s instruction at the Central Committee of the Alliance of Young Socialists of North Korea in 1977, as cited in Namshik Kim 1995, p. 179; italics added)

“...We should reinforce our foreign language education from the secondary level *to acquire the world’s advanced scientific knowledge and enhance international interchanges and cooperation in this field...*” (Kim Jong Il’s *gyosi* cited in (North Korean) Committee of Education 2013, p. 74, as cited in Cho et al. 2015, p. 101; italics added).

During the reign of Kim Jong Un, a grand Educational Reform was carried out in 2012, which focused on reinforcing scientific knowledge and skills, information technology, and English education. NK’s will to modernize and globalize English education is clearly perceived in many respects. The first sign is the designation of English as the sole foreign language to be taught in compulsory education. According to Paik (2018), NK used to be completely pro-Russian as a result of the Soviet Union’s occupation (1945–1948). The Russian language, however, gradually yielded its status as the primary foreign language to English, particularly as a result of the fall of the East European communist bloc in the early 1990s. Specialists in various foreign languages, on the other hand, are fostered en masse at foreign language institutes of both secondary and tertiary levels established in each province and special cities under the direct control of the central government (pp. 128-129). Secondly, they improved the quality as well as the contents of the textbooks. Increasing the class hours for English could be regarded as the strongest sign of all, which are even greater than those hours for NK’s essential school subject of ‘the Revolutionary History and Activities of the Kim Family’. English is taught for 408 hours (11.8% of all class hours) and 243 hours (7.5% of all) in the junior and senior middle school curricula respectively (Cho et al. 2015, p. 103). Lastly, NK renewed their memorandum of understanding (MOU) with the UK, which was first concluded in the year of 2000 when NK established an official diplomatic relationship with the country, to continue to enhance the curriculum, textbooks, and teacher training. Nevertheless, the still excessive ideological textbook contents and idolization of their leader (now, of Kim Jong Un) is pointed out as a barrier to genuine globalization (Cho et al. 2015).

North Korean people's perceptions of and attitudes towards English

Interview method: The interviewees and questions

To get a whole picture of North Korean people's attitudes towards the English language, the author held interviews with ten North Korean defectors, who have been recently admitted to South Korea. This was to grasp how national perceptions of English (as described in the previous section) are understood and embodied on an individual level; what is English to ordinary people? Moreover, what are their attitudes towards this language? With no practical way of contacting people in NK, the best alternative was to interview defectors living in South Korea about their thoughts and attitudes while they lived in NK.

The interviews of about two hours were arranged and held individually from April to early June 2018. The number of interviewees was limited to ten defectors due to one single barrier; difficult accessibility. Even with about 30,000 defectors¹⁰ settled in South Korea (Lee, A. 2016), it was not easy to ensure many suitable informants due to the lack of a unitary channel to contact them, their scattered residence as well as their security concerns or wish for anonymity. Starting with one man and woman from NK, the author used the technique of snowball sampling, trying to recruit informants with various social background (regarding age, sex, education and social class, the so-called *todae*), who left NK old enough to have spent a minimum amount of time to learn and use English. Table 1 shows the demographic information of the interviewees.

Table 1: Demographic information of the interviewees

Inter- viewees	Sex	Age	Social class (<i>todae</i>)	English learning period /Final education in North Korea	Occupation (at the time of defecting)	Length of residence in South Korea (years)
JH	M	25	Low	6 years in secondary level/ secondary	Student	5

¹⁰ There are another few hundred-thousands of North Korean defectors wandering around third countries. Of these, more than 1,000 people are arrested annually for compulsory repatriation via China (Lee, A. 2016).

HW	M	27	High	12.5 years up to tertiary level / tertiary	Dispatched worker for a NK's IT company in the Philippines	1.85
KH	M	33	Low	7.5 years up to graduate level /graduate	Civil engineer	4
HM	M	37	High	6 years in secondary level/ secondary	Soldier at a guard post	11
TS	M	67	High	3 years up to tertiary level (learned Russian at the secondary school)/tertiary	Handyman in Russia	1
SA	F	25	Mid	2 years in secondary level (placed in a Russian learning class for 4 years)/ secondary	No job	6.25
YA	F	26	Mid~high	None/primary	Farm worker	3.5
KY	F	27	High	6 years in secondary level/tertiary	Kindergarten teacher	5.25
OU	F	27	Low	1 year at an orphanage school/primary	Student	3.5
JS	F	57	High	3 years in secondary level/tertiary	Train attendant/ Beautician	1.7

The interview questions focused on three categories as follows.

Question Type A: Basic knowledge about English and general attitudes towards the language¹¹

¹¹ Initially, a range of questions about North Korean people's affective feelings towards English were tried but soon discarded after four pilot interviews. The author found that the participants were only able to give simple

- a. Whose (regarding people or nation) language, did you think, was English?
- b. Which English, did you think, was the standard English?
- c. What was the aim of English learning presented by schools or teachers?
- d. What did you think of the English language?

(Answered on a 5-point Likert-scale, very positive (1) ←→ very negative (5))

Question Type B: Critical understanding of the English language

(Adopting some critical questions from Kim, D. (2016), who developed his questions based on Phillipson's (1992) analytic tool of 'power', originally suggested by Galtung (1980), see Kim, D. 2016, pp. 117-119).

(Answered on a 5-point Likert-scale, Agree very much (1) ←→ Do not agree at all (5))

- a. Did you think English was superior to other languages?
- b. Did you think you could learn English without knowing the English users' (including the native speakers') values or culture in general?
- c. Did you think that you should learn English for international communication as well as to advance to the global community?
- d. Did you think that English had an advantage as a medium language in learning science, engineering or technology?
- e. Did you think English would sustain an ever-lasting status as the primary international language?

Question Type C: Individual perceptions of English and its utility

- a. Did you have any personal motivation for learning English?
- b. Did you expect English proficiency to aid your future career?
- c. Did you imagine yourself part of any communities in relation to English?
- d. Have you ever met with or used the English language besides school classes?

In the interviews, the author tried to make the interactions as natural as possible by not keeping the questioning order too rigid. She allowed the interviewees to say whatever occurred to them regarding English. In this way, she was able to achieve a fairly rich description to complement our knowledge about North Korean people's attitudes towards English.

Results and Discussion

answers to these questions, mainly due to their extremely limited experience with English, which precluded the development of a more sophisticated and nuanced attitude towards the language.

Regarding question (Aa), seven participants answered that they thought English was the language of British and American people. Five of these people were aware that it was also spoken as a world lingua franca. Two other participants (HM and OU) thought it was the language of only the UK or the US. YA, who was unable to go to middle school due to her economic circumstances, worked as a farm worker like her father¹² and had never heard of the language or a subject called 'English'. She, thus, had practically nothing to say about English.

Though half of the participants were aware of the status of English as a global language, a majority of them had no concept of 'varieties of English'. Regarding question (Ab), they *unanimously* replied along the lines of, "English was just English and we never heard of it described as 'standard' or 'non-standard', or 'different Englishes'... We came to realize, though, that it was British English we learned, only after we arrived here." There were only two interviewees, HW and JH, who had some knowledge of the origin and spread of English and its global varieties. HW, whose father was a diplomat, received some education in Bulgaria as well as some Central and South American countries over a period of eight years. He also majored in Spanish at Pyongyang University of Foreign Studies¹³ for four and a half years. While HW's knowledge owes to his prestigious background, JH's concern for English derived from his father's poor *todae*, who had been a Korean resident in Yánbiān in China. Korean immigrants from overseas are regarded as members of the low class of 'hostility' in NK. His will to overcome this handicap, combined with his parents' fever for education, influenced him to work hard to enter a college of technology or medicine. This required him to be highly proficient at all subjects as only about 10% of students are nationally assigned to be admitted to colleges in NK.

One unexpected result was participants' general attitude towards English (question Ad) when we recall the close relationship of one's attitude towards a language and its users. If we exclude YA who lived a life free of English, they showed fairly positive feelings towards the language with an average score of 1.8. The author double-checked every interviewee that they did not have any negative or hostile feelings to English as the language

¹² YA explained that approximately 50 to 60 % of the people in her district, a northern suburban area near the border between NK and China, were extremely poor like her family, who were directly hit by the notorious famine and the subsequent suffering in the era of the (so-called) 'March of Hardship' in the latter half of the 1990s.

¹³ the most prestigious school for foreign studies in Pyongyang, the capital city of NK.

of the U.S., their so-called ‘sworn enemy’. In NK, ‘American imperialist bastards’ is the common expression referring to American people. The author came to realize that this result was inter-related with their answers to question (Ac), and question type B and C.

To question (Ac), about the aim of English learning that school had taught them, they all gave the answers which corresponded to those of the NK’s national goals of foreign language education as described in the previous section, i.e., military and international purposes as well as the practical purpose of acquiring advanced scientific knowledge and skills, which is ‘ultimately’ to accomplish their full-fledged socialist country building. The national goals seem to have been transmitted quite well. This instrumental attitude seems to partly explain their positive answers. The answers to question (Bc) also parallel this. With average score of 1.5 (excluding YA), the interviewees agreed with the global utility of the English language. Regarding question (Be), the majority of the participants also seem to acknowledge the structural power of English with an average score of 1.25 excepting three interviewees, YA, HM, and OU, who had never thought about the proposition, ‘English would sustain its ever-lasting status as the primary international language’.

There was no consensus to question (Ba) about the innate power of the English language. Participants’ answers were classified into three categories. Three people had no idea at all about this proposition (YA, JS and TS) while they were in NK. Five other responses were neither affirmative nor negative, which seemed to be mostly due to the lack of thought about language in general or too short an experience of learning English (KY, SA, OU, JH and KH). Among them, JH added his opinion, “Well, ... though I admitted the utility of the English language, my answer could be partly attributed to the brainwashing propaganda of NK about the superiority of *Chosunmal*¹⁴ and our country.” KH, on the other hand, judged English as a fairly developed language based on his own knowledge of a theory of language evolution but did not acknowledge a relative superiority over other languages. The other two interviewees, HM and HW (the diplomat’s son) assumed a very negative attitude with a score of 5. They based their answers on their linguistic knowledge gained from study or personal experience of learning and using the language. On the whole, the interviewees did not agree with an innate power of the English language for various reasons.

North Korean instrumental perception of English is demonstrated again in the answers to question (Bb). Interestingly enough, six participants out of nine (excluding YA)

¹⁴ *Chosunmal* is the endonym of the Korean language in NK.

answered that they had never thought of any relationship between English and relevant ideas or culture nor had been taught of such concepts. The other three interviewees answered that they generally agreed (with an average score of 1.4). These answers suggest again that North Korean people show positive attitudes towards English not because they have positive feelings for the users or their culture but because they recognize the general utility of the language and that there is little association of the language and culture in learning and using the language. Only HW, the Spanish major who learned English as one of the general subjects at college indicated a score of 3 (showing that, among the participants, he was the person who least agreed with the proposition of question Bb). This could be attributed to his personal experience of learning many languages, which must have given him an implicit idea of the intrinsic relationship between language and culture. HW also reported that foreign language majors were offered various types of literary works, audio-visual learning aids, and cultural products, both classic and modern, connected with the target language. He expressed his own understanding, though, that those were given for some common knowledge or awareness, not to develop a genuine or critical appreciation of the cultural aspects concerned. These elitist educational practices of NK for a chosen few, is confirmed by Tae¹⁵(2018) that some audio/visual learning aids, such as the British 'Linguaphone' or American and British films, were used for the English majors at foreign language schools (of secondary level) even back in the 1970s and 1980s in a country where private watching of foreign films is still a felony. This is also a country where foreign books, especially on humanities or social science are under strict national control even for college students.

Despite their emphasis on the acquisition of scientific knowledge from advanced countries, common people in NK appear to have thought little about the possibility of English medium learning for science or technology. Only two participants, solely from their own experiences as an engineering major and purchasing a foreign-made laptop computer, agreed to the proposition of question (Bd), which is plausible from their circumstances regarding exposure to English and educational material as we will see. Nevertheless, the majority (seven out of ten) acknowledged the sustainability of English as the primary international language (question Be), seemingly aware of the solid status and vested privilege of the lingua franca.

¹⁵ Tae had been a former North Korean Minister to the UK but sought refuge in South Korea in 2016. He confesses in his book that he and his family first saw the affluent British way of life through those materials. Tae himself majored in English and international relations at colleges in Pyongyang and Beijing.

The answers to questions Type C (Ca ~ Cd), which are about individual motivation and use of English, suggest that the great majority of North Korean people live a life free of English in their career or daily lives. Except the diplomat's son (HW) and TS¹⁶, who had an interest in different languages, the participants' common answer to question (Ca) was similar to, "Well, English was just a subject. So, if you had high hopes for an outstanding job or further study, you would study English hard as well to enter a college ... but otherwise ...". The 'outstanding jobs' that have anything to do with English refer to work in international trade or foreign affairs. HW definitely had his personal motivation, expecting the possibility of working in international trade or working as a diplomat like his father. KH and JH only wanted to overcome their class-based limitations by studying hard including English. For the other participants, English was 'just a school subject'. HM, who says he didn't have any specific motivation of learning English but felt a little proud of himself because he had some 'foreign' language proficiency which seemed better than others.

As for question (Cb), the majority of the interviewees did not consider whatever proficiency in English they had related to their future career, which was also reflected in their answers to question (Cc); they had practically never imagined themselves participating in English speaking communities. In spite of the increase in *Jangmadang* markets and the resulting capitalistic influences, public recognition of the market value of the English language does not seem to be very established in NK. The political exile Tae states that he owes his career as a diplomat entirely to his mother's early recognition of the linguistic market value of English. As a primary school teacher of children from prestigious families or senior members of the Workers' Party, Tae's mother witnessed a changing preference for English in the 1970s while members of the military still preferred Kim Il Sung University¹⁷ or other military schools or schools of technology (Tae 2018).

Regarding any experience of using English besides school classes (question Cd), only half of the interviewees had some fragmentary memories of being exposed to the language. HW, the participant with the most international experience, of course, overheard, studied and used English abroad from time to time. Even with the highest educational attainment (with a

¹⁶ TS once went to medical school for three years back in the 1970's, where he learned basic Russian and English. He quit his study, though, due to family reasons. Having realized the global utility of the English language at a resort where he worked as a handyman in Russia, TS had put great emphasis on his two sons' learning English, he says.

¹⁷ the most prestigious school established in 1946 for the education of the power elite of North Korea.

Master of Engineering), KH reports an only one-time experience of interacting with an Italian equipment dealer in English to interpret the instructions of a Danish machine when he worked as a civil engineer in the capital city. KH's only regular use of English was through cautious participation¹⁸ of a voluntary but unofficial English conversation group of college students. Others' (JS, KY, and JH) experience was from the labels or guides of some imported commodities, such as cosmetic goods, home electronics, and computers. With their limited literacy, though, they could not understand them all. According to KY, some of the English instructions were translated on demand by the Chinese or Korean-Chinese dealers. Interestingly enough, KY says that she watched *Tom and Jerry* series on TV but did not know the cartoon was American-made as they were dubbed in Korean. OU and JH report that they saw some foreigners with western faces in Pyongyang and one of NK's Special Economic Zones but never dared to talk to them due to the presence of an accompanying guide or a security agent.

Talks about their experience of the English language naturally led to the participants' learning materials and practices, which inevitably revealed their challenging economic circumstances. Half of them used only textbooks and some reference materials including word lists prepared by the teachers. As such, they said, learning by rote was the primary method of study. The other half used other materials, too, depending on the time and place of learning and different social/educational background. JH and KY conferred North Korean-made dictionaries. JH used MP3s and even thought of competing in an English speech contest but the opportunity was not given. KY got ahold of educational video clips produced by the (South Korean) Educational Broadcasting Company (EBS), which were being circulated. As can be expected again, only the two participants who went to college, KH and HW, had any experience of using audio/visual learning aids, reference books including foreign-made conversation books in addition to textbooks and dictionaries. Reportedly, NK has some short English education programs broadcasted on radio and TV but the majority of the interviewees state that they were scarce and not even available in the areas other than major cities due to the limited electricity supply. These reports support the results of many studies (Jung & Lim 2009; Lee, B., Yang, H., & Kwon, O. 2005; Park, E. & Kim, O. 2014, among others), which revealed enormous difficulties of North Korean defectors learning English in South Korea.

¹⁸ Any social group unrecognized by the government is illegal and all such activity is watched over in NK.

The Prospects for North Korean attitudes towards English

What would the prospective attitude of North Korean people towards English be like in the near future? It is expected to be a function of three influential factors; the politico-economic system NK would adopt in the process of reform of their country with an open-door policy, the socio-economic benefits that would follow, and the interactions with South Korean people along with increased inter-Korean exchanges.

Despite the persistent tug-of-war between the US and NK over the issue of complete denuclearization of the Korean peninsula and how North Korea would be compensated, there is little possibility that NK would sustain its possession of conventional and nuclear weapons. Most of all, Kim Jong Un, the NK's hereditary leader and his followers with vested prestige are well aware of the fact that their regime cannot be sustained without redressing their economic distress, caused by a failing system of distribution. Many of North Korean people have already embraced bottom-up capitalism both in their attitudes and practices. Kim has declared his commitment for denuclearization at two consecutive summit talks with US president Trump and South Korean president Moon, the chief negotiator of this issue, enhancing Korean people's aspirations for peaceful coexistence more than ever. Though in doubt, consolidation of the two Koreas, which has been mostly a historical 'necessity' so far, is now also seen as a means to promote mutual prosperity and increase their economic influence and activity in Europe and Asia, which would bring about countless benefits in employment, investment, consumption, and productivity for all Korean people (cf. Han & Choi 2016). A North Korean open-door policy would mean not only adoption of a market economy (whether fully or partially) but also joining global financial agencies such as the International Monetary Fund or Asian Development Bank. Moreover, the ASEAN Regional Forum has recently urged NK to accomplish its denuclearization commitment. At issue now seems to be how the relevant superpowers involved in the Korean peninsula are ready to accept a new order of the socio-political dynamics of a unified Korea, especially China and the US who are vying for hegemonic influence in the region.

If NK were to implement an open-door policy and integrate into the global market, it would inevitably involve far greater use of English. Though restricted, use of English in NK to meet global standards is increasingly being reported these days (cf. Kwak 2014 for examples). Also reported is a change in the attitudes of North Korean officials at the inter-Korean Liaison Office in one particular North Korean city, who respond to South Korean officials using English words (Jeon 2018). It is also well known that NK has been dispatching groups of students to English speaking countries to learn the language as well as to learn

about the systems of capitalism. What they would do with English shows all too symbolically in their recently revised English textbook cover which assumes advanced levels of technology and an advance onto the global stage.



Figure 2: The cover pages of middle school English textbooks from 2002 (left) and 2013 (right) (quoted from Cho et al. 2015, p. 116).

As was discussed, North Korean people generally have positive attitudes towards English mainly due to the limited exposure to the language and the instrumental value they place on it. It is expected that they will become more accepting as greater emphasis is being placed on English proficiency at a national level, which will also be coupled with the famous (or notorious) education fever of Korean people. Most of all, this drive will be based on their perception of English as a capitalistic and cultural asset which was hitherto available only to chosen elites.

Along with NK's converting economic development, an open-door policy would mean not only foreign investment and an influx of advanced technology and products, but also contact with foreign people, diverse ideas, systems and virtues, in which English would naturally play a certain role. Herein lies the biggest dilemma of the North Korean regime which has obscured the reality of life outside the country from its people, brainwashing them with socialist propaganda. This explains why the North Korean authority is intensifying its control of people and ideological instruction, while, at the same time, trying to expand economic cooperation with foreign countries. To quote an editorial in NK's state newspaper

Rhodongshinmun (2014. Mar. 8)¹⁹, “Women should take the lead in establishing our socialist ways of life ... and to confront imperialists’ infiltration schemes in ideology and culture...” (as cited in Kwak 2014, p. 156). It is also said that the main factors controlling North Korean people’s life recently are the drastic changes in the economy, which exacerbates their confusion in the social order and their sense of values especially after the 7·1 measures of 2002²⁰. As a result of the recent increases in the autonomy of people in business and transactions, socio-cultural changes are accelerating, such as the spread of (often condemned as ‘slutty’) capitalistic mindset and western culture, an influx of South Korean products, price increases and living difficulties, a widening gap between the rich and poor, and various types of corruption and moral hazards (Yoon 2006). Whether be it Soviet ‘перестройка’ (perestroika), China’s ‘改革開放’ (Reform and Opening Policy), or Vietnam’s ‘Doi Moi’, NK is expected to adopt one of these models, or develop its own to reform as well as to defend its regime, guiding the people towards a new society.

Another factor that might influence North Korean people’s attitudes towards English may be increased interactions with South Koreans, with whom English plays an important role in every stage and aspect of their lives as huge cultural asset and a ‘necessary evil’ (cf. Paik 2018). To North Korean people, the South Korean language situation and use of English could be appalling, recalling afresh the old North Korean propaganda slogan of ‘South Koreans as a cat’s paw of the American imperialist’. We cannot be sure, though, whether they would find it abhorrent, arousing their proud mind as socialists who have been keeping their ‘pure’ and ‘cultured’ language, or there might be an increase in demand for the language as the adoption of a language is often associated with its market value and the socio-economic status of its users. Family economic status is also known to influence foreign language learners’ motivation (see Weda 2018). Or, the people of NK might develop more complex and mixed attitudes towards English, perhaps even be ambivalent.

In addition to the divergence of the Korean language, the prospective sociolinguistic situation could bring about certain form of anomie for both Korean people. To minimize

¹⁹ an editorial on the 104th anniversary of International Women’s Day, in the daily news published by the Workers’ Party

²⁰ Economic Management Improvement Measure in 2002, aimed at improving the legal and institutional basis to expand financial resources and maintaining the government’s control of those resources. See Kim, Namki (2007).

possible conflict and confusion, as in any other aspect on the road to the consolidation of the two Koreas, what would be most needed seems to be an understanding of ‘sociolinguistic relativity’ and an appreciation of the virtues of ‘multiculturalism’; to understand each other’s socio-political, economic, and linguistic circumstances. Moreover, this is an era of international cooperation and globalization, not any longer the time that they were divided seven decades ago. While English will continue to be used as the world lingua franca, other languages such as Chinese, Japanese, and Russian will be increasingly adopted as local lingua franca as relations between these Northeast Asian countries change.

Multicultural virtues, however, do not seem to be fully accepted in either of the two Koreas. Having declared itself a multicultural society along with passing relevant laws, and with foreigners making up nearly 5% of the population in 2006 (2.25 million)²¹, South Korean people often display very Korean²² and pre-modern attitude towards foreigners such as treating them differently depending on their backgrounds. Even more worrisome is the North Korean attitude. To cite an editorial of *Rhodongshinmun* again on the South Korea’s profession of multiculturalism,

“... South Korea’s recent pro-American flunkeys’ discourse about the so-called ‘multi-ethnic’ and ‘multi-racial society’ is to deny our nationalistic unity. It is an unacceptable ethnocide of our people by Americanization, a degrading mixture of people and contamination by outsiders ...” (as cited in Jung, 2018, p. 18)

If both Korean peoples agree with the idea that a mere restoration of their traditional or folkloric homogeneity will not be enough to guarantee a sound consolidation of the two Koreas, and that such a consolidation should not be a mere physical merging but a total transformation, it is strongly suggested that multi-culturalism be the attitudinal base for the particulars in the process of creating a new Korea. South Korea, which is expected to take the lead as they are at least one step ahead of North Korea in this matter, is desirably expected to give strong impetus to consciousness raising of multiculturalistic perspectives and attitudes both on societal as well as educational level. As for English education, this language,

²¹ Among those, 150,000 are foreign spouses as of 2018 (Cho 2018).

²² Korean peoples have felt so proud of being ‘pure’ and ‘homogeneous’ in terms of race and language for a long time.

especially the concept of ‘World Englishes’ could serve as a facilitative and creative tool for both Korean people to understand the enormous diversity in people, systems, values and ideas of the world.

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Need for CLIL Approach to Teaching in Indian Schools

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Abstract

One of the guidelines of the 'recommended cycle of assessments in schools' by the National Curriculum Framework (2014) India, assess learning; to gather information to identify how children can learn better. Based on these guidelines, a study was conducted that reviewed the possibility of using a comprehensive approach like Content Integrated Language Learning

(CLIL) at the middle school level in India to enhance student learning. The students' (middle school level) learning of science through English as the medium of instruction were evaluated to check if there were gaps in their abilities with respect to the four components of CLIL namely; Communication, Content, Cognition and Culture. Results revealed the need of an educational approach like CLIL to bridge the gaps and help students learn better.

Keywords: *Language integration, Academic vocabulary, Academic writing, School education, Critical thinking*

Introduction

The medium of instruction in most of the schools in India is English. Seventeen states have English as the medium of instruction (EMI). Over the years, EMI schools are gaining prominence. Core subjects like Science, Mathematics, Social Sciences have been taught effectively in English. Even schools, which have vernacular language, Hindi as the medium of instruction retain technical terms in English; for example, the word 'integral' in Mathematics and 'momentum' in Physics continue to remain so.

The central government is keen on improving English and Science education in the country. A Group of Secretaries looking into the roadmap for education and social development in the country has recommended to the Ministry of Human Resource Development (HRD) that there should be at least one EMI school in every block across the country, and that Science education should be available everywhere within a radius of 5 km (DNA INDIA, 2017)

Given this context, it becomes vital for the learner in EMI schools to have a considerable level of ability in a second language (English); to understand content and then use language in academic writing. Thus, for a learner, understanding subject content largely depends on understanding the word, its form and usage. Also, the use of academic vocabulary in the three disciplinary areas, mainly Mathematics, Science and Social Sciences is distinct. So, the need for the learner to know subject specific vocabulary becomes indispensable.

At the personal level, the researcher, has practically experienced the challenges faced by the students at the middle school level in the use of appropriate words in academic writing.

For example, in explaining the property "ductility- the metals can be drawn out into wires", students often replace the word 'drawn' with 'made'. But the word 'drawn' is significant since 'drawn out into wires', involves the use of tensile strength. Knowing the difference in the usage of the lexicon becomes important.

Classroom experiences have also shown that the learner needs the support of the language to understand questions in mathematics. For instance, there is a need to understand that the question, “Find the factors that are divisible by 3 and 5 is different to a question that reads, find the factors that are divisible by 3 or 5”

A sample of Higher order thinking questions from NCERT textbook for class VIII Social and Political Science, asks students to explain how the Sedition Act of 1870 is arbitrary and how it contradicts the rule of law. Similarly, a question which asks students to narrate an incident when secular ideals were violated, and the persons were persecuted, demands the learner to be familiar with the words like ‘arbitrary’, ‘violated’ and ‘persecuted’. “Vocabulary knowledge is the understanding of how a word not only implies a definition, but also how that word fits into the world” (Stahl, 2005)

This leads us to the significance of the statement, “Academic language knowledge is imperative in a school context, both for the cognitive processing of subject content and for the ability to express knowledge in a precise and specific way” (Cummins J., 1980). Also, the distinction between Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) was introduced by Cummins (1979). BICS basically has to do with LSRW (Listening, Speaking, Reading and Writing) skills while CALP is more to do with academic proficiency and subject learning. Gibbons’ (1991) distinction between playground language and classroom language highlights in a particularly clear manner the linguistic challenges the classroom language demands. This distinction helps us understand the learner’s need in using a language. Especially, in a learning environment in an urban Indian classroom, exposure to second language (English) is far more profound as English is almost the lingua franca of the students. It is but natural to assume that English language proficiency implies academic proficiency. As far as semi-urban Indian classroom are considered, the language outside the walls of a classroom is a blend of the vernacular and the language of instruction, English. However, classroom language involves the compulsory use of English for reading academic texts and writing academic content. Thus, actual content learning has a lot to do with proficiency in academic vocabulary, logical thinking and analysing. Very often, it has been observed that students construct sentences in their vernacular language and then try to translate into English thereby making grammatical errors in the sentence construction.

“Content area vocabulary, often referred to as academic vocabulary, is highly specialized and cognitively challenging, requiring students to use critical reading skills and sophisticated decoding skills to access information” (Harmon et al., 2005). In other words, the learner must know and use the words from Nation’s vocabulary list of words in the English language. These

headwords consist of approximately 2000 words (Milton, 2009, pp. 45 - 46) and due focus should be given while teaching vocabulary. Without these words it will be impossible to use the English language properly (Nation & Newton, 1997, p. 239) Further, for effective academic study, 800 headwords in the academic vocabulary list made by Nation (1990) should also be learnt.

As Nation and Newton (1997) claim, guessing a word from context occurs successfully when approximately 98% of the lexical items in the text are known. This is huge as according to Laufer to know 98% of the words in a text, a learner will need to know a total of 5000 17-word families, or 8000 lexical items (Coady, 1997, p. 229). In other words, too many unknown words will create a barrier for the learner, quickly becoming unintelligible (Coady, 1997).

Given these considerations, academic vocabulary must be taught with more focus and effective measures must be taken in ensuring that students are actually learning these words. The words act as the building block of learning content. Research suggests that vocabulary knowledge follows a developmental trajectory (Biemiller, 2001). Accordingly, classroom teaching must involve detail planning and deliberate teaching of academic words, to ensure that content learning in the language of instruction not only delivers the content but also facilitates learner understanding of the subject. Otherwise, the cognitive load becomes heavy and gives room for rote learning. According to Cummins (2008), Academic language proficiency is defined as “the extent to which an individual has access to and command of the oral and written academic registers of schooling”.

Thus, there is a need for teachers to use appropriate teaching approaches for teaching science and other core subjects in English. The use of CLIL approach to learning becomes pertinent in this context.

What is CLIL?

Content and Language Integrated Learning (CLIL), ‘is an umbrella term, covering a dozen or more educational approaches’ (Mehisto, Marsh, & Frigols, 2008). Also, as claimed by Coyle, Hood, & Marsh (2010), “CLIL is an educational approach in which various language supportive methodologies are used which lead to a dual-focused form of instruction where attention is given to both language and content.” That is, in the teaching and learning process there is a focus not only of the content but also on the language; emphasis being greater on one or the other at a given time. Regarding assessing students’ performance, CLIL advocates both formative and summative assessment.

According to Dalton-Puffer (2007), overall goals of CLIL includes inter-cultural communication skills and diversify methods and forms of classroom practice. This will

enhance learner motivation skill and thereby improve over target language competency and subject specific terminology. CLIL approach advocates the need for focusing on the 4 C's while framing a syllabus and the 4 C's of CLIL are Content, Communication, Cognition and Culture. Content integrates information and input from across the curriculum. Cognition covers the higher order thinking, creativity and knowledge processing. Communication is the way ideas, thoughts and values are mediated. The last 'C', namely, Culture promotes pluricultural ideas, addresses the fundamental issue of 'self' and 'others'. (Coyle, 2008)

The three aspects of the language in CLIL class as stated in 'The Language Triptych.' (Coyle, Hood, & Marsh, Content and language integrated learning, 2010) include language of learning, language for learning and language through learning. The first aspect of the Triptych, language of learning is learners' required language proficiency to access new knowledge and understanding it when dealing with the vocabulary. Language for learning is the language needed by the learner to effectively operate in the learning environment where medium of instruction is English. The last aspect, 'language through learning' refers to the language proficiency that learners would develop through learning other core subjects, which are taught in English.

CLIL lesson plans pay special attention to terminologies the learner must be familiar with while teaching the content. It supports an outcome that will help students first assimilate the concept and then move to the next stage of analysis and interpretation. CLIL also gives scope for new language to emerge through learning. It paves way for language progression.

Learning Theories Supporting CLIL

The theories that form the basis of CLIL cater to different types of learners so there is progression in new knowledge, skills and understanding.

CLIL approach that focuses on content learning and language learning, exhibits the application of the following learning theories

- Bloom's Taxonomy of learning domains
- Learning styles and Gardner's multiple Intelligence
- Vygotsky's scaffolding theory

To begin with, the learning theory offered by Bloom (1956) deals with the various levels of learning domains and every domain focuses on a particular aspect of learning. The first level, 'Remembering' helps students to retrieve information from what they are already aware of. The second level, 'Understanding' students are made to comprehend information given. The third level, 'Applying' facilitates students to use their previous knowledge. The fourth level,

‘Analysing’ students exhibit their ability to segregate facts from inferences they had drawn. In the fifth level, ‘Evaluating’ allows students to check the input given and experiment using their knowledge. In the final level, ‘Creating’, students design, construct, produce and invent new information. Considering the application of this theory to CLIL approach, it could be said that it gives opportunity for the CLIL trainer to prepare tasks in such a way that various levels of the learning domain are effectively addressed in training classes.

Regarding Gardner’s (1991) Multiple intelligences, he believed that, "we are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves." It is felt that teachers need to provide tasks that cater to every aspect mentioned by Gardner.

It is worthwhile to mention that the CLIL approach follows the theory of Scaffolding (Vygotsky, 1978), which advocates an educator’s contribution towards students’ proximal development by providing activities to support them. CLIL also supports similar visions on learning and knowledge acquisition. CLIL reflects on the process of building knowledge through the idea of intergration; interweaving language into the content lessons and content into the language classes by adopting Bloom’s Taxonomy, Theory of Multiple intelligence and scaffolding. Teachers need to consider the implications of various learning theories while training students to learn both the target language and subject content.

Literature Review

“CLIL students work more persistently on tasks, showing higher tolerance of frustration, thus acquiring a higher degree of procedural competence in the subject” (Vollmer, et al., 2006). To substantiate this the European Commission ,2012 states “CLIL is taking place and has been found to be effective in all sectors of education from primary through to adult and higher education. Its success has been growing over the past 10 years and continues to do so.”

Marsh (2000) highlights that CLIL programmes can nurture *a feel-good attitude* among students, as the higher proficiency level is achieved. It may have a positive effect on their desire to learn and develop their language competence.

Also, in the Research study, ‘Authenticity of Purpose: CLIL as a way to bring meaning and motivation into EFL contexts’, Richard Pinner (2012) claims CLIL approach as a means of increasing exposure to authentic content, thus potentially increasing motivation to learn. The paper establishes that CLIL is a framework which requires the combined use authentic materials in authentic ways and ‘authenticity of purpose’ is a central aspect of CLIL .

As Coyle, Holmes & King (2009, p. 6) have suggested, “The CLIL approach to the curriculum is inclusive and flexible”. CLIL supports a variety of teaching methodologies across various curriculum and can suit diversified age groups, abilities, needs and interests of the learners. The studies in various other context have given to prove that implementation of CLIL approach has made significant impact on the learner.

A Comparative Study of CLIL and EFL Lessons by Yuki Yamano,2013 “Utilizing the CLIL Approach in a Japanese Primary School” concludes “CLIL has emerged as a promising instrument for the development of education, not only in a European context but also in Asia.” The study involving a class of 35 CLIL students and 36 non-CLIL students has shown that CLIL has enhanced classroom communication and promoted cooperative learning.

Jermaine S. McDougald in his editorial in Latin American Journal for Content and LACLIL (Nov 2018) has consolidated the various research studies that have established that the CLIL is effective across the curriculum and its benefits go beyond the classroom.

The idea of learning concept and language in the CLIL class makes the learners feel challenged and motivated to learn. Also, CLIL leave less scope for predictability and boredom among learners. The research studies conducted also indicate that CLIL teachers have better understanding of learners needs. Being Inter -Disciplinary in approach; the language and the subject teachers work in collaboration. It also leaves greater scope for development of higher order thinking skills. Hebb’s Theory on ‘The Organisation of Behaviour’ speculates that “whenever people think or act in a way that makes multiple neurons fire in the brain, pathways among the neurons are formed. All those connections get stronger and more efficient as the thoughts and actions are repeated: the thoughts and actions become learned or memorised, with experience, and that learning has physical manifestations, not just intellectual ones.” (UDL, 53). Since learners in CLIL are learning a subject through another language their thinking skills and creativity will broaden and have a deep impact as their brains must work harder to complete a task.

It is interesting to mention that research studies done in using CLIL approach have also dealt with preparing teachers for addressing language issues and making them work effectively on effective lesson planning. Furstenburg and Kletzenbauer (2015) presented guidelines for content teachers for creating awareness of issues of language and didactics, which could be applied to an authentic content teaching sequence. The guidelines showed that teachers can prepare language-rich lessons that promote interaction, learner-centeredness and active learning through various tasks. The collaboration between a language teacher and content

teacher was evident when the University of Applied Sciences in Austria designed a lesson on the topic of 'Mobile First' and proved to be a worthwhile teaching experience.

The above-mentioned research studies have shown the effectiveness of CLIL in their classrooms. In the current research study, the researcher has tried to examine the suitability and relevance in adopting CLIL approach to teaching in Indian classrooms.

Research Questions

Considering the application of the above-mentioned theories and the need for making students learn academic vocabulary besides learning the subject content, the researcher conducted the study with the following research questions in mind.

- Are there any gaps in various aspects of learning (namely, content, communication, cognition and in the current approaches of teaching science to middle school students at school?
- Has learning been effective that the student can relate it to himself and his environment?
- Is there a need for a comprehensive educational approach like CLIL to enhance academic learning of the middle -school learners in learning science in schools in India?

Methodology

The researcher conducted the experimental study for which the Purposive sampling involving high and low achievers was done. A sample size of 20 from a class of 40 students was chosen. They were exposed to a Test Material on three topics in physics; Force, Friction and Sound.

The students were subjected to an assessment to identify if there were gaps in the student's abilities with respect to the four components of CLIL; Communication, Cognition, Content and Culture. A questionnaire was given based on the assessment grid from two tools: the CLIL Matrix suggested by Coyle, Hood & Marsh (2010) and The CLIL Tool Kit. The conceptual Framework was the basis on which the tasks were framed. In other words, the tasks were framed on the model, the CLIL Matrix (Cummins J., 1984) moving from low linguistic and cognitive demands to high linguistic and cognitive demands.

The Set of five tasks were designed under each of the four headings; Content, Communication, Cognition, Culture; the four aspects of CLIL.

Communication- The tasks under this heading were graded from lower language competency like completing 'Dialogue conversation' by choosing the right option from the given set of answers to higher order language proficiency like reading comprehension passages (level of a standard eight student) and the use of passives. Two other tasks were on paragraph writing and picture composition.

Content – Under this category, the first task dealt with the ‘identification of the academic vocabulary related to the chosen topic’. The other tasks included rearranging the words to get the right word and writing definitions and identifying the components of the content from an academic passage and solving the questions.

Cognition- The tasks were designed to test higher order thinking skills. The questions assessed the learner’s ability to apply the concepts learnt. The tasks included ‘Interpretation of the graph’, Assertion and Reasoning questions and questions on application of the concepts in everyday activities

Culture - The tasks were constructed to check the learner’s awareness related to the topics on everyday issues and finding solutions related to the problems of the society. It involved paragraph writing, identification of use of words and phrases in language and content.

The Questionnaire was administered to the learner as a test and the papers were evaluated based on the Blue print. The total marks scored by the student under each section and percentage averages were calculated.

Table 1 : *Correlation between the four areas of testing*

CORRELATION MATRIX				
	Communication	Content	Cognition	Culture
Communication	1	0.70	0.8	0.6
Content	0.7	1	0.5	0.2
Cognition	0.8	0.5	1	0.7
Culture	0.6	0.2	0.7	1

Figure1: *Mark distribution for the students in the four areas of measures*

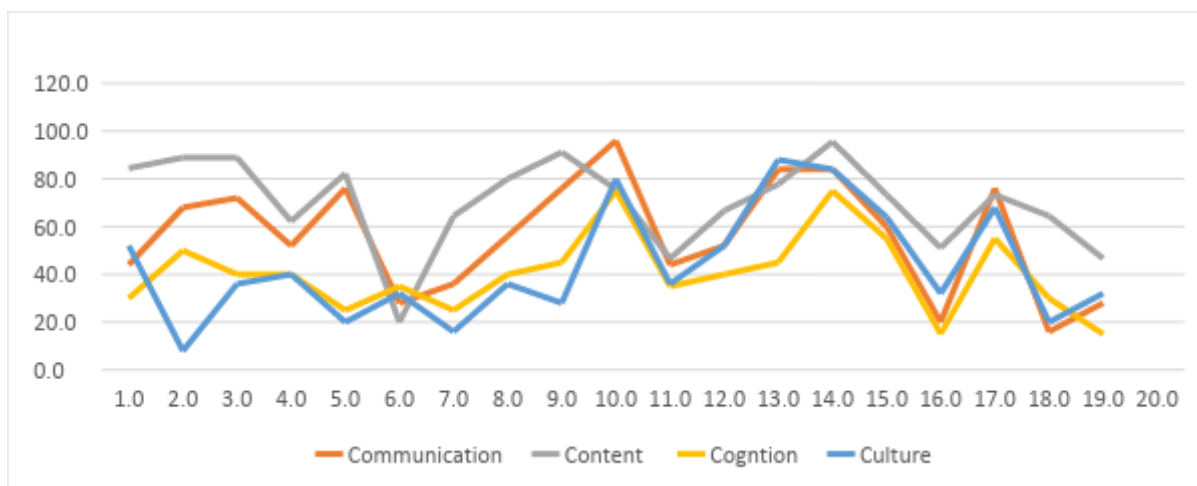


Table 2 : Average percentage of marks for the five communications test

Tests No	1	2	3	4	5
Average	73.8	49.2	52.5	63	47.5

Results

On performing descriptive statistical analysis, on the data set it was observed that the correlation between the four aspects of CLIL (after removing the outliers) that there was a high positive correlation between cognition and communication in comparison to the correlation and other parameters. The objective of this research study was to check if there were gaps in their learning of science in non-CLIL classroom. The result revealed that to enhance the cognition ability of the student the focus should be on communication.

On comparing the averages, it was evident that despite scores in communication and content being high, the averages with respect cognition and culture was comparatively low. This is indicative of the fact that unless due focus is given in the delivery of the lessons, enhancement of high order thinking skills cannot be addressed.

Discussions

The present study identified that the questions in Communication section was successfully attempted by all participants. The difficulty was with respect to writing sentences in passive. Also, the students did not complete questions on writing definitions. Tasks based on testing lower cognitive skills were successfully completed by all students while tasks on graphical interpretation were completed only by a few. It can be inferred that despite enough proficiency in content and communication, the participants had difficulty in solving tasks related to

cognition. So, it can be established that traditional classroom methodology needs the backing of more supportive approaches to teaching.

Based on this, it can be stated that CLIL teachers will have better understanding of learners' needs as the language and subject teachers work in collaboration. CLIL Approach also leaves greater scope for development of higher order thinking skills as Cognition is one of the aspects of 4C's. This is established by the statement "CLIL and science have some pedagogical aspects in common, which inter-relate and generate an ideal matrix, such as the promotion of formative assessment in the learning process, fostering of strategies for developing divergent, creative and critical thinking ." (Moore & Dooly, 2010).

So, while drafting the Lesson Plan teachers need to consciously design tasks that will develop cognitive skills in the learner. In contrast, traditional lesson plans' focus on enhancing cognitive factors is limited.

The study revealed that the learner had no bearing on Culture aspect of learning a concept as tasks related to 'culture' were not successfully attempted by the students'. CLIL learners learn about 'culture' in their classrooms and explore the multi aspects of culture. Learning becomes meaningful and they can relate learning to themselves and their environment. It also helps the learner in their pluricultural understanding.

With the modern-day classrooms heading to break barriers and change the way schools work, the study establishes the need for an alternate approach like CLIL to enhance learning among the learners in the middle school level.

Conclusions

CLIL is user friendly and fosters creative and critical thinking, challenging students to take another step forward and not just coast in comfort. (Marsh, Mehisto, Wolff, & Frigols Martin, 2012). Taking into consideration that schools in India are broadly covered by the curriculum prescribed by NCERT board it becomes mandatory to check if CLIL approach will fit into the Curriculum guidelines framed by the board. Incidentally, The National Curriculum Framework (2005), India has the following objectives for educating the learner in the upper elementary school.

- *Understanding that learning is a process.*
- *Focusing on children's progression on a learning continuum.*
- *Responding positively to diversity and helping all children to participate fully and achieve well. (The National Curriculum Framework ,2005)*

So, the teaching approach must match the required objectives. Considering the outcome of the above-mentioned study, it must be stated that a comprehensive teaching methodology like CLIL will foster critical thinking. Also, it will make learning more meaningful as the learner will be able to relate better to the concepts and its understanding to himself and the environment.

Pedagogical implications

The pedagogical implications will result in a positive attitude towards ‘learning process’, as the learners will be motivated to learn, and the teachers’ enthusiasm will be re-kindled. Through collaborative planning and execution of lessons, content learning will not happen in isolation. In effect, it will manifest as an inter-disciplinary format of learning.

CLIL as an educational approach corroborates Vygotsky’s theories which states that language plays an important role in cognition development. In other words, language learning in CLIL advocates a process where inter-mental activity becomes intra-mental activity when the learner internalises the new concepts and skills. Also, as argued by Social development theory, learners raised in cognitively and linguistically stimulating CLIL environment learn faster.

CLIL teacher’s classroom interaction and planning goes beyond the delivery of content knowledge. It largely involves going into the specific content; identifying technical, scientific and everyday activity. The language required to access the knowledge and skills is categorised as ‘language of learning’ and ‘for learning’. This will make a great difference to the level of spoken English in the classroom. Since, due focus is given to exploring the student’s view and blending it with learning objectives the learner will be able to relate his learning to outside world. The result will be rewarding.

Taking from Bernstein (1999) description of Horizontal and Vertical Registers, we can show how these registers unfold in the classroom talk and how the learners and teachers can shift between the two registers. Adopting CLIL will solve problems of lack of preparedness in teachers, faulty teaching methodology and overwhelming linguistic features. This discussion will result in a dual positive approach in language learning and content building.

An Experimental study by the researcher, based on CLIL approach is in its final stage of implementation.

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Lift Yourself Up or Dust Yourself Down: A Phenomenology of the Speaking Anxiety Experienced by University Students

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Abstract

This phenomenological study explored and described the lived experiences of nine university students in their speech classes through video-recorded performances, survey, and semi-structured interview. This study yielded three manifestations of speaking anxiety namely physiological, cognitive, and linguistic manifestations. Among the causes and types of anxieties experienced by the participants are psychosocial anxiety, anxiety related to the use of the target language, and anxiety related to limited exposure to the target language. Moreover, reminiscence, relearning, and remediation were three of the coping mechanisms used by the student participants in dealing with their anxieties.

Findings of this qualitative inquiry and observation may not only contribute to the existing literature on speaking anxiety but may also provide insights that probe on the practices, lived experiences and performances of university students when exposed to such phenomenon in acquiring a second language. Meanwhile, despite the fact that English speaking anxiety is a common phenomenon in the teaching of English, teachers do not always identify anxious students, and often attribute their unwillingness to participate in speaking tasks to factors such as lack of motivation or low performance.

Keywords: *causes and types of speaking anxieties, coping mechanisms, manifestations of speaking anxiety*

Introduction

Language is indispensable in the learning process but acquiring another language may lead to anxiety. Language anxiety has become a ubiquitous area of research since theories such as the psychological theory of the process of second language learning started to develop. It is a complex and multidimensional phenomenon (Young, 1991: in Hashemi, 2013). As defined by McIntyre and Gardner in Hashemi (2013), anxiety is ‘a subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system’, a manifestation of feelings of incompetence (Liu & Jackson, 2008), and can also be viewed as a negative emotional response.

Language anxiety can affect anyone, no matter how confident or well-functioning that person might be in other situations. In fact, language learning anxiety has long been recognized and identified as one of the factors affecting the effectiveness of language learning.

Prior language experience is a significant predictor of potential language anxiety: an individual possessing some experiences having communicated publicly in a second language is less likely to suffer anxiety than a person who has none at all. The positive or negative nature of these prior language experiences will also affect the non-native speaker’s susceptibility to language anxiety.

Speaking anxiety nourishes feelings of incompetence, reluctance in communicating, depression, and threat (Burden, 2004, Oxford, 2005; Liu & Jackson, 2008). It also poses negative effects on students’ grades (Onem, 2015), continuity of enrolment (Oxford, 2005), and progress or status as a second-language learner (Huang, 2014). Lightbown and Spada (2003) in Caytap (2017) argue that anxiety is something that is more likely to depend on special situations and circumstances that can make one feel uncomfortable as, for example, an oral presentation in front of a larger group of people. They added that anxiety affects most speaking activities and is not simply related to specific situations such as oral presentations in front of the whole class.

Moreover, Mak (2011) has enumerated most of the common factors leading to English speaking anxiety: speaking in front of the class without preparation, being corrected when speaking, inadequate wait-time, and not being allowed to use the first language in a second language class. He also specified applying grammatical rules learned in speaking English as a possible reason why students become anxious when speaking using English. This meant that the focus of learning activities done in the classroom is on form rather than the overall meaning. If a language teacher focuses only on the grammatical structures of the students, students feel unmotivated to learn the target language.

Aside from communication and examination, Park and Lee (2005) singled out criticism as one of the three main components of anxiety for Korean learners of English. Iverach, Menzies, O'Brian, Packman, and Onslow (2011) determined fear of negative self-evaluation as a source of English speaking anxiety. The studies of von Worde (2003) and Waseem and Jibeen (2013) also equate negative self-evaluation as a component of foreign language and classroom anxiety. Moreover, Lennartson (2008) also identifies social factors as family background, educational history, major, highest educational attainment, to name a few. In this regard, a language student may fear negative evaluation due to expectations from persons surrounding him.

Notwithstanding the common findings of the enumerated researches, Gai and Yong (2010) and Buriro and Aziz (2014) identified mother tongue accent as a cause of inability to speak fluent English, which leads to anxiety. Related to this is the result from the qualitative study of Arnaiz and Perez-Luzardo (2014) who recognized innate poor speaking skills as the source of English speaking anxiety, thus placing blame on themselves. While the use of local languages helps build solidarity and rapport between students and teachers, there should be a balance in empowering the students or simply babying them (Viduya, 2018). Code switching usually serves as a teaching resource for teachers and as cognitive resource for the students, which means that they first need to think and speak in their local language before they attempt to speak using their target language.

Apart from the factors related to learners, von Worde (2003) and Huimin (2008) include teachers as a source of anxiety. According to von Worde (2003), students portray their language teachers as someone who 'try to make you feel stupid,' and are 'very intimidating,' 'apathetic,' 'condescending,' 'very nasty,' 'very stern and mean scary,' and even 'obnoxious.' Generally, students reported instances where the teacher had either humiliated them or made them feel very uncomfortable.

One of the challenges which teachers of today face is on managing the increasing anxiety of language learners. Anxious students feel a deep self-consciousness when asked to risk revealing themselves by speaking the language in the presence of other people. They feel vulnerable as others may ridicule and make fun of and laugh at them.

Tsiplakides (2009) argues that teachers do not always identify anxious students, and often attribute their unwillingness to participate in speaking tasks to factors such as lack of motivation, or low performance, which was sided by Huimin (2008). Buriro and Aziz (2014) and Tran et.al. (2013) explain that students 'like to, and even long to, practice English' but do not have enough opportunities to speak the language. Hence, language teachers should realize

that their English language learners are experiencing anxiety in their classes and must be therefore able to understand the nature of their students' language anxieties (Lucas, Miraflores, & Go, 2011).

Another high stressor in speaking in English is the fear of 'losing face' in front of others (Huimin, 2008, Mohammad & Wahid, 2010; Lucas et al., 2011). A study on 216 elementary students in Taiwan by Liu and Chen (2013) revealed that among the top five anxieties of the respondents, failing their English course surfaced as the most prevalent.

Researches were conducted to attempt to lessen English speaking anxiety by recommending certain classroom management strategies to be done by language teachers. Among those emphasized is encouraging and supporting the students to express themselves in English (Mohamad & Wahid, 2010; Ohata, 2005). Spoken encouragements are largely helpful and uplifting. Philosopher and literary critic Samuel Coleridge acknowledges the power of language to make relations and constitute understanding. He asserts that 'words are living powers, not merely articulated air,' (Nath, 2010). In this regard, applying spoken encouragements in the classroom to leverage students' affective learning is a helpful tool.

Other methods to reduce speaking anxiety are: making a pleasant classroom atmosphere (Gregersen, 2003, Na, 2007, Tianjan, 2010; Basic, 2011), designing lessons and preparing activities and learning materials that can be effectively utilized by these types of learners to cope with their respective language anxieties, giving group evaluations (Huimin, 2008; Lucas, Miraflores, & Go, 2011), providing consistent rewards or positive reinforcements (Casado & Dereshiwsky, 2001, Tianjan, 2010; Salehi & Marefat, 2014).

Meanwhile, Kondo and Ling-Ying (2003) cohered five strategy categories: preparation, relaxation, positive thinking, peer seeking, and resignation. Williams and Andrade (2008) provided suggestions for students' coping mechanism such as cognitive restructuring, written reflection, relaxation training, skills and strategy training, and support groups. The same study also suggested using effective fillers in order for students to think while in a speaking anxiety-inducing situation.

Conducting this study within the locale will not only add to the knowledge of English speaking anxiety in the Philippines but may also prove its relation to the lowering proficiency of English usage in the country. Macasinag (2011) published in a newspaper article the existence of anecdotal reports of call centers accepting a very small portion of applicants because only three of 100 applicants are well-versed in English. Recent college graduates are reported of their inability to pass English proficiency tests abroad; English students have

limited vocabulary, and are hindered by negative comments from the class (Hernandez, 2015; Senobio, 2015).

Local studies on language anxiety include those of Kim (2009) and Tran et al. (2013) which claim that language anxiety might vary in different cultural groups or instructional contexts. While there has been increased interest in the study of speaking anxiety in recent years, little is known about speaking anxiety in the Philippines. Hence, this phenomenological study addresses the central questions: What are the speaking anxieties experienced by university students and what factors engender these anxieties? What are the manifestations of the students' speaking anxieties? What are the speaking anxieties of the student participants? How do they cope with their speaking anxieties?

As observed, a common scenario in an English classroom is that students get nervous whenever speaking in front of their classmates. They are afraid that they could not respond appropriately or correctly. Their peers would laugh at them if their speaking performance was poor (Chan & Wu, 2004). Though Filipinos are known as proficient in speaking the English language compared to those in other Asian countries, it is quite alarming that just recently Filipinos have failed to keep the status. Dramatic decrease of competence in the English language skills can be observed. There is a big drop in the number of Filipinos who could speak and think in English.

This scenario is also observed by the researcher among university students of Don Mariano Marcos Memorial State University- South La Union Campus. Conversing with these students, the researcher observes that most of them fear speaking in English.

All these studies account for the English language anxiety level that learners experience in the classroom. So far, there are only a few studies done on students' speaking anxiety. Thus, it is the hope of this present study to understand and to address the English speaking anxiety of students particularly university students in the Philippines.

The above premises provide the researcher a strong purpose to conduct a study which attempts to discover and describe the English speaking anxiety of university students.

Methodology

Capitalizing on the science of essences (Wojnar & Swanson, 2007), this descriptive phenomenological research employed qualitative method through thorough analysis of the extended texts transcribed from the recorded interview of the university student-participants who were chosen through purposive sampling and snowball sampling. Interview with three teachers of Speech Communication, who were purposively selected as they have become

teachers of the participants in Speech Communication and other English-related subjects, was conducted in order to validate the claims of the students.

Extended texts transcribed from the recorded interviews went through coding. Coding is the process of labeling and segmenting text to form descriptions and themes in the data (Creswell, 2007). Then, collected codes were summarized. The researcher subjected the collected codes into categorical aggregation (cool analysis) to identify issue-relevant meanings through collecting of instances from the data (Ryan & Bernard, 2003, and Stake, as cited in Creswell, 2007). Inductive and deductive methods were employed to ensure appropriate placements of codes (Hardy, Gammage, & Hall, as cited in de Guzman, 2015). In the interpretation stage, the researcher examined the aggregated codes for important patterns or themes (thematization). In thematization (warm analysis), the identified patterns or themes were subjected to description (Adams, Khan, Raeside, & White, 2007; Hoyos & Barnes, 2012). All analyses were subjected to member checking to ensure the truthfulness and trustworthiness of the data (de Guzman, 2015). These steps were done to ensure accuracy of coding and category construction.

Results and Discussion

A. Manifestations of Students' Speaking Anxiety

a. Physiological Manifestations

Speaking anxiety is anticipated as it is natural to be a little anxious when asked to perform or give a speech. Li and Stamatakis (2011) explained that when people feel stressed, their sympathetic nervous system typically revs up, releasing energy as it helps prepare the body for action. University of Pittsburgh (2007) described speaking anxiety as a common feeling felt by many and it can range from a slight feeling of nerves to a nearly incapacitating fear. Some of the common manifestations and symptoms of speaking anxiety acknowledged by the student participants are shaking, giggling, sweating, squeaky voice, and rapid heartbeat.

The physiological manifestations that accompany social anxiety may include intense fear, racing heart, turning red or blushing, excessive sweating, dry throat and mouth, trembling, and muscle twitches. Most of the student participants recognized these manifestations.

During the performances of the student participants in the classroom, the following gestures manifesting anxiety were observed: hand movements, hand shaking, eyes rolling from side to side, giggling in between speaking, facial expressions showing feelings of apprehension, and scratching of the neck or head.

Mannerism is another frequent physiological manifestation that shows speaking anxiety of the participants. These normally and generally carry negative connotations and are often deemed distracting. The study of William and Andrade (2009) identified smiling, laughing, sounding and looking childish to be most evident reactions perceived from students who are trying to appear confident yet still anxious. Zheng (2008) specifies these non-verbal acts as defense mechanisms evoked by anxiety which tend to make learners usually distractible. As defense mechanisms, laughter releases or reduces pain, stress, social anxiety, and self-shame, whereas avoidance of eye contact was revealed to be a pertinent feature of social anxiety (Howell, Zibulsky, & Weeks, 2016, and Wanis, 2017).

As observed before and after student performances, mannerisms become overt. These are seen through laughing, avoidance of eye contact with the teacher and the audience, making faces, snapping of fingers, and apparent uneasiness. As emerged in teachers' comments regarding their performances, teachers described students exhibiting this anxiety to have a lot of unnecessary mannerisms such as making sound like 'tsk', shaking their hands, bowing their heads, and simply jumping uncontrollably after their performance. These only prove that the body does not distinguish the causes of stressful situations, so facing an audience releases the same hormones as facing a wild beast.

b. Cognitive Manifestations

Aside from physiological reactions, participants also mentioned their difficulty in expressing what they think and their difficulty to express their thoughts. Caused by emotional tension, this inability to think and remember something is coined by many as 'mental block'. In speaking, mental block is common to students who have adequate ideas to address an inquiry but are apprehensive about finding the right word in English or doubtful if what they think is right. It can be described as a psychological obstacle. With regard to 'mental block', research shows that nervousness had the consequences of decreasing memory for the speech (Jones, Fazio, & Basey, 2011).

Faster heartbeat and perspiration are among the other physical reactions in the middle of speaking, while emotional reactions include having the mind go blank, inability to concentrate, remaining silent and not responding quickly (Williams & Andrade, 2009, and Liu & Huang, 2011). Carrie Langstroth (n.d.) also claimed that confusion is said to be one of the main causes of mental blocks as it can upset one's natural rhythm and stride.

In fact, student participants noticed themselves as being afraid or nervous to talk because they cannot 'say a single word' and that some students will stand but would not talk

at all. Such cognitive reactions to public speaking anxiety often include intrusive thoughts that can increase anxiety itself.

The participants also thought that whenever they talk in front of the classroom, their classmates may judge them for they may not be going to do well and that they may be going to forget what to say. These thoughts are reactions to the physiological changes in the body but also bring in the social aspect of public speaking in which speakers fear being negatively judged or evaluated because of their anxiety.

Moreover, the physiological and cognitive responses to anxiety lead to behavioral changes. All these thoughts may lead someone to stop their speech and return to their seat or leave the classroom. Anticipating these reactions can also lead to avoidance behavior as anchored in the Beck's Cognitive Behavior Theory where people intentionally avoid situations when they will have to speak in public.

This often demands extra effort for the teachers to understand the idea from a student undergoing English speaking anxiety.

c. Linguistic Manifestations

Other manifestations of anxiety include code switching, code mixing, stammering, pauses and stops, and gambits or fillers. Code switching and code mixing are language behaviors inherent among bilinguals, including Filipinos. Heredia and Altarriba (2001) explain that code switching is a plausible strategy to be better understood, that is, some ideas are better communicated in one language than in another where usually, the first language surfaces more often during the process of speaking. Learners tend to ask permission to speak in the vernacular whenever they want to express something in situations or subjects where English is used as the medium of instruction.

Since the students do not want to be rejected by the people around them, they use their native language in daily conversation and even in performances which require them to speak English. That made them unable to use English inside and outside the class.

In consonance to the use of the vernacular as means of communication, a teacher participant mentioned the following when asked regarding the observable behavior being displayed by the students before a speaking engagement in the classroom:

Extract

[before every performance], they seem to rehearse what they will say in English. Lots of Tagalog-English translations occur here [in the classroom] too.”
(Teacher-participant 1)

On the other hand, stammering, pauses and stops, and use of fillers are non-cooperative behaviors caused by panic (Burden, 2004, Abdullah, Lina, & Rahman, 2010, and Gai & Yong, 2011). This is supported by the study of Kienast and Sendlmeier (2000) who examined vocal expression of emotions from utterances of actors and deduced that pauses and stops occurred more as a manifestation of fear and anxiety than neutrality, happiness, or anger. Stammering is an involuntary disruption of person’s capacity to speak and is more likely manifested by people who are chronically and socially anxious (Craig & Tran, 2005). Fillers, according to Durall, Robbins, Graham and Divett (2014), are words or sounds interjecting the process of speaking. Words such as ‘um’, ‘uhh’, or ‘ya know’, as well as repetitions, are examples of fillers (Goldwater, Juratsky, & Manning, 2010).

Generally, these speech-limiting behaviors are observed among bilingual speakers and thus, are not only limited to studying English as a second or foreign language. Evidences from the studies convey that the behaviors manifesting anxiety occur frequently when speakers experience fear and nervousness.

B. Causes and Types of Speaking Anxiety

b.1. Psychosocial Anxiety

As observed in the speaking performances of the participants, identified students with psychosocial anxiety experience concerns about embarrassment and are afraid that others will judge them to be anxious, weak, or stupid. Grohol (2017) stipulated in his research on social anxiety that individuals may fear public speaking because of concern that others will notice their trembling hands or voice or they may experience extreme anxiety when conversing with others because of fear that they will appear inarticulate and incompetent. Such feeling of incompetence is marked by students’ anxiety manifested by their inability to communicate fluently in English due to the presence of a person or people who are deemed better than they. Such feeling of incompetence could be rooted from the weight of ‘intimidation’. Intimidation is defined as the feeling of fear induced by threats. These threats could be in a form of someone’s better presence, fear of correction, one’s very high expectations of oneself, and very

high expectations from others. Such feeling weakens one's stand to express his or her ideas which results in cringing and becoming silent.

In the same way, intimidation is a feeling that is created by something one cannot consciously control such as one's leadership position, intelligence, or even excessive height that makes one stand out over others. When people feel intimidated, they usually become resentful and feel being manipulated by the presence of an intimidator. In connection to speaking anxiety, such feeling of intimidation occurs during recitations, and impromptu speeches evidenced by the students' nervousness, hesitations to speak immediately when called, unwillingness to volunteer in speaking, and becoming emotional. In a recitation period where teachers engaged the class for a post-lesson, they admitted that they did not recite and speak because their classmates, who are tagged better speakers, tend to correct them whenever they commit mistakes in pronunciation and grammar.

Participants undergoing this anxiety may be unaware that they are suffering from 'glossophobia', which is the fear of [public] speaking. Glossophobia is derived from the Greek word *glossa*- meaning tongue, and *-phobos*, fear. A glossophobic person is unable to control the overwhelming nervousness and tends to completely avoid such public speaking scenarios. The fear is not necessarily limited to bigger stage experiences, but may happen in a small classroom or even in front of a smaller group of people (Maharjan, 2017).

On the other hand, concerns on the fear of being corrected or ridiculed in front of others is one of the more dominant anxieties of the student participants. This is described as social anxiety which encloses consciousness to an audience and audience's reactions. Compared to a stage who could be a center of attention in a theatrical act, an actor is paved by a sensationalized focus to a person most especially during a performance, hence, becomes a target of inevitable criticism. To a student influenced by speaking anxiety, an English speech communication class transforms into a theater when he becomes the target of a figurative public interest.

Being corrected as a speaking anxiety is something that participants are most concerned about. The participants are usually are being affected by error corrections in grammar, pronunciation, and vocabulary.

The studies of Burden (2004), Huimin (2008), and Abdullah, et al. (2010) yielded parallel discoveries when students disclosed that their level of anxiety escalates with the thought of other students being better or more adept in the language than they. Students use classmates as points of comparison and their perceived failure is attributed to the belief that they have less language proficiency than their peers. Ohata (2005) termed this specific anxiety as "the fear of losing 'face'". This is particularly experienced by students when their knowledge

and performance in English utterances, grammar use and other communication means concerned were to be monitored by people around them.

Falling short from one's own expectations can spell anxiety as well. An attachment of being a believer of one's own self reflects a lack of self-compassion and wisdom (Amodeo, 2016). The failure to embrace imperfections leads to rigid sense of self that shatters easily when goals are missed, or when set standards are fruitless. Students' setting high regard on themselves is an aspect of psychosocial anxiety as it involves psychological and social responses. A participant said that one cause of her difficulty in speaking is that she demands herself to be very accurate in grammar and because of this, she experiences apprehension in speaking inasmuch as she is afraid of committing errors in grammar.

Aside from setting high standards, feeding oneself with high self-esteem may also be a risk that may cause speaking anxiety. Knowing one's strengths and relying upon them may help increase self-esteem; however, an excess of confidence may turn into inflexibility when failure and criticism come into play.

Jones (2004) argues that language learners feel afraid because of a fear of appearing awkward, foolish, and incompetent in the eyes of their peers, teachers, and others. As a result, the fear of committing mistakes and fear of being negatively evaluated or corrected by others in the classroom are always the problems.

Moreover, expectations do not only come from their colleagues but also from their subject teachers as one of them responded when asked what else compels an English teacher to encourage students speak the language well.

The participants' responses can be validated from the video-recorded classroom observation which shows the teacher asking follow-up questions to the class who, in turn, could not provide well-versed answers in English. In fact, teacher-participants recognized that students seem to be threatened by them or their high expectations.

Additionally, Tran, Moni, and Baldauf (2013) discussed that teachers as sources of language anxiety is possible if they do not understand their students well enough, or did not pay enough attention to understanding the situation, specifically, on how their students were affected by this anxiety.

In the language theory of Altercasting by Weinstein and Deutschberger (1963), in Lacap (2010), situations of this sort identify with Manded Altercasting in which the audience reminds the participants of their major as reinforcement to their expectations of them having higher proficiency in English than anyone else in the present crowd.

b.2. Anxiety Related to the Use of the Target Language

All of the participants considered speaking as the most anxiety-provoking activity in the classroom. Since language anxiety in general is a psychological construct (Scovel, 1991), it most likely stems from the students' own 'self', his or her own perceptions, and perceptions on the target language communication. Language anxiety may be a result as well as a cause of insufficient command of the target language (Horwitz, 2001). That is to say, it may be experienced due to linguistic difficulties students face in learning and using the target language.

For many language learners, formal language classroom setting was a major source of stress and anxiety because it demands that participants be more correct and clearer in using the target language e.g. grammar, pronunciation, and vocabulary. Achieving native-like pronunciation emerged as a big source of speaking anxiety for the students. The participants appeared to be afraid of speaking in front because they believed that others may laugh at them if they would commit pronunciation errors. Maintaining a good grammatical structure and vocabulary followed. For a number of learners, speaking anxiety has its origin in the fear of making mistakes and attracting the derision of classmates.

Several studies correspond to the fear to commit errors in grammar and pronunciation felt by the participants. Gai and Yong (2010) identified "attention to intonation and pronunciation" as among the three pillars of anxiety to students in terms of speaking the international language. Comparably, Liu's (2006) objective to point the causes of Chinese students' anxiety in oral English lessons was attained on listing limited vocabulary, low English proficiency, and inadequate grammatical knowledge. Some of the respondents were aware that their inhibition to speak is caused by their limited vocabulary and inadequate grammatical knowledge.

In relation to limited vocabulary and translation skills, the research of Liao (2006) highlighted that translation is widely used in a learner's foreign language process. This explains why it takes a while before the participants can express themselves in English.

Hashemi (2011) also concluded in his study of language stress that anxiety is a result of insufficient command of the target language. Participants who identified lack of proficiency in grammar do not line far from the respondents of Barraquio (2015) in Colegio de San Juan de Letran Calamba, who failed in the areas of sentence structure, subject-verb agreement, and sentence construction.

Additionally, the manner of error correction is often cited as a contributor to anxiety. The study of Lucas, Miraflores, and Go (2011) concluded that students are more concerned about how their mistakes are corrected rather than whether error correction should be administered in class. Interview findings revealed that teachers play a vital role in modulating the anxiety experienced by the students.

Moreover, fear of committing mistakes in the use of the target language has been found to be strongly linked with the learners' concern to save their positive image or impression in the mind of the teachers and peers. On the other hand, fear of being negatively evaluated might become a positive predictor of performance in English (Liu and Huang, 2011).

Data elicited from both teacher and student participants with regard to error correction in the use of the target language correspond to Krashen's fifth and final hypothesis on his Monitor Model of Second Language Acquisition. The hypothesis states that variables such as stress, self-confidence, and motivation, pose hindrances toward effective acquisition of a second language (Bilash, 2009).

Studies argue that teachers' inappropriate attitudes play an important role in causing students discomfort in speaking. Among these inappropriate attitudes is the incorrect belief that instructors should always correct students (Huimin, 2008, and Liu & Chen, 2011). Brown (2000) and Ellis (2001) argued that human learning is fundamentally a process that involves the making of mistakes and they occur because the learner is unaware of what is correct.

a. Anxiety Related to Limited Exposure to the Target Language

Due to limited exposure to the English language, language learners face serious problems in the development of their communicative competency, which is troubling for second language learners when they are required to speak using the target language.

Exposure is of crucial importance in enhancing first and second language acquisition. A child who begins to acquire a first language is normally exposed to a rich linguistic environment. Exposure as one of the conditions for first language acquisition holds equally true for second language learning. If a child is exposed to the second language or target language in the same way he or she is exposed to the first language, greater success in language acquisition is achieved. This is confirmed by Birner (2012) who established that it is easy for a child to acquire two or more languages at the same time, as long as they are regularly interacting with speakers of those languages.

Eight of the participants agree that school activities 'are not enough' to master the English language; thus, such limited opportunity leads them to having low motivation in

adapting the language. Appending the inevitable case of growing up with a first language, the participants also singled out under-training of speaking both in and out of school. Such situation is also observed by the teacher participants when asked to describe their students inside and outside the classroom.

Oluwole (2008) gave light in his study entitled “The Impact of Mother Tongue on Students’ Achievement in English Language” that the mother tongue causes negative interference on English language acquisition in terms of semantics and pronunciation credited to the ‘fossilized’ sound system of the native language and spelling symbols which differ from English.

Buriro and Aziz (2014) identified mother tongue accent as a cause of inability to speak fluent English, which leads to anxiety. Gai and Yong (2010) reached the same conclusion of mother-tongue interference.

Furthermore, related researches agree that many students often complain that they are not given enough chances to practice spoken English, and that opportunities to practice their foreign language skills take place only in the classroom (Gai & Yong, 2010, and Liu & Chen, 2013).

English learners in the Philippine primary schools align to the Submersion Model where students are trained to mechanically repeat what their teachers utter. It assumes that the child will automatically master the language during the process of education. Gunigundo (2012) published that using this model is one of the factors leading to low efficiency of Filipino students’ English language learning. He also claimed that English words may be retained by rote memory through the Submersion Model, but students fail to decode and understand the meaning of the words.

In fact, some of the participants ascribe lack of training in the primary and high school education as sources of the anxiety.

In consonance to giving opportunity to students to speak, Gai and Yong (2010) assert that forcing students to speak English in class enhances motivation and provides practice in using the target language. They believe that college students have learned enough English words to express their ideas, so the English teacher can demand students to speak English in class whether when they ask questions or when they answer questions. Although the concept of ‘forcing’ may induce anxiety, Na (2007) believes that adequate amount of anxiety can be facilitative in nature. In the same vein, anxiety can be ‘facilitative’ in nature to maintain effort. Therefore, the teachers’ real job is to help students keep adequate anxiety, neither too high nor

too low, through providing opportunities and activities that would expose students to the target language.

C. Coping Mechanisms of the Student Participants

b.3. Reminiscence

Coping occurs in response to psychological stress in an effort to maintain mental health and emotional well-being. Psychologists have looked at using reminiscence therapeutically to improve affect and coping skills. Bluck and Levine (1998) defined reminiscence as the volitional or non-volitional act or process of recollecting memories of oneself in the past. In other words, it involves the recalling and re-experiencing of one's life events.

With regard to speaking anxiety, this refers recollection of previous speech undertakings in order to develop and refine oneself before and during a performance. Participants expounded awareness of the mistakes they have made and humiliations they experienced and received in their speaking activities in the past. They remember the comments and feedback which were given by their evaluators, mostly teachers, and use them as motivations to improve them better.

A participant recounted those comments as his motivation in improving his language skills. It may all look strange but it appears to be effective to compare one's old self to fight the anxiety one experiences.

Student participants who welcome teachers' corrections and feedback may be among whom Andrade and Williams (2009) describe as those who come to the classroom mentally prepared to experience some type of anxiety. Extract 34 shows that such expectation may explain to some degree why the majority of students do feel excited though nervous.

Extract

I always remind myself about the comments [of my teachers]. So, if, for an instance, they are about to do the impromptu speech I will read, reread the comment before I will start again the impromptu speech so that I can avoid the mistake I did. (Participant 2)

The use of such life histories and stories becomes therapeutic as it improves not only the psychological well-being of a person but also the performance of the person in dealing with an almost the same, if not the same, experience (VandenBos, 2006). Here, the retrieval of

experiences or memories is better if the conditions under which the experience is being retrieved are similar to or match the conditions in which the memory was first experienced or established.

c.2. Relearning

Relearning banks on acting on tidbits of information and reinforcement activities that help improve skills and abilities. Most of the participants engaged themselves to personal training to supplement learning in school, such as conversing and ‘mingling’ with foreigner-friends, reading books to widen vocabulary, watching foreign movies with subtitles, consulting the internet for online tests and proper pronunciation, and chatting and video-calling with relatives using the target language.

The responses of the participants confer that the manner of students’ treatment to language anxiety plays a larger role in improving their spoken English. Comparably, Gai and Yong (2010) reported that students’ personal efforts to improve themselves through personal trainings could greatly improve spoken English level, which can be greatly caused by intrinsic motivation. Liu and Huang (2011) agree with this proposition upon documenting how intrinsic motivation boosts second/foreign language and interacts with self-confidence, language anxiety, and self-efficacy. There also exist studies which singled out how anxiety can be beneficial to learners. Usually referred to as ‘Facilitative Anxiety’, this has been credited as the cause for learners to study harder and make stronger efforts to perform better on classroom tasks. While confronting this anxiety, students who are really concerned about learning were more likely to benefit from the situation, which is opposite to those who are not (Andrade & Williams, 2009, and Tran, et al., 2013).

c.3. Remediation

Remediation, in this study, is operationally defined as technique that uses mirror to visualize possible gestures and how one would appear while speaking. This is a coping strategy that most of the participants use before every performance. It delineates the students’ self-reflection when engaged in a speaking performance, which entails intrinsic correction, focus, positivity, and out-of-school activities.

When asked regarding the strategies they do to improve their speaking skills, participants admit that they do preparation and practice through using mirror to visualize possible presentation.

Speech pathologists advise patients to speak in front of the mirror to help them overcome speech impediments. Phillips (2013) revealed that rehearsing with a mirror would enable someone to see himself in real time, gauge effectiveness, and make instant adjustments.

By looking into a mirror, one can watch himself in action and work on correcting incongruences especially when words and body movements do not match. However, mirror image is not exactly what an audience sees but looking into it while rehearsing a speech can help one become aware of his posture, stance, body language, and gestures. This allows the participants to develop an attitude of preparing themselves before they face an audience.

All of these findings encapsulate the lived experiences of the participants in their speech communication class. The circular shape of a wheel is a basic symbol of inclusion and development. Inside the structure of a wheel are the inclusions or presence of the manifestations, and the causes and types of speaking anxiety expressed by the participants. Moreover, the tire serves as the support that the participants strategized to continuously lift themselves up amidst feelings of anxiety.

In this study, speaking anxiety stemmed from physiological, cognitive, and linguistic manifestations as shared by and observed from the participants and their performances, respectively. Moreover, the causes and three types of speaking anxiety that were manifested based on how the participants described their experiences were social anxiety, anxiety related to the use of the target language, and anxiety related to the limited exposure to the target language.

On the other hand, three coping mechanisms were provided by the participants as their shield to fight their anxiety and develop themselves in the process. Participants considered reminiscing as therapeutic as feedback from collected experiences in the past served as motivation for the participants to perform better. Relearning was also seen as an effective strategy to gain and acquire something again, as after having forgotten or neglected it. Remediation was demonstrated when participants used their time to practice and prepare themselves in front of the mirror before speaking. This gave them snapshots of their possible gestures and body movements which they used in their actual performance. Consequently, the three strategies used reported improvement in their performances.

To synthesize, the figure below captures how the university students ‘lifted themselves up or dusted themselves down’ from their experiences in their speaking performances. It is presented in a wheel structure to present the unending roll of anxiety and coping mechanisms that students use when they were exposed to such phenomenon.

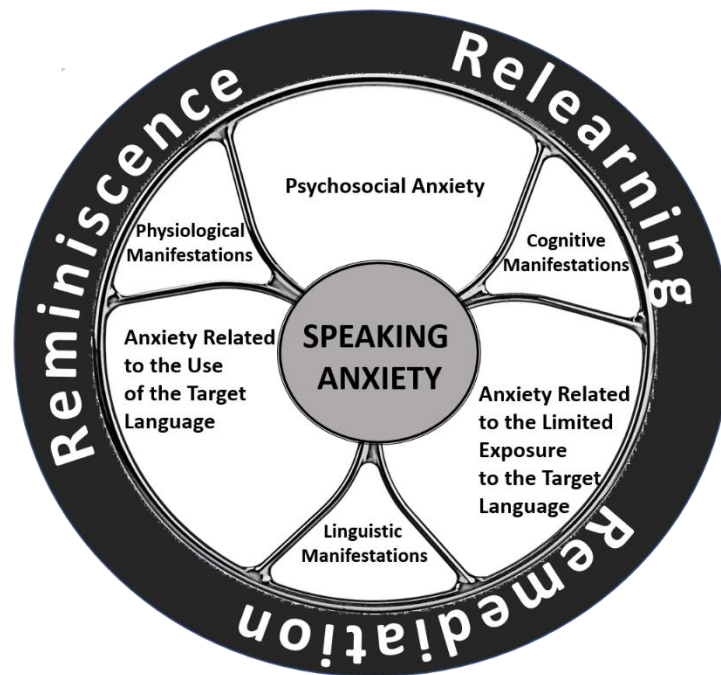


Fig. 1. Wheel of Speaking Anxiety (Lachica, 2018)

Conclusions

University students significantly experience speaking anxieties which are typically manifested in terms physiological, cognitive, and linguistic responses. Their difficulty in speaking English stemmed from the presence of a general audience which in one way or another leads to intimidation, from their fear to commit errors in using the language specifically in terms of proper pronunciation and correct grammar, and from environmental factors like limited exposure to the language. This information on the causes of their speaking anxieties results to negative effects on the speaking performances of the students. Hence, they use previous experiences, whether positive or negative, to better themselves for their succeeding speaking performances. These relevant experiences described by them provided essential coping mechanisms which impact their performances.

Pedagogical Implications

Students become reluctant about using the English language in an English as a Second Language (ESL) classroom because of their fear of being corrected, or worse, being humiliated. The different manifestations and types of anxieties found in this study explain this scenario. In light of the results of this phenomenological study, teachers of ESL may actually help learners manage their speaking anxiety by teaching them strategies how they could reduce negative physiological manifestations of anxiety; strategies they could use to calm themselves down before their speaking tasks. In this way, students could also lessen their teacher-factor related fear and anxiety.

Also, language teachers may also help their students develop their fluency, proficiency, and in general, communicative competence through providing activities that would cater most of their interests, strengths, and even deficiencies. They may help reduce speaking anxiety through the development of students' confidence; by motivating and encouraging them, by creating learner-friendly environment, and by providing them trainings and opportunities that will expose them to the language through various speaking situations.

Another means of helping the students lessen their fear in using the language is developing a bank of their lived experiences through introducing journals and portfolios where learners could record their past and present performances to compare it and describe their significant learnings. In this way, learners would not only monitor their progress but also will help them discover strategies which they may use in coping with their fear for better acquisition of the language.

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Combating the dark side of collegiality through cooperative development: Evaluating and suggesting changes to the practices of an existing teacher study group

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Abstract

Much research has been devoted to the puzzle of creating and maintaining successful Professional Development (PD) initiatives which are beneficial for teachers rather than top-down and mandated programs often enforced for political reasons. This reflective article hopes to add to this literature. Successful bottom-up PD can be identified by several key features. For Richardson (2003), these include improving relationships between colleagues, having an administration that encourages PD initiatives along with accordance between teachers over the aims of the PD. This paper uses Richardson's criteria to reflectively evaluate a short-lived PD initiative which utilized a teacher study group (TSG) at the College of Applied Sciences in Sohar, Oman. For Birchak et al. (1998) a TSG and its' agenda should arise from the teachers themselves with another party mandating the process. This article looks at why the TSG floundered after a positive start in attempting to address "top-down" PD which failed to motivate and inspire teachers. The investigation finds toxic collegiality coupled with the speech patterns of male members of the group to be major factors. The literature surrounding these issues is discussed before ideas are presented for more successful future PD endeavours at the College. Cooperative Development (Edge, 1992) is highlighted as a way to move forward and encourage non-threatening behaviour between teachers.

Introduction

Ongoing teacher development (TD) from the bottom up has yet to prosper at The College of Applied Sciences in Sohar (CAS Sohar), Oman where the English department prepares mainly foundation year Omani students for IT and Engineering degree courses in English. This academic year (2014/15), a number of teachers sought an alternative to the top down, outside

expert model of TD which Richardson (2003) describes as the “short-term transmission model” (p. 401) still dominant in many institutions. This model caused some frustration last year at CAS Sohar with a number of colleagues abandoning a one-day workshop at the interval due to content inappropriateness for our Omani context. To this end, a colleague founded a teacher study group (TSG). The TSG was to meet biweekly to “negotiate a shared agenda instead of having someone else's agenda imposed on” them (Birchak et al., 1998, p. 13). This reflective article focuses on why the TSG needs improving and how this can be achieved.

Why PD and the TSG at CAS Sohar needs improving

With a heterogeneous English department of over 40 teachers, the idea Dominic (the group founder) had was that individual or pairs of teachers would give professional development (PD) sessions in the TSG on a theme of their choice for the benefit of colleagues and in turn the students. Things began brightly, and as Harmer (2007) states regarding teachers' groups, “at their best, such regular meetings are extremely stimulating and insightful” (p. 349). Dominic's aim resonated with several of us as a type of community of practice attempting to combine the knowledge of the teachers involved. This resonates with recent research into teacher support programs whereby the need to hear teachers' voices more fully before useful PF can be carried out is underlined (Mai, 2018).

Resultantly, seven teachers responded to the initial call for volunteers. Unfortunately, there were only two sessions, of which mine was the second, before the initiative fizzled out in October 2014, after barely two months. Both sessions had some success in bringing a diverse department together with some lively debate of topics like “Can games be used in Oman at a college level?” and discussing how literary texts could be used in classes. But why does the program now lie dormant? Richardson (2003) has authoritatively defined elements necessary for successful ongoing PD. I would like to highlight several of the criteria Richardson uses which I believe apply most directly to PD at CAS Sohar. I will then evaluate the TSG against Richardson's criteria. For Richardson (2003) PD “should... encourage collegiality; foster agreement among participants on goals and vision; have a supportive administration [and] develop buy-in among participants” (401).

As both a participant and session giver I would argue that the darker edges of collegiality were a major issue in the TSG. The moment Dominic put forward his proposal some colleagues

began to suspect him of having ulterior motives in seeking promotion etc. McNeill et al. (2014) assert that lately “teachers are warier of the underlying purposes of PD, where managerial motives may lie just below the surface” (p. 4). Arguably, resentment at Dominic putting himself on a figurative pedestal was evident in the first session, which he led, with blunt criticism of his topic choice (using literature in the classroom) from some male department members. I also experienced similar issues in the session I led on classroom games and activities appropriate in a gulf context. Verbal input from these teachers suggested they were not listening to the discussion in a receptive way. As Crooke (2003) suggests, not attempting “to build on what the speaker said” or ignoring “it in the interests of making his/her own points” is “a response stereotypic of masculine speech styles” (p. 173). Further, they were arguably sceptical of the topics addressed by myself and Dominic because they showcased elements of communicate language teaching (CLT) which a number of the senior Omani English lecturers felt inappropriate due to the conservative gulf context. Similar scepticism of CLT was also highlighted in Asia by recent research into the attitudes of Chinese lecturers of English towards CLT (Kraut and Poole 2017).

Birchak et al. (1998) affirm, a TSG cannot prosper without enough teachers able to foster useful discussion in the key facilitator role. They define the role as someone able “to enact the structures that the group has established for the meeting and to support productive talk in the group” (55). When considering these basic collaboratives and listening roles in the teaching community in general, Crooke (2003) states that, “as obvious as these points may be, most of us can think of individuals in our own professional communities who fail to consider them” (173). However, if the teaching community in an institution contains a small but significant group of such individuals, as is the case at CAS Sohar, any ongoing PD initiative will surely struggle.

These negative patterns of discourse and collaborative behaviour are then compounded by the issue of gender in Oman. In their research into a woman’s role in Oman, Goveas and Aslam (2011), conclude that “a major barrier to Oman’s progress is the conservative mind set of the Arab men” (236). Nearly half the department are Arab and/or Omani and the issue is worsened by “the inferior self-image of women” which “becomes difficult to overcome considering that it is ingrained and conditioned in their upbringing and social development” (p. 236). This could account for the minimal contribution of Omani female teachers, with one notable exception, to the TSG. Even in the case of the Omani female teacher who did play a dynamic role in the

group, she stated would not be a session giver due to the negative attitude of a few male colleagues.

The consequences of antagonistic collegial dynamics in the TSG cannot be understated. The knock-on effect was to cause me to want to withdraw as a volunteer after the first session. In conversation with numerous colleagues, I found my feelings shared. Many were repelled by the idea of leading or contributing to a discussion with such a bluntly opinionated, and occasionally hostile, group of teachers. This was evident when previously enthusiastic teachers quietly withdrew as volunteers from the TSG. Wang and Seth (1998) concur that no PD initiative can function without “the enthusiasm and devotion of the people in charge of the programme, together with the understanding and commitment of the majority of teachers” (p. 212). Even Dominic stated he would “never” do another session. Allwright's (2003) general take on the pitfalls of collegiality seems to have been vindicated in our context: “many teachers have difficulty developing good collegial relationships with fellow teachers. Rivalry among teachers seems to be the norm, in any one workplace, and at least a seniority-based hierarchy typically prevails, such that teachers feel uneasy talking to their immediate colleagues about their own classrooms” (p. 132).

The lack of facilitative and open discussion in the TSG also caused other adverse side effects. Edge (1992) asserts regarding “adversarial discussion”, that it should be “deliberately” avoided (70), especially initially, if open and honest interactions are to develop between teachers. The results of not doing this could be seen clearly in the TSG as both session givers and some attending teachers felt the need to 'defend their ground'. The combative nature of some discussion, particularly in the first session, led to Dominic virtually lecturing at times due the very justifiable feeling of having his ideas and motivations under assault. While others contributed to some open discussion, this would usually be the more extroverted personalities which is likely due to others feeling somewhat intimidated. This was exactly what we were trying not to do with the TSG. In fact, when Head and Taylor (1997) compare teacher training (TT) qualities to those of TD, our supposedly ongoing, non-compulsory TD initiative fast became some of the very things in TT we were trying to combat. Arguably, it became short term, almost one-off, and thanks to the hierarchical and patriarchal nature of collegiality at CAS Sohar, seemingly having an external agenda with participants angling for status. In fact, it even partially resembled the training model that Kennedy (2014) and Day (1999) critique for having “the agenda determined by the deliverer, and the participant placed in a passive role”

(Kennedy, 2014, p. 338) and which Day (1999) regards as missing the essential qualities for ongoing TD.

If we now take a step back in our evaluation of the TSG, analysing the wider context will be useful in framing how PD at CAS Sohar can realistically be bettered. In fact, problems with the PSG are complicated at an institutional level where a general lack of support for ongoing PD is demonstrable. Since 2009 the college has been going through the process of accreditation and completed an audit. In response to this, the Oman Academic Accreditation Authority (OAAA) stated regarding ongoing PD that “the College claims that it is committed to the professional development of its employees” but that “post-activity surveys” indicated across all departments that the “approach tends to be ad hoc, as it focuses on specific needs of staff at a particular time. Accordingly, there appears to be no thought-out strategy relating to the ongoing professional development of staff” (OAAA, 2010, p. 35). The conclusion of the section on PD at CAS Sohar further states: “Many staff felt they required increased levels of support for professional learning, suggesting the need to develop a culture that promotes continuous professional development” (OAAA, 2010, p. 35). Since 2010 the college has been preparing a response to this critical feedback, which is as yet unpublished, although it does involve a proposed formal study of TD at the college. Clearly, the lack of an established culture of ongoing PD is another reason behind the failure of the TSG to prosper.

To step back yet further, it is important to note when planning for PD at CAS Sohar that, as Levins (2013) asserts, Oman is currently a conservative and hierarchical absolute monarchy with generally bloated institutional bureaucracies. Specifically, in the realm of ESL, Hargreaves and Dawes (1990) argue there is nothing more “prejudicial to the development of a collaborative culture which is trusting, sharing, reflective, and critical” than “hierarchical relations embedded in bureaucratically driven systems” (p. 238). Such is the background looming over the TSG.

To return to a more local level, the practical support the fledgling TSG received within the English department should also be considered. Perhaps unwittingly the TSG was given a weekly one-hour slot at midday on Tuesdays. This is when we have monthly departmental meetings along with any other one-off workshops, seminars or CAS Sohar events. These all took precedence over any meeting of the TSG. Therefore, ongoing PD was arguably playing second fiddle from the start, appearing as an optional filler activity. As Day (1993) notes, PD

needs to be taken seriously to be successful. My own session was announced and then delayed, often at the last minute, for 6 weeks in a row. This was a stressful experience that led to the kind of teacher burn out that Allwright (2003) warns against in ongoing PD. When it did finally take place, it was the day before a long national holiday and so half the department were absent. The proposed third session giver then had his session put off for so long he withdrew. As a result, PD felt like a chore and not something to look forward to in some ways. Further, the timing meant we realistically only had about 45 minutes by the time everyone had arrived and settled down which caused both sessions of the TSG to feel rushed. This meant there was less time for the kind of relaxed and reflective discussion so essential for any TD program. According to Farrell (1999) “for practising teachers to be able to reflect on their work, time must be considered” (p. 168).

How to improve: A proposal for action

Overall, it is clear the PD group is lacking according to Richardson's parameters. A response will now be considered. From the evaluation of why the TSG needs to change, a clear dearth of basic 'soft-skills' is apparent. The institutional and departmental issues suggest that focussing on building trust and the foundations of a collaborative atmosphere for teachers to develop in should be the priorities. In fact, when Birchak et al. (2003) define in detail what a TSG should sound like by evaluating numerous transcriptions of various TSG discussions it is evident that where teachers are reflective facilitators supporting “and encouraging individuals in their own growth through non-judgemental comments that are replies to, rather than judgments of, comments made by participants” (105) is when such groups prosper. Before any teacher's group can hope to progress, it appears obvious we need to work on these fundamentals of communication in my context.

In looking at how to improve ongoing PD at CAS Sohar, Leitch and Day's (2000) assertion that “two concepts that have captured the imagination of the educational community in the last 60 years have been those of ‘reflective practice’ and ‘action research’ (p. 179) cannot be taken lightly.

To begin with action research (AR), Kemmis (2010) states that “AR concerns action and transforming people’s practices” (p. 417). However, CAS Sohar arguably needs to stabilize more before AR would be really useful in our context with more established practices to

evaluate and reform, which is not the present case. Supporting this view, the OAAA (2010) concludes that the growth of ongoing PD at CAS Sohar is hindered “given the major challenges the College faces with its change of profile and growth in student numbers” (p. 35). This is reflected by the rapid modernisation of the country since the current Sultan took power in 1970. Allwright (2003) has also critiqued AR for being too change orientated. Hall (2011) sums up Allwright's thoughts on AR by suggesting “that the conceptualization of 'problems' that need to be 'solved' is not always helpful” (p. 233). Therefore, a more proactive, change orientated approach like that of AR is presently inappropriate for my context.

Otherwise reflective practice, with its importance for productive TD ably highlighted by Dewey (1933) and Schön (2017) offers more hope. According to Calderhead et al. (1993), Dewey sees reflection “as the need to develop certain attitudes of open-mindedness and skills of thinking and reasoning” (p. 1). From our evaluation, this appears exactly where the TSG needs to go. Calderhead *et al.* (1993) suggest “there is some evidence to suggest that reflective practice requires a supportive environment” (p. 5).

Bearing this in mind, how can attitudes be changed to foster such an environment at CAS Sohar? As Farrell (1999), citing Pennington (1995), asserts “teacher change and development requires an awareness of a need to change” (p. 158). Resultantly, I would assert that we need to leave the TSG dormant while teachers focus on building collaborative skills in smaller, less intimidating groups before returning to the larger stage of the TSG.

To this end, both Edge (1992) and Reynolds (1989) advocate PD approaches where listening to others and giving feedback in a non-threatening way are the central tenets. Both have developed similar practical techniques where teachers working in pairs or threes aim to nurture the facilitative qualities so crucial for ongoing PD and teacher discussion groups.

In Edge's Cooperative Development (CD) model, there are two roles, that of Speaker and Understander. The goal for an Understander is to listen to the Speaker in as receptive and non-threatening way as possible. Edge (1992) states that the three qualities of respect, empathy and honesty “must be present in the interaction between Speaker and Understander for Cooperative Development (CD) to take place” (Edge, 1992, p. 63). With CD targeting the aforementioned 'adversarial discussion' that hindered the TSG, it appears as a potent remedy to the darker side of collegial relations previously explored.

CD in groups of three would also appear implementable at CAS Sohar, with all teachers teaching 12-16 hours weekly, which means there should be no problem arranging meetings between teachers in the ample time set aside for administration, student tutorials and planning. Unlike with the TSG, weekly sessions of thirty minutes to one hour could be sufficient in smaller CD groups to allow teachers to feel they are really being listened to and to build facilitative skills, which is the very point of CD.

However, even if practically feasible, when thinking of CAS Sohar's context it seems doubtful that a culture of teachers as Speakers and Understanders would develop smoothly, without guidance to overcome possible resistance. As Edge (1992) opines, "CD is not for everyone: its style does not suit some people" (p. 70). I would argue that the "some people" Edge mentions are those that perhaps need CD most. I speak of those teachers who, when placed in the role of Speaker or Understander, would need some extra support to overcome ingrained habits, like the aforesaid male speech patterns. This is where Edge's variation of CD with a third role, that of the Observer, much like that mentioned by Reynolds (1989) could come into play to help CD get off the ground. Indeed, the model Reynolds' outlines is very similar to that of Edge's with a Speaker and an Understander, only with Reynolds calling the two a Speaker and a Listener, but with the one key difference. There is always a third role, that of the Observer, who is there to make sure the Listener is doing his/her job correctly in making sure that feedback to the speaker is descriptive and not judgemental or hostile (Reynolds, 1989). This alternative model is, according to Crooke (2003) perhaps more focussed on improving feedback from teacher trainers to junior teachers but can be a starting point in developing a base for on going PD at CAS Sohar. I would assert that before we can move completely into Edge's two teacher model of CD we need to 'police' the transition to the one on one Speaker and Understander situation by making sure bad habits do not develop or continue within the practice of CD. The role of the observer could be the critical element in achieving this.

How can we make sure CD takes off without its' positive aims getting corrupted like those of the TSG? Farrell (1999) claims any on going PD initiative must "build in some ground rules" (167) from the very start in order to succeed. This was not done with the TSG where the exciting flexibility of the group was part of its downfall in naively expecting that everyone would behave cooperatively, a trend that Golby and Apple (1995) also identify. Specifically, for the proposed CD initiative, Edge (2002) identified numerous pitfalls for CD should it not

be well-defined. For instance, the Speaker needs to have a clear focus to avoid purely therapeutic venting. In the hope of giving CD at CAS Sohar a fighting chance, only those most committed to the ideals of CD should initially be placed in the role of Observer. This would allow the Observer to stop negative patterns of discourse, or misinterpretation of the roles of Speaker and Understander from the very start. Another way to promote longevity would be to use a rotating committee to organise the CD program rather putting all the responsibility on one teacher's shoulders, which as in the TSG's case, can cause hierarchical frictions. Birchak *et al* (1998) support the idea of using a leadership committee to run affairs in PD to make sure “one person should not have all of the responsibilities for organizing and facilitating the... group” (74). Arguably, the idea is equally applicable to CD and the TSG at CAS Sohar (when and if it reactivates). Particularly in CAS Sohar's case, shared, and ideally rotating, leadership in future ongoing PD would arguably mean sidestepping numerous collegial issues.

With such ground rules in place, it is my hope that a perhaps initially small core of teachers working through Edge's (2002) tasks in CD, particularly those that build reflective awareness would create enough of a 'buzz' to pull curious teachers into CD. From here, if this intimate CD group can slowly improve the collaborative culture at CAS Sohar, the TSG would become a feasible option again. As stated, the TSG was a fairly intimidating place, and Pence and Musanti (2010) are supportive here in warning that “asking teachers... to serve as models of practice and mentors for others raises anxiety and creates dissonance with the prevailing identity expectations for teachers as isolated, self-made experts” (87). This “anxiety” and lack of trust could be lessened by CD over time, allowing the TSG, with its more open and liberal agenda, to truly flourish in the future. It could also open the door for a plethora of PD initiatives in time.

Further, any positive effects of CD would inevitably filter down to the students at CAS Sohar. Gebhard and Oprandy (1999) argue that teachers should be sensitive 'explorers' of individual learner needs to create “the kind of learning community in which learners are recognised as knowers in their own right and in which their unique learning process is acknowledged” (13). It follows that, if teachers at CAS Sohar can understand and respect one another more deeply through CD, their teaching sensitivities would also be improved. This proposal for action involving CD to build the necessary collegial relations to restore the TSG at a future date would ideally fulfill the definition of on-going PD as a place where “teachers engage voluntarily to

learn how best to adjust their teaching to the learning needs of their students” (Diaz-Maggioli, 2003, 1). Pedagogically, CD could be the catalyst in this process.

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**The Intelligibility and Acceptability of Internet Philippine English (IPE):
Their Implications to English Language Teaching in the New English Varieties**

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Abstract

The English language which is known for its dynamicity due to language contact, business, creation and dissemination of knowledge, and many other factors has become even more progressive and flourishing due to the increased connectivity and communication among people through internet-aided communication. Netizens have used technology to serve their communicative needs, and, in the process, they create new forms and structures which aid in the lexicon development of a language. The present study investigated Internet Philippine English (IPE) words in online news where new words and structures are evident. Specifically, this study focused on the identification of IPE lexical items in online showbiz news and on the investigation of English as a Second Language (ESL) teachers' understanding of the IPE words and their acceptance of these words in different domains of communication. A 50,000-word corpus, a sub-sample of a larger corpus of about 500,000 words, revealed forty-seven newly-formed IPE words. Our findings indicated that the newly-formed IPE words are highly intelligible as ESL teachers had common understanding of them. Familiarity, age, and co-text reinforced their understanding of words. In addition, the ESL instructors who belong in the younger generation were more open in accepting local new words in Philippine English. Essentially, the present findings shed light on the continuing development of a certain variety of English which plausibly creates its own standard. The present study proposes that a paradigm shift allowing the use of local forms and meanings be adopted as resources for teaching and learning in English classes.

Keywords: Internet Philippine English (IPE), intelligibility, acceptability, language attitude

Introduction

Accessing the internet to engage in various activities such as e-business, e-learning and e-teaching, chatting, and spreading of information is now a truism and a world-wide reality. The use of language which is both shaped by and shapes the different processes and elements of the communication is at the heart of these internet activities. Consequently, language, which is malleable to both internal and external factors of language change, is expected to develop conventions which are different from the traditional conventions we know several decades ago.

Internet-aided communication, a term which is synonymous to online communication and computer-mediated communication, has been the major catalysis for the linguistic revolution (Crystal, 2005) in the 21st Century. Different speech activities in the internet have

been a quintessential place for the evolution of language, allowing the emergence of a new medium of communication which diverges from the traditional notion of standard language use in speech and in writing. This language evolution has introduced lexico-graphological and morpho-syntactic changes. Because of the distinct characteristics of the language produced by technologically-conditioned processes (Bodomo, 2010), Crystal (2001) has claimed that a new language variety has come, which he called Netspeak. Other nomenclatures for the new language variety include digitalk (Dino & Gustilo, 2015), internet talk, e-language, e-talk, CMC talk, and many others. The present study subscribes to Crystal's description of internet language and aims at describing the intelligibility and acceptability of Philippine English used in the internet.

The language evolution in the internet has created so many changes that researchers in different parts of the world have riveted their attention to the investigation of its features. The most innovative and pioneering academic work which described the language of the internet is that of Crystal's (2005) *Language and the Internet*. In this book, he pointed out the way the internet medium affects the use of language and the salient features of internet language. He compared the differences between speech and writing and described the differences of internet language with speaking and writing respectively. He then termed internet communication as the third medium. Crystal used six internet genres which include emails, virtual worlds, blogging, instant messaging, chatgroups, and the Web as sources to describe internet language. In his detailed description of the characteristics of internet language, he became convinced that a new language variety, the Netspeak, has arrived as shown in its distinct characteristics. Predicting the future of internet linguistics, Crystal claimed that the new medium will definitely be an agent of radical change as it affects the linguistic behavior and ways of communicating of its users. He strongly recommends that large-scale investigations of the internet language be made.

Heeding the call of Crystal (2005), Hassan and Hashim (2009) made a painstaking study on the features of electronic communication involving internet texts from blogs, chats or instant messages, and emails. He also utilized text messages in addition to the three internet genres. Aimed at investigating the effects of technology on Malaysian English as used by Malaysian multilingual speakers from different ethnic groups, Hassan and Hashim identified the features and functions of internet language. Their investigation has confirmed their hypothesis that Malaysian English was impacted and shaped by technology as they found evidence of new features in Malaysian online communication such as code alternations, borrowings, affixation, abbreviations, acronyms, new blends, and coinages.

Later investigations such as that of Bodomo (2010) corroborated the lexicographical features of internet language found by Crystal (2005) and Hassan and Hashim (2009). In his investigation of text and instant messaging and online gaming, Bodomo (2010) also found Acronyms with several types: (1) acronym of sentences, (2) number homophones, (3) letter and number homophones, (4) reduction of individual words, and (5) combination of letter initials and letter homophones. Other features extending to writing mechanics and punctuation usage were also noted by Bodomo (2010) in his analysis of the chat channel of War of Witchcraft online game. He noted the use of emoticons, capped letters, misused punctuation marks and grammatical reductions in the language of online players. Finally, in Bodomo's (2010) analysis of MSN's chat messaging, he also found the existence of abbreviations, grammatical errors, code mixing, and emoticonomy.

Since the beginning of the 21st century, internet language has been well documented in many other studies abroad (Li, 2000; Baron, 2004; Cunningham, 2014), influencing the interest of Filipino researchers to investigate the language on the internet as used by Filipinos. One of the pioneering works which investigated the Filipino internet-aided communication was Gustilo's (2007) investigation *on Language and Self-presentation: A linguistic analysis of Filipino personal home pages*, using the language data found on 20 Filipino personal home pages (PHP). Anchored on Systemic Functional Linguistics, Gustilo's analysis established the three types of meaning in the language of PHP authors as they present themselves on the web. The linguistic choices of the PHP authors indicate that they are mainly concerned with material processes of *doing* and *happening* and relational processes of *'being'* when creating *representational* meanings in their identity construction online. When structuring *actional* meaning through sentence types and speech functions, Filipino PHP authors staged themselves as participants who were mainly engaged in knowledge exchange with their readers. Lastly, they engaged in high level of commitment to their self-presentations through their use of modals and pronouns as their way to create *identificational* meaning.

The more recent investigations on the language of internet used by Filipinos in Philippine English focused on its new forms and functions which were inspired by Crystal's (2005) description of the linguistic revolution happening in the internet. In 2015, Dino and Gustilo published their pilot analysis on nearly 2,000 Facebook statuses which revealed that Filipinos created innovative expressions in the internet-mediated environment. Dino and Gustilo (2017) termed the language in the internet used by Filipinos as Filipino digitalk. In their most recent work (Gustilo & Dino, 2019 in press), they used the term IPE or internet Philippine English when referring to an internet language variety used by Filipinos who communicate in

Philippine English online, the term which the present study adopts to refer to the analysis of online news written in Philippine English by Filipino authors.

One of the linguistic features in IPE is lexico-graphological creativity. These are words or expressions which were created as a product of reduction, addition of characters, or manipulation of spellings and meanings of certain words (Gustilo & Dino, 2019 in press). Confirming the findings of previous studies on the linguistic revolution in the internet, the investigations of Gustilo and Dino (2017, 2018, 2019 in press) also found the word-formation process and features that have already been identified in previous studies, although specific examples for some word-formation categories are specific only to Philippine English data. First, acronymy, a word formation process that is interchangeably used with shortening, initialism, and abbreviations (e.g. *cher* for teacher, *idk* for I do not know), abounds in IPE. Next, affixation, which is produced by attaching prefixes or suffixes to a word, is found in IPE. A unique feature of IPE in this category is the affixation of Filipino affixes to English-based stems (e.g., *pag-download*, *i-install*, *mag-conduct*). In addition, blending or combining parts of two or more words in forming new ones is common in IPE (e.g., *playning* from playing plus learning; *lotsa* from lots plus of). *Sunkissed*, *cheatday*, *overthink*, *overpass*, *overrun*, *overtime* are some of the lexical hybrids identified by Gustilo and Dino (2019 in press) for the category of compounding. One-word coinages (e.g., *momshie* for mother, *beshie* for best friend); collocations (e.g. *beast mode*); puns (e.g. *juicylicious* from juice plus delicious); transcription of sigh and laughter and other physical actions (e.g. *huhuhu*, *ala*, *hay*); capped expressions (e.g. *LEAH*); rebus forms (*l8er* for later) and doubling/tripling of letters (e.g. *Nooo*) are among the features of IPE identified by Gustilo and Dino. The aforementioned lexico-graphological features have confirmed Filipino's creativity in using Philippine English. Other investigations on Filipino digitalk in English and in Taglish (alternate use of English and Tagalog) were documented by Palacio and Gustilo (2016) in their investigation of discourse particles in Facebook and Caparas and Gustilo (2017) on multilingual code-switching in Facebook.

However, although many celebrate the linguistic revolution happening in the internet, there is an aspect of uncertainty as to whether the new forms used in the internet are intelligible and acceptable to the users considering the non-standard stigma associated with them. This is the reason why these two variables are the main foci of the present study.

Generally, the term intelligibility means the listener's measure of perception or understanding of a speaker's speech. The increasing number of studies on English varieties investigating the concept of intelligibility yielded different definitions of the term. In the case of Philippine English, the most recent study was that of De Leon (2016) which adopted Smith

and Nelson's (1985) first dimension of intelligibility, that is, understanding the word or recognizing the utterance, for its definition. De Leon's (2016) definition will be adopted in the present investigation of IPE. Earlier, Dita (2013) measured the intelligibility of Philippine English among different Asian listeners by using cloze test, comprehension questionnaire, and intelligibility questionnaire. She found that the less proficient speaker is more intelligible than the more proficient speaker and that phonology is not a contributory factor to intelligibility. The linguistic environment, the speech rate, and effort of the speakers were identified as the important factors. Mendoza, De Castro, Heo, Jeong and Lee (2014) who examined the intelligibility of Philippine English among Korean learners through the use of fill-in-the-blanks and survey instruments had a conflicting result. They revealed that regardless of the speech rate and accent of the recorded Filipino speech, Philippine English is still relatively intelligible among the identified listeners, a finding which can be attributed to the Korean's familiarity of the Philippine English.

Using a series of tests such as cloze tests, questionnaires on intelligibility and perception of Philippine English, and English proficiency self-assessment, De Leon (2016) tested the intelligibility of Philippine English among Southeast Asian listeners. She revealed that Filipino listeners find Philippine English to be almost 90% intelligible, while Malaysians find it to be 65% intelligible. This finding is obviously affected by the familiarity of the Filipinos with the Philippine English variety. The rest of the Southeast Asian listeners indicated that Philippine English is less than 50% intelligible. Aside from their familiarity to the English variety or their language environment, the speaker's effort, rate of speech, pronunciation, and choice of words were the factors that strongly influenced intelligibility. De Leon's (2016) work provided a clear discussion as to how intelligibility was investigated by different scholars involving different methodologies whose findings either support or disprove one another. Hence, shortcomings on methods and concepts revealed in a number of intelligibility studies forward the impression that a quintessential approach in the measurement of intelligibility is not yet established (Rajadurai, 2007). Nelson (2011) suggested that there must be a continuous investigation on intelligibility because it is the main parameter for effective language use. In other words, this welcomes more approaches in testing intelligibility which gives way to more methodological and theoretical refinements. Executing such a premise will visibly define the concept of intelligibility because Jenkins (2000) claimed that consensus regarding the definition of intelligibility is yet to be obtained as it can mean differently to different people.

It is apparent in the past researches that the intelligibility of an English variety was generally situated in oral form, and the tests used were primarily centered on the listening skill

of the other users of English varieties. For example, the cloze tests prompted the listeners to provide the omitted words in the paragraph that were read in the recorded speech of an English variety speaker. Additionally, previous studies measured the intelligibility of a particular English variety by involving other speakers of the English language. In the present study, another method of testing intelligibility was utilized involving written forms. Lexical items from IPE which had been products of lexical creativity by the users were subjected to intelligibility test in order to ascertain if they were understood by Filipinos. This action was motivated by the observation that Philippine English coinages have local forms and meanings which may not be intelligible to other users.

Dimaculangan (2017) observed that a number of English as a Second Language (ESL) teachers still lack awareness of the existence of standard Philippine English variety; they lack confidence in the structures and lexicon of Philippine English, and they put high regard on American English variety. Hence, the present study also aimed at investigating the acceptability/unacceptability of Philippine English lexicon in IPE. Ascertaining the attitudes of Filipino users towards Philippine English is important as Bautista (1997) advanced the importance of general acceptability of a word for its inclusion in the dictionary.

Acceptability, according to Bautista (2000), is related to the positive attitude of the respondents towards a specific lexicon in Philippine English. Based on the parameters she 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 Philippine English, Bautista (2001) surveyed the attitudes of selected university students and teachers in Luzon (northern Philippines) regarding Philippine English words. In her survey, only 31% of the respondents favoured Philippine English because they gave higher regard to the American English variety. In fact, a striking result further showed that 23% of the respondents viewed Philippine English as an error made by poor speakers of English. Nevertheless, Philippine English, as described by Bautista and Bolton (2009), is an English variety with localized meanings, different accent, and creative compositions written by Filipino authors in English.

The most recent study concerning the acceptability of Philippine English is that of Gustilo and Dimaculangan (2018) in which they investigated the attitude of Filipino ESL teachers regarding their identified Philippine English words in four different discourses: formal writing, informal writing, formal oral and informal oral discourse. The acceptability test revealed that the selected ESL teachers in the Philippines have negative attitude towards specific Philippine English words despite the fact that they are alive, and they continue to grow

(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 accept Philippine English words in general.

It can be deduced from the review of studies that Philippine English continues to expand through lexical creativity, yet its intelligibility in written discourse has yet to be established and research on its acceptability is scant. More importantly, previous investigations have not focused on the intelligibility and acceptability of Philippine English words that are formed and used in the internet, which is the focus of the present study.

The natural creativity and innovativeness in forming new words among Filipino writers are evident in online showbiz news wherein writers often use trendy words. According to a survey conducted by the TNS Digital Life (Santos, 2012), more Filipinos choose to access the internet in order to be updated with news. It reported that 45 percent of Filipino respondents use the internet to read the news, and only 12 percent prefer to read printed news. While the online news readers enjoy the convenience of reading digital news, they are also exposed to new vocabulary words and meanings which become part of their daily conversation. This is very possible to happen because online users have the freedom to create new words in any social networking sites (Cunningham, 2014).

The present study aims at investigating as to whether Filipino ESL teachers understand and accept Filipino online users' expansion of the vocabulary of Philippine English in the internet by providing answers to the following questions:

1. Do the selected Filipino ESL teachers understand new local forms and meanings in IPE?
2. Do the selected Filipino ESL teachers accept the new local forms and meanings in IPE?

The present study has also identified the word formation processes used by Filipino online news writers in creating and expanding Philippine English words. However, we shall report only on the intelligibility and acceptability results.

Research Methodology

Research Design

The present study followed a descriptive research design and employed qualitative-quantitative mixed methods. Qualitative data were collected from archival data of published online news in order to arrive at the list of IPE words. Quantitative data were used to determine

the intelligibility and the acceptability/non-acceptability of the new forms and meanings of IPE lexical items as perceived by the ESL teachers through frequency count and percentage.

Sampling of Participants

The present study employed purposive sampling in identifying the participants in the intelligibility and acceptability tests. We purposively included all the fifty ESL teachers that were identified from three major regions in the Philippines namely Luzon, Visayas, and Mindanao in order to ascertain the perceptions of the ESL teachers across the country. They were a mixture of old and young ESL teachers with ages ranged from 20 – 44 with the modal age of 22. They were composed of 30 female ESL teachers and 20 male ESL teachers. The majority of the respondents claimed to be speaking Filipino, Tagalog, and English.

Research Instrument

The present study adopted an attitude test from Dimaculangan and Gustilo (2017) that determined the ESL teachers' views in terms of their acceptance/non-acceptance of the new words and new meanings attached to Philippine English lexicon. The questionnaire has four parts. The first part contains the profile of the respondents, specifically their email address, complete name, age, gender, region, profession, and language/s they speak. The second part answers the participants' understanding of the lexical items. This section contains the lexical items which were used in sentences the way they appeared in the online news, and the participants were asked to write their own definitions or understanding of those words. The third part answers the ESL teachers' perception as to the acceptability of the Philippine English words. They were asked to decide whether a word was acceptable in four domains: *formal writing* (e.g. academic writing, reports, dissertation), *informal writing* (e.g. SMS, blogs), *formal oral discourse* (e.g. thesis defense, presentations), and *informal oral discourse* (e.g. conversation). The fifth column in the instrument allows the participants to indicate if the word under consideration is not acceptable at all in all of the four Philippine English domains. Finally, the last part of the survey contains the terms and conditions regarding the participants' agreement on the use of the data.

Data Source and Data Collection Procedures

We chose the most subscribed digital showbiz news in the Philippines which is the Philippines' Ultimate Showbiz Hub (PUSH). As of December 2017, it has seven million followers. Articles were gathered from January to November 2017. These were saved into

Microsoft Word with corresponding file names, number of words, and number of news articles (See Table 1).

Table 1. The Corpus File Names and the Number of Words and News Articles

File name	Number of Words	Number of News Articles
OSN_AUTHOR-1	2073	15
OSN_AUTHOR-2	1839	14
OSN_AUTHOR-3	1146	27
OSN_AUTHOR-4	7995	26
OSN_AUTHOR-5	9588	38
OSN_AUTHOR-6	803	1
OSN_AUTHOR-7	10957	48
OSN_AUTHOR-8	6746	46
OSN_AUTHOR-9	1488	6
OSN_AUTHOR-10	2226	4
OSN_AUTHOR-11	1176	4
OSN_AUTHOR-12	725	1
TOTAL	57102	230

The data source, which is a subsample of a larger corpus of about 500,000 words, consists of 230 online showbiz news articles with a total of 57,102 words written by 12 authors.

As regards the participants' views on the intelligibility and acceptability of the lexical items, fifty ESL teachers were identified from Luzon, Visayas, and Mindanao which are the major islands of the Philippines. With their consent, the survey questionnaire in Google forms was administered to them online. Their responses were recorded, analyzed, and summarized.

Data Analysis Procedure

The researchers manually read the online showbiz news articles and identified Philippine English lexicon by following Dimaculangan and Gustilo's (2017) approach. Coinages and expressions that are not found in the dictionary of native speakers (L1) of the English language and which have localized and contextualized meanings in the Philippine

English were drawn from the data source. The articles were saved in text files, and AntConc software was utilized in determining the frequency of occurrence of the identified IPE words.

As mentioned, Google form was used for online administration of the intelligibility and acceptability tests of the IPE items among ESL teachers across the Philippines. Google form provides a summary of responses using percentage. Regarding the intelligibility test of this study, the definitions were automatically grouped by Google form according to the exact wordings used by the respondents with corresponding percentages. Because of this form-over-substance criterion of the Google form in reporting the results of the survey, we manually verified the Google form results summary and sorted together similar definitions given by the respondents regardless of the words they used in each item in the survey.

The acceptance of a new form by the speech community is more important than the formation of a new word (Bauer, 1983). Thus, after identifying the IPE lexical items used in the online news, an acceptability test was also conducted to determine the general attitude of the ESL teachers from the three major regions in the Philippines towards those words. Similar to Dimaculangan's (2017) attitude test, the teachers in this study were asked to judge as to whether the forty-seven IPE items are acceptable in any or all of the four domains of communication: *formal oral discourse*, *formal writing*, *informal oral discourse*, and *informal writing*. In addition, when they view it as unacceptable to be used in all types of discourses, that IPE item would fall under the unacceptable category. Quantitative descriptive statistics, through frequency and percentage, was also used to analyse the results of the acceptability test. Using the parameters set by Bautista (2000), an IPE lexicon is considered acceptable when 50% of the respondents agreed to use it.

Results and Discussions

Out of 57,102 words in the data source of online showbiz news articles, forty-seven of them were identified and considered IPE words based on the identification scheme used in the study. Five of these IPE lexical items were frequently used by three to five authors in different news articles. Among the IPE lexical items reflected in online showbiz news, *Pinoy* has the highest occurrence, which appeared twenty times and was used by five different news writers. *Pinoy* is a slang term for the word *Filipino*. This word also surfaced in the study of Dimaculangan (2017), and it has conceivably gained a certain level of reception not only among news writers but among all Filipinos as this term is reasonably used as a form of self-identification. Another word, *teleserye*, which is a blend of the nouns *television* and *series* that is translated into a Tagalog word *serye*, was used eleven times by five online writers. The

expression is widely used by the Philippine media to refer to series watched on television. Thus, this is expected in the writing behavior of the showbiz news writers who unsurprisingly report events in television series. Dino and Gustilo (2015) revealed that blending of two words was one of the recurring features of Filipino internet language. Next to this is the form *everyday*, an adjective, which means *encountered typically*; however, in the data source, it emerged as an adverb of time. This finding is consistent with Dimaculangan's (2017) finding that such an expression displays a category shift that is shared by the writings of Filipinos as a result of contextual factors which dictate and change the meaning of an existing word.

Following *everyday* is the IPE word *Kuya* which means brother. In the Philippine context, it is used as a social deixis to address a male sibling, an older male friend, or a male stranger. Its expanded use conveys that other interlocutors may also be addressed by such a term as a form of establishing social relationship. A wider range of meaning is a feature of New Englishes as expressed by scholars. In Asian Englishes such as the Philippine English, *Kuya* (for males) and *Tita* (for females) are originally employed to signify blood relationship; however, they are extendedly used as a term of respect for elder people (Mesthrie & Bhatt, 2008 as cited in Dimaculangan, 2017). Finally, another IPE word *Barkada*, which was used by four online writers, is a borrowed term from the Spanish word *barcada* which means shipload or boatmates; however, its semantic use in the data source was broadened and used to refer to a group of friends. This term was also included in Bautista's (1997) and Dimaculangan's (2017) list of Philippine English words.

Barkada and *Kuya* have been part of the everyday language of Filipinos and have been used even in English written discourse. The popularity of these Filipino words in English discourse may have been the reason for its inclusion in the Oxford English Dictionary that contains Philippine English lexicon. It is worth mentioning that there were Tagalog words or expressions that occurred and were treated as English items in the online news under study. There were borrowed expressions from other languages as well whose original meanings have changed in IPE, and therefore, they were included in our list.

The rest of the IPE words which are presented in the next section merely reflects the consistency of the creativity of Filipino users of the English language as exemplified both in the novel and already identified lexical items in the Philippine setting. The results corroborate Gustilo and Dino's (2017) findings that Filipino Digitalkers have manifested lexical creativity using different features in online communication.

Table 2. Intelligibility of IPE Words

IPE Words	Number of ESL Teachers' Understanding Responses (n=50)	
1. comeback	45	an act of returning
2. chinita	50	someone who has squinty, Asian eyes or chinky eyes
3. Dra.	49	female doctor
4. much-talked	48	popular, famous, or trending
5. recently-departed	44	dead, passed away, or retired
6. much-coveted	42	popular, famous, most desired or wanted
7. besties	50	best friends or bestfriends
8. teleserye	50	television series or television drama series
9. sidetrip	46	unexpected or unplanned trip or tour
10. barkada	50	group or circle of friends
11. Asianovela	50	Asian television series which is a drama or a novel
12. gift-giving	48	giving or sharing of gifts
13. tampuhan	50	misunderstandings
14. shookt	50	shocked or surprised
15. fitspirations	47	inspiration to fitness or fitness inspiration
16. retokada	50	plastic surgery or surgery for beauty enhancement
17. fangirling	44	girl fan or fan girl
18. uploaders	46	one who uploads files, photos, videos online
19. rom-com	46	romantic comedy
20. broke-up	49	separated or ended relationships
21. golf-themed	44	theme of golf or golf-inspired
22. Pinay	50	Filipina/Filipino woman
23. Pinoy	50	Filipino/male Filipino
24. momshies	50	mothers, mommies
25. war-torn	42	destroyed, destructed, damaged, devastated by war/, war zone
26. komiks	49	Comics
27. much-needed	49	necessary, badly needed, very needed
28. ates	50	sisters or older sisters
29. generations-old	41	old generations, very old, ancient

30. alums	50	alumni or graduates
31. everyday	48	daily, every day, day to day
32. fancam	35	camera of a fan, fan camera, footage shot by a fan
33. serye	50	Series
34. team-up	43	partnership, tandem, collaboration, team working together
35. preggy	49	Pregnant
36. two-minuter	48	short clip, two-minute long duration
37. action-packed	47	full of actions
38. every-inch	46	every part, entirely, inch by inch, overall
39. most-followed	44	popular, many followers, most number of followers in social media such as Twitter
40. salubong	43	welcoming, celebration
41. kick-off	39	launching, beginning, starting
42. hardcourt	43	basketball court
43. kuya	50	brother, older brother
44. bananaKadas	32	group of friends from Banana Split
45. off-cam	48	behind the camera, without the camera, out of the camera
46. fantaserye	50	fantasy series
47. morena	49	brown-skinned, brown skin, fair, dark, tan skin

Table 2 presents the intelligibility data consisting of forty-seven IPE words or expressions subjected to intelligibility test in terms of the understanding of the words by the teacher-participants, the number of respondents who understood the words as indicated in their given meanings, and the meanings attached by the respondents for each word. It is evident that 16 out of the 47 words have a 100 % (n=50) intelligibility score as all 50 respondents gave the accurate definitions of the words *chinita*, *besties*, *teleserye*, *barkada*, *Asianovela*, *tampuhan*, *shookt*, *retokada*, *Pinay*, *Pinoy*, *momshies*, *ates*, *alums*, *serye*, *kuya*, and *fantaserye*. Only *bananaKadas*, *fan-cam* and *kick-off* have less than 40 respondents who wrote the meanings of the words. Some respondents left some words unanswered, which can be taken to mean that they did not have a meaning to attach to the word. Moreover, the number of responses that reflect the shared understanding of the teachers for the words in the test is not at great distance. It is therefore worth noting that despite the context-dependent meaning of the words and the different word-formation processes that operate in the structures of the words, there is still high intelligibility of the IPE lexical items among the teachers. In the study of De Leon (2016),

Philippine English words also received high intelligibility among Filipino listeners. Penea's claim in 2018 illustrates as well high comprehensibility rate of Philippine English features in digital natives' and immigrants' Facebook despite noted deviations and innovations in its features.

Understandably, the intelligibility scores of the words under study are principally influenced by the fact that the respondents in this study are Filipino ESL teachers. De Leon (2016) claimed that the Filipino listeners in her study are familiar with Philippine English, which obviously allows them to understand their own English lexicon. Specifically, this was referred to as *linguistic environment* by Dita (2013) who also expressed that such a component is one of the important factors of intelligibility. Consequently, the ESL teachers feasibly encounter the words in their everyday resources of communication and probably use them in some of their domains of interaction. Our data seem to support the claim of Mendoza et al. (2014) that proficiency and practice of the speakers of an English variety support the intelligibility of that English. Moreover, the Filipino ESL teachers are mostly young. In their identification of linguistic features of Filipinos in online discourse, Gustilo and Dino (2017) found that the 15-25 age bracket of Filipino Netspeakers has the highest usage of digital expressions or IPE in their utterances. Gustilo and Dino's (2017) finding may be confirmed by the present study that the young generation create and use IPE lexicon in their online communication because the ESL teacher-respondents are predominantly 21-25 with a modal age of 22. Lastly, the co-text that surrounds the IPE words plausibly facilitated the understanding of the teachers as the IPE words were used in the sentences in written form. Unlike the previous intelligibility studies that tested English varieties in oral-aural relationship, the mode of testing intelligibility in the present study is more open to providing context clues since written discourse does not reflect processes of constructions (e.g. fillers, hesitations, repetitions) that hamper understanding. The ESL teachers also had the chance to read the sentences as many times as they can until understanding of the IPE words is attained.

The present findings may initially support the observation that the younger generation are important agents in the expansion of the lexicon of Philippine English. Their understanding of the meanings of IPE words indicates their awareness of the continuous emergence of new meanings and lexical items in Philippine English. However, it is not enough that the expanding vocabulary of Philippine English in online communication is used and understood. It is important that its acceptability among the users is also ascertained. Bautista (2000) expressed that "*Philippine English... if used by educated Filipinos can be called Standard Philippine English*" (p.21). From her statement, we can readily conclude that the identified IPE

vocabulary in the present study can be considered as part of Standard Philippine English because the writers of the online news are journalists. Nevertheless, the claim must be authenticated by other means such as the notion of acceptability. The present study took this into account as presented in the next section.

Acceptability of Internet Philippine English (IPE) Lexical Items

Following the 50% quota set by Bautista (2000) to determine the acceptability of the identified IPE lexical items, the present study found that all IPE words were accepted in informal oral and informal written discourses by the ESL teachers in the Philippines. Surprisingly, the findings do not corroborate the result of the acceptability test conducted by Dimaculangan in 2017 which revealed the negative attitude of ESL teachers (with modal age of 29) in her study, yielding only 2 words which were accepted in informal writing and 36 words (37%) in informal oral discourse out of 99 lexical items she subjected to acceptability test. In our present study, results showed that our respondents, who are younger compared to that of Dimaculangan’s (2017), are more open to Internet Philippine English variety as they perceive these words to be acceptable in informal context of writing and speaking. As opposed to Bautista’s (2001) argument that ESL teachers have mixed or contradictory attitudes regarding the acceptability of Philippine English, the findings of the present study suggest that the respondents seem to have a solid and a positive stance concerning the acceptance of these words. Future studies are needed to confirm if, indeed, the younger generation are more accepting of the use of IPE in different Philippine English discourses.

Nevertheless, not all IPE lexical items were accepted in formal oral and written discourses by the majority of the respondents. Most of these words were Tagalog terms (i.e. *tampuhan, retokada, serye, barkada, kuya and salubong*) and were used together with English words in code-switched sentences. The unacceptance of these words in formal domains supports the claim of Dimaculangan (2017) that Tagalog items were perceived by ESL teachers as informal and should not be accepted for both formal oral and formal written formal discourses in Philippine English.

Table 3. Acceptable IPE Words in All Discourses

Lexical Items	Formal Writing	Informal Writing	Formal Oral	Informal Oral
much-talked	52%	72%	52%	72%

recently-departed	60%	72%	58%	68%
gift-giving	62%	76%	56%	76%
war-torn	54%	74%	52%	68%
much-needed	58%	76%	58%	72%
everyday	72%	78%	70%	76%

Among the forty-seven words that were subjected to acceptability test, thirteen percent of the words were considered by more than 50% of ESL teachers as acceptable in all types of discourses as shown in Table 3. All accepted words were English words which were formed through compounding under the bigger category of coinage except *everyday* which shifted its function from adjective to adverb and is categorized under normal expansion. The word *everyday* also obtained the highest percentage of acceptability in all discourses. The ESL teachers may not have observed the shift in the part of speech of the word; thus, they may have perceived it as the same with standard American English word. It is also important to note that *everyday* is not only accepted by ESL teachers but is frequently used by news writers in the corpus.

The same observation can be made for the rest of the words in Table 3. The compounded words of two English words combined by a hyphen may have been perceived as standard L1 English. As long as it has a similarity with L1 English, IPE lexicon can be possibly accepted not only in informal discourses but also in formal contexts.

Table 4. Acceptable IPE Words in All Discourses Except in Formal Writing

Lexical Items	Informal Writing	Formal Oral	Informal Oral
team-up	82%	64%	74%
action-packed	80%	52%	72%
kick-off	78%	50%	76%
off-cam	76%	52%	76%

Table 4 shows a different result in which four IPE lexical items were accepted only in three discourse domains and not in formal writing. *Action-packed* and *off-cam* have the same word formation with the first five which were accepted in all discourses. These words are mostly used by film-makers, actors, and directors. It can be theorized here that if the IPE word is not usually used in formal academic domain, users have the tendency to reject it.

Table 5. Acceptable IPE Words in All Discourses Except in Formal Oral Context

Lexical Item	Formal Writing	Informal Writing	Informal Oral
<i>much-coveted</i>	52%	70%	70%

A striking result in the wordlist of this study is the word *much-coveted* which was not accepted in the formal oral context. It is quite confusing as to how the respondents reacted to this word even though it has very similar word formation with *much-talked* and *much-needed* which were accepted in all discourses. However, despite its rejection in the formal oral discourse, 52% of the respondents chose to accept it in formal writing.

Interestingly, the present findings provide a different perspective on how ESL teachers view these IPE lexical items in terms of acceptability. The younger generation of ESL teachers showed more openness in using new forms and meanings in IPE as none of the words that were presented to them have been judged as unacceptable in all four domains by 50% of the respondents.

Conclusion

The present study confirmed the findings of previous studies regarding the emergence of localized forms and meanings in Philippine English in various genres. Our present analysis has established that the showbiz news genre is a quintessential place to locate these localized forms. The lexical items were identified following the procedures used in previous studies (Dimaculangan, 2017; Dimaculangan & Gustilo, 2017) and were referred to as IPE lexicon. These words are newly formed, borrowed, and existing words that have localized and contextualized meanings in the Philippine setting. The existence and use of these identified IPE lexical items support the claim that Philippine English is alive, and it continues to grow in numbers through the user’s creativity. Furthermore, it validates previous claims that Philippine English approaches the beginning stage of Schneider’s stage 4 Dynamic Model—the endonormative stabilization—as it has clearly shown that IPE has many nativized or local forms. Another characteristic of the stage 4 endonormative stabilization is the recognition of new local forms by its users. Results of our intelligibility and acceptability tests of IPE lexicon under study attest that most words are intelligible. Our teacher respondents who belong to the younger generation accepted more words for use in four different domains. The majority of them accepted *much-talked*, *recently-departed*, *gift-giving*, *war-torn*, *much-needed*, and

everyday in all types of discourses especially in informal writing and in oral contexts. Dimaculangan (2017) argued that ESL teachers are still hesitant to celebrate the development of PhilE vocabularies. However, the data in this study suggest that ESL teachers become more open in accepting newly formed words used by online showbiz news writers, but they consider accepting these words mostly in informal communication.

Indeed, “*Philippine English is very much alive, and its lexicon is growing*” (Dimaculangan & Gustilo, 2017, p. 5). Its growth is also evident in the digital world particularly through online showbiz news writing, and its lexicon has been gaining general acceptance from the younger users of Philippine English who happen to be the teachers of the said language as well.

Pedagogical Implications

The present study proposes that the Internet Philippine English lexicon identified in the present study be regarded as established features of the language repertoire of Filipino language users, especially by the younger generation who are educated speakers and users of Philippine English in the internet. Extending the findings of the present study to other new English varieties, we suggest that a local or pluricentric model of language teaching (Borlongan, 2019) be considered in new English varieties. Such recommendation acknowledges that a paradigm shift is necessary. First, this entails recognizing that the use of localized forms and meanings in the learners’ speeches and/or written outputs is not tantamount to poor proficiency in the usage of the English language. As argued by some scholars in the field, (Crystal, 2001; Gustilo & Dino, 2017) it is an exemplification of language users’ creativity and innovativeness. Thus, such a feature in forming or using localized words is to be allowed in the different speech domains in an English class. Such paradigm shift requires a total reorganization and recalibration of the syllabi/curriculum, allowing teachers and learners to use localized forms as resources for teaching and learning, reorientation of teaching approaches, and redesigning of assessment practices and instructional materials. In addition, what constitutes communicative competence should be redefined to include competences that show awareness and flexibility in the use of different English varieties. Rajadurai (2005) underscores the vibrancy and diversity of emerging varieties of English which, in turn, further positive regard towards these varieties. Accordingly, these findings call the attention of English teachers to deal with the global communicative uses of the English language while accounting for its surrounding sociolinguistic realities in local contexts.

Recommendation for Future Research

In order to validate the claims of this study, further investigations are needed to explore other communication domains across different Englishes wherein new local forms and meanings are likely to thrive in order to investigate how widespread the use of new local forms is in different speech domains. Additionally, a comparative study investigating the attitude of the younger generation and the more seasoned teachers of a new English variety towards its use of localized forms in different English speech domains can be carried out to verify if the two age-groups have significantly varying levels of acceptability. Lastly, future investigations will do better if they increase the number of participants, involve different groups in the intelligibility and acceptability tests, and improve the instruments to be used in measuring the intelligibility of local forms and attitudes of users towards the new forms and meanings created in certain English varieties.

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Effect of Home Support Program in English Proficiency for Preschool Learners in Thailand

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Abstract

The study was conducted to establish the positive effects and the need of an academic intervention in the academic performance of the bilingual students in Thailand. The intervention served as an academic supplement, in the truancy of homework, for students in

need of attention in the areas of their learning in order to achieve the school's academic standard. The participants were Japanese students learning English in Bangkok. The students' academic performance was gauged by a pretest proceeded by an academic intervention, for the experimental group, in the form of a Home Support Program then followed by a post test. The result was very satisfactory deeming the Home Support Program to be favorably effective and highly recommendable. Therefore, the study concluded that educational institution as well as educators must look forward into working together to designing and implementing academic intervention of any form to the students who are in need of educational and academic support for their learning development.

Keywords – *home support, English proficiency, preschool, academic performance.*

Introduction

Early childhood is believed to be the foundation of one's education. The primary learning acquired formally is from the moment a child stepped into a classroom set up with a teacher and a group of other learners. A certain research shows that as early as nine months of age, learning gap in children can be seen as to be advantaged or disadvantaged. A child's success in academics in primary and secondary levels can be predicted in the level of their early knowledge of Math; meaning, a child's understanding and performance of early math skills predicts later reading achievement even better than early reading skills do (Chu, vanMarle, & Geary, 2016). Learning deficiencies or difference in learning styles in children can be determined at early childhood.

There had been studies recommending intervention to help meet and improve these deficiencies and learning styles, however; these recommendations work efficiently when addressed appropriately and carried out aptly. Some researchers studies about embedding games in learning (Lin, 2010; Nguyen, Khuat, & Huyen, N. Th. Th., & Nga, 2003). Dr. Howard Gardner, professor of education at Harvard University, identified seven distinct bits of intelligence; Visual-spatial, Bodily-kinesthetic, Musical, Interpersonal, Intrapersonal, Linguistic and Logical-Mathematical. Gardner states that these differences, in a system that assumes that everyone learns in the same way with the same materials and a uniform standard testing measure, is indeed a challenge as this system is densely biased regarding modes of instruction and assessment (Maquiling, 2017). The author quoted that Gardner argues that what is more likely to be effective educationally is a diverse or contrasting set of the premise and that learners have distinctive, identifiable ways to learn; different learning styles.

Addressing these intelligence and meeting each learner's different learning style is a challenge. On the other hand, learning deficiencies are far more challenging to address and intervene. It requires study, time, effort and commitment. Learning disability or disorder varies in condition and specific needed intervention. These students who possess a deficiency in learning, nonetheless, have different learning styles as it is with normal students who need to be addressed accordingly as well.

Bilingual Kindergarten; Japanese-English Kindergarten in Thailand, follow the same policies provided that bilingual objectives are as well achieved. Japanese Annual events are included in the curriculum as required by the NCSK, as it is considered valuable for providing the student's opportunities to experience Japanese culture that they do not usually have in staying outside the country. Nevertheless, internationally recognized holidays and events are also practiced in Bilingual curriculum.

One of the goals of Kindergarten Education set by the NCSK is cultivated language awareness and enjoyment in speaking and listening through developing interest and curiosity in the language used in everyday life (National Commission for Safai Karamcharis, n.d.). As Bilingual kindergarten, this applies to both English and Japanese spoken languages. Learning and mastering the Japanese language is not a challenge as it is the student's mother tongue. English, on the other hand, takes up all the challenge that is left on the table. Skills such as reading, writing, comprehension, and speaking are not naturally acquired as they have to be taught and learned.

Kirakira Kids International School is one of the many Bilingual (Japanese-English) Kindergarten in Bangkok Thailand. Consisting of two distinct curricula; Japanese and English, it aims to comply with National Curriculum Standards for Kindergarten in Japan as well as the Creative Curriculum based in the US. Learning English as a foreign language is not an easy task for Japanese students at age six. Students learning style varies as well as their learning preferences. One inclination may not apply to another. For some student, an hour of English class is not enough for acquiring the skills needed to learn basic reading and spelling and much more, mastering them. Added time allotted for students who need extra assistance is necessary to help these students gain and achieve the goal.

Through the years, Kirakira Kids produced hundreds of bilingual Japanese preschool students capable of becoming a competent individual in an international setting. On the other hand, students finishing the kindergarten course without reaching the school's academic standards cannot be denied likewise. The School's academic and student records show that this happens most every year as the school practices open enrollment policy; the students can enroll

any time of the academic year as long as the class has not reached the maximum number of students. Furthermore, there are student records showing that the student had been in the school for three years and yet they have very nominal progress in their academic performance and quite some students who did not at all reached the school's standard.

This study focuses on the present Academic Year; 2017-2018 students. The school's academic record shows that at the beginning of the term, students show deficient performance when they reach K3 level from K2. Term 2 academic records show that for some students, their improvement is very minimal; the need for proper intervention is essential.

Objectives of the Study

This study focused on the effects on bilingual Japanese students after having completed the proposed Home Support Program as an intervention to meet their specific learning style. It aimed to determine the demographic profile of the Kinder 3 students in terms of age, sex, and parental presence; the academic performance of the bilingual students before and after the home support program on English proficiency; and the significant difference in the performance of the experimental group in the pretest and posttest result.

The significance of the Study

The Home Support Program benefited the student, teacher, the parents and the school. After undergoing the Home Support Program:

1. **The Student** acquired specific skills needed to learn the English language considering the learning style and practice.
2. **The parents** gained an understanding regarding their child's learning style, the know-how, and training on how to properly help the student improve and cope up.
3. **The teacher** was opened to recognizing different learning styles and into obtaining knowledge for the proper and appropriate method of teaching.
4. **The school.** The program; other than homework, as found useful, has a significant potential on broadening its focus and objective and venture to different areas of learning; style, disorders, and practices.
5. **The School Administrators.** Gained understanding that the support the administration provides educator's endeavor is crucial and imperative to improve the academic performance of the students which by all means must be available to them.
6. **Other Bilingual schools.** The program, as found effective, the schools can partake in the campaign of addressing children's specific academic needs and learning style

through taking up the challenge to innovate or create programs similar to the study or implement the Home Support Program as an intervention with their students when homework is not possible to be practiced.

Literature Review

Teaching children using their mother tongue is a common practice in education. The curriculum designed is in the first language of the learner as research shows that the first language has a small but important role to play in communicating meaning and content (Nation, 2003). To learn another language, however, it is a challenge. An author mentioned that the primary years of a child is a stage of immense growth and one of which that participates in this growth is the acquisition of language or learning to communicate (Bullard, 2010). Children who are under the age of 6, has a high potential of easily absorbing and learning a different language.

Kirakira Kids International School is a Japanese-English School. The student's age range from 1.5 to 6 years and all students are Japanese. It uses the Japanese Language as the main and English as the second or the foreign language. It practices a bilingual way of instruction. In an article, it states that children learn the language the most during their toddler and preschool years; concluding that kids acquire two languages easily when growing up in a bilingual environment (Hoff, 2018; Li, Taft, & Xu, 2017).

Also, McDermott stresses that culture and language are more than scripts acquired or merely conversations, they are essentially part of the learners' conversation in a given culture (Norton & Toohey, 2001). Kirakira homeroom teachers in a class level consist of a Japanese speaking and an English speaking teacher. Although the language classes are held separately, the time spent after those classes are with both teachers speaking two distinct languages while the kids are at school.

In their book, *Tasks for Independent Language Learning*; the authors stressed out different skills in learning language, four of which are: Reading; picture clues, modeling pronunciation and intonation, Writing; writing ideas and identifying errors, Listening; listening practices and detecting implicit and explicit cues, and lastly Paralinguistic; strategies in communication, gestures and body language (Gardner & Miller, 1996).

Also, speaking is one of the skills a student needs in learning the language. Spoken language is as important as the unspoken ones. Looking at the skills, the kids learning another language needs time to acquire and master the skills such as reading, listening, speaking and writing, and students not only learn a language with just one skill. For traditional or public

schools, the time to get academic work and the learning done is not limited in the classroom. School work can be done at home if the students do not finish a task or a project to elaborate a particular subject or topic further. Students who are experiencing difficulty in coping up with timed school work can use homework as a means of completing the unfinished work in school at home. That way, the student will not miss out anything from school and not be caught up with accumulated unfinished school work. However, there had been so much misuse of homework.

Homework in itself does not create a negative effect on students and family, given that the amount and difficulty of it are well thought of and considered. For homework free countries or schools, what measures are being taken for students who are falling behind their academic performance? Intervention is in place, considering the present academic situation of the student and the participation of parents. Kratochwill and Stoiber formed a task force for Evidence-Based Intervention (EBI) identifying intervention methods and approaches with domain groups with one of which is the Academic Intervention Program along with six others intervention programs (Kratochwill, n.d.).

The book *Implementing Evidence-Based Academic Interventions in School Settings* mentioned about the 2001 NCLB law which stands for No Child Left Behind which ensures that quality interventions will be acquired by all student (Rosenfield & Berninger, 2009). Moreover, the authors mentioned that interventions that are not well implemented, regardless of the quality, there will be no good outcomes. Another book discussing about EBI is *Essentials of Evidence-Based Academic Interventions*, where the authors made it clear that educators still must make sure that instructional materials and methods are a good match for individual students because simply having an evidence-based program does not ensure that it will work out with all learners (Wendling & Mather, 2009).

The above-mentioned studies and literature affirmed ideas related to the research and they were found necessary and useful as to be a fundamental part for this study, also as sources of substantial data vital in establishing direction and framework in conducting this research. With all the information and knowledge contributions, the researchers gained deeper understanding of the research at hand. Aligned with the current study, the researchers believed that children from 6 years under; are like sponges in acquiring new information such as a second language . There is a high possibility that children attending a bilingual preschool have the potential to learn two languages at the same time.

The literature and studies retrieved regarding effective intervention (Rosenfield & Berninger, 2009) have created a big impact which influenced and deepened the views of the

researchers concerning the effects of an intervention to students and the need for educators to continuously design intervention of such kind.

Methods and Materials

This study used the plan, act, observe and reflect process by Stephen Kemmis, and implemented the proposed home support program on the experimental students as an intervention. The researchers performed a Quasi-Experiment wherein the experimental students were given a pretest prior to the Home Support Program then the same test was given to the same sets of students after undergoing the Home Support program; testing the program's effectivity by measuring the improvements on the respondents' level of achievement based on/compared to their previous performance in the tests.

The program was carried out to 18 K3 Japanese bilingual students as the experimental group who have a combined style of solitary learning and visual learning and have low academic performance; all students are from Kirakira Kids International Kindergarten in Bangkok, Thailand. The researchers found these students as the fitting respondents to this study. The researchers handed out a letter of approval and permission to Japanese parents of the following students to participate in the program and the parents to take part in support to their children.

Respondents of the study

Kirakira Kids International Kindergarten K3 level is 37 in population. This research used 100% of the class population as the respondents. The researchers used non-probability sampling particularly on Judgmental sampling or purposive sampling; choosing only those who are appropriate for the Home Support Program; students who are observed to be solitary, visual learners and showing low academic performance as candidates to benefit from the program.

To determine the commonality of the students with low academic performance, an interview with the class teacher was conducted by the researchers for kids' profile and academic skills indicating their strengths and weaknesses; learning pattern and performance. A test paper is constructed by the researchers and the class teacher, to be used for the pretest and posttest of the students. The content is based on the present curriculum the bilingual school is implementing in K3 students. The test is designed appropriately for 6 years old bilingual students; the duration of the test is not interminable, it encompasses the four learning categories of the school; listening (comprehension), speaking, reading and writing, compressed in one generic test.

The researchers used the school's Key Performance Indicator (KPI); International Organization for Standardization (ISO) recognized, for standard grading of the students as to whether or not they reached or passed the school's grading for the academic standard.

Data collection procedure

With the approval and provision of Kirakira Kids International Kindergarten, the researchers was allowed to conduct the interview with the class teacher regarding the students' academic performance and learning pattern as observed. The experimental group was identified. The researchers was allowed to design the instrument for pretest and posttest and used it under the administration of the class teacher. The researchers was granted by the student's parents permission to conduct the study and undergone the intervention program with their children.

The students took the pretest administered by the teacher and researchers, after which the students underwent the Home Support program and took the post-test as facilitated by the teacher and the researchers. All information and scores were computed and compared.

Analysis of data

The researchers used the experimental method in studying the result of an independent variable; a home support program, on dependent variable; academic achievement using test. A comparison was made between the experimental group; who undergone Home Support Program as an intervention which uses materials designed specifically for students with a different style of learning to be implemented at home, the scores from the pretest to posttest.

The result from the pretest was compared to the result of the post-test. The success of the program is equally represented by the success of the experimental students' score. The researchers used School's KPI scoring; ISO recognized, for the final grading and evaluation as to whether they reached the school's academic standard or not.

To examine the dissimilarity from pretest to posttest scores with a few respondents can be very challenging but still achievable by analyzing traces of change in scores of each individual. The score difference can be computed (post-test scoreless the pretest score) and totaled (Insightassessment.com, n.d.)

The researchers used pretest and posttest analysis by the Variance of Gain Scores (Becker, 1999; Dimitrov & Rumrill Phillip D., 2003; Jamieson, 2004). Gaining more points on the post-test strongly proves the effectivity of the intervention and shows that the respondents benefited from the program. The question at hand is whether the increase in scores

from pretest to posttest is enough to reach the school’s academic standard to deem the home support program effective for actual implementation. By calculating the difference between the pretest and posttest scores for each respondent followed by analyzing of those differences in a T-Test using Home Support Program (experimental pretest vs. experimental posttest) as the sole factor, the question mentioned will be answered. If the effect in the experimental group is significant, then the change from pretest to posttest is different in the two groups; this gain score analysis is the analysis of the score differences.

Applying Becker’s Analysis Variance of Gain Scores (Becker, 1999), the researchers first computed the gain score then analyzed the scores in variance analysis with the Home Support Program as the factor of two subjects. The difference from pretest to posttest can be calculated for each respondent by subtracting each student’s pretest score from his or her posttest score.

Also through the use of the T-test, the computed z value of the score for the experimental group indicated a significant difference between the pre-test and post-test scores. The gain score analysis focuses on the development that takes place from the pretest to the posttest.

Results and Discussion

Kirakira Kids International Kindergarten’s whole school population from Nursery 1 – Kinder 3 consist of 187 students, all students are of Japanese Nationality and all native Japanese speaking students. Although some of the students are born in Thailand, they are not raised in Thai culture and tradition in their Japanese culture-centered Home. Most of the student’s family have been staying in Thailand for 1 month to 2 years before coming to Kirakira to enroll their kids for bilingual education.

The demographic characteristics of the respondents; students from Kirakira Kids International Kindergarten, the Academic year 2017 included in this study consist of the respondents’ age, gender, and parental presence.

Table 1. Profile of the students, n=19

Profile variables	Frequency	Percentage
Age		
6 years old	19	100
Sex		
Male	10	52.6

Female	9	47.3
With parental presence		
Father	19	100
Mother	19	100

Table 1 presents a total of 19 student-respondents, all belonged to the oldest age bracket of 6 years old in the whole school since Kirakira school only accommodates children from 1.5 years of age until 6 years of age. 37 or 100% have the same age range; 10 or 52.6% of the respondents are male while 9 or 47.3% are female. The result implies that all students are eligible to the proposed Home Support program as 100% of the students have the parental presence at home.

Table 2. Academic performance of the students before the home support program on English proficiency

Statistic	Statistic
Mean	63.67
Median	66.00
Mode	71.00
SD	.13599
Minimum	35
Maximum	93
Skewness	-.315
Skewness Standard Error	.536
Kurtosis	1.063
Kurtosis Standard Error	1.038

The academic performance of K3 Japanese bilingual students before their participation to home support program on English proficiency had a mean point of 63.67, and the median score is 66.0. The lowest grade was 35.00, and the highest grade is 93.

When it comes to the shape of the distribution, the skewness is -.315 which was tested as not significantly skewed which means that symmetry can be assumed. A kurtosis of 1.063 was tested as leptokurtic which means that the distribution is more clustered around the mean.

Prior to taking up the pretest, the students have a level of academic performance which is below the academic standard of the school verifying the existing academic performance of the group. The group did not reach the standard score required by the school which is unlikely with what group A achieved.

Instructional materials and methods are good but do not ensure to work out with all learners (Loyens, Magda, & Rikers, 2008; Redish, 2003). The student's utilized instructional materials and learning practices but their academic performance display dissimilarity in level. Their low scores deemed the need for interference in the students learning practice and skills.

Without the Home Support Program as intervention, since Homework is not practiced in the Japanese Kindergarten; the students' low academic performance may persist, and the students in this group may continue to achieve below the school's academic standard. The figure below shows the academic performance of the students before the conduct of the home support program on English proficiency.

Figure 1: Academic Performance of the students before the conduct of the home support program

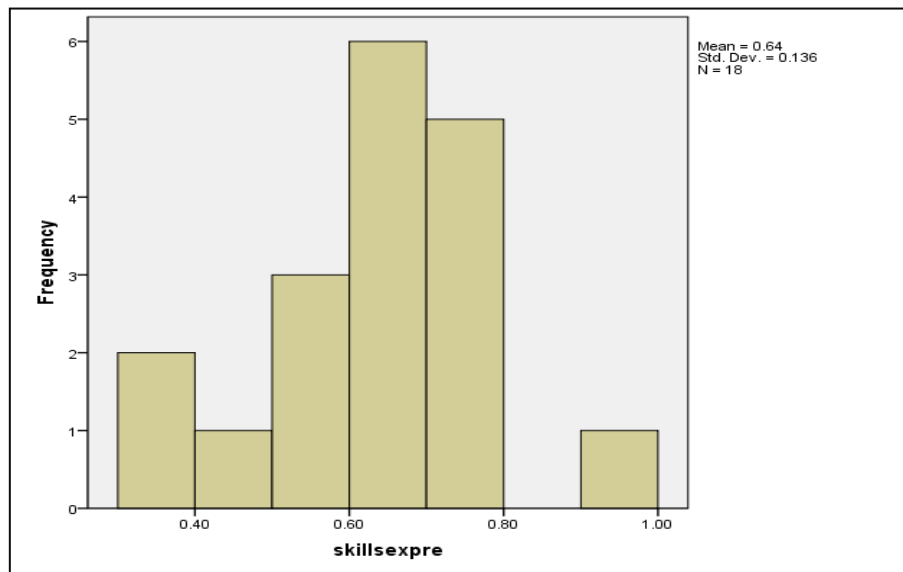


Table 3. Academic performance of the students after the home support program on English proficiency

Statistic	Statistic
Mean	86.67
Median	87.00

Mode	85.00
SD	.05347
Minimum	70
Maximum	95
Skewness	-1.704
Skewness Standard Error	.536
Kurtosis	5.048
Kurtosis Standard Error	1.038

As seen in Table 3, the academic performance of students after their exposure to home support program in English proficiency had a mean point grade of 86.67 while the median score is 87.00.

With respect to the shape of the distribution, the skewness is -1.704 which was tested as significantly positively skewed which means that symmetry cannot be assumed. A kurtosis of 5.048 was tested as leptokurtic which means that the distribution is more clustered around the mean and the kurtosis values are large positive.

The result of the post-test revealed that the students; after undergoing the Home Support program as an academic intervention, achieved such a high climb on the scores. A statement from Gulden Uyanik Balat agrees that a well-thought-of selected materials; taking the learner's different style in consideration and appropriate environment plays a big factor in improving and supporting the children's process in acquiring basic concept knowledge (Balat, 2009), hence the huge leap in the respondents in experimental group's score in the posttest after they have undergone the Home Support Program.

The score difference does not only displays the student's overall academic performance improvement, but this also exhibits the students' increase in terms of skills in Reading, Writing, Speaking and Listening. The following learning skills are mentioned to be of high importance in the book: Tasks for Independent Language Learning (Ahmadian, 2016). The intervention implemented focused on the said areas of learning and the skills required for the students. The Intervention aimed not to improve the student performance momentarily, but it targets a long term effect on the students' academic performance improves.

The figure below graphically illustrates the distribution of the academic performance of students in English after the home support program in English proficiency.

Figure 2: distribution of the academic performance of students in English after the home support program

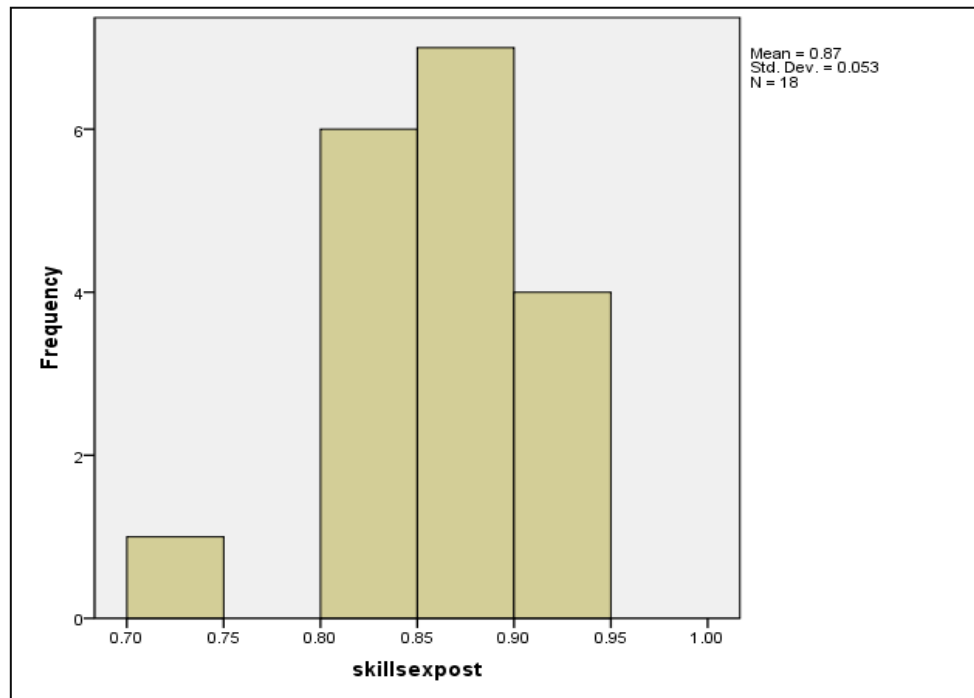


Table 4. The difference in the academic performance of the students before and after the home support program on English proficiency

Categories	Mean	t	p
Pre-test	66.00	-3.726	.000
Post-test	87.00		

Data analysis of the pretest and posttest scores of the students revealed a significant result. The score of the students climbed up from 66.00 to 87.00.

Through the use of the t-test, the computed value of -3.726 indicates a significant difference between the pre-test and post-test scores of the students. Looking at their median scores, it can be said with near certainty that the intervention made is quite effective in improving/enhancing the academic performance of respondent- students in the experimental group.

Looking at their median scores, it can be said with near certainty that the intervention made is quite effective in improving/enhancing the academic performance of the respondent-students in the experimental group. In the book *Implementing Evidence-Based Academic Interventions in School Settings*, the authors mentioned that interventions would produce no good outcomes if they are not well implemented; regardless of the quality (Rosenfield & Berninger, 2009). The results found in the study confirm that the proposed Home Support Program is a qualified intervention for Bilingual Japanese Students to increase further not only their academic performance but in particular skills required to have a long term effect on the students learning practices. Students, in general, may start off showing low performance academically; nonetheless, the end result can dramatically be the opposite of how they start.

Conclusions and Recommendation

Based on the results of this research, the researchers concluded that all Kinder level 3 students in Kirakira Kids International Kindergarten are all bilingual and share the same age range. Parental presence at home is existent in all of the students. There is a significant difference on the academic performance and the posttest result. There is a significant difference in the scores of the experimental group in the pretest and posttest; resulting to a positive effect on the academic performance of the student-respondents.

It is recommended that parents should be open to gaining understanding regarding their child's learning style and practices. They should take part in the training on how to properly help the student; their children to improve and cope up using various means other than homework when it is not an option. The parents should be open to working cooperatively with the school teacher regarding the student; their children's learning development. A parent should be involved in the improvement of the student's skills and in acquiring them. On the other hand, the teacher must be open to recognizing different learning styles and practices; into obtaining knowledge, different methods and approaches for proper and appropriate means of teaching. They should make an effort to maximize the students' potentials and learning skills for improving their academic performance. For the school, it should provide other than homework and normal classroom activities, programs as a learning supplement to students such as the Home Support Program used in this study. The school must also broaden its focus and objective into venturing to different areas of learning; style, disorders, and practices to meet the students' need in learning development; particularly on students who need it.

Other bilingual schools should partake in the campaign of addressing children's specific academic needs and learning style by innovating or designing programs similar to the

study or implement the Home Support Program as an intervention with their own students when homework is not practiced in their institution. Ultimately, this Home School Program must be implemented to bilingual students who display the need for it. Educators and Researchers must never stop to study and create methods and approaches for the learning development of students as a unique individual in and out of the classroom.

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Socio-Economic Representations in English Language Textbooks Used in Regional Indonesia

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Abstract

This study aimed to examine socio-economic representations in senior high school ELT textbooks used in Lombok as a typical region of Indonesia. Data for this study were purposively collected from five English textbooks used in senior high schools the island. Data were analyzed by employing Fairclough's three-dimensional model (description, interpretation, and explanation) of critical discourse analysis. Findings of the study show that a significant portion of the texts still show inaccurate, inappropriate socio-economic representations of the students in all aspects under study. Results of analyses of the texts show that the texts use all types of processes and multimodal features; while contextual analyses show varieties in the time and place of the text production and the texts being referred to. Interpretation of the texts also shows producer's and interpreter's divergent, even conflicting perceptions of students' representations. Finally, analysis of the power behind discourse that shaped and influenced presentation of the students' representations in the textbooks includes *institutional agents*, namely, the government, the publisher, the recipient schools, and *societal agents*, namely, globalization of Western culture (and English as a global language), Indonesian culture and values, ICT (Internet), mass media, and the market.

Key words: critical discourse analysis, socio-economic and –cultural representation, ELT textbooks

Introduction

Indonesian Minister of Education Regulation No. 2 of 2008 concerning Books sets forth that textbooks shall contain learning materials that enhance faith, religiosity, noble character, personality, mastery of sciences and technology, esthetical sensitivity and capacity, and kinesthetic and health capacity that are prepared based on educational national standards. Tomlinson (1998, pp. 8-11) asserts that good ELT textbooks have several characteristics including learner's cultural inclusion, while Dey (2015) stresses that textbooks should be useful for the students and teachers and represent the background of the students.

Although the government has set standards for publication or production of textbooks and the criteria for good textbooks as provided above, studies still identify multiple issues in Indonesian ELT textbooks. Recent studies on ELT textbook analysis in Indonesia have mainly focused on analysis of textbooks in relation to teaching activities. Only several studies have been conducted on representational

issues, yet mainly about gender and cultural representations. Sari (2011) and Putra (2012) found out that the books contain gender stereotypes, male domination, and male favoritism over females. Damayanti (2014) identified gender asymmetry in the pictorial texts of the textbooks examined. Syarifuddin (2014) claimed the presence of sexism with strong male favoritism in the analyzed textbooks. With respect to cultural representation, Hermawan and Noerkhasanah (2012) found out that target (English) culture was more salient in the textbooks. Silvia (2015) also identified that presentation of cultures in the textbooks was just artificial rather than substantial. A study by Candrawati, Seken and Nitiasih (2014) discusses socio-cultural representations in EFL textbook published by Indonesia's Ministry of Education.

It is discovered that students' family socio-economic status is strongly correlated with their choice of learning strategies and academic achievement in English (Mohseni & Rabiee, 2014; Weda, 2018), so far very few studies have examined socio-economic status representations in textbooks. Jazadi (2008, pp. 187-198) partly examines cases of socio-economic representations identified in Indonesia's senior and junior school EFL textbooks. Ena (2013) examines socio-economic diversity in Indonesian e-textbooks. In fact, research on socio-economic status representations in ELT textbooks is as important to do as that on socio-cultural status. Ena (2013, p. 79) argues that appropriate inclusion of socio-economic and socio-cultural backgrounds of the students in the textbooks increases their motivation and facilitate them in learning the materials and so increase their chance to succeed in learning. Ena (2013, p. 79) further states that imbalanced or irrelevant representation of socio-economic and socio-cultural status would demotivate students who feel not represented in the textbooks. On the other hand, relevant and accurate description of their socio-economic and socio-cultural representations increases their motivation in learning and augments their performance and achievements.

In view of the above, this study therefore focused on the socio-economic representations as identified in Indonesian senior high school (SMA)/vocational senior high school (SMK) textbooks used by the local schools in Lombok, West Nusa Tenggara (NTB) Province as a prototype of regional Indonesia. This study specifically aimed to answer the following questions: 1) What is the socio-economic status of people in Lombok as observed in daily life and through literature? 2) What are the socio-economic representations contained in Indonesian senior high school/vocational senior high school ELT textbooks? 3) What are the pedagogical

implications of the findings of the study, especially on textbook writing and English language teaching with regard to socio-economic representations?

Methods

Data to answer the first research question relied on literature survey and participant observations as all the researchers have grown, lived and been educated in the province. Meanwhile, data for the other questions were purposively collected from five English textbooks used by many general and vocational senior high school (SMA/SMK) in Nusa Tenggara Barat (NTB) Province, namely, *Look Ahead: An English Course for Senior High School Students Grades X and XII* by Th. M. Sudarwati and Eudia Grace, published by PT Erlangga, 2007, and *Essential English for Vocational Schools for Novice, Elementary, and Intermediate (1, 2, 3) Levels of SMK and MAK* by Rudi Sarjito and Endar Yuniarti, published by PT Tiga Serangkai Pustaka Mandiri, 2012. These textbooks are included in the list of textbooks that fulfill the Indonesian government regulation for use at school. Thus, teachers may simply use them and are freed from developing their own teaching materials (Aziez & Aziez, 2018, p. 66). Data for the study focused on socio-economic representation aspects that cover occupation, social class, and lifestyle.

The study employed Critical Discourse Analysis, herein Fairclough's three-dimensional model (1989, pp. 109-168) in analyzing the status representations. Fairclough claims that discourse comprises three elements, namely, text, interaction, and social context. A critical discourse analysis therefore aims to analyse the discourse through three stages, namely "*description* of text (text analysis), *interpretation* of the text and interaction (process analysis), and *explanation* of the relationship between interaction and social context" (social analysis).

Analysis of texts in the form of written texts in the textbooks used Halliday's Systemic Functional Grammar, specifically transitivity as a system construes experiences into a set of process types (Halliday & Matthiessen, 2004, p. 170), including material, mental, relational, verbal, behavioral and existential. Meanwhile, the study employed Kress and van Leeuwen's multimodal analysis was used for analyzing visual images, which includes analysis vector, gaze, pose, framing, for the three major metafunctions of visual semiosis, including representational metafunction, interpersonal metafunction, and textual metafunction (Koradzdi, 2012, pp. 62-63).

Interpretation of the socio-economic status representations in textbooks using Fairclough's model included interpretation of the text as well as its situational and intertextual contexts (Fairclough, 1989, pp. 141-143). Interpretation of text in the textbooks should cover meanings of the processes, multimodal features and other linguistic features (if any) in the texts with regard to socio-economic status representations. Meanwhile, interpretation of context of the texts concerns with two domains, namely situational (social orders) and intertextual contexts (interactional history). In other words, it "refers to the situational context [questions about time and place] and the intertextual context [additional texts/information about or from producers and their product] as central for the process of interpretation" (Janks in Hoepfner, 2006, p. 5). Qiu (2013, p. 1879) asserts that interpretation concerns with analysis of the discourse practice or interpretation of the relationship between the discursive processes in the production and interpretation and the text.

Finally, explanation (social analysis) of the texts in the textbooks concerned with the "power behind discourse" that shaped and influenced the producer's (publisher/textbook authors') interpretation about students' representation, including ideologies (assumptions about culture, social relationships, social identities) and "the societal bodies, institutions, organizations, and cultural norms that govern the process of "text" production", herein institutional and societal agents (Baig, 2013, p. 129 & 132). Pedagogical implications were derived from analysis and interpretation of the results of the data analysis using Fairclough's three-dimensional model, which includes description, interpretation, and explanation. The three-dimensional model is shown in Figure 1.

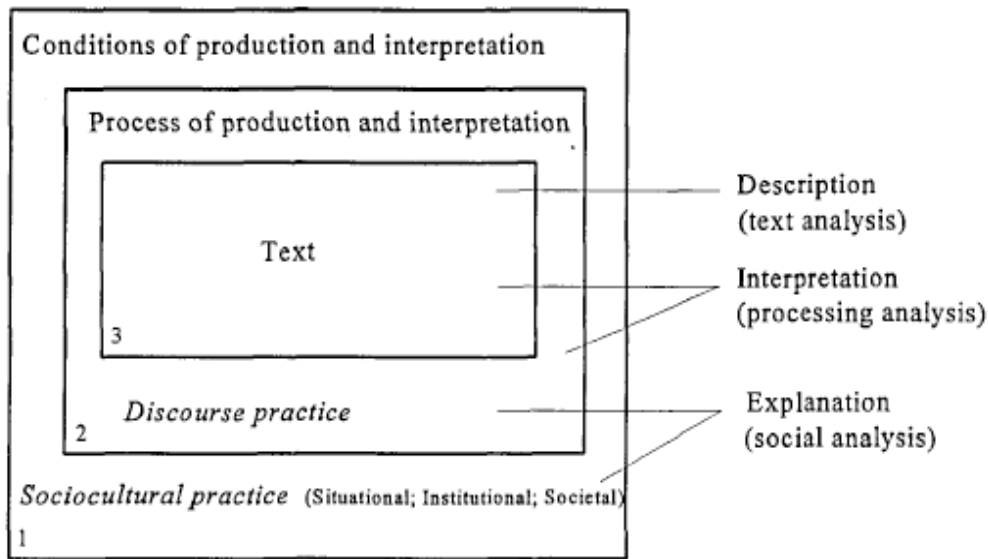


Figure 1: The three-dimensional model of analysis (Source: Janks, 1997, p. 330)

Findings and Discussion

The socio-economic profile of Sasak people in Lombok

Lombok is one of two main islands and home to some 3.4 million people or about 75% of the population of West Nusa Tenggara Province. The main ethnic group is called Sasak making up of 80% of the island population, most of whom embrace Islam as their religion (Afandi, 2016, p. 14). The findings and discussion in this sub-section is by no means to negate the fact that Sasak people are a prototype of regional community in Indonesia as in many cases the profile is shared by the majority of Indonesian citizens such as being Muslims, of Malay origin, and having similar socio-cultural and economic circumstances. It is also acknowledged that the goals of Indonesian national education that guide textbook writing at the national level also binds the students and teachers in Lombok. Thus, the profile discussion may serve a sort of case study of the users of national textbooks at a regional level. The economic profile of people in Lombok is described in terms of occupation, social class, and lifestyle below.

Occupation

The work carried out by the people of Lombok as part of 2,057,752 productive residents in West Nusa Tenggara is generally dominated by agriculture (46.93%), followed by trade, hotels and restaurants (19.87%), services (13.50%), and other jobs which are each below 10% (Hasbullah, Fauzi, Fatimah, Yuniarti, & Syarifudin, 2012, p. 183). This data is in line with the observation of Afandi (2016) which states that the economy of the Sasak people has traditionally revolved around agriculture and fishermen, with being farmers as the dominant

one. On the other hand, tourism has begun to generate substantial economic activities in Lombok. Related to job seekers, based on data sourced from the NTB Provincial Manpower Office, in 2012 the number registered in NTB Province was 67,563 people, consisting of 45,182 men and 22,381 women. Of these, 37,320 people had been placed, but the jobs were dominated by workers only graduating from elementary school, reaching 39.16 percent (Statistik, 2013). This is to do with the average length of people schooling in West Nusa Tenggara which is 6.85 years or not completing the 7th grade as the province data of 2011 shows (Hasbullah et al., 2012, p. 182). In fact, it is found that West Nusa Tenggara ranks the second biggest province in Indonesia with illiterate adults (7,91%, of the population (Esy, 2018) and community learning centers have operated to help them with literacy programs (e.g., Sudika, Paridi, & Baharuddin, 2018).

The economic resilience of the Sasak people (the poor category) is supported by two conditions. First, the Sasak people carry out economic activities with limited use of money, namely through the implementation of production for the benefit of their own family or the local small market, and mutual cooperation activities between citizens in harvesting or physical construction of houses or public facilities (Afandi, 2016). Second, women involve themselves as migrant workers. Migration is able to change the sociocultural order of society, especially those relating to gender roles and at the same time changing the appearance of village women. When the decision of women to migrate was taken because of the impetus of poverty, at that time there had also been a change in gender roles in households where women made dominant economic contributions and were not often the main breadwinners (Tjandraningsih, Widyaningrum, Hermaniar, & Mahatmaji, 2009).

Social class

Even though all citizens are in the same position, obligations and rights before the law and the life of the nation and state, as sociological phenomena, they remain stratified in different social classes. The social classes found in the Lombok community (or Sasak) are formed or try to be maintained through processes that are inherited (ascribed), a combination of inheritance and achieved results, and those which are purely achieved (Alaini, 2015).

First, some Sasak people assume that they are broadly divided into two levels, namely nobles and ordinary people. A status as nobles or *jajarkarang* is identified from the title carried in the name, namely *Lalu*, *Datu*, *Baiq*, and *Lale*. These titles bear trust and demand from parents and the community that the person is courageous, authoritative and confident, and not easily giving up on life challenges. Persons of noble status always try to maintain their status, among others, by choosing friends to hang out and maintain certain traditional values (Afandi,

2016). In fact, some people who carry noble names work as small employees or laborers too, but in general they remain respected as Lombok nobility as long as they show a commendable personality. In the life of society, the main strength of the persistence of authority and influence of traditional aristocrats in the social stratification system in Lombok depends on the survival of those who support the system. One very prominent form of such a tradition is *sorong sera haji krama*, which is part of a marriage procession that strictly uses fine Sasak language and certain procedures (Kumbara, 2008, p. 322).

Secondly, the social stratification of the Sasak people as part of the process of achievement which is influenced by inheritance factors, specifically in the *Tuan Guru* (master teacher) profession and the people as followers. Someone bears the title of a master teacher if he has a high religious knowledge, masters the knowledge of the Qur'an and Hadith, has a noble character, becomes the main teacher in Islamic boarding schools and recitation assemblies, and has followers who are loyal and militant in large numbers. The achievement of someone as a master teacher in many instances is influenced by the inheritance factors of parents or predecessors, namely in the form of Islamic boarding school or *pesantren* infrastructure, Islamic study assembly organizations with a lot of followers, and moral calls or obligations to one or more of the heirs to gain the highest possible religious knowledge and to be given the status by the congregation as a master teacher (Kumbara, 2008, pp. 320-321).

Third, the Sasak people also realize that social status can be achieved through an open system; each member of the community has the opportunity to work with his or her own skills to rise in in the social layers. For example, the achievement of someone from an ordinary background becomes the highest leader in his area trying to build the legitimacy of his power by building a Sasak identity on the implementation of his policies. For example, by stipulating that in each village head inauguration event, all present officials must wear Sasak traditional clothing, or by establishing themselves as kings after receiving parliamentary support (Kumbara, 2008, p. 323).

Lifestyle

Some typical features of the Sasak community are expressed by Afandi (2016): (1) relations in the family and society are very strong; (2) social groups are based on customs; (3) strong belief in religion; (4) skills inherited from parents to their children, while practicing with little theory and experience; (5) laws that apply basically are not written and are known and understood by all adult members of society. Discussions about social class above also explain how Lombok people give their trust to traditional, religious, and formal government leaders to regulate their social life.

In fact, the lifestyle of a society is not only determined by dependence on values held, but also on the socio-economic realities faced. In this regard, Lombok as part of NTB Province is still one of the poorest provinces in Indonesia with a low human development index although various improvements in transportation infrastructure, education and health facilities and increasing diversity and access to employment opportunities have occurred (Tjandraningsih et al., 2009).

The number of poor people and open unemployment in West Nusa Tenggara is quite large despite experiencing a small decline in the range 2007-2010, which is 24.99; 22.10; 21,55; 19.73 (% of unemployment) and 6.48; 6,20; 6.0; 5.50 (% of open unemployment) (Hasbullah et al., 2012, p. 186). The lifestyle of the poor cannot be separated from limitations. For example, a lifestyle study in Central Lombok found that the income of family farmers is still very low. The average income is only IDR 99 141 / capita / month far below the poverty line of the Central Statistics Agency (BPS) of IDR 150,000 / capita / month. Most of the income is used for food expenditure (72%). The average nutritional status according to the Body Mass Index (BMI) of husband and wife farmers is normal (Sukandar, 2007). Thus, the lifestyle of Lombok people who are in poor condition focuses on meeting food and health needs.

The description of occupation, social class, and lifestyle of people in Lombok above serves as comparison to the same issue found in the school textbooks as presented below.

Students' Socio-economic representations in the ELT textbooks

A number of 25 excerpts of texts or images from the five textbooks were purposively selected for a complete version of this study (Subroto, 2016). The analysis of the texts is organized into aspects of occupation, social class, and lifestyle. However, for the size of the present article, only one excerpt for each of the aspects is presented.

a) Occupation

An excerpt of the textbook contents as a sample for occupational representation analysis is presented in Figure 2.

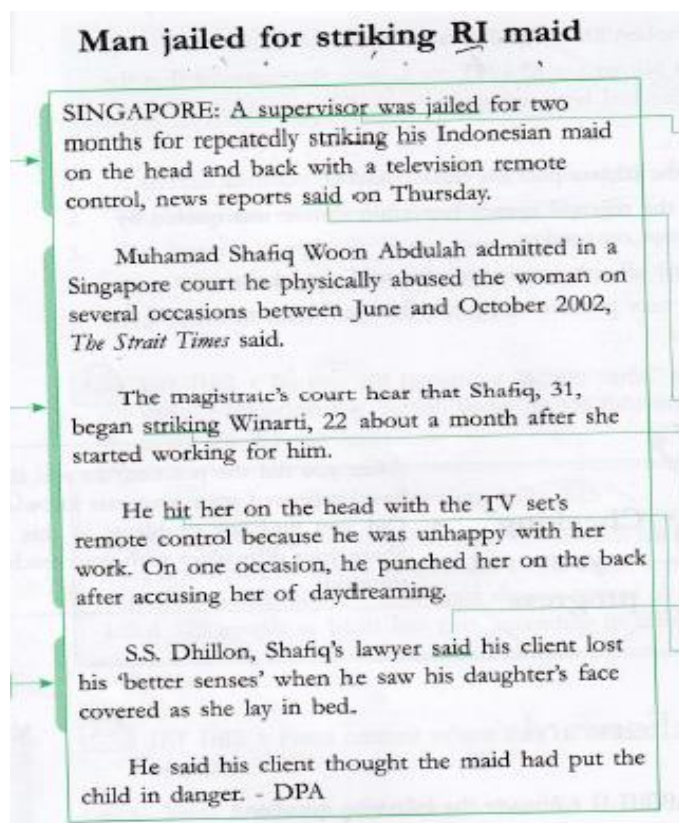


Figure 2: Excerpt of occupational representation

(Source: *Look Ahead: An English Course for Senior High School Students Grade X*, p.194)

Description

As the title suggests, the above news story is about the incarceration of a Singaporean man who was convicted of having beaten Winarti, his household assistant (maid), who came from Indonesia. A process analysis of the text shows that Muhammad Shafiq Woon Abdullah, the Singaporean employer, is depicted in material, mental, verbal, and relational processes. A relational process refers to his "unhappy" relationship with the maid, while mental processes point to what he saw and thought the maid did to his daughter, making him to lose sense. This resulted in his accusation of the maid's misconduct and admission of his guilt, showing verbal processes. Material processes describe how he struck, abused, hit, and punched the maid, resulting in his jailing. The maid, however, is presented only in material processes of working and putting the child in harm, in contrast to the lawyer who is just presented in verbal processes of defending the employer.

Interpretation

These processes as provided above imply that while the maid was just performing her regular jobs as a maid, the employer went through negative thoughts about the maid that made him abused and beat her. The text clearly shows how an Indonesian national (a maid) is powerless before her master (employer), who is a foreign personality. While the text appropriately represents the socio-economic background of the students, especially the case in Lombok with the outflow of a large number of local people working as low-paid workers overseas (especially in Malaysia and Singapore), it only reinforces the image that the local people (Lombok) can only work as low-paid laborers in foreign countries and are often the object of intimidation, bullying, humiliation, even torture by their foreign hosts. The textbook authors possibly chose to take the passage as a reading material as a demonstration of empathy for fellow citizens working as overseas workers due to mass media coverage on matter. The text, however, loses its educational value that instead of nurturing pride in the country and nation, it instils and strengthens an inferiority complex among the students.

An intertextual context search of the text at the producer's (DPA) website yielded no research, yet found out that the text is pervasively used as reading materials. A reference search in the Internet with key search words "Indonesian maid abuse in Singapore" yields 149,000 hits with a lot of stories about the matter. An article by Pneath (2015) entitled "Why is Maid Abuse so Prevalent in Singapore?" asserts that such mischief happens because many Singaporeans view the worth of a person merely on how much they earn; perceive the employer ('boss') to be much superior to the maid ('worker'); are not happy; and release their stress on the maid as the easy target. The text was apparently taken by the textbook authors to fulfill the requirement of the guideline (curriculum) about the matter.

Explanation

The above description mirrors the book authors' assumption (ideology) that Indonesians (especially overseas workers, locally known by the abbreviation *TKI* or *Tenaga Kerja Indonesia*) cannot compete overseas and often become victims of their employers' abuse. Indonesian socio-economic phenomenon and mass media were apparently the power behind the discourse that shaped the textbook authors about Indonesia's migrant workers. With regard to the students' socio-economic status representation, it should be acknowledged that the above text has accurately represented their status representation. Unfortunately, the presentation of their status representation as above would not increase students' motivation in learning as claimed by Ena (2013, p. 79). To the contrary, since the text portrays the negative aspects of students' status representation, it would definitely demotivate students in their learning as the

negative aspect of their socio-economic status representation is presented as such in the textbook.

b) Social Class

An excerpt of the textbook contents as a sample for social class representation analysis is presented in Figure 3.



Figure 3: Excerpt of social class representation

(Source: *Essential English for Vocational Schools for Novice Level (1) of SMK and MAK*, page 25)

Description

The above text portrays a person who introduces himself as Walter Sullivan. The verbal text depicts attributes of the narrator (I), his sister (Margaret), his sister's friend (Danny), and his little brother (Leo). The text is dominated by relational processes of the narrator, which includes his name, birthday, his house, information technology devices, and his mastery of languages. He also relates about his sister's attributes that are more dominated by material processes depicting her attributes and linguistic skills, as well as of Danny using relational and material processes. His little brother, however, has more relational processes. Standing

foregrounded against an abstract background, the narrator introduces himself to the viewers, with a vector heading to the viewers thus demanding their attention. His posture is the most salient aspect of his appearance: folding hands and gazing at vertical angle looking down to the viewers. Himself a Caucasian, the narrator wears a sports suit displaying “Washington” inscription on it.

Interpretation

The verbal text clearly depicts children of an ideal middle-class American family. This is identified from the narrator’s claim of his “small but nice” house, the family’s ownership information and communication technology (ICT) devices (computer, printer, etc.) and the family members’ education and mastery of multiple languages. The narrator introduces himself by folding his hands and looking down at the readers while wearing a sports suit displaying “Washington”. Indonesian viewers would generally consider such a posture as a manifestation of arrogance and underestimation of the background of the students who are Easterners. The larger portion the narrator allocates to tell about himself, while very few about others especially his little brother, implies the individualistic tendency of Westerners. Thus, in the eyes of Indonesians, the text represents “an arrogant, proud, individualistic Westerner (American)”, which only further reinforces Indonesian people’s stereotypes of an American.

The authors of the textbook were apparently motivated to use the text as authentic materials for introducing someone, yet were not aware of the representational consequence of the matter in the eyes of the readers (students). The text clearly does not represent the students’ socio-economic backgrounds in terms of social class. No intertextual analysis could be made since the provided link was not accessible at the time of the writing of this analysis. *Daily Mail* is “a British daily [conservative, middle-market tabloid](#) newspaper owned by the [Daily Mail and General Trust](#)”, yet no reference to the text is available. The text was just probably taken to fulfill the requirement of the guideline (curriculum) for such topic (introducing oneself).

Explanation

The textbook authors’ use out of the text apparently originates out of an assumption (ideology) that a Western (English) material makes it valid to be used in Indonesian context, regardless of the representational effects. It appears that globalization (superiority of authentic English materials) and the ICT (Internet) were apparently the power behind the discourse that influenced use of the text by the authors. Jamalvandi (2013, p. 98) found out that the textbooks in China contained general cultural references such as family relationships which present aspects that are more specific to certain cultures. Jamalvandi claims that textbook production


was still “stubbornly Anglo-centric” that failed to represent local cultures and was often the cultural target that the world should aspire to, imitate, and follow.

c) Lifestyle

An excerpt of the textbook contents as a sample for lifestyle representation analysis is presented in Figure 4.

E TRY THIS • Read the following text. Change the verbs into the correct past form. Then, answer the questions.

Punk Legend
JOHNNY RAMONE DIED



LOS ANGELES : Johnny Ramone, a guitarist and cofounder of the seminal punk band 'The Ramones' (*die*) (1) _____. He (*be*) (2) _____ 55. Ramone (*die*) (3) _____ in his sleep on Wednesday afternoon at his Los Angeles home surrounded by friends and family. He (*battle*) (4) _____ against prostate cancer for five years, and was hospitalized in June at Cedars-Sinai Medical Center. Ramone, born John Cumming, was one of the original members of 'The Ramones', whose hit songs *I Wanna Be Sedated* and *Blitzkrieg Bop*, among others, (*reach*) (5) _____ the Rock and Roll Hall of Fame in 2002. Johnny Ramone (*found*) (6) _____ 'The Ramones' in 1974 with Joey Ramone, Dec Dee Ramone and Tommy Ramone, the only surviving member of the original band.

Adapted from: The Jakarta Post, Friday, September 17, 2004

Figure 4: Excerpt of lifestyle representation analysis

(Source: *Look Ahead: An English Course for Senior High School Students Grade X*, p. 20)

Description

As suggested by its title, the above text is a brief obituary about Johnny Ramone, a famous punk musician, who died due to prostate cancer. A process analysis shows that the article writer uses existential processes to refer to Johnny's death, relational processes about his age and attributes as one of the founders of "The Ramones", and material processes about what Johnny did, including battling against the cancer, reaching the Hall of Fame, and founding the Ramones. Standing against a realistic background, Johnny himself is shown to hold a banner reading "Ramones", which refers to the band as a family of musicians. Growing long hair and bespectacled, Johnny gazes at the viewers, thus demanding their attention of him. With a

medium (social) framing of shot, Johnny wears a black shirt. A phrase “Hey Ho” is apparently visible on Johnny’s right hand, which is an expression of disappointment.

Interpretation

The text is clearly a veneration of a punk legend, Johnny Ramone. A story about a punk legend might resonate with school students who love a punk music, specifically Johnny Ramone’s songs, as they feel to be represented by the text. It is, however, doubted that Indonesian school students, especially those living on the island of Lombok, would really know him, who died a dozen of years ago (2004). An intertextual context search on the website of the newspaper did not return any results. However, a *Wikipedia* search on punk as a subculture shows that it is known as a movement that is anti-establishment, anarchistic, anti-capitalism, anti-nationalism, drug-consumption, etc. even to include sex promiscuity among its members. Besides, punk is a sub-culture that ‘promotes’ anti-establishment or rebellion. Moreover, many of the punk sub-cultural traits diametrically contradict the educational values promoted by the Indonesian government.

Explanation

The textbook authors’ use of the text was probably based on assumption (ideology) that including the text would empathize with punk fans among students. Globalization of English culture (especially punk) was probably the power behind discourse. This fact validates a claim by Yuen (2011, p. 463) that representation of Western cultures especially entertainment in local textbooks occur very frequently. This phenomenon was noted by Arngungu, whose study was cited by Shah, Ahmed and Mahmood (2014, pp. 91-92), who evaluated a number of English textbooks in Malaysia on issues relating also alcoholism or drunkenness, sexual deviation and pro-Western culture and identified that foreign language textbooks contain a lot of instances of foreign culture that contradict the local cultural values and morals.

Discussion

A general scrutiny of the types of representations shows that the texts in the two ELT textbooks under study can be categorized into two: written texts and visual images. Written texts take the form of reading passages, conversations, titles and subtitles. By genres, the written texts are in the form of author-made stories, newspaper articles, diaries, postcards, website pages, and emails. By authenticity, the texts comprise author-written texts, adapted texts (usually by local newspapers from foreign newspapers), and authentic texts taken from foreign sources (including newspapers and websites). Meanwhile, visual images take the form of author/publisher-made drawings (drawings, comical pictures) and photographs (either colored or black and white) of humans, objects, animals, places, and sceneries.

In spite of the fact that many texts in the textbooks contain relevant students' socio-economic status representations, a large number of the texts still show inaccurate, inappropriate socio-economic status representations of the students in all aspects under study, namely occupation, social class, and lifestyle. Inaccurate occupational representation issues include ineffective workplace communications, paternalistic culture at work, fate of Indonesian overseas workers, even occupations contrary to local students' status representations. Meantime, social class representation issues include promotion of America's middle-class life, arrogance of higher class to lower class, and foreign setting of occupation. Finally, lifestyle representation issues include promotion of Western (American) way of living, including living out-of-wedlock, same-sex (gay) living, adoration of punk sub-culture, and Indonesians' preference of Western cultural products (movies, foods) over local products.

In all of the aspects studied, there was a pervasive presence of Western representations in the form of visual images (photographs) of Caucasian men and women, Western (English) persons or names, and even places (cities). They were so ubiquitous that almost no single chapter was free from this phenomenon. Moreover, there were no consistent patterns in their usage, i.e., they were used arbitrarily by the textbook authors just for the purpose of text production. The rationale for doing so was apparently because the discourses on preference and favoritism of Western representations that "truly" represent English have already been there in the social practices. Another possibility is that it was done out of commercial motives. Results of analyses of the texts using Fairclough's three-dimensional model are elaborated below.

First, the analysis of the written texts using Halliday's transitivity system shows that the texts employed all types of processes, including material, relational, mental, verbal, behavioral, and existential processes. The texts also contain linguistic features, including specific pronouns, speech acts, technical terms, metaphors, and use of several adjectives expressing feelings. Meanwhile, analysis of the visual images using Kress and van Leeuwen's multimodal perspectives shows that images were used to convey the meanings as intended by the textbook authors in terms of ideas, backgrounds, salience, color, gazes, vectors, and framing of shots, although interpretation of the images may contradict the objectives of the textbook authors;

Second, the analysis of situational and intertextual contexts of the texts shows varieties in the time and place of the text production and the texts being referred to. These include the fact that some of the texts were intentionally created or made by the publishers for the purpose of the textbook writing. Some others were clearly authentic materials as evidenced by the intertextual context references provided. Still some others were materials adapted from other

sources and were simplified for the purpose of fulfilling the objectives of the learning assignments. The others were authentic materials apparently taken arbitrarily by the textbook authors for the purpose of fulfilling the learning assignments.

Third, the analysis of the producer/publisher/book authors' perceptions of the students' socio-economic status representations shows that Indonesian school students lack exposure to the target (Western or English) cultures. Hence, they need to be exposed to Western cultures. Students are in the fragile state of development or in a problematic period; hence, tolerance of their expressions of negative feelings is needed. Furthermore, students (particularly vocational high school ones) are undergoing training before they start their jobs; hence, they should be exposed to workplace issues.

Fourth, the analysis of the students' interpretations of their status representations, however, shows that the students may feel that they are being fed to learn a foreign (Western) culture and way of life that is so different from their socio-cultural backgrounds. The students may view that the texts just promote negative assumptions, feelings, and beliefs about school, subjects, or teachers and promote stereotypes about what a "good" student means. The students may think that workplaces often have lack of ethics, do not respect workers' human rights, promote paternalistic environment, and that they are powerless in the eyes of their superiors.

Fifth, the analysis of interpretation and explanation of the ideologies of the producer (book authors/publisher) shows that their ideologies can be classified into three domains. First, *cultural domain* includes Western hegemony over other cultures and peoples, superiority of native English over 'local' English, Western ways of living such as allowing mature children leaving home, commitment to monogamous marriage, tolerance of living out-of-wedlock, preference of Western (American) cultural products, such as foods, movies over local ones, and male domination over female. Second, *educational domain* includes commercialism in the production of teaching materials, preference to use authentic materials to local ones, preference to use Western cultural representations, tolerance of minor bullying and violence at schools, acknowledgement of adolescence being a fragile, problematic, emotional period for students, and yet also commitment to traditional values/assumptions about morality. Third, *social domain* includes paternalism at workplaces, underestimation of lower class by higher class, lack of confidence in Indonesian/local products, and powerlessness of Indonesian's overseas workers.

Last, the analysis of the power behind discourse that shaped and influenced the producer (textbook authors/publisher) on presentation of the interpreter's (student's) status representations as identified in the textbooks shows that the power was exercised by both

institutional agents, which include the government, the publisher, the recipient schools, and *societal agents*, which include globalization of Western culture (and English as a global language), Indonesian culture and values, Information and Communication Technology (Internet), mass media, and the market. The power relations among these agents determine what texts to be used for the textbooks and how they should be presented.

The findings of the study as described above have several pedagogical implications on ELT textbook writing and language teaching. First, ELT textbook writing should always put importance on socio-economic and socio-cultural status representations of the students being interpreters of the texts. Second, textbook writing should at the most extent as possible use students' local socio-economic and socio-cultural status representations on grounds that their use would facilitate the students in learning English by using representations that are close or familiar to them. Third, textbook authors should ensure that authentic texts that contain representations of target (Western or English) cultures that are aimed for cultural awareness should be those that are not against the stated objectives of the textbooks. Fourth, teachers should always adopt critical thinking perspectives in scrutinizing especially authentic or adapted texts that contain target culture representations and be able to grasp the textbook authors' ideologies. Finally, students should be taught to adopt critical thinking to texts in their textbooks that especially contain representations of target cultures.

Conclusions and Recommendations

The study found out that there were a large number of inaccurate, inappropriate socio-economic and socio-cultural status representations of the students in the texts in all aspects under study, namely occupation, social class, and lifestyle, which were marked by pervasive presence of Western representations that were apparently used arbitrarily by the textbook authors just for the purpose of text production. Using Fairclough's three-dimensional model, the study found out that in terms of Halliday's transitivity system the texts employed all types of processes and contained specific linguistic features and multimodal characteristics as analyzed from Kress and van Leeuwen's multimodal perspectives. The situational and intertextual contexts of the texts showed varieties in the time and place of the text production and the texts being referred to, while interpretation of the texts also shows producer's and interpreter's divergent, even conflicting perceptions of students' status representations. Next, the study identified that the producer's ideologies were within cultural, educational and social domains. Finally, analysis of the power behind discourse that shaped and influenced presentation of the interpreter's (student's) status representations in the textbooks includes

institutional agents, namely, the government, the publisher, the recipient schools, and *societal agents*, namely, globalization of Western culture (and English as a global language), Indonesian culture and values, ICT (Internet), mass media, and the market.

Based on the findings, this study provides some recommendations. (1) RI government, herein Ministry of National Education, should establish a team that is tasked to perform evaluation and analysis on socio-economic representations in the textbooks that are going to be published by Indonesian publishers. (2) Education stakeholders, especially education observers, teachers, parents, should always monitor and scrutinize representations of students' socio-economic backgrounds in their ELT textbooks. (3) ELT textbook authors, in particular, should always take students' socio-economic status representations as among the primary considerations in addition to linguistic and content aspects in writing ELT textbooks for the students. (4) It is highly necessary to have ELT textbooks that contain local students' socio-economic status representations in that local education stakeholders need to collaborate to write, prepare, and produce ELT textbooks that contain local (NTB) socio-economic backgrounds. (5) Given the current status of NTB as a national tourist destination, more local contents focusing on tourism are necessary. (6) For theoretical purposes, further studies employing Fairclough's three-dimensional model on students' socio-economic status representations in ELT textbooks used at the lower (junior middle school/SMP) level and that using quantitative as well as the qualitative analysis be conducted.

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Assessing the Information, Education, and Communication Materials for Breastfeeding in a Selected City of Zamboanga Peninsula

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Abstract

This cross-sectional study assessed the breastfeeding knowledge, attitudes, and practices of mothers using the newly developed Information, Education and Communication (IEC) materials. There was inadequate breastfeeding knowledge, poor attitude, and practices which all lead to early cessation of exclusive breastfeeding among the participants during the pre-test.

However, after the intervention which included the introduction and lecture using the newly developed IEC materials, there was an evident improvement in the breastfeeding knowledge, attitude and practice scores. The study recommends for extensive and profound future studies by using more respondents and expanding the settings of the study. There should be a combination of several evidence-based strategies and interventions within multi-faceted integrated programs to have a synergistic effect that must be established. There should be the introduction of several interventions using media campaigns, health education programs, comprehensive training of health professionals and necessary changes in national/regional and hospital policies.

Keywords: *breastfeeding; satisfactory; interviews; knowledge; attitudes; practices; exclusive breastfeeding*

1. INTRODUCTION

More than about 800,000 children will still be alive today according to the World Health Organization (2014) if every infant is breastfed just after birth and is only breastfed for the first six months of life and continue providing breast milk with appropriate complementary food until the child reaches two years. The two most common childhood illnesses responsible for the primary cause of child mortality are diarrhea and pneumonia, and breast milk contains antibodies that help protect infants from such infections and is an effective means of reducing other infant illnesses and mortality at the community level. Moreover, it could also help in the quick recovery from any illnesses (Wright et al., 1998).

The encouragement of exclusive breastfeeding through media campaigns, education, and health services could probably be the most beneficial method to increase breastfeeding among mothers (Huffman, 1984). Researches emphasized that information on breastfeeding receive during pregnancy period influence the initial breastfeeding intentions resulting in more extended breastfeeding outcome (DiGirolamo, Grummer-Strawn, & Fein, 2003). On the other hand, if the information on the implementation of breastfeeding is not sufficient, then the breastfeeding outcome is also poor (Dusdieker, Dungy, & Losch, 2006).

Furthermore, government health facilities such as the local Barangay Health Center (BHC) served as the primary venue or sources of breastfeeding education which is similar to other countries. Mothers are aware of the information dissemination from personnel of the BHC who at times conducts house visitations for this activity.

Children born in most developing countries, like the Philippines, have to contend with malnutrition, so that after six months even breastfed children are found to be afflicted with diseases at rates similar to bottle-fed children. Since there could be no shift in poverty overnight, most governments have developed programs to alleviate the health conditions of mothers and their children.

In the Philippines, national programs include health and nutrition/primary health care and family planning, with breastfeeding integrated as a component of the former. However, the results remain unsatisfactory because births are still closely spaced and breastfeeding is not correctly encouraged and practiced in Filipino culture. Various individuals, agencies, and organizations are currently involved in providing maternal health and childcare. However, there seems to be no consistency and consciousness in the promotion of breastfeeding. Moreover, some agencies issue messages that unconsciously foster infant formula milk as an acceptable alternative to breastfeeding. This study assessed the newly developed IEC materials on breastfeeding in a selected city in the Zamboanga Peninsula.

2. Related Literature

A study conducted by the University of the Philippines College of Public Health in collaboration with Global Alliance for Improved Nutrition and MDG Achievement Fund entitled "Baseline Survey & Formative Research ensuring Food Security and Nutrition among Children 0-23 months of age in the Philippines" and the results showed that the reasons for failure to initiate breastfeeding includes mother has no milk yet; baby is sick or weak and could not suckle effectively; mothers do not appreciate the advantage of breastfeeding or missing out in the practical benefits of breastfeeding; breast milk which "stayed long" in the breast might spoil; mother is sick and baby may "suck-in-the illness" (Chiwara and Villate, 2013 as cited by Lear, 2014). Moreover, the study also found that there are several misconceptions regarding breastfeeding, the most remarkable included pregnancy and childbirth are considered as illness, mothers may suffer from relapse "nabinat" leading to inability to produce milk, and milk inside

breast might harden such a warm compress should be applied for milk to flow. Furthermore, according to the same study predominant reasons for mothers to stop exclusive breastfeeding included inadequate milk flow, working outside home, another pregnancy, child refused, mother was ill, cracked nipple, child old enough for weaning, and child abandoned among others (Chiwara and Villate, 2013 as cited by Lear, 2014).

McDivitt et al. (1993) in Jordan evaluated a mass media campaign in the promotion of early initiation of breastfeeding and feeding of colostrum. The campaign was effective in improving early initiation only among mothers who delivered at home or in hospitals which had a policy favoring the practice. There was no advancement among mothers delivering in hospitals without such a policy. So, knowledge is only one of the many factors which can influence breastfeeding intentions, and it may not have much effect by itself.

Kaplowitz and Olson (1983) provided some evidence that printed materials given alone during pregnancy increased women's knowledge but did not alter maternal attitudes or the incidence or duration of breastfeeding. The authors suggested that a person-to-person approach might be more effective. However, the sample was small and non-representative.

Thus, giving mothers' information about the benefits of breastfeeding might influence those who have not already made a decision or those whose decision is not final, but increasing social support may be more effective in enabling women to decide to breastfeed and to carry out their decision. For this, it may be necessary to use additional strategies, for example including the woman's partner, mother, close friends or peers in antenatal education programs.

Findings from the study of Lear (2014) showed that the mothers were familiar with the term "exclusive breastfeeding" as it relates to duration and use of foods other than breastmilk. However, this finding differs from the poor knowledge of breastfeeding reported among mothers in Nsukka and Enugu, Nigeria (Uusitalo et al., 2012).

The support on breastfeeding received from their spouse or closed ones had also been highly recommended. Besides, the mothers' perceived fathers' emotional and physical supports during breastfeeding as a critical role in the success of breastfeeding and their support was highly appreciated for the continuation, including encouragement and understanding especially when the mother encountered feeding challenges (Nickerson et al., 2011).

In Finland, the study had suggested that the support and guidance received by mothers to encourage breastfeeding is not steady, but the duration of breastfeeding has been prolonged from 1990-2010 (Lagström, 2012). However, Hannula et al. (2010), in her clinical guideline also identified that the support and guidance received by the mothers to encourage breastfeeding behavior in keeping with guideline is not consistent. According to the recent data, the rate of exclusive breastfeeding of Finnish infant at the age of five to six month is only 9%. Parental smoking status, age, education level, number of children has a strong influence on the breastfeeding frequency. Parental smoking, young maternal age, and lower education level had a negative impact on breastfeeding frequency whereas higher education level, two or more previous deliveries, paternal support had the positive impact on breastfeeding frequency and duration (Uusitalo et al., 2012).

Though breastfeeding has numerous benefits, the practice of breastfeeding is still far away from the recommendation. It is observable that there is a gap between the recommended exclusivity and duration of breastfeeding with its practice.

3. Method

A descriptive cross-sectional design was utilized among 216 women in a selected city in the Zamboanga Peninsula. These women were selected using a systematic random sampling method among four participating communities and coded as Community A, Community B, Community C, and Community D. The participating communities were selected as an off-shoot of Phase 1 study on exclusive breastfeeding.

Data were collected through survey questionnaires among mothers of the four selected communities in a particular city in the Zamboanga Peninsula following the inclusion criteria: mothers who are 19 years old and above; a resident of any of the participating communities for the past 12 months; who sought medical consultation at the BHC; with six to one year old infant; willing to be part of the study; and with informed consent.

Orientations were conducted before the surveys. Consent was secured before they were allowed to answer the survey questionnaire. The research team administered and collected the questionnaires after the participants were done answering all the items. Afterward, the data collected in the questionnaire were tallied and analyzed by the team.

Knowledge of exclusive breastfeeding was analyzed by assigning two marks to each correct answer and zero to a wrong answer provided by the respondents. It was used to generate a 10-point knowledge score. The categorization of the knowledge of respondents was into very high, high, moderate, poor, and very poor. Moreover, the assessment of the attitude towards exclusive breastfeeding was by assigning scale with numerical assignments to responses such as strongly agree, agree, undecided, disagree, and strongly disagree. A score of 2.55 and above was categorized as a positive attitude while a score of <2.54 is categorized as a negative attitude while the evaluation of the practices towards breastfeeding was by assigning scale using the following range of mean scores to indicate the descriptive ratings: very high, high, moderate, low, and very low.

4. Results and Discussions

Two hundred sixteen mothers participated from the four communities of a selected city in the Zamboanga Peninsula. Their breastfeeding knowledge, attitudes, and practices are shown in Table 1.

Knowledge of mothers before and after the introduction of the IEC materials was analyzed. The results revealed that during the pre-test, the mother respondents had poor knowledge ($m=2.35$; $SD=.724$). However, changes were noted after the orientation and introduction of the various IEC materials. The topics discussed during the introduction of the newly developed IEC materials which were found in the fliers included a comparison between bottled and breastfeeding babies, the baby's immune system, the health of the mother and the baby, techniques in breastfeeding, the importance of colostrum, and family planning. The post-test result shows that the mean increased to 3.61 ($SD=.839$).

Table 1 reveals that there is a difference of 1.26 between the mean during the pre-intervention and after the intervention. The conduct of the post-test was two weeks after the introduction and discussion about various topics on breastfeeding knowledge. There was an increase in the scores and frequencies in the knowledge among mothers. Results highlight the improvement of knowledge after the introduction, orientation, and discussion on the IEC materials to the mother participants in the community.

Table 1. Summary of Breastfeeding Knowledge, Attitude, and Practices Pre-Test and Post-Test

Variables	Pre-Test			Post-Test		
	M	SD	DR	M	SD	DR
Breastfeeding Knowledge	2.35	.724	Poor	3.61	.839	High
Breastfeeding Attitude	2.52	.688	Disagree	3.58	.729	Agree
Breastfeeding Practices	2.64	.799	Moderate	3.49	.675	High

Findings showed that the mothers were familiar with the term “exclusive breastfeeding” as it relates to duration and utilization of foods other than breastmilk. This finding is similar to the poor knowledge of breastfeeding reported among mothers in Nsukka and Enugu, Nigeria.

The findings of this study is comparable to the result of a study conducted by Bilano, Santos, Montes, and Ayaay (2011) where only half of the mothers in Tarcan, Baliwag, Bulacan were found to have a high level of knowledge which is in contrast to the small proportion of Jordan mothers who had appropriate knowledge level (Khassawneh, Khader, Amarin, & Alkafajel, 2006). Dissimilarities could rationalize the discrepancy in the components and definitions of exclusive breastfeeding. According to the same authors, specific knowledge components, mothers in the study are aware that initiation of breastfeeding should start right after birth which has the same opinion with research done in Jordan and another one in South Africa that found mothers to be knowledgeable on initiation of breastfeeding.

It further showed an agreement with the result that mothers were aware of the benefits of breastfeeding. The mothers revealed good knowledge about breastfeeding (Kruger & Gericke, 2001). They knew what was the correct thing to do and might have been willing to do so, but probably had other negative influences. Findings also revealed that participants who did not breastfeed reported perceived insufficient breastmilk as an essential reason why babies received something in addition to breastmilk before the age of 6 months (7th National Nutrition Survey, 2003).

In South Africa, a nutrition education intervention program undertaken at village level by trained local women showed positive results regarding subsequent initiation of breastfeeding, when compared with women in a control group of villages (Ladzani, Steyn, & Nel, 2000). However, other multifaceted nutrition education interventions carried out by health workers did not affect breastfeeding rates (Bolam et al., 1998; Jakobsen et al., 1999).

A significant number of the participants learned about breastfeeding and other relevant information related to this practice during visits/consultations mainly from the midwives of the Barangay Health Centers (BHC) and Barangay Health Workers (BHWs). However, the majority of the mothers were in disagreement with almost all of the statements found under

breastfeeding attitudes (mean=2.52; SD=.688). It shows a negative attitude toward breastfeeding.

The intervention after the pre-test included the introduction of the newly developed IEC materials on breastfeeding together with lecture and discussions. It included topics on breastfeeding attitudes such as work and breastfeeding, importance of breastfeeding to the baby and mother, what happens to the mother's body during exclusive breastfeeding, bonding between the baby and mother, weight gaining of the baby, colostrum, advantages, and disadvantages of breastfeeding, the role of other people in the immediate environment affects the frequency of breastfeeding.

A further look at table 1 shows that there was a shift in the answers of the participants during the post-test. There was an improvement in their attitude towards breastfeeding during the post-test. From a mean of 2.52, it is now 3.58, an increase of 1.06. From total disagreement to an agreement to some of the items found. The shift was from negative to a positive attitude.

Fathers and partners can play an essential role in the decision to breastfeed and on its duration. If adequately informed, they are more likely to encourage and respect their partners' decision to breastfeed and offer appropriate support to overcome problems if they arise (Stockley, 2004; Dykes & Griffiths, 1998; Scott & Binns, 1999). Pregnant women's expectation of the fathers' attitude is a powerful predictor of their intention to breastfeed. Therefore, improving the knowledge and attitude of fathers may, therefore, prove to be an effective intervention (Stockley, 2004; Bar-Yam & Darby, 1997).

Media campaigns may be useful to introduce people to new ideas, support and reinforce those ideas, when used as part of broader-based initiatives and to promote existing programs. Two systematic reviews considered the effect of IEC via media campaigns and multi-faceted programs (Fairbank et al., 2000; Stockley, 2004). These reviews showed that television campaigns seem to produce better attitudes towards BF, while newspaper advertisements seem not to affect. National media campaigns showed a positive effect only among women in higher income groups, while locally developed media campaigns are more likely to increase BF initiation rates among women of all incomes. Media campaigns were found to be especially useful when they were part of multi-faceted programs and when hospital-based and local media, as opposed to national media, were used for increasing the initiation of BF. The

utilization of social media in health promotion may be useful when trying to increase awareness among “agenda-setting” decision-makers.

Since mothers who consider EBF as the best effect of the milk towards the mother, child, and immune system is already a manifestation that they have a positive attitude towards exclusive breastfeeding which coincides with the findings from researches done in Turkey and South Africa (Ergenekon-Ozelci et al., 2006; Kruger & Gericke, 2001).

Results showed revealed that even when the attitude was broken down into components, mothers still leaned towards the positive side. Such favorable results may again be due to positive influences from the personnel at the local Barangay Health Center who took the time to inform them regarding the benefits of exclusive breastfeeding, proper diet, and exercise among others during their prenatal visits.

Moreover, there were a considerable number of mothers who complained about breast and nipple problem, insufficient milk, and maternal health. Breast engorgement usually occurs when milk gets accumulated in the breast, while sore nipples arise because of the baby sucking the nipple area of the breast only (Berridge et al., 2005).

Majority of the mothers during the pre-test agree that successful breastfeeding depends on the support and motivation of family members. However, few of them still believed that it is convenient to bottle feed their infant for sufficient nutrition. That is why the mean during the pre-test was only 2.64 with a descriptive rating of moderate. Furthermore, during the post-test, mothers' practices significantly improved notably for fear of public breastfeeding and looking at breastfeeding as excessive painful and bottle feeding was the only option.

The post-test result ($m=3.49$; $SD=.675$) shows an improvement in the breastfeeding practices of the mothers due to the orientation and discussion on particular topics such as how mothers experienced difficulties and adjustments, the importance of the support and advice, breastfeeding in public, breastfeeding makes the breast sag, motherhood image, and the convenience of bottled feeding in the eyes of the advertisers. These results are similar to other studies that show that many women encounter problems such as cracked nipples, low milk supply, and breast engorgement (Tan, 2011).

This research affirmed that these difficulties sometimes result in a traumatic encounter with breastfeeding which decreases the mothers' confidence to wet-nurse their infants, hence, causing early cessation of breastfeeding (Lamontagne, Hamelin, & St. Pierre, 2008) such as in

the case of those who stopped and did not attempt to exclusive breastfeed their infants. Early termination of breastfeeding also implies the early use of breast milk substitute, and as pointed out, factors such as milk insufficiency and breastfeeding difficulties are the primary reasons for adopting formula or mixed feeding. There are those mothers who continued to breastfeed their infants amidst different complaints exclusively; however, they have done so since they are aware of the significance of exclusive breastfeeding towards them and the child.

Improving the cultural representation of BF (by avoiding/preventing the use of the “baby bottle” as the symbol denoting infant feeding, and monitoring positive and negative practices) can remove some discrimination against BF and can positively influence public awareness. A study carried out in the UK analyzed how BF and bottle feeding are represented by the British media in television programs and newspaper articles and described how bottle feeding was shown more often than BF and presented as less problematic. Bottle feeding was associated with ordinary families whereas BF was for middle class or celebrity women (Henderson, Kitzinger, & Green, 2000). The appreciation of motherhood by society can influence the success of BF at three months (Tarkka, Paunonen, & Laippala, 1999). Similarly, other studies carried out in rural settings have found cultural beliefs to be influential in breastfeeding practices (Salih et al., 1993; Mabilia, 1996).

5. Implications of the Study

Some agencies issue unconsciously foster infant formula milk as an alternative to breastfeeding. Some people encourage mothers to breastfeed for a shorter duration such as four months. However, these inconsistencies may be partly attributed to the existence of varied materials that are (a) too limited in scope where emphasis is laid on the physiology of lactation and less attention to practical issues such as expressing and storing milk, preparation for breastfeeding, among others); (b) some materials are too technical in nature that health workers with professional medical training could only understand these; (c) attractive colored brochures on breastfeeding distributed by milk companies with underlying messages on infant formula; and (d) inadequate orientation or training on breastfeeding.

In the interest of fulfilling the national goal of improving maternal health and child care especially socially depressed areas of Mindanao. It would be beneficial to focus on

breastfeeding educational programs on the perceived credible sources of health information/education, namely: the nurses, midwives, and community-based health workers.

The translated IEC materials can help improve the exclusive breastfeeding program of the government in Zamboanga City. Through the use of the translated breastfeeding IEC materials, the mothers of Zamboanga City will be able to follow the correct procedure of breastfeeding and other significant facts they need to learn regarding exclusive breastfeeding practices since there will be better understanding given that the materials to be produced will be in their local dialects or languages.

As the benefits of breastfeeding are well established, exclusive breastfeeding is recommended worldwide as the optimum feeding for the first six months of life. Though breastfeeding is universal, the rate of early initiation, exclusive, and timing of complementary feeds are far from desirable.

Breastfeeding is essential, particularly in developing countries because of its relationship with child health and birth spacing. The frequency of breastfeeding plays a role in lactational amenorrhea.

The pattern of feeding practice determines the health and nutritional status of millions of infants which affect their subsequent growth and development throughout childhood during infancy. Infant feeding practices are influenced by many factors, including culture, household income, literacy, advice from health care worker and advertising. So there is a need for knowledge and awareness to be brought in pregnant women about exclusive breastfeeding and infant feeding practices.

Through the use of the IEC breastfeeding materials mothers from the different communities will be able to follow the correct procedure of breastfeeding and other significant facts they need to learn regarding breastfeeding practices since there will be better understanding given that the materials to be produced will be in their local vernaculars or languages.

It will also serve as a guide for future programs for health service practitioners, government agencies such as the DOH, or the DOST and other Non-Government Organizations whose focus is on Maternal and Child Care.

All these studies and more show the importance of communication not only in the development of IEC materials but as well as in changing the behavior and beliefs of people. The ultimate goal of IEC materials is to produce nutritionally literate decision makers who are motivated, knowledgeable, skilled, and willing to choose proper alternatives. To be effective, IEC materials must communicate explicit messages with a specific behavior-change goal for target groups.

Education and communication programs have evolved from a one-way flow of communication, that is, mere dissemination of information to persuade target groups to change food beliefs, attitudes, and habits. A two-way process of sharing is preferred, where participants in intervention programs can freely exchange knowledge, values, and practices.

This view of education as a mechanism for interaction ensures the active involvement of those who could and should take part in decision-making, and in motivating and providing users with easy access to related information, resources, and services.

Much of the IEC materials are now viewed from a broader framework as a process, that is, a mechanism for interaction among participants, and as a resource, applying a coordinated, multi-sectoral and interdisciplinary effort, toward improving and sustaining the nutritional status of the most vulnerable groups, children and women.

According to Wang (2015), effective integration of audio-visual, textual, hypertextual resources which are samples of IEC materials can facilitate the clients' use of the website and secure more consultation visits. Lastly, this research has implications not only for marketing education but as well as for other areas. Studies show that people learn better and faster if its is enhanced by identifying fundamental principles used in designing website platforms, especially when people are viewed as clients using other forms of IEC through technology in a service encounter (Hollenbeck et al., 2011).

6. Conclusions and Recommendations

After an in-depth analysis of the data gathered from the respondents, the researcher was able to draw the following conclusions:

Majority of the participants has respectable levels of knowledge, attitude and practice about EBF as manifested in the results of the post-tests. However, there is still a need to strengthen these three areas since these can easily be affected by a series of factors at play.

Therefore, proper education leads to self-assumption, affecting the self- esteem and confidence that promotes illogical reasoning. The intention affects the initiation and duration. The level of confidence lacks due to the lack of knowledge and support. Culture values or tradition endorses the choice of mothers.

There is still a need for enhancement of the program and introduction of better interventions for the promotion and support of exclusive breastfeeding since the study did not reflect the KAP on EBF of the entire Zamboanga Peninsula but was limited to only four (4) communities of a selected city.

While this study was able to provide ideas about whether specific socio-demographic factors are related to breastfeeding, it was not able to conclusively identify all the other areas surrounding exclusive breastfeeding. Besides, the restriction of the study to four particular locations precludes its widespread application. Since the four communities are not representatives of all the village population of Zamboanga Peninsula, the research results may only be used to describe that community or similar communities.

Thus, scaling up of exclusive breastfeeding among mothers requires concerted efforts at all levels of society. The study would like to recommend for extensive and profound research by using more respondents and expand the settings of the study. There should be a combination of several evidence-based strategies and interventions within multi-faceted integrated programs to have a synergistic effect that must be established. There should be the introduction of multi-faceted interventions using media campaigns, health education programs, comprehensive training of health professionals and necessary changes in national/regional and hospital policies. There must be the training of health workers to ensure they have accurate and up-to-date information on infant feeding in general and breastfeeding/EBF in particular which can help them to have specific knowledge & skill required to educate and counsel mothers to improve EBF practice.

There must be the development of suitable IEC materials in other vernaculars on EBF to teach mothers at home and facility level. BHC personnel must give intensive health education by targeting pregnant mothers on immediate BF initiation and counsel all mothers on infant feeding which can substantially improve EBF practice. Further analytical studies, especially follow-up studies, are suggested to explore the actual levels of EBF and to examine other variables associated with the practice.

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Metacognitive Awareness of Reading Strategies of the Prospective ESL Teachers

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Abstract

The study determined the metacognitive awareness of reading strategies of the prospective ESL teachers at Cagayan State University. Specifically, it determined the personal and home-related profiles of the prospective English as a Second Language (ESL) teachers, the difference of their metacognitive awareness of reading strategies when grouped according to profile variables, and the relationship between the metacognitive awareness towards reading strategies of the prospective ESL teachers and their select profile variables.

The study used the descriptive correlational design. Data were collected through a questionnaire adopted from the Metacognitive Awareness of Reading Strategies Inventory (MARSI) developed by Mokhtari and Reichards (2002) from the 426 purposively sampled prospective ESL teachers at Cagayan State University school year 2016 – 2017. Data were analyzed using descriptive and inferential statistics.

The prospective ESL teachers were very aware of their metacognitive reading strategies. They usually use the global, support and problem solving strategies while reading texts. The reading strategies of the prospective ESL teachers differed based on mothers' occupation and the prospective ESL teachers' exposure to printed reading materials significantly affected their metacognitive awareness of reading strategies.

Several factors mediate the metacognitive awareness of reading strategies of the prospective ESL teachers. The prospective ESL teachers whose mothers are employed are more metacognitively aware of reading strategies over those whose parents are unemployed. The more the prospective ESL teachers are exposed to printed reading materials, the more frequent they use their metacognitive awareness reading strategies.

Curriculum planners and teachers could use the metacognitive reading strategies to innovate ways to upgrade reading comprehension performance of would-be teachers.

Keywords: *metacognitive awareness reading strategies, English as a Second Language*

INTRODUCTION

The study is anchored on the metacognitive theory espoused by Flavell (1979), who defined metacognition as *one's knowledge about his thinking processes and products, active monitoring, and regulation of cognitive processing activities*. Metacognition has four components, namely: 1) the metacognitive knowledge which refers to the person's awareness or perceptions about the factors (i.e. person, task, strategy) influencing cognitive activities; 2) the metacognitive experiences which refer to the individual's mental or emotional responses pertaining to any cognitive activity; 3) the goals/tasks which refer to the purpose or objective of any cognitive undertaking; and 4) the actions/ strategies which refer to activities carried out by learners to fulfill their purpose or metacognitive objectives (Iwai, 2011).

As applied in reading, metacognitive strategies are those activities that make students aware of their thinking as they do reading tasks. The New South Wales Department of Education and Training (2010) adequately defined metacognitive reading strategies as *planned, intentional, goal-directed, and future-oriented mental activities and processes that help a reader think about and check how he progresses in fulfilling a cognitive task*. Pintrich, Wolters, & Baxter (2000) explained that in fulfilling a task using metacognition, a learner plans and activates, then monitors, controls, reacts, and reflects. Iwai (2011) summarizes the process of

metacognition in three steps: 1) Planning; 2) Monitoring; and 3) Evaluation. This concept is supported by Veenman, Van Hout-Wolters, & Afflerbach (2006) who stated that metacognitive reading strategies indicate cognition and provide planning, monitoring, and evaluating that take place before, during, and after reading.

The study views that the metacognitive awareness of reading strategies among prospective ESL teachers differs because of some mediators. These include personal variables (age, sex, type of high school graduated from, ethnicity, and grade point average in English), home-related factors (parent's educational attainment, parent's occupation, parent's monthly income, and students' exposure printed reading materials).

Related to these concepts, the study assumes that these factors could either enhance or impede on students' development and use of metacognitive awareness of reading strategies. For instance, older students are considered to have a better metacognitive awareness because of richer experiences. The students with higher achievements in English are expected to have used their metacognitive strategies in reading better. The operation of the use of metacognitive strategies is revealed through the thoughts and actions of the students during and after reading the text.

Study Objectives

Generally, the study aimed to determine the metacognitive awareness of reading strategies among the prospective ESL teachers of Cagayan State University. Specifically, the study determined the profile of the prospective ESL teachers in terms of age, sex, ethnicity, type of high school graduated from, grade point average in English, parent's educational attainment, parent's occupation, parent's monthly income, and exposure to printed materials. It also looked into the metacognitive awareness of the prospective ESL teachers towards reading strategies in terms of global, problem solving and support reading strategies, the difference in their metacognitive awareness towards reading strategies when grouped according to their select profile variables and the relationship between their metacognitive awareness towards reading strategies and their select profile variables.

METHODOLOGY

Study Design

The study used the descriptive correlational design. The descriptive design was used to determine the personal and home-related profile, exposure to printed reading materials, and awareness on the metacognitive reading strategies of the prospective ESL teachers while the correlational design was used to determine the difference of the awareness on metacognitive reading strategies of the prospective ESL teachers when grouped according to profile variables and the relationship between their metacognitive awareness of reading strategies and their select profile variables.

Population and Sample

The study was conducted among the seven campuses that offered Bachelor of Secondary Education at the Cagayan State University. The campuses were CSU Sanchez Mira, Aparri, Gonzaga, Piat, Andrews, Lasam and Lal-lo. Four hundred twenty six purposively sampled English major prospective ESL teachers of the College of Teacher Education at Cagayan State University currently enrolled for the school year 2016-2017 were utilized as the respondents of the study.

Instruments

The main instrument used in gathering data was a questionnaire composed of two major parts. The first part elicited information on the prospective ESL teachers' personal profile, their home-related profile, and exposure to printed materials. The second part was the metacognitive awareness reading strategies inventory adopted from the Metacognitive Awareness Reading Inventory (MARSI) developed by Mokhtari and Reichard (2002).

Data Collection

Permission to conduct the study was sought from the University President. Upon approval, the letter was given to the Executive Officers of the identified campuses. To facilitate the data-gathering process, the assistance of the deans of the College of Teacher Education was tapped. The distribution of the questionnaires was done after discussing the purpose and mechanics of the instrument. The questionnaires were retrieved immediately as soon as the respondents finished answering them.

Data Analysis

Data were analyzed using descriptive and inferential statistics. For the descriptive part, percentage, frequency count, mean, standard deviation and weighted mean were used. The 3-point scale was used in analyzing exposure to printed reading materials while the five – point scale was used to assess the metacognitive awareness of reading strategies of the prospective ESL teachers.

For the inferential part, the t-test was used to test the difference of the metacognitive awareness of reading strategies of the prospective ESL teachers when grouped according to profile variables and for the relationship between the profile of the students and metacognitive awareness towards reading strategies, the Pearson Product Moment Correlation (Pearson r) was used. All the hypotheses were tested at 0.05 level of significance.

RESULTS AND DISCUSSION

Personal Profile of the Prospective ESL Teachers

The profile of the prospective ESL teachers as regards to sex, age, ethnicity, type of high school graduated from, and grade point average in English is presented in Table 1. For their ages, 158 or 37.1 percent were aged 19 followed by the 147 or 34.5 percent aged 18, and the rest were 20, 17 and 20 years & above at 20.2, 5.4 and 2.8 percent, respectively. This finding implies that the prospective ESL teachers are on the right ages for their year level for only those enrolled in the second and third year were considered as respondents.

Further, the female students (320 or 75.1 percent) outnumbered the male students (106 or 24.9 percent). This finding implies that the prospective ESL teachers of Cagayan State University are female-dominated. For ethnicity, 331 or 77.7 percent students were Ilocanos, followed by the 55 or 12.9 percent Itawes and the least were the eight or 1.9 percent who were Ibanags. Findings show that the prospective ESL teachers are dominated by Ilocanos.

Additionally, the majority (339 or 79.6 percent) of the students graduated from a public high school; 87 or 20.4 graduated from a private high school. This finding implies that the free education offered in public high schools attract parents to enroll their children in public high schools.

Finally, more than half (288 or 67.6 percent) of the prospective ESL teachers garnered an average grade from 86 to 90 in their basic English subjects (grammar and composition 1 and 2, speech and oral communication, Philippine and world literatures. Those whose grades were from 80-85 (82 or 19.2 percent), 91-95 (51 or 12 percent), and 96-100 (5 or 1.2 percent) followed. This finding implies that the prospective ESL teachers performed satisfactorily in the basic English subjects.

Table 1

Personal Profile of the Prospective ESL Teachers

Category	Frequency	
	(n=426)	Percent
Sex		
Male	106	24.9
Female	320	75.1
Age		
17	23	5.4
18	147	34.5
19	158	37.1
20	86	20.2
21 & older	12	2.8
Mean: 18.83	SD: 1.17	
Type of Secondary School Graduated From		
Private	87	20.4
Public	339	79.6
Ethnicity		
Ilokano	331	77.7
Itawes	55	12.9
Ibanag	8	1.9
Tagalog	17	4.0
Others (Kalinga, Kapampangan, Malaweg, Waray, Isnag)	15	3.5
Grade Point Average		

80 – 85	82	19.2
86 – 90	288	67.6
91 – 95	51	12.0
96 – 100	5	1.2
Mean = 88.06	SD = 2.86	

Home-Related Profile of the Prospective ESL Teachers

The home-related profile of the prospective ESL teachers is presented in Table 2. When asked about the educational attainment of their parents, results reveal that 102 or 23.9 percent of the students' mothers finished high school, 84 or 19.7 percent did not finish high school and only few (57 or 13.4 percent) finished college. On the other hand, 100 or 23.5 of the students' fathers finished high school, 76 or 17.8 percent did not finish elementary and only few (60 or 14.1 percent) finished college. These results imply that the prospective ESL teachers' parents are non-degree holders. This finding jibed with the earlier information that the prospective ESL teachers studied in public high schools during their secondary education. Their parents enrolled them in public secondary schools because of free tuition fee.

For the occupation of the prospective ESL teachers' parents, results show that 223 or 52.3 percent of their mothers were unemployed. This finding means that their mothers were plain housewives who never got paid of their services. On the other hand, the occupation of the fathers of the prospective ESL teachers was farming (200 or 46.9 percent). It was followed by driving (52 or 12.2 percent). Others (55 or 12.9 percent) were even unemployed. This finding implies that the prospective ESL teachers' parents have seasonal jobs.

For their parents' monthly income, the majority (317 or 74.4 percent) earned a monthly income range of 10,000 and below followed by those whose income ranged 10,001 to 20,000 and 20,001 to 30,000 with frequencies of 59 or 13.8, and 35 or 8.2 percent, respectively. These findings imply that the prospective ESL teachers' parents live within the poverty line. This finding affirms that the parents of the prospective ESL teachers have no stable jobs because they are non-degree holders.

Table 2

Home-related Profile of the Prospective ESL Teachers.

Category	Frequency	
	(n=426)	Percent
Mother's Educational Attainment		
Elementary Level	65	15.3
Elementary Graduate	49	11.5
High School Level	84	19.7
High School Graduate	102	23.9
College Level	63	14.8
College Graduate	57	13.4
Vocational Graduate	3	.7
MA Graduate	2	.5
PhD Graduate	1	.2
Father's Educational Attainment		
Elementary Level	76	17.8
Elementary Graduate	46	10.8
High School Level	64	15.0
High School Graduate	100	23.5
College Level	70	16.4
College Graduate	60	14.1
Vocational Graduate	10	2.3
Mother's Occupation		
Farming	59	13.8
Teaching	20	4.7
BHW	8	1.9
OFW	41	9.6
Entrepreneurship	48	11.3
Unemployed	223	52.3
House Helper	9	2.1

Others (self-employed, utility, fishing, engineering, deceased)	18	4.2
Father's Occupation		
Farming	200	46.9
Driving	52	12.2
OFW	10	2.3
Entrepreneurship	22	5.2
Technician	7	1.6
Utility Work	9	2.1
Unemployed	55	12.9
Carpentry	37	8.7
Others (teaching, self-employed, fishing, baker, office work)	34	8.0
Monthly Income		
10,000 and Below	317	74.4
10,001 – 20,000	59	13.8
20,001 – 30,000	35	8.2
30,001 – 40,000	5	1.2
40,001 – 50,000	5	1.2
50,001 and Above	5	1.2

Prospective ESL Teachers' Exposure to English Printed Materials

Table 3 shows that students sometimes read their textbooks, reference materials, dictionaries and watt pads with weighted means of 2.05, 1.94, 2.13, and 2.00, respectively. They never read e-books, journals, pocketbooks, magazines, dictionaries and bibles. The grand mean of 1.77 reveals that the prospective ESL teachers sometimes read printed materials and other sources of information. This finding implies that the prospective ESL teachers' reading skill is not yet fully developed and they have not developed the habit and love for reading. As such, they have less exposure to the English language, resulting to their inability to acquire passive and active vocabulary.

Several studies on first language acquisition have confirmed the hypothesis that reading can contribute to incidental vocabulary learning (Nagy, et al., 1985; Nagy, et al., 1987). They have shown that learners can learn the meaning of a considerable number of previously unknown words, that the acquisition of words from reading depends to a great extent on the frequency of the words in the text, and that an important factor that affects the rate of acquisition is the conceptual difficulty of words.

On second language learning, Krashen (2004) claims that foreign language learners can also acquire vocabulary through reading and that exposing learners to comprehensible input that is slightly beyond their current level can result in successful language acquisition. Several studies on second/foreign language acquisition (e.g., (Brown et al., 2008; Pigada and Schmitt, 2006; Waring and Takaki, 2003; and Zahar et al., 2001) have demonstrated that reading can help learners enrich their vocabulary knowledge through reading. The findings in these studies imply that reading can be an important source for vocabulary acquisition. In addition, Nation (2001: 232) remarks that learning vocabulary from context may be the most important way of learning vocabulary and probably the only option for improving the language outside the classroom in foreign language contexts.

Table 3

Prospective ESL Teachers' Exposure to English Printed Materials and other Sources of Information

English Printed Materials	Weighted Mean	Description
E-Book	1.57	Never
Journal	1.59	Never
Textbooks	2.05	Sometimes
Reference Books	1.94	Sometimes
Pocketbooks	1.45	Never
Magazines	1.57	Never
Newspapers	1.55	Never
Bible	1.85	Never
Dictionary	2.13	Sometimes

Watt Pad	2.00	Sometimes
Overall Weighted Mean	1.77	Sometimes

Legend:

1.0 – 1.66	Never
1.67 – 2.33	Sometimes
1.34 – 3.00	Always

Metacognitive Global Reading Strategies

The prospective EFL teachers used their metacognitive global reading strategies to understand reading texts (Table 4). Under this dimension, they claimed that they usually used their global reading strategies to understand their reading texts as manifested in the overall weighted mean of 3.68. Specifically, they usually had a purpose in mind when reading, thought about what they knew to help them understand what they read, previewed the text to see what it was about before reading it, thought aloud whether the content of the text fit their reading purpose, decided what to read closely and what to ignore (3.70), used context clues to help them better understand what they were reading (3.69), used typographical aids like boldface and italics to identify key information (3.59), critically analyzed and evaluated the information presented in the text (3.64), checked their understanding when they came across conflicting information (3.74), checked to see if their guesses about the text were right or wrong (3.85) and tried to guess what the material was about when reading (3.54).

On the other hand, they sometimes used tables, figures, and pictures in text to increase their understanding (3.31), and skimmed the text first by noting characteristics like length and organization (3.33). This finding implies that the prospective ESL teachers are very much aware of the use of their global reading strategies. They are familiar with having a purpose first before they start reading and that they already have predictions about what the text is about. This way, it is easier for the students to get the gist or to understand the reading text.

Table 4

Metacognitive Global Reading Strategies of the Prospective ESL Teachers

Global Reading Strategies	Weighted Mean	Description
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I have a purpose in mind when I read.	3.93	I usually do this
I think about what I know to help me understand what I read.	4.04	I usually do this
I preview the text to see what it is about before reading it.	3.91	I usually do this
I think aloud whether the content of the text fits my reading purpose.	3.57	I usually do this
I skim the text first by noting characteristics like length and organization	3.33	I sometimes do this
I decide what to read closely and what to ignore.	3.70	I usually do this
I use tables, figures, and pictures in text to increase my understanding.	3.31	I sometimes do this
I use context clues to help me better understand what I am reading.	3.69	I usually do this
I use typographical aids like boldface and italics to identify key information.	3.59	I usually do this
I critically analyze and evaluate the information presented in the text.	3.64	I usually do this
I check my understanding when I come across conflicting information.	3.74	I usually do this
I try to guess what the material is about when I read.	3.54	I usually do this
I check to see if my guesses about the text are right or wrong.	3.85	I usually do this
Overall Weighted Mean	3.68	I usually do this

Legend:

- 1.0 – 1.79 “I never or almost never do this.”
- 1.78 – 2.59 “I do this only occasionally.”
- 2.60– 3.39 “I sometimes do this.”
- 3.40 – 4.19 “I usually do this.”
- 4.20 – 5.00 “I always or almost always do this.”

Metacognitive Support Reading Strategies

The prospective EFL teachers also used their support reading strategies while reading. Support reading strategies primarily involves the use of outside reference materials, note taking, and other practical strategies which prove to be a support mechanism aimed at sustaining responses to reading. These strategies are helpful to students to succeed in reading.

As shown in Table 5, the prospective ESL teachers used various reading strategies like taking down notes with a weighted mean of 3.64, reading aloud when text seem difficult (3.61), summarizing to reflect on important points (3.58), discussing important points with peers (3.50), underlining or circling key information (3.88), using dictionaries and other materials (4.19), paraphrasing text 3.86), going back and forth to find relationships among ideas (3.70) and conducting self-inquiry about questions that they want to be answered after reading the text 3.75).

These support strategies were usually used by the prospective ESL teachers and found them to be very helpful in understanding texts as manifested in the overall weighted mean of 3.75. These findings imply that support reading strategies really aid in understanding reading materials. Hence, students succeed in their reading activities if they are familiar with the different support reading strategies.

Table 5

Metacognitive Support Reading Strategies of the Prospective ESL Teachers

Support Reading Strategies	Weighted Mean	Description
I take notes while reading to help me understand what I read.	3.64	I usually do this
When text becomes difficult, I read aloud to help me understand what I read.	3.61	I usually do this
I summarize what I read to reflect on important information in the text.	3.58	I usually do this
I discuss what I read with others to check my understanding.	3.50	I usually do this

I underline or circle information in the text to help me remember it.	3.88	I usually do this
I use reference materials such as dictionaries to help me understand the text.	4.19	I usually do this
I paraphrase (restate ideas in my own words) to better understand what I read.	3.86	I usually do this
I go back and forth in the text to find relationships among ideas in it.	3.70	I usually do this
I ask myself questions I like to have answers in the text.	3.76	I usually do this
Category Mean	3.75	I usually do this

Legend:

1.0 – 1.79	“I never or almost never do this.”	3.40 – 4.19	“I usually do this.”
1.80 – 2.59	“I do this only occasionally.”	4.20 – 5.00	“I always or almost always do this”
2.60– 3.39	“I sometimes do this.”		

Metacognitive Problem-Solving Reading Strategies

Problem solving reading strategies are oriented around strategies for solving problems when text becomes difficult to understand. These strategies provide readers with action plan that allow them to navigate through text skillfully. They are also called repair strategies used when problems develop in understanding textual information (Table 6).

Among the strategies that the students used were reading slowly but carefully (3.97), getting back on track when concentration is lost (3.88), adjusting reading speed (3.71), paying closer attention to text (3.93), stopping from time to time to think about the text (3.51), visualizing information (4.03), rereading to increase understanding (4.08), and guessing the meaning of unknown words (3.87).

The overall weighted mean of 3.67 shows that the students usually used their metacognitive problem solving reading strategies while understanding a given text. Hence,

findings imply that the prospective ESL teachers are aware and familiar of these strategies so that they would succeed in their reading activities. It implies further that the students know the strategy to be used to understand their reading texts regardless of the difficulty of the text given. By applying their metacognitive awareness of the different reading strategies, they most likely succeeded in understanding their reading texts and in accomplishing their reading tasks.

On the whole, the prospective teachers are aware of the global, problem solving, and support strategies as they read. Related to this assertion is Sheorey and Mokhtari (2001) theory that metacognitive awareness applied to reading is the knowledge of the readers' cognition relative to the reading process and the self-control mechanisms they use to monitor and enhance comprehension. They argued that metacognitive awareness of reading strategies can help learners in two parts: a) what strategies they can use (declarative knowledge; that is knowledge that consists of consciously known fact, concepts that can be stored as propositions) or how they should use them (procedural knowledge; that is knowledge that concerning things we know how to do but which are not consciously known) b) when, and where they are supposed to use them at a particular stage, and how to evaluate their efficacy (conditional knowledge) (cf: Anderson, 2002). These approaches and such like these lead students eventually become skilled readers.

Further, Karbalaei (2010) in his study investigating the difference between EFL and ESL readers in metacognitive reading strategies when they are reading academic texts in English found out that the subjects in both groups reported a similar pattern of strategy awareness while reading academic texts although the two student groups had been schooled in significantly different socio-cultural environments. Regarding the difference existing among both groups, Indians reported more awareness and use of global, support and total metacognitive reading strategies. Iranian students reported no significant difference in using problem-solving reading strategies.

However, Illustre (2011) found out that problem solving reading strategies correlated positively with text comprehension. The students using this strategy relatively obtained higher scores in the reading tasks. Further, active beliefs about reading were positively correlated with text comprehension. Hence, metacognitive problem solving reading strategies contributed to text understanding.

Additionally, the study of Takallou (2011) on the effect of metacognitive strategy instruction on EFL learner's reading comprehension performance and metacognitive awareness revealed that text plays a significant role in students' reading comprehension. The students performed better in authentic texts. Further, the experimental group's awareness to metacognitive reading strategies significantly increased after instruction.

Table 6

Metacognitive Problem Solving Reading Strategies of Prospective ESL Teachers

Problem Solving Strategies	Weighted	
	Mean	Description
I read slowly but carefully to be sure I understand what I am reading	3.97	I usually do this
I try to get back on track when I lose concentration.	3.88	I usually do this
I adjust my reading speed according to what I read.	3.71	I usually do this
When text becomes difficult, I pay closer attention to what I am reading.	3.93	I usually do this
I stop from time to time and think about what I am reading.	3.51	I usually do this
I try to picture or visualize information to help me remember what I read.	4.03	I usually do this
When text becomes difficult, I reread to increase my understanding.	4.08	I usually do this
I try to guess the meaning of unknown words and phrases.	3.82	I usually do this
Category Mean	3.87	I usually do this

Legend:

1.0 – 1.79 “I never or almost never do this.”

- 1.80 – 2.59 “I do this only occasionally.”
2.60– 3.39 “I sometimes do this.”
3.40 – 4.19 “I usually do this.”
4.20 – 5.00 “I always or almost always do this”

Difference in the Metacognitive Awareness towards Reading Strategies of the Prospective ESL Teachers Grouped by their Select Profile Variables

The study hypothesized that there is no difference in the metacognitive awareness towards reading strategies of the prospective teachers when grouped by select profile variables. One variable, mother’s occupation, has a computed t-value of 2.680 with associated probability of 0.008 (Table 7). Thus, the null hypothesis is rejected.

Looking at the mean scores of the students with mothers with and without employment, the students whose mother is employed have higher scores than their counterpart. It means that the metacognitive awareness towards reading strategies of this group of students is more favorable and adequate than the other group. The findings indicate that employed mothers are in a better position to influence their children in their studies. With employment, it implies higher level of education making the mothers to exert greater impact on their schooling.

Related to this, Neitzel and Stright (2003) examined relations between dimensions of mothers' scaffolding and children's academic self-regulatory behaviors in school.

In their study, mothers' metacognitive content and manner of instruction, emotional support, and transfer of responsibility provided assistance to their children during problem-solving tasks. Children's self-regulatory behaviors were assessed the following school year. Metacognitive content and manner of instruction were predictors of child behaviors related to cognitive awareness and management: metacognitive talk, monitoring, and help seeking. Emotional support and transfer of responsibility were related to children's task persistence and behavior control in school. Mothers' scaffolding appears to lay the foundation for children's subsequent academic self-regulatory competence.

Table 7

Difference in the Metacognitive Awareness towards Reading Strategies of the Prospective ESL Teachers Grouped by Select Profile Variables

Variable	Mean	SD	Std. Error of Difference	t-value	Probability
Sex					
<i>Male</i>	112.94	16.91			
<i>Female</i>	112.30	14.78	1.718	0.374 ^{ns}	0.708
Type of High School Graduated From					
<i>Public</i>	110.85	13.77			
<i>Private</i>	112.77	15.59	1.832	1.048 ^{ns}	0.295
Ethnicity					
<i>Ilocano</i>	112.08	15.41			
<i>Non-Ilocano</i>	113.78	15.02	1.697	0.952 ^{ns}	0.342
Mother's Occupation					
<i>Without employment</i>	110.65	15.52			
<i>With employment</i>	114.61	14.84	1.479	2.680**	0.008
Father's Occupation					
<i>Farming</i>	112.31	15.09			
<i>Non-Farming</i>	112.53	15.60	2.246	0.185 ^{ns}	0.853

ns= not significant

**=significant at 0.01 level

Relationship between the Metacognitive Awareness towards Reading Strategies of the Prospective ESL Teachers and their Select Profile Variables

The study hypothesized that there is no relationship between the metacognitive awareness of reading strategies of prospective ESL teachers and their select profile variables. Results reveal that age, sex, mother and father's educational attainment, occupation and monthly

income did not affect the EFL pre-service teachers' metacognitive awareness of reading strategies (Table 8). This finding means that regardless of their age, sex and grade point average, and the educational attainment, occupation and monthly income of their parents, their metacognitive awareness of reading strategies remains the same. However, their exposure to media significantly affected their metacognitive awareness of reading strategies as reflected in the correlation coefficient of 0.221 higher than the probability value of .000 at 0.01 level of significance. Hence, the null hypothesis is partly accepted.

This finding implies that the more the student is exposed to printed reading materials and other sources of information, the better is their metacognitive awareness of reading strategies. Exposure to different printed materials provides opportunities to the students to be familiar with the words and how ideas are conveyed. This familiarity makes them aware on how to handle reading texts and the demands they entail. Besides, frequent exposure indicates familiarity to recent issues and problems around the world. Knowledge of these issues reduces the load of the reader to process a reading text.

Table 8

Relationship between the Metacognitive Awareness towards Reading Strategies of the Prospective ESL Teachers and their Select Profile Variables

		Correlation		
		Coefficient	Prob.	Statistical Decision
Metacognitive Awareness towards Reading				
Age		-0.020	0.684	Not significant
Mother's Attainment	Educational	-0.009	0.860	Not significant
Father's Attainment	Educational	0.003	0.951	Not significant
Family Monthly Income		0.056	0.246	Not significant
Grade Point Average		0.025	0.601	Not significant

Exposure to Media	0.221	0.000	Significant at 0.01
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CONCLUSIONS

The prospective EFL pre-service teachers are very aware of the use of the metacognitive awareness reading strategies which they use in reading a text.

The metacognitive awareness of reading strategies of the prospective EFL teachers is mediated by several factors. Students whose mothers are employed are more metacognitively aware of reading strategies. The more the student is exposed to media, the more frequent they use their metacognitive awareness reading strategies.

To improve English instruction for prospective ESL teachers, English teacher should emphasize on metacognitive strategies to process a reading text. In teaching reading, teachers should use reflective thinking in eliciting from the students their metacognitive strategies while they read in order to determine focus in scaffolding them to be better readers. Related to this, students must be made aware of the different metacognitive awareness reading strategies to aid them in their reading activities. Also, reading assessment should jibe with the metacognitive approaches of teaching to arrive at congruency with how reading is taught and assessed. Further, teachers must encourage students to use both printed and on line reading activities to develop their reading and other macro communication skills and English teachers should design activities that would enhance the reading skills of students to be introduced from their first year to their last year in college.

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The Influence of Innovative Team Building Facets in Decision-Making of Secondary School Principals

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Abstract

The theoretical underpinnings of this study were the Haye's (1997) team building framework: *communication, persistence and participation* and Hogan and Morrison's (1993) *decision making model: telling, selling, testing, consulting, joining and controlling*. The participants were all the principals of two secondary schools' divisions in Sulu. It was hypothesized in this study that the innovative team building facets manifested in the participants would influence their decision making. Consistent with the hypothesis, there is a positive correlation between the principals' team building facets and their decision making.

Keywords: *team building, decision making, secondary schools, leadership, management, conflict resolution*

Introduction

Team building involves acting within the organization as a whole, to create situation where team members will be trying to introduce innovation to act effectively and to implement strategies which will be appropriate to their task. As the principal begins to articulate its values clearly in communication with the staff; his pride develop a clear focus and become a major,

though internalized, force which will shape how members of the organization interact with one another.

Hughes et al. (1999) pointed out that changing to team working involves changes to the reward structures within an organization, since these traditionally operate purely on an individual basis while the team as a whole shares both responsibilities and failures. When one tries to analyze the factors influencing innovative team, one find that the team needs to have the opportunity to carry out its work; it must have the resources; the time and the skills of training which it will need, as well as having the ability to make the necessary decisions and implement them.

So to speak, team building as a process of developing a strong positive sense of belongingness, the school principals identify with his subordinates and can see their team as us rather than just a collection of individuals in a group. School managers feel more secure when they are cooperating with others. But if the team members do not see themselves as us in the organization, they look to other groups for their identification. So an important part of team building ensures that the team is well-defined and the team members are able to see them as distinctive, thus, making sure that school managers as team leaders are able to cooperate in the organization.

The complexities of the teaching profession are unrivaled by almost any other. Teachers are decision-makers and change agents in the lives of students and the lives of schools. As such, they have the awesome responsibility of influencing what students learn, how students learn, and how students think about themselves.

Communication is considered the most effective factor in establishing group cohesion. It is vital that each group member has an understanding in the way that other members

contribute to the whole, if the team is to work well together. Innovative school principals should be wise in decision making and highly-motivated individuals. They already possess technical expertise, imaginative thinking skills, and intrinsic motivation.

Hogan and Morrison (1993) as cited by Hughes et. al. (1999) maintained the idea that people who are seen as more creative tend to have several distinguishing personality characteristics. In general, creative people are more open to information and experience have high energy, can be personally assertive and even domineering, react emotionally to events, and finally are very motivated to prove themselves. Thus, creative people tend to be independent, willful, idealistic, and nonconforming. Given all these tendencies may not make them ideal followers. Thus, one might think that the personalities of creative followers and successful leaders might be the source of considerable conflict and make them natural enemies in organizational settings. Since many organizations depend on initiative to grow and prosper, being able to successfully lead creative individuals may be a crucial aspect of success for these organizations. Given that people who use initiative already possess technical expertise, imaginative thinking skills, and intrinsic motivation.

Stoner and Fullman (1989) posited that the model of creativity processes involves problem finding or sensing, immersion or preparation, insight or illumination, verification and application. An individual starts to work on a selected problem, concentrates on the problem, assembles available information and entails going through the entire process to verify, modify or try out the idea. The idea is supported by Franco (1986) who mentions the active involvement in the creative process as situational analysis and problem identification, objective setting, and prioritizing. The generation of ideas depends on the flow of information, idea development on the organizational culture and processes within the organization.

In order for the team to work together, common goals cannot just be taken for granted. The members of the team or the group must see their goals as the maintenance of effective working systems and practices within the organization and any diversity of goals can lead to very different working practices, which need to be sorted out before the management is able to act fully as a team.

Against this background, to contextualize the foregoing theoretical construct of Hughes et al. (1991), Stoner and Fullman (1989), and Franco (1986), we can infer therefore that: innovative team building, decision making and job performance have a linear relationship. Innovative team building can directly influence holistic and prudent decision making. In turn, the effective decision making can likewise pave the way for excellence job performance. These theoretical scaffolding holds true whether from the standpoint of principal-teacher and teacher-student relationship in the school setting. Hence, for academic and pragmatic purposes, this aforesaid theoretical construct needs to be validated in this study.

Literature review

Team building is necessary for members of any organization to co-exist. Given that we are dealing with various types of personalities in an educational institution, administration, managed by the principal in the case of secondary schools, should valorize matters concerning the relational facets of the teaching and learning organization. It is definitely not a good indication if teachers, amongst themselves, breed conflict rather than camaraderie, declension rather than advancement. After all, schools are supposed to be agents of goodwill not instigators of social complications.

According to Hayes (1997) whatever type of team it is, a team consists of a number of individual people working together to achieve a common goal. Simply because they are human

beings, this means that teamwork involves psychology – and quite a lot of it. Basically, there are some overarching psychological mechanisms which permeate the whole process of working in teams. These are absolutely central to why human beings work well in teams at all and if one really want to understand what is going on, one need to look at them carefully. There are two (2) psychological mechanisms, which are particularly helpful when one is trying to understand the psychology of teamwork. These are: (1) social identification; and (2) social representation. Put in its simplest form, social identification is our human tendency to see the world in terms of them- and-us – to see ourselves as located in various social groups, which different from the others. Social representations are the shared beliefs or assumptions which we pick up from others and adjust until they fit into our own personal beliefs and opinions.

Daves (1989) reviewed comprehensively the concept team building. In centralized organization, the role of head office is seen as ultimately determining every aspect of employment, including personnel policies working procedures, purchasing decisions and industrial relations while those at lower levels in the hierarchy simply get on with implementing those policies. Even when some responsibility for decision- making is delegated, a hierarchical structure still mean that decisions must be made by those with a higher authority than those who are actually doing the work.

The cornerstone of successful team management is respect. A team can not function as a team unless its members respect one another's skills and abilities to respect their opinions and points or view and to respect their contributions to the overall tasks which need to be done. Without that basis of mutual respect, a team simply cannot function well. It is the team's manager who needs to set the tone of respect, communicating to the team that they are regarded as competent and capable. Managers who are mistrustful or their team members, or who

override the team's decisions, or belittle the contribution of a given team member, are communicating something quite different and they are unlikely to achieve the levels of mutual respect and understanding which make for effective cooperation. No team can retain coherence if it is being subtly hard for managers to maintain confidence if their approach is being constantly undermined by those above them.

In the context of changes in management approaches, the study conducted by Gibson, Ivancevich & Donnelly (2000) provides alternative approaches can be undertaken by managers in various ways. In many instances, the change process occurs at the expense of short-term losses in exchange for long-term benefits. One extensive review of the literature identified several approaches that managers can use to manage planned change. Although the terms applied to the different approaches vary from author and from proponent to proponent, the underlying team is virtually the same. Regardless of the terms used, the approaches range from the application of power, in any of its forms, to bring about change to the application of reason.

The application of power to bring change implies the use of coercion. Managers can implement power through their *control* over regards and sanctions. They can determine the conditions of employment including promotion and advancement. Consequently, through their access to these of power, managers can bring to bear considerable influence in an organization (Gibson: 2000).

The application of power often manifests autocratic leadership, and contemporary organizations do not generally encourage managers to engage in such leadership behavior. In times past, autocratic management has been a factor in his rise of labor unions as counterweights to the arbitrary use of managerial power. Except in crisis situations when the

very existence of the organization is at stake, power is not a favored approach for bring about change. The application of reason to bring about change is based on the dissemination of information prior to the intended change. The underlying assumption is that reason alone will prevail and that the participants and parties to the change will all make the rational choice. The reason based approach appeals to the sensibilities of those who take a Utopian view of organizational worlds. But the reality of organizations requires that we recognize the existence of individual motives and needs, group's norms and sanctions, and the fact that organizations exist as social as well as work-units all of which means that reason alone won't be sufficient to bring about change (Gibson, 2000).

Hayes (1997) stressed the importance of *communication*. The team needs adequate and consistent communication. The vision needs to be put across to other people clearly and articulately. As we have seen, disagreements among the minority group's members will reduce their potential for influencing the majority. So it is important that all team members are seen to be putting the same message across. And it is equally important that the people they are taking to can perceived, fully what the message is all about. Again, that might sound obvious, but is often surprisingly difficult to explain something which you have spent a great deal of time working out. There is often assumption underlying a change proposal which those who have been working in it have come to take for granted. But they need to be spelt out to other people who have not been through the development process.

Another requirement for minority influence in organizations is *flexibility*. As we have seen, a minority isn't likely to make much difference if it becomes classified as a set of outsiders and sticking to a fixed, rigid approach makes that very likely. It is important that the team is flexible enough to be able to respond to the concerns and suggestions of other people

working in the organization. Indeed, doing so is an important part of reassuring the majority that the team is actually working in the organization's best interests. And the team needs to recognize that it doesn't have a monopoly on ideas: it is very likely that non-team members, too, will be able to contribute important experience or useful suggestions which can help in the implementation of the change (Hayes, 1997).

West & Wallace (1995) emphasized the importance of *persistence* for a team to exist in an organization. The psychological research into minority influence shows as how sticking to the same line is absolutely vital. Changing one's mind without explaining why, or arbitrarily proposing a new direction, is likely to lose any influence that has already been gained – and in a way which makes it very difficult to regain the ground which has been lost. On the surface, this might seem as though it contradicts the previous characteristics about the need to be flexible, but it doesn't really. It's one thing being prepared to adapt and take additional information into account, but it's a different thing to change direction or give up altogether. A team which wants to make a difference to its organization must be prepared to be persistent – to give the same message over and over again, even when it seems futile. Only consistent and repeated persuasion is likely to produce an effect.

As regards decision making, a framework for understanding teacher participation in decision-making was advanced. In the development of her framework of teacher participation in decision-making, Somech (2002) drew from the work of many previous theorists who had also grappled with how to define the construct. Participative management and decision-making have been in existence since early in the twentieth century, when business and management theorists began to experiment with giving workers some control over their working environments.

Arguments for teacher participation in organizational decision-making are generally grounded in four theoretical orientations (Dachler & Wilpert, 1985; Greenberg, 1983; Margulies & Black, 1987): democratic, socialist, human growth and development, and productivity and efficiency. The democratic argument for participation has also been called an ethical approach (Keith, 1996; Somech, 2002). It reflects the belief that offering the opportunity to participate in the governance of an organization is a moral imperative because individuals have the right to exercise some control over their work and their lives (Dachler & Wilpert, 1985). In the school setting, this argument suggests that teacher participation is necessary to professionalize and democratize teaching. Furthermore, a democratic school environment is believed to encourage children to participate in and sustain our country's system of government (Barth, 2001). Though the connection of participation with democratic and pluralistic values is often cited, the emphasis on participation for professionalization or equity reasons has been found to be less prevalent among school principals than other emphases (Blase & Blase, 2000).

The decision making model was based Hogan Morrison (1993) who suggested that leaders take the following steps to successfully lead the followers namely: (1) *telling*, wherein the school principals identify the problem, consider alternative solutions, and select one and inform the group of his decision; (2) *selling*, wherein The school principals make the decision and convince the group to accept the decision by citing its advantages. Outcome of this study provide contributions to teachers' job performance; (3) *testing*, wherein the school principals present the problem and necessary information. Then the members of the group, including him, give proposals to solve the problem. Then they test the proposals to see which is the best and the most relevant; (4) *consulting*, wherein the school principals present the problem with background information. Then he asks the members to give their ideas and alternative solution. Then he selects the best proposal according to his own judgment; (5) *joining*, wherein the

school principals join and participate in the discussion and agree to abide by whatever decision the group makes; (6) *controlling conflict situation*, wherein the school principals must know how to handle frustrations, anger and to cooperate and share with others. He must maintain cool or emotionally stable when conflict arises, resolve it in a high level of intellectual discussion.

The present study

This study determined the factors influencing the participants' innovative team building, and decision making of the 25 secondary school principals in Sulu. The variables identified under the factors influencing innovative team building were *communication; flexibility; persistence; and participation*; whereas, in decision making, the variables were: *telling; selling; testing; consulting; joining; and controlling conflict situation*.

Since one of the main dependent variables was *communication*, it was necessary to delineate the medium used for communication. The dominant language observed to be the medium for communication was the English language. Given that the research context was pedagogical in nature, it was necessary to word the survey in the English language. The participants were the principals of schools. It was logical to presume that they have achieved the highest proficiency in the English. To be a principal, one has to be a masters or doctoral graduate. They have passed a battery of oral and written comprehensive examinations both in the graduate school and under administrative testing body accredited by Professional Regulations Commission and Department of Education. In actual fact, during the initial data gathering, I conducted a casual interview to determine if their respective schools would valorize the implementation of team building trainings. During this preliminary process of interacting with the participants, I have noticed that all 25 principals possessed the good command of the English language. It was interesting to note that when asked what language

they used during trainings or seminars like team building workshops, all principals uttered that they utilized the English language. 18 principals even discouraged the use of other languages for them to be accustomed to this linguistic practice and that their teachers can be a good model of English speakers in their schools.

English language

The English language used in the study was based on American English that is of Germanic language family descent (ethnologue.com). English has long been existed in the Philippine educational system since the 1900s. English was first implemented as the medium of instruction when US President William McKinley issued a letter of instruction to the Philippine Commission in April 1, 1900 (Bernardo, 2004; Madrazo & Bernardo, 2012, 2018). Since then, English has been used as medium of instruction for all content learning areas. But when the BPE was implemented in 1974, Pilipino and English became the media of instruction in elementary and high school. The subjects were divided into the English domain (English communication arts, mathematics, science) and Pilipino domain (Pilipino communication arts, social studies, history).

In 1987, BPE was recast under the Department of Education Culture and Sports. The role of Filipino was emphasized to be the language of literacy and scholarly discourse while English was narrowly defined as the international language and the non-exclusive language of science and technology. It also mandated higher education schools to spearhead in ‘intellectualizing’ Filipino (Bernardo, 2004, Madrazo & Bernardo, 2012, 2018). To date, however, English is still dominating the Philippine educational system, being the medium of instruction for the major content learning areas from pre-school, primary, secondary and tertiary levels.

Problem statement

The main objective of this study was to determine the factors influencing innovative team building and decision making among the secondary school principals in Sulu.

To achieve these ends, the following sub-inquiries were raised:

1. What are the prominent factors influencing innovative team building of secondary school principals?
2. What are the factors affecting the decision making of the secondary school principals?
3. Is there a correlation between the factors influencing innovative team building and decision making?

Methodology

Design

Since this study sought mainly to determine if there is correlation between the team building facets and the decision making aspects among the secondary school principals of Sulu. This study utilized the descriptive-correlational design.

The data

Permission was secured first from the Schools Division Superintendents of Sulu I Division and Sulu II Division of the Province of Sulu, prior to the distribution of the questionnaire-checklist to the principals who were the target respondents of the study. After the permission was secured, the questionnaire was prepared according to the number of districts.

After the retrieval of the accomplished questionnaire-checklists, the responses were tabulated according to the variables raised in the study. Accuracy was maintained in order

to have a realistic result. This process was done by cross-checking and validation of empirical data and its findings.

Sampling

The study passed employed total enumeration technique in selecting the target respondents of this study. All secondary school principals in two divisions of Sulu were school chosen composed of 25 participants.

Based on the report of the Division Planning Office, there were 25 existing secondary schools within the Sulu province (Refer to Appendix B for a list of Secondary Schools in Sulu in two divisions).

Instrument

The questionnaire-checklist was a modified survey adapted from Pascua (2006). There are two sets of questionnaire-checklist, one set of questionnaire to the secondary school principals' respondents. The questionnaire-checklist was composed of three major parts. The first part is the demographic profile of the respondents such as: name; gender; age; division; name of school; and school address. And the second part sought information about the factors influencing innovative team building consisted of five variables, namely: clear vision; communication; flexibility; persistence; and participation. And finally the third part looked into the decision making applied by the secondary school principals' which includes: telling; selling; testing; consulting; joining; and controlling conflict situation.

Another set of questionnaire to the secondary school teachers' respondents. The questionnaire-checklist was composed of two major parts. The first part is the demographic profile of the respondents such as: name; gender; age; division; name of school; and school address and the second part sought information about the job performance of secondary school

teachers' which includes: adopted an established mission statement based on the shared vision; gained support with proper communication in affecting team building; instituted appropriate adjustment to meet the needs of the students; facilitated some improvement of strategies in affecting innovation; established a working relationship full of cooperation; motivated students to accomplish the assigned tasks in achieving the goals; provided adequate resources for training and development; prepared plans according to priorities for implementation; made teachers feel important in the organization; managed conflict by utilizing effective measures of resolving it; made a plan of action to provide organizational flexibility; adapted a system to minimize duplication of efforts and avoidance of friction among students; developed a system to conduct regular follow-up of vital information for better understanding; assisted the students to make improvise learning devices; assisted the students to make improvise learning devices; adapted a program of activities for proper guidance of students in responding to school rules and policies; solicited the participation of teachers relative to budget allocation in terms of classroom activities; resolved school problems without affecting emotions; established decision-making procedure in an objective manner; provided appropriate measures of improving school and community relations; prepared a plan of action for consultation approval by the group; maintained an attitude of being broadminded in handling delicate matters; and endeavored to resolve conflicting situation in a most logical manner.

The questionnaire-checklist contained instruction to the effect that the respondents are to check one among the options based on the 5-points scale with the corresponding verbal description.

This kind of research which consist typically a series of written questions classified according to the sub-problems raised in this study. Some of the items were improved, rephrase for its suitability and adaptability to the present study.

Statistical Treatment

To determine the dominant respondents dominant team building and decision making facets, mean rank scoring was utilized. To establish correlation between the respondents' prominent team building decision making facets, Pearson Product Moment Correlation was utilized.

Results and Discussion

Facets affecting team building

Communication

The first facet influencing team building among secondary school principals in the province of Sulu is communication. As shown in Table 1, the highest mean of 4.68, interpreted as very much influenced, is posted on item 3, (which is *using words that teachers clearly understand*), and the lowest mean of 4.28, interpreted as much influenced, is posted on item 4 (*Using thought provoking questions for the group to analyze, synthesize and think critically*). The rest of the predetermined indicators which gathered a weighted mean of 4.56, 4.40 and 4.36 disclosed to have been much influenced among the principals.

Table 1*Secondary School Principals Responses on Communication*

N=25

No.	Items	Total Weighted Points	Weighted Mean	Adjectival Equivalent	Rank
1.	Considering timeliness to facilitate communication.	109	4.36	Much Influenced	4
2.	Clarifying own ideas, desires, and purposes before communication.	110	4.40	Much Influenced	3
3.	Using words that teachers clearly understand.	117	4.68	Very Much Influenced	1
4.	Using thought provoking questions for the group to analyze, Synthesize and think critically.	107	4.28	Much Influenced	5
5.	Expressing positive attitude in influencing the group members.	114	4.56	Very Much Influenced	2
Group Weighted Mean		111	4.46	Much Influenced	

By looking at the group weighted mean, the same table indicates that it manifested a weighted mean of 4.46. The finding clearly showed that the situation described as much influenced from the extent of communication as a factor influencing innovative team building. The data implies that in an effective communication emphatic verbiage is highly imperative. Second to this is the degree of how the communicator is able to condition his listener. Still

another important factor to consider is the degree of arriving at a consensus. From the standpoint of ethno methodological school of thought, such process is known as “breaching out” (Turner, 1979).

Flexibility

Flexibility was another factor influencing innovative team building of secondary school principals in the province of Sulu. Table 2 shows that the highest mean of 4.52, interpreted as very much influenced, is posted on item 1, which is (*organizing things into proper order by using skills and judgment to effect innovation among staff*), and the lowest mean of 4.08, interpreted as much influenced, is posted on item 5 (*endeavoring to adapt and adjust to any situation*). The rest of the three predetermined indicators registered a weighted mean of 4.48, 4.32 and 4.20 with a response category of much influenced among the respondents.

Table 2

Secondary School Principals’ Responses on Flexibility

N=25

No.	Items	Total Weighted Points	Weighted Mean	Adjectival Equivalent	Rank
1.	Organizing things into proper order by using skills and judgment to effect innovation among staff.	113	4.52	Very Much Influenced	1
2.	Moving to new ideas when conditions for innovation are not feasible.	108	4.32	Much Influenced	3
3.	Contributing useful suggestions in the	112	4.48	Much	2

implementation of the change			Influenced	
4.	Making adjustment to meet the needs of the group.	105	4.20	Much Influenced 4
5.	Endeavoring to adapt and adjust to any situation.	102	4.08	Much Influenced 5
Group Weighted Mean		108	4.32	Much Influenced

Gleaned from the given result of the group weighted mean, the same table reveals that it yielded a weighted mean of 4.32. This means that from the view points of the principals' respondents, the extent of flexibility as a factor influencing innovative team building was much influenced. The implication of the above findings conveys that to obtain flexibility in terms of managing a school is the capability of the administrator to set priorities in charting institutional plan. In this manner from the standpoint of ecological prospective the organizational leader is able to maximize the utilization of scarce and precious resources (Scaff, 1982; Harris, 1979).

Persistence

Persistence was another factor influencing innovative team building of secondary school principals in the province of Sulu. Table 3 shows that the highest mean of 4.60, interpreted as very much influenced, is posted on item 1, which is (*focusing the value of the staff and their relation with quantity and quality of output*), and the lowest mean of 4.20, interpreted as much influenced, is posted in item 5 (*implementing the desired goals for the good of the organization*). The rest of the three predetermined indicators registered a weighted mean of 4.40, 4.36 and 4.32 with a response category of much influenced among the principal-respondents.

Table 3*Secondary School Principals Responses on Persistence*

N=25

No.	Items	Total Weighted Points	Weighted Mean	Adjectival Equivalent	Rank
1.	Focusing the value of the staff and their relation with quantity and quality of output.	115	4.60	Very Much Influenced	1
2.	Endeavoring to be persistent to make a difference in managing an organization.	110	4.40	Much Influenced	2
3.	Initiating some strategies which redound to successful attainment of the desired goals of the organization.	109	4.36	Much Influenced	3
4.	Trying to influence the staff in effecting change.	108	4.32	Much Influenced	4
5.	Implementing the desired goals for the good of the organization	105	4.20	Much Influenced	5
Group Weighted Mean		109	4.38	Much Influenced	

Taken as a whole, the group weighted mean appeared that it garnered a weighted mean of 4.38. This means that from the view points of the principals' respondents, the extent of persistence as a factor influencing innovative team building was much influenced.

The findings virtually validate the Frankfurt school of thought that maintains the quintessential rule of the productive forces in the organization. Even if resources and

technology are in place, organizational goals cannot be achieved in the absence of a competent manpower (Sison, 2000).

Participation

Participation was the last factor influencing innovative team building of secondary school principals in the province of Sulu. Table 4 shows that the highest mean of 4.84, interpreted as very much influenced, is posted on item 5, which is (*sharing information and offer ideas for better ways of working together*), and the lowest mean of 4.36, interpreted as much influenced, is posted on item 3 (*increasing motivational techniques to win the participation of the teachers*). The rest of the three predetermined indicators registered a weighted mean of 4.68, 4.48 and 4.44 with a response category of very much influenced and much influenced among the principals.

Table 4*Secondary School Principals Responses on Participation*

N=25

No.	Items	Total Weighted Points	Weighted Mean	Adjectival Equivalent	Rank
1.	Preparing proposals that are workable and challenging.	117	4.68	Very Much Influenced	2
2.	Creating a climate of trust and free sharing of information among personnel.	111	4.44	Much Influenced	4
3.	Increasing motivational techniques to win the participation of the teachers.	109	4.36	Much Influenced	5
4.	Establishing effective participation mechanism.	112	4.48	Much Influenced	3
5.	Sharing information and offer ideas for better ways of working together.	121	4.84	Very Much Influenced	1
Group Weighted Mean		114	4.56	Very Much Influenced	

Taken collectively would show that the group weighted mean in the same table reveals that it received a weighted mean of 4.56. This means that from the view points of the principals' respondents, the extent of participation as a factor influencing innovative team building was very much influenced From the standpoint of cultural materialist, power resides on information

and knowledge. Basically, with adequate and superior information, a school administrator can make prudent decisions especially in critical times (Harris, 1979).

Decision making applied by secondary school principals

Telling

Telling was the first prominent decision making facet of secondary school principals in the province of Sulu. Table 5 shows that the highest mean of 4.84, interpreted as very much influenced, is posted on item 5, which is (*sharing information and offer ideas for better ways of working together*), and the lowest mean of 4.36, interpreted as much influenced, is posted on item 3 (*increasing motivational techniques to win the participation of the teachers*). The rest of the three predetermined indicators registered a weighted mean of 4.44, 4.32 and 4.20 with a response category of very much influenced and much influenced among the principals respondents.

Table 5

Responses on Decision Making Applied on Telling

N=25

No.	Items	Total Weighted Points	Weighted Mean	Adjectival Equivalent	Rank
1.	Conduct a survey to study a problem in school.	111	4.44	Much Applied	2
2.	Initiates a plan to launch income generating projects in school.	108	4.32	Much Applied	3

3.	Designs a new organizational structure to clearly communicate job assignment.	102	4.08	Much Applied	5
4.	Conducts consultative dialogue with the teachers for effective solutions.	115	4.60	Very Much Applied	1
5.	Disregards emotions in solving problems that affect school environment.	105	4.20	Much Applied	4
Group Weighted Mean		108	4.33	Much Applied	

The group weighted mean in the same table revealed to have a weighted mean of 4.33. This means that from the view points of the principals' respondents, the extent of telling as a decision making applied by secondary school principals was much applied. In the context of telling, there is a need to instead among the organizational constituents the spirit of "We Feeling" and sense of belongingness. With this element people or the subordinates will become active participants in the pursuit of organizational development. When this is done, development path takes two forms: (1) development from the top, and (2) development from below the mergence therefore of these two forms make organizational development a holistic approach.

Selling

Selling was the second factor affecting the decision making of the secondary school principals in the province of Sulu. Table 6 shows that the highest mean of 4.52, interpreted as very much applied, is posted in item 1, which is (*makes decision in an objective manner*), and the lowest mean of 4.16, interpreted as much applied, is posted in item 4 (*maximizes*

participation and performance). The rest of the three predetermined indicators gained a weighted mean of 4.48, 4.40 and 4.32 respectively had much applied among the principals' respondents.

Table 6

Responses on Decision Making Applied on Selling

N=25

No.	Items	Total Weighted Points	Weighted Mean	Adjectival Equivalent	Rank
1.	Makes decision in an objective manner.	113	4.52	Very Much Applied	1
2.	Selects alternatives based on actual needs without regard of the popularity of the decision made.	110	4.40	Much Applied	3
3.	Maintains cooperation and develop the feeling of camaraderie.	112	4.48	Much Applied	2
4	Maximizes participation and performance.	104	4.16	Much Applied	5
5.	Sets up conditions in the work place for the teachers to gain contentment and satisfaction.	108	4.32	Much Applied	4
Group Weighted Mean		109	4.38	Much Applied	

An inspection of the group weighted mean, the same table reveals that it yielded a weighted mean of 4.38. This means that from the view points of the principals' respondents, the extent of selling as a decision making applied by secondary school principals was much

applied. In entrepreneurial ambiance, the propensity of acceptance among organizational constituents is the capability of an administrator to convince the viability of his ideas. In doing so, an administrator must engage deeply in conditioning. As Skinner (1983), puts it; a “taming vast empire is like taming a wild lion by masturbating the mind.”

Testing

Testing was the third factor affecting the decision making of secondary school principals in the province of Sulu. Table 7 shows that the highest mean of 4.44, interpreted as much applied, is posted in item 5, which is (*produces effective results by enhancing the capabilities of the teachers*), and the lowest mean of 4.12, interpreted as much applied, is posted in item 1 (*makes regular observation of classes to ensure that the common objectives are achieved*). The rest of the three predetermined indicators gained a weighted mean of 4.36, 4.32 and 4.24 respectively had much applied among the principals’ respondents.

Table 7

Responses on Decision Making Applied on Testing

N=25

No.	Items	Total Weighted Points	Weighted Mean	Adjectival Equivalent	Rank
1.	Makes regular observation of classes to ensure that the common objectives are achieved.	103	4.12	Much Applied	5
2.	Provides accurate means of improving school and community relations.	106	4.24	Much Applied	4

3.	Involves the teachers in appraising their own performance.	108	4.32	Much Applied	3
4.	Analyzes the teachers' level where values should be consistently acted upon.	109	4.36	Much Applied	2
5.	Produces effective results by enhancing the capabilities of the teachers.	111	4.44	Much Applied	1
Group Weighted Mean		107	4.30	Much Applied	

The group weighted mean of 4.30 as can be glanced from the same table indicates that from the view points of the principals' respondents the extent of application on decision making while on the job as principals was much applied. Testing is a process whereby decision making is being operationalize and eventually ascertain its viability potentials. In this very process certain modification and enforcement are done mostly by school administrators so us to conform with the desired results. Also in the process of testing, the administrator will know where his subordinates are and eventually will be in the best position to assess what his subordinates needs in order to generate satisfactory if not, excellent output. This process is known as "remedial measures".

Consulting

Consulting was the fourth factor that influence the decision making of secondary school principals in the province of Sulu. Table 8 shows that that the highest mean of 4.68, interpreted as very much applied, is posted in item 1, which is (*seeks to discover existing defects in classroom*), and the lowest mean of 4.12, interpreted as much applied, is posted in item 3 (*ensures that everyone knows exactly what to do*).The rest of the three predetermined indicators

gained a weighted mean of 4.60, 4.56 and 4.32 respectively had much applied among the principals' respondents.

Table 8

Responses on Decision Making Applied on Consulting

N=25

No.	Items	Total Weighted Points	Weighted Mean	Adjectival Equivalent	Rank
1.	Seeks to discover existing defects in classroom.	117	4.68	Very Much Applied	1
2.	Presents the plans to teachers for suggestions and approval.	114	4.56	Very Much Applied	3
3.	Ensures that everyone knows exactly what to do.	103	4.12	Much Applied	5
4.	Assists the teachers plan the activities to accomplish the objectives.	108	4.32	Much Applied	4
5.	Presents the problem and solicits alternative solutions.	115	4.60	Very Much Applied	2
Group Weighted Mean		111	4.46	Much Applied	

In summary, it shows that the group weighted mean obtained by the secondary school principals is 4.46. This means that from the view points of the principals' respondents, the extent of consulting as a decision making applied by secondary school principals was much applied. The findings suggest that for an administrator to formulate wholistic form of decision

making, he must engage in a dialogue so that there will be “a meeting of minds” between the leader and the subordinates. This is in the Philosophy of Plato is known as dialectical process predicating organizational development to be characterized by inter subjectivity between the ruler and govern.

Joining

Joining was the fifth factor affecting the decision making of secondary school principals in the province of Sulu. Table 9 that the highest mean of 4.60, interpreted as very much applied, is posted on item 2, which is (*recognizes the performance of the teachers by giving what is due to them*), and the lowest mean of 4.00, interpreted as much applied, is posted on item 4 (*maintains an attitude of broadmindedness in handling delicate matter with teachers and parents of students*). The rest of the three predetermined indicators gained a weighted mean of 4.52, 4.32 and 4.12 respectively had much applied among the principals respondents.

Table 9

Responses on Decision Making Applied on Joining

N=25

No.	Items	Total Weighted Points	Weighted Mean	Adjectival Equivalent	Rank
1.	Brings a successful and planned set of expectations or intended results.	113	4.52	Very Much Applied	2
2	Recognizes the performance of the teachers by giving what is due to them.	115	4.60	Very Much Applied	1

3.	Exercises leadership authority with appropriate behavior, care and prudence at all time.	108	4.32	Much Applied	3
4.	Maintains an attitude of broadmindedness in handling delicate matters with teachers and parents of students.	100	4.00	Much Applied	5
5.	Tries to inform the teachers, parents and the community people the objectives and activities involving educational plans, programs and projects.	103	4.12	Much Applied	4
Group Weighted Mean		108	4.31	Much Applied	

It can be realized from the group weighted mean, the same table reveals that it yielded a weighted mean of 4.31. This means that from the view points of the principals' respondents, the extent of joining as a decision making applied by secondary school principals was much applied. In the context of joining, it is crucial that an element of consensus between the leader and the subordinates must be prevent otherwise, joining as part and parcel of decision making would utterly impossible to achieve.

Controlling conflict

Controlling conflict situation was the last factor influencing the decision making of secondary school principals in the province of Sulu. Table 10 shows that the highest mean of 4.88, interpreted as very much applied, is posted on item 5, which is (*keeps cool during conflicting situation to preserve dignity and prestige*), and the lowest mean of 4.04, interpreted as much applied, is posted on item 2 (*avoids conflict among teachers by constant dialogue*).

The rest of the three predetermined indicators gained a weighted mean of 4.68, 4.56 and 4.24 respectively had much applied among the principals' respondents.

Table 10

Responses on Decision Making Applied on Controlling Conflict Situation

N=25

No.	Items	Total Weighted Points	Weighted Mean	Adjectival Equivalent	Rank
1.	Makes possible for the teachers to follow the rules and regulation of the school.	117	4.68	Very Much Applied	2
2.	Avoids conflict among teachers by constant dialogue.	101	4.04	Much Applied	5
3.	Resolves a conflicting situation among teachers and parents after a series of discussion.	114	4.56	Very Much Applied	3
4.	Pacifies conflict in a most reasonable time.	106	4.24	Much Applied	4
5.	Keeps cool during conflicting situation to preserve dignity and prestige.	122	4.88	Very Much Applied	1
Group Weighted Mean		112	4.48	Much Applied	

To sum it up, the same table reveals that the group weighted mean obtained a weighted mean of 4.48. This means that from the view points of the principals' respondents, the extent of controlling conflict situation as a decision making applied by secondary school principals

was much applied. In any social setting conflict among social constituents is virtually inevitable. This conflict is attributed to the difference of outlook and understanding among social members. (Berger and Lackman 1966). This therefore provides reason d'atra of a leader serving as a mediator in settling conflict. How will he handles this role determines the very success or failure of his leadership. (Harris, 1982).

Correlation between factors influencing innovative team building and decision making

A test of correlation between the factors influencing innovative team building and decision making as responded by the secondary school principals in Sulu I Division and Sulu II Division is shown in Table 11 (Refer to Appendix A).

The independent variables under Factors Influencing Innovative Team Building (X) are the following: communication; flexibility; persistence; and participation. whereas, the other independent variables under decision making (y) included: telling; selling; testing; consulting; joining; and controlling conflict situation.

The same table reveals that all five variables specified above on factors influencing innovative team building. The Sulu I Division and Sulu II Division Principals had obtained a weighted mean of 4.480, 4.425, 4.330, 4.230 and 4.505 with the summation of mean 21.97, and the average weighted mean of 4.394. Whereas, on Team Building, both principals of Sulu I Division and Sulu II Division had obtained a weighted mean of 4.265, 4.320, 4.235, 4.410, 4.260 and 4.455 with the summation of mean 25.95, and the average weighted mean of 4.324.

Using the coefficient of correlation formula as appeared in the table, the computation indicates that is has 0.27 which is interpreted as slight correlation or a minimal correlation obtained between said variables. Since the computed coefficient of correlation is slight correlation, then the null-hypothesis which states that “there is no significant correlation

between the innovative team building and decision making as responded by the Sulu I Division and Sulu II Division secondary school principals” was therefore rejected This means that there is slight correlation between the responses of Sulu I Division and Sulu II Division on the Factors Influencing Innovative Team Building and Decision Making.

In conclusion, the data showing the link between team building facets with the school managers’ decision making would imply that schools should further enhance the organizations’ socio-development potentials by valorizing team building training in a more consistent manner if possible every quarterly to address any tensions that may have affecting the relational facet of these schools. Teachers cannot function effectively if there are existing conflict among teachers. The principal must ensure that the students are not witnesses to this conflict. It is really not a good indication for teachers, who are supposed to be models, quarreling in front of the students. Their conflict might be perceived by their learners as a normal scenario and can be emulated since the actors in this scenario are their models.

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Selecting Potential Instructional Materials for Literature Teaching in the 21st Century Milieu: Findings from a Systematic Review of Literature

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Abstract

The kind of instructional materials given to students in a literature class is believed to contribute to the improvement or deterioration of students' achievement. This study addresses this gap by finding the potential criteria for selecting the appropriate instructional material for literature teaching. It makes use of a systematic literature review surveyed from published studies in refereed journals available from various databases. To plot the responses to the formulated research questions, a repertory grid was used. The data on the grid were analyzed to be able to identify the various gaps in the conducted researches. The surveyed materials underwent thematic analysis. Subsequently, this study yields the following criteria, encapsulated through the acronym "CARE," namely: cultural enrichment, authenticity of the material, relevant language enrichment, and ease requirement for understanding. It recommends that language teachers, especially those specializing in literature teaching, try the

use of the criteria proposed by this study. Finally, this paper presents pedagogical implications and recommendations for further research along this vein.

Keywords: *language and literature pedagogy, instructional materials development, literary education, English Language Teaching, systematic literature review*

Introduction

Instructional materials play both an essential and a significant role in teaching and in learning of various subjects. In terms of learning, Olayinka (2015) posited that instructional materials promote teachers' efficiency and improve students' performance. Olayinka (2015) also added that instructional materials make learning more interesting, practical, realistic and appealing. They also enable both the teachers and students to participate actively and effectively in lesson sessions. They give room for acquisition of skills and knowledge and development of self- confidence and self- actualization.

Ibeneme (2000) defined teaching aids as those materials used for practical and demonstration in the class situation by students and teachers. On the other hand, Ikerionwu (2000) saw instructional materials as objects or devices that assist the teacher to present a lesson to the learners in a logical and manner. Banking on Ikerionwu's idea (2000), it is argued that teachers in general, and English teachers specifically, are always concerned with the kind of material they are going to present to their students, and one of the most challenging kinds of material for English classes is literature. Although some scholars have pointed out to the shortcoming of literature use in practice, it is so vast and so practicable that instructors cannot stop using it.

In fact, Choi (2008) included the issue of selecting instructional materials for language and literature teaching as one among the major concerns in Southeast Asia. Among the problems listed by Choi (2008) include the existence of few pedagogically-designed suitable materials that can be used by language teachers in a language or even in a literature classroom, the lack of preparation in the vicinity of literature teaching in TESL / TEFL programs and the dearth of clear-cut objectives defining the role of literature in ESL /EFL. Moreover, Rahimi (2008) claimed that literature provides few insights into how to evaluate and select teaching materials and sources of knowledge for each component of the knowledge base. In this sense,

the teacher bears the burden of selecting the appropriate instructional materials in teaching literature.

This idea is corroborated by Keshavarzi (2012) through his argument that choosing appropriate texts is the first step to teaching English in the ESL/EFL classroom. All language teachers desire to provide their students with materials inspiring them to speak up, to seek out answers to questions, to voice their questions, and to read widely as well as deeply. An important goal of education is equipping learners with materials to improve their own futures and become contributing members of their own society, rather than burdens on society and others. English language teachers are absolutely aware of this goal. Therefore, they attempt to create such a situation for students of English language by selecting materials which leads to students' and their societies' improvement.

Because the belief posited on policy.com (2012) that instructional materials should be based on the learners' levels does exist, several studies (e.g., Collopy, 2003; Remillard, 1999; Sherin & Drake, 2009; Thompson & Senk, 2014) have pointed out that teachers tend to use the materials selectively and modify the suggested activities to suit their own purposes, needs and interests. Hence, the key to filtering best materials emerges from the appropriate criteria of selecting materials.

To address the mentioned gaps, the studies of Eddy, 1990; Derwing, De Corby, Ichikawa, & Jamieson, 1999; Gunderson, 2004, 2007: and Watt & Roessingh, 1994, 2001 all conclude that educational institutions should do their best to seize the opportunity of this rapid increase in the numbers of students flowing into classrooms in English-speaking countries around the world. This emphasis on seizing this opportunity requires more attention from the teachers' side on their material selection. They have to select those materials which absorb learners and make them contributing members of their societies. It is here that literature introduces itself to lead these teachers in their own right track.

This study, therefore, addresses the gap on what should be the criteria for selecting the appropriate literature materials today based on the latest researches published in reputable journals. It likewise aims to contribute to the body of knowledge by creating a set of criteria from the synthesis of various literatures available.

Research Questions

This study is pegged on one general question. It inquires on what set of criteria can be potentially used for selecting materials for literature teaching. Specifically, this study looked

into questions which include: What is the main topic of the research? What gap/s can be deduced from the paper/s? What is the main objective of the study under survey? What is the rationale of conducting the study? What methodology is used? What are the salient findings of the study? What conclusions can be deduced from the findings?

Methodology

Using a systematic review of the literature as its method, this study delved into various studies in relation to the topic at hand. Systematic reviews are a type of literature review that uses systematic methods to collect secondary data, critically appraise research studies, and synthesize studies. Systematic reviews formulate research questions that are broad or narrow in scope, and identify and synthesize studies that directly relate to the systematic review question (Nightingale, 2009). This type of study may delve into both qualitative and quantitative studies or their combination (Bryman, 2011; Cohen, Manion, & Morrison, 2011).

In order to satisfy the aims of this research, various databases were searched to identify studies on Instructional Materials Selection for Literature Teaching. Parameters were formulated in order to limit the studies to be surveyed. The parameters or the eligibility criteria were useful to filter the researches to be excluded or included for the study. When a study had not met all the parameters, such was excluded from the prospective studies to be surveyed.

Nightingale (2009) mentioned that systematic reviews aim to identify all research addressing a specific question so that they give a balanced and unbiased summary of the literature. The methods used to identify studies for inclusion in systematic reviews have been developed specifically to identify the negative studies that might be published in low impact journals or within conference proceedings, which are not indexed in the bibliographic databases, but which might balance the results of the more easily identified positive studies. Hence, this study made use of critical evaluation technique to properly filter the researches.

Exhausting all databases within the reach of the researcher, this study arrived at 54 scientific studies in the initial process of filtering. The papers filtered in underwent into further evaluation and selection. On such stage, the researches were strictly filtered by using the following criteria (Table 1). After subjecting the researches into the criteria, only 48 studies were used for the review.

PARAMETERS	INCLUSION CRITERIA	EXCLUSION CRITERIA
Type of research	Primary researches published in peer-reviewed journals and papers	policy documents, editorials, columns, book reviews, and literary reviews
Results of the study	Research articles that dealt with selection of materials for ESL literature classes	Scientific papers with no relation to language education as the field of study
Language	Research articles that was written in English.	Research articles which were not written in English and were translated from other languages.
Database	Science Direct, Elsevier, EBSCO, ERIC, Proquest, DOAJ, Scopus and other databases accessible to the researcher	Databases that were not within the reach of the researcher.
Timeframe	Research articles or scientific papers on materials for literature teaching published from 2012-2017	Research articles or scientific papers on materials for literature teaching not published from 2012-2017

Table 1. *Inclusion and Exclusion Criteria.*

Treatment of the data

In order to satisfy the posted questions for this study, a repertory grid was formulated. The gaps were identified based on the data on the repertory grid. Thematic analysis was also used to identify the common, salient concepts and themes lingering from the researches under study. In this study, coding was used to group the salient results and findings. The coding ran up to three rounds. Specific sentences were identified and coded. The codes were group according to categories, and the categories were grouped according to themes.

Ethical Consideration

Throughout the writing of study, careful citation of sources was observed. APA version 6 was used as the citation style in the study. The manuscript was also subjected to a plagiarism scan in order to ensure that all sources were properly cited and acknowledged throughout the paper.

Results and Discussion

Studies carefully selected and analyzed in this study suggest some potential criteria for selecting instructional materials in teaching literature, namely: cultural enrichment, authenticity of the material, relevant language enrichment, and ease requirement in reading and in understanding.

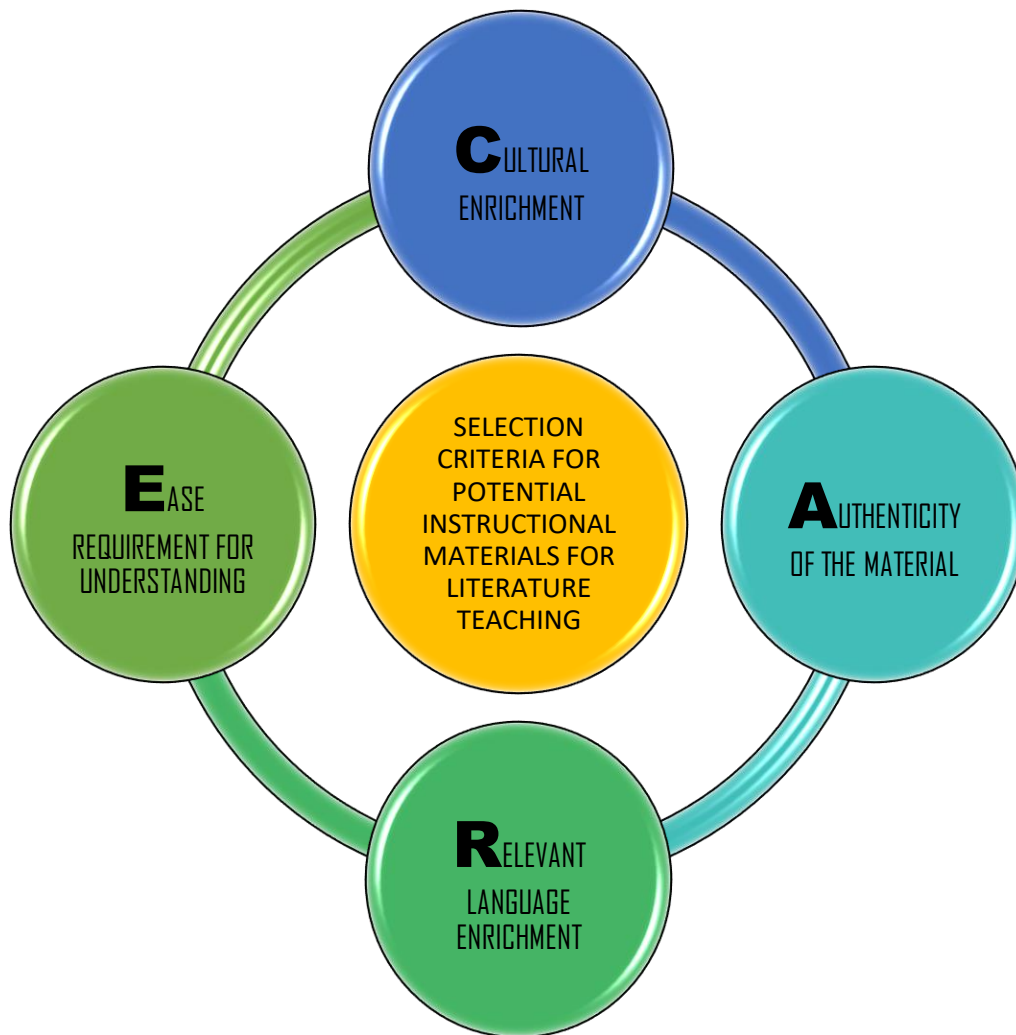


Figure 1. Illustration of the Proposed Selection Criteria for Potential Instructional Materials for Literature Teaching.

Cultural Enrichment

Hickey (2012) believed that language mirrors the society. If language is used by literature, then literature, too, mirrors the society where it belongs and emanates. In fact, Nasihramadi et al. (2014) cited the studies of Erkaya (2005), Byram and Feng (2004), and Gardner & Lambert (1972) stating several reasons and justifications for incorporation of culturally-loaded materials, especially in the form of literature. One of the primary reasons is the inseparable nature of language and culture (Erkaya, 2005, p.1).

Considering the richness of the mirrored culture on the text used for literature teaching is further highlighted by Nasihramadi et al. (2014), saying that teaching culture in EFL classroom provides EFL language learners with an opportunity to reconsider their cultural system and appreciate, modify and probably reject and replace it. By developing a kind of critical thinking in EFL learners, it gives the students a chance to compare their L1 culture with L2 culture, that is beside from developing our students' intercultural competence, it gives them a kind of "meta-cultural awareness" to develop a dynamic and developmentally ever-changing cultural system. Jo Ann, Yunus & Aziz (2018) also believed that students' cultural background toward the literary texts also influences in selecting activities for literature teaching. Hence, potential materials for literature teaching include those with the same cultural frame to that of the students.

Rappel (2011) supported this idea by positing that intercultural awareness in second language education is a way to reduce linguistic and cultural dominance by encouraging attitudes of cultural tolerance and linguistic diversity in language teaching. In fact, Damen (1987) posited that culture learning, can be referred to as the "fifth dimension" of language learning, complementing the four language skills that comprise the foundation for traditional communicative language teaching.

"Culture here referred to people's ways of making sense of their lives, where such sense-making is understood in terms of productive signifying practices that are organized in various conventional ways" (Pennycook, 1994, p. 66). Since culture is encoded into the everyday conceptual linguistic metaphors that are often taken for granted (Byram, 2002, p. 1), and language communities are made up of "people who *regard themselves* as using the same language" (Pennycook, 1994, p. 27), developing an awareness of cultural behavior must therefore include the recognition of language and behavior involved in daily exchanges and routine behavior in the appropriate social context of the second language.

Corbett (2003, p. 19) supported this idea by advancing that an intercultural approach to second language learning aims to develop *an understanding* of how a community or language group uses language and how the values and beliefs are articulated and negotiated within the particular language group. Hence, when teachers select instructional materials that create learning situations that acknowledge the cultural aspect of language learning, second language instruction becomes more meaningful and makes a positive contribution to society by cultivating learners who appreciate cultural similarities and differences and can identify with experiences and perspectives of culturally diverse language groups.

Nasihramadi et al. (2014) further pointed out that using “culturally-filled materials” can create a “colorful world” which can quickly help the foreign learner feel for the codes and preoccupations that shape a real society through literature. Barton and Hamilton (1998), as pointed out by Karvonen, et al. (2017), agreed that students connect into a larger set of cultural practices that will involve them in using the written and spoken languages.

Literature, then, is perhaps best regarded as a complement to other materials used to develop the foreign learner’s understanding into the country whose language is being learned. Also, literature adds a lot to the cultural grammar of the learners.

Authenticity of the Material

The three studies under survey all implicitly suggest that materials for literature teaching should be authentic. It should be understood that literary pieces were not created purposely for teaching a language. Hence, in a classroom context, learners are exposed to actual language samples of real life or real life like settings. Hişmanoğlu (2005, p. 54) strongly supported this view by saying that literature can act as a beneficial complement to such materials, particularly when the first “survival” level has been passed. In reading literary texts, because students have also to cope with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings.

Authenticity in literary materials also relates to the motivation and interest of the learners. The material becomes authentic if the material establishes a strong relevance and a firm link to the motivation, needs, and backgrounds of the learners. This is also seen along the vein of logic by Nasirahmadi et al. (2014) by pointing out that the authenticity and brevity of ‘short story’ had a significant role in their selection and incorporation in their research.

They also strengthened this claim by citing Collie and Slater (1990) who highlighted the importance of valuable authentic material in teaching literature. Furthermore, Keshavarzi (2012) also pointed out that good instructional material for literature teaching becomes authentic when it becomes a good source and context to contextualize student activities. Fogal (2010) even mentioned that students yearn for authentic instructional material in a literature class that engages meta-cognitive awareness and demonstrates that this awareness leads to improved performance and higher levels of work-related student satisfaction.

When the text in a literature class, for example, is authentic, language becomes a means for its own real function. It will not only become a piece for practice. In fact, Keshavarzi (2012) highlighted the idea that language becomes a means in the hands of learners and manipulated by them to use their background knowledge to understand authentic texts, or as Murao (2009) called it, to fill the “information gap”.

This finding strongly supports the claim of Sasirekha et al. (2018) that selection of materials and the process of teaching it should be a primordial responsibility of either ESL or literature teachers. They also added that to include the authenticity and utility of literary texts/literary materials in the course is to help the students to improve their communication. Further, authenticity can lower the affective filter of the students (Nasrihmadi et al., 2014). Hence, students who use authentic materials, which are within the context of the students, could feel freer to volunteer for speaking and could show a higher degree of eagerness to participate in class.

Relevant Language Enrichment

This study finds out that one potential criterion in selecting instructional materials for literature teaching is its high degree of relevant language enrichment. Hişmanoğlu (2005: 54) espoused that literature provides learners with a wide range of individual lexical or syntactic items, so, students become familiar with many features of the written language, reading a substantial and contextualized body of text. They learn about the syntax and discourse functions of sentences, the variety of possible structures, and the different ways of connecting ideas, which develop and enrich their own writing skills.

In fact, Nasirahmadi et al. (2014) concluded that good literature materials improve the learners’ language skills, specially reading and speaking. This is also supported by Arbona and

Raffi (2014) as they concluded, too, that good literary materials are those that favor not only the acquisition of linguistic or grammar competence but also communicative competence.

In this sense, the surveyed pieces of literature are in agreement that a potential instructional material should enrich the linguistic skills of the learners, especially their mastery of the grammar, the expansion of their vocabulary, and most importantly, the honing of their communicative competence.

Hişmanoğlu (2005: 54) also gave a strong argument and caution on the relevance of language skills on the literary text. She postulated that when using the literary material, teachers should not teach skills in isolation. In other words, the grammar topics should only become instruments for creating both referential and interactional meaning, not merely a point of discussion.

True enough, when a student understands a text, he or she dives into the text, savors the words, understands the meaning, and converses with the text, but the focus should still be onto the unfolding of the literary piece. In this way, this process can enhance the linguistic capability of any reader. Keshavarzi (2012) corroborated this by saying that this process can yield a beneficial effect on the whole language learning process. It is here that the selection of a literary text in relation to the needs, expectations, interests, and language level of the students becomes significant (Keshavarzi, 2012: 557).

Ease Requirement for Understanding

Finally, the pieces of literature under survey are one in advancing that a potential material for literature teaching has a high degree of ease for understanding. In other words, literary text should neither be too easy or too difficult to read and understand. Karvonen et al. (2017) pointed out that potential materials for literature teaching should help students adapt according to their needs and situations.

Nasihramadi et al. (2014) corroborated this view by pointing out that when students easily understand the text, it becomes authentic and eventually yields higher fluency in their reading and higher motivation for speaking. Hişmanoğlu (2005: 65) agreed with Nasihramadi et al. (2014), as he cited Elliot (1990:198) who said that if students can gain access to the material, they can effectively internalize the language at a high level.

The issue on the not-too-high-not-too-low level can be explained by the input+1 theory of Stephen Krashen. Hence, teachers should provide materials for literature teaching that are one step higher than the level of their production and understanding. In this way, the students can be challenged to critically understand the text while it is still within their level of understanding, thus, still easy to comprehend.

Conclusion and Pedagogical Implications

The study found out that in the modern-day teaching of literature, teachers may optimize their teaching by selecting the appropriate instructional materials for their classes. In selecting the appropriate materials, potential criteria may be used. These criteria are both explicitly and implicitly documented and suggested by various researches in today's era. Such parameters are traced from the practical side of teaching experience, from the theoretical foundations of English language teaching, and from the results of experimental studies.

From the careful analysis of the latest studies on selecting instructional materials for literature teaching, the four major criteria, encapsulated in the acronym "CARE," are hereby proposed. The criteria are somehow related with one another. Such that, when a material for a literature class is rich with cultural values and is easy to understand, the students may consider it as an authentic material. Subsequently, they may consider the material relevant to their lives. When they see the relevance of the material, it may be easier for the teacher to enrich the linguistic competence of the students.

Moreover, this study finds out from the surveyed researches that selecting a material for a literature class is crucial. The achievement of the students may be dependent on the material they use. With these results at hand, using the proposed criteria may be essential for literature teachers. By doing so, teachers will be able to offer the more appropriate and more potential material or text to suit to the students' needs and eventually achieve the best teaching and learning results. The results further imply that the teachers' database of materials for literature teaching be expanded to promote an easier way of tailoring the materials to the students' needs, levels, and activities. Finally, it is recommended that an in-depth study focusing on the effectiveness of using the proposed criteria be conducted for possible modification and enrichment.

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DIFFICULTIES IN ENGLISH WRITING SKILLS OF SOPHOMORE COLLEGE STUDENTS

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Abstract

The study determined the level of difficulties in English writing skills of the sophomore Teacher Education students, under the Bachelor of Elementary Education (BEEd) program at Pangasinan State University, Sta. Maria Campus, Sta. Maria, Pangasinan who were enrolled during the second semester of the academic year 2015-2016 across the following variables: sex, type of high school graduated from, highest educational attainment of parents, academic performance in an English writing course, preferred reading resource material in English and number of hours spent using social networking sites on a weekly basis.

The study employed descriptive and correlational research designs with the use of questionnaire on gathering the profile of the respondents, their written outputs, and rubrics which were utilized as main instruments in gathering data and supported by related literature and studies.

The data gathered were properly recorded, tallied, tabulated, interpreted, and further analyzed. Frequency, percentages, average weighted mean, minimum, maximum, skewness, and kurtosis were used in the treatment of data. The different treatments of data namely Chi Square and Pearson Product-Moment Correlation Coefficient were used in this research study.

This study revealed that there were more female respondents than male. Furthermore, a greater number of the respondents graduated in public high schools compared to private high schools. In terms of educational attainment of parents, there were more mothers who were undergraduate. The same goes with the fathers when it comes to their highest educational attainment. Moreover, regarding the academic performance in an English writing course of the respondents, most of the respondents got a rating of fair. Most of the respondents preferred textbooks as their reading resource material in English. The number of hours spent by the respondents in using social networking sites on a weekly basis ranges from 1 hour to 30 hours, with a mean of 6.08 hours per week.

Additionally, it is recommended that students should read different reading materials in English and scribble various types of essays and academic writings. It is also proposed that faculty members of the university should employ different types of learning tasks for the students. It is also highly recommended that future researches explore other indicators to writing skills such as focus, purpose, main idea, research and style in sentence structure, word choice or tone, details and examples.

Introduction

Writing, as one of the language skills, plays a major part in communicating a person's ideas, feelings, beliefs, and attitudes. Through writing, people are adept of sharing and communicating with other people. People may write for personal enjoyment or for some other purposes. For students, they write in order for them to familiarize with the English language. There are many reasons to include writing in a second or foreign language syllabus but basically writing helps learners learn. It helps them have a chance to escapade with the language.

Language is the written and spoken methods of combining words to create meaning used by a particular group of people. Language is something specific to humans, that is to say, it is one of the most important characteristics of the human beings which distinguishes them from all other living beings. Language therefore, remains potentially a communicative medium capable of expressing ideas and concepts as well as moods, feelings and attitudes (Manivannan, 2006).

Communication is essential in life. Through it, people learn a lot of things. They are able to express their reactions and share information with others. Writing is one form of

communication. Go and Posecion (2011) state that writing communication is an application of knowledge obtained from learning a language. In schools, the writing ability of the students is crucial to their academic performance since a greater part of school activities from examinations, to assignments, reports, and researches are written.

Brown (1987) as cited by Armana (2011) describes English as a way of life, the context within which we exist, think, and relate to others, a context of cognitive and affective behavior, and a blueprint for personal and social existence. He also states that language and culture are intricately interwoven to the extent that separating the two would result in a loss of significance of either language or culture. Perhaps it would be more accurate to say that separating language from culture would result in a change in the significance of the two.

In like manner, Huy (2015) defined writing as one of the ways to transmit thoughts or ideas to the other people. Writing is also the important skill in studying English, which need great investment from the students. Many students in high school do not know the important of writing, so they only spend a few times for practicing writing. Practicing writing skill will help students get acquainted with new types of writing as well as consolidate their writing skill.

Further, Cullingford (2000) poses that writing is not concerned with remembering but rather, it is the link between language and thought. He further stated that reading refers to the ability to translate symbols into meaning.

Moreover, writing skills offer a way of communicating one's thought and feelings on paper. So the message must be loud and clear between the teacher and the students (Dwivedi & Chakravarthy, 2015).

In the same way, writing is a skill, which is not only helpful in writing in English, but also useful in improving other factors considerably. In English learning classroom, the teacher aims at developing the four skills of his/her students especially the learner's ability to understand to speak, to read, to listen and to write. The ability to write occupies the last place in this order, but it does not mean that it is least important. Reading makes a full man, conference a ready man and writing an exact man. It is an important tool, which enables man to communicate with others people in many ways. To students, the proficiency in writing will bring many benefits for them. First, writing is a good way to help develop their ability in using vocabulary and grammar, increasing the ability of using any language. Second, writing is an essential tool to support other skills. If students have good writing ability, they can speak and read the text more effectively. Third, writing is a way to approach modern information

technology as well as the human knowledge. Otherwise, it is necessary to master writing skill because it can help people have a well prepared when finding a job or attend English courses. With those benefits, writing is really very important to every student (Mandal, 2009).

Additionally, it is a process through which writers explore thoughts, and ideas, and make them visible and concrete. It is a difficult skill for native and non-native speakers alike, for writers should balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling, and mechanics. Moreover, it encourages thinking and learning, motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Writing is especially difficult for nonnative speakers because they are expected to create written products that demonstrate mastery of all the aforementioned issues in a new language (Wells, 2008).

In addition, Huy (2015) explains that writing is one of the most important skills in studying English because not only is writing an academic skill, but it is also an important skill that translates into any career fields.

Huy further clarifies that writing is one of the ways to transmit thoughts or ideas to the other people. It is also an important skill in studying English, which need great investment from the students. Many students in high school do not know the important of writing, so they only spend a few times for it.

Dwivedi and Chakravarthy (2015) discussed that writing in a foreign or second language is a courageous experience especially for students whose native language is not of the same origin as the target language. Native language speaking students learning English is a good example here. These students are faced with the school curriculum that includes the four main skills of English language. Among these skills, they find writing skill the most difficult one and face many problems while composing simple short paragraphs (Dwivedi & Chakravarthy, 2015).

Moreover, of the four skills in English, writing is considered to be the most complex and difficult skill to master. This level of difficulties lies not only in generating and organizing of ideas but also in translating these ideas into readable texts (Richards & Renandya, 2002 as cited by Cabansag, 2013).

Even though writing comes as the last skill, it can't be neglected and needs a lot of attention from the teacher and the student because it is necessary in daily academic life.

Students are expected to learn how to be good writers. If they can't write correctly and logically using appropriate language and style, life will be difficult for them not only at school but in adult life, too (Neville, 1988 as cited by Dwivedi & Chakravarthy, 2015, 2015).

One of the main problems among students is the fact that many of them cannot develop their writing skills, mostly the ones who are making compositions in a foreign language. This has become very difficult not only for students but also for professors, because all of them are looking for good results in every single step of the learning process (Aragon, Baires & Rodriguez, 2013).

Although some of the strategies teachers use encourage their students to be creative and organized, that is not enough. Students must take into account many aspects at the time of writing such as: vocabulary, mechanics, grammar, organization and content and not only one of these items because to create adequate compositions students must take into account every single detail. The problem is that they do not care about the kind of essays they are creating and they do not follow the correct steps that will provide all the sources for their compositions. They just care about the grade they will receive at the end of a homework assignment (Aragon et al., 2013).

In the Philippine setting, the linguistic and cultural diversity in the country brings much complexity to the issue of language policy in education. With more than 7,000 islands and 181 distinct languages, the Philippines offers a challenging environment for implementing a language policy that can serve the whole country. This is despite the fact that about 80 percent of the population does not speak either of these as a first language. In 2009, the Department of Education challenged the Bilingual Education Policy by issuing an order that called for institutionalization of mother tongue based multilingual education. This order requires use of the learners' first language as the medium of instruction for all subject areas in pre-kindergarten through grade three with Filipino and English being taught as separate subjects. Another order was issued in 2012 that offered more specific guidelines for Mother Tongue-Based of Multilingual Education (MTB-MLE) and embedded the reform in the newly adopted K to 12 Basic Education Program. This order shifted from the original mother tongue approach by specifying twelve major regional languages to be used as the languages of instruction. Under this order, teachers are provided government-issued materials in their regional languages but are expected to adapt them to reflect the students' first languages (Burton, 2013).

In addition to, a popular English language teaching (ELT) approach in the Philippines is Task-Based Language Teaching which claims to be more mindful of the nature of second language acquisition, was developed as an alternative to traditional form-focused ELT practices (Martin, 2014).

Task-based teaching materials provide students with situations where they are given specific roles to play. The role requires students to negotiate or solve a problem in order to accomplish the task they are required to do. In the real world, students are always confronted with problems to solve, decisions to make or negotiations to handle. Task-based teaching materials simulate what the outside world does inside the classroom. Presenting reality in the classroom can challenge and motivate both students and teachers in creating a rewarding, interesting, meaningful and enjoyable classroom partnership. And since task-based materials involve decision making and problem solving activities and tasks which are conducted through language use, then students are given more chances to put language to practice. (Fortez, 1993).

Furthermore, task-based language teaching was defined by Richards et al. (1986) as cited by Nunan (2004) as an activity or action which is carried out as the result of processing or understanding language. For example, drawing a map while listening to a tape, listening to an instruction and performing a command may be referred to as tasks. Tasks may or may not involve the production of a language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative since it provides a purpose for classroom activity which goes beyond the practice of language for its own sake.

It is perceived that the decline of the use of English language, specifically in the writing skills of the students, is very apparent not only in the elementary and secondary levels but also in the tertiary level of education. College students and graduates who are expected to have assimilated language skills fall short of these expectations.

Besides, English teachers and instructors are having hard time evaluating compositions because college students cannot even write and express their ideas in clear, coherent and comprehensible sentences. That is why the teaching of the language skills is very important so that the students would be able to develop not only one skill but the four skills.

Thus, this research study is interested in exploring other ways and other means to help language learners to not be only competent in terms of grammar, mechanics, organization and

content. This study then hopes to serve as one of the ways and means on how to give solutions to the mentioned problems in English writing skills.

Review of Related Literature

On Writing

Writing is a form of communication where the writer has normally someone other than himself or herself to whom he or she intends to communicate. If the writers cannot convey the message, then there will be no communication. Reid (1994) as cited by Dwivedi and Chakravarthy (2015) stated that writing helps communication. Native language speaking students should develop an understanding of the basic requirement which is the knowledge that there must be common understanding between the writer and the reader when they attempt writing in English. The awareness of who the audience is and for what purpose the task is being done can help writing and help become successful writers. Telugu-speaking high school students lack the control over their writing in English because they are in the process of gaining data as much as possible from the teacher in the early stages of learning a foreign language. Even the teachers of English need guidance while writing.

Task-Based Language Learning and Teaching (TBLT) claims to be more mindful of the nature of second language acquisition, was developed as an alternative to traditional form-focused English Language Teaching practices (Nunan, 2004). The approach draws from Skehan's (1996) three dimensions of performance, namely: complexity, accuracy, and fluency. For TBLT, the goal of language learning is to acquire these three components of second language acquisition. However, it was pointed out that complexity, accuracy, and fluency are defined in reference to native speaker norms.

On Writing Skills

No one can deny the importance of writing together with the other skills in teaching and learning English. Likewise, writing is a productive skill which helps language learners to stimulate thinking and organize their ideas. It also increases learners' ability to summarize, analyze, and criticize (Rao, 2007).

This has also been the case that Bailey (2006) observed that those students who are not native speakers of English often find the written demands of their courses very challenging. Therefore, to the lecturers of English non-major writing course for post-graduate candidates,

they have to clearly understand their learners' challenges in order to help them finish the course successfully. Production of an effective piece of writing depends upon careful consideration of a number of basic constituents of writing, namely: content, organization, language use, vocabulary, grammar and mechanics which need to be integrated into writing basic paragraph and essay types.

Thuy (2010) mentioned that although writing checklists in different textbooks have various items, learners just need to focus on the two following ones: content and organization. First, content deals with ideas that are contained in a piece of writing. Second, organization works with how to arrange the ideas in a logical order.

In addition, Tribble (1996) as cited by Arslan (2013) also mentioned that the organization of a written text is therefore related to the layout, or physical organization on the page, of conventional texts, the ways in which texts are organized as a result of the social functions they fulfill relationships between clauses and clause complexes within written texts, irrespective of the purpose for which they were written.

Factors to Writing Skills

On the factors affecting the English writing skills in English, Reis and McCoach (2000) suggested that the impact of culture on academic performance should not be ignored when considering underachievement in schools, especially for foreigners. They maintained that these students face unique barriers to achievement, such as language problems.

According to Nurgiyantoro (2001) as cited by Mulianingsih (2014) there are some problems which are faced by students in learning writing. The problems are organizing idea, lack of vocabulary, grammar accuracy. Nurgiyantoro then concludes that the students can learn writing easier if they can organize their idea, mastery of vocabulary, and also mastery of grammar.

Additionally, the natural order hypothesis of language learning ranks writing as the last skill to be learned after listening, speaking and reading, respectively. But this order of language learning skills should not deceive the learners to underestimate the significance of writing skills in the academic setting in general and at university level in particular. Talking about its significance, Bjork and Raisanen (1997) as cited by Al-Khairi (2013) contends that highlighting the importance of writing in all university curricula not only because of its immediate practical application, for example as an isolated skill or ability, but because people

believe that, seen from a broader perspective, writing is a thinking tool. It is a tool for language development, for critical thinking and, extension, for learning in all disciplines.

Writing is defined by Huy (2015) as a complex metacognitive activity that draws on an individual's knowledge, basic skill, strategies, and ability to coordinate multiple processes. Huy further identified the following four vital areas in the writing process, namely: 1) knowledge of writing and writing topics, 2) skill for producing and crafting text, 3) processes for energizing and motivating participants to write with enthusiasm, and 4) directing thought and actions through strategies to archive writing goals.

In a study conducted by Nik, Hamzah, and Hasbollah (2006) which showed that writing performance depended on content, organization, vocabulary and language use; the researchers stated that there was no correlation between writing performance and mechanics. Therefore, they believed that, good writing performance definitely has very important criteria like content, which means the writer has an understanding of events, actions, findings, and views, that are vividly presented. Organization or structure is also an important criterion for students to have in their writing. A good essay is clearly structured with a beginning, middle and an end. Therefore, they assumed that all the four criteria which include content, organization, vocabulary and language use are important in the writing performance.

Moreover, Crisostomo (2000) determined the level of English proficiency of the 515 fourth year male students of Cardinal Reyes High School in Bronx, New York. He also determined the significant differences of the level of proficiency in written and oral English of the subjects considering sex, grade level, age, exposure to mass media; and the level of correlation between level of proficiency in written English and level of proficiency in written and oral English of the subjects.

Furthermore, on the difficulty of writing skills, Abu (2006) stated that writing is a difficult skill for native speakers and non-native speakers alike because writers must balance multiple issues such as content, organization, purpose, audience, vocabulary, punctuation, spelling and mechanics. In this regard, Abu writes that the higher standard of language is normally demanded in writing than in speech: more careful construction, more precise and varied vocabulary, and more correctness of expressions in general. Abu further states that writing is a mess business which requires passing through a number of untidy drafts before reaching a final version.

Additionally, Abu (2006) explained that much higher standard of language are normally demanded in writing than in speech: more careful construction, more precise and varied vocabulary, and more correctness of expressions in general. He further states that writing is a messy business which requires passing through a number of untidy drafts before reaching a final version.

In addition to, Gao (2007), in her study, attempted to address the major problems of college English writing: a heavy emphasis on linguistic accuracy; overlooking the development of students writing ability; over-emphasis on the product; lack of input of genre knowledge; and a lack of variety of assessment. Based on the discussion of current approaches to teaching writing, three implications are introduced to improve Chinese college English writing instruction as well as enhance effective learning: implementing diverse types of feedback; extending genre-variety process writing practice; and balancing forms and language use.

Local Studies

Filipino researchers are also interested in the phenomenon of second language learning, teaching and writing using English but only a few studies have been done regarding the development and improvement of second language writing. Thus, this study was conducted to contribute to the void on literatures regarding second language writing using the English language.

Lasaten (2014) conducted a research study which sought to analyze the prevailing linguistic errors in the English writings of the tertiary students of Mariano Marcos State University College of Teacher Education which specifically sought to: 1) identify the common linguistic errors committed by the students in their English writings; 2) describe the linguistic errors committed by the students; 3) investigate the possible causes of the students' linguistic errors; and 4) draw out implications of the identified errors to language learning and teaching and as a result, he found out that errors in verb tenses are the most common linguistic errors of the students, followed by error in sentence structure, punctuations, word choice, spelling, use of prepositions and articles. These errors fall under the grammatical, mechanics, substance and syntactic aspects of writing English. Majority of these errors are caused by learners' poor knowledge of the target language, specifically ignorance of rule restrictions. Others are attributed to the learners' carelessness, first language transfer or interference and limited vocabulary in the target language

In the same manner, Hamada (2001) conducted a research study where she used the forty fourth class cadets as participants and sources of data. The study has the following objectives: 1) to know the types of errors committed by fourth class cadets in their written compositions along the four rhetorical acts – description, exemplification, definition and comparison; 2) to know the level of comprehensibility of the deviant sentences committed by the fourth class cadets in their written compositions according to the perception of the panel; 3) to identify the effects of some selected variables such as type of high school graduated from, the first language, level of educational attainment of parents, previous grades in English grammar, and income of parents to the performance of her participants in their composition. On the other hand, the research method used in her study was the descriptive research method. She used this research method to describe the types of errors committed by the participants and the levels of their performance in the four rhetorical acts. A total of 1,137 errors were committed by the subjects namely: lexical errors, 463; syntactic errors, 437; and morphological errors, 237. Along the four rhetorical acts, the subjects did best in comparison and performed poorly in exemplification. In the level of comprehensibility of the deviant sentences the rhetorical acts of description, exemplification, definition and comparison, the judges differed in their evaluation of most deviant sentences. Likewise, in terms of the overall level of comprehensibility of deviant sentences along the four rhetorical acts, the judges differed in their evaluation of most deviant sentences. Most deviant sentences were judged by the four groups of evaluators as having average comprehensibility or were fairly understood.

Catimo's (2005) study is somehow related to the previous study reviewed above. Her study was also an analysis of linguistic errors. But unlike the preceding study which analyzed the linguistic errors by PMA Cadets, Catimo analyzed the linguistic errors committed by student teachers which discussed the importance of training and competence of student teachers who were bound to have a profession in language teaching. She also put emphasis on the contribution of linguistic errors as indicators of the learner's active contribution to second language acquisition. The last paragraph of her study's background seemed to be a synoptic paragraph where the researcher implied her stand on the matter of competence and fluency of the student teachers in English communication, particularly in written communication. To state this clearly, Catimo states that effective learning requires as its baseline, individuals who were academically able, who have command on the subjects they were required to teach and who care about the well-being of the children and the youth. It also requires individuals who can

produce results mainly those of student academic achievement and social learning. The student teachers will soon be graduating, managing classroom activities, structuring learning experiences and will likely be promoting communication patterns be it orally or in writing. These student teachers will soon be facilitating the student learning experiences. In the process, it is but imperative that they were competent in the use of English language. As a cooperating teacher, the researcher has encountered occasions where errors were committed by the student teachers which were clearly manifested in their oral as well as written communications.

Furthermore, Cadiz (2004) found out that the educational attainment of the parents did not have significant relationship with the communication skills of the respondents because, at home, in the neighborhood, and in the larger community, they interact, communicate, and socialize through their mother tongue. She said that although parents may have acquired college degrees, those educational attainments do not affect in any way the students' proficiency in communicating English. The communication skills of students are confined to classroom situations and any other context where focus on grammar, pronunciation, diction, and fluency are generally observed.

In a study conducted by Waguey and Hufana (2013) wherein it generally aimed to enhance the writing skills of the Bachelor of Science in Fisheries freshman students enrolled in English 102 (Writing in the Discipline) at Don Mariano Marcos Memorial State University (DMMMSU) – Institute of Fisheries. Specifically, his study sought to: 1) determine the writing competency level of the students; 2) identify the learning strategies frequently used by the students; 3) develop task-based instructional materials based on the writing competency level of the students and their frequency of use of learning strategies; 4) determine the effectiveness of the task-based instructional materials in enhancing the writing performance of the students; and 5) determine the relationship between the effectiveness of the task-based instructional materials and the frequency of use of learning strategies. The first year BSF students had low level of competence in writing four types of texts (explanation of a process, recount, essay and paraphrase) and in nine writing skill areas (sentence unity, ability to carry out the task with minimal support, sentence emphasis, paragraph coherence, paragraph unity, paragraph emphasis, accuracy, sentence structure, and language features). The students' frequency of use of learning strategies was "Medium" or "Sometimes Used" for both direct and indirect strategies. The use of the task-based instructional materials significantly increased the posttest scores of the students in paragraph unity, paragraph coherence, paragraph emphasis, methods

of beginning and ending compositions and mechanics. Frequency of use of learning strategies is significantly and positively related with the pretest and posttest scores of the students. Based on the findings, the task-based instructional materials are recommended for use in order to improve students' writing skills particularly to students who frequently use their learning strategies. Likewise, the development of task-based instructional materials is encouraged in other subjects or disciplines.

Research Paradigm

The ability to write is an essential skill for Teacher Education students who will soon become teachers where English is the medium of instruction. Writing provides the students with tangible evidence that they are improving and learning in language

In this present study, the researcher examined how the respondents used English in their written outputs. Their level of difficulty in English writing skill was evaluated through analyzing their written outputs. This research work was conceptualized using the inputs of the respondents and the indicators to writing skills in English including grammar, mechanics organization and content. The input includes the profile of the respondents which is divided into two as shown in Figure 1 on page 36. The box on the left shows the profile of the respondents which include type of secondary school attended, parents highest educational attainment, preferred reading resource material in English and number of hours spent using social networking sites on a weekly bases which are deemed significantly related and the box on the right shows the profile of the respondents which included sex and academic performance in an English writing course and are considered under significantly differentiated. The level of difficulties in English writing skills of the respondents which included grammar, mechanics and organization was utilized as the process in the study. The relationships and differences of the profile variables to the level of difficulties in English writing skills were determined in this study and serves as the baseline of the learning tasks to be proposed to be included in an English writing course of the university.

This mechanism was conducted in order to evaluate if the profile of the respondents were significant to the resulting dependent variables.

Research Methodology

Research Design

This study employed descriptive and correlational methods of research where the results of standardized instruments used by the respondents were conducted, collected and were rated by the evaluators. Correlation was used to find relationship between variables from the respondents' profile namely: sex, high school where the respondents graduated from, highest educational attainment of their parents, academic performance in an English writing course, preferred resource reading material in English, and the number of hours in using the social networking sites. Descriptive research was used because it is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. This type of research method is not simply amassing and tabulating facts but includes proper analyses, interpretation, comparisons, identification of trends and relationships (Aggarwal, 2008). Correlational research, on the other hand, determines if there is a relationship or correlated variation between the two variables, a similarity between them, not a difference between their means (Waters, 2010).

The research methodology was appropriate in this study because the data which were collected will determine the degree of relationships and differences between respondents' performance in their written output across the following variables, namely: sex, type of secondary schools attended, parents' highest educational attainment, academic performance in an English writing course, preferred reading material in English, and number of hours spent in using social networking sites in a weekly basis.

Respondents of the Study

The subjects of this study were thirty-nine (39) Teacher Education students enrolled under Bachelor of Elementary Education (BEEd) program of Pangasinan State University, Sta. Maria Campus during the second semester of the academic year 2015-2016. The respondents were sophomore BEEd students, who took and passed an English writing course in the form of English 103 (Writing in the Discipline). Notably, the respondents were having difficulty using English especially in writing thus this study was conducted.

Due to the struggle of evaluating written outputs and time constraints, the number of the respondents was delimited to thirty-nine (39). They were chosen through purposive sampling technique because it was the deliberate choice of an informant due to the qualities

the informant possesses. It is a nonrandom technique that does not need underlying theories or a set number of informants (Lewis & Sheppard, 2006).

Research Instruments

Structured instruments were adopted and developed in order to accomplish this research study. A covering letter with a description of the purpose and the importance of the study was attached to the instruments. Respondents were assured of their anonymity all throughout the conduct of this research work.

The instruments used in the study were adopted from Crisostomo (2000), Test of English for International Communication (TOEIC), American University of Rome (AUR) and Indiana Academic Standards (IAS) of which all were downloaded from the internet.

The instrument that gathered the profiles of the respondents were adopted from Crisostomo (2000) but a few changes were made. The instrument utilized by Crisostomo included sex, grade level, age, exposure to mass media, reading preference; and the level of correlation between level of proficiency in written English and level of proficiency in written and oral English of the subjects. The present study omitted a few variables namely: grade level, age, exposure to mass media on the instrument utilized by Crisostomo for gathering the profiles of his respondents. The following variables were added to the present study namely: parent's educational attainment, academic performance in an English writing course and number of hours spent using social networking sites were also added because these were deemed essential for this study. The focus of this study is to find the level of difficulties in writing skills so oral proficiency from the study of Crisostomo was omitted.

The instrument from TOEIC was utilized because it indicates standardization in the use of the English language.

The adopted instrument from TOIEC includes three parts, namely: 1) writing a sentence based on a picture, 2) responding to written request, and 3) writing an opinion essay. The first part of the instrument was opted out because it does not conform with the adopted rubrics from AUR and IAS. Moreover, the second question was also omitted because it does not comply with the adopted rubrics. In lieu of the first part removed, two essay writing activities were administered to the respondents. The first writing activity of the instrument was personal essay writing wherein the respondents were given the autonomy to choose their topics which were relevant to them. The second writing activity of the adopted instrument was writing an opinion

essay but was altered to formal essay writing where the respondents were given the topic sentence “Role of technology in students’ learning.”

Clear instructions were directed to the respondents both orally and in writing that the essays namely personal essay and formal essay should be written in not less than 300 words, of which the respondents have abided.

The rubrics for checking the outputs of the respondents were adopted from the American University of Rome (AUR) and Indiana Academic Standards (IAS) of which both were downloaded from their official websites. The rubrics used by AUR have been chosen among others because it gathered data that concentrates on the indicators to writing difficulty, namely grammar, mechanics, organization, and content. Since the rubrics for grammar and mechanics of AUR are the same, the rubrics for grammar of AUR have been altered to the rubrics of grammar utilized by IAS.

The downloaded rubrics from AUR originally have 10 areas but only four areas were chosen as these were the focus of this research work; other areas from the rubrics included main idea, overall organization, research, style in sentence structure, style in word choice and tone, and style in details and examples. The rubrics were standardized as these were approved by the curriculum committee of AUR and IAS on February 2010 and on October 2014, respectively.

Data Gathering Procedure

Permission from the Campus Executive Director of the Pangasinan State University, Sta. Maria Campus was sought to administer the instruments to thirty-nine (39) sophomore Teacher Education students who were currently enrolled under the Bachelor of Elementary Education (BEEd) program during the second semester of the academic year 2015-2016.

Data such as names of the respondents and academic performance in an English writing course (English 103 – Writing in the Discipline) were requested from the registrar of PSU Sta. Maria Campus when the permission was granted.

Afterwards, the instrument that gathered the profiles of the respondents and the two adopted instruments from Teaching of English for International Communication (TOEIC) namely writing of personal essay and writing of formal essay were administered to the respondents on two separate occasions as shown on Table 1. As soon as the respondents were finished in writing their essays on different dates, the essays were then collected and distributed

to the evaluators to be rated. The evaluators were selected because they teach writing subjects. They focused on determining the level of difficulty in writing skills of the respondents using grammar, mechanics, organization and content as indicators. Rubrics used in evaluating the outputs of the respondents were adopted from American University of Rome (AUR) and Indiana Academic Standards (IAS) which was centered on the indicators to writing difficulty namely grammar, mechanics, organization and content.

Table 1 indicates the dates, activities, times, places and persons involved when the instruments were administered to the respondents.

Table 1
Administration of Instruments

Date	Activity	Time	Place	Persons Involved
March 8, 2016	Gathering of the profile of the respondents Writing of personal essay	8:00 a.m. – 10:00 a.m.	College Building 2, PSU Sta. Maria	Researcher Respondents
March 15, 2016	Writing of formal essay	9:00 a.m. – 11:00 a.m.	College Building 2, PSU Sta. Maria	Adviser Researcher Respondents

The table on the preceding page shows that the instruments were orchestrated on two separate occasions. The instrument that gathered the profile of the respondents and writing of personal essay were conducted on March 8, 2016. All respondents were present as they were properly notified.

The table also shows that the third instrument was conducted on March 15, 2016 during the vacant period of the respondents. Permission was sought from the adviser to conduct this instrument which was writing a formal essay with the topic sentence “Role of Technology in Students’ Learning” wherein the respondents followed.

Clear instructions were given to the respondents both orally and in writing that personal and formal essays should be written in not less than 300 words, of which the respondents should abide.

All the data gathered using the different research instruments were analyzed and interpreted using appropriate statistical tools.

Results and Discussion

PROFILE OF THE SOPHOMORE TEACHER EDUCATION STUDENTS

This part presents the answers to the first question based on data gathered on the profile of the sophomore Teacher Education students under Bachelor of Elementary Education (BEEd) program of Pangasinan State University, Sta. Maria Campus, Sta. Maria, Pangasinan who were enrolled during the second semester of academic year 2015-2106.

Table 2 on page 48 offers the frequency and percentage distribution of the profile of the sophomore BEEd students in terms of sex, type of high school graduated from, highest educational attainment of parents and academic performance in an English writing course.

Table 2

Socio-Demographic and Academic Profile of the Teacher Education Students

Profile Variable	Category	Frequency	Percentage
Sex	Male	7	17.9
	Female	32	82.1
	Total	39	100.0
Type of High School Graduated from	Private	8	20.5
	Public	31	79.5
	Total	39	100.0
Educational Attainment of Mothers	Undergraduate	34	87.2
	Bachelor's Degree	5	12.8
	Total	39	100.0

Educational Attainment of Fathers	Undergraduate	30	76.9
	of Bachelor's Degree	9	23.1
	Total	39	100.0
Academic performance in an English writing course	2.75 – 2.50	25	64.1
	2.25 – 1.75	14	35.9
	Total	39	100.0

Sex. The table shows that out of the 39 respondents used for the study, there were 7 or 17.9 percent male respondents and 32 or 82.1 percent female respondents.

Overall, the table shows that most of the respondents were female.

This corroborates with the study of Arcelo (2003) when he found out that the Philippines is very accommodating of female students wherein 59.03 percent of enrollees in public higher education was female during the years 1996-1997.

High School Graduated from. The table also reflects the profile of the respondents with regard to the type of high school where the respondents graduated from wherein 8 or 20.5 percent of the respondents graduated from private high schools while 31 or 79.5 percent finished their high school from public schools.

Generally, most of the respondents graduated from public high schools

This somehow corroborates with the Poverty Map (see Appendix L) conducted by the Philippine Statistics Authority – National Statistical Coordination Board (PSA-NSCB) when they found out that San Nicolas and Umingan are part of the top 10 poorest towns of Pangasinan for the year 2012. Three or 7.7 percent of the respondents are from the town of San Nicolas while 10 or 25.6 percent of the respondents are from the town of Umingan which makes a total of 13 or 33.3 percent of the respondents are from two of the poorest towns of Pangasinan.

Highest Educational Attainment of Parents. The highest educational attainment of the respondents' mothers and fathers can also be noted from the table. The highest level of education completed by the mothers of the respondents was under graduate with 34 or 87.2 percent, followed by bachelor's degree with 5 or 12.8 percent, there were no mothers who have finished master's or doctorate degree at 0 percent for both variables. It can also be seen from the table that 30 or 76.9 percent of the fathers of the respondents were under graduate, followed

by 9 or 23.1 percent have finished college degree, no fathers have obtained any degree at master's or doctorate at 0 percent for both variables.

Largely, most of the parents of the respondents were under graduate.

This corroborates with the findings of Torres (2011) as cited by Few (2013) when he found out that the functional literacy rates of Filipino boys are lower than those of Filipino girls. It is also reported that boys' underachievement in primary education is driven by the following factors: parents' and teachers' low academic expectations for boys, the economic viability of working, passive classroom experience, gender bias and stereotyping.

Academic Performance in an English Writing Course. The table similarly illustrates the academic performance in an English writing course. The table further elucidates that 25 or 64.1 percent have grades in English 103 ranging from 2.50 – 2.75 or a rating of Fair and 15 or 35.9 percent have grades ranging from 1.75 – 2.25 or Good rating. Zero or 0 percent of the respondents received a grade of 3.00, 1.50 – 1.25, 1.00 with the descriptive equivalents as passed, very good, excellent, respectively.

Overall, the table displays that most students got a grade within the range of 2.75 – 2.50 or an equivalent of Fair grade.

Table 3 on page 51 presents the preferred reading resource material in English of the respondents.

Table 3

Preferred Reading Resource Material in English

Preferred Reading Resource Material	Frequency	Percentage	Rank
Newspapers	15	38.5	3
Magazines	14	35.9	4
Textbooks	29	74.4	1
Online Reading Materials	25	64.1	2
Others:			
Bible	1	7.7	5
Daily Bread	1		

It can be observed from the table that out of the 39 respondents, 15 or 38.5 percent prefer and 24 or 61.5 percent do not prefer reading newspapers, 14 or 35.9 percent prefer and 25 or 64.1 percent do not prefer reading magazines, 29 or 74.4 percent prefer and 10 or 25.6 percent do not prefer reading textbooks, 25 or 64.1 percent prefer and 14 or 35.90 percent do not prefer reading online materials, and 3 or 7.7 percent of the respondents read Bible, daily bread and pocketbooks as their preferred reading material.

Overall, textbooks ranked first with a total of 29 or 74.4 percent of the respondents.

The finding somehow reaffirms the study of Kohli (2014) wherein she mentioned that electronic books (ebooks), tablets and computer-based learning [might be pervading](#) elementary and middle schools throughout the United States of America, but college students are still old-school. She conducted a survey of about 1,200 students in 100 American colleges in October found that for almost every type of schoolwork, students prefer to use a book rather than a computer.

The result also corroborates the study of Sicat (2013) when he stated that learning from the books was thus a heavily and unnecessarily burdened activity. Waiting time to read in the library was long for many. Few students could afford to buy their own books. The learning process was more difficult just from the scarcity of supply of reading materials. Today, the photo copy machine, the internet and electronic editions of standard books are available more cheaply. The technology for copying is easily at hand.

Online reading materials ranked second at a total of 25 respondents who prefer it because as indicated by Valdez (2013) that the Philippines has a young and dynamic online population (with average age of 22.7) which is highly receptive to new media. Said study further revealed that 30 million Filipinos or almost 30 percent of the country's population access the web on a regular basis. Indeed, this young segment is hard to attract or engage and more likely obtain news and information from new media instead of newspapers.

Newspaper placed third with a total of 15 respondents who prefer it which can be supported by what Valdez (2013) stated that [Filipino consumers](#) are also highly receptive to new media. The Filipino consumers value and prefer instant, and attention-getting, a [trend](#) that adds another threat to the existence of traditional media such as print newspapers.

Magazines were ordered fourth as a preferred reading resource material as what Maclean (2010) elucidated that embracing the concept of digitalized media and adjusting your product accordingly is certainly seen as an increasingly pragmatic idea. Big-name magazine publishers have battened down the hatches and [invested heavily in the internet](#), as well as television, radio and mobile.

Others which included Bible, Daily Bread and pocketbooks ranked fifth as a preferred reading resource material in English by the respondents.

Table 4 offers the number of hours spent by the respondents in using social networking sites on a weekly basis in terms of average weighted mean.

Table 4
Number of Hours Spent in Using Social Networking Sites
in terms of Average Weighted Mean

Profile Variable	Minimum	Maximum	Mean	Standard Deviation
Number of Hours spent using Social Networking Sites on a Weekly Basis	1	30	6.08	7.02

It can be gleaned from the table that the minimum number of hours that the respondents spend in social networking sites is 1 hour per week, and the maximum is at 30 hours on a weekly basis. The average weighted mean that the respondents use social networking sites is 6.08 hours weekly at a standard deviation of 7.02.

The findings supports McCann-Erickson Intergenerational Youth Study (2006) as cited by Chanco (2006) when they mentioned that there is an increased popularity among the youth of activities relating to virtual connectivity.

Table 5 offers the number of hours spent by the respondents in using social networking sites on a weekly basis in frequency and percentages

Table 5

Overall Frequency Counts and Percentages of Number of Hours Spent Using Social Networking Sites on a Weekly Basis

Number of Hours spent using Social Networking Sites on a Weekly Basis	Frequency	Percentage
Rare	34	87.2
Fair	3	7.7
Heavy	2	5.1
Total	39	100

It can be gleaned from the table that 34 or 87.2 percent of the respondents are Rare Users or uses social networking sites 1 to 10 hours on a weekly basis, 3 or 7.7 percent are Fair Users or uses social networking sites 11 to 20 hours weekly, and 2 of the respondents are Heavy Users or spends 21 to 30 hours of their week on social networking sites.

The finding reaffirms the research conducted by the Asian Institute of Journalism and Communication (2008) wherein it was found out that Luzon respondents indicated the lowest incidence of membership of social networking sites probably because being located in mountainous areas give them limited access to the Internet.

LEVEL OF DIFFICULTIES IN WRITING SKILLS IN ENGLISH OF THE SOPHOMORE TEACHER EDUCATION STUDENTS

The level of difficulties in writing skills in English of the sophomore Teacher Education students, enrolled under Bachelor of Elementary Education (BEEd) program was further described in terms of their proficiency level and descriptive equivalent. There were only four indicators on the level of difficulties in English writing skills of the respondents which include grammar, mechanics, organization and content. There were also three evaluators aside from the researcher who have extended help in checking the essays of the respondents and to avoid biases. The results seen were determined using the rubric table adopted from American

University of Rome (AUR) and Indiana Academic Standards (IAS) for evaluating the written outputs of the students.

The results of the writing difficulties of the sophomore Bachelor of Elementary Education students in Pangasinan State University, Sta. Maria Campus, Sta. Maria, Pangasinan during the second semester of academic year 2015-2016 were reported.

Table 6 on page 56 shows the distribution of writing skills into different categories, namely: Highly Challenged, Moderately Challenged, Fairly Challenged and Slightly Challenged.

Table 6
Distribution of Level of Difficulties in English
Writing Skills of the Respondents

Indicators to Writing Difficulty	Level of Difficulties	Frequency	Percentage
Grammar	Moderately Challenged	1	2.6
	Fairly Challenged	32	82.1
	Slightly Challenged	6	15.4
	Total	39	100.0
Mechanics	Moderately Challenged	4	10.3
	Fairly Challenged	28	71.8
	Slightly Challenged	7	17.9
	Total	39	100.0
Organization	Highly Challenged	1	2.6
	Moderately Challenged	4	10.3
	Fairly Challenged	21	53.8
	Slightly Challenged	13	33.3
	Total	39	100.0
Content	Moderately Challenged	4	10.3
	Fairly Challenged	18	46.2
	Slightly Challenged	17	43.6

	Total	39	100.0
Overall	Moderately Challenged	1	2.6
	Fairly Challenged	20	51.3
	Slightly Challenged	18	46.2
	Total	39	100.0

As shown in the table, specifically in the area of grammar, 0 or 0 percent has a rating of highly challenged, 1 or 2.6 percent got a moderately challenged rating, 32 or 82.1 percent received a rating of fairly challenged and 6 or 15.4 percent were deemed slightly challenged.

The table also discloses that in mechanics, 0 or 0 percent established a rating of highly challenged rating while 4 or 10.3 percent incurred a rating of moderately challenged, 28 or 71.8 percent acquired a rating of fairly challenged, and 7 or 17.9 percent earned an slightly challenged rating.

Furthermore, in the indicator organization, 1 or 2.6 percent gained a rating of highly challenged, 4 or 10.3 percent obtained a rating of moderately challenged, 21 or 53.8 achieved a rating of fairly challenged and 13 or 33.3 accessed slightly challenged rating.

The table also mirrors the respondents' rating when it comes to content where 0 or 0 percent was tallied with a rating of highly challenged, 4 or 10.3 percent scored a moderately challenged rating, 18 or 46.2 percent was recorded with a rating of fairly challenged, 17 or 43.6 percent accomplished slightly challenged rating.

In the overall rating where the mean 0 or 0 percent of the respondents gathered a rating of highly challenged, 1 or 2.6 percent garnered a rating of moderately challenged, 20 or 51.4 percent accumulated a rating of fairly challenged, and 18 or 46.2 reached slightly challenged rating.

Generally, the table shows that most of the respondents received a rating of fairly challenged.

Out of the four indicators to writing skills of this study namely grammar, mechanics, organization, and content, the respondents received the lowest rating of highly challenged in organization.

The result corroborates with the study of Navarossa (2001) where errors in the components of grammar, mechanics, and organization were serious. The researcher also concluded that writing cannot be separated from reading and so with other forms of

communication, that is, if the students fail to have a good performance in listening, speaking and reading, his respondents do not perform well in writing too.

Table 7 indicates the mean of the results from the four evaluators which was then obtained to determine the level of difficulties in writing skills in English of the respondents.

Table 7
Level of Difficulties in English Writing Skills of the Respondents

Indicators to Writing Difficulty				Standard		
	Minimum	Maximum	Mean	Deviation	Skewness	Kurtosis
Grammar	4.00	7.50	5.72	.81	.047	-.032
Mechanics	3.50	7.00	5.55	.88	-.224	-.461
Organization	3.25	7.50	5.70	.93	.063	.215
Content	3.50	8.00	5.94	1.04	-.202	-.294
Total	14.25	30.00	22.91	3.43	-.072	.048

The table reflects that the respondents' level of difficulties in writing skills in English in the area of grammar has a minimum score of 4.00 or moderately challenged, a maximum of 7.50 or slightly challenged and a mean of 5.7179 or fairly challenged; mechanics has a minimum of 3.50 or moderately challenged, a maximum of 7.00 or slightly challenged, and a mean of 5.5513; organization has a mean of 3.25 or moderately challenged and a maximum of 7.50 or slightly challenged and a mean of 5.6987 or fairly challenged; and content has a minimum of 3.50 or moderately challenged, a maximum of 8.00 of slightly challenged and a mean of 5.9423.

Furthermore, the table mirrors that the respondents got lowest evaluation in the area of mechanics with a mean of 5.5513 or fairly challenged rating and highest on organization with a mean of 5.9423 or a rating of fairly challenged. Overall mean is reflected 22.9103 or fairly challenged.

The table also shows the standard deviation, skewness and kurtosis of the difficulties in writing skills of the respondents.

The table notes the respondents' level of difficulties in writing skills in English in the area of grammar has a standard deviation of .80741, negatively skewed at .047 and platykurtic at -.032.

It is also revealed in the table that the respondents' level of difficulties in writing skills in English in the area of mechanics has a standard deviation of .88329, positively skewed at -.224 and platykurtic at -.461.

The table correspondingly illustrates the respondents' level of difficulties in writing skills in English in the area of organization has a standard deviation of .92690, negatively skewed at .063 and leptokurtic at .215.

It is also disclosed in the table that the respondents' level of difficulties in writing skills in English in the area of content has a standard deviation of 1.03787, positively skewed at -.202 and platykurtic at -.294.

Generally, the level of difficulties in writing skills in English of the respondent's has a standard deviation of 3.4333, positively skewed at -.072 and leptokurtic at -.048.

The result corroborates with the study of Navarossa (2001) where errors in the components of grammar, mechanics, and organization were serious. The researcher also concluded that writing cannot be separated from reading and so with other forms of communication, that is, if the students fail to have a good performance in listening, speaking and reading, his respondents do not perform well in writing too.

CORRELATION BETWEEN THE INDICATORS FOR WRITING DIFFICULTY OF THE SOPHOMORE TEACHER EDUCATION STUDENTS ACROSS THEIR PROFILE VARIABLES

The succeeding tables show the correlation of the indicators to writing difficulty of the sophomore Bachelor of Elementary Education students across their profile variables namely high school graduated from, highest educational attainment of parents, preferred reading resource material in English and number of hours spent using social networking sites on a weekly basis using Chi-Square.

This was done to determine whether the abovementioned profile variables are significant with the indicators to writing difficulty namely grammar, mechanics, organization and content.

Table 8 reflects the relationship between the high school where the respondents graduated from and their indicators to writing difficulty.

Table 8
Correlation between High School Graduated from
and Indicators to Writing Difficulty

Indicators to Writing Difficulty	Correlation	Significance
Grammar	2.202	.333
Mechanics	3.954	.138
Organization	.657	.883
Content	2.963	.227
Overall	2.338	.311

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

The table discloses that the correlation between grammar and the type of high school where respondents graduated from is 2.202 with a significance of .33 which shows that the relationship is not significant.

The table also exposes that the correlation between mechanics and high school graduated from of the respondents is 3.954 with a significance of .138 which indicates that it is not significant.

It is also revealed in the table that the correlation between organization and high school graduated from the respondents is .657 with a significance of 2.883 and which indicates that the abovementioned variables are not significant.

The table similarly leads that the correlation between the content and high school graduated from of respondents is 2.963 with a significance of .227 which points out that it is the two variables are not significant.

Overall, the table illustrates that the correlation between the type of high school where the respondents graduated from and indicators to writing difficulty has a correlation of 2.338 and significance of .311 which makes it not significant.

The finding reaffirms the study conducted by As-il (2003) wherein he stated that there is no significant difference between the composition writing proficiency and high school

graduated from. This implies that the type of high school graduated from is not a determiner of the level of difficulties in writing skills in English.

Table 9 on page 63 shows the relationship between the highest educational attainment of the respondents' mothers and their indicators for writing difficulty.

Table 9
Correlation between Highest Educational Attainment of Parents
and Indicators to Writing Difficulty

Indicators	to	Categories	Correlation	Significance
Writing Difficulty				
Grammar		Mothers	-.128	.438
Mechanics		Mothers	-.203	.216
Organization		Mothers	.106	.520
Content		Mothers	.019	.909
Overall		Mothers	-.035	.832
Grammar		Fathers	-.028	.864
Mechanics		Fathers	-.192	.242
Organization		Fathers	-.060	.716
Content		Fathers	-.167	.308
Overall		Fathers	-.120	.465

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

The table reflects that the correlation between grammar and educational attainment of respondents' mothers is -.128 with a significance of .438 which indicates that there is no significant relationship between the two variables.

The table also tells that the correlation between mechanics and educational attainment of respondents' mothers is -.203 with a significance of .216 which indicates that the variables are not significant.

It is also presented in the table that the correlation between organization and educational attainment of respondents' mothers is .106 with a significance of .520 which indicates that the variables do not show significance relationship.

The table also directs that the correlation between content and high school graduated from of respondents is .019 with a significance of .909 which points out that there is no significant relationship between the two variables stated.

For the overall correlation between the highest educational attainment of mother and indicators to writing difficulty of the respondents, the table mirrors that the correlation between the indicators to writing difficulty and the highest educational attainment of mothers with a correlation of -.035 and a significant of .832 which signifies that the two variables are not significantly related.

The table also exposes that the correlation between the grammar and educational attainment of respondents' fathers is -.028 with a significance of .864 which indicates that there is no significant relationship between the two variables

The table also divulges that the correlation between mechanics and educational attainment of respondents' fathers is -.192 with a significance of .242 which indicates that the variables are not significant.

It is also shown in the table that the correlation between organization and educational attainment of respondents' fathers is -.060 with a significance of .520 which indicates that the two variables are not significant.

The table also reflects that the correlation between content and high school graduated from of respondents is .019 with a significance of .909 which points out that there is negative significant relationship.

For the overall correlation between the highest educational attainment of fathers and the indicators to writing difficulty, the table shows that the correlation of the two variables is -.120 and a significance of .465 which points out that the two variables are not significant.

The findings exhibited on the table which show the educational attainment of parents is not significant with the indicators to writing difficulty supports the study of Cadiz (2004) when she noted that although parents may have acquired college degrees, those educational attainments do not affect in any way the students' proficiency in communicating English. The communication skills of students are confined to classroom situations and any other context where focus on grammar, pronunciation, diction, and fluency are generally observed.

Table 10 on page 66 shows the relationship between the preferred reading resource material in English and indicators to writing difficulty.

Table 10
Correlation between Preferred Reading Resource Material in
English and Indicators to Writing Difficulty

Indicators to Writing Difficulty	Categories	Correlation	Significance
Grammar	Newspapers	4.320	.115
Mechanics	Newspapers	1.729	.421
Organization	Newspapers	2.058	.560
Content	Newspapers	.478	.787
Grammar	Magazines	1.111	.574
Mechanics	Magazines	.665	.717
Organization	Magazines	1.098	.777
Content	Magazines	1.089	.580
Grammar	Textbooks	5.564	.062
Mechanics	Textbooks	1.350	.509
Organization	Textbooks	4.496	.213
Content	Textbooks	1.395	.498
Grammar	Online Reading Material	1.835	.399
Mechanics	Online Reading Material	2.993	.224
Organization	Online Reading Material	3.104	.376
Content	Online Reading Material	2.047	.359
Grammar	Others	.461	.794
Mechanics	Others	.828	.661
Organization	Others	4.009	.260

Content	Others	2.459	.292
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*Correlation is significant at 0.05 level (2-tailed).

The table discloses that the correlation between the indicator to writing difficulty in the area of grammar and newspapers as preferred reading resource material of the respondents is 4.320 with a significance of .115 which indicates that it is not significant.

The table also shows the correlation between mechanics and newspapers as preferred reading resource material of the respondents is 1.729 with a significance of .421 which indicates that the two variables are not significant. The correlation of organization and newspapers is 2.058 with a significance of .560 which indicates that there is no significant relationship between the two variables. The correlation between content and newspapers is .478 with a significance of .787 which indicates that the two variables not significant.

The table also exposes that the correlation between grammar and magazines as preferred reading resource material of the respondents is 1.111 with a significance of .574 which indicates that there is no significant relationship between the two variables mentioned. The correlation between mechanics and magazines is .665 with a significance of .717 which indicates that there is no significant relationship between the two variables. The correlation between organization and magazines 1.098 with a significance of .777 which indicates that the two variables are not significantly related. The correlation between content and magazines is 1.098 with a significance of .580 which indicates that there is no significant relationship between the two variables.

It is also shown in the table that the correlation between the indicator to writing difficulty in the area of grammar and textbooks as preferred reading resource material of the respondents is 5.564 with a significance of .062 which indicates that the variables are significant. The correlation between mechanics and textbooks is 1.350 with a significance of .509 which indicates that the variables are negatively significant. The correlation between organization and textbooks is 4.496 with a significance of .213 which means that the variables are negatively significant. The correlation between content and textbooks is 1.395 with a significance of .498 which indicates that the variables are negatively significant.

The table also indicates that the correlation between the indicator to writing difficulty in the area of grammar and online reading materials as preferred reading resource material of the respondents is 1.835 with a significance of .399 which points out that the variables not significant. The correlation between mechanics and online reading materials is 2.993 with a

significance of .224 which points out that that the variables are not significant. The correlation between organization and online reading materials is 3.104 with a significance of .260 which points out that the variables are not significant. The correlation between content and online reading materials is 2.047 with a significance of .359 which points out that the variables are not significant.

Furthermore, the table divulges that the correlation between the indicator to writing difficulty in the area of grammar and others as preferred reading resource material does not have a significant relationship with a correlation .461 and significance of .794 which means that the two variables are not significant. The correlation between mechanics and others is not significant with a correlation of .828 and a significance of .661. The table shows the correlation between organization and others is not significant with a correlation of 4.009 and significance of .260. The table also illustrates the correlation between content and others is not significant with a correlation of 2.459 and significance of .292.

The finding reaffirms the study of Navarossa (2001) where he concluded that writing cannot be separated from reading and so with other forms of communication, that is, if the students fail to have a good performance in listening, speaking and reading, his respondents do not perform well in writing too.

The finding also corroborates with the study conducted by Gonulal (2012) when he found out that his respondents committed overgeneralization, inadequate application of rules, incomplete mastery, ignorance of rule restrictions and particularly negative transfer were found to be possible factors contributing to the occurrences of errors.

The finding is also reinforced by the study of Gao (2007) where she mentioned that the lack of input of genre knowledge can be an effect of the product approach of teaching English writing skills. Because of the focus on the grammatical and linguistic accuracy of the students, chances were the learners will only be concerned with the correctness of their grammar and spelling, students will pay less attention to the kind of narrative they write about and the social functions of different genres they can use in their English writing.

Table 11 on page 70 exposes the correlation between number of hours spent in using social networking sites on a weekly basis and indicators to writing difficulty.

Table 11**Correlation between Number of Hours Spent in Using Social Networking Sites in a Weekly Basis and Indicators to Writing Difficulty**

Indicators to Writing Difficulty	Correlation	Significance
Grammar	-.169	.303
Mechanics	-.086	.604
Organization	-.358*	.025*
Content	-.284	.080
Overall	-.316*	-.050*

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

The table shows that the correlation between number of hours spent in using social networking sites and grammar is -.169 with a significance of .303 which indicates that there is no significant relationship between the two variables.

The table also divulges that the number of hours spent in using social networking sites and mechanics is -.086 with a significance of .604 which indicates that the two variables are significant.

It is also disclosed in the table that the number of hours spent in using social networking sites and organization is -.358 with a significance of .025 which indicates that there is a positive significant relationship between the two variables.

The table also indicates that the correlation between number of hours spent in using social networking sites and content is -.316 with a significance of .080 which points out that the variables are negatively significant.

Overall, the table specifies that the number of hours spent in using social networking sites and indicators to writing difficulty is highly significant with a correlation of -.316 and significance of -.050.

The finding reaffirms the study of Huang (2006) who presented an analysis of 34 Taiwanese English majors writing errors based on a web-based training program. His study revealed major errors in word choice, followed by mechanics, style and grammar.

The result also corroborates with the study of Lasaten (2014) who indicated that the respondents are not aware of increasing vocabulary. He further stated that his respondents have poor attitudes towards reading. His respondents are not well-motivated to read. Generally, most

of his respondents admitted that they simply memorize synonyms and antonyms to improve their vocabulary.

DIFFERENCE BETWEEN THE INDICATORS TO WRITING DIFFICULTY OF THE SOPHOMORE TEACHER EDUCATION STUDENTS ACROSS THEIR PROFILE VARIABLES

The following tables show the comparison of the indicators to writing difficulty of the sophomore Bachelor of Elementary Education students across their profile variables namely sex and academic performance in an English writing course using Pearson Product-Moment Correlation Coefficient.

This was done to determine whether the aforementioned profile variables are comparable with the indicators to writing difficulty namely grammar, mechanics, organization and content.

Table 12 illustrates the difference between the sex of the respondents and indicators to writing difficulty.

Table 12
Difference between Sex and Indicators to Writing Difficulty

Indicators for Writing Difficulty	Correlation	Difference
Grammar	.154	.233
Mechanics	.102	.266
Organization	.138	.402
Content	.120	.465
Overall	.175	.287

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

It is exhibited in table that the correlation between grammar and sex of the respondents is .154 with a difference of .233 which indicates that the variables do not have significant difference.

The table also reveals that the correlation between mechanics and sex of the respondents is .102 with a difference of .266 which indicates that there is no significant difference between the variables.

It is also displayed in the table that the correlation between organization and sex of the respondents is .138 with a difference of .402 which indicates that there is no significant difference between the variables.

The table similarly indicates that the correlation between content and sex of respondents is .120 with a difference of .465 which points out that there is a significant difference between the two variables.

Overall, the table displays that the indicators to writing difficulty has a correlation of .175 and a difference of .287. This clearly states that there is no significant difference between sex and the indicators to writing difficulty

The result supports the study conducted by As-il (2003) and Asilyang (2003) who revealed in their studies that there was no significant difference between the written English proficiency and the sex of his respondents.

The finding also corroborates with the study of Crisostomo (2000) which revealed that there has no significant difference between the written English proficiency of the male and female respondents. It was then concluded that sex had no significant difference with English Proficiency.

The finding supports the study of Jegede (1994) as cited by Solis et al. (2013) wherein the researcher mentioned that there was no significant difference between sex and English language academic achievement and motivation among the participants; but that the students' English language performance could be reliably inferred from their level of achievement and motivation.

Table 13 reflects the difference between the high school where the respondents graduated from and indicators to writing difficulty.

Table 13
Difference between Academic Performance in an English
Writing Course and Indicators to Writing Difficulty

Indicators to Writing		
Difficulty	Correlation	Difference
Grammar	-.105	.525
Mechanics	-.115	.485
Organization	-.263	.106
Content	-.282	.082
Overall	-.234	.152

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

The table reveals that the correlation between academic performance in an English writing course of the respondents and grammar is -.105 with a difference .525 which indicates that there is no difference between the two variables.

Furthermore, the table also divulges that the correlation between academic performance in an English writing course of the respondents and mechanics is -.115 and that there is no significant difference at .525.

The table also shows that the correlation between academic performance in an English writing course of the respondents and organization and that there is no significant difference at a correlation of -.263 and a difference of .106.

Moreover, the table also reflects that the correlation between academic performance in an English writing course of the respondents and content is -.282 with a difference of .082 which indicates that the two variables do not have significant difference.

Largely, the correlation between the overall indicators to writing difficulty has a correlation of -.234 and a difference of .152 which directs that the variables do not have significant difference.

The finding reaffirms Milan's (2004) research work which revealed that the grade in English can affect the level of competence in English grammar and composition and the commission of writing problems in the composition of her respondents.

PROPOSED LEARNING TASKS TO HELP IMPROVE THE WRITING SKILLS OF TEACHER EDUCATION STUDENTS IN TERMS OF GRAMMAR, MECHANICS, ORGANIZATION AND CONTENT

The respondents from Pangasinan State University, Sta. Maria Campus, Sta. Maria, Pangasinan were fairly challenged in their level of difficulties in writing skills in English. Despite that fact, it is still essential for them to improve these skills specifically on the indicators to writing difficulty, namely: grammar, mechanics, organization and content in order for them to be more competitive to the rest of the students graduating from different colleges and universities in the Philippines or even in other countries.

To increase the level of writing skills of the respondents and other students, they have to master the different indicators to writing skills which include grammar, mechanics, organization and content. Proficiency in writing skills will create a way in order for them to become better writers. Aside from the prior reason, the respondents need to enhance their writing skills in terms of focus, main idea, research and style.

Thus, based on the merits of the findings, the following learning tasks are proposed to be included in the syllabus of Writing in the Discipline (English 103) to help students improve their writing skills across the four indicators, namely: grammar, mechanics organization and content.

To help improve the grammar of the respondents, the researcher suggests that they should write a narrative essay and a descriptive essay which have the desired learning outcomes of identifying different sentence patterns, understanding subject-verb agreement, phrases and clauses and understanding different usage of infinitives.

To elevate the knowledge of the respondents in mechanics in writing, the researcher suggests that they will prepare script and create posters with images and with caption which have the desired learning outcomes of understanding correct usage on sentences and writing figures and capitalization.

To develop better understanding about organization in writing of the respondents, the researcher also suggests that they will write an opinion essay and a persuasive essay which have the desired learning outcomes of outlining, logical order and transitional words and phrases and organization patterns and unified controlling idea of paragraph.

To enhance the quality of content in writing of the respondents, the researcher finally suggests that they will write a speech and a personal essay which have the desired learning outcomes of creating meaning according to audience, purpose and context and choice of topic.

Summary

The study assessed and compared the level of difficulties in writing skills in English which was centered on the four indicators which are grammar, mechanics, organization and content of the sophomore Bachelor of Elementary Education (BEEEd) students at Pangasinan State University, Sta. Maria Campus, Sta. Maria, Pangasinan enrolled during the second semester of the academic year 2015-2106.

Specifically, the study determined the profile of the freshman BEEEd students on variables namely: sex, high school graduated from, highest educational attainment of parents, academic performance in an English writing course, preferred reading resource material in English, and the number of hours spent by the respondents in using social networking sites on a weekly basis.

This research measured the level of difficulties in English writing skills of the subjects along the four indicators which are grammar, mechanics, organization and content.

The level of difficulties in English writing skills was identified and analyzed using different statistical tools. The study looked into the relationships and differences among the difficulties in writing skills across the profile variables.

The study employed the use of descriptive and correlational method research designs with instruments such as instrument that gathered the profile of the respondents and writing instruments but there were some changes made by the researcher, the instruments adopted from Test of English for International Communication (TOEIC), and the outputs of the respondents were evaluated using the adopted and rubrics from American University of Rome (AUR) and Indiana Academic Standards (IAS).

The data gathered were properly recorded, tallied, tabulated, interpreted, and further analyzed. Frequency, percentages, average weighted mean, minimum, maximum, skewness, and kurtosis were used in the treatment of data.

Conclusions

Based on the merits of the findings, the following conclusions are drawn:

1. Respondents are both males and females, their parents have graduated from elementary, secondary and college levels, respondents read newspapers, magazines, textbooks and online reading materials, academic performance in an English writing course ranges from 1.75 – 2.75, and respondents spend one hour to thirty hours per week in using social networking sites.

2. The level of difficulty in English writing skills of the respondents ranges from moderately challenged, fairly challenged and slightly challenged. The respondents have the least difficulty in the indicator content, and the highest difficulty in mechanics.

3. The level of difficulties in writing skills in English of the respondents is varied and indicators to writing difficulty are not comparable across their profile variables which include high school graduated from, educational attainment of parents, preferred reading material in English. There is a significant relationship between indicators to writing difficulty and the number of hours spent in using social networking sites on a weekly basis.

4. The level of difficulties in writing skills in English of the respondents is varied and not comparable across their profile variables which include sex and academic performance in an English writing course.

5. The learning tasks presented in Appendix M, together with their respective desired learning outcomes and objectives are proposed to be added to the syllabus in Writing in the Discipline (English 103) that is being employed at Pangasinan State University in order to help enhance the writing skills of the students, specifically in grammar, mechanics, organization and content.

Recommendations

Based on the conclusions drawn from the significant findings and conclusions of the study, the following recommendations are offered:

1. For the students of Pangasinan State University, they should read various materials in English such as newspapers, magazines, textbooks, online reading materials and any available English reading materials in order for them to be timely when it comes to the topics and issues that they write about.

2. The researcher also suggests that the students write different types of essays such as narrative, descriptive, expository and persuasive essays in order for them to adapt to different types of writing. It is also suggested that students should write other scholarly writings in order for them to delve into different types of academic writings – to learn about different processes, styles and types of writing and for them to see the progress that they undergo in the development of their writing skills;

3. For language teachers, it is suggested that they should try different learning tasks to be given to the students in order for the latter to be open to different types of writing and these learning tasks should be reflected in the syllabus of any English writing course employed by the university which is now outcomes-based; and

4. For future researchers, it is highly suggested that they include other indicators to writing skills, namely: focus, purpose, main idea, research and style in sentence structure, word choice or tone, details and examples.

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COLLEGE ENGLISH PROFICIENCY OF FRESHMEN: BASIS FOR LANGUAGE CURRICULUM ENHANCEMENT

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Abstract

Language proficiency or linguistic proficiency is the ability of an individual to speak or write a language adeptly. Significantly, the writer should abide the rules, structures and correct pattern of English language. The language teachers in the higher institution nowadays face challenges because not all Senior High School graduates who are accommodated in the university have mastered the basics of English. Since Grammar and Composition and other English subjects are no longer taught in college, the EFL professors found teaching the language learners challenging. Most professors wanted still to have grammar as one of the General Education Curriculum (GEC) subjects in the university to address the problem of the learners regarding proficiency in speaking and writing. This study determined the level of English proficiency of the English majors specifically on grammar usage in writing. It likewise identified if the profile of the respondents has a bearing in their proficiency exclusively in composition. The study made use of descriptive-qualitative research design. The profile variables were analyzed using frequency counts and percentages, and the error analysis of Coder (1981) was adopted in analyzing the written outputs of the respondents. The study found out that majority of the respondents fall at the age bracket of 19-21, female dominated, General Academic Strand (GAS) graduates, and have high English grade. However, based on the analyzed written composition, there are various errors committed such as Subject-Verb Agreement Errors, Sentence Fragments, Missing Comma After Introductory Element, Misplaced Or Dangling Modifier, Vague Pronoun Reference, Wrong Word Usage, Run-On Sentence, Superfluous Commas, Lack of Parallel Structure, Sentence Sprawl, Comma Splice, wrong punctuation usage and split infinitives. This study concluded that the profile of the respondents are not contributory factors in his or her proficiency in language particularly in writing. Furthermore, the respondents are not still proficient writers despite of their senior

high school preparation. The limited knowledge of the students regarding correct grammar usage caused their inability to produce a refined composition that is free from grammatical errors.

The result of the study has a great implication to language teaching and language curriculum. EFL teachers should enrich their teaching strategies, and must have more student-engaging writing activities in English classes so the potentials and skills of the language learners will be enhanced. Written outputs of the students where errors are evident should be positively discussed to the students.

Keywords: *English proficiency, fluency, language accuracy, language curriculum and proficiency level.*

INTRODUCTION

Accuracy and fluency are interrelated concepts in making learners to be language proficient and competent. These fluency and competency refer to the ability of a speaker to communicate effectively in the language. This ability is based on more than just grammatical knowledge and the concept is derived from the general desire of language users to be able to communicate proficiently.

Proficiency in writing of the students must be a part of the language teachers' roles as well. To be proficient writer means that the writer is comfortable using the second language in written communications and compositions free from grammatical errors such as subject-verb agreement errors, sentence fragments, missing comma after introductory element, misplaced or dangling modifier, vague pronoun reference, wrong word usage, run-on sentence, superfluous commas, lack of parallel structure, sentence sprawl, comma splice, wrong punctuation usage and split infinitives. Language learners like the English majors should use the second language fluently and accurately.

Fluency and Language Accuracy are equally important both in the success of language acquisition. However, Language accuracy and proficiency will be affected when students have limited writing activities in class and when English subjects that cover other macro skills are less taught in the school.

The Department of Education added two-year Senior High Track that includes General Academic Strand (GAS) which aims to equip the students with knowledge and skills that will

help them prepare for higher education. In this strand, the students took varied English subjects like Grammar and Composition, Speech and Oral Communication and Study and Thinking Skills. These English subjects are no longer offered in the university since it is included in the senior high school curriculum.

Conversely, not all students accommodated in the College of Education are language proficient. Some have not mastered the basics of English despite of the numerous English subjects the respondents had in their senior high school. Consequently, there is a learning gap. Filling this gap and solving the problem in English proficiency of the students is one of the major concerns of the English professors and the curriculum planner in the university.

This reality at hand motivated the researcher to conduct a proficiency test specifically on writing to the freshmen. This is to check whether the students have deep and broad knowledge on correct grammar usage. The result may serve as basis for the language teachers to conduct English Remediation Instruction/class to them when the result is low and the possible result of this study will serve as the basis for the Language Curriculum Enhancement.

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

It is the researcher's belief that the profile variables of the respondents may affect their proficiency in English. Moreover, it is also presupposed that the senior high school strands of the respondents are contributory factors in their English proficiency level since the quality of English preparation of the students vary according to the degree of instruction. Likewise, it is also assumed that age affects English proficiency of the students. The older the student is, the higher is his or her proficiency level. Furthermore, the grade of the respondents in English last semester is perceived as one of the basis on their language proficiency level. It is believed that the higher the student's grade in English is, the higher is his language proficiency level.

The mentioned assumptions coincide with the findings and statements of Maleki, et. al (2008). He stated that one of the most serious problems that Iranian EFL students face in their field of study is their inability to communicate and handle English after graduating from university. This is due to their weaknesses in general English, which influence their academic

success. Their study examined the strength of the relationship between English language proficiency and the academic achievement of Iranian EFL students. And they found out that there is a significant connection between proficiency and grade point averages of academic achievement of the respondents. Similarly, the results of their study revealed that there is a significant correlation between English language proficiency and achievement in English speaking and writing subjects.

On the other hand, Iyldyz (2007) in her study “Rethinking Validity of the L2 Proficiency Concept: Lessons for EIL” pointed out that proficiency is a more complex topic than is generally assumed. In her study, she explored the validity of the concept of proficiency in L2 education and indicated some aspects useful for careful consideration when constructing the EIL competence framework.

Further, Hansen (2002) adhered in his study “Language background, proficiency in English, and selection for language development” that with a diverse language background profile in an Australian medical student population, teaching interventions are necessary for students whose English language proficiency is not adequate. His study described the screening of written and oral English language proficiency in 143 first year undergraduate students using a standardized instrument. Students identified as experiencing language difficulties were subsequently assessed by interview and allocated to faculty-based Language Development Program. Students with the greatest need for language support participated in a full 2 year program. Those requiring less assistance were offered more limited support in the form of specific modules within the program. Students allocated to the full program were significantly weaker in language proficiency compared to those offered specific modules and those not offered a placement.

Significantly, the study of Radwan (2007) explored the potential impact of high-stakes English testing on young English language learners (ELL) attitudes, beliefs, and motivations. He found out that there were significant correlations found for 15/20 responses from middle-school students, 4/20 from high school students, and 0/20 from university students. He suggested that high-stakes English testing has a more dramatic effect on the language proficiency identity of younger ELLs.

The study of Maleki (2008), Iyldyz (2007) and Hansen (2002) are fairly related to the study conducted since the former concerned also on grade of the respondents as one of the contributory factors that affect the language proficiency of the learners. While, Iyldyz (2007)

targeted on the construction of EIL competence framework which has a resemblance to the proposed language curriculum enhancement of the present study; whereas Radwan (2007) pointed on the use of English testing and its effect to language proficiency, and the recommendations of Hansen (2002) are also good benchmark for the curriculum enhancement of the language in the higher institution.

Objectives of the Study

This study determined the level of English proficiency of the English majors specifically on grammar usage at the College of Teacher Education at Cagayan State University-Andrews Campus. This study also identified if the profile of the respondents affects their English Proficiency exclusively in composition. Furthermore, the written outputs were analyzed using the error analysis of Coder (1981).

METHODOLOGY

Research Design

The study made use of descriptive-qualitative research design since the profile of the teacher-respondents in terms of age, sex, Senior High school strand and the grades of the respondents in English last semester were described.

A grammatical analysis on the respondents' compositions was done by the researcher.

Locale of the Study

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

Respondents and Sampling Procedure

The respondents of this study were all first year English majors of the Colleges of Teacher Education (CTE) of Cagayan State University-Andrews Campus, Tuguegarao City during the school year 2018-2019. Total enumeration was employed in the study.

Research Instruments

Survey questionnaire was used to elicit the profile of the respondents. Then, the proficiency test which is limited on composition was used.

Collection of Data

Survey questionnaires were given to the respondents after the approval of the Dean. The two sets of test on composition were conducted in different sessions. After each proficiency test, the written were analyzed using the **error analysis** of Corder (1981). This focus on errors that are systematic violations of patterns in the input to which the respondents have been exposed.

Analysis of Data

The data gathered were analyzed with the use of frequency counts and percentages to treat the profile of the teacher-respondents. And the error analysis of Corder (1981) was adopted in analyzing the written outputs of the respondents.

RESULTS AND DISCUSSION

Table 1. **Profile of the respondents**

Profile variables	Frequency (N=76)	Percent
Age		
16-18	15	19.7
19-21	61	80.26
Sex		
Male	29	38.15
Female	47	61.84
Senior High School Academic Strand		
TVL	1	1.31
GAS	49	64.47

HUMSS	19	25
ABM	2	2.63
STEM	4	5.26
Grade in English (First semester, School Year 2018-2019)		
Very high (95-99)	0	
High (90-94)	22	28.94
Average (85-89)	21	27.63
Low (80-84)	1	1.31

Majority of the respondents fall under the age bracket of 19-21 years old which implies that they are at early adulthood stage. Expectedly, their writing skills are enriched and their outputs are more acceptable. The data also shows that most of the respondents are female, and they were General Academic Strand (GAS) graduates, who are expected to be language proficient and have good communication skills because they took varied English subjects like Grammar and Composition, Speech and Oral Communication and Study and Thinking Skills during the Senior High School. Furthermore, most of the grades of the respondents are high. This implies that the English majors had performed well last semester. So much is expected of them in terms of mastery on grammar usage. During the interview, the freshmen said that they used metacognitive strategies in language learning so that they will learn the language easily and for them to be linguistically proficient.

This finding is somewhat related to the study of Radwan (2007) where he investigated the use of language learning strategies by 128 students majoring in English at Sultan Qaboos University (SQU) in Oman. Results showed that the students used metacognitive strategies significantly more than any other category of strategies, he also found out that more proficient students used more cognitive, metacognitive and affective strategies than less proficient students, and freshmen used more strategies in English class.

Table 2. Emergence of the Common Grammatical Errors in the written output of the respondents

Sample sentences/phrases	Errors committed
I will going to relate the topic through sharing.	tense of verb error
I believed that we can use language in our daily lives and we must used them in a proper way. The child can easily learned things.	Incorrect verb used after a modal
There are many new words and informations .	Incorrect plural form of noun
Childrens enjoyed repetition	
He develops or acquire language.	Subject-verb agreement error
Minds will just contain its capacity only if we tend to fill it up.	
They must be consider their language what I used to teach them.	
The students learns language through classroom discussion which teachers use or speaks in English language or mother tongue.	Lack of parallel structure
Exchange of information is very important for a person, this way, it test , if he really understand .	<ul style="list-style-type: none"> • Superfluous commas • Subject-verb agreement error
I will let them making errors/mistakes in grammars while speaking.	Sentence sprawl
I will help them express what they know about the language and also for them to enhanced their skills.	Infinitive –verb violation
They should be knowlegable about the words.	Misspelled word
In this matter of theory according to BF Skinner is acquired through imitating especially children inside the classroom.	Run-on sentence
As a future language teacher I can help my students learn the language in easy way, like asking question inside the class and not tortured them to speak in the say way like what I ask.	<ul style="list-style-type: none"> • Missing a comma after introductory element • Wrong word usage

	<ul style="list-style-type: none"> • Run –on sentence
I prefer to believe in BF Skinner's theory because we people can't acquired language by only depending on our innate ability.	<ul style="list-style-type: none"> • Absence of apostrophe to indicate possession • Incorrect verb used after a modal
I will let my students to learn language to most convinint way.	<ul style="list-style-type: none"> • Split infinitives • Misspelled word
It is were language is acquired through principles of conditioning.	<ul style="list-style-type: none"> • Wrong word usage
In conclusion as teacher discusses lessons, share or socialize with students, they are able to learn from it.	<ul style="list-style-type: none"> • Superfluous commas • Run –on sentence
Reward feedback can be applicable for students because it is positive for them to response correctly.	<ul style="list-style-type: none"> • Wrong word usage
These things are being thought by our teachers.	<ul style="list-style-type: none"> •
I will use the repetition for recall on that language for them to masterize	<ul style="list-style-type: none"> • Infinitive –verb violation
Explain every details for them.	<ul style="list-style-type: none"> • Subject-verb agreement error • Wrong plural form
I will help my students learn language easily by using visuals that also comes with audio.	
When the teacher discuss , the students really understand.	
Good communication is one of the factor	
Language is acquire by a learner	
As the theory say...	
The learnings that was	
It adds in the storehouse of informations the learnings that was acquired.	
In able for us to gain more knowledge and to in able for us to understand what the teacher's discussion .	

By the help of our teachers, our knowledge widen	• Fragment
The student learn their own language	• Vague pronoun reference

Table 3 shows the emerged common errors committed by the respondents. Majority of the grammatical lapses were subject-verb agreement and run-on sentence. During the informal interview, the respondents honestly revealed that grammar is not fully emphasized and it is not taught in the senior high school as a separate subject, rather it was just integrated to English subjects they have. Few of the respondents said that their previous teacher had not fully emphasized the specific rules on grammar usage. Hence, the respondents have limited knowledge on correct grammar usage. This implies that the respondents lack of linguistic competence and not that proficient in English language particularly in writing.

This finding coincide with the ideas and statements of Corder (1976). He stated that errors are significant of three things, first to the teacher. Exclusively, as to how useful his or her teaching strategies towards the goal the learner has progressed and, consequently, what remains for him or her to learn. Second, how language is learned or acquired, and what strategies or procedures the learner is employing in his discovery of the language. Third is the learner himself or herself, because making of errors makes the students learn.

Comparison of the profile and the language proficiency of the respondents

There is no significant relationship of the profile of the respondents and their language proficiency in terms of writing. The age, sex, grade and Senior high school strands of the respondents are not contributory factors for having a good written output. The respondents have committed the same grammatical errors most specially in subject-verb agreement even if they are male or female, young or old, TVL, GAS, HUMSS, ABM or STEM graduates or have high or average grade in English last semester. During the conduct of the study, the respondents were given questions to answer within one and a half hours. But evidently, they could hardly express their thoughts in straight English. Some language learners asked the researcher to translate the question in Filipino. Few asked for the appropriate word to be used and there were those who asked for the rules on correct grammar. With those observations, the researcher conducted informal interview to the English majors to counter validate the result of their

written outputs, and it was found out that the respondents have no sufficient background and knowledge on all the rules, structures and patterns of the target language.

This finding coincide with Dafei (2007). He found out in his study, “An Exploration of the Relationship Between Learner Autonomy and English Proficiency”, that the students’ English proficiency was significantly and positively related to their learner autonomy, and there are no significant differences among the students’ learner autonomy when their English proficiency is not significantly different.

These findings imply that profile of the respondents is not the sole basis of one’s language proficiency. There could be other perceived factors such as language preparation of the senior high school to college, the quality of instruction in grammar subject, the motivational, individual and other social factors such as home learning environment, home and school support.

CONCLUSIONS, AND RECOMMENDATIONS

This study concluded that the profile of the respondents are not contributory factors in his or her proficiency in language particularly in writing. Furthermore, the respondents are not still proficient writers. The limited knowledge of the students regarding correct grammar usage caused their inability to produce a refined composition that is free from grammatical errors.

The result of the study has a great implication to language teaching and language curriculum. EFL teachers should enrich their teaching strategies, and must have more student-engaging writing activities in English classes so the potentials and skills of the language learners will be enhanced. Written outputs of the students where errors are evident should be positively discussed to the students.

Thus, it is suggested that the result of the study should be disseminated to the university so it will serve as the basis of the implementation of the additional English subject which is the Modern Grammar as part of the Language Curriculum Enhancement this coming school year so that the prevailing situation will be immediately addressed. Grammar should be interactively taught to the students. Furthermore, the language curriculum planners of both senior high school and the higher education institutions should collaboratively stalemate their target goals and must agree on the expected learning outcomes of each English subject so that the language learners will be linguistically competent and writer proficient.

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APPENDICES

Sample students' outputs with errors

- For example, a baby is learning by listening, imitating and by repeating the words and actions from the mother that is why the baby or child can easily learned things from the people.
- This theory can help a child to learn and enhanced their language skills.
- I will be going to relate the topic through sharing them my experiences in learning. They can imitate me because they were inspired w/ the informations. I believed that can we can use language in our daily lives, and we must used them in a proper way to avoid communication & conflicts.
- the way the children or the student learns their own language and L2 refers to the learning of another language.
- I will let my students to learn language to most (convenient) way.
- I will teach them step by step and put patience upon teaching.
- when the teacher discuss, the students really understand on what the teacher says.
- everyone learned language in (their) his/her own little way, in their own mechanism and in their own people.
- Language can easily adapt through listening and repetition of the words.
- For them to enhanced their skills in it.
- As the theory (say) — says
- I will help my students learn language by using (visuals) visual aids
- They would observe my way of speaking the words
- Minds will just contain (its) capacity only if we tend to fill it up.
- So I figured to my self that as a child grows and becomes matured
- after (the hour)
- like for example, a student (get) gets absent in their class, and the next day their teacher give

They should be know ledgable (knowledgable) about the words they use or perhaps the words they have read.

~~Learning~~ I've experienced to learned language

I've learned language with interacting and socializing with the people I've encountered in my daily life

Behaviorist and Nativist have its own explanations on how we acquire language. Due to the complexity of these two theory, different perception of people have been made it more complex. But, as what I perceive what is more evident in classroom...

- These things are being thought by our teachers. Before we attend to school, we only know few things. By the help of our teachers, our knowledge widen. These languages are the L1 and L2 or the first and second language. Through my strategy, students will be able to master their languages and be able to use and apply it in their everyday living.

- I can help my students learn the language easily by thinking teaching them well and explain every details for them to understand what I am talking about.

- They are free to gain more knowledge because they are the one who are learning from other because of the different informations they gathered.



SOCIOLINGUISTIC COMPETENCE OF FOREIGN NATIONAL COLLEGE STUDENTS

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Abstract

This study was undertaken to identify the sociolinguistic competence of the foreign national college students of the selected universities in Dagupan City for the academic year 2015-2016. The selected universities are University of Pangasinan – PHINMA, University of Luzon, and Lyceum Northwestern University.

Relative to the foregoing objective, the study aimed specifically to establish the profile of the respondents in terms of their socio-structural perspective (nationality, age, sex, and native language), socio-cultural perspective (number of years studied the English language, length of stay in the Philippines, and exposure to the English language), and language learning characteristics (attitude, motivation and can-do tasks). Likewise, the sociolinguistic competence level of the respondents was identified. Furthermore, the study determined whether there exists significant relationship between the respondents' sociolinguistic competence across their profile.

The study used descriptive-correlational research method. The fifty (50) respondents were selected based on convenience sampling. The questionnaire and the Test of English for International Communication (TOEIC) Model Test served as the primary data-gathering instruments to identify the sociolinguistic competence of the respondents. The questionnaire is composed of three parts identifying the socio-structural perspective, socio-cultural perspective,

and language learning characteristics of the respondents. The TOEIC Model Test consists of questions 4-11 to measure the sociolinguistic competence level of the respondents.

Statistical methods used for socio-structural perspective (nationality, age, sex, and native language) and socio-cultural perspective (number of years studied the English language and length of stay in the Philippines) are frequency and percentages. For socio-cultural perspective (exposure to the English language) and language learning characteristics (attitude, motivation and can-do tasks), statistical methods used are mean, standard deviation, skewness, and kurtosis. While for the level of sociolinguistic competence across profile variables, Spearman rho correlation coefficient was used using the 0.05 level of significance.

Findings show that in terms of socio-structural perspective, most of the respondents are male Nigerians. They belong to the age group of 21-25 and majority of them speaks Arabic.

Based on socio-cultural perspective, most of the respondents have studied the English language from 0-5 years and have only stayed in the Philippines from 0-1 year. In addition, majority of the respondents stated that they are always exposed to the English language, specifically through writing letters, sending text messages, sending emails, and chatting with friends.

While in language learning characteristics, majority of the respondents have a positive attitude towards learning the English language. It is stated that most of the respondents find it interesting. They also have strong motivation towards the English language because they find it useful for further studies. In addition, they are confident that they can do tasks easily using the English language. Findings show that they are most confident in thanking someone using the English language.

Based on the summary of the TOEIC Model Test scores of the respondents, majority of them scored an above average as indicated by the mean of 14.7 whose standard deviation is 8.627. The five levels of sociolinguistic competence used in this study are highly competent, competent, moderately competent, fairly competent, and needs improvement. It was found out that majority of the respondents are competent.

Likewise, findings indicate that the overall test scores of the respondents is negatively skewed by $-.601$ which indicates that it is above the mean. Its kurtosis of $-.956$ indicates that it is platykurtic which means that the respondents' test scores are tightly clustered above the mean. Thus, sociolinguistic competence level of the respondents correlated significantly with their native language, attitude, motivation, and

can-do tasks.

It is therefore recommended that language teachers should create a learning environment that suits the foreign national college students focusing on the attitude, motivation, and can-do tasks. They should conduct TOEIC Model Test to students to monitor and evaluate their sociolinguistic competence for each academic year. Furthermore, other studies should be conducted that will focus on Sociolinguistics.

Key Words: sociolinguistic competence, socio-structural perspective, socio-cultural perspective, language learning characteristics

Introduction

Linguistic competence as emphasized by Chomsky (1965 in Phillips & Tan, 2014) is the ideal language system that makes it possible for speakers to produce and understand an infinite number of sentences in their language, and to distinguish grammatical sentences from ungrammatical sentences. The concept was introduced in 1965 to address certain assumptions about language.

Mizne (1997) stated that one of the contributing factors for incompetence in the language is when the speaker does not know which utterances are appropriate in the social situation in which he or she is speaking. This ability to adjust one's speech to fit the social situation in is called sociolinguistic competence, and without this ability, even accurate grammatical utterances can convey a meaning entirely different from that which the speaker intended.

Sociolinguistic competence refers to the mastery of the cultural rules of use and rules of discourse that are at play in different languages. With respect to cultural rules of use, the emphasis is on appropriateness of communicative acts and the naturalness of speech within given socio-cultural contexts. With respect to the rules of discourse, the focus is on expressiveness using paralinguistic communication, and the rules of cohesion and coherence (Pillar, 2011).

Many non-native speakers of English received their training in that language in a formal educational setting, i.e. in classroom learning sessions preceding their migration to any Anglophone country and purportedly that such trainings will make it easier for them to interact with people in those places who speak English.

On the contrary, many of them still struggle when they experience the reality of communicating with a real Anglophone, especially in the distinct use of English in various actual social situations that seem to be so different from the English used in the academic setting to which they were made previously familiar with. Such struggle induces them to even improve or re-learn English as sensitized to its varied uses in actual communication contexts and which is imperative for their survival in those countries (Rajeswari, 2014).

The aforementioned example also inspired the type of parallel challenges in English language learning as taken up in the Philippines which is regarded as one of the leading countries that adopt English as a Second Language (ESL). According to McGeown (2012), the Philippines is fast becoming the world's low-cost English language teacher – with rapid increases in overseas students coming to learn English or study in English-speaking universities.

In addition, the Bureau of Immigration Statistics found out that there is an increase in the number of foreign students of more than 47, 000 in 2013. The increase in the number of foreign nationals enrolling in Philippine Colleges and Universities may be attributed to the proficiency of Filipino teachers in the use of English as a medium of instruction. Many of these foreign nationals in the country have been taking up Bachelor of Arts and medical courses, including dentistry (Tubeza, 2013).

Contrary to that, little is known of the status of the language learning difficulties of foreign national students in the Philippines. De Guzman, et al. (2006), a professor from the University of Santo Tomas explained that English learning difficulties of foreign national students exist both in daily conversation and in the academic setting. These difficulties are relative to their sociolinguistic competence, motivation in using the English language, and cultural factors. Thus, there is a need to explain the possible reasons, factors or causes of such learning difficulty as experienced by these foreign national students.

Premised on the above context, this study draws its research problem from the phenomenon of sociolinguistic competence in relation to other variables such as socio-structural perspective, socio-cultural perspective, and language learning characteristics. On this vantage point, this study aimed to assess the sociolinguistic competence of foreign national college students.

Identifying the predictors and the degree to what extent these predictors affect the sociolinguistic competence of the respondents point out certain issues in learning English as a

second language. These predictors raised some of the implications of such views on the current educational system in terms of teaching English as a discipline.

More importantly, this study proposed to improve the teaching practices of English teachers, to give thorough analyses of specific predictors in learning the English language, and to apply the English language in daily activities. Its implications could be used in order to integrate innovative strategies in teaching ESL to non-native speakers.

Scope and Delimitation of the Study

The study was delimited on the sociolinguistic competence of the foreign national college students across their profile variables in terms of socio-structural perspective, socio-cultural perspective, and language learning characteristics. Since sociolinguistic competence is a broad term, the study restricted its context to refer only to the concerned students' ability to interpret the social meaning of the choice of linguistic varieties and their ability to use language with the appropriate social meaning for the communication situation with the rules of cohesion and coherence.

Sociolinguistic competence is also known as sociocultural competence. It involves speaking or writing at an appropriate level of formality for the situation, observing cultural norms with respect to conventions, and recognizing or using varieties or dialects of English (Coelho & Rivers, 2004). It is also a trait, as defined by Swain (as cited by Alatis, 1990), that focus on social appropriateness of language use. It could be measured through oral (role-play of speech acts), multiple choice (speech-act-level 'select the appropriate utterance' exercise), and written composition (formal request letter and informal note).

In this study, written outputs from the concerned students were employed for the data analyses as the measure to determine the status of their sociolinguistic competence. This method finds justification in a parallel research framework previously used by Coelho and Rivers (2004) and Alatis (1990). Another reason for using a written output instead of oral output is that there is relatively little research on sociolinguistic rules of speaking that has been done, as reported by Mizne (1997).

Part of the problem in studying sociolinguistic competence is the difficulty in obtaining data on actual speech act used by the respondents since observation is an intrusive and time-consuming process. Such conditions may not be feasible considering the limited time-frame established for the completion of this research. Moreover, data elicitation techniques (such as

interviews) do not always accurately represent natural speech, since it will pave for some degree of preparedness and thereby some level of artificiality as to the accounts of speech that will be produced by the respondents.

The chosen respondents are fifty (50) foreign national college students in selected universities in Dagupan City. As per distribution, five (5) respondents come from the University of Pangasinan – PHINMA, nine (9) respondents come from the University of Luzon, and thirty six (36) respondents come from the Lyceum Northwestern University.

Constraints in the choice of respondents are set by conditions such as the availability of foreign national college students enrolled in the said Universities as per academic year 2015 – 2016. The study delimited its locale only to include Universities found in Dagupan City as the greater volume of enrolment among foreign national students is concentrated in these institutions, although small traces of enrolment may be accounted for by smaller colleges in the City.

Analyses of the discourse outputs obtained from the respondents did not take into account anymore the characteristics of their linguistic competence but only those aspects of the discourse relevant to the analysis of their sociolinguistic competence. The study's instrument for data collection was likewise delimited for its specific employment of the Test of English for International Communication (TOEIC) Model Test which although standardized may also have some extent of limitations.

Moreover, the TOEIC Model Test was further subjected to filtering by the researcher and in which the modification from the original form of the instrument was also content-validated by a panel of experts so that these further alterations also constitute the aspects of delimitation as to concerns in data collection.

Finally, since Sociolinguistic Competence as with any competence is a phenomenon that does not lend to a definite and accurate measurement, the context of this study's assumption of looking into the "status of the respondents' sociolinguistic competence" is only relative to the one-shot performance test to which they were subjected using the aforementioned instrument. Thereby, the generalizability of the traits of their competence as divulged in this study is set within the parameters of how they manifested from the limited results of the performance test.

Related Literature

Concepts of Sociolinguistic Competence

The definition of sociolinguistics has given rise to much debate. According to Pierre Achard, as cited by Boutet and Maingueneau (2005), sociolinguistics is a meeting point (or a point of confusion) of three topics with different origins: the ‘sociological’ question of the place of language in human societies and the social process, the ‘linguistic’ question of language variations and the problems these pose to linguistic theory, and the ‘practical’ question of the social use of language.

Boutet and Maingueneau (2005) view sociolinguistics as characterized by certain theoretical positions on language and language activity and by a common methodological posture, going beyond differences in schools and approaches. Among common theoretical premises, focus is on heterogeneity as the founding principle. In regard to methods, there exist the construction of fields of inquiry, the observation of social situations, and the gathering of linguistic data.

In the Marxist theory of society, the theory of social interaction elaborated by Marxist sociology and the fundamental theses of Marxism on language as a social phenomenon constitute the philosophical foundation of the sociolinguistic theories. There is a precise line of demarcation between Marxist sociolinguistics and sociolinguistics oriented towards bourgeois positivist sociology (Vejcer, 1986).

Sociolinguistic competence can be defined quite simply as knowing and understanding how to speak given the circumstances you are in such as the status of participants, the purposes of interactions, and the norms or conventions of interactions (Schroeder, 2010).

Markee (2015), on the other hand, states that sociolinguistic competence is a mediated action. It is mediated by constellation of factors, including language learners’ histories, their knowledge of variable L2 forms and their meaningful potential, and the forms of support made available to them in interaction. It is an action in the sense that it emerges in concrete communicative activity – it is something learners do rather than a property of an individual learner.

Since the end of the 1980s, emerging approaches have introduced new fields of inquiry and specific theoretical interrogations, such as the sociolinguistics of work and urban sociolinguistics. Today, a broad vision of the discipline clearly prevails. Evidence for this is Françoise Gadet’s position whereby “the study of real language practices in a social context is part of sociolinguistics in the broad sense” (as cited by Boutet&Maingueneau, 2005).

Language Behavior and Social Communication

The shift of focus from historical to synchronic problems causes changes in our theories of language. Modern linguists see the relationship between linguistic variants and social facts which can be examined through dialect variation and superposed variation. Dialect variation refers to differences in geographical region and social background while superposed variation refers to distinctions between different types of activities carried on within the same group (Gumperz, 2011).

There are three factors that determine the language behavior of a community. The first factor, attitudes to language choice, denotes that social norms of language choice vary from different situations and from different communities such as social acceptance, public communication, private knowledge, and language loyalty. The second factor, varietal distribution, simply means that speech differences increase as the geographical distance increases due to large gaps in communication. The third factor, verbal repertoire, a concept used to analyze the relationship between a particular language and the socioeconomic complexity of the community (Gumperz, 2011).

The existence of social norms in a particular community limits the freedom of intercommunication so as to preserve the native language. On the other hand, social change causes the breakdown of social norms which results to breakdown of language barriers between varieties. Nowadays, urbanization and globalization contribute to the gradual transition of languages.

Factors Influencing Sociolinguistic Competence

According to Dell Hymes, (cited by Gumperz, 2011) in his book Language in Social Groups, states that structural abstractions of a single variety of language out of the complex varieties could represent the speech behavior of a community. This analysis explains that the culture of a specific community depends on the type of language they use. Thus, the simpler the language, the more primitive is their way of life.

Another factor of sociolinguistic competence is intra-language variation. Jakobson, (cited by Gumperz, 2011) states that a number of scholars “regard linguistic communication within a speech community, as an interconnected system of subcodes.” This statement concludes that linguistic complexity within a particular society can be understood in terms of

the relation among diverse systems of different extent. It simply indicates that linguistic complexity is determined through social complexity.

Emeneau, (cited by Gumperz, 2011) introduced then the “areal approach to linguistic relationships.” He insisted that the existence of structural borrowing proves the relationship of language and social environment.

Linguistic analysis as defined by Nadel, (cited by Gumperz, 2011), is a social communication within a linguistic community may be viewed in terms of functionally related roles. He regarded that speech behavior is one of the attributes that gives information on the nature of the role behavior expected in a community. Thus, speech behavior reflects the role of an individual in a given society. This does not only limit to the role but also to the status, gestures, etiquette of the individual.

Nadel’s approach was further developed by Firth (cited by Gumperz, 2011), introducing the concept “interactional setting”. He stated that role behavior varies in accordance to the “linguist’s context of situation or environment.”

Recent studies on the correlation between language use and the behavior introduced the totality of communication roles within the society. Fischer (cited by Gumperz, 2011) called this as the “communication matrix”. It is stated that each role has a specific code or subcode which is the basis for a role behavior. Subcodes are dialects or styles of the same language while codes are genetically distinct languages.

On the contrary, Schneider (cited by Gumperz, 2011) said that some social scientists disagree on this theory since the relationship of speech behavior and social environment is limited to specific cases.

These contexts are the different factors that try to explain the relationship between language and society.

English Language Issues of Foreign National Students in the Philippines

Poor language ability, academic study problems and cultural differences are three main problems which foreign national students confronted in English speaking developing countries like in the Philippines.

Under poor language ability are different pronunciation, limited vocabulary, errors in formulating sentences, trouble of expressing oneself, and poor voice projection. Most foreign

national students feel bashful because they lack confidence of their language level and are afraid of the mock of some local students (Chen, 2014).

Academic study problems are bilingual method or code-switching, lack of guidance, and examination point of view. Bilingual method or code-switching may help slow learners to some extent but reduces the real learning process as a whole. Teachers tend to do code-switching which complicates the understanding of the foreign national students. Lack of guidance from parents and others to get acquainted with the English language is also one of the reasons (Kannan, 2009).

Another reason under academic problem is the examination system. This makes students' rote memorization rather than testing their analytical and creative skills. In this process, students memorize lessons, reproduce them in exam halls and forget them in the same day itself (Kannan, 2009).

The third reason is cultural differences, especially differences in expectations concerning how acquaintances and friends behave, and is the source of human relations among foreign national students. Language barriers cannot be fully be avoided with the existence of cross-cultural differences (Chen, 2014).

Beck (2009) focused on her study the fourth perspective of speech behavior – the dialectical relationship between speech behavior and social behavior – which according to her has been the least investigated. In her paper speech behavior and social environment: selective interactions in the American South, she argued that ethnomethodologists correctly maintain that social relations determine speech behavior. Different styles of speech behavior are adopted when speaking with a particular interactant. Her study presents that the style of speech chosen is determined by the roles and statuses of the interactants.

Espenshade and Fu (2013) supported Beck's study on speech behavior in their paper an analysis of English-Language proficiency among U.S. immigrants*. They argued that the English-language proficiency among U.S. immigrants is determined by the cultural and other traits that U.S. immigrants acquire either at birth or while growing up in their home countries, the human capital and other endowments they possess at the time they migrate to the United States, and the skills and other experiences they accumulate after their arrival in the United States.

Duru and Poyrazli (2007), showed another determinant of sociolinguistic competence. In their study personality dimensions, psychosocial-demographic variables, and English

language competency in predicting level of acculturative stress among Turkish International students indicates marital status, English language competency, social connectedness, adjustment difficulties, neuroticism, and openness to experience are predictors of acculturative stress. This means that acculturative stress, in the same way, could also affect the sociolinguistic competence of international students.

While, Ismail (2013), in his graduate thesis on exposure, attitudes, motivation and achievement in ESL among Malay Learners: a socio-psycholinguistic study aims to investigate the standard of competence and the degree of some learner variables affecting competence among Malay learners of ESL and the strength of that correlation. Unfortunately, his study reveals that the results do not always display high correlation. Thus, the learner variables used in his study is not that significant as predictors of sociolinguistic competence.

Another study from Fox and Livingston (2007), in their study *Latinos online: Hispanics with lower levels of education and English Proficiency remain largely disconnected from the internet* showed a predictor of sociolinguistic competence. Their study shows that internet use is higher among fluent English speaking Latinos than those who have limited English abilities. This is due to that websites often use the English language. Thus, we can link sociolinguistic competence to internet literacy transcending to communication revolution.

Hammadou (2011), on the other hand, had seen other determinants of sociolinguistic competence. In her study *Interrelationships among prior knowledge, inference, and language proficiency in foreign language reading focuses on comprehending a second language*. She said that comprehension does not just understand words, sentences, or even texts, but involves building a model within the mind of the comprehender. It is stated in her study that in second language (L2) research, background knowledge has also been proven to play a significant role in comprehension. Thus, cultural familiarity affects comprehension than pre-teaching of vocabulary.

Walters (2012) presented another study. He examined M. Canale and M. Swain's 1980's discussion of the grammatical, sociolinguistic, and strategic aspects of communicative competence. In his paper *grammar, meaning, and sociocultural appropriateness in second language acquisition*, the interrelationships of the four aspects of communicative competence were investigated in 4 experiments with 123 English-speaking/Native Armenian, Hispanic, or Chicano children (6–15 yrs of age).

Cem and Alptekin (2014) introduced another determinant of sociolinguistic competence in their study on the question of culture: EFL Teaching in Non-English speaking countries. They discussed two conflicting pedagogical views in teaching EFL (English as a foreign language abroad). The first one is that English teaching should be done with reference to the socio-cultural norms and values of an English-speaking country. The second one is that English teaching should be independent of its nationality-bound cultural context. Their study suggests that cultural contexts which are familiar and relevant to students' lives should be used in teaching English as a foreign language.

Pillar (2011) addressed the issue on a different perspective. He focused on the plethora of models offered for testing writing and comprehension proficiency. His paper proposes a framework and observation instruments which can be used as a basis for testing communicative competence in a second/foreign language. His framework aims to provide a more integrated assessment of a learner's ability to communicate in spoken, interpersonal interaction. His research shows that integrative communicative approach of assessment is a very time consuming process, but the results are worthwhile in giving a more holistic, meaningful measure of the students' interpersonal communicative skills.

Theoretical Framework

This study ushers the theoretical assumption that the phenomenon of sociolinguistic competence is associated to the socio-cultural theory and social-psychological theory of second language acquisition. This is the reason for choosing a set of students with diverse nationalities as respondents of this study to set the conditions of exploring into a variety of socio-cultural contexts as represented by the foreign national college students.

Socio-structural perspective is characterized by attempts at dealing with the influence on bilingualism of 'objective' community characteristics. Both demographic and political aspects, together with socio-economic status are under this perspective (Gardner, 2012). In this study, these variables are age, sex, gender, and nationality. In here, Garner's Socio-psychological Theory is applied.

On the other hand, socio-cultural theory (SCT) argues that human mental functioning is fundamentally a mediated process that is organized by cultural artifacts, activities, and concepts. Language use, organization, and structure are the primary means of mediation. The

process through which cultural artifacts, such as language, take on a psychological function is known as internalization. This process, along with mediation, is one of the core concepts of SCT.

Vygotsky (as cited by Lantolf & Thorne, 2007), proposed that the key to internalization resides in the uniquely human capacity to imitate the intentional activity of other humans. In this study, this perspective comprises the number of years studied the English language, the length of stay in the Philippines, and the exposure to the English language. Hence, Vygotsky's Socio-Cultural Theory is applied in this perspective.

The third perspective is the language learning characteristics which consists of the attitude, motivation, and the Can-Do Tasks. Cognitive characteristics are individual differences in language learning that reflect differences in abilities or approaches to the task at hand (Gardner, 2012). In this study, the cognitive variable to be used is language learning strategies such as attitude, motivation, and Can-Do Tasks. These variables have shown appreciable relations to measures of achievement.

Attitude and motivation approach was originally conducted by Gardner and Lambert, who reported that achievement in the second language is loaded on two independent factors: social motivation and language aptitude (Gardner, 2012).

Can-do tasks, on the other hand was used by English Testing Service in 2009 to administer a self-assessment inventory to TOEIC examinees in Japan and Korea and found out that the everyday language tasks in English of the respondents has a significant relationship with their TOEIC speaking test scores (Educational Testing Service [ETS], 2010).

Conceptual Framework

The reviewed literature and studies paved for the conceptualization of this study which aimed to determine the sociolinguistic competence of the respondents in terms of the following profile variables: socio-structural perspective (nationality, age, sex, native language), socio-cultural perspective (number of years studied the English language, length of stay in the Philippines, and exposure to the English language), and language learning characteristics (attitude, motivation, and can-do tasks).

The conceptual paradigm (Figure 1) shows a correlation between the profile variables of the respondents and their sociolinguistic competence-variable.

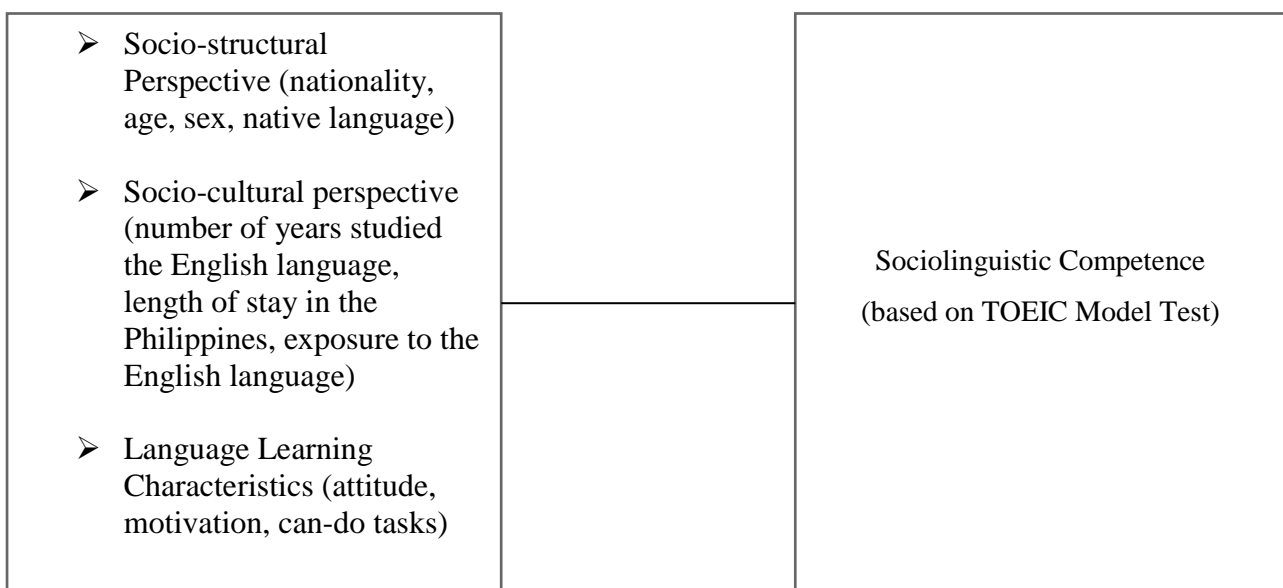


Fig. 1 Paradigm Showing the Relationship between Profile Variables of the Respondents and their Sociolinguistic Competence-Variable

Research Methodology

Research Design

This study employed a descriptive and a correlational research. Descriptive research is a study designed to depict the participants in an accurate way. More simply put, descriptive research is all about describing people who take part in the study. Thus, this study is a descriptive research for its attempts to make a survey on several levels of the profile of the respondents as well as a survey and description of the status of their sociolinguistic competence. .

Moreover, this study also hinges on the correlational method which characterizes the status of relationship between variables. The use of correlation in this study is justified in the interest of one of the questions presupposed in the research problem that requires associating two sets of variables, to wit: the profile-variables of the respondents and their sociolinguistic competence-variable in an attempt to determine the degree at which a significant relationship can be established and which shall be the basis for further interpretation.

As the final phase of this study's analysis, it is ultimately interested to find out if any of the profile variables is significantly related to the respondents' sociolinguistic competence. The findings therefrom can be used as a baseline data in the formulation of a potential instructional intervention or the upgrading of instructional designs or in the development of an instructional material and which may take upon the merits of the findings of this study as guidelines in further improving the agency of these various educational mechanisms in the advancement of students' multi-faceted competence in the English language, which includes sociolinguistic competence for that matter. This study, however, makes no further attempt to recommend a concrete output that may amount to such instructional programs or projects as these may be taken up as a separate future research which may draw from the merits of the findings of this study.

Respondents of the Study

The chosen respondents are the foreign national college students in the three selected universities in Dagupan City. To pave for comprehensiveness in terms of gathering to a fairly large extent a sample of the accounts of sociolinguistic competence from students with varied nationalities, it was previously agreed upon by the researcher in communion with the research panel to establish the population of the respondents at 50. This will also allow for the credible use of the correlational statistical tool which requires a fairly large sample size for the reliability of its results.

The total of 50 respondents was drawn from the foreign national college students enrolled in the three large Universities of Dagupan City. The unequal distribution of the students vis-à-vis their affiliation to the three Universities was due to the availability of willing respondents as well as certain conditions set by these Universities.

Thenceforth, five (5) respondents (10%) were taken from the University of Pangasinan – PHINMA; nine (9) respondents from the University of Luzon (18%); and thirty six (36) from

the Lyceum Northwestern University (72%), for a total of fifty (50) respondents (100%). Ethical considerations were subtly taken so that the selection of the respondents was not just obtained as a matter of permission from the management of their institutional affiliations but likewise from their voluntary willingness to cooperate with this study.

Data Gathering Instruments

The data-gathering instruments of this study presupposed the use of a questionnaire and a test, which are either researcher-developed or modified. The instruments are stipulated and described in the foregoing discussion. .

The **questionnaire** was adopted from the theses of Lopez (2004) and Mizne (1997) with several modifications from its original form introduced by the researcher and duly consulted with the research panel as a matter of validation. It consists of two parts. The first part inquires into the socio-structural perspective of the respondents, namely: nationality, age, sex, and native language. The second part inquires into the socio-cultural perspective of the respondents, namely: number of years studied the English language, length of stay in the Philippines, and exposure to the English language. The last part of the questionnaire inquires into the language learning characteristics, namely: attitude, motivation, and can-do tasks.

The outline of the instrument containing the modifications was presented to the adviser and critic reader for analysis and proof reading. The gathered comments, suggestions and recommendations were integrated into its final draft. The entire questionnaire was subjected to content validity assessment requesting five experts in the field to evaluate the instrument. The five experts have been in the teaching profession for more than ten years from the time of the validation, with post graduate degree and have experienced handling foreign national college students in different English courses.

The result of the content validity assessment as well as the instrument used for this assessment is reflected in Appendix E and Appendix F. Accordingly, the questionnaire is evaluated to be “Very Highly Valid” for obtaining the required data for this study.

Data gathered from the aforementioned questionnaire are in aid of answering the first question of the research problem. A copy of this instrument can be seen in Appendix A.

To be able to test the sociolinguistic competence of the respondents, the **TOEIC Model Test** was used. This test includes tasks that people might perform in work-related situations or in familiar daily activities that are common across cultures. It includes six different task types.

The first four types (Questions 1-9) are rated on a scale of 0 to 3 and the last two types (Questions 10-11) are rated on a scale of 0 to 5.

For this study, only questions 4-11 were used in relation to sociolinguistic competence. Even though it is a standardized test, not all the questions were used for the purpose of this study. Thus, the TOEIC Model Test was also subjected to validation by the five English Faculty members and was filtered to suit a test required only to assess the sociolinguistic competence of the respondents. For reference purposes, a copy of the original reference TOEIC Test and its modified form appears in Appendix B. The result as well as the instrument used for the validation of the modified form of the TOEIC Model Test is also indicated in Appendix E and Appendix F. Accordingly, the modified form of the test was evaluated to be “Very Highly Valid”.

Rubrics for TOEIC Model Test is shown on Table 1 while Scoring Guide for Questions 4-11 are shown on Tables 2, 3, and 4.

Table 1
Rubrics for TOEIC Model Test

Question	Task	Evaluation Criteria
4-6	Respond to questions	Appropriateness of the utterances with respect to conventions, cohesion, relevance of content, completeness of content
7-9	Respond to questions using information provided	Appropriateness of the utterances with respect to conventions, cohesion, relevance of content, completeness of content
10	Propose a solution	Appropriateness of the utterances with respect to conventions, cohesion, relevance of content, completeness of content

11	Express an opinion	Appropriateness of the utterances with respect to conventions, cohesion, relevance of content, completeness of content
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Table 1 indicates the tasks and evaluation criteria to be used in measuring the sociolinguistic competence of the respondents. The criteria for evaluation for all the tasks are cohesion, relevance of content, and completeness of content.

Table 2
Scoring Guide for Questions 4-9

Score	Response Description
3	The response is full, relevant, socially appropriate reply to the question. In the case of Questions 7-9, information from the prompt is accurate.
2	The response is a partially effective reply to the question, but is not complete, fully appropriate, or in the case of Questions 7-9, fully accurate.
1	The response does not answer the question effectively. Relevant information is not conveyed successfully.
0	No response OR no English in the response OR the response is completely unrelated to the test.

Table 3

Scoring Guide for Question 10

Score	Response Description
5	The response successfully completes all parts of the task and is readily intelligible, coherent, and sustained.
4	The response addresses all parts of the task appropriately, but may fall short of being fully developed. It is generally intelligible, sustained, and coherent, with some minor lapses.
3	The response attempts to address the task, but does not successfully complete all parts of the task. It contains mostly intelligible speech, although problems with delivery and/or overall coherence may occur.
2	The response includes very little relevant content and/or speech is mostly unintelligible or incoherent.
1	The response may be completely unintelligible OR the response may consist of isolated words or phrases, or mixtures of the first language and English OR the response may be vague and general, and show no interaction with the prompt.
0	No response OR no English in the response OR the response is completely unrelated to the test.

Table 2 illustrates the description of scoring guide for questions 4-9 with the score of 3 being the highest and 0 being the lowest. On the other hand, Table 3 explains the description of scoring guide for question 10 with the score of 5 being the highest and 0 being the lowest. The same is true for Table 4 which shows the description of scoring guide for question 11.

Table 4

Scoring Guide for Question 11

Score	Response Description
5	The response clearly indicates the speaker's choice or opinion, and support of the choice or opinion is readily intelligible, sustained, and coherent.
4	The response clearly indicates the speaker's choice or opinion and adequately supports or develops the choice or opinion.
3	The response expresses a choice, preference, or opinion, but development and support of the choice or opinion is limited.
2	The response states a choice, preference, or opinion relevant to the prompt, but support for the choice, preference, or opinion is missing, unintelligible, or incoherent.
1	The response fails to state an intelligible choice, preference, or opinion as required by the prompt OR the response consists of isolated words or phrases, or mixtures of the first language and English.
0	No response OR no English in the response OR the response is completely unrelated to the test.

Data Gathering Procedure

Permission to conduct the study was sought from the management of the selected universities, namely: University of Pangasinan – PHINMA, University of Luzon, and Lyceum Northwestern University. A copy of these formal communications as approved by the concerned management authorities are placed in Appendices G, H, and I.

Consultation with the concerned students as well as the convenient scheduling of the period in which they can accommodate responding to the research instruments were facilitated through the agency of the respective focal persons in the concerned Universities who takes charge of the foreign national college students. Collection of the results from this procedure was obtained immediately after which the data were encoded and tallied in spreadsheets and subjected to the appropriate statistical analyses. The latter procedure was also made under the

supervision of an accredited Statistician to ensure accuracy in the use of the statistical tools and the statistical interpretation of its results.

Results and Discussion

Profile of Foreign National College Students

The profile of the foreign national college students is described in terms of socio-structural perspective (nationality, age, sex, and native language), socio-cultural perspective (number of years studied the English language, length of stay in the Philippines, exposure towards the English language), and language learning characteristics (attitude, motivation, and can-do tasks).

On Nationality. The table shows a variety of 11 nationalities represented from the totality of the respondents. The nationalities include Indian, Nepalese, Nigerian, Somalian, Sudanese, Ghanaian, Syrian, Yemeni, Chadian, Samoan, and Iraqi. It is also apparent that majority of the respondents are Nigerians comprising 24.0 percent as compared to Somalians, which is the least, consisting only 8.0 percent of the total number of respondents.

The deliberate choice for students with varied nationalities to serve as the respondents of this study is theoretically supported having been based on the conceptual framework of the studies of Hammadou (2011). Hammadou (2011) wherein it was contended that prior knowledge like cultural familiarity affects comprehending a second language. Thereby, the close link between culture and prior knowledge (schema) justifies the theoretical assumption too that the variety in nationality (and cultural affiliation) will represent variations in terms of schema.

As with the finding on the large fraction of the population having Nigerian nationality, this is not merely incidental. Nigerians started to migrate in the Philippines and attended schools in the Philippines as early as the 1960s (Igbokwe, 2011), and that friendly ties have been maintained between the two countries especially that educational opportunities in the Philippines are known to be inexpensive compared to those offered in other countries.

As of 2014, about 8,000 Nigerians are studying in the Philippines (Aderemi, 2014), and that has likewise been their exposure and challenge to learn the English language, since the Philippines is a country that takes English as a Second Language and a lingua franca in enterprises related to the government, industries and the academe.

On Age. Majority of the respondents belong to the age bracket 21-25 which makes up 52.0 percent of the total. The inclusion of age as a profile variable was taken up from the injunctions of Schroeder (2010), wherein he regarded sociolinguistic competence as knowing and understanding how to speak given the circumstances you are in such as the status of participants, the purposes of interactions, and the norms or conventions of interactions. Thereby, given the age-bracket of most of the respondents, it sets the congenial condition in which they are already immersed in several social situations that require them to partake in negotiations and other forms of social transactions so that it is viable to test them in their sociolinguistic skills which they have been employing into the said situations.

On Sex. There are more males than females comprising 82.0 percent and 18.0 percent respectively. The pattern is likewise true even taking the sex-distribution of the respondents as they are clustered into the three Universities. The inclusion of sex as a profile variable was inspired from Nadel's (cited by Gumperz, 2011) contention that speech behavior is one of the attributes that gives information on the nature of the role behavior expected in a community. Thus, speech behavior reflects the role of an individual in a given society. This does not only limit to the role but also to the status, gestures, etiquette of the individual.

This study draws such context by associating them to sex roles. Accordingly, even as the respondent population accounts for the predominance of male, the number of female students still paved for sufficient exploration into their peculiar sociolinguistic traits and which are comparatively analyzed with those of their male counterpart.

On Native Language. There are 34.0 percent of the respondents who speak Arabic while 6.0 percent speak Somali. Majority of the respondents are from Arab speaking countries.

The employment of native language as one of the profile variables takes from the scholarly assertion of Gumperz (2011) that one of the factors that determine the language behavior of a community is varietal distribution in which it is claimed that speech differences increase as the geographical distance increases due to large gaps in communication. The existence of social norms in a particular community limits the freedom of intercommunication so as to preserve the native language. On the other hand, social change causes the breakdown of social norms which results to breakdown of language barriers between varieties.

Since Arabic is from the Semitic language family, its grammar is very different from English. There is a large potential for errors of interference when Arab learners produce written or spoken English (Shoebottom, 2016).

In another study by Unciano (2006), ESL learners were accounted to have frequent tendencies to project the linguistic rules of their first language to the target language, which is an interlanguage strategy. This study draws from such contention to further explore if sociolinguistic rules and conditions are also featured as an aspect in the phenomenon of language transfer in the accounts of Arabic speakers pursuing English as a target language.

Socio-cultural Perspective

Table 7 indicates the profile of the respondents with regards to the number of years studied the English language, length of stay in the Philippines, and exposure to the English language

Table 7
Socio-cultural Perspective of the Respondents

Profile Variables	Frequency	Percentage
Number of Years Studied the English Language		
0 – 5 years	18	36.0
6 – 10 years	11	22.0
11 – 15 years	10	20.0
16 – 20 years	4	8.0
More than 20 years	7	14.0
Length of Stay in the Philippines		
0 – 1 year	30	60.0
2 – 3 years	13	26.0
4 – 5 years	7	14.0

Number of Years Studied the English Language. Table 7 shows that 36.0 percent of the respondents underwent formal trainings in the English language from 0-5 years while 4.0 percent have studied the language from 16-20 years. Mizne (1997) also used the same profile-

variable in her study Teaching Sociolinguistic Competence in the ESL Classroom wherein she used it to elicit reports on her respondents' language background.

A parallel profile-variable is used by Unciano (2006) in his study but with a broader category, i.e. "extent of exposure to linguistic inputs in the English language". In like manner that Unciano justified the use of this variable is also informed by theory that length of exposure to linguistic inputs whether in a formal or an informal setting affects even the development of motivation to learn the target language. Unciano further characterizes in his study the degree of accuracy of such linguistics inputs to which students are exposed. In this study, considering that the pre-collegiate years of education of the respondents are presumably in their own countries of origin, then there is an opportunity in exploring at the extent and quality of linguistic inputs in the English language that the respondents have been subjected to across the years that they claimed to have been underwent education in that language.

Length of Stay in the Philippines. Majority of the respondents comprising 60.0 percent have stayed in the Philippines from 0-1 year while only 14.0 percent have already stayed 4-5 years. This is another profile variable used by Mizne (1997). In her study, the concern is the length of stay of the respondents in the US. Just like the profile variable that concerns the number of years studied the English language, it was also used as a language background. Considering the minimal number of years of the respondents' stay in the Philippines, it allows the research to even more effectively observe their strategic grasp of sociolinguistic competence as they are still at the initial stages of acculturation in the social norms of the Philippines and so it was of great interest to note on their struggle in the use of English as they go about with their social negotiations and transactions.

Table 7.1

Socio-cultural Perspective of the Respondents:

Exposure to the English Language

Indicator	Mean	Description
1. I read news articles in English.	3.88	Often
2. I read different literary genres in English.	3.78	Often

3. I write letters in English.	4.44	Often
4. I refer to dictionaries and grammar books when I need to.	3.98	Often
5. I send text messages, send emails and chat with my friends in English.	4.44	Often
6. I use the English language when talking to my friends.	4.00	Often
7. I use the English language at home.	3.28	Sometimes
8. I listen to broadcast in English.	4.00	Often
9. I watch English movies than other films dubbed in other languages.	4.10	Often
Overall Weighted Mean	3.99	Often

Exposure to the English Language. Table 7.1 shows an overall weighted mean of 3.99 using a five-point Likert scale which indicates the general perception among the respondents that they are “often” exposed to the English language. Further analysis of the data also reveal that among the premises indicating such level of exposure, indicators 3 and 5 have the highest mean (4.44) out of the ten indicators. Thereby, it appears that such level of exposure is characterized by the notable frequency in their encounter with writing letters, sending text messages, sending emails, and chatting with friends, in which these engagements involved the use of the English language.

Ismail (2013) and Fox and Livingston (2007) mentioned that exposure to the English language does not always display high correlation with levels of proficiency, although Fox and Livingston (2007) affirmed that exposure to the English language specifically internet use can be correlated to sociolinguistic competence.

Language Learning Characteristics

Table 8 shows the profile of the respondents with regards to the attitude, motivation, and can-do tasks.

On Attitude. Table 8 indicates that an overall weighted mean of 4.06 using a five-point Likert scale which indicates the respondents' general perception of themselves as having a positive attitude towards the English language. Further analysis of data also reveals that attitude-indicator 10 is generally given the highest rating (mean: 4.54) among all indicators. Accordingly, the respondents generally find the English language interesting. Relative to this finding, attitude is viewed as one of the predictors of sociolinguistic competence by such scholars as Gumperz (2011), Gardner (2012), and Ismail (2013). Moreover, the finding provide a cue at the general optimism among the foreign students in their views of learning the English language but in which this would have also been anticipated from their personal decisions to enroll in Philippine Universities considering that they were also previously aware of the prevalent use of English in the Philippines, not just in the academic setting but in other social settings as well. It can also be noted that despite the significant gap in the rules of English and Arabic which is the first language of most of the respondents, this premise does not appear to be factor of obstruction for their appreciation of the English language.

Table 8

Language Learning Characteristics of the Respondents:

Attitude towards the English Language

Indicator	Mean	Description
1. I like to read English books.	4.28	Agree
2. I like to listen to stories related in English.	4.26	Agree
3. I like to spend more hours in learning the English language.	3.82	Agree
4. I like to play word games.	3.86	Agree
5. I like reading aloud.	3.54	Agree
6. I choose English books that I read.	4.10	Agree

7. I like reading to myself.	3.88	Agree
8. I do my English homework immediately.	4.08	Agree
9. I am always prepared in my English class.	4.20	Agree
10. I find English language interesting.	4.54	Strongly Agree
Overall Weighted Mean	4.06	Agree

On Motivation. Table 8.1 points out an overall weighted mean of 4.49 using a five-point Likert scale which indicates that the respondents generally account for strong motivation towards the English language. Further data analysis also shows that motivation-indicator 9 generally obtained the highest rating (mean: 4.70) compared to how the other indicators are rated. This analysis points to the fact the respondents generally find the English language useful for further studies.

Accordingly, motivation was also seen as one of the predictors of sociolinguistic competence by Gardner (2012), Ismail (2013), and De Guzman, et al. (2006). However, analyzing closely the prevalent cause of motivation of the respondents based on the said indicators, it may indicate a greater leaning on that type of motivation known as “instrumental motivation”.

Gardner (in Unciano, 2006) proposed a typology of language-learning motivation by distinguishing instrumental from integrative motivation but in which he regarded the latter as the more stable type of motivation associated with the motivation manifested by learners who achieve higher levels of English proficiency.

The findings of Unciano (2006) in his study also corroborates with Gardner’s contention as those subjects with relatively higher measures of proficiency also coincide to having higher levels of integrative motivation compared to their accounts of instrumental motivation.

Table 8.1**Language Learning Characteristics of the Respondents:****Motivation towards the English Language**

Indicator	Mean	Description
1. English is required in my chosen program.	4.53	Strongly Agree
2. It helps in knowing the ways of life of the native speakers.	4.22	Agree
3. It enables me to appreciate and enjoy materials written in English.	4.34	Agree
4. It is useful in securing a job.	4.44	Agree
5. It gives me confidence in communicating with English native speakers.	4.44	Agree
6. It is useful in transacting business activities.	4.54	Strongly Agree
7. It adds prestige or recognition in the community.	4.46	Agree
8. It contributes to my personal development.	4.68	Strongly Agree
9. It is useful for further studies.	4.70	Strongly Agree
10. It makes me knowledgeable.	4.58	Strongly Agree
Overall Weighted Mean	4.49	Agree

Can-Do Tasks. Table 8.2 states an overall weighted mean of 4.35 using a five-point Likert scale which indicates that the respondents are generally confident in performing tasks using the English language. Moreover, among the indicators set for this phenomenon, it was indicator 9 that generally obtained the highest ratings (mean: 4.50), pointing out that the respondents are generally confident in using the English language when it comes to verbally

communicating gratitude to someone or thanking someone for that matter. The profile variable was also employed by Mizne (1997) and ((Educational Testing Service [ETS], 2010) with their respective findings. Conversely, the indicator that generally obtained their lowest rating is indicator 2 (mean: 4.12) and is concerned with verbal communications involving “refusal to an offer”.

A phenomenological analysis patterned from the method used by Unciano (1997) can bring forth a noteworthy observation when comparing the respondents’ highest-rated indicator with the lowest-rated indicator that reveals a hermeneutic contrast between them. It is likely that an interception of cultural elements is at play here wherein courtesy gestures of “thanking” is more culturally favorable even considering the variety across the national cultures of the respondents and that gestures of “refusal” are culturally inconvenient. It is not far that this may also be associated with the confidence of verbally communicating “thankfulness” in a sociolinguistically appropriate execution than doing so for a culturally uninviting gesture of “refusal”.

Table 8.2
Language Learning Characteristics of the Respondents:
Can-Do Tasks using the English Language

Indicator	Mean	Description
1. I can do invitations.	4.34	Agree
2. I can say refusals or say no to an offer.	4.12	Agree
3. I can apologize or say sorry for something.	4.48	Agree
4. I can request or ask for things.	4.42	Agree
5. I can command or tell someone to do something.	4.20	Agree
6. I can give compliments.	4.40	Agree
7. I can give suggestions.	4.36	Agree
8. I can give advice.	4.46	Agree

9. I can thank someone.	4.50	Strongly Agree
10. I can file complaints.	4.20	Agree
Overall Weighted Mean	4.35	Agree

Sociolinguistic Competence of Foreign National College Students

Table 9 presents the statistically processed results of the students' performance in the TOEIC Model Test. As reflected therein, majority of the respondents obtained above average scores (mean: 14.7) and where the standard deviation is set at 8.627. As such, the mean of their scores falls within the range described as "Above Average". Since the conceptual framework of this study intends to use the results of the performance test to obtain a passing glimpse at the respondents' status of sociolinguistic competence however not limiting its evidence only to the results of such test, then it may be inferred that the status of their competence generally lies somewhere above standard expectations and which can be regarded as meritorious for that matter.

Table 9
Summary of the TOEIC Model Test Scores of the Respondents

	Number of Respondents	Minimum	Maximum	Skewness	Kurtosis
Total	50	0	25	-.601	-.956
Description	Above Average				

Figure 2 shows the histogram of the summary of the distribution of TOEIC Model test scores of the respondents. It shows that the overall test scores of the respondents is negatively skewed and platykurtic. The distribution is negatively skewed by -.601 which indicates that it is above the mean. Its kurtosis of -.956 indicates that it is platykurtic which means that the respondents' test scores are tightly clustered above the mean.

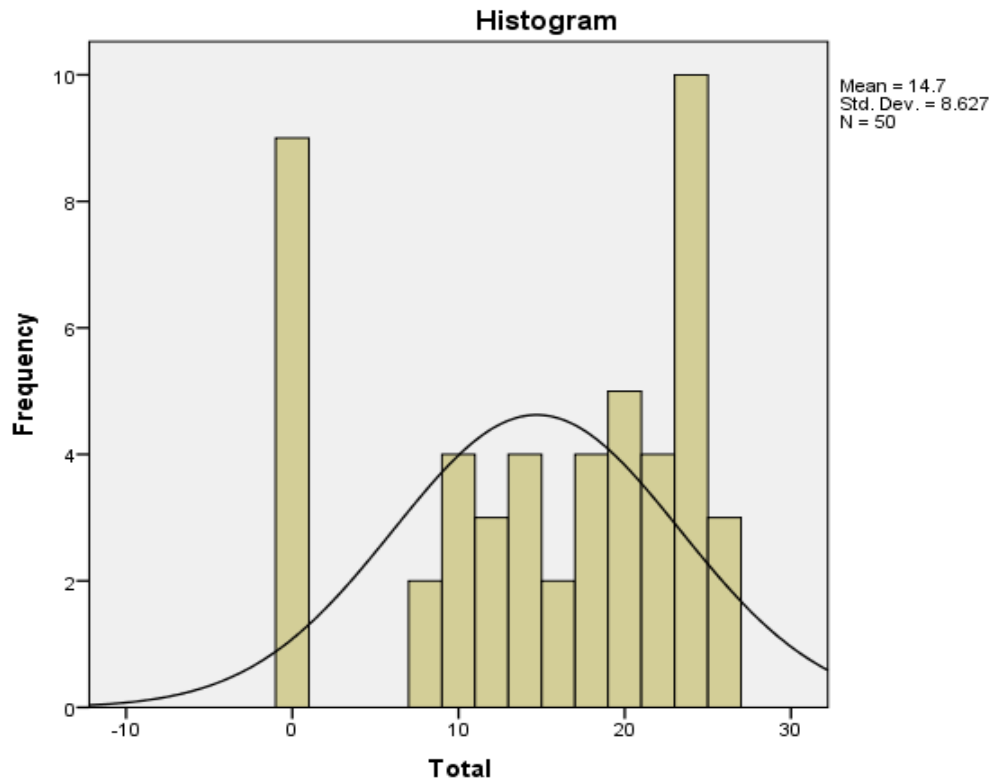


Fig. 2 Histogram of TOEIC Model Test Scores of the Respondents

Table 10 indicates the distribution of the respondents into the five levels that measure the extent of a learner’s sociolinguistic competence as established in this study. The criteria used to establish the leveling is theory-informed. It was found that 44.0 percent of the respondents have “Average” status of sociolinguistic competence in contrast to 12.0 percent that have “fair” status. These represent the extreme poles in the range of status obtained by the students that characterize their sociolinguistic competence.

Table 10

Summary of the Level of Sociolinguistic Competence of the Respondents

Level of Sociolinguistic Competence	Frequency	Percentage
Low	9	18.0
Fair	6	12.0
Moderate	13	26.0
Average	22	44.0
High	0	0.0

Table 11 provides the more detailed results of the students' performance in the TOEIC Model Test reflecting each of their ratings obtained. Highest score obtained was 25 out of the 28 questions. Out of the fifty (50) respondents, twenty one (21) appear to approximate the standard level of competence required.

This finding was not primordially anticipated considering the input from the survey that majority of them have a residency period in the Philippines for barely a year wherein it would have implied a fairly normal expectation that they are still in the initial stages of social adjustment which involves the conditions that set their sociolinguistic competence as well. Unless that this can be explained for the fact that prior to their arrival in the Philippines is that they have likewise stayed in other countries that uses English as a lingua franca so that their acculturation to such sociolinguistic requirements have long started even prior to the start of their residency in the Philippines.

Another possible explanation is that the cultures in their respective countries are fairly analogous to Philippine culture so that the tense requirements for acculturation is reduced as there is less adjustments to be made. However since these conditions have not been anticipated at the stage of the conceptualization of the research problem, then no variables have been set to inquire into these information but which may be further explored if parallel research inspired from this study will be subsequently conducted.

Table 11
Sociolinguistic Competence of the Respondents

Respondent#	TOEIC Model Test Score	Level of Sociolinguistic Competence	Respondent#	TOEIC Model Test Score	Level of Sociolinguistic Competence
1	24	Competent	26	0	Needs improvement
2	24	Competent	27	0	Needs improvement
3	19	Competent	28	0	Needs improvement
4	20	Competent	29	0	Needs improvement
5	20	Competent	30	0	Needs improvement
6	19	Competent	31	18	Moderately competent
7	16	Moderately competent	32	9	Fairly competent
8	18	Moderately competent	33	17	Moderately competent
9	13	Moderately competent	34	12	Moderately competent
10	0	Needs improvement	35	16	Moderately competent
11	19	Competent	36	23	Competent
12	9	Fairly competent	37	23	Competent
13	22	Competent	38	25	Competent
14	14	Moderately competent	39	24	Competent
15	11	Moderately competent	40	24	Competent

16	9	Fairly competent	41	24	Competent
17	9	Fairly competent	42	21	Competent
18	7	Fairly competent	43	23	Competent
19	14	Moderately competent	44	25	Competent
20	0	Needs improvement	45	22	Competent
21	0	Needs improvement	46	25	Competent
22	11	Moderately competent	47	23	Competent
23	14	competent	48	23	Competent
24	21	Competent	49	17	Competent
25	0	Needs improvement	50	8	Fairly competent

Relationship between Sociolinguistic Competence and Learner-Related Variables

Table 12 indicates the results from the statistical correlation between two sets of variable, i.e. the sociolinguistic competence of the respondents and their profile variables. Statistically, those variables found to be significantly related to sociolinguistic competence are native language (0.017), attitude (0.014), motivation, and can-do tasks (0.020). The quantitative values are assessed relative to the threshold set previously under the Methodology that significance in relationship shall be tested at 0.05 level of significance so that any value below this threshold were statistically declared as indicative of significance in relationship.

Table 12
Sociolinguistic Competence across Profile Variables

Profile Category	Profile Variables	Statistical Treatment	Correlation Coefficient	Significance	Remarks
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		Spearman's rho			
	Nationality		-.135	.348	Not Significant
Socio-structural Perspective	Age		.047	.748	Not Significant
	Sex		.048	.742	Not Significant
	Native Language		.336*	.017	Significant
Socio-cultural Perspective	Years studied English		.236	.099	Not Significant
	Length of Stay in the Philippines		.076	.600	Not Significant
	Exposure to the English Language		.229	.110	Not Significant
Language Learning Characteristics	Attitude		.345*	.014	Significant
	Motivation		.288*	.042	Significant
			.328*	.020	Significant

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

* Highlights provided

The foregoing narrative deals on an intensive explanation and discussion of the profile variables that were found to be significantly related to sociolinguistic competence. Since the statistical analysis used is correlational, even as significant relationships were established between these sets variables, care was taken as not to necessarily infer a case of causality between the two phenomena or that one is a factor to the other. The proven significant correlation merely establishes the close association between the variables but not necessarily implying causation.

Native language and Sociolinguistic Competence

Native language was one of the variables found to have a significant relationship with sociolinguistic competence and where this profile variable also registers under socio-structural perspective. This fact alone implies that sociolinguistic competence has a socio-structural perspective and is a fact that has likewise been asserted in some of the pertinent works in literature cited in Chapter 3. The findings of this study reinforce the continuity of such scholarly contentions.

Figure 3 isolates the statistical data relative to the correlational procedure conducted to prove the significant relationship between native tongue and sociolinguistic competence.

It is noteworthy that majority of the respondents who fall within the range of “Competent” (status of sociolinguistic competence) speak Arabic, Igbo, and Tamil. It appears then that the linguistic structures of these particular languages and probably even their reference culture can have positive associations with the development of sociolinguistic competence. Much that inference cannot be pushed to the extent of saying that having these languages as a mother tongue can reinforce sociolinguistic competence in English; nevertheless, it can be inferred that having these languages as a mother tongue do not provide significant obstruction to the development of sociolinguistic competence in English.

Assuming that the concerned respondents are typical representatives of persons belonging to their culture and that no extraneous variables differentiating them from the rest

are present, then it may be further generalized that those who speak these languages will not be far from having the same experience in their attempt to approximate sociolinguistic competence in English. In this context, it will be meritorious to note Emeneau's, (cited by Gumperz, 2011) assertion that the existence of structural borrowing proves the relationship of language and social environment.

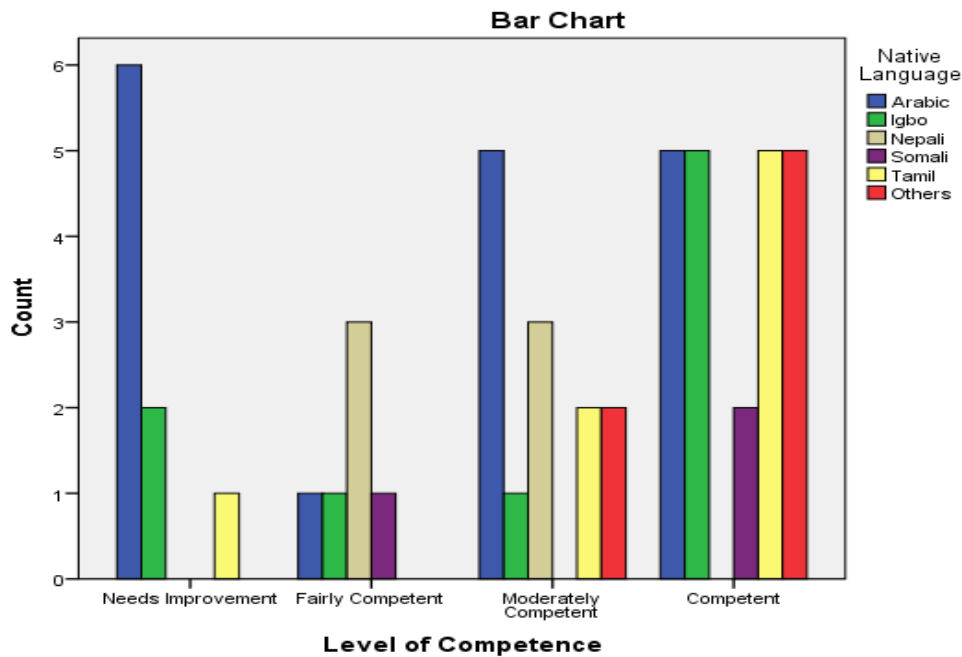


Fig. 3 Sociolinguistic Competence on the Native Language of the Respondents

In further relation, Gardner (2012) in his Socio-psychological Theory also used socio-structural perspective to explore on the influence on bilingualism of 'objective' community characteristics. Both demographic and political aspects, together with socio-economic status are under this perspective. In this study, the variable native language is deemed significant.

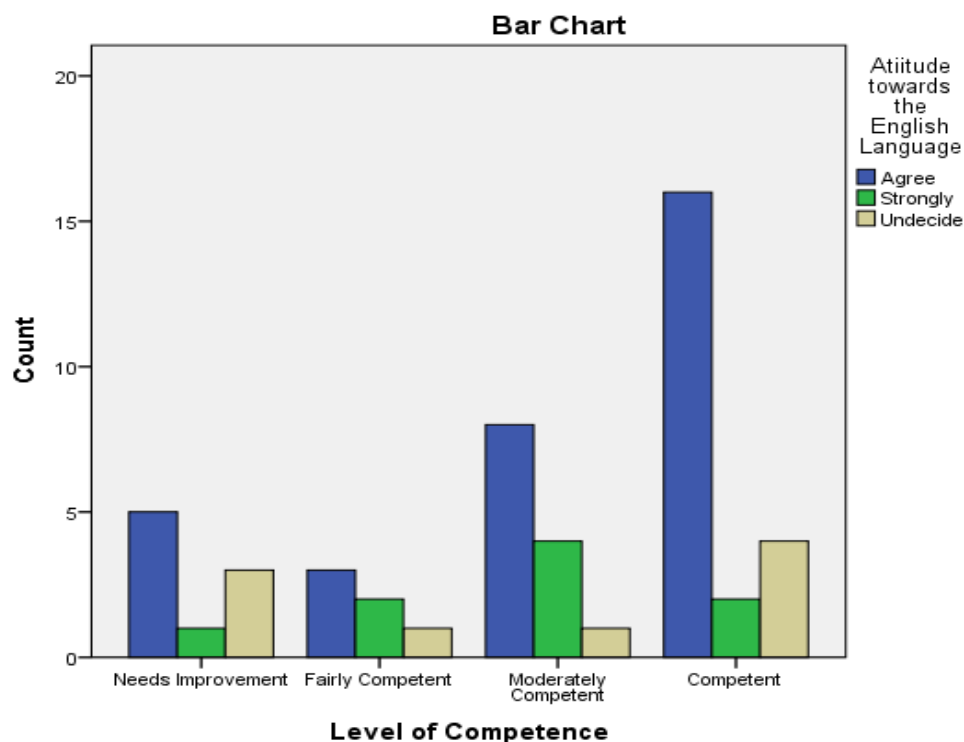


Fig. 4 Sociolinguistic Competence on the Attitude towards the English Language

Attitude and Sociolinguistic Competence

Figure 4 likewise isolates the data as to the results of the correlational statistics. With the previous confirmation of the significance in the relationship between these variables, it also implies that sociolinguistic competence is associated with learner characteristics since attitude is billeted under this profile-variable category used to determine the status of relationship between attitude and sociolinguistic competence.

Noteworthy is the finding that majority of the respondents that are competent have a positive attitude towards learning the English language. Again, the correlational method does not merit the inference that there is any causal relationship between these variables; nevertheless it can be safely inferred that imbibing positive language-learning attitude can set an environment where a learner's cultivation of the development of his / her sociolinguistic competence is not obstructed. It is indeed recommendable at this point that appropriate statistical analysis such as "predictor analysis" may be employed in some future research to prove the extent at which attitude can be a direct or indirect factor in the development of sociolinguistic competence.

Relative to the above findings, Gumperz (2011) said that one of the factors that determine the language behavior of a community is the attitudes to language choice. This denotes that social norms of language choice vary from different situations and from different communities such as social acceptance, public communication, private knowledge, and language loyalty.

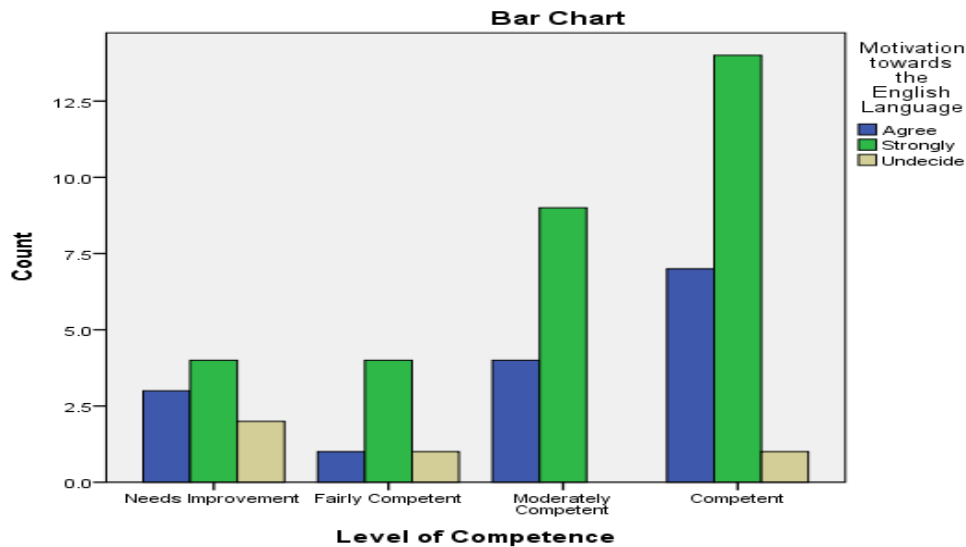


Fig. 5 Sociolinguistic Competence on the Motivation towards the English Language

Motivation and Sociolinguistic Competence

Figure 5 isolates the data as to the results of the correlational statistics used to determine the status of relationship between motivation and sociolinguistic competence. With the previous confirmation of the significance in the relationship between these variables, it also implies that sociolinguistic competence is associated with learner characteristics since motivation is billeted under this profile-variable category.

This in fact already represents the second significant variable under such category so that this can further imply an apparently greater strength of correlation between learner characteristics and sociolinguistic competence more than the other profile-variable categories.

Accordingly, data shows that a significant fraction of the majority of the respondents with “Competent” status of sociolinguistic competence, are also the ones who display strong levels of motivation in learning the English language. This concurs with the parallel set of findings of Unciano (2010) in his study wherein high levels of motivation were also associated with students having relatively higher levels of English proficiency.

However, Unciano's instrument to assess the students' motivational orientation technically allows for determining the level of the students' motivation relative to the specific types of motivation as suggested by Deci & Ryan (1985 in Unciano 2010), which includes three sub-types of intrinsic motivation, three sub-types of extrinsic motivation, and amotivation.

In the study of Unciano, significant correlation was found between levels of English proficiency and intrinsic motivation (in all its three sub-types). It was proven that the relationship is linear in nature wherein increase in levels of English proficiency implies a parallel increase in levels of intrinsic motivation. Even if this study adopted an alternative instrument aside from that used by Unciano, the data derived therein and the analysis of the results of correlation sort of reinforced the previously established findings of Unciano's research.

However, a slight deviation may be seen at where this study previously explained that the main characteristic of the respondents' high level of motivation seem to be symptomatic of "Instrumental Motivation" rather than "Integrative Motivation".

This may be a little bit contradicting the findings of Unciano in a way that the conceptual features of "Instrumental Motivation" seem to parallel with Deci & Ryan's "Extrinsic Motivation". If drawing from such premises, it appears that this study may be asserting that it is the high level of extrinsic motivation that is significantly associated with sociolinguistic competence.

On the other hand, this may not figure to be a contradiction if considering the fact that Unciano was looking for variables significantly associated with English proficiency and which presupposes proficiency in the linguistic level.

In contrast, this study deals more on finding which variables closely associate with sociolinguistic competence. It may be opined that sociolinguistic competence would distinctly require a higher degree of Extrinsic Motivation in language learning than an Intrinsic Motivation for a fact that the application of such competence is targeted towards extrinsic social elements.

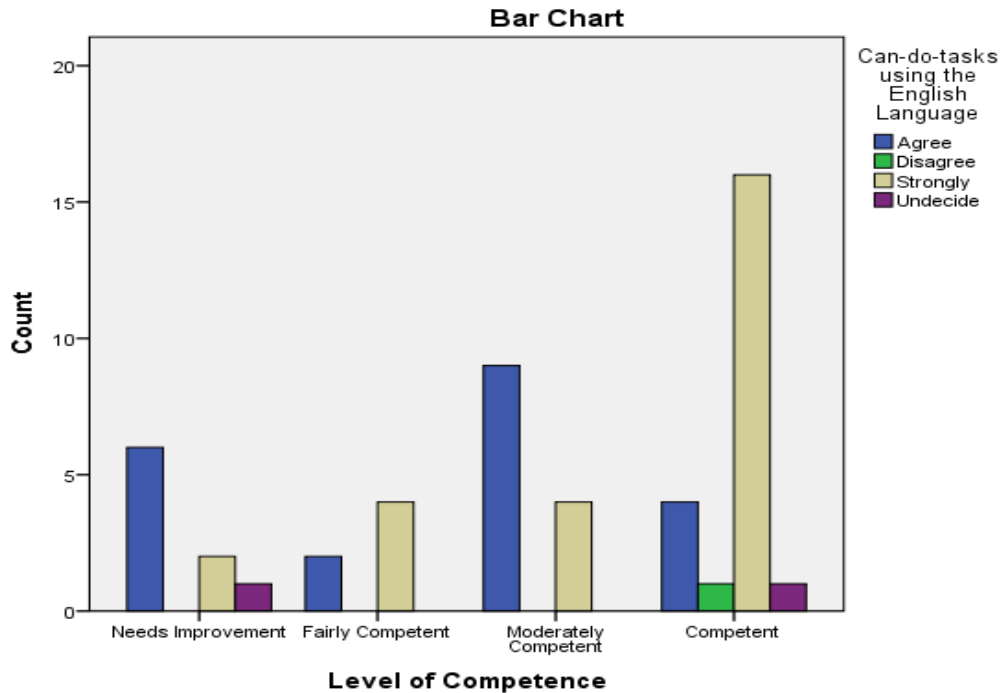


Fig. 6 Sociolinguistic Competence on the Can-Do Tasks using the English Language

Confidence on Can-Do Tasks and Sociolinguistic Competence

Figure 6 likewise isolates the data as to the results of the correlation procedure to determine the status of relationship between the students' levels of confidence on can-do tasks and sociolinguistic competence. With the previous confirmation of the significance in the relationship between these variables, it also implies that sociolinguistic competence is associated with learner characteristics since confidence in can-do tasks is billeted under this profile-variable category.

This now makes full reinforcement of the previous claim that learner characteristics boasts of stronger correlation to sociolinguistic competence, especially that the present variable completes the total inventory of profile variables registered under such category. It is highly recommendable for future research to explore on the further confirmation of this finding and likewise explore on the breadth of its generalizability across other nationalities of respondents not covered by this study.

As reflected in the figure, majority of the respondents that are competent are also the ones who are confident on the can-do tasks prescribed in the learning of the English language.

Relative to this finding, the English Testing Service who administered a self-assessment inventory to TOEIC examinees in Japan and Korea in 2009 found that the everyday language tasks in English of the respondents has a significant relationship with their TOEIC speaking test scores ((Educational Testing Service [ETS], 2010).

As a way of providing further confirmation to such previous research findings, this study offers an additional information by also asserting that the close association of this variable is not merely applicable to speaking test scores but to sociolinguistic competence as well.

Another research finding from a different study, i.e. by Guo (2006) also corroborates with this study's finding wherein Guo investigated on the relationship between language proficiency level and use of communication strategies wherein the latter are linked to this study's context of can-do tasks.

In a way, skills relevant to the deployment of communicative strategies are invoked when performing can-do tasks and it appears that such skills are likewise closely associated to having relatively high levels of sociolinguistic competence.

Summary

1. Profile of Foreign National College Students

In terms of socio-structural perspective, most of the respondents (24.0 percent) are Nigerian. Majority (52.0 percent) are 21-25 years old. There are more males (82.0 percent) than females (18.0 percent). Furthermore, the largest representation in terms of mother tongue is Arabic (34.0 percent).

Based on socio-cultural perspective, approximating almost half of the respondents (36.0 percent) have studied the English language within 0-5 years, while majority (60.0 percent) have only stayed in the Philippines 0-1 year. In addition, majority of the respondents (64.0 percent) are always exposed to the English language.

In terms of language learning characteristics, majority (54.0 percent) report to have a strong attitude towards learning the English language, and an even greater majority (78.0 percent) claim to be strongly motivated in learning English. Moreover, majority of them (70.0 percent) also incur confidence in accounting for "can do tasks" easily using the English language.

2. Sociolinguistic Competence of the Respondents

The performance and scores of the respondents in the TOEIC Model Test of the respondents indicate majority of them (44.0 percent) obtaining above average score (mean: 14.7; standard deviation: 8.627). Moreover, the distribution is negatively skewed (-.601) and above the mean. Its kurtosis (-.956) indicates a platykurtic in which the test scores are tightly clustered above the mean.

Considering the 5-point competence scale used ranging from highly competent (highest scale) to needs improvement (lowest scale), approximating majority of the respondents (44.0 percent) registered to the range “competent” and above, while a marginal 12.0 percent fared as “fairly competent”.

3. Relationship between Sociolinguistic Competence of the Respondents and their Profile Variables

The established variables fared differentially in the status of relationship with sociolinguistic competence, wherein those there were found significantly related are “native language, attitude, motivation, and can-do tasks” at a pre-established rate of .05 level of significance.

“Native language” which was found significantly related (0.017) points to the fact that the students identified to be socio-linguistically competent also speak Arabic, Igbo, and Tamil.

“Attitude” which was also found to be significantly related (0.014), also indicates those who are socio-linguistically competent also manifest a positive attitude towards learning the English language.

Another significantly related variable, i.e. “motivation” (0.042) shows that the respondents who are socio-linguistically competent likewise have a strong motivation towards learning the English language.

Furthermore, “can-do tasks” which was also found to be significantly related (0.020), indicates that majority of those who are socio-linguistically competent also exhibit confidence in performing can do tasks easily using the English language.

Conclusions

From the aforementioned findings, the following conclusions are drawn:

1. The foreign national students have both differentiated and similar accounts as to their socio-structural and socio-cultural perspectives, with evidences that majority of them cluster more heavily on certain categories like nationality, age, sex, and native language (socio-structural) and number of years studied the English language (socio-cultural).
2. Majority of the foreign national students are socio-linguistically competent.
3. Foreign national students found to be sociolinguistically competence are mostly Arabic, have positive attitude in learning English, motivated to learn English, and perform can-do tasks easily.

Recommendations

Based on the findings and conclusions, the following recommendations are endorsed:

1. As to the profiles of the respondents, further research or surveys can explore on additional or alternative sets of variables to comprehensively characterize the traits of foreign national students in the context of finding cues as to which traits may be related to their aptitude in sociolinguistic competence and other areas of linguistic competence in English.
2. In view of the finding on the level of the students' sociolinguistic competence, it indicates a considerable gap from the ideal level as can be generally gleaned from their performance so that it should serve as a basis to fortify instructional intervention programs along this area of competence in the English language which foreign national students also need to cope with.
3. As to the data-gathering instrument used in this study, it is also recommended to use the Test of English for International Communication (TOEIC) Model Test for accurately gauging the sociolinguistic competence of students to draw results which may be treated as basis for instructional interventions and curriculum upgrading.
4. The findings as to those variables found to be significantly related to sociolinguistic competence should be noted as baseline information in the development of adequate instructional interventions aimed to enhance students' grasp of the concerned type of competence.
5. Continual research on the same theme adopted by these studies is highly recommendable, especially with inquiring into further and alternative variables that may be found to be significantly related to sociolinguistic competence in the context of optimizing the

baseline of information that describes the qualifications of such competence as would be useful for any training needs survey.

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PRESERVATION OF CULTURAL COMMUNITIES: A SEMIOTIC STUDY OF THE ADVERTISERS' CONSTRUCTION OF CULTURE IN THE NORTHERN PHILIPPINES

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1. INTRODUCTION

The manner in which consumers perceive the signs and symbols in colors, textures, themes, fashion, layout designs, shapes, among many others, in advertising, may contribute to social norms including how society views culture. These elements prevailing in advertisements often represent who people are or who they desire to be, whether it is through brands, styles, or other adornments. Tourism, for example, helps define social roles, and how culture is advertised and sold is important in signifying the meaning behind the roles portrayed in the advertisements, especially constructing and preserving culture.

It is important to investigate messages found in regional advertisements to discover how these ads speak of culture, and, specifically, how these latent signs and symbols are being used to construct and preserve culture. This communication study is also significant because the semiotic tradition explored in Iloko advertising may play a noteworthy role in determining cultural views of beliefs, traditions, history, dynamism and empowerment.

It can be said that ads have the potential to affect cultures either positively or negatively. They can enhance a culture, or ultimately change it based on the messages and images shown to the public. That is why this paper focused more on how the hidden signs and symbols in regional advertisements are constructed by advertisers in the aim to preserve cultural communities.

This puts power into the hands of the advertisers that advertise, as they persuade the public through the messages either shown or hidden to them.

Specifically, however, this paper examined cultural signs and symbols dominant in advertising found in the northern region of the Philippines. While traditional advertising practice increasingly depends upon the maxim that entertainment or humor sells, conventional mass communications research approaches to advertising containing cultural imagery have assumed that such images do affect audiences and such images portray inaccurate truths to audiences.

By treating the verbal and non-verbal communication in the ads as cultural, this study examined how these images work to construct and preserve the Iloko culture.

1. 2. Theoretical Framework

This study was an attempt to analyze how the broad acceptance and proliferation of a particular culture is realized through advertisements in the vernacular of the said culture, and which implications it may have on the socio-cultural sphere. In particular, it will endeavor to qualify Iloko advertisements in terms of their ability to aid in the promulgation of the Iloko culture.

The analysis conducted here endeavored to decipher the semiotics and sociolinguistic structures and strategies of Iloko advertisements by investigating its main features. The analyses were anchored on language pedagogy and take on the semiotic tradition of communication that may contextualize language. Since the aspects of advertisement analyzed were predominantly linguistic and nonlinguistic in nature, this study made use of semiotics—pinned along the theoretical and conceptual scaffolds of giving meanings to signs and symbols latent and manifested in the advertisements—as the main analytical tool.

Theorizing communication in this broader sense of the study is of paramount importance in explaining the participation of ‘people’ and the ‘signs’ and ‘symbols’ in this discourse—and holds forth the possibility that the practice of communication can be cultivated and improved through the study of these signs and symbols and how these are connected to the language.

Since the semiotic tradition is considered a science—not just an art—of communication and sign systems, it understands phenomena and organizes them mentally, and of the ways in which they devise means for transmitting that understanding and for sharing it with others. It also covers all non-verbal signaling and extends to domains whose communicative dimension is perceived only unconsciously or subliminally. In this study, knowledge, meaning, intention and action are indeed essential concepts in the semiotic investigation of phenomena.

The researcher applied Semiotic Theory in order to explain the study through revealing the hidden signs and symbols of Iloko ads. The most common definition of semiotics is 'the science of signs'. It involves the study of any medium (or genre) as a semiotic 'sign system'. Semiotics aims to analyze media texts as structured wholes. It focuses on the system of rules governing the 'discourse' involved in media texts, emphasizing the role of semiotic context in determining meaning (Bell, 2001; Woolcott 1982, cited in Chandler, 2000).

Semiotic theory focuses on the social and cultural meaning of signs and codes (Scholes, 1982; 1985). Signs consist of an image, a word, an object or even a certain type of practice. The meaning of signs depends on the relationships between the signifier (the image, word, object, or practice), the signified (the implied meaning), and the referent (what the image, word, object, or practice refers to) (Scholes, 1982).

Signs may invoke different social meanings depending on socio-cultural background of the society. To Peirce, the form, which the sign takes (not necessarily material) is the representation; the sense made of the sign is an interpretant and the material to which the sign refers is an object.

The study of representation of Iloko cultural signs is depicted in the selected ads and showed semiosis or how the object supported the sign and how the interpretant explained and justified the sign. The researcher included which instances and codings are needed in the semiosis.

A signifier (Sr), the sound-image or its graphical equivalent, and its signified (Sd), the concept or the meaning, make up the sign (pp. 36-38). For example, we can say that, to an English speaking person, the three black marks c-a-t serve as the signifier, which evokes the "cat."

Described in these terms, language is a system of formal relations. This means that the key to understanding the structure of the system lies in difference. We can distinguish (p. 29) formal language (Saussure calls it *langue*) from the actual use of language (which he calls *parole*).

It is important, however, to realize that the semiotic process was more centrally concerned with thinking than with communicating. In other words, the concern is on the analysis of thought rather than language—that all thinking is the inferential interpretation of signs. Thus, a thought is a sign interpretation, an idea that provides the link between cognition and communication. In the examining of Iloko advertisements as basis for the study of the

preservation of Iloko cultural community, interpreting the signs means to define a relationship—what is involved in the something-stands-for-something-else construct.

Semiotics is a meaning making process in advertisement. As a philosophical theory of signs and symbols, it helps in the interpretation and construction of these symbols and signs. As a communication tradition, semiotics includes the study of interpretation of signs and “the process of sign, indication, likeness, analogy, metaphor, symbolism, signification, and communication”. It may also be related to the field of linguistics because of its nature to study the structure and meaning of language. Understandably, this tradition explores the study of signs and symbols as a significant part of communications. Likewise, semiotics studies non-linguistic sign systems, such as (i) semantics: relation between signs and the things to which they refer; their meaning, (ii) syntactics: relations among signs in formal structures, and (iii) pragmatics: relation between signs and sign-using agents.

With that said, it can be gleaned that the fundamental key in analyzing an advertisement is the process of understanding the signifier and the signified in the advertisement. The signifier is the concrete thing or an item and the signified is the psychological thought. A product has both, a signifier and a signified. In an advertisement the signifier is the color, brand name, logo, design, technology and punch line. The signified has two meanings, which are known as denotative and connotative. The meaning of the product is denotative meaning.

While owing much of its theoretical underpinnings from the mentioned researchers, researches, and institutions, this study strived to be an innovation in the sense that: it conducted a semiotic study of the advertisers’ construction of culture, particularly the preservation of cultural communities—to uncover the meanings of the most predominant advertising aspects; to expose to readers the processes, overt and covert, by which advertisements’ signs and symbols influence the cognition of consumers; to serve as basis in formulating a training design on the implications of ads with particular focus on the semiotic sphere that surrounds the advertising process.

1. 3. Statement of the Problem

This semiotic study aimed to analyze the representation of Iloko culture in Iloko advertisements and explored the functions of Iloko advertisements towards the preservation of culture. The study focused on the textual and visual elements of selected print advertisements.

Specifically, this paper sought answers to the following questions:

1. What is the overall function of Iloko advertisements in terms of cultural preservation?
2. How do the linguistic structures support the thematic structures and contribute to the realization of the purpose of the advertisements?
3. How do the different non-verbal elements support the linguistic structures and contribute to the realization of the function of the advertisements?

2. METHOD

The main purpose of this study is to analyze—using the semiotics tradition of communication—the function of the ads towards the preservation of Iloko culture in the Philippines and, consequently, enumerate the various components – linguistic, sociolinguistic, and non-linguistic – that helped aid in the realization of the advertisements’ function.

In order to assure manageability of the collected data, sets of interview questions were prepared. For these reasons, this research undertaking was predominantly qualitative in nature.

2. 1. Subjects

The participants came from different advertising sectors that work in print, broadcast and social media—to avoid prejudice of their insights. They were interviewed to inquire about how they go about conceptualizing ads with the aim of preserving culture. These local advertisers were recruited to participate in an in-depth interview (van Maanen, 1992). Criteria for the selection include four of the following: (a) Iloko advertisers; (b) advertisers with actual ads made; (c) still in the service of doing advertisements—employed or freelance; and (d) availability and willingness of the research expert to be interviewed. The subjects of the study were of ages twenty-seven to forty-five years old, single and married.

2. 3. Data Collection

This study was methodologically innovative in the ways it sought to understand how the Iloko advertisements preserve the Iloko cultural community in the point of view of advertisers. It aimed to capture interaction between language theories and communication traditions, as they happened in the conduct of this study. What the researcher saw, in other words, was something like textual and visual ‘construction’ of advertisers—like, how lines are put together, delivered and performed; or, how the symbols are constructed by advertisers. But in doing so, what the researcher also witnessed were the ways in which people tend to manage

and negotiate the effects of these in the preservation of culture in more specific, and hitherto unseen ways.

The research comprised of the actual in-depth interview with the participants of the study. The interview was done based on their availability and in the place identified by them. Though there were key questions identified in the researcher's aide memoir, follow up questions were also raised to further probe into the participants' responses during the interview. Each interview lasted for about an hour and was tape-recorded with the consent of the participants.

Likewise, eight printed advertisements circulated in the northern region were analyzed and interpreted along with the participants' responses during the interview. Of the eight advertisements, three were actual advertisements made by the research participants. Inasmuch as the researcher requested for all the participants' ads, two advertisers declined to have their works subjected for analysis in respect to the clients and agencies' confidentiality. The three other participants said that their ads were produced and printed decades ago; and, may no longer be visible and relevant today.

Hence, the other five advertisements were suggestions given by the advertiser-participants—considering the ads' popularity and visibility in the region through social media posts, and local magazine, newspaper and other communication tool placements.

The tape-recorded interviews were individually transcribed to come up with an extended text. The extended text was subjected to reduction via the construction of a transcription grid. This grid was constructed to enable the researchers to observe analyses. Analysis part consisted of the identification of the significant statements or verbalizations of each respondent. These statements serve as basis in the conduct of the warm analysis stage where data categories were formulated and themes evolved. Reading and re-reading of the significant statements and the researchers' constant vigilance facilitated the surfacing of the hidden meanings of the signs and symbols in the suggested Iloko advertisements. The themes emerged in this study were further subjected to member checking procedure via correspondence technique (Lincoln & Guba, as cited in de Guzman & Guillermo, 2007) whereby each of the study participant was individually approached to verify the consistency of the transcription and interpretation. In this manner, the researchers were assured not only of the trustworthiness but also the truthfulness of the data reported.

2. 5. Analysis of the Ads

It proceeded by analyzing the ad in terms of its linguistic and non-linguistic structures—textual and visual—using discourses in the semiotics tradition to allow for the exploitation of the syntactic, semantic and lexical structures present, and how these structures interact and cohere to realize the advertisement’s cultural function. This allowed for a close scrutiny of the socio-cultural and semiotics implications surrounding the advertisement. The methodological tools of Kress and van Leeuwen for analyzing discourse in terms of graphics/visuals/images will then be used in juxtaposition with the semiotics of C. S. Peirce, Saussure and Barthes to develop an analytical method that will scrutinize the overall constitution and meaning of the images in relation to the linguistic components and the socio-cultural context.

3. RESULTS AND DISCUSSION

The original aim of this paper was to conduct a semiotic analysis of existing Iloko ads in order to examine the function of the ads towards the preservation of Iloko culture and, consequently, enumerate the various components – linguistic, sociolinguistic, and non-linguistic – that helped aid in the realization of the ad’s function.

From the analyses of the study, findings of this semiotic inquiry have surfaced interesting meanings hidden from the depths of Iloko cultural signs and symbols. These meanings are coded and categorized into themes that are now called the **Iloko Cultural IDCR**—which describes meanings in Iloko cultural *Identity and pride; Dynamism, resiliency and strength, Celebrations of conviviality* and *Realizations of tourism image* of the Iloko advertisements as seen in the individual and collective voices, insights and experiences of Iloko advertisers. Specifically, the Iloko Cultural IDCR, which is a derivative of both analyses of the suggested ads and significant statements and verbalizations of the eight research participants, clearly describes how the Iloko culture is constructed and preserved by Iloko advertisers.

3.1 Theme 1: Cultural Identity and Pride

In the Iloko community, advertisers preserve the culture by exploring different dimensions to help clients connect to the culture through different unique signs and symbols, raise audience’s awareness of cultural uniqueness, and improve their “intellectual communicative competence” (Byram, 1997).

It is already a fact that the culture people belong to—that includes the Iloko culture—affects how they think, interact, communicate, and transmit knowledge from one generation to another. The ability to ask and answer questions based on Iloko culture facilitates the process of making connections within the community; thus, preserving it.

One ad subjected for inquiry tells consumers a lot of the Ilokos way of life. It provides myriad symbols of Iloko cultural community.

The images shaped in a heart represent various agricultural and fishing harvests and commodities (fish, grapes, root crops, rice etc), trades and activities (textile weaving, basket and broom making, clay pot making) and popular attractions (watch towers, century-old churches, landmarks). These signify Iloko culture having hardworking and industrious people. This being said corroborates old notions of them being thrifty and used to difficulties and hardships.

The symbols of Iloko culture—all lumped in a shape of a heart—gives the feeling of being at home. Behind these symbols are corresponding sets of Iloko values and attitudes reconstructed by the advertiser to present in a contemporary time. These symbols have resulted from thorough spontaneous processes of community surveys and research.

Putting all together the Iloko symbols is a tedious process of research, according to the advertiser. However, the production of this ad is an enlightening one because while the aesthetic meanings of the symbols are easy to decipher, it takes understanding the culture to see how identity may be bound up with the campaign—making that connection clearer to the audiences.

In the ads' construction, the advertisers considered the cultural cues that make up the Iloko cultural identity. The marketing power of affinity has become inevitable in the advertiser's construction of the ad. The advertiser opined that people are more attracted to things they can identify with; and identity goes beyond the ads' physical appearance to include the attitudes, values and varieties of subtle cues that make up the culture. Hence, the advertiser constructed the said advertisement that promoted affinity in the unique Iloko market place. The ad illustrates the point that cultural cues help create identity. The material may also be political, but the intent behind the diversity of the culture as presented is based on sound marketing principles that consumers or audiences need to adopt. With the wider variety of Iloko symbols and presence represented in the advertising material means that the campaign may more likely to identify with the culture that look like the culture they belong, explained the advertiser.

In another ad, the advertiser thought of the gender representation in advertising. As claimed by the research participants, the character is constructed and depicted in the poster as feminized by the young girl's innocence simple clothes and lack of accessories. The participant pointed out that within the Iloko communities, Iloko culture is represented as unchanging and enigmatic. The image of a girl is constructed in such a way that the advertisement achieves the sense of innocence and the tradition of "backwardness".

As claimed by the advertiser, it is the team's self-interest to appeal to community pressure. The selection of a "nonwhite" girl provides important Iloko cultural perspective on representation of Iloko people. Through the image, the team better meets its social responsibility to the audiences and its community.

The engagement of a young, innocent girl in the advertisement is the advertiser's goal to achieve balance and equal opportunity—because it promotes consumption of the idea for Iloko community as a short cut to the Iloko culture. The message the advertiser wanted to send is clear: people of other nationalities may be able to live the best Iloko neighborhood of positivity and virtuousness the same as the girl does.

Having established the function of Iloko ads in preserving the Iloko identity brings about the necessity of examining the means, covert or discrete, upon which these ads preserve culture.

In one advertisement promoting a certain skin product, for example, which is circulated in the northern region, the strong sense of practicality is verbalized—through the use of straight Iloko language and straightforward layout giving the consumer a sense of Ilokanos' expediency and simplicity.

The choice of Iloko words seemed to be problematic and challenging, according to the advertisers, because of the difficulty to reconcile today's more preferred informal language than formal Iloko words. The advertisement was constructed in such a way that Iloko is reintroduced to the younger generation. The choice of Iloko counterparts was meticulously prepared to meet the taste of this generation while maintaining its deep-rooted meanings. It can also be observed that some English words were still used in the ad—but just spelled in Iloko just so the contemporary audience can identify themselves in the ad.

Texts, or words, in advertisements can be used as symbols the same way that an image is used. They convey messages with the same effectiveness as an entire picture.

The placement of the slogan, *Dayta ah!* (that's it), is a “no brainer”, according to the advertisers. Accordingly, it is a re-construction of Iloko people's street expression. Likewise, a survey was conducted to identify popular Iloko expressions that are being used in the region, and the word *Dayta ah!* surfaced as the top choice among the its people; hence, it is the ad's way of recognizing its goal.

While the research participants claimed that the historical and social cultural contexts of the Iloko culture are comparable with other Filipino cultures, they argued that there are still different symbols in the Iloko culture, and that the Iloko language is also unique. They suggested, however, that an exhaustive study of Iloko culture is desirable and necessary to intensify the advertisement's credibility.

In another ad, participants said that the “symbols present tell us who we are, where we come from and what we do for a living”. These symbols are used by the advertisers to tell consumers of stories of the Iloko culture. The mountains and seas tell consumers of what Ilokanos do for a living. If consumers understand what these symbols stand for to a certain culture, it would be easier to trace its roots. Advertisers are good in doing this—to “paint a picture and sell an idea of a culture”, added one participant.

The choice of colors was also the discretion of the team that creates the ad, but with adherence to Iloko's lifestyle. As it turned out, color is a powerful tool to change people's mood and emotion—the atmosphere of potential customers. The advertisers thought of lively colors such as red, green, orange, maroon, yellow and other rainbow colors to prove the relationship with the idea they are selling in high hopes that the audiences will deepen their appreciation of the vibrancy of the ad and the probability of a return will increase.

3. 2. Theme 2: Cultural Dynamism; and Resiliency and Strength

Cultural Dynamism

Like everything, culture is subject to change. Iloko advertisers share the belief that the changes that are to be brought advertising campaigns should be positive – in this regard, the changes have to be portraying an attractive image to the owners of the culture, and the ones exposed to that particular culture. To them, cultural dynamism is shunning away from negative cultural practices, while positive aspects are guarded zealously. In this way, universally acceptable cultural norms and practices are fostered, while cultural based conflicts are minimized, if not ended.

Black is capable to convey complex and diverse symbolic messages. Black manages to situate itself in both extremities of the colors spectrum, as border to warm or cool shades, depending on brightness or saturation. It becomes the absence, sum or synthesis of the other colors. The symbolism of the color black is extremely complex, depending on its context, being able to have positive or negative connotations (Chevalier & Gheerbrant, 2009), as: mystery, unlimited, nothingness, hell, ending, unconsciousness, fear, death, evil, sin, mourning, solitude, pain, violence, abuse, antagonism, vice, sickness, censorship but also eternal life, power, knowledge, strength, stability, wisdom, prudence, humbleness, fertility, ancientness, material being, professionalism, seriousness, slenderness, elegance, refinement, luxury, fine taste, prestige, dignity, femininity, sensuality, seduction, uniqueness, rebellious spirit, technology, pollution, industrialization.

Iasmina (2014) said that the social significance of black is associated with social values as power, performance, tradition, authority, uniqueness, anarchy; the cultural significance is connected to diverse cultural and artistic values (for instance, gothic, romance, minimalism), with customs and rituals; the religious significance is linked to different religious values, and the archetypal significance (water, air, fire, earth) stems from mythical representations or symbols of the sacred. Given the fact that black can symbolize social values as wealth and luxury, respectively, aesthetic values as refinement, elegance and slenderness, it can successfully be used in the Iloko advertising to highlight power—more efficiently emphasizing the features of the product and services being offered.

The frequency in symbolically using the black and white pairing in the suggested Iloko ads and the contrasting usage of black alongside colors as red, yellow, orange, blue, white, violet and green can be noted in the ads.

Black demands attention and enhances all the other colors it is paired with, a thus presented color scheme has the ability to capture the essential and ease the assimilation of the central focus element, meaning, to facilitate retaining it.

When asked about the dominance of black colors and earth colors in the Iloko ads, one participant said that it is because “black images may lead audiences to focus on the abstract, essential and defining components of the product”. That may be the reason behind the ads’ domination of such colors.

Cultural Resiliency and Strength

Relative to the Iloko people being resilient and strong are the images found in another ad—images of industry, agriculture, century-old churches and watch towers and wine and textile products. These images show that the Iloko people have been through a lot in the course of history. It has both gone through good and bad times but remained to be the toughest living treasures of the Iloko community of all time. Furthermore, the Iloko people are known to be resilient and strong, confirmed by the participants. These traits vital for survival are the “results of the harsh geographical location and extreme weather patterns of their homeland, the region”, added one participant.

Being resilient and strong, Iloko people can work in accordance with the values and norms in the cultural community and with elements that give meaning in life and are vital in their identity. Advertisers involved in working with the culture release a lot of strength from the culture. The shape of the circle has been used as a symbol since the beginning of time. Ancient cultures all over the world used the circle to represent the strength. The circle can represent the power of the sun. It can represent infinity, being complete, and being whole. Viduya (2007) corroborates that the Ilokos people, who are diverse in origins, are still whole and one in representing the richness of its culture. The sustainability of its ethnicities depends on how its people could retain the cultural characteristics and conserve the physical characteristics. The shape of circles suggest well-roundedness and completeness. In consonance to the rich Iloko culture, circles have free movement as in power and authority. They can roll and are graceful and their curves are seen as beauty. Their movement suggests energy and power. Their completeness suggests the infinite, unity, and harmony. Strong and resilient Iloko people develop a mental capacity that allows them to adapt with ease during adversity.

3. 3. Theme 3. Iloko Cultural Celebrations of Conviviality

The northern region in the Philippines was primarily famous for their gold mines. The first Iloko people inhabitants were living in large villages at sheltered coves or rivermouths. Traders from China and Japan often come to the region to trade gold with beads, ceramics and silk. With this historical scene of triumph and accomplishment, Iloko ads seem to re-creates Iloko culture’s pride of its colorful success—exemplified in the color variations and vibrancy. Despite the symbolism of black as struggle, power, strength and resiliency, it can also be noted that the suggested ads mix colors to its layout. The ads vitality and enthusiasm is resounding

that they echoes Ilokos' success in history. The richness of colors juxtaposed in non-color black is a symbol of Iloko's festivities.

The enhancement of natural colors to provoke celebrations and gaiety (Lightner, 2014) in an ad is carried out with several techniques. "These include mixing bright colors with dark colors, associating colors to a particular, distinct cultural color or symbol and playing with colors and texts", added one participant. Depending on the particular characteristics and moods of a season or culture to be emphasized, one technique, or a combination of several, are used to increase the potential to induce the feeling of warmth in a culture. Therefore, the relationship between the colors and the culture invoked is paramount to giving the consumers a feeling of harmony with their perceptions of culture through their colors. Participant 6 added that colors tell something about the richness of culture.

Looking at the importance of exhibiting richness, diversity or unusual integration of features in the Iloko culture is also peeping at the same hole where Iloko people have contributed greatly to the integration of the physical and cultural attributes with local culture in meeting the contextual needs. This is evident not only in the urban fabric, but also in the diverse culture of Iloko.

Through vibrant colors in advertisements, people are lured that "whenever wind blows to the people, they will always come back to their roots and enjoy a season of root tracing in their homeland and university of life" (Viduya, 2007).

This conviviality is all the more evident in the Iloko advertisements because it reflects colors of local *fiestas* (Spanish for festivals) in the region. More importantly, the participants see the Iloko *fiesta* as a "cultural anchor," helping the Filipinos define their national character.

In another lens, an image of a smiling, naïve child (holding a paper windmill) is a focus in one advertisement. There is a little, fair-skinned girl running along the vastness of the seashore—with the mountain as a backdrop. She is holding a paper windmill. The little girl is illustrated with a smiling eyes and lips. The signifiers of happiness are used in the ad. Both the girl's facial expression and body language expresses a pure feeling of happiness.

In advertising, facial expressions are a way of using body language. As Darwin stated in his book "The Expression of Emotions in Man and Animals" emotions of all mammals can be seen in their faces (Gladwell, 2002). Ekman from California University has concluded that facial expressions are universal. It has been observed that, villagers who are living in the woods can understand the emotional situation of people who are living in industrialized countries from

their facial expressions and using them as new communication tools. (Zülal, 2004). This research shows that the facial expressions are important in communication and the understanding of children's happiness or naivety that may be used as signifiers of an advertisement.

Relative to culture, the ad defines the overall mode of the Iloko culture—its pleasantness and warmth. Happiness as depicted in the ad would be strongly boosted by such an historic breakthrough. Iloko people's conviviality is one of the attributes to measure the quality of life in their culture. But this may also frame the little girl as innocent and weak, needing to be taken care of, as in a culture to be cultivated and nurtured. An ad that celebrates the naivety of a culture also celebrates its uniqueness and its aim to preserve it. Finally, shooting a subject up literally puts the subject (the girl, in this case) in a superior symbolic position to the ad photo, implying that the girl's pride—perhaps of her culture being advertised.

Rodriguez-Araneda (2013) found an interesting finding about happiness in a certain culture—that to be happy it is necessary to have a benign environment for oneself and for the loved ones. Another part emphasizes the need for a perfect environment where only positive events take place.

3.4. Theme 4: Cultural Realizations of Tourism Image

The importance of culture and heritage is becoming more and more obvious in the regional development. Cultural factors are important because they directly affect economic performance and development, and therefore the competitiveness of the region. Through the thorough coding of the sample ads and in-depth interviews, this paper had a glimpsed of the complex relations between culture, heritage, geography, tourism, economy and advertising. Furthermore, it defines the newest forms and trends in cultural tourism and advertising through signs and symbols.

In an advertisement, images of Iloko culture were depicted as symbols to persuade consumers of what the Iloko culture may offer. The inclusions of texts that lure consumers are also evident that culture is 'sold' through advertisements.

The image of a man surfing through the big waves in one ad invites tourists to experience cultural fun and encourage escapism. The image of surfing represents fun and cultural entertainment as it also signifies escapism from the usual sights and activities in the cities. As part of the tourism experience, visitors shall also practice sailing through the big

waves, which symbolize the people's adversities, trials, difficulties and misfortunes. Sailing through the waves signifies its people's strong spirit and determination to survive—such experience that is marketable for cultural tourism experience.

These factors are present in the ad where a picture of a surfer playing waves and paper windmill played by a child; images of old churches and watch towers, traditional houses, rivers and coastal attractions (cultural entertainment); famous Iloko products and merchandises (personal identification), century- old churches, buildings and landmarks (historical reminiscences); and all of these images not found in the usual busy fare of cities (escapism).

Iloko culture is one of the promising commodities in tourism industry in the Northern Philippines since current tourists expect to experience the natural and preserved culture which the Iloko cultural community provides—genuine, meaningful interactions between cultures.

4. CONCLUSIONS AND RECOMMENDATION

4. 1 Conclusion

On Cultural Preservation

Within the context of cultural preservation and construction, this paper is somehow aimed at emerging the diminishing heritage cultures and the arts of the Iloko communities in the northern region. Advertising is also deemed as an advocacy to continue and re-live the vanishing traditional practices in the local level—as part of cultural sustainability and development. Unique cultures that describe its people identity are preserved in the northern region in a form of media—that is advertising. In the case of sample ads studied, their significance in the construction and preservation of culture is seen as catapulting Iloko advertisements as suitable benchmark of what is recognized as Iloko culture. This would make the Iloko communities and other communities see the significance of Iloko culture; thus, making the process of preservation more purposely and with specific innovative directions. Consequently, this may also lead to development of plausible cultural preservation approaches of cultures. The advertisements obediently weighed in the cultural and physical characteristics of the Iloko and put these in space where cultural signs and symbols are illustrated and printed.

For instance, Iloko's character, energy and dynamism highlight what is often considered Iloko's pride which is known among its people in the world. Thus, the success of Iloko advertisements to construct and preserve the culture is more than the sum of its parts—dependent in significant ways on how the Iloko cultural signs and symbols are surfaced,

interpreted and interconnected. Local advertisers which help preserve, in a relatively high proportion, the traditional elements, practices and artifacts, customs and cuisine, present at the same time some psycho-social characteristics that may be favorable for regional sociocultural growth.

In the over-all function of advertisements in terms of cultural preservation, the Iloko advertisements serve as an avenue in establishing and promoting an identity distinct to Iloko culture.

On Linguistic Structures

Through words attached to culture, target audience traces the place of origin of an advertisement. The use of local color to ads embeds the preservation of culture through language use. Iloko advertisers use nominal addresses and particles which express wonder, surprise or doubt, and illustrates that the addressee holds superiority, respect particle that is used to address strangers, family members, and names or titles of authorities.

Therefore, to shape and construct one's language and culture is difficult especially when one is not trained to do that. An advertiser—attempting to do so, hence investigates and gathers fragments of cultural facts and put these together to come up with advertising materials that speak culture and contextualize it. However, this is not the case sometimes. Advertisers only know a peephole view of the world—and of the Iloko culture. They sometimes construct Iloko advertisements in the logic of their convenience and comfort.

With the multiplying advertisements promoting Iloko culture and of ads with cultural allusions, the essential interplay between culture and language can be perceived and realized in the unstitching of meanings of the evident and latent signs and symbols woven in the transcendent fabric of advertisements.

On Non-verbal Elements

On typography and orthography, images compel advertisers to observe objects of rich cultural history of the northern region and the Iloko people to reinforce viewers' identification and acknowledgment. It enables the people viewers to perceive these objects not only from varying spatial perspectives, but also to explore visual stimuli from different a cultural perspective. Local people, native foods, and famous sites among many others are used to showcase not only the topography but also to help preserve cultural expressions not only in people's own personal understanding but to the entire community.

Positioning messages, texts, and images to ads reckoned as a challenge to local advertisers because of the continuing evolution of words—making it defiant to today’s fashionable language of audiences who are mostly composed of the millennial.

The images—or, perhaps the non-verbal elements that support the thematic structures of the ads—play a pivotal role in delivering messages to people. There is certain information that cannot be delivered by means of words and these elements of colors, lines, shapes, textures and movements, among many others complement each other as semiotic resources in constructing culture. Iloko culture is part of semiotic resources that I used as tool for meaning making. Interestingly, Iloko culture is employed as a commodity in realizing the goals of Iloko advertisements.

4. 2. Recommendations

Based on the findings and conclusions of this study, the following recommendations are offered:

1. Linguistic features of the advertisement would be best analyzed through additional studies and research on the dialogues or scripts, both structure and syntax, of the advertisements as these are authentic materials that contain the symbols and signs needed for a semiotic research.

2. The problem on orthography and how they are adapted as the society changes is a social issue that needs to be resolved by considering scholarship, modernization, and development. Therefore, orthography should be researched further to establish a standard rule that will call for a culture’s unique identity in terms of textual discourse, which soon be subjected to semiotic analysis.

3. It is recommended that advertisers and cultural worker should also be a philosopher of the language and culture because of the fact that the advertiser and culture worker must always be in constant touch with the perils and promises of words and texts and textuality and discourses and many other realities they do everyday.

4. Local advertisers and academic may also look into the thrusts for the intellectualization of the language so as to standardize the linguistic elements and structures that support the thematic features of advertisements.

5. It may be suggested for future scholars to complement the data analysis with a register of content according to frequency based on characteristics of interest in the samples,

particularly as a function of age and origin of advertisers—expanding also the equitable representation of the diverse culture to facilitate the identification of representations and meanings particular to and/or frequent in each province with ethnicities. It may also be interesting to incorporate as data collecting techniques the use of natural semantic networks, considering their easy application and analysis, to complement a research carried out through interviews and focus groups.

6. Researchers on preservation of culture are advised to conduct a follow up study on semiotics with genre and discourse analysis to expound the application of the signs in the culture to the commercialized and aired advertisements, and to triangulate the data presented in this paper.

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The Variation between Public and Private Secondary School Teachers in Sulu: Evidence from Verbal English Fluency, Workplace Stress, Coping Mechanism and Job Performance

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Abstract

This study was drawn from Cummings and Cooper's (1998) system's theory, Dollard (2001) Cox, Griffiths and Real-Gonzalez's (2000) models of work stress and coping mechanism. The findings in Mendoza (2019a) on the dominant factors: *job security, institution, , supervisory, school work, personal, home, and community* served as the basis to statistically test is the 300 private and public schools in Sulu, Mindanao, Philippines vary on said factors. Utilizing standard Verbal English fluency used in cognitive psychology to ensure equal language proficiency, ensured that participants were comparable in their comprehension ability while they read and accomplished the survey instruments written in English. This study hypothesized difference in work stress level and coping mechanism components when data was classified according to private and public schools. Consistent with this hypothesis, private school teachers work stress level of secondary school teachers differ with those in the public school.

Keywords: *Work stress, coping mechanism, verbal English fluency, secondary school teaching*

Introduction

The dilemmas that confront our teachers, particularly in Sulu include not only financial and professional but emotional and psychological as well. Recent news from online sources and blogsites reported on teachers manifesting depression and suicidal tendencies. Some even committed suicide. This news is alarming. Hence, it is necessary to conduct research to investigate what are the exact factors that contribute to the rise of work stress level and what could be done to solve this psychological problem.

The work of teachers other than the usual function of classroom teaching are attending trainings—even during vacation, officiating elections—whether national or local, Parents Teachers Community Association (PTCA) meetings and making school annual reports, and recently the full implementation of K-12 curriculum. Secondary school faculty is highly stressful occupation at all levels. Likewise, in the secondary sector, stress has been found to be widespread and sometimes severe. The effects of stress are well-documented, and include negative emotional, cognitive, physiological, and behavioral symptoms, which have a serious impact on the individual, their work, their personal lives and even their families.

All secondary teachers must be conscious of his/her own stress level in his/her everyday dealings with students and those around him or her. If a school administrator is seeking only to improve productivity, but fail to monitor the workplace stress that is destroying the entire system or institution, then he is driving the faculty-employees into depression and even to severe nervous breakdown, which can be considered as a great miss in the managerial world.

Workplace Stress refers to an event or to any environment that causes the person to be tensed, depressed and tired also viewed as reaction of body to demand or damaging instruction while coping mechanism is the process by which an individual attempts to alleviate, or remove stress or threat. This process may consist of large array of acts and commission as implemented.

In essence, when one actively works out to manage his own stress, the more skillful he becomes, the greater sense of mastery he will acquire. Workplace stress is a serious health and safety hazard that can have devastating effects. Stress can lead to psychosocial illnesses, such as anxiety and depression. While it is true that there are sources of stress other than the workplace, this does not mean however that workplace stress is not a hazard or that it is the product of a worker's imagination. Faculty members know that the changing nature of work has increased workplace stress hazards. Reorganization, layoffs, job insecurity, accelerated

paces of work, along with many physical work hazards can all contribute to stress. Virtually, these causes of stress are all firmly rooted in the workplace.

This present research is focused on workplace stress – stress that is caused by and comes from the workplace. The word stress is used with the phrase workplace stress almost interchangeably, but it is used mostly as a more general term. Stress is closely related to control. Workplaces have changed, resulting in less control for members to direct their work. Less or low control over job tasks is associated with high stress levels. This research outlines the scope of the stress problem as it affects faculty members, assessing the issue, the causes, who are affected, as well as the corresponding hazards. It points members towards actions that can be taken, specifically outlining how to identify stress hazards, where solutions lie, and what strategies can deliver real and authentic change.

Further, changing gears is said to be another effective tools in coping job stress. Being active in any creative and useful hobbies that will keep one physically, mentally, and spiritually active in maintaining the sense of perspective which is the essence of self-acceptance and self appraisal illustrative this point. The more we have positive outlook in life, the more skillful we become in facing personal and job related stress in dealing with the daily experience in life.

This social change calls for a new progeny of faculty who are endowed with high sense of personal integrity and honesty in performing their teaching and class room supervisory task as good model of an excellent faculty of the millennium. In due recognition to the top management in the academe, the new secondary schools set-up is a quantum leap in the educational millennium. Technologically skilled modern educators must come up with an effective mechanism to cope any stressful situations that beset them. End points are usually signals that human body is overloaded with usefulness and un-usefulness situations; it needs change in behavior or patterns to reshape its destiny.

In addition, this workplace stress and coping mechanism is considered to be a contribution to applied health psychology in that it will provide an empirical basis to design and develop future plans oriented to the prevention of illness and the improvement in health at the level of individuals and organizations. Finally, apart from validating this aforesaid theoretical perspective, this study explored the workplace stress and coping mechanism of selected public and private secondary school faculty in Sulu.

Literature review

The extensive research of Dollard (2001) reviewed theoretical approaches that seek to explain workplace stress in terms of stimulus- response combinations, sociological or psychological paradigms, or emphasis on factors in the environment or in the individual as the source of stress. Most current theory is psychologically-based and conceptualizes workplace related stress in terms of a negative psychological state, and the dynamic interaction between the faculty and their work environment Cox, Griffiths and Real-Gonzalez (2000).

Dollard (2001) pointed out two psychological theories of workplace stress: interactional and transactional approaches respectively. Interactional models emphasize the work environment and an individual's interactions with it as the source of stress: burnout, for example, a state of emotional, physical and attitudinal exhaustion. Kyriacou (2001) is a model frequently used to analyze stress in social service such as teaching occupations.

Whitehead, Ryba and O'Driscoll's (2000) job-person fit is another interactional model, which attributes stress to a mismatch between work and the individual's needs, goals, aspirations and values. Another example is the demand control / support model, which suggests that stress, is caused by the demands of work, moderated by the level of control and support which the person has in their teaching job.

Kenny and Cooper's (2003) theories are not mutually exclusive; they differ in emphasis on whether the locus of stress lies primarily in the individual's perceptions (transactional), or in the work environment and the individual's interactions with it interactional. This key difference is highlighted referring to two competing: Conceptualizations of workplace stress – stress as personal trouble, in other words originating in the individual's attitudes, abilities, personality, and so on; or stress as public trouble, caused by the work environment and therefore a matter of public responsibility. The differences between them are crucial in the development of workplace interventions.

Chalmers (2004); Boyd and Wylie (1994) impact on physical and emotional health, family life and leisure activities and impaired work performance, decrease in productivity, disengagement, job dissatisfaction, psychological ill health, and loss of time and energy for personal and family life, contributing to family problems and relationship breakdowns. In the secondary sector for instances, revealed that: the causes of stress are overwhelmingly reported to be structural and organizational, rather than interpersonal (Kinman, 2001).

Stressors consistently identified in the research literature are workload and time pressure, research, educational change, management styles, reorganization and restructuring, and inadequate resources (Dua, 1994; Winefield & Jarrett, 2001; Winefield, Gillespie, Stough, Dua and Boyd, 2003).

By and large, these findings were corroborated in the first phase of a longitudinal study of Australian secondary staff which employed focus group methodology to examine the causes, consequences and moderators of stress (Gillespie et al., 2001). In similar vein, Kinman (2001) in reviewing nine studies in the U.K. secondary sector between 1990 and 1998, identified workload, particularly working hours; the encroachment of work into personal life; administrative work; and bureaucratic and mechanistic management styles, as among the main sources of stress. In contrast to findings in the compulsory sector, she also suggests that there is evidence that contact with students may be a positive factor in the work of secondary faculty, rather than a stressor. But, Chalmers (2004) notes that there is very little research literature in the secondary sector in New Zealand. This is the main gap this present study seeks to fill in by investigating stressors and coping mechanism in the secondary educational context.

Ramage (2001) surveyed teaching staff at a polytechnic and identified organizational structure and climate, role conflict and relationships at work to be contributing factors to stress. It is generally accepted that there are a number of moderating factors involved in workplace stress – that is, factors which influence the extent to which an individual perceives and responds to stress. There is, however, no universal agreement about what these factors are, how they are interrelated, or precisely how they are related to stress levels. Some, for example, are classified as stressors by some researchers and as moderating factors, independent variables or outcome variables by others. This lack of consensus means that there is considerable inconsistency in the findings in this area.

In this present study, the moderating factors which will be examined are workplace social support, level of autonomy, individual personality factors, and professional satisfaction. Coping strategies, including personal social support, will be discussed under a separate heading.

Byrne (1999) argues that the evidence about the importance of principal support is inconclusive. In the secondary sector, the findings about the efficacy of social support as a moderator of stress are also inconclusive. Gillespie et al (2001) found that social support from colleagues at work was reported by half the academic staff in their study as valuable in

moderating stress, and that many reported the importance of support from their school administrator. In addition to possible national differences, this range of inconsistent findings about the role of social support may also indicate its multidimensional nature, and reflect the lack of consensus in research design about its precise relationship to workplace stress.

Dollard (2001), Guglielmi and Tatrow (1998), and Walsh (1998) postulate if the high demands of a faculty job are not accompanied by a correspondingly high degree of control over their work and participation in decision-making, then stress will result. Gillespie et al. (2001) in the secondary sector, reported that lack of consultation by management and lack of participation in decision-making was a major source of stress for the secondary staff surveyed, resulting in loss of the sense of autonomy and control. Factors which have been suggested as moderators of stress include individual values, attitudes, beliefs, and perceived ability to cope (Capel, 1998; Kyriacou, 1998; Blix et al., 1994).

Professional satisfaction, a sense of achievement and of one's work being of value, is distinguished here from job satisfaction, which is a wider concept encompassing all aspects of work. Professional satisfaction has not generally been identified as a moderating factor in the theoretical literature, which has tended to focus on job dissatisfaction as a correlate of occupational stress; but it has received some attention in the research on faculty stress at all levels, because of its unique relationship to teaching.

Farber (1999) also notes that it is the student-faculty relationship that offers the greatest opportunity for stress as well as the greatest opportunity for reward and gratification. In fact, Kinman (2001) suggested in the secondary sector that contact with students may protect faculty from stress; she notes that professionals can find some aspects of their work intrinsically satisfying, despite high levels of stress and dissatisfaction with other extrinsic aspects, for example workload and pay. Thus, coping strategies adopted to deal with workplace stress are generally classified in the research literature as problem-focused or emotion-focused (Greenglass, 2002)—that is, aimed at managing the source of the stress, or the individual's response to it. Edwards (1992) describes four coping mechanisms: changing the situation, changing one's expectations, making the problem less important to one's well-being, and enhancing one's well-being.

Browsers, Evers & Tomic (2000,2001, 2004, 2005) in their studies showed that: faculty perceived lack of support from colleagues and school administrator had a significant effect on their self-efficacy beliefs in eliciting support from them, while these self-efficacy beliefs were

shown to predict their level of burnout. The hypothesized feedback loop was also confirmed: Faculty level of burnout predicted the extent to which they feel lack of support. Findings also demonstrate that equity sensitivity has a significant though small moderating effect on the relationship between perceived self-efficacy and two dimensions of burnout, i.e. emotional exhaustion and personal accomplishment. The role of self-efficacy for burnout is difficult to catch, as reduced personal accomplishment (i.e. self-efficacy) is part of the burnout definition. On the other hand, changes in self-efficacy might be early signs of burnout development. Coping mechanism for employees for preventive purposes, many programs and strategies can be of great assistance to the work force. Management can do a lot along this line. Basically, the assumption is that: the creation and maintenance of a healthy psychological climate is possible through objective, transparent and humane treatment of employees by their supervisors who are their front line managers. What the supervisors are, so is the organization. It is prevalent in the minds of the workers who do not have direct stressors for the rank and file and make the latter's work life miserable. Open door policy, effective communication and leadership, objective performance evaluation, and the like - - all these can create and sustain a healthy psychological climate Atkinson (1994).

Basically, the theory that is espoused in this study is the system's approach. According to Cummings and Cooper (1998) from the system's theory, we see the cyclical relationship between stress and job performance. In essence, they are directly proportional to each other. Consequently, when a faculty is under stress, his efficiency and effectiveness in teaching will diminish. However, if the faculty is able to handle stress or he possesses a very good coping mechanism, then the faculty is able to maintain his efficiency and effectiveness with his work amidst stressful conditions.

Greeglass and Burke (2003) illustrated the secondary school faculty of acceptance of authority, as the child accepts the authority of his parents, acceptance of authority in society in based in customs and traditions of the institution, nothing but a series of logical exercises in decision making, the only teaching occupations which is accurate, quantifiable, describable and controllable. To settle stressful situation Secondary school faculty runs on the wheels of change and stand on the issue which is not sign of weakness, but we are the person managing our behavior. That one must learn with mastery to flow with the stressors in his daily task and learn to detect the warnings of stress within his midst, and his personal limit. Use his energy only in

productive way. It further contend that decision making, the only teaching occupations which is accurate, quantifiable describable and controllable.

Theories of work stress have been categorized by as either Interactional or Transactional. Interactional theories of stress focus on the structural features of the person's interaction with their work environment. Transactional theories of stress focus on the person's emotional reactions and cognitive processes related to their environment Cox, Griffiths, & Rial-Gonzalez (2000).

Given that there are relatively few local research studies that investigated work-stress level and coping mechanism, particularly in the context of secondary schools in Sulu, Mindanao Philippines, the present study aims to probe workplace stress and coping mechanism in the light of the following research variables: job security, institution, , supervisory, school work, personal, home, and community— being the essential factors in the workplace stress and coping mechanism of secondary school faculty in Sulu. Previous local research may have employed small samples in the workplace.

The parameter of this study centered on the learning institutions located in Sulu. 300 selected secondary school faculty members from both public and private schools served as respondents of this study. Of this three hundred, 150 faculty-respondents were drawn from public school and 150 faculty-respondents were drawn from private school.

Target English language

One methodological contribution this study may have achieved was the inclusion of evaluating the English proficiency level of the participants first prior to the administration of these psychological instruments. Though the respondents were teachers, they were second, third or fourth language speakers of the English language. This varying regional linguistic constructs may result in varying comprehension levels when the participants were processing the textual survey instruments. Being monolingual, bilingual, and trilinguals are three different language representations that are considered distinct on how they process linguistic and non-linguistic tests (Madrazo & Bernardo, 2012, 2018). It was necessary to ensure that the participants have equal level of English proficiency in order to ascertain they comprehend the textual instruments written in English.

The English language used in the study is based on American English that is of Germanic language family descent (ethnologue.com). English has long been existed in the Philippine educational system since the 1900s. English was first implemented as the medium

of instruction when US President William McKinley issued a letter of instruction to the Philippine Commission in April 1, 1900 (Bernardo, 2004). Since then, English has been used as medium of instruction for all content learning areas. But when the BPE was implemented in 1974, Pilipino and English became the media of instruction in elementary and high school. The subjects were divided into the English domain (English communication arts, mathematics, science) and Pilipino domain (Pilipino communication arts, social studies, history).

In 1987, BPE was recast under the Department of Education Culture and Sports. The role of Filipino was emphasized to be the language of literacy and scholarly discourse while English was narrowly defined as the international language and the non-exclusive language of science and technology. It also mandated higher education schools to spearhead in 'intellectualizing' Filipino (Bernardo, 2004). To date, however, English is still dominating the Philippine educational system, being the medium of instruction for the major content learning areas from pre-school, primary, secondary and tertiary levels.

Problem statement

This study attempted to determine the workplace stress and coping mechanism of selected public and private secondary school faculty in Sulu.

Specifically, this inquiry purported to answer the following research questions:

1. Is there a significant difference between the responses of the selected public and private secondary school faculty among with the variables on workplace stress?
2. Is there a significant difference between the responses of the selected public and private secondary school faculty among with the variables on coping mechanism?
3. What is the teachers' perceived job performance?
4. Is there a significant difference in the teachers' perceived job performance when data are grouped according to type of school: public and private?

Methodology

Research design

This study utilized the descriptive survey method. This method was preferred for this kind of study because it deals more of fact-finding with adequate interpretation. The descriptive survey method was used in this study. This is an appropriate method because it aims to determine the present phenomena in the light of existing strategies that was used.

The research locale

The research locale of the study is the entire Province of Sulu. From among the public and private secondary schools faculty in Sulu, only 300 faculty members are considered as the respondents of the study. There were a total of Twelve (12) Secondary Schools. Six (6) of these schools were located in the town of Jolo, while the other Six (6) were located in other municipalities.

Data gathering procedure

The researcher of this study, prior to the distribution of the questionnaire-checklist sought the permission of the Graduate Studies Dean and the Superintendent of Department of Education and also different Secondary Principals both Public and Private Institution in Sulu respectively. After which the researcher administered the questionnaires to the faculty who were selected as the respondents. The researcher asked the assistance of the Secondary School Principals to facilitate in the distribution of the questionnaire to the faculty. The researcher made sure that all faculty-respondents have duly filled-in the questionnaire, leaving no item/s blank in the instrument. This was done during school days when they are around and retrieval of the researcher instrument was immediately done.

The Approval Sheet can be seen on Appendix G and X on pages 148 to 165.

Sampling design

The research study had passed through a two stage-process. First, the selection of secondary schools by using purposive sampling. Then the respondents were selected from there selected school by using Total Enumeration.

The sampling design that was used in this study is the purposive sampling. This is the most appropriate design for this study. The purposive sampling was used primarily because the target respondents are the secondary school in the province of Sulu.

Research Instruments

English verbal fluency tests

Picture naming task

This task was an adaptation of the Boston naming test (Kaplan et al., 1983; Bialystok et al., 2008; Madrazo & Bernardo, 2012; Xie, 2018). The original Boston naming task consisted of 60 line drawings of objects that participants were asked to name. The maximum time spent was less than 1 min. Participants decided when they did not know an answer and the next

Powerpoint slide was shown. Scores were the total number of correct answers out of 60 for each of the picture. Thus, the total for the task is a score out of 60. Only accuracy scores were computed.

Category naming task

Participants were given a category (i.e., animal or parts of the body) in English. Different category was given for each language. Only one category was required for each language and they were given the option of what language came first. They were told to say as many words as they could for the given category within 1 minute for each language. The experimenter timed the task with a stop watch and recorded all the words that were produced. Scores were the total number of unique items, excluding repetitions, produced within the 1 minute allowed for each condition (Milner, 1964; Bialystok et al., 2008; Madrazo & Bernardo, 2012; Xie, 2018). The highest score obtain was considered to be the possible total number of items. Percentage was computed by the score obtained divided by the highest possible score.

Work stress survey checklist

The questionnaire-checklist was patterned from the ideas of Winifred L. Rico, in her study (2006); the book of Maraya De Jesus Chevat (1985:123-126); from the internet survey periodicals, 1999; and Workplace Stress by Alan A. Mclean, M.D., (1992:67, 125-132); as modified by the researcher. The questionnaire-checklist was taken from the different authorities to enable the researcher in formulating a justifiable workplace stress and its corresponding mechanism - - where the individual respondent responds to a series of statements by indicating the extent of agreement.

This kind of research which consist typically a series of written questions classified according to the sub-problems raised in this study. Some of the items were improved, rephrase for its suitability and adaptability to the present study.

The questionnaire consists of four (4) Parts.

Part I – Consists of:

A. Demographic Profile of Respondent;

- | | |
|--------------|--------------------------|
| A.1. Name; | A.4. School; |
| A.2. Gender; | A.5. Name of School; and |
| A.3. Age; | A.6. Community. |

Part II – Consists of:

B. Workplace Stress – It is expressed in terms of:

- B.1. Job Security;
- B.2. Institution;
- B.3. Supervisory;
- B.4. School Work;
- B.5. Personal;
- B.6. Home; and
- B.7. Community.

Part III – Consists of:

C. Coping Mechanism – It is expressed in terms of:

- C.1. Job Security;
- C.2. Institution;
- C.3. Supervisory;
- C.4. School Work;
- C.5. Personal;
- C.6. Home; and
- C.7. Community.

Part IV – Is on the job performance of secondary faculty, who are prone to stress in performing their daily task, consist of 10 items, these are:

1. Made a plan of action to provide organizational flexibility;
2. Assisted the students to make improvise learning devices;
3. Instituted appropriate adjustment to meet the needs of the students;
4. Solicited the participation of teachers relative to budget allocation in terms of classroom activities;
5. Established a working relationship full of cooperation;
6. Motivated students to accomplish the assigned tasks in achieving the Goals;
7. Resolved school problems without affecting emotions;
8. Prepared plans according to priorities for implementation;
9. Established decision-making procedure in an objective manner; and
10. Managed conflict by utilizing effective measures of resolving it.

Validation of the instrument

The research instrument was submitted to the three-man experts on the subject under study. They were professors of higher institution and supervisor on basic education.

To insure the validity of the instruments, it was presented to the experts in the person of Dr. Abdurahim Tahil, Dr. Madeline A. Tan; and Dr. Nagder J. Abdurahman,

for face validation. Their suggestions for revision or removal of the questionnaires were strictly followed. One hundred (110) questions turned to one hundred one (101) valid questions.

They were all requested to rate and pass judgment on all the items in the research questionnaire along the following scale:

- | | |
|--------------------|---------------------|
| 1 – Undecided; | 3 – Important; and |
| 2 – Not important; | 4 – Very Important. |

There was only one questionnaire-checklist intended for the faculty of secondary schools. Rating was analyzed through Friedman ANOVA (SPSS version 14.0). The results showed no significant difference in the rating of raters who generally rated the items as “Very Important” and it was valid for use in the study.

To further determine the reliability of the instrument, a pilot test was conducted in Talipao National High School, one of the secondary schools in Sulu which was not included in the study. The purpose of which was to check the responses from the questionnaire.

Finally, it was reviewed and revised by the critics. Their suggestions for revision and removal of the items in the questionnaires were strictly followed.

Statistical Treatment

In the process of contextualizing or manner of arranging and analyzing the primary empirical data generated in this study, the frequency count and simple percentage distribution were employed.

To gauge the respondents’ response the five (5) points Likert Scale was used to determine the trend and weighted mean to generalize the result of responses.

Scaling. This was done by means of measuring the degree of responses as it is indicated. For the Workplace Stress the following is presented:

Ranking of the different responses of the respondents was also indicated to determine the position of the responses for every item. For the validation of hypotheses, the T-test for independent samples was employed.

Results and discussion

Verbal English fluency

The participants' verbal English fluency in picture naming ($M=87.9\%$, $SD 5.34$) and category naming tasks ($M= 85.68$, $SD= 7.45$) was *very proficient* . This means that the participants were highly comparable in their English proficiency. Since these standard tasks have been used in cognitive psychology as background measures to test comparability prior to the administration of psychological tests, data on their equal level of English proficiency proves that all 300 participants were qualified to be administered these psychological instruments that measure work stress level and coping mechanism.

Difference in the teachers' workplace stress level based on school type: private and public

There are seven variables on the workplace stress, namely: *job security, institution, supervisory, school work, personal, home, and community*. Each variable has the corresponding weighted mean according to the responses between public and private secondary school faculty.

All seven variables specified under workplace stress, public secondary schools had obtained a weighted mean of 3.39, 3.11, 3.65, 3.41, 3.16, 3.04, and 3.33 respectively group weighted mean of 3.30 and 0.211 standard deviation, while the private secondary school faculty had obtained a weighted mean of 3.55, 3.50, 3.89, 4.01, 3.14, 2.89 and 3.81 respectively with the group weighted mean 3.54 and the standard deviation of 0.410. This means that there is significant difference in teachers' workplace stress level between the responses of the selected public and private secondary schools. This implies that workplace stress on private schools had occurred frequently among the teachers than that teacher in public secondary schools.

According to Torelli and Gmelch (1993) ideas about supervision refers to as a process of giving direction to, and providing critical evaluation of the instructional process, Barr and Burton (1991), further, define supervision as an expert technical service, on the teaching-learning process in the academe.

Findings indicate that private secondary school faculty had quite high stressful work conditions than public secondary school faculty. This is attributed to the fact that the former has a regular scheme of monitoring and evaluation of teaching personnel.

The Ateneo MBA student's research as cited by Tomas D. Andres, stated that it is not true that the longer the employees stays in the institution the higher his level of satisfaction,

meaning that job security is not dependent to the number of years the employees had stayed in the institution, or not even to the level of rank the secondary school faculty possessed or occupied.

Tomas D. Andres illustrated that institution has vital characteristics such as clarity, recognition, commitment, responsibility, and teamwork. That there should be a clear objectives, rules and policies about the job, that there must be reward for good performance. It has a parallel moral support for fast achievers, and assists slow achievers, giving them freedom to do their job, and a feeling of belongingness to the institution.

This manifest that both public and private secondary school faculty implied that community stressors are hazard to teaching and supervisory undertakings. Greenberg (1988) opined that community can make and unmake and manage.

Difference in the teachers' coping mechanism based on school type: private and public

There are seven variables on the Coping Mechanism, namely: There are seven variables on the workplace stress, namely: *job security, institution, supervisory, school work, personal, home, and community*. Each variable has the corresponding weighted mean according to the responses between public and private secondary school faculty.

All seven variables specified below on coping mechanism, public secondary schools had obtained a weighted mean of 3.70, 3.62, 3.79, 3.92, 3.85, 4.00, and 3.68 respectively with the group weighted mean of 3.79 and 0.138 standard deviation, while the private secondary school had obtained a weighted mean of 4.17, 4.22, 4.13, 4.23, 4.12, 4.09 and 4.15, respectively with the group weighted mean 4.16 and the standard deviation of 0.117.

Since the computed t-value is 5.408 which is greater than the tabular value of 1.782 at 0.05 percent level of significance, and the degree of freedom registered is 12. This means that there is significant difference between the responses of the selected public and private secondary school faculty among with the variables on coping mechanism.

This implies that private secondary school faculty defer in their behavior and approaches in coping the workplace stressors in the workplace. Private secondary school faculty can easily cope with workplace stress, because their teaching job is less complicated in terms of rank-and-file in the institution, and paper works and reports are also less, and to cope the deadline in submission of reports is less stressful.

While public secondary school faculty is quite complicated because their functions are wide in scope, there are truck-loads of paper works, reports and its implementation and sometime overlapping and confusing, these always cause stressful situation. They need to learn the art of coping to combat workplace stress.

Faculty job performance

The response equivalent – both public and private secondary school faculty --- yielded the result of Sometimes Affected.

In the level of theorizing, we can therefore infer that: practically, the nature of work between public and private secondary school faculty are almost the same. This is the reason why the response for job performance between the aforesaid institutions are identical in nature. It means that the job performance of the secondary school faculty – whether public or private –is routinary and standardized in nature. This is so in as much as there is regulatory body in our society. This body is known as department of education handbook.

Difference in the teachers' job performance based on school type: private and public

The weighted mean obtained by the public secondary school faculty was 4.27, 4.23, 4.21, 4.19, 4.15, 4.07, 4.06, 4.02, 4.02 and 3.97 with the average weighted mean of 4.12 and 0.104 standard deviation, while the private secondary school faculty a weighted mean of 4.18, 4.10, 4.06, 4.01, 3.97, 3.93, 3.92, 3.90, 3.89 and 3.86, the average weighted mean 3.98 and the standard deviation of 0.122. Since the computed t-value is 3.694 which is greater than the tabular value of 1.734 at 0.05 percent level of significance. Hence, there is significant difference between the responses of the selected public and private secondary school faculty among with the ten items on job performance.

This implies that the response equivalent – both public and private secondary school faculty --- yielded the result of sometimes affected.

In the level of theorizing, the findings predicate that the performance of faculty whether in public or private school settings do not vary. What accounts for this trend is attributed to the fact that both settings are apparently regulated by a common body. And that is no other than the Department of Education (DepEd). This body regulates all the operations relating to the delivery of secondary academic goods among its clients.

In conclusion, secondary school teachers experience stress. But, they also have good coping mechanism. This somehow balances the equation of teachers' stress problem. On the data that private school teachers were more stressed compared to public schools, it could be attributed to the notion of security of tenure other than the strict supervising scheme of the administration. Consequently, private school teachers needed to obey for they were fully aware of the consequence of eviction or dismissal from service. Perhaps, this could have contributed to their resilience and strong coping mechanism to whatever challenges assigned to them. On the other hand, public school teachers may have the option to resist because they are aware of the fact that they had security of tenure plus the fact that there is less supervision in the public schools. Be it as it may, teachers will always have the option to choose the right decision and to excel in whatever they envision their career to be, regardless of the constancy of supervision being applied at their workplace.

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Grammatical Competencies among Prospective ESL Teachers

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ABSTRACT

This study generally aimed to determine the grammatical/linguistic competence of the first batch of K-12 graduates and the last batch of teacher education students. Specifically, it determined the profile of the last batch of teacher education students and the first batch of K-12 graduates in terms of age, sex, civil status, course, year level, parents' highest educational

attainment, occupation and family monthly income; the self-assessed grammar/linguistic competency of the first batch of K-12 graduates and the last batch of teacher education students; their performances in the grammar test in terms of correct usage, pronoun – antecedent agreement, subject-verb agreement, syntax analysis and error analysis; the aspects of grammar where they are strong and weak; the difference between their performances in the grammar test and the relationship between their linguistic competencies and their select profile variables and self-assessed grammar/linguistic competency.

The descriptive correlational design was employed in the study. It was conducted at Cagayan State University at Lal-lo among the 93 teacher education students randomly sampled. Data were gathered through a questionnaire and a Grammar Test subjected through expert validation. Data were analysed using both descriptive and inferential statistics.

The prospective ESL teachers are a little competent in grammar as manifested in the overall weighted mean of 2.5. They performed satisfactorily in the grammar test as indicated by the grand mean of 27.12. For their performance in the different categories, the students are strong in the application of pronoun-antecedent agreement rules with a category mean of 7.83 (very satisfactory); however, they were weak in the application of rules in correct usage and subject-verb agreement rules, in analyzing sentences and in identifying sentence errors (satisfactory) as manifested in their weighted means of 4.87, 4.78, 4.80 and 4.84, respectively. Further, there is a significant difference in the performances of the prospective ESL students in the grammar test and age, sex, course, year level, and father's educational attainment significantly correlated with their grammatical proficiency as manifested in the r-computed values of .240, -.260, .281, .534, and .307, respectively.

Keywords: *K-12 graduates, prospective ESL teachers, grammar/linguistic competence*

INTRODUCTION

Grammar is an essential part of the use of language process, both in spoken and written language. The grammar of a language is a description of the ways in which the language uses patterns of structure to convey meaning, so it could be impossible to learn language effectively without knowing its grammar because it helps learners to identify grammatical forms which serve to enhance and sharpen the expression of meaning. Thus, the researcher's interest to do research related with grammatical/linguistic competence prospective ESL teachers.

The K-12 curriculum, also known as Republic Act No. 10533, is an act enhancing the Philippine Basic Education System by strengthening its curriculum and increasing the number of years for basic education, appropriating funds therefore, and for other purposes. According to Section 2 of the Declaration of Policy - the state shall establish, maintain and support a complete, adequate, and integrated system of education relevant to the needs of the people, the country and society at large. Hence, this functional basic education system tends to develop productive and responsible citizens equipped with the essential competencies, skills and values for both life-long learning and employment. For this, it is necessary to determine how competent the first batch of k-12 graduates and the last batch of teacher education students in the use of grammar.

Grammar, as we all know, is a common weakness of all learners. This could be their reason of not participating in class discussion. The general aim of the present study is to assess the linguistic/grammatical competencies of the first batch of k-12 graduates as an offshoot of offering the basic English subjects offered in college before to the senior high school students. It further determined whether the preparation made in the senior high in terms of grammatical competencies is enough preparation before they face other higher English subjects in college. Further, the linguistic competency of the senior pre-service teachers was also determined to measure their readiness in the teaching profession.

On the other hand, K-12 learners need to know the grammar system of language to be able to produce good outputs in written works because a good writing should be comprehensive and easy to understand. It is impossible to write effectively and maximally without using grammar, therefore for the K-12 graduates, it is very important for them to learn grammar as it is one of the supporting aspects in English skill especially writing.

Moreover, English grammar before was viewed as a separate part of the educational experiences. Teachers helped learners learn by requiring regular substitution or pattern practice, drills and diagramming. Memorization was a key part of grammar instruction with frequent quizzes and worksheets available to test a learner's mastery of grammar rules. This philosophy is sometimes referred to as prescriptive grammar instruction.

Today, grammar is viewed as an essential communication tool. Instead of viewing grammar as a separate area of study, teachers often strive to integrate grammar instruction into other subject areas. Drills are minimal, often replaced by a practical discussion of how grammar

can be used to aid ineffective communication or how grammar is used in a particular piece of literature.

However, learners still produce lot of errors, such as omission, addition, malformation and disordering errors. So, this study was conducted to determine the linguistic competencies of the senior prospective teachers and the first batch of K-12 graduates.

In this study, it is conceived that the linguistic competencies or grammatical competencies of the senior prospective teachers and the k-12 first batch of graduates are affected by their select profile variables. It is presumed that the age of learners has an effect to their learning of grammar. When the students learn English grammar younger, they would tend to understand grammar easily.

Further, it is presumed that the preparation of the senior high school students in terms of grammatical competencies as the basic subjects in college in the old curriculum are already offered in the senior high school is enough to make them ready to face the higher English subjects offered in college.

The background of their parents is presumed to affect their grammatical competencies, as well. It is presumed that students, whose parents are educated, with stable jobs and high income, would perform better than those students whose parents' education is low, without stable jobs and with low financial status.

Study Objectives

This study generally aimed to determine the grammatical/linguistic competence of the first batch of K-12 graduates and the last batch of teacher education students. Specifically, it sought answers to the following questions:

1. What is the profile of the last batch of the teacher education students and the first batch of K-12 graduates in terms of:
 - a. age
 - b. sex
 - c. civil status
 - d. course
 - e. year level
 - f. parents' highest educational attainment
 - g. parents' occupation

- h. family monthly income
2. What is the self-assessed grammar/linguistic competency of the first batch of K-12 graduates and the last batch of teacher education students?
 3. What is the performance of the first batch of K-12 graduates and the last batch of teacher education students in the grammar test in terms of:
 - a. Correct Usage
 - b. Pronoun – Antecedent Agreement
 - c. Subject-verb agreement
 - d. Syntax analysis
 - e. Error analysis
 4. Which aspects of grammar are the first batch of K-12 graduates and the last batch of teacher education students strong and weak?
 5. What is the difference between the performances of the first batch of K-12 graduates and the last batch of teacher education students in the grammar test?
 6. Is there a relationship between the linguistic competencies the first batch of K-12 graduates and the last batch of teacher education students and their select profile variables and self-assessed grammar/linguistic competency?

REVIEW OF LITERATURE

Some people think that correct English grammar matters only to teachers and is of no real importance in daily life. This is certainly not true. Grammar, regardless of the country or the language, is the foundation for communication. When a message is relayed with the correct grammar, it is easier to understand the purpose and meaning of that message. In order to communicate, a learner should know the grammar of the language. It is important to be able to express oneself, but this should be done in a way that people find easy to understand.

Writing that is poorly punctuated and contains grammatical errors is difficult to read and sometimes impossible to understand. If the reader has to go back and re-read a sentence several times because they are not quite sure what it means, it spoils their reading experience and they are quite likely to misunderstand the point or even give up and not read any further.

In linguistics, grammar is the set of structural rules which influence the composition of clauses, phrases and words in any given language. It is the systematic study and description of

a language and it helps readers/speakers understand how words and their component parts combine to form sentences.

Grammar improves the development of fluency. When a person has learned grammar, it would be easier for that person to know how to organize and express the ideas in their mind without difficulty. As a result, they would be able to speak, read and write the language more fluently. Grammar rules can help learners develop the habit of thinking logically and clearly. After studying grammar, learners become more accurate when using a language. Also, without grammar, clear communication is impossible. Proper grammar keeps anyone from being misunderstood while expressing his/her thoughts and ideas. A person with poor grammar skill can form a negative impression on others. First impressions can be lasting and may hide the true judgment of character. Some people consider good grammar to be a mark of intelligence and education.

Moreover, with the development of social networks and technology, people have become increasingly lazier to use grammar in their everyday communications. When texting, using Facebook, twitter, etc., they tend to use simple sentences or phrases. Grammar is unnecessary in these mediums for fragments of sentences are quite acceptable. Unfortunately, it is easy to get into bad habit based on this.

There is no shortcut to learning English grammar. A computer can't fully grasp the complexities of the English language. In some cases, a computer grammar check can sometimes suggest the incorrect alternatives when attempting to fix common errors.

Grammar is considered to be one of the important elements within communication in relation to form a speech. According to Ur (1988:4), grammar is the rule of how to combine and construct words into larger units in aspect of meaning.

Furthermore, Thornbury (1999) stated that grammar is a study of forming possible structures used in a language. Furthermore, he states that grammar is not always about syntax and morphology, but it is all about linguistic chains and slots. It means that grammar will give such ability to someone (the speaker) to be able to chain some words in particular order (based on the rule) and also to give variation or finding another words which can slot into any link in the chain. So, in this particular case, to be able to communicate with others, it is necessary to possess ability on how to use grammar correctly. Likewise, learning grammar does not necessarily mean to learn about the grammar itself, but also other aspects of language.

Additionally, according to Radford (1988:2), grammar refers to the set of rules or principles on how to construct, pronounce, and understand phrases and sentences in the language concerned. It means that in learning grammar, one should not only learn the aspect of syntax, but he/she must also learn the aspect of phonology and morphology. Therefore, by mastering grammar, it is possible for someone to speak about something in the language correctly and smoothly.

Moreover, Praise and Meenakshi (2015) stated that within the context of communication, the role of grammar is not merely regarded as a device to regulate the rules in producing the language, but something more than that.

Similarly, Chomsky () in the discussion of generative grammar proposes a term called Universal Grammar which is related to the highly abstract principle inside human's mind. In this matter, grammar is considered to be an internal knowledge related to the process of how to produce the language. Hence, it can be said that language is the reflection of the grammar itself. Thus, having appropriate grammatical competence will help the learners to possess such ability in producing the language. It is closely related to how to combine lexical resources as well as the rules correctly.

Moreover, grammar is also related to the ability in understanding the message or the idea delivered while having interactions with other people. Therefore, it has such significant role to make communication takes place.

Significance of Grammar

Proper grammar is also essential for understanding English as a second language as well as for learning a new language since all languages follow grammatical patterns. With the United States being a melting pot of nationalities and foreign language speakers, hearing proper, consistent English is extremely helpful to encourage fluency. This, in turn, aids native English speakers in understanding other dialects, as well.

From persuasive papers to resumes, grammatical errors immediately take away the intended strength necessary to acquire an ally on an issue or an invitation for a job interview. In both situations, grammatical inconsistencies make influential words less poignant.

While correct grammar is a valuable tool for success in many areas of life, it is not used to create a gap in the social world. It is not a tool for segregation, but a tool to opening doors by being heard and understood more clearly. While correct grammar will offer an edge in a job

interview, it won't be so obvious as to cause a separation from the masses in casual conversation.

Generally, just as rules are necessary in everyday situations, grammar rules are likewise essential in everyday life for clarity of meaning and intent.

The System of Grammar: Rules about How a Language Works

Grammar can mean a system of rules, which allows the users of the language in question to create meaning by building both meaningful words and larger constructions of sentences. The New Encyclopaedia Britannica suggests that grammar, at its basic level, comprises "rules of a language governing the sounds, words, sentences and other elements, as well as their combination and interpretation".

According to The World Book Encyclopaedia, grammar "depends on three features: word order, inflection, and function words", which one could study in a grammar textbook.

However, complications arise in attempting to distinguish a primary allocation of meaning for grammar in that many sources omit acknowledgement of a pre-existing system and denote grammar first as the study of the system. For example, the Encyclopaedia Americana gives the following definition of the word: "in its simplest sense, [grammar] is the study of how a language works. More specifically, it is the study of those systems and patterns that operate in a language to give meaning to an utterance..."

Correspondingly, Webster's Third New International Dictionary (1971 & 1986) also defined grammar as the branch of linguistic study that deals with the classes of words, their inflections or other means of indicating relation to each other, and their functions and relations in the sentence.

RESEARCH METHODOLOGY

Research Design

The descriptive correlational method of research was employed in this study. This study described the self-assessed and grammatical competence performances of the freshmen K-12 graduates and the last batch of teacher education students of Cagayan State University, Lal-lo Campus. Moreover, it also focused on the students' age, sex, civil status, course, year level, educational attainment, occupation and income of parents. Further, it looked into the aspect of grammar the students are strong and weak.

It is correlational as it ascertained if there are differences in the performances of the k-12 graduates and the last batch of teacher education students in their linguistic/grammatical competencies and if there is a relationship between the grammatical/linguistic competencies of the ESL prospective teachers and their profile variables and self-assessed grammar/linguistic competencies.

Population and Sample

The first batch of the K-12 graduates of various schools and the last batch of teacher education students enrolled at Cagayan State University, Lal-lo Campus are the respondents of the study. Ninety three students were randomly sampled.

Instruments

In order to facilitate a well-organized data collection, a questionnaire and the grammar test were used to gather needed data for the study. The questionnaire elicited information on the profile of the students and the grammar test was used to determine the grammatical competence of the first batch of K-12 graduates and the last batch of the teacher education students. The test is a multiple-choice type composed of 50 items. It tested the students' competencies in correct usage of parts of speech, pronoun-antecedent agreement, subject-verb agreement, syntactic analysis and error analysis. The grammar test was subjected to expert validation.

Data Collection

The study was guided by the following three steps. First, permission to conduct the study from the Campus Executive Officer and the deans of the different colleges was sought. Second, the mechanics of the instruments were explained to the respondents before distribution. Finally, retrieval of the instruments was immediately done to ensure a 100% data collection.

Letters requesting permission from the Campus Executive Officer of Cagayan State University Lal-lo and the College Deans were prepared and forwarded before conducting the research. Upon approval, the instruments needed in gathering data were prepared and validated. Then, the questionnaires were personally distributed for the respondents to answer individually. For the grammar test, it was administered per section. The respondents were arranged and seated apart from each other to ensure that cheating was avoided, also to ensure the reliability and validity of the test results.

Data Analysis

The data collected were tallied, tabulated and analyzed. Descriptive statistics like frequency counts and percentage distribution were used to analyze the profile of the respondents; weighted mean for the perceptions of the k-12 graduates in their grammar competencies and mean and standard deviation for their grammar/linguistic performances.

The 4-point scale below was used in the study.

Scale	Arbitrary point	Adjectival description
4	3.26-4.00	always
3	2.34-3.00	often
2	1.67-2.33	sometimes
1	1.00-1.66	never

The t-test was used to determine the difference of the linguistic competencies of the first batch of k-12 graduates and the last batch of teacher education students.

The Pearson Product Moment Correlation was used to determine relationships of the grammar/linguistic competence of the k-12 graduates and the senior teacher education students and their select profile variables and self-assessed grammar competencies.

RESULTS AND DISCUSSION OF FINDINGS

Profile of the Respondents

The profile of the senior teacher education students and the first batch of K-12 graduates in terms of age, sex, civil status, course, year level, parents' educational attainment, parent's occupation and family monthly income is shown in Table 1.

In terms of age, most of the respondents (44 or 47.31 percent) are 19 years old followed by the 22 (23.66 percent) 20 years old and the least (2 or 2.15 percent) are 22 years old. This result reveals that the majority of the respondents are on their right ages for their year level. The 44 students whose age is 19 could be the fresh graduates of the k-12 curriculum due to the additional two years for senior high school while those whose ages are 20 and above could be the senior education students who are the last batch of the old curriculum.

For their sex, the majority of the respondents are female with a frequency of 72 (77.42 percent) compared to the 21 or 22.58 males. This finding implies that the teacher education course attracts more female than male. This could be due to the nature of the job which entails a lot of paper work and parenting activities.

For civil status, 87 or 93.55 are single and the rest (six or 6.45 percent) are married. Findings imply that the senior education students and the first batch of k-12 graduates prioritize education over marriage or family responsibility.

Further, when they were asked about their choice of course, between elementary education and secondary education, the majority (82 out of 93) preferred the latter over the former. These students may have felt the difficulty of teaching children over adolescents. Findings imply that the secondary education course is more attractive than elementary education to the students. In terms of year level, the respondents were almost equally distributed with 46 fourth year and 47 first year.

For the highest educational attainment of their parents, results reveal that most of the respondents' parents are high school graduates (32-mother, 29-father). Only few obtained a degree (10-mother, 9-father). Findings imply that the parents of the respondents do not give priority to education or finishing a degree.

For the occupation of their parents, results reveal that their mothers are unemployed (79 out of 93) while their fathers earn a living by farming (47 out of 93). This data jibe with the earlier finding that their parents are only high school graduates. Hence, they do not have stable jobs.

Finally, for their monthly family income, results show that more than half of their parents (55 or 59.14 percent) earn a monthly income range of 5,000 and 9,999 pesos; followed by the 21 parents earning an income on the range 5000 and below. Only few (10) have incomes on the range 10,000-14,999. These results imply that the parents of the respondents earn a very meager income for their families monthly. This finding also jibes with the earlier findings shown in the same table that their parents are high school graduates without stable jobs.

Table 1

Distribution of the respondents in terms of profile variables.

Variable	Frequency (n=93)	Percentage
Age		
24 and Above	4	4.30
23	3	3.23
22	2	2.15
21	3	3.23
20	22	23.66
19	44	47.31
18	15	16.13
Mean = 19.71	SD = 1.78	
Sex		
Female	21	22.58
Male	72	77.42
Civil Status		
Single	87	93.55
Married	6	6.45
Course		
BSED	82	88.17
BEED	11	11.83
Year Level		
4th Year	46	49.46
1st Year	47	50.54
Mothers' Educational Attainment		
Masteral Graduate	2	2.15
College Graduate	9	9.68
College Undergraduate	11	11.83
Vocational Graduate	1	1.08
High School Graduate	32	34.41
High School Undergraduate	15	16.13

Elementary Graduate	7	7.53
Elementary Undergraduate	16	17.21
Fathers' Educational Attainment		
Masteral Graduate	0	0.00
College Graduate	10	10.75
College Undergraduate	10	10.75
Vocational Graduate	2	2.15
High School Graduate	29	31.18
High School Undergraduate	11	11.83
Elementary Graduate	6	6.45
Elementary Undergraduate	25	26.89
Mothers' Occupation		
Unemployed	79	84.95
Farming	4	4.3
Teaching	4	4.3
Business Entrepreneur	3	3.23
OFW	2	2.15
Fathers' Occupation		
Farming	47	50.54
Others	16	17.21
Driving	11	11.83
Carpentry	9	9.68
Unemployed	10	10.76
Monthly Income of Parents		
20,000 and above	3	3.23
15,000 and 19,999	3	3.23
10,000 and 14,999	10	10.75
5,000 and 9,999	55	59.14
4,999 and Below	21	22.58
Mean = 6,634.00	SD = 6,179.00	

Self-assessed Grammatical Competence

When the students were asked to conduct a self-assessment on their grammatical competence along subject-verb agreement, pronoun-antecedent agreement, correct usage, syntax analysis and error identification, they claimed they were a little competent in grammar as manifested in the overall weighted mean of 2.5. They claimed they were a little competent in error identification and syntactical analysis, but they were competent in subject-verb agreement, correct usage and pronoun-antecedent agreement as shown in their respective mean ratings of 2.6, 2.58 and 2.55.

Table 2

The self-assessment of the k-12 graduates in their grammatical competence.

Competency	Weighted Mean (n=93)	Descriptive Value
Subject – Verb Agreement	2.60	<i>Competent</i>
Correct Usage	2.58	<i>Competent</i>
Pronoun – Antecedent Agreement	2.55	<i>Competent</i>
Error Identification	2.40	<i>Competent a Little</i>
Syntactical Analysis	2.39	<i>Competent a Little</i>
Overall Weighted Mean	2.50	<i>Competent a Little</i>

Legend:

Weighted Mean	Descriptive Value
3.28 – 4.00 >>	Very Competent
2.52 – 3.27 >>	Competent
1.76 – 2.51 >>	Competent a Little
1.00 – 1.75 >>	Incompetent

Performance of the Last Batch of Teacher Education Students and the First Batch of the K-12 Graduates in the Grammar Test

The respondents were given a 50-item test to evaluate their competency in grammar specifically on the categories correct usage, pronoun-antecedent and subject-verb agreement, syntax analysis and error identification. Out of the 50 items, more than half of the students

(54 out of 93) garnered scores on the range 20-29, which means that they displayed a satisfactory performance. However, 32 out of 93 students garnered scores with 30-39 range indicating that they performed very satisfactorily in their grammar test. This result is followed by those students who garnered scores on the range 10-19 (fair) and 40-50 (outstanding) with frequencies of six and one, respectively. The result implies that the senior education students and the first batch of K-12 graduates have not achieved mastery of grammar; hence, they are not yet proficient or competent in the English language.

Table 3

The performance of the last batch of pre-service teachers and the first batch of K-12 graduates in the grammar test.

Variable	Frequency (n=93)	Percentage
40 to 50 (Outstanding)	1	1.08
30 to 39 (Very Satisfactory)	32	34.41
20 to 29 (Satisfactory)	54	58.06
10 to 19 (Fair)	6	6.45
0 to 9 (Poor)	0	0.00
Mean = 27.12 (Satisfactory)	SD = 5.52	

Performance in the Different Categories of the Grammar Test

Table 4 presents the performance of the senior teacher education students and the first batch of K-12 graduates in the grammar test specifically on correct usage, pronoun-antecedent agreement, subject-verb agreement, syntax analysis and error identification.

The students are strong in the application of pronoun-antecedent agreement rules with a category mean of 7.83 (very satisfactory); however, they were weak in the application of rules in correct usage and subject-verb agreement rules, in analyzing sentences and in identifying sentence errors as manifested in their weighted means of 4.87, 4.78, 4.80 and 4.84, respectively.

Generally, the students performed satisfactorily in the grammar test as indicated by the grand mean of 5.42, which implies that the students have not yet achieved mastery of grammar rules. Hence, they could not display fluency and competency in grammar. Findings mean further that the students are not proficient in the English language.

Specifically, on the category pronoun-antecedent agreement, the majority (64 out of 93 of students got a score ranging from 8-10 out of ten items, which indicates that they displayed an outstanding performance in this category. This finding implies that the students achieved mastery in applying rules on pronoun-antecedent agreement. However, they generally performed satisfactorily along this category as shown in the category mean of 7.83. On the other hand, the students performed satisfactorily along subject-verb agreement, syntax analysis, error identification, and correct usage as manifested in their respective category means of 4.78, 4.80, 4.84 and 4.87. It is therefore very necessary that both the senior teacher education students and the first batch of k-12 graduates should possess grammar/linguistic competence to express their thoughts and ideas properly and correctly.

Related to the findings is the study of Akbari (2014). She stressed that L2 learners' comprehension problems result from lack or insufficiency of grammatical knowledge specifically on recognizing and understanding different kinds of phrases and determining their head noun; recognizing and understanding different kinds of clauses and determining their grammatical function; recognizing the main sentence in a complex sentence and consequently failing to recognize the main verb of the sentence; retrieving the omitted parts of a sentence (where ellipsis occurs); recognizing the role of conjunctive adverbs; recognizing the reference of the pronouns; recognizing and understanding the tense of the verb; recognizing two-part verbs; understanding the reversed parts; understanding the passive sentences; lack of knowledge of Phrase breaking/ chunking/ clustering; recognizing the idiomatic expressions and phrasal verbs; lack of knowledge of collocations; and false generalizations or stereotyping about words with similar spelling or pronunciation. Further, she offered some techniques in overcoming grammatical problems which hinder reading comprehension. 1. Asking Wh questions and answering them in order to elicit the semantic and syntactic relationship between different parts of a complex and/or compound sentence 2. Raising students' consciousness about the role of punctuation marks in reading comprehension 3. Bringing the omitted parts back to their original place 4. Identifying the main sentence and the dependent sentence (s) in complex-compound sentences and understanding their semantic and syntactic relationship 5. Identifying the reference of the pronouns 6. Simplifying long sentences by omitting pre- and post-modifiers of nouns and adjective clauses whether restrictive

or nonrestrictive 7. Learning how to use the grammatical information available in monolingual dictionaries 8. Learning "phrase breaking" and recognizing phrases in long sentences to promote reading comprehension and increase its speed 9. Identifying the head noun of different kinds of phrases.

Table 4

The performance of the respondents in the different categories of the grammar test.

Variable	Frequency (n=93)	Percentage
Correct Usage		
8.00 to 10.00 (Outstanding)	3	3.23
6.00 to 7.99 (Very Satisfactory)	33	35.48
4.00 to 5.99 (Satisfactory)	37	39.78
2.00 to 3.99 (Fair)	19	20.43
0.00 to 1.99 (Poor)	1	1.08
Category Mean = 4.87 (Satisfactory)	SD = 1.65	
Pronoun-Antecedent Agreement		
8.00 to 10.00 (Outstanding)	64	68.82
6.00 to 7.99 (Very Satisfactory)	21	22.58
4.00 to 5.99 (Satisfactory)	4	4.30
2.00 to 3.99 (Fair)	4	4.30
0.00 to 1.99 (Poor)	0	0.00
Category Mean = 7.83 (Very Satisfactory)	SD = 1.65	
Subject-Verb Agreement		
8.00 to 10.00 (Outstanding)	4	4.30
6.00 to 7.99 (Very Satisfactory)	21	22.58
4.00 to 5.99 (Satisfactory)	53	56.99
2.00 to 3.99 (Fair)	14	15.05
0.00 to 1.99 (Poor)	1	1.08
Category Mean = 4.78 (Satisfactory)	SD = 1.46	
Syntax Analysis		

8.00 to 10.00 (Outstanding)	5	5.38
6.00 to 7.99 (Very Satisfactory)	28	30.11
4.00 to 5.99 (Satisfactory)	36	38.71
2.00 to 3.99 (Fair)	21	22.58
0.00 to 1.99 (Poor)	3	3.23
Category Mean = 4.80 (Satisfactory)	SD = 1.86	
Error Identification		
8.00 to 10.00 (Outstanding)	5	5.38
6.00 to 7.99 (Very Satisfactory)	32	34.41
4.00 to 5.99 (Satisfactory)	35	37.63
2.00 to 3.99 (Fair)	18	19.35
0.00 to 1.99 (Poor)	3	3.23
Category Mean = 4.84 (Satisfactory)	SD = 1.72	3.23
Mean = 5.42 (Satisfactory)	SD = 2.06	

Furthermore, Thornbury (1999) stated that grammar is a study of forming possible structures used in a language. He states that grammar is not always about syntax and morphology, but it is all about linguistic chains and slots. It means that grammar will give such ability to someone (the speaker) to be able to chain some words in particular order (based on the rule) and also to give variation or finding another words which can slot into any link in the chain. So, in this particular case, to be able to communicate with others, it is necessary to possess the ability to use grammar correctly. Likewise, learning grammar does not necessarily mean to learn about the grammar itself, but also other aspects of language.

Finally, Ting, et al (2010) examined the grammatical errors in spoken English of university students who are less proficient in English. They found out that the error analysis of 126 oral interactions showed that the five common grammar errors made by the learners are preposition, question, article, plural form of nouns, subject-verb agreement and tense.

Difference between the Performances of the Last Batch of Senior Education Students and First Batch of K-12 Graduates in the Grammar Test

The study hypothesized that there is no difference of the performance in the grammar test of the last batch of teacher education graduates and the first batch of K-12 graduates. Result shows that there is a significant difference in their performances in the grammar test; hence, the null hypothesis is rejected. Finding means that the last batch of senior teacher education students and the first batch of K-12 graduates performed differently in the grammar test, which implies that the first batch of K-12 graduates performed better or higher compared to the last batch of teacher education students in the grammar test given. It means further that the first batch of K-12 graduates have higher competency in terms of correct usage, application of the rules on subject verb agreement, pronoun-antecedent agreement, syntactic analysis and error analysis over the last batch of teacher education students. Hence, the preparation of the first batch of K-12 graduates is enough to prepare them for college.

Table 5

Difference between the performances of the senior and freshmen k-12 graduate students in the grammar test.

Variables	Mean	S.D.	t-value	Probability	Statistical Inference
Last Batch of Teacher Education Students	24.1522	4.61383	6.026	.000	<i>Significant at 0.01</i>
First Batch of k-12 Graduates	30.0213	4.77534			

Relationship between the Grammar Proficiency of the Respondents and their Profile Variables and Self-Assessment on Grammar Competence

Presented in Table 6 is the correlation result of the grammar proficiency of the first batch of K-12 graduates and the last batch of teacher education students and their select profile variables and self-assessment on their grammatical competence. Results show that age, sex, course, year level, and father’s educational attainment significantly correlated with their grammatical proficiency as manifested in the r-computed values of .240, -.260, .281, .534, and .307, respectively.

Findings mean that the respondents whose age and year level are higher also have a higher grammatical proficiency. Further, the female k-12 graduates and senior education students

perform better compared the male and the first batch of k-12 graduates also performed higher compared to the last batch of teacher education students. Finally, the respondents whose parents have higher educational attainment also have higher grammatical proficiency compared to those students whose fathers have lower educational attainment.

Findings imply that the more mature the student is in age, the higher is his/her grammatical competency. Additionally, the female teacher education students are more proficient in grammar than the males. Also, the first batch of k-12 graduates have better preparation in their grammar proficiency compared to the last batch of teacher education students. Finally, the educational attainment of the parents of the respondents contributes much to the acquisition of the grammatical competencies of the education students.

On the other hand, Maleki, A., & Zangani, E. (2007) conducted a survey on the relationship between English language proficiency and academic achievement of Iranian EFL students. The results of descriptive analysis of the data showed that the mean of the language proficiency score of participating students was 9.49, and the standard deviation was 1.62, which indicates that the language ability of almost all students was low. The mean of the English speaking and writing subjects (lessons) scores were 14.68 and 13.60 while the standard deviations were 1.72 and 2.14, respectively, which demonstrates that the EFL students performed much better on English speaking subjects than on English writing subjects. Moreover, the result of the correlation revealed a significant relation between English language proficiency and academic achievement (GPA). The correlation coefficient of the two sets of scores was 0.48, which suggests that as English proficiency increases, so does academic success. In other words, there is a positive correlation between the two variables.

Table 6

Correlation Results between the Grammar Proficiency of the First Year K to 12 Graduates and the Senior Education Students and their Profile Variables and Self-Assessment on Grammar Competence.

Variables	r-computed	Probability	Statistical Inference
Age	.240*	.020	<i>Significant at 0.05</i>
Sex	-.260*	.012	<i>Significant at 0.05</i>
Civil Status	-.038	.719	<i>Not Significant</i>
Course	.281**	.006	<i>Significant at 0.01</i>
Year Level	.534**	.000	<i>Significant at 0.01</i>
Mothers' Educational Attainment	.124	.241	<i>Not Significant</i>
Fathers' Educational Attainment	.307**	.003	<i>Significant at 0.01</i>
Parents' Monthly Income	.154	.141	<i>Not Significant</i>
Self-assessment on Grammar Competence	.130	.214	<i>Not Significant</i>

CONCLUSIONS AND RECOMMENDATIONS

Based on findings, the following conclusions are drawn: first, the senior education students and the first batch of K-12 graduates' self-assessment and actual performance of their linguistic/grammar competence are similar; hence, they are not yet proficient or competent in the English language. Second, the students are strong in the application of pronoun-antecedent agreement rules; however, they are weak in the application of rules in correct usage and subject-verb agreement, in analyzing sentences and in identifying sentence errors. Third, the first batch of k-12 graduates have higher competency in terms of correct usage, application of the rules on subject-verb agreement, pronoun-antecedent agreement, syntactic analysis and error analysis over the last batch of teacher education graduates. Fourth, the more mature the student is in age, the higher is his/her grammatical competency. Additionally, the female teacher education students are more proficient in grammar than the males. Also, the first batch of k-12 graduates has better preparation in their grammar proficiency compared to the last batch of teacher education students. Finally, the educational attainment of the parents of the respondents contributes much to the acquisition of the grammatical competencies of the education students.

It is recommended that the DepEd curriculum planners should conduct an assessment about the implementation of the senior high school curriculum particularly on language subjects to determine the preparedness of the k-12 graduates in their college life.

Moreover, the senior high school English teachers should evaluate and enhance the grammar/linguistic proficiency of the senior high students specifically on the aspect where they are weak to provide them enough preparation for college life.

Finally, the curriculum implementers should conduct an achievement test among senior high school graduating students to evaluate their grammar/linguistic performances to serve as their basis in passing them and in enhancing their language curriculum.

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Reflective Teaching – A Source for Reconstituting Teaching Pedagogy

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Abstract

Modern teaching aids have gone through the roof for inculcating language skills among the Second language learners. Though focus has been given solely on the utilization and the development of teaching aids, it is another dimension which needs fine-tuning in the part of

teaching. A teacher whether a fresher or an experienced is supposed to have a change in their teaching pedagogy every now and then. One such practice which enhances pedagogy is the Reflective teaching. This reflective teaching needs self-analysis of the classes handled as well as it acts as a feed back to the teachers themselves. In this method the teacher will ponder on how he/she handled the class; what the positives and negatives are in the class; where manifestation is needed for further success and finally analysis is done whether he/she could justify that the students have understood the concept. This paper throws light on fine-tuning the effectiveness of teaching using self-analysis and developing one's own pedagogy to be successful in imparting the knowledge among the students. Further, it highlights the mistakes which a teacher does in the classroom and comes with a suitable solution for the same. This is tested with three topics handled in two different classes, where a faculty has used reflective teaching in one class and in another not applying the same in order to identify where it has an impact among the student's learning or not. It is proved in an empirical way that the class which has the impact of the reflective teaching in faculty shows good results. In all, the paper creates a positive awareness that reflective teaching has the power of reconstituting the teaching pedagogy by the teacher's themselves for the betterment of the students.

Key words: *Reflective teaching, Pedagogy, feedback, self-analysis and teaching*

Introduction

Teaching is not an acquired skill whereas learning is an inherent skill. The objective of teaching lies in the knowledge sharing. In higher secondary education it goes to the extent of knowledge acquiring with practical implications from student's perspective. Present Indian Education System focuses on the methodology of knowledge sharing and imparting to the highest level but application to the lowest level. There are some schools and colleges in India where application oriented learning takes place but not in all. Under such postulations, creating a new pedagogy is a challenge to the teachers. Instead the conventional practices are forced to be followed by the persons who enter the teaching job in schools and colleges. They are not motivated if they test a new strategy. Instead they are pressed to follow the existing nomenclature of chalk and talk. The objective here is, whether the students listen or sleep;

understand or confused, it is upon the teachers and students relationship in the given classroom set up.

Literature survey:

Reflective Teaching is a much adorned phenomenon but an unpracticed one. Everyone as a teacher wants to implement a new strategy in teaching. But owing to time and energy, laziness and pressed situations they are not able to implement any new teaching style upon reflecting their own teaching. As stated by Loughran (2002), “Reflection, in the words of a layman, “... simply means thinking about something,” but for some, “it is a well-defined and crafted practice that carries very specific meaning and associated action” (34). Ur (1999) states that, “the first and most important basis for professional progress is simply the teachers’ own reflection on daily classroom events. So, she gives emphasis to personal progress through reflecting on one’s own activities and practices that happened in the class and thinking.” Ur positively supports reflective practices to develop one’s own activities in their classroom.

Yang(2009) states that most of the teachers do not have critical reflection naturally and so he says that opportunities are to be provided for the student teachers. He further proposes that reflectivity is an acquired skill not an inherent one. Rollet(2001) states that “Experts rely on a large repertoire of strategies and skills that they can call on automatically, leaving them free to deal with unique or unexpected event... The wealth of knowledge and routines that they employ, in fact, is so automatic that they often do not realize why they preferred a certain plan of action over another. However, when questioned, they are able to reconstruct the reasons for their decisions and behavior”(p. 27). Here the teachers are imposed to exemplify what they have to change in their classroom.

Kennedy & Edwards (1998) have quoted three types of change suggested by Slater (1987) – “mechanistic or instrumental, interactive or ecological, and humanistic or individual”– which they view as three different models on a line moving from top-down, externally imposed, national systemic change at one end of the continuum to bottom-up, internally self-initiated, classroom-based change at the other”(p. 45). Tung (2018) states that reflection is a convincingly deciding factor of ESP teachers’, growing individual awareness and identity that addresses the shortcomings of current scenarios of teacher education. Three themes will be accordingly listed as to 1/ the devastating influences of the low pre-identified

individual perception of English language learning and the discouraging teaching career, 2/ Reflective practice roots out ESP teachers' teacher professional discourse, and 3/ Some possible suggestions to develop agency among teachers of English. (p.1). Tung implies reflective teaching to be one of the best methods of teaching pedagogy. Kaya et. al.,(2019) state that, "a teacher's professional knowledge, beliefs regarding learning and teaching, along with the classroom practices, are in fact the reflections of identity. Thus, an understanding of a teacher's identity along with the factors contributing to the identity construction, reconstruction and development is of paramount importance in teacher education and continuous professional development"(p. 58). Ponce (2018) states that "tenured and more experienced teachers should be trained to learn the principles and practices of mentoring. Then, they will be assigned to mentor novice teachers so that these teachers will be helped in the course of their adjustments in the academic environment"(p.150). Ponce here implies that mentoring is needed for teaching improvement. Weda et. al.,(2018) state that "self-efficacy belief, motivation, and learning strategies need to be introduced to language learning in the classroom setting and the language learners need to have self-efficacy, motivation, and good learning strategies if they want to succeed in language learning"(p.168). As Weda states learning strategies are to be included in the learning forum and it is really a welcoming note. From the above mentioned literature review it is sure that reflective teaching has a good impact for teachers' monitoring and development. This paper analyses the impact of the reflective teaching of the students in the student's understanding ability which is considered as a gap in this research arena. It further demonstrates how the feedback attained from the students help in the usage of pedagogy for their academic improvement.

Research Gap:

N-number of research works have been done on reflective teaching from the perspective of monitoring and self-tuning from the teachers' side. But the impact of the reflective teaching on the students understanding, the change of pedagogy assimilated for better understanding and the results of the students' understanding in terms of academic achievements especially with rural backdrop professional college students were not dealt with. In this research, the aforementioned points are analyzed exclusively on the basis the three parameters like subject-verb agreement, usage of cohesive devices and idioms in the students' language usage. In all,

no other researcher has worked on the aforementioned parameters and further, this paper substantiates that reflective teaching creates an impact on the students' understanding the concepts using an empirical study. This paper moves from monitoring to methodology implication for clear understanding of concepts among the students.

Hypothesis:

Hypothesis 1:

Reflective teaching creates an impact in students understanding the concepts

Null Hypothesis:

Reflective Teaching does not create an impact in students' understanding the concepts

Methods of Reflection

Reflection on teaching could be done in multiple ways. Firstly, it is by writing a reflective journal or diary. It could even be in the form of a memoir. The teacher will note down what she /he has come across in the day's classroom. Everyday recording will help them to enhance their lecturing style. Secondly, advice from peers will help them to enhance the delivery style. The experiences and the pitfalls encountered by the peers will provide a cautious platform for the teachers. Thirdly, to have video tapping or audio recording of one's lecture. Here the mistakes done by the faculty get revealed clearly. The positive aspect could be highlighted. This will make the teachers to peep into the aspects like how much they talk, about what, whether their explanations are clear, whether they allocate time for students talk and their approach towards the students and the students' expectation towards teaching. Fourth is the feedback by the higher-cadre members. The seniors will come and listen to the class and suggest modifications. Next is the observation by colleagues and friends from your own department. In this method, we can receive comments and suggestions from heart-core from the friends group. The next one is the feedback from the students. In this context, the expectations from the students could be identified very easily. Based on the feedbacks, their

understanding of lecture, their expectation, their difficulties could be identified and action research could be done to enhance one's delivery.

Target Group

The researchers have planned to use their own classroom as the research forum. They handled two first year Engineering Classes. They have planned to use one section (A) as the controlled group and another section (B) as the target group. Both A and B had the same strength of 60 each with the same cognitive level.

Methodology

As this is implemented to the first year students group, the shift in their paradigm from school to college has enhanced their vision and ideas. Hence the eagerness and new environment have created a fruitful impact in them to have open-mindedness to receive. But some students who are far away from native town suffer home-sickness. The problems felt by the researches at first were to bring all the students into the mode of listening to the class. General mode of teaching was implemented to A and B. The results of the students were average. Then for A, the same mode was continued. But for team B, the teacher collected feedback from the students upon the difficulties faced by them. Then upon the expectations, modifications were made in the teaching pedagogy from chalk and talk method to Task-based learning and application oriented learning.

Pedagogy applied:

Both Team A and Team B were handled by the same course teacher. Both the teams were given 45 questions in the beginning and results were taken for consideration. In team A, no reflective practices were applied. Simply chalk and talk method and conventional teaching styles were used. For Team B, after the preliminary test, the faculty member received a feedback pertained to his teaching. The students gave feedback based on which the teacher modified his lecturing style from chalk and talk to task-based edutainment classroom. A

detailed pedagogical application is given as Annexure I. The questionnaire in the mode of feedback is attached as Annexure II.

Testing strategy:

A test with 45 questions was conducted to Team A and Team B at first. The scores attained by them are given in Table 1. Similarly, after the implementation of Reflective teaching practice to Team B, another set of questions with same cognitive level is given to the students of Team A and Team B in which the students shown a remarkable difference in the attainment of scores. The scores attained by them after the implication of pedagogy are given in Table 2. The tested phenomena are subject-verb agreement (15 questions); usage of cohesive devices (15 questions) and usage of idioms (15 questions) in sentences. Multiple choice questions with cloze notes answering style were given to the students.

S. No	Test	Score (I)	Students No.(Team A)	Students No.(Team B)	Score (II)	Students No.(Team A)	Students No.(Team B)	Score (III)	Students No.(Team A)	Students No.(Team B)
1	Subject-verb agreement	0-15	35	33	16-30	18	15	31-45	7	12
2	Cohesive Devices	0-15	21	26	16-30	27	25	31-45	12	9
3	Idioms	0-15	29	24	16-30	22	29	31-45	9	7

Table 1

S. No	Test	Score (I)	Students No.(Team A)	Students No.(Team B)	Score (II)	Students No.(Team A)	Students No.(Team B)	Score (III)	Students No.(Team A)	Students No.(Team B)
1	Subject-verb agreement	0-15	19	7	16-30	26	31	31-45	15	22

2	Cohesive Devices	0-15	15	8	16-30	33	39	31-45	12	13
3	Idioms	0-15	15	12	16-30	27	29	31-45	17	21

Table 2

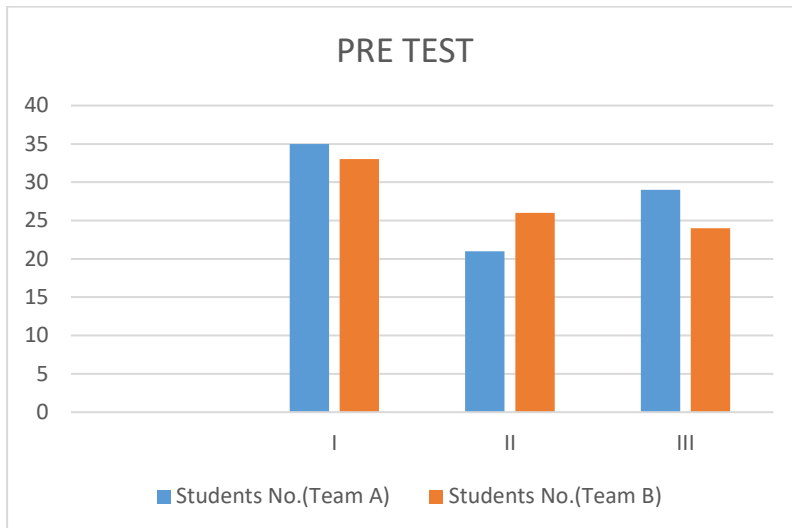


Fig. 1

Fig.1. represents the difference in scores attained by the two classes in Team A and Team B. I represents the number of students who have secured between 0-15 in subject-verb agreement. In all 35 students in Team A and 33 students in Team B have got between 0-15 marks in I. II represents the marks secured between 0-15 in the usage of Cohesive devices with 21 students in Team A and 26 in Team B. III represents the marks secured between 0-15 in the usage of Idioms with 29 students from Team A and 24 students from Team B.

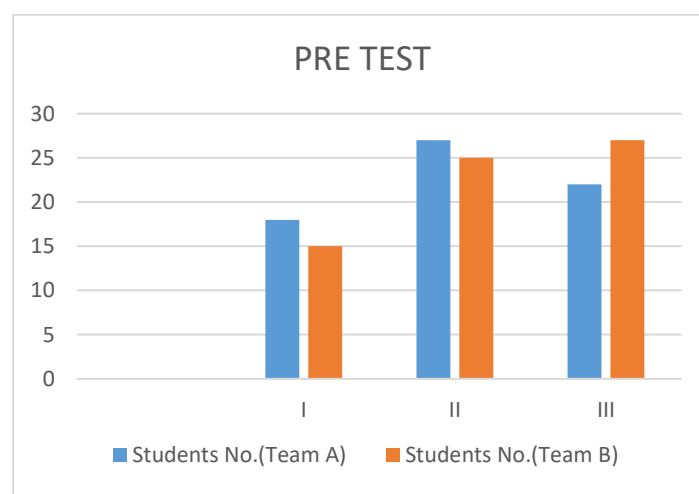


Fig. 2

Fig. 2. shows the difference in scores attained by the two teams between 16-30. I represents the number of students who have secured from 16-30 in the usage of subject-verb agreement. In all, 18 students in Team A and 15 students in Team B have got between 16-30 marks in I. II represents the marks secured between 16-30 in the usage of Cohesive devices with 27 students in Team A and 25 in Team B. III represents the marks secured between 16-30 in the usage of Idioms with 22 students from Team A and 29 students from Team B.

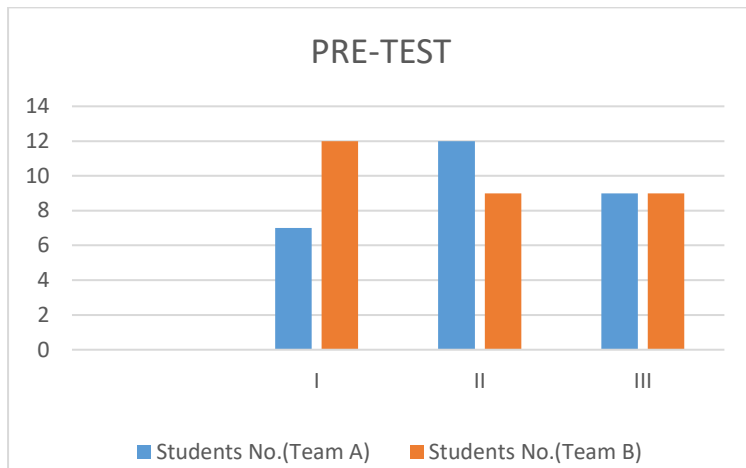


Fig. 3

Fig. 3. indicates the difference in scores attained by the two classes between 31-45. I represents the number of students who have secured from 31-45 in the usage of Subject-verb agreement. In all 7 students in Team A and 12 students in Team B have got between 16-30 marks in I. II represents the marks secured between 31-45 in the usage of Cohesive devices with 12 students in Team A and 9 in Team B. III represents the marks secured between 31-45 in the usage of Idioms with 9 students from Team A and 7 students from Team B.

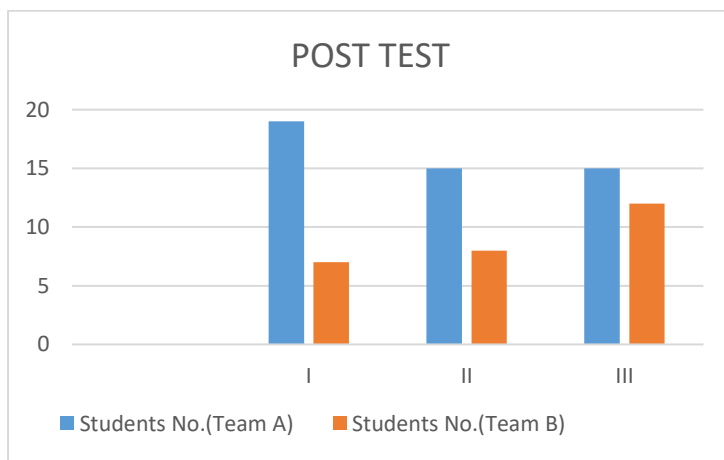


Fig. 4

Fig. 4. highlights the difference in scores attained by the two classes in Team A and Team B. I represents the number of students who have secured between 0-15 in subject-verb agreement. In all 19 students in Team A and 7 students in Team B have got between 0-15 marks in I. II represents the marks secured between 0-15 in the usage of Cohesive devices with 15 students in Team A and 8 in Team B. III represents the marks secured between 0-15 in the usage of Idioms with 15 students from Team A and 12 students from Team B.

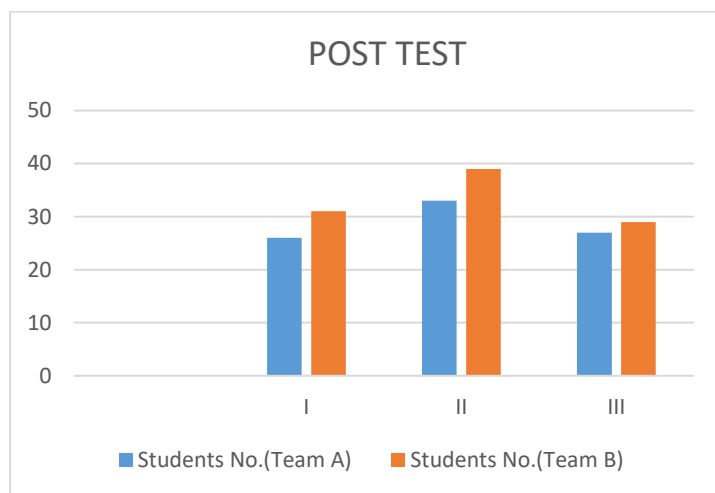


Fig. 5

Fig. 5. depicts the difference in scores attained by the two classes in Team A and Team B in scoring between 16-30. I represents the number of students who have secured from 16-30 in the usage of Subject-verb agreement. In all 26 students in Team A and 31 students in Team B have got between 16-30 marks in I. II represents the marks secured between 16-30 in the usage of Cohesive devices with 33 students in Team A and 39 in Team B. III represents the marks secured between 16-30 in the usage of Idioms with 27 students from Team A and 29 students from Team B.

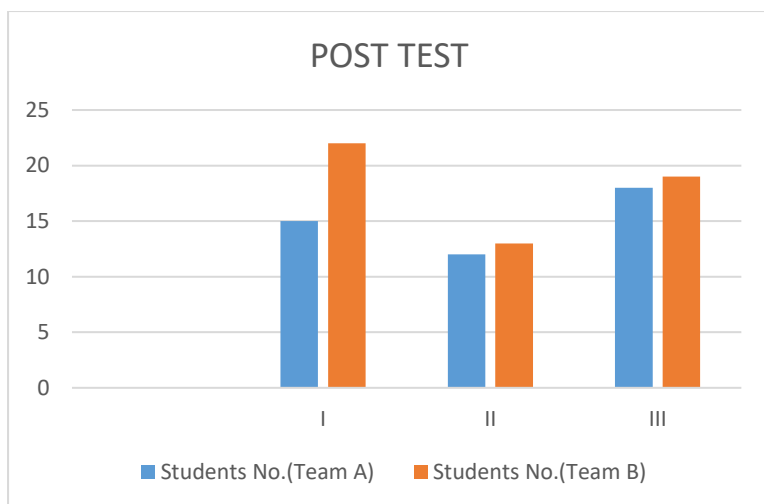


Fig. 6

Fig. 6. indicates the difference in scores attained by the two classes in Team A and Team B in scoring between 31-45. I represents the number of students who have secured from 31-45 in the usage of subject-verb agreement. In all 15 students in Team A and 22 students in Team B have got between 16-30 marks in I. II represents the marks secured between 31-45 in the usage of Cohesive devices with 12 students in Team A and 13 in Team B. III represents the marks secured between 31-45 in the usage of Idioms with 17 students from Team A and 21 students from Team B.

Questionnaire:

A questionnaire was circulated among the students of Team B to identify the difficulties faced by them. Upon the feedback issued by the students the faculty was able to make some changes in the teaching style. The response to the questionnaire on five point scale, in which 5 represents Excellent, 4-Good; 3- Moderate; 2- below average and 1 – poor, is given below:

Question No.	5	4	3	2	1
1	25 %	23%	28%	15%	8%
2	42%	42%	5%	8%	3%
3	22%	22%	43%	7%	7%
4	32%	27%	35%	7%	0%
5	5%	30%	20%	17%	28%

Table 3

6. Difficulties faced in classroom as stated by students:

1. Sleepy because of overloading
2. No activity oriented
3. Want to get involved in activities
4. You are dictating fast.
5. Needs role play with the contents taught

Based on the feedback by the students the course teacher identified the problems faced by the students. The teacher identified that majority of the students are not able to take notes. So he happened to analyze and took improvement measures for the same. The teacher identified that the students could understand his language and choice of words. Hence upon the feedback, the teacher has taken the following initiatives aiming at better results. Lakshmi.C. (2018) “The doubts can be clarified very easily with the usage of pictures, videos and pdf files. While using the relevant pictures for the vocabulary, the understanding level of students is increased” (p.93). For the problem in taking notes, the teacher has identified two strategies. One is distribution of worksheets with pictures to save time. Secondly, slow dictation of words. The teacher has made use of role play activities and made the students to get involved in the classroom. Further, each explanation was done with activities like Just A Minute and finding answers in worksheets with multiple choice questions and team work activities.

The results of the students after using these strategies are given in Table 2.

The difference in the attainment of results is given below:

S.No.	Pre test 0-15	Post test 0-15	Pre test 16-30	Post test 16-30	Pre test 31-45	Post test 31-45
Subject Verb agreement	16	26	8	16	8	10
Cohesive devices	6	18	6	14	0	4
Idioms	14	12	0	2	9	10

Table 4

The values are drawn by comparing the number of students secured between 0-15,16-30 and 31-45 by Team A and Team B in Pre and Post test. In all the students who secured in subject-verb agreement between 0-15 have gone down from 35-19 and 33-7 in Team A and Team B respectively. The difference is given as 16 and 26. From this it is clear that after

applying reflective teaching style, the students who secured between 0-15 have reduced considerably in their post-test performance. Similarly, there is a rise in numbers in second and third. In all, it is identified that the conventional style has had an impact among the members. But teaching as per the feedback earned and following different strategies upon reflection has got a good result.

Proving Hypothesis:

It is identified from Table 4 that the students have shown remarkable development in the new lecturing methods followed by the faculty members after implementing reflective teaching methodology. Hence the null hypothesis that “Reflective Teaching does not create an impact in the students’ understanding level of the concepts” is rejected. In addition, the hypothesis, “Reflective teaching creates an impact in students understanding the concepts” has been proved.

Limitations of the research:

In this research, the researchers identified that the teachers are not ready to make any changes in their teaching style. Further, they are really reserved when informed to initiate this new pedagogy in their classroom. Feeding students on their expectation is even considered to be a negative part in their teaching.

Conclusion:

In this research paper, the researchers have worked on to identify whether reflective teaching has created any impact in the students understanding. Even though so many pedagogies are already identified for various teaching styles, this reflective teaching is a self-reliant and self-satisfying one. As stated by Lakshmi (2019) “...an alternate pedagogy has to be implemented to keep them (students) on toes for learning...which demands special attention from teacher’s desk”(p.16). Further, it creates a forum for the teachers to analyze their own teaching strategies and to analyze the pros and cons of their teaching style.

Although it is not acceptable by so many teachers who believe on conventional teaching methods and who have strong faith that their teaching style is not to be tested, it is quiet suitable for the upcoming teachers. The conventional method and reflective teaching method both

produce good results but the reflective teaching has produced better results than the conventional ones. Though challenges are there for implementation of the same among the teachers, it is quite important for each of the teacher to reflect their teaching style to know the students better, to understand the pitfalls as well as to understand the level of the impact of the lecture on the students. Hence, this paper proves that reflective teacher creates a forum for the teachers to refine and rephrase their teaching strategies for better understanding among the students. This strategy will increase the teaching potentiality of each teacher thereby gaining confidence in them and having the sense of satisfaction after the class is over.

The core objective of teaching, imparting knowledge to students, will be served without any errors. This will provide a forum for students to have better knowledge on the subject. On the whole, reflective teaching is a proven practice, across the world, and is highly needed for every teaching irrespective of any subject, to explain the concept to the students without ambiguity but with the sense of fulfillment. Future researchers could work on various reflective teaching practices which need to be followed by teachers of English in Arts and Science colleges while dealing with grammar.

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Annexure I:

Explanation of Pedagogy Implication done in this research:

Both Team A (Controlled Group) and Team B (Target Group) were handled by the same course teacher. A preliminary test on subject-verb agreement, cohesive devices and idioms usage was conducted and the results were noted for analysis. For team A, no reflective practices were applied. Simply chalk and talk method and conventional teaching styles were used. For Team B, after the preliminary test, based on feedback from students, pedagogy was changed especially from chalk and talk to task-based edutainment classroom.

As the students felt difficulty in taking notes they were given with worksheets with pictures. For subject-verb agreement pictures were given for easy understanding. They were supposed to answer the questions based on the given pictures. Further, a Power Point Presentation (PPT) with subject-verb agreement with animation was used to explain the concept. The last PPT was with questions and the students were split into groups for answering.

Further, rapid-round questions were asked to each student to keep them on toes and to create interest among them. These all activities initiated a learning interest among the students. As the students feedback was “they feel sleepy”, their attention was totally arrested by using all these sorts of variety teaching aids.

As the students feel bored and tough to take notes, a PPT comprised of cohesive devices with pictures were given. The students were given with a listening task with a worksheet in which they have to identify the language functions available in the audio track. The students were highly interested to listen and to find out the cohesive devices. Following this a Just a minute activity was given to the students with the usage of five cohesive devices in their presentation. The script for the just a minute was corrected and verified before their presentation to find out the effective usage of the same.

The idioms were taught with pictures and animations. Further animated video related to idioms usage in sentence construction was beamed in the classroom for better understanding as well as to gain attention. Following this, a role play was conducted with topics related to the usage of idioms in sentences. While they perform they must have used a minimum of three idioms in their conversation. The students were motivated to utilize the opportunity to speak in front of the audience and furthermore, they were able to use idiomatic expressions.

In all the aforementioned pedagogies were implied to have a clear picture of the content among the students. After the implication a post-test was conducted amidst the Controlled and Target group and results were taken for analysis. The empirical results reveal that the reflective teaching has an impact in the students understanding of the concept.