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## Foreword

The fourth issue of Asian EFL Journal's December Edition presents studies in language pedagogy, language skills assessment and linguistics.

We are now living in a borderless world and educational policies are moving towards internationalization whereas it involves integration of intercultural dimensions to higher education's pedagogy. Saquing's descriptive-correlational study found that higher skill level in English showed better intercultural communicative competence in students.

Writing is a dreaded skill in English and because of its rules and intricacies, it often creates anxiety in students. Abdon looked into the relationship of anxiety level and writing skills wherein results of the study indicated that although students performed well, with average to high writing proficiency as revealed in the writing performance test, they had moderate to high levels of writing anxiety. This explains the facilitative effect of anxiety, which makes students perform well despite the given circumstance.

The final requirement to graduate in a master's program is to present a thesis that can contribute to the existing body of knowledge in a specific area of expertise. Panolong examined the trends in these theses with focus on approach, research design, participants, tools, statistical treatment and type of output.

Yunus, Kandasamy and Hashim explored how pedagogical content knowledge of ESL teachers affects the instructional practices in teaching English and found that using the right instructional practice is paramount for the learners to follow instructions and learn the language effectively.

So to cope up with the dynamics of education and technology, more and more teachers are looking into ways how they can blend the traditional face-to-face instruction with an online interactional approach. Coffin and Pinchai reviewed the practice of blended learning and teaching in an intensive English program and found that the blended approach offered a suitable proportion between the face-to-face learning and online learning in enhancing students' proficiency and other valuable skills.

Many students check their social media accounts every minute and this is fast becoming a culture in some communities. With this social media practices of students, Shalini Upadhyay and Nitin Upadhyay suggested the use of Twitter as a learning tool presenting a conceptual model that uses tasks, activities and projects to enforce SLA via microblogging.

Ragawanti, Mujiyanto, Agustien and Bharati proposed the use of Systemic Functional Linguistics (SFL) perspective to investigate on EFL pre-service teachers' belief, opinion, attitude, or cognition. They further claimed that it is helpful for EFL (novice) teachers to understand their own cognition from a more justified and comprehensive lense, to improve thier teaching, and to develop their professionalism as teachers.

Fuisting and Morgan explored some of the issues related to the use of peer review in English as a Foreign Language (EFL) writing classes. The case study revealed that participants used both common methods to implement peer review as well as their own unique techniques.

In the socio-linguistic analysis of "harana" songs, Temporal and Mina looked at ways on how to analyze folk literature to explore an unbiased evaluation of the values and worldview of people through their language in their songs.

Artini and Padmadewi's study aimed at describing how student teachers learn to reflect, what they reflect on, and what they think about the benefits of learning to reflect in teaching. It is through self-reflection practice that teachers get to understand their teaching performance and evaluate peers' performances. These shaped the views about the importance of being critical in order to improve the quality of real teaching practice.

Gustilo, Capacete, Alonzo, Camba and Navarette made a discourse and corpus-linguistic analysis of the introduction section of undergraduate theses from Philippine e-Journals. The analysis emphasized the move-strategy structure and informality features observed. With their study, they tentatively concluded that Philippine English undergraduate theses writers seemed to display deviance in formal writing conventions in academic writing.

Code-switching has become an acceptable phenomenon inside a bilingual classroom. Viduya explored the factors that engender code-switching among Filipino bilingual students as they learn another language and intends to augment the dearth of studies conducted with classroom interaction as its locus. She affirms that code-switching is not a manifestation of low proficiency in the target language as this has been debated for years.

Basri, Abduh and Hudriati's longitudinal ethnographic study focused on how children's levels of bilingual writing and lexical development reflect differences in the approaches they have been exposed to in the school context and their individual differences in age and learning styles.

The change in the education policy of the Philippines with its acceptance of the K-12 program motivated Binalay and Batang in examining the level of preparedness of grade school English teachers in implementing the Language Arts Curriculum of the new education program. They explored the preparedness of teachers in relation to pupils' level of performance, characteristics of the instructional materials and teaching practices of the teachers.

Ramon S. Medriano, Jr.

Associate Production Editor

Asian EFL Journal

Pangasinan State University



**Intercultural Communicative Competence of Bachelor of Science in Secondary Education (BSED) Major in English Students: A Basis for a Proposed Integration of Internationalization in the BSED Major in English Curriculum**

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**Abstract**

This study aimed to investigate the intercultural communicative competence of the BSED Major in English students of Cagayan State University as a basis for proposed integration of internationalization in the BSED Major in English Curriculum. The descriptive-correlational research design was employed. Participants were the first, second and third BSED major in English students with a total population of 92 chosen using purposive sampling technique. Frequency count, percentage, mean, standard deviation, ANOVA, t-test and Pearson-r were used to assess the intercultural communicative competence of BSED major in English students of Cagayan State University in relation to variables that facilitate and enhance it, which showed a result of “competency level”. The BSED students major in English are skillfully endowed with the capacity in discovering and interpreting a culture of their own and others, adept about facts and information about their own and others, and are broadly open to their own culture and others. Along affective variables, perceived communicative competence, intercultural contact and perceived second language competence, students have the ability to communicate and interact across cultural boundaries. Therefore, it is timely to integrate internationalization in the BSED major in English curriculum with foreign students in the program in order to apply and further enhance the students intercultural communicative competence and all other variables related to ICC, making them at par and at equal level with ASIAN integrated university students. Pearson-r test revealed that intercultural communicative competence has a significant relationship with affective variables (willingness to communicate, communication apprehension, motivation) and other individual difference variables (perceived communicative competence,

intercultural contact and perceived second language competence). ANOVA test showed a result of having a significant difference on students' intercultural communicative competence when grouped according to profile variables, while on students' intercultural communicative competence along skills is found to have no significant relationship with perceived intercultural communicative competence and with the affective variable in terms of willingness to communicate.

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**Keywords:** Intercultural communicative competence, internationalization, English Curriculum

## **Introduction**

The onset of internationalization in the 21<sup>st</sup> century fostered the essential modification of various aspects of educational endeavors. Considerable attention is now given to teaching and learning delivery in a multi-cultural classroom and school environment with the influx of foreign students to the country. Henceforth, adaptation has become the key to advancement of learning - from technology to facilities and curriculum content. Communication has become an elemental factor in pushing the frontiers of education. With the internationalization of the school environment, there is a persistent question whether local students are ready to deal with the challenges of communicating with co-learners from other nationalities as well as in communicating with their future employers overseas? Is the current curriculum sufficient and relevant to build on their intercultural communicative competence? Today, the advancement, interaction and progress of all human aspect have tremendously evolved. However, these must account in how people accept each other's differences and the ability to understand such differences that eventually leads to harmonious society of people with diverse beliefs, practices, customs, traditions and languages.

As the school setting becomes diverse, there is the need for learners to acquire intercultural competence to cope with their learning environment. Intercultural competency suggests a set of dimensions that foster effective interaction amidst differences. This determines a successful encounter and communication between people from different cultures and backgrounds. Furthermore, cultural competence promotes the ability to discuss cultural meanings in order to execute an appropriate effective communication and behaviour recognizing identities in a specific cultural environment.

With internationalization, communication by means of a second/foreign language connects all people across cultures. It is because of this that the school is the best avenue for language learners to adapt language and its components for successful intercultural communication.

It is then impelling for language teachers to adapt relevant strategies in teaching language in order to produce interculturally competitive learners who can thrive successfully in a multicultural environment. A language teacher holds the primary role in preparing learners in the outside world when it comes to their communicative act. School is the crux for language teacher to train learners to be both communicatively competent and language proficient in intercultural aspects involving an interactional situation.

In this study, it is expressed that one of the characteristics of internationalization is the admission of foreign students to the professional studies of Cagayan State University (CSU). It is not therefore a far-fetched reality that sooner or later, foreign students in the undergraduate level will enroll in its different programs. It is then necessary to orchestrate concerted efforts in order to respond to the challenges brought about by internationalization. Foreign students are now immersed with local students having various cultural backgrounds, while; local students interact with foreign students with unique cultural affiliation. With the situation, there lies the question on the manner how teachers prepare both local and foreign students to foster common understanding among these students.

However, at present, language teachers and learners of CSU have limited knowledge on intercultural communicative competence, its components and its association in language.

This is the aim of this research to bring Intercultural Communicative Competence to the fore as a response of Cagayan State University to the challenges of internationalization. Furthermore, the study will examine students' intercultural knowledge in order to analyze their intercultural communicative competence and the necessary concepts that they need to learn in intercultural communication relative to the factors affecting the Intercultural Communicative Competence of the participants. It also endeavored to explore its implications of classroom practice.

Finally, this study may provide information to language administrators on the importance of Intercultural Communication as a major course in the English curriculum, particularly in the locale of the study and in the Philippine as a whole; hence, triggering and justifying its inclusion in the roster of courses necessary to keep pace with globalization.

## **Literature Review**

As defined, communicative competence is the ability to interact effectively with others. Combination of language aptitudes is necessary in learning a foreign language (Ramache,2016). This is connected to the findings of Dan Huai Li,1995, a new model of second/foreign language education is, while

maintaining the traditional linguistic components — grammar, lexicon and phonology, it is at the same time incorporating the teaching of cultural knowledge into second/foreign language programs. The cultural knowledge consists of cultural assumptions and customs, structures and styles of information and ways of speaking, all of which teach second/foreign learners how to understand and use the target language from the perspectives of its native speakers. Furthermore, Hyme's work contributed to a new understanding of the nature of language and model of communicative competence (Richards, 2013, Canales & Swain 1980; Canale 1983, cited in Graves, 2017, 3.2.1) to a view of language learning based not only on grammatical competence, but also on sociolinguistic, discourse, and strategic competences. As synthesized by Banciu, 2011, p.49 in her study, in a world where changes occur very often without giving us time to accustom with them we need to be tolerant and understanding. Communication builds a bridge Viorica Banciu - The Dimensions of Intercultural Communication 50 between people and peoples and we need to understand this because the welfare of everyone is based on a better understanding of each other and of the world around us. There are a great deal of problems which can and must be solved communicating. The dimensions of communication should be taken into account because they offer us the opportunity to build a better world by understanding each other.

Aligned with this, there must be a consideration in looking into an individual's intercultural communicative competence (ICC). Judit (2013) presented a more comprehensive visualization of Byram's model of Intercultural Competence (abbreviated as ICC).

*Components of ICC are described as: attitudes concern the one towards people perceived as different; attitudes that are frequently as prejudices or stereotypes; knowledge of social groups and their practices in one's own or in one's interlocutor's country and knowledge of the process of societal and individual interaction; skills, the ability to apply knowledge and tailor it to different situations- this skill includes the ability of making use of existing knowledge together with the ability to recognize and acquire in the course of the interaction; critical cultural awareness awareness, enables individuals to critically evaluate perspectives, practices and products of their own and their interlocutors' culture. Byram's model represents how ICC relates to other competences, such as linguistic competence, sociolinguistic competence and discourse competence*

Intercultural communicative competence is the communicative competence of a Intercultural Speaker in an intercultural situation (Judit, 2013). If an individual is to be competently communicative, intercultural speaker has to possess the dimensions of Intercultural communicative competence of Byram during interaction in an intercultural situation. Individual who interacts with each other, who

have differences in almost all aspects involved in communication, must set a mutual acceptance and sensitivity of uniqueness towards achieving a successful interaction. As stated, in order to establish common ground, participants in an interaction should show skills in anticipating what interlocutors thought of their national group and try to change inaccurate conceptions (Frenandez, Pozzo, 2017). It is enhanced that the key component of the communicative act is the intercultural communicative competence. Contributory factors in the determination of the context which facilitates development and the training of the ICC in the educational process should be considered. (Alexandru, 2012). These factors are the ones discussed in Byram's model of ICC namely the language competences and the students ICC knowledge, Skills, and attitudes. ICC is the ability to change an individual's knowledge, attitudes and behaviors in order to have an accepting attitude and open to other cultures. A study revealed the utilization of this ICC knowledge, skill and attitude in a Japanese context. In the study, important components of IC revealed in both participants' narratives: 1) willingness to engage with otherness and ability to see from others' perspectives; 2) knowledge/awareness of one's own and other culture(s) and communication style(s) and ability to adjust; and 3) ability to use English actively and confidently as a tool for intercultural communication (De Goei, 2018)

In an imagined situation, immersion of foreign students in the undergraduate classes of the BSED major in English, intercultural competence of the BSED should be assessed. Apart from their intercultural competence, affective variables and other individual differences play a role in the readiness of the students in the integration of internationalization in curriculum. Towards successful English acquisition, variables as mentioned are contributory in a successful immersion of foreign students in a class of Filipino students or the other way around (Knell, Chi, 2012). It is imperative therefore that students may be familiarized with uniqueness of others encompassing all aspects deemed necessary in facilitating interaction. As students of English who have the chance to be fielded in an ESI /EFI classroom environment, instruction should consider integrating culture-specific differences (Adballa, 2017). When these students are familiarized with the differences and be aware of the similarities between and among cultures as integrated in the activities of the English curriculum, eventually, will prepare them in an internationalization of the degree. And in introducing ICC in the BSED major in English curriculum, it will enhance positive attitudes in cultures and to speakers of other languages (Acheson, Nelson, 2015)

## Conceptual Framework

The IPO was utilized in to investigate the intercultural communicative competence of the BSEd major in English students of Cagayan State University as a basis for proposed integration of internationalization in the BSEd major in English Curriculum.

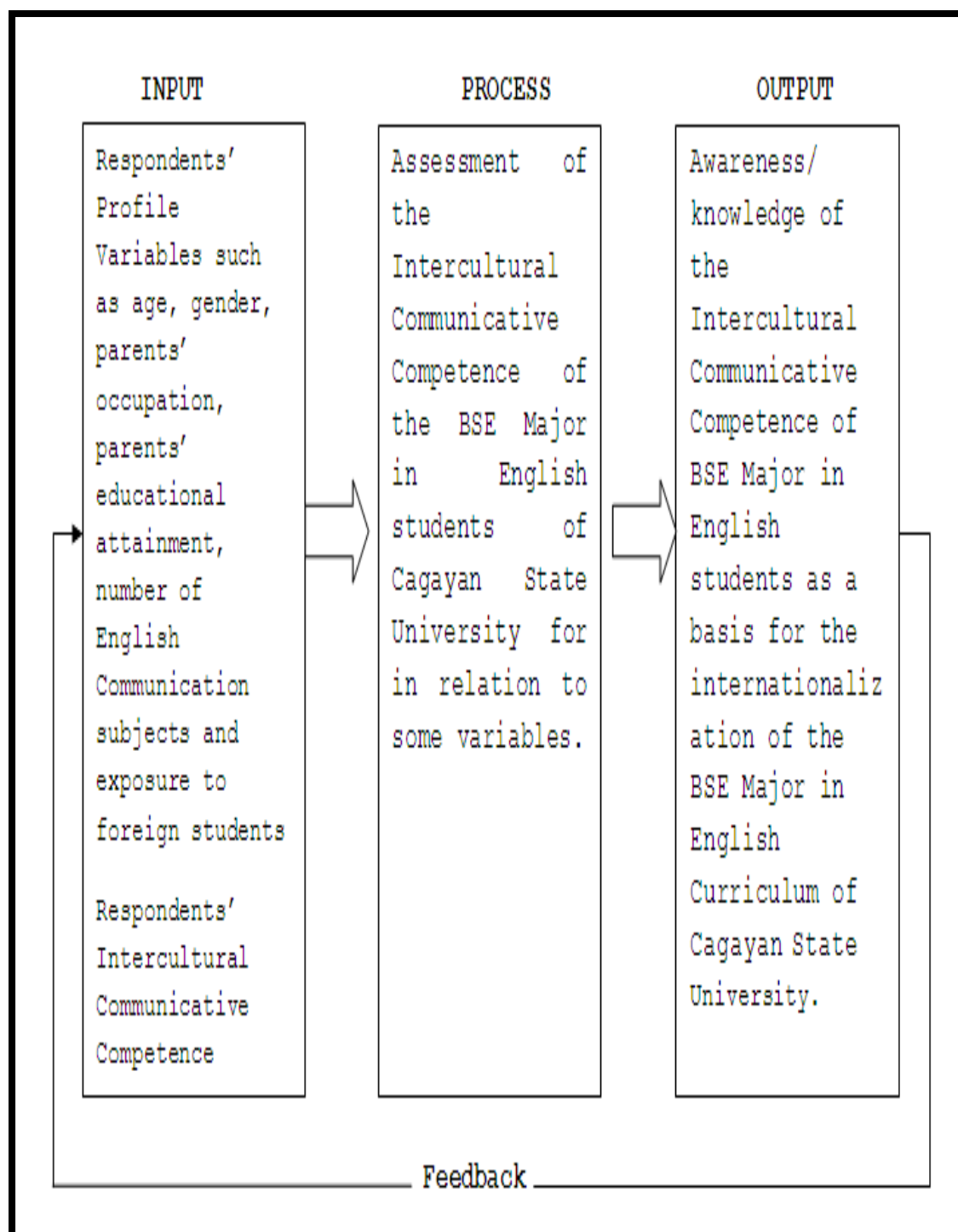


Figure 1. Paradigm of the Study

The paradigm illustrates that this study is aimed at determining the Intercultural Communicative Competence of the BSE Major in English students of Cagayan State University as a basis for the integration of internationalization in the BSE Major in English Curriculum. Hence, the input is the current intercultural communicative competence of the BSE students as well as their demographic profile namely age, gender, parents' occupation, parents' educational attainment, number of English Communication subjects, and exposure to foreign students was the assessment of both groups of variables. The results of the assessment brought awareness to the intercultural communicative competence of the respondents, which, at the outset was used as a basis for the integration of internationalization in the BSED Major in English Curriculum of Cagayan State University. The entire output of which will be used as a feedback mechanism for the continual improvement of the BSE Major in English Curriculum of CSU.

### **Statement of the Problem**

Generally, this study investigated the intercultural communicative competence of the BSE Major in English students of Cagayan State University as a basis for proposed integration of internationalization in the BSE Major in English Curriculum.

Specifically, it endeavored to answer the following questions: What is the profile of the respondents in terms of age, sex, mothers' educational attainment, fathers' educational attainment, parents' occupation, number of Communication English subjects and exposure to foreign students?, What is the level of students' intercultural communicative competence in terms of Knowledge, Skills, and Attitude?, What is the level of students perceived intercultural communicative competence?, What is the students' affective variable scores in terms of willingness to communicate (WTC), communication apprehension (CA), and motivation (MOT)?, What is the student's other individual differences' variable scores in terms of Perceived Communicative Competence (PCC), Intercultural Contact (ICO), and Perceived Second Language Competence (P2LC)?, Is there a significant relationship between the participants' Intercultural Communicative Competence and Perceived Intercultural Communicative Competence, participants' Intercultural Communicative Competence and Affective variables, and participants' Intercultural Communicative Competence and other Individual Differences?, Is there a significant difference in the participants' Intercultural Communicative Competence when grouped according to profile variables?, and What internationalization initiatives can be proposed to improve the BSE Major in English Curriculum of CSU based on the results of the study?

## Methodology

### Research Design

The descriptive- correlational research design was employed in the study. The demographic personal profile, level of Intercultural Communicative Competence and Perceived Intercultural Communicative Competence, affective variable scores, and other individual differences' variable scores of the respondents were described in the study. Comparison was also employed to determine if there are differences in the Intercultural Communicative Competence of respondents when grouped according to profile variables. On the other hand, correlation analysis was adopted in determining the relationship between ICC and Perceived Intercultural Communicative Competence, affective variables and Intercultural Communicative Competence, and other individual difference variables and Intercultural Communicative Competence.

### Respondents of the Study

The respondents of the study were the first, second and third year Bachelor of Secondary Education (BSEd) Major in English students of Cagayan State University for Academic Year 2015-2016. The total population of 92 students were taken as respondents of the study.

### Instrumentation

Adoption of structured questionnaire authored by Dombi Judit was utilized as the instrument in gathering the data needed to answer the research problems. The questionnaire is composed of 111 items. The Byram's ICC model which was elucidated by Dombi Judit was the framework of the construction of the questionnaire. For this study, some words and phrases were modified to fit to the specific context and direction of this research.

To interpret the distribution of students' level of Intercultural communicative competence, affective variables and other individual difference variables, the following matrix interpretation were used:

Intercultural Communicative Competence in terms of Knowledge, Skills and Attitude	
Range	Descriptive interpretation
4.20 - 5.00	Very highly competent
3.40 – 4.19	Highly competent
2.60 – 3.39	Competent
1.80 – 2.59	Incompetent
1.00 – 1.79	Very incompetent

Perceived Intercultural Communicative Competence	
Range	Descriptive interpretation
81 -100	Very high PICC
61 – 80	High PICC
41 – 60	Moderate PICC
21 – 40	Low PICC
0 – 20	Very low PICC

Affective Variable Scores in terms of Willingness to Communicate	
Range	Descriptive interpretation
81 -100	Very high extent
61 – 80	High extent
41 – 60	Moderate extent
21 – 40	Low extent
0 – 20	Very low extent

Affective Variable Scores in terms of Communication Apprehension	
Range	Descriptive interpretation
4.20 - 5.00	Very high extent
3.40 – 4.19	High extent
2.60 – 3.39	Moderate extent
1.80 – 2.59	Low extent
1.00 – 1.79	Very low extent

Affective Variable Scores in terms of Motivation	
Range	Descriptive interpretation
4.20 - 5.00	Very highly motivated
3.40 – 4.19	Highly motivated

2.60 – 3.39	Moderately motivated
1.80 – 2.59	Slightly motivated
1.00 – 1.79	Not motivated

Other Individual Differences' Variable Scores in terms of Perceived Communicative Competence	
Range	Descriptive interpretation
81 -100	Very high PCC
61 – 80	High PCC
41 – 60	Moderate PCC
21 – 40	Low PCC
0 – 20	Very low PCC

Other Individual Differences' Variable Scores in terms of Intercultural Contact	
Range	Descriptive interpretation
4.20 - 5.00	Always
3.40 – 4.19	Almost always
2.60 – 3.39	Sometimes
1.80 – 2.59	Rarely
1.00 – 1.79	Never

Other Individual Differences' Variable Scores in terms of Perceived Second Language Competence	
Range	Descriptive interpretation
4.20 - 5.00	Very highly competent
3.40 – 4.19	Highly competent
2.60 – 3.39	Competent
1.80 – 2.59	Incompetent
1.00 – 1.79	Very incompetent

### Data Gathering Procedure

Permission to conduct the study was sought from the University Dean of the College of Teacher Education. Upon approval, questionnaires were distributed to all the respondents of the study.

Thereafter, the data were tallied, statistically treated, and analyzed to shed light and understanding on the results of the investigation.

### Data Analysis

The following statistical tools were used in this research.

Frequency Count and Percentage. These were used in presenting the respondents' demographic profile. Mean and standard deviation. These were used to describe the respondents' Intercultural Communicative Competence along Knowledge, Skills and Attitude, Perceived Intercultural Communicative Competence, affective profile variables, and individual difference variables.

One Way Analysis of Variance (ANOVA). This was used to determine if there exists a significant difference in the respondents' Intercultural Communicative Competence when grouped according to profile variables such as parents' occupation, parents' educational attainment, number of Communication English subjects, and exposure to foreign students.

t- test for Independent Samples. This was used to determine if there exists a significant difference in the respondents' Intercultural Communicative Competence when grouped according to sex.

Pearson Correlation Coefficient. This was used to determine if there exists a significant relationship between the respondents' intercultural communicative competence with respect to certain variables identified such as Perceived Intercultural Communicative Competence, affective profile variables, and individual difference variables.

### Result and Discussion

On age, most or 31.77% of students are 18 years which reveals that majority of the students are relatively at the right age for collegiate students in the Philippines as regards to actual age line suggested by the Department of Education and Commission on Higher Education.

Majority of the respondents or 71.88% are females while 28.13 percent are males. This implies that the respondents who are enrolled in the College of Teacher Education are female-dominated.

Along mothers' educational attainment, most or 51.56% of them finished high school while majority or 55.21% of the fathers finished high school.

On parents' occupation, majority or 71.35% of the participants' mothers are housewives while occupations with the least frequency include dressmaking, sales, farming and janitorial services. This variable implies that the mothers of the participants have meager income in support of their husbands'

effort to provide the needs of their children. On the other hand, most or 60.94% of the fathers' occupation are farming while the least frequency include Overseas Contract Workers, pastor, baker, electrician and musician.

On number of communication English subjects, most or 40.10% of the participants have 3 English communication subjects. Their exposure to subjects like Speech and Oral Communication, English as a Second Language, Grammar and Composition has trained them to knowledge and skills in the use of English as a second language/foreign language for others.

Majority or 69.79% of the participants have zero week exposure to foreign students. This implies that students of the campus has very slim chance to be exposed to foreign students despite the fact that there are foreign students in the University premises.

### **Level of Intercultural Communicative Competence**

As regard participants' level of intercultural communicative competence, it is rated "highly competent" in terms of knowledge and attitude with categorical means of 3.47 and 3.69 and "competent" in terms of skills with a categorical mean of 3.37. This implies that BSEd English major students of Cagayan State University are interculturally competent, making them ready to fit in on the possible internationalization of academic activities that will be embedded in the curriculum. However, there must be more effort in the integration of intercultural communicative competence skills in the language teaching of the University.

### **Level of perceived intercultural communicative competence**

All statements are given a "very high competent" interpretation with a categorical mean of 84.89 which means, hypothetically, students perceived themselves as very competent in communicating and interacting with others who have different cultural practices and beliefs.

### **Students' Affective Variable Scores**

Along willingness to communicate, results reveals that most of the statements are given an interpretation of "very high extent" with a categorical mean of 80.28. This explains that most of the students have high degree of willingness in interacting with others, using English as a second/foreign language.

On communication apprehension, participants were rated as “moderate competent” with a categorical mean of 3.38 which implies that students do not have to combat any feelings of discomfort during communication and interaction with others using English as a common language.

On motivation, participants were rated “very high level” with a categorical mean of 4.23 which explains that students perceive their motivation as a strong driving force in improving their language ability.

### **Students’ other individual differences variable scores**

Students have “very high” perceived communicative competence with a categorical mean of 82.37 which means that they have very high perception with regards to their perceived intercultural communicative competence when given the chance. Result further manifests that the participants are open to whoever they are talking to in wherever and whatever circumstances they may be.

Along intercultural contact, participants rated it as “sometimes” with a categorical mean of 2.90 which means that foreign students are not seen much in the neighborhood. International students are sometimes seen in the university where the participants study, but not as it is in their neighborhood.

On perceived second language competence, participants were rated as “highly competent” with a categorical mean of 3.67 which means that are highly competent in comprehending the second language.

### **Significant relationship between intercultural communicative competence and perceived intercultural communicative competence, intercultural communicative competence and affective variables, and intercultural communicative competence and other individual differences’ variables**

Pearson r-test revealed that the intercultural communicative competence has a significant relationship with perceived intercultural communicative competence.

Students’ intercultural communicative competence along knowledge has a relationship with their affective variables along willingness to communicate, communication apprehension and motivation. In like manner, intercultural communicative competence along skills, and affective variables along motivation. Moreover, intercultural communicative competence along attitude, and affective variables along willingness to communicate and motivation are found to have significant relationship.

Students' intercultural communicative competence and other individual difference variable (perceived communicative competence, intercultural contact, perceived second language competence) have a significant relationship. Students' intercultural communicative competence along knowledge with that of perceived communicative competence is found to have a significant relationship. There also exists a significant relationship between students' perceived communicative competence along attitude with their perceived communicative competence.

Pearson-r test showed a significant relationship between the students' perceived communicative competence along knowledge, skills and attitude with their intercultural contact.

In the same manner, perceived communicative competence in terms of knowledge, skills and attitude are found to have significant relationship with perceived second language competence.

### **Significant difference in the participants' perceived communicative competence when grouped according to profile variables**

ANOVA test revealed that there a significant difference of students' intercultural communicative competence when grouped according to profile variables, age, sex, mothers' educational attainment, fathers' occupation and number of English communication subjects

On the contrary, students' intercultural communicative competence along skills is found to have no significant relationship with perceived intercultural communicative competence

With regard to students' communicative competence along skills, it is found to have no significant relationship with affective variable in terms of willingness to communicate.

Similarly, intercultural communicative competence along skills has no significant relationship with affective variable along communication apprehension.

Moreover, students' intercultural communicative competence along skills has no significant relationship with other individual differences variable along perceived communicative competence.

With regards to significant difference of students' intercultural communicative competence when grouped according to father's educational attainment, mothers' occupation and number of weeks exposed to foreign students, it is revealed that there is no significant difference in all the variables mentioned.

Finally, the integration of the internationalization of the BSED major in English curriculum of Cagayan State University is just appropriate and timely in preparation for the school's goal to produce graduates

of the university who are at par in skills, knowledge and attitude with foreign students towards ASIAN integration.

## **Conclusion**

Based on the aforementioned findings, it is concluded that intercultural communicative competence of the BSED major in English students of Cagayan State University in relation to variables that facilitate and enhance it, is at “competency level”. The BSED students major in English are skillfully endowed with the capacity in discovering and interpreting a culture of their own and others, adept about facts or information about their own culture and others’, and are broadly open to their own culture and others’. Along affective variables, perceived communicative competence, intercultural contact and perceived second language competence, students of the BSED major in English have the ability to communicate and interact across cultural boundaries. It is then appropriate to integrate internationalization of the BSED major in English curriculum in order to sustain, maintain, enhance and bring into equal level Intercultural Communicative Competence sub-components that need to be developed among these students who are future teachers of the nation.

## **Recommendation**

In the light of the foregoing conclusions, the following are recommended:

Teachers should provide authentic activities that serve as an avenue for practice or skills enhancement in the use of the English language to enhance their intercultural communication technicalities and facts.

Students must be engaged in actual immersion activities in an environment with varied cultural beliefs and practices in order to practice their skills in intercultural communicative competence.

The English teachers of Cagayan State University must develop an English international level matrix in the BSED curriculum in order to expose students to intercultural communicative competence practices.

BSED major in English students’ intercultural communicative competence is at “competency level” which is rooted from the fact that Philippine Educational system uses English as a medium of communication in instruction. Nevertheless, there is a problem in the application of this competency in a real setting with foreign students mixed in the classroom in order to create connection between

ICC skills and other sub-components that were found having no relationship with the former. Future researchers may conduct a similar research in the Philippine setting that has foreign students mixed with Filipino students in the program in order to compare the results of the current study where students have no actual interaction with foreign students.

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## **APPENDICES**

### Appendix A

### Questionnaire

Dear Students,

I kindly ask you to complete this survey, which is part of my Ph.D. research. This is not a test, so there are no 'right' or 'wrong' answers. I am interested in your personal opinion and experiences. Please give your answers sincerely, as only this will guarantee the success of my investigation.

*I. Imagine that you are a student in a foreign country. You find yourself in situations in which you have the chance to talk in English to both native and non-native speakers of English. For each of the 9 situations below, indicate in percentages how often you would be willing to talk in English.*

0% means never and 100% means always

*Example: Talk in English to my English speaking neighbour. —> 75% means: I would be willing to initiate a conversation in English 75 times out of 100 when I met my neighbor.*

1	Give a presentation in English to a group of English speaking strangers in school.	%
2	Talk in English in a group of English speaking friends in a gym/school ground.	%
3	Give a presentation in English to a group of English speaking friends in school.	%
4	Talk in English with an English speaking acquaintance while waiting for a ride.	%

5	Talk in English in a group of English speaking strangers at a birthday party.	%
6	Talk in English with an English speaking friend before a lesson.	%
7	Talk in English in a group of English speaking acquaintances at a barbecue.	%
8	Give a presentation in English to a group of English speaking acquaintances in school.	%
9	Talk in English with an English speaking stranger in a jeepney/public transportation.	%

*II. Imagine that you are an student in a foreign country. You find yourself in situations in which you have the chance to talk in English to both native and non-native speakers of English. Please indicate how competent you believe you are in each of the 18 situations described below. Estimate your competence and put a percentage in the box.*

0% means completely incompetent and 100% means competent.

1	Give a presentation in school to a group of English speaking strangers.	%
2	Talk in English with an English speaking friend in a park/place where people gather.	%
3	Ask English speaking friends about general attitudes towards immigrants and minorities in their country.	%
4	Talk in English with an English speaking stranger on a public transportation.	%
5	Discuss with a group of English speaking acquaintances the similarities between social networking in their country and in Philippines.	%
6	Talk in English in a group of English speaking friends in a parties/any social gathering.	%
7	Ask English speaking friends about public holidays in their country.	%
8	Talk in English in a group of English speaking acquaintances before an exam.	%
9	Talk in English in a shop with an English speaking acquaintance.	%
10	Discuss with an English speaking friend the differences between student life there and in Philippines.	%
11	Explain in English to an English speaking acquaintance why Holy Friday is a public holiday in Philippines.	%
12	Talk in English in a group of English speaking strangers at a party.	%
13	Discuss with an English speaking friend the differences between attitudes towards California people in Philippines and in other Asian countries.	%
14	Give a presentation in school to a group of English speaking friends.	%
15	Talk in English about the way Filipinos celebrate Feast in a small group of English speaking strangers.	%
16	Discuss with a group of English speaking acquaintances the similarities between Filipino movies and movies in their country.	%
17	Discuss with an English speaking friend the differences between family values in their country and in Philippines.	%
18	Give a presentation in school to a group of English speaking acquaintances.	%

*III. Below are 18 statements about how you might feel about communicating in English with others. Please indicate the degree to which each statement applies to you by marking whether you:*

*strongly agree = 5; agree = 4; are neutral = 3; disagree = 2; strongly disagree = 1*

1	I am usually very calm and relaxed in conversations when I have to speak in English.	5 4 3 2 1
2	I dislike participating in group discussions in English.	5 4 3 2 1
3	Certain parts of my body feel very tense and rigid while giving a presentation in English.	5 4 3 2 1
4	I tend to feel very nervous in a conversation in English with a new acquaintance.	5 4 3 2 1
5	I am tense and nervous while participating in group discussions in English.	5 4 3 2 1
6	While giving a presentation in English, I get so nervous I forget facts I know.	5 4 3 2 1
7	Engaging in a group discussion in English with new people makes me tense and nervous.	5 4 3 2 1
8	I am usually very tense and nervous in conversations when I have to speak in English.	5 4 3 2 1
9	I am calm and relaxed while participating in group discussions in English.	5 4 3 2 1
10	I face the prospect of giving a presentation in English with confidence.	5 4 3 2 1
11	I have no fear of speaking up in English in conversations.	5 4 3 2 1
12	I like to get involved in group discussions in English.	5 4 3 2 1
13	I have no fear of giving a presentation in English.	5 4 3 2 1
14	My thoughts become confused and jumbled when I am giving a presentation in English.	5 4 3 2 1
15	I am afraid to speak up in English in conversations.	5 4 3 2 1
16	I tend to feel very relaxed in an English conversation with someone I've just met.	5 4 3 2 1
17	Generally, I am comfortable while participating in group discussions in English	5 4 3 2 1
18	I feel relaxed while giving a presentation in English.	5 4 3 2 1

*IV. Please read the statements below. Think about how true they are for you.*

*5 = absolutely true; 4 = somewhat true; 3 = in between; 2 = somewhat false; 1 = absolutely not true*

1	I often browse English websites on the Internet.	5 4 3 2 1
2	Nowadays knowing English is a must for everyone.	5 4 3 2 1
3	I am good at reading in English.	5 4 3 2 1
4	I would like to meet foreign people with whom I can speak English	5 4 3 2 1
5	I am good at writing essays in English.	5 4 3 2 1
6	I often see international students in the town where I study.	5 4 3 2 1

7	Knowing English will give me a better chance to get a good job.	5 4 3 2 1
8	I can talk about any topic in English easily.	5 4 3 2 1
9	I often watch films and TV programmes in English.	5 4 3 2 1
10	I love the way the English language sounds.	5 4 3 2 1
11	I do not like learning about American culture in my university courses.	5 4 3 2 1
12	I often read novels in English.	5 4 3 2 1
13	Knowing English makes it possible for me to communicate with people from all over the world.	5 4 3 2 1
14	I would like to live in an English speaking country.	5 4 3 2 1
15	I speak English almost as well as a native speaker.	5 4 3 2 1
16	I need to work a lot on my English.	5 4 3 2 1
17	I enjoy learning the English language.	5 4 3 2 1
18	I am good at doing grammar tasks.	5 4 3 2 1
19	I often write emails or chat in English.	5 4 3 2 1
20	I have forgotten some of my English since I became a student at this university.	5 4 3 2 1
21	I often meet international students at our university.	5 4 3 2 1
22	I would like to meet native speakers of English.	5 4 3 2 1
23	I have not learnt much about how to communicate with others in English since I became an English major.	5 4 3 2 1
24	When I have to speak English on the phone I easily become anxious.	5 4 3 2 1
25	English is the lingua franca.	5 4 3 2 1
26	My English has improved a lot since I became an English major.	5 4 3 2 1
27	I frequently see foreign tourists in the town where I study.	5 4 3 2 1
28	If I could choose now I would not choose English major.	5 4 3 2 1
29	I try to meet as many speakers of English as possible to practice English.	5 4 3 2 1
30	I often meet international students in the neighbourhood where I live.	5 4 3 2 1
31	I often notice differences between the way Filipinos and American people do things.	5 4 3 2 1
32	I am happy to major in English Studies.	5 4 3 2 1
33	I like the English language more than any other foreign language.	5 4 3 2 1

34	My communication skills has improved a lot since I became a student at this university.	5 4 3 2 1
35	I am good at understanding spoken English.	5 4 3 2 1
36	I am interested in American culture: music, art, and history in Philippines.	5 4 3 2 1
37	I can read people's gestures and body language easily.	5 4 3 2 1
38	English is useful for me because I would like to travel a lot.	5 4 3 2 1
39	I often notice differences between the way Filipinos and Americans behave.	5 4 3 2 1
40	I know many differences between the way Americans and Filipinos people behave in social situations, in a fine dine-in and parties, for example.	5 4 3 2 1

41	I am often unable to express myself in English.	5 4 3 2 1
42	I find it challenging to communicate with strangers in English.	5 4 3 2 1
43	I am very interested in the way people use gestures and body language.	5 4 3 2 1
44	I know how to communicate with strangers in Tagalog.	5 4 3 2 1
45	I would like to know more about many other cultures.	5 4 3 2 1
46	I must know my own culture well to understand other cultures.	5 4 3 2 1
47	I am often misunderstood in Tagalog.	5 4 3 2 1
48	I know nothing about the differences between the way Americans and Filipinos behave at their workplaces.	5 4 3 2 1
49	I often feel I do not know enough about my own culture.	5 4 3 2 1
50	I enjoy learning about American culture in my university courses.	5 4 3 2 1
51	I often worry that what I say in English is not appropriate.	5 4 3 2 1
52	Using formal language in Tagalog is very easy.	5 4 3 2 1
53	I wish I knew more about American culture: music, art, and history in Philippines.	5 4 3 2 1
54	I know very few facts about life in Great Britain.	5 4 3 2 1
55	I know a lot of facts about life in the USA.	5 4 3 2 1
56	I feel comfortable in the company of foreigners.	5 4 3 2 1

*V. Please answer some questions concerning your personal and few language learning background. The contents of this form are absolutely confidential. Information identifying the respondent will not be disclosed under any circumstances.*

1	Your code:
2	Your age:
3	Your gender (please circle): Female / Male
4.	Undergraduate course:
5.	Major:
6.	Parents' Occupation:
7.	Parents' Educational Attainment:
8.	Number of Communication English subjects
	___ 1 ___ 2 ___ 3
10.	Number of weeks exposed to foreign students
	___ 1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___ 9 ___ 10

☐ I would like to receive information about the findings of this study to the following email address:

\_\_\_\_\_

Thank you very much for your cooperation!

## Appendix B

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Instructor in the above-mentioned university

Has taught professional subjects like Principles of Teaching, The Teaching Profession, Curriculum Development and Child, and Adolescent Development, and some minor English subjects like, Philippine Literature, Literature of the World, Grammar and Composition 1 and 2 in the College of Teacher Education

Graduated with two undergraduate degrees, Bachelor in Elementary Education at Cagayan State University and Bachelor of Science in Nursing at Medical Colleges of Northern Philippines

Finished two masteral degrees, Master of Science in Nursing major in Adult Nursing at St. Louis University Tuguegarao and Master of Science in Teaching major in English at St. Paul University Philippines, Tuguegarao

Graduated in her Philosophy in Education major in Rhetoric and Linguistics at St. Paul University Philippines, Tuguegarao



## **Students' Writing Proficiency and Level of Anxiety toward Academic English Writing**

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### **Abstract**

There is a growing interest in promoting strong writing skills among college and university students as a majority of their academic tasks are written in form. When learners faced a bulk of writing tasks, they may possibly experience different levels of anxiety toward writing. The need to examine the writing proficiency and anxiety levels among students in the tertiary level led to the fulfillment of the study. Participants include forty-two (42) college freshman students from one of the satellite campuses of Batangas State University. Data obtained comprises of a writing performance test, Second Language Writing Anxiety Inventory (SLWAI) Cheng (2004), and a semi-structured interview. The results of the study indicated that although the college freshmen were performing well, with average to high writing proficiency as revealed in the writing performance test, they have moderate to high levels of writing anxiety. This explains the facilitative effect of anxiety, which makes students perform well despite the given circumstance. Cognitive anxiety was the most common type of anxiety, followed by avoidance anxiety, and lastly the somatic anxiety. From the perspective of the students, writing course can be made interesting by creating a class of stress-free environment that focuses on learners' writing needs and expectations rather than setting far-achieved goals and putting too much pressure that could have debilitating effect in their writing performance.

**Keywords:** anxiety, writing proficiency, cognitive anxiety, avoidance anxiety, somatic anxiety

## **Introduction**

Developing strong writing skills is regarded as a common and persistent problem among learners mastering second language in the tertiary level. Thus, writing skill is considered as one of the areas that needs to be developed among the students. Although exposed to writing for many years throughout their early academic years, the students continue to experience writing anxiety when asked to write a composition. Experiencing anxiety in academic writing seems to be a common global phenomenon among college and university students. Horwitz and Cope (1986, as cited in Choi, 2013) described writing anxiety as personal feeling of discomfort, pressure, uneasiness, and tension accompanying with “an arousal of autonomic nervous system” during writing (p.125). The feeling of anxiety is inevitable among students, especially when faced with challenging activities like writing performance tests. It is believed that anxiety is primarily a factor in the writing proficiency of the students, and this problem is experienced by learners in different settings and various cultures; hence, the researcher conducted an in-depth study to examine this fully.

Rezaei & Jafari (2014) cited anxiety as a cause of difficulty among students and has been viewed as a constraint in second language learning by students and teachers alike. Hence, when it can be reduced in level, the performance of students would likely improve, regardless of the learning areas in question. Among all types of anxieties, writing anxiety concerning second language highlights the focus of the study. Second language writing anxiety is described as tension which lead to the avoidance and confidence loss in terms of writing (Hassan, 2001). The use of Second Language Writing Anxiety Inventory (Cheng, 2004) can be a resource to determine the level and types of anxiety when exposed to a particular kind of writing task.

Since college students are always confronted with massive amount of writing tasks including essays, narratives, thesis reports and the like, they face a lot of stressors that affect their writing proficiency. Thus, this study is geared to assess levels of anxiety as it relates to writing proficiency of college freshmen students, in hopes that it would create understanding and offer support for educational practitioners.

## Literature Review

Academic writing is observed as the most demanding area as opposed to other types of writing. In higher education across cultures, the ability to write well in English becomes increasingly important to students as they move up their ladder from post-secondary courses. According to Kurniawan (2018), the new trend in language learning is grounded in understanding that mastery of the English language, be it a second or foreign language to most learners, brings opportunities to belong to the global community and derive good chances from it. Consequently, achieving writing proficiency in English proves to be an advantage for learners to attain academic success. With the usual classroom-based English writing practices and writing demands expected among the students in higher education, it is very likely that students would encounter a variety of challenges. Hurdles that students may experience in second language learning as opined by Chan & Wu (2004) can have the potential to trigger anxiety among learners. When this happens, writing proficiency is greatly affected because most students refrain from completing their writing tasks as soon as anxiety sets in.

Other researchers such as Tsai (2012) examined writing proficiency on traditional writing and online writing class at a university in Taiwan and assessed the levels of anxiety that existed between the two. Findings show that the level of anxiety in traditional writing classes were higher than that of online writing classes. The biggest difference in terms of the levels of anxiety results can be attributed to the fact that computers took charge of the grading system, rather than teachers; thus, students from the online writing class category felt less tension than that of the former. On the other hand, Shang's (2013) study focused on the factors associated with writing anxiety among EFL learners. The results of Shang's study indicated that learners generally appear to be anxious when writing in English no matter how many years in the past they've spent to harness their skills on the language. Less anxious students have higher writing efficacy and writing competence than apprehensive students. He suggested that teachers should recognize the existence of students' writing anxiety so as to make the class less stressful and should provide measures to lessen its occurrence in ESL. It can be deduced that students with low writing anxiety tend to perform better compared to students who are more anxious when faced with writing activities or when they know that their work will be graded. This is seemingly related to Negari & Rezaabadi (2012) study where the authors examined anxiety in writing an essay and in other writing performances in EFL context. The results revealed that the students are less anxious when they are assured that their writing will not be graded. Additionally, Bayat (2014) identified that the kind of writing approach bears a substantial influence on either heightened success or anxiety in writing. On the same vein, the study of Sabiote, Quiles, Rodriguez and Duran (2017) assessed the extent of relationship concerning anxiety and the level of English proficiency of students

with writing performance in L2. Their study found that the English level proficiency predictor variable is considerably interrelated with writing performance than anxiety level. Taking into account the need to examine the link on anxiety of students with academic performance, the study of Nadeem, Ali, Maqbool and Zaidi (2012) concentrated on the effect of anxiety on academic achievement of students. The obtained findings of their study revealed that as the anxiety increases, the academic achievement decreases. This suggests that anxiety has an effect on the academic achievement of the students. Among the reasons cited by Cheng (2004) from which writing anxiety may likely stem from, include fear of committing mistakes as they regard themselves as inadequate or lacking in competence, as well as negative evaluation from peers and teachers alike. The mentioned studies appear to suggest that various factors come into play with occurrences of anxiety among students. Although the above-mentioned studies have differing directions, they were all geared on its merit of reducing anxiety to boost student performance in writing and their overall performance in class.

It is not surprising that other studies associate anxiety with other factors because students are constantly faced with different interrelated factors that affect their writing performance in class. In the study of Alico (2016), connections between writing anxiety and motivation of 60 participants for one semester class in Mindano State University-Marawi were observed. He found out that among the reasons for the students writing anxiety include grammar, evaluation, and topical knowledge. His study revealed that as the motivation increases, the level of anxiety decreases, hence, his study supported that writing anxiety can be minimized through motivation. This is one among other studies on anxiety which relates it motivation. Another study done by Mohebbi, Azarnoosh, & Rokni (2016) relates writing anxiety to writing complexity. They examined 70 female learners in Tehran and test if relationship exists between EFL learners' anxiety and writing complexity. The findings suggest that there was a significant positive correlation between them. Further, it showed that anxiety significantly predicted writing complexity. Writing anxiety from studies of Alico (2016) and Mohebbi et.al (2016) relate it to other factors which could either diminish its effect through motivation or heighten its intensity in terms of complexity of the writing task. However, when compared it with the study of Rezaei & Jafari (2014), their study covered wide-range topics that probed on the levels, types and causes of writing anxiety among Iranian EFL students. Results indicated that there was a high level of anxiety in writing; and educational system and existing classroom practices in Iran were considered as common causes of such anxiety. Additionally, more studies relate anxiety to other factors like strategies, language proficiency, autonomy, etc. (Alico,2016; Kitjaroonchai, 2012; Mohebbi, Azarnoosh, and Rokni, 2016; Phettongkam; and Zayed, 2015, Zarei and Zarei, 2015).

Majority of the studies on writing anxiety made use of the popularly known Second Language Writing Anxiety Inventory (SLWAI) to assess the types as well as levels of anxiety, and this was also used by the researcher in investigating its relevance to writing proficiency of college freshman students. It has three subscales mainly Cognitive Anxiety, Avoidance Anxiety and Somatic Anxiety. Cognitive Anxiety (CA) describes an anxiety which comes from negative beliefs, excessive interest on achievement and worry about others' judgment. While Avoidance Anxiety (AA) indicates noticeable condition of the anxiety experience like giving excuses to avoid oneself from engaging in writing. Lastly, the Somatic Anxiety (SA) which denotes psychological influence of anxiety which may be manifested by extreme ill feelings such as nervousness and tension. Such three subscales in SLWAI inventory tool describes the physical and mental effects of anxiety on writing processes and behaviors (Cheng, 2004). These types of anxiety should be clearly identified by teachers in the early stages of writing task to provide the students a supportive teaching and learning process (Rahim, Jaganathan, & Mahadi, 2016).

It can be gleaned that more studies done on anxiety as it is being linked to writing and other relevant factors are mostly done in foreign setting. This proves that existence of such problem is prevalent globally; however, there is scant of research done locally on anxiety much more as it relates to writing proficiency. Hence, the researcher explored on this study to assess the writing proficiency of college freshman students as well as the levels of anxiety toward academic English writing to give meaning to the issue at hand as well as shed light on other areas that need considerable thought and attention as revealed by differing anxiety results.

## **Research Questions**

The researcher sought to determine writing proficiency and anxiety levels of college freshman toward academic writing. This study specifically tried to answer the following questions:

1. What are the levels of writing proficiency and anxiety of college freshman students?
2. Is there a significant relationship between the students' levels of writing proficiency and anxiety?
3. How can academic writing course be made interesting from the perspective of the students?

## **Significance of the Study**

The study intends to contribute to the increasing body of research and literature on English language teaching area particularly on the teaching of English writing skills among second language learners of varied cultures and contexts;

Further, the study can be useful to the administration in the formulation of school policies and programs which are geared to uplift the quality of education. The results are expected to resolve problems and issues that arise in relation to students' writing anxiety as well as improve the English program content specially writing course;

The study offers input to second language planners on how to plan applicable writing course programs which are interesting, enjoyable and responsive to the needs of the students;

The findings of the study will be valuable to language teachers in lesson planning, methodology and assessment English language among learners. Furthermore, the teachers of writing can be made aware of what may reduce or heighten students' writing anxiety levels and help learners deal with them.

And lastly, it will provide assistance to other researchers who may be interested to conduct similar research on writing anxiety as it relates to English writing proficiency.

## **Methodology**

### *Research Design*

The study used the descriptive-inferential design to describe the writing proficiency and level of anxiety of the students in relation to academic English writing. Furthermore, the study aims to determine whether anxiety has an effect toward writing proficiency of students.

### *Participants*

Forty-two (42) college freshman students enrolled during second semester, academic year 2017-2018 were the participants of the study. The researcher decided to get 100% of the population or all 42 enrolled students in the academic year 2017-2018. They are considered as best samples since they are students in the tertiary level and it is imperative that these students have attained an appropriate level of English writing skill which is proven to be a necessary skill needed during their stay in the university.

### *Instruments*

Three instruments were mainly used to collect the needed data for the study. The first instrument is writing performance test administered to college freshman students. The second instrument is the Second Language Writing Anxiety Inventory (SLWAI) having three subscales such

as Cognitive anxiety, Somatic anxiety and Avoidance behaviour. This inventory tool is primarily chosen as a measure of writing anxiety because it has been proven as highly reliable and valid through correlation and factor analysis (Cheng, 2004). The questionnaire used a Likert-scale with 5 choice responses: 1-strongly disagree, 2-disagree, 3-neither agree nor disagree, 4- agree, and 5-strongly agree. Items among the three types were randomly distributed: Cognitive Anxiety contains 1,3,7,9,14,17,20,21 in the questionnaire, the Somatic Anxiety includes 2,6,8,11,13,15,19 and the Avoidance Behavior has 4,5,10,12,16,18,22. The questionnaire was pilot-tested to a group of 14 freshman students from the other campus of the same university and obtained a Cronbach's Alpha of 0.86 and this was considered to be within the accepted range of reliability. The frequency of the items was calculated to obtain the percentage distribution for each subscale such as Somatic anxiety, Cognitive anxiety and Avoidance behavior.

The third instrument is an interview with four selected students; two students were classified by their subject teacher as highly proficient (HP) and another two as low proficient (LP) in writing. Interview was done to gather supporting information relevant to the study.

### *Procedure*

The researcher wrote a letter of request to the Dean of Batangas State University-Balayan Campus to obtain permission in order to administer the survey questionnaire to college freshman students enrolled in the academic year, 2017-2018. Likewise, the researcher requested from the subject instructor a graded writing performance test and arranged an interview with selected students during free or vacant hours. The interview was done to selected students who were considered as highly proficient because they excel in class in terms of writing and another set of students who were found to encounter difficulties in writing and need proper guidance and attention.

### *Data Analysis*

The study employed mixed methods design where both quantitative and qualitative techniques were used in analyzing the data. Descriptive and inferential statistics were computed with the use of SPSS 22 software for quantitative data while content analysis was done to analyze the interview responses of the students for qualitative data.

## Results and Discussions

The results of the graded performance test, the administered Second Language Writing Anxiety (SLWA) (Cheng, 2004) with its three types such as cognitive, somatic and avoidance anxiety as well as the individual interview conducted among four students were detailed below to provide answers for the research questions in the study.

### Writing proficiency of college freshman students

Table 1 presents the descriptive statistics of writing proficiency among college freshman students using item analysis data interpretation. A 49 percent, a 50-75 percent, and 75 percent above indicate with low writing proficiency, with average writing proficiency and with high writing proficiency, respectively.

Table 1

*Descriptive statistics item analysis of the writing proficiency of the respondents*

Mean	MPS	SD	With low writing proficiency	With average writing proficiency	With high writing proficiency
18.57	37.14	5.01	12	26	4
Legend*** 49% w/ low writing proficiency 50-75% w/ average writing proficiency 75% w/ high writing proficiency					

As can be seen in the table 1, out of 42 participants 12 or 28.58% have below writing proficiency, 26 or 61.90% have average writing proficiency and 4 or 9.52% have high writing proficiency. Overall, 30 learner respondents or 71.43% are performing well and considered in the average and high writing proficiency scale. This can be deduced that majority of college freshman students have average to high writing proficiency. Most educators would agree that the ability to write clearly and comprehensively is regarded as indispensable skills required by most college students. In the analysis of the writing proficiency of the respondents, it appears that majority of college freshman students fall on average scale and considered to have satisfactory writing performance, although a few can be considered highly proficient in writing and more than one-fourth performed poorly. According

to Tayib (2015) writing represents a key element that determines students' success. This means that students who excel in writing or who has good command of writing can respond well to the demands of writing in higher education hence, can assure of better success compared to others. It can be construed that majority of the students did well on their performance test because they are considered to possess average to high writing proficiency.

### **Level and types of writing anxiety of college freshman students**

The SLWAI contains 22 items and scored using a five-point Likert scale ranging from 1 which is strongly disagree to 5 which is strongly agree. Among those items, five (1, 4, 17, 18, 22) were worded negatively and need to be scored reversely before being summed up to obtain total scores. A result of a higher score indicate a higher level of ESL writing anxiety. Above 65 points suggests a high level of writing anxiety and a score below 50 points suggests a low level of writing anxiety and a score in-between suggests a moderate level of writing anxiety (Cheng, 2004).

Table 2

#### *Descriptive statistics of the SLWAI*

	Number	Minimum Score	Maximum Score	Mean
High anxiety	18	65	81	76.61
Moderate anxiety	20	51	64	58.25
Low anxiety	4	48	50	48.5
Total	42	48	81	61.12

Table 2 shows descriptive statistics of the SLWAI, which indicates a moderate writing anxiety 61.12 ( $\leq 65$ ). Whereas the possible scores on the SLWAI range from 22 to 110, the respondents/participants' scores in this study ranged from 48, 50, 81. The mean score was 61.12 ( $\leq 65$ ), which indicates a moderate anxiety among college freshman students. In addition, 20 learners (47.62%) have moderate level of anxiety and 18 learners (42.86%) have high level of anxiety, which highlight the findings that there is a moderate to high level of L2 writing anxiety among college freshman learners. Such moderate to high level of writing anxiety among college freshmen learners is concerning and this might reflect the inadequacy of writing contexts, activities, teachers' pedagogy and the likes. The results on the writing anxiety levels with 18 or 42.86% for moderate anxiety, 20 or 47.62% for high anxiety and 4 or 9.52% for low anxiety among all college freshman students. A majority or 38 college students fall within moderate to high anxiety with only a few who are considered

to have low anxiety. Interestingly, although a majority of the students are average to high in writing proficiency, they have moderate to high anxiety levels and only very few have low anxiety. Studies on anxiety denote that students with low levels of anxiety were generally found to experience higher levels of success as can be found in the study of various scholars (Bayat (2014); Nadeem, Ali, Maqbool, & Zaidi (2012) ; and Tsai, 2012). However, the study done by Negari & Rezaabadi (2012) somehow explains the findings of the present study. In their study, the writing performance scores were higher for students with higher anxiety levels than with low anxiety level in the final writing test. Hence, the higher anxiety of the students may seem to contribute to better performance of the students. This illustrates that anxiety among the students contributes rather than acts as barrier in their writing performance.

### **The types of SLWA**

The Second Language Writing Anxiety Inventory (SLWAI) developed by (Cheng, 2004) is used to assess the level and types of second language writing anxiety which includes three subscales. Cognitive Anxiety (CA) refers to one's personal experience in writing which may involve negative beliefs, intense desire for completion and worry about the opinion of others. Similarly, it may include fear of negative evaluation from the teacher, low self-regard in writing and poor linguistic knowledge. Somatic Anxiety (SA) on the other hand, refers to psychological influence which can be shown by severe bad feeling like nervousness and tension. Other physical manifestations include heart pounding, sweating, perspiration, mental block, panic etc. Lastly, Avoidance Anxiety or (AA) describes observable anxiety experience like avoidance of situations which require writing. With the use of SLWAI, it identifies the types of second language writing anxiety as it specifies the physical and mental effects of anxiety on writing processes and behaviors.

The total item scores of each category and the distribution of the three types of writing anxiety were presented in Figure 3.

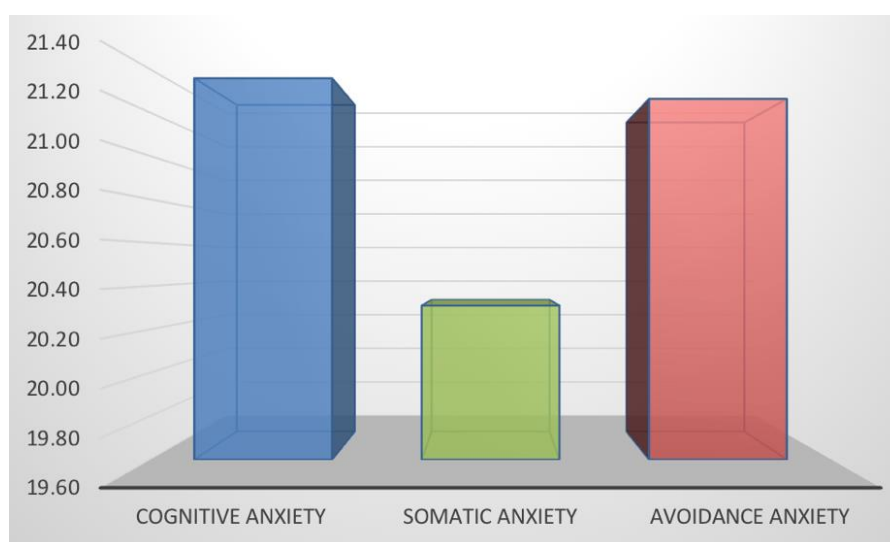


Figure 3. Distribution of the three categories of writing anxiety

It is evident that Cognitive Anxiety (21.36%) is the most frequent category of L2 writing anxiety experienced by freshmen college learners. Somatic anxiety (20.31%) and avoidance anxiety (21.26%) are the next frequent categories of writing anxiety. The result is consistent with that of Zhang (2011), Jafari and Rezaei (2014). Jebreil, Azizifar & Gowhary (2015) reported that cognitive anxiety is the most prevalent category of anxiety among learners and this provides parallel evidence with the present study. The above findings are in agreement with the results of Cheng (2004) that cognitive anxiety is closely related to test anxiety and appear to have great influence in L2 writing performance. Although cognitive anxiety accounts for the most anxiety type experienced by college freshman students, it can be noted that somatic anxiety and avoidance anxiety were also transparent among students. There were a thin line separating cognitive anxiety from avoidance anxiety indicating that these two types of anxiety were manifested mostly among the students during the process of writing. The mental manifestation of anxiety and its physical symptoms were all common among college freshman students.

### Relationship Between Writing Proficiency and Writing Anxiety Level

Table 3

*Coefficient of Correlation between the writing proficiency and second language writing inventory (SLWAI)*

		Writing Proficiency	SLWAI
Writing Proficiency	Pearson Correlation	1	0.09**

	Sig. (2-tailed)	0.571
	N	42
SLWAI	Pearson Correlation	0.09**
	Sig. (2-tailed)	0.571
	N	42

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

The results in table 4 reveals that the p-value is 0.571 which is higher than 0.05 apha, hence, a not significant positive correlation exists between the writing proficiency and SLWAI ( $r= 0.09$ ;  $p>=.01$ ). It indicates that the moderate to high writing anxiety is positively related to writing performance. It means that learners who experienced moderate to high writing anxiety also received higher scores in writing proficiency. However, this result contradicts with the study conducted by Zhang (2011). The result of the present study where a majority of students attained a moderate to high level of anxiety and their writing performance test revealed that despite these levels of anxiety, they performed well in the test showing the facilitative effect of anxiety. Studies have shown that writing anxiety has debilitating and facilitative effects on the students. It can either lower the quality of writing or debilitating effect or improve the quality of writing or facilitative effect (Rahim, Jaganathan & Mahadi, 2016). These debilitating and facilitative effects influence the students' anxiety level, thus, there may be cases that despite the higher anxiety level, the students may have the facilitative effects of anxiety and these made the students performed well in writing performance test.

The findings that majority of the students have moderate to high anxiety have been affirmed with the results of the interview. They were asked about the things or situations that made them feel nervous during writing performance tasks . All of them feel nervous at one time or another whenever they did a writing activity. The result of the semi-structured interview of 4 students (two from each category of Highly Proficient (HP) and Low Proficient (LP) is shown in Table 4.

Table 4

*Context and Contributing Factors in Writing Anxiety in a L2*

	HP	HP	LP	LP
Problem with choice of topic			✓	✓
Poor grammar knowledge		✓	✓	✓
Inappropriate use of vocabulary words		✓	✓	
Resorting to Translations			✓	
Time Pressure	✓			
Distraction from classmates asking for help	✓			

The data from the interview revealed that the students particularly those of LP found problem with choice of topic, poor linguistic and writing abilities as the sources of anxiety. While the HP students found that giving help to others, time pressure and linguistic abilities as sources of writing anxiety.

### ***Extract 1***

*There are times I really feel nervous...ah, especially if I have no idea what I am going to write...on the topic that the teacher or someone has recommended ..that's it.. It's really hard to think. (SN-001)*

Having to think of a good topic to start with made the student feel nervous because it would consume much time to think before the learner could start writing. This made student 1 nervous and this problem may also be apparent for most of the students. Selecting a good topic to work on seems to be the hardest part of writing because without a topic at hand, learners seem at lost on how they would begin to write.

### **Extract 2**

*Whenever my classmates start asking me to translate...that's what makes me nervous....since I wouldn't have much time , especially if ahh... there is a time limit. I wouldn't have enough time to write my own....(SN-001)*

For student 1, his concern is the use of his time. He got distracted whenever his classmates asked some help for English translations of Tagalog words. Since he was being disturbed from time to time, he can't focus on what he was writing. His time for writing his own work was reduced because he had to accommodate his classmates' request for translations.

While student 2 revealed that it's the 'grammar thing' that made him nervous. Other things that made him nervous included the use of highfalutin words because he found it hard to decide on the use of appropriate word.

### **Extract 3**

Ah..yung mga highfalutin words...mam. Pero ngayon pa lang po na discuss ni sir..yung appropriate na gamit ng isang word...hindi porke't synonyms apply na lang ng apply na lang na pwedeng sa sentence na yon. ( *...the use of high-fallutin words... our professor had recently discussed the use of appropriate words... some words that may have same meanings do not necessarily mean they can be used in place of another*) (SN-002)

On the other hand, student 3 disclosed that essay writing made her nervous. Whenever she did any form of writing, she would often ask help from her classmates to translate them in English. She felt inadequate with her ability to construct well-formed sentences; hence, she often crammed in the event of any writing activity. Further, she felt tensed whenever she had to write on a particular topic. This is primarily because she cannot do it on her own and would need someone else to translate ideas in English for her.

Student 4 told that whenever he is asked to write, he feels nervous due to grammatical concerns. He found it hard to write while being conscious of his grammar most of the time.

All the interviewees shared their reasons for being nervous during writing session. Their reasons for nervousness can be attributed to the following: problem with choice of topic, poor grammar knowledge, inappropriate use of vocabulary words, resorting to translations, time pressure and distraction from classmates asking help during writing activity. This is consistent with the findings of Rezaei & Jafari (2014) where he found that linguistic difficulties, time pressure and problem with topic choice are some of the common causes of students' writing, with linguistic difficulties as one of the primary sources of anxiety. Further, the study of Bayat (2014) concluded that students find writing activities more difficult than other language skills. Those varying reasons that resulted to anxiety clearly identified why students experience heightened anxiety when confronted with writing activities. If these contributing factors of anxiety can be reduced and well-managed during the course of writing, the students will not fear writing and consequently develop positive attitude whenever they are faced with writing task in class.

### **Making academic writing course interesting from the perspective of the students**

Data resulted from individual interview among students revealed differing opinions on how a writing course can be made interesting from their perspectives. Four students who have been interviewed individually have different responses.

Table 5

*Perceptions of Students on How Writing Course can be Made Interesting*

	HP	HP	LP	LP
Making the subject comprehensible	✓			✓
Making topics for writing relevant to the students			✓	
Making the class lively/ by injecting humour	✓	✓		
Having instructor who gives ample time for writing		✓		
Having instructor who believes in constructive criticism		✓		
Having instructor who makes the best out of the situation	✓	✓		
Making the process of writing clear to the students				✓

In the interview, student 1 believes that writing course can be enjoyable when the subject can be made easier despite its complexity and teacher would not be so stiff in his approach in teaching the class.

**Extract 4**

*“What makes it fun is that.... we understand...ahh...the lecture... or we are learning and the class doesn't really need to be literally fun....aside from that...the subject shouldn't be that serious...” (SN-001)*

Student 1 valued teachers who took time to make learning comprehensible to the students. It was something which made students interested in the subject being taught. Further, he found it important that the teacher is not stern during class lecture, often smiles a lot and tries to make the lesson interesting by figuring out how it would make sense to the students through his sense of humor.

**Extract 5**

*“...he's not that serious when it comes to giving lecture...because...most of the times, he would make fun of something...he would explain something*

*through examples and out of his wit he would turn it to something comical...(SN-001)*

On the other hand, for student 2, making the subject interesting for learners is strongly dependent on the teacher. No matter how difficult or complex the subject maybe, the teacher could create an interesting learning atmosphere to make the students engaged and find meaning and joy in what they are learning. It also counts when the teacher takes the subject matter lightly inspiring the students to do the writing task. Aside from that, it matters when the teacher guides them in developing the idea and allows them enough time to compose their writing without the need to pressure them for early submission.

#### ***Extract 6***

*“For me it depends on the instructor...kasi po yung 2 instructors po namin sa English, although mahirap ang subject ...nalalaro laro lang nila ang subject nandoon po ang motivation...so hindi po nila pine-pressure ...yun po kasi ang kalaban ng writing... pressure time..tapos po yung pagco-construct pa po... so pag may limit ang oras nandoon na po kung paano gagawin..kung paano sisimulan, kung paano tatapusin...paano gagawa ng gitna...ng katawan... (As for me, it depends on the instructor... the subject may prove to be difficult yet our two instructors in English have made our subjects light and enjoyable....we feel motivated and less pressured in writing...I guess...that the biggest obstacle in any kind of writing. When you feel pressured less is accomplished as you are baffled on how to compose and organize your writing)*

From the perspective of student 3, a class can be made interesting by choosing topics in writing where students can relate with. Topics about teenage life, love and hardships are some suggested topics that would inspire them because they have experiences about them and they can better relate with such. Further, she added that it is important that teacher allows adequate time during the process of writing instead of putting time pressure on them. Kean, Gylmn, and Britton (1987) established in their study that time pressure during writing can severely cause writing anxiety and consequently produce adverse effect on the quality of students' work.

### **Extract 7**

Yun pong ano...dapat po ang topic yung makaka relate kaming mga estudyante..

*(Well....the topic should be something we, students can relate with)*

For student 3, she declared that writing class should be well-guided so that the students will take an interest in the writing activity. The most common problem among many students in writing is getting started with a topic. Most students tend to wander aimlessly on how to go about their writing and have problems with collecting or generating ideas to start with. But once they have been guided and examples have been shown, they are able to write on their own.

### **Extract 8**

Cguro po kelangan ng estudyante kung paano gagawin at ano ang isusulat nila...kung hindi nila alam ang topic cguro po need i- explain at magbigay ng halimbawa bago magsulat..*(Perhaps, there is a need for the students to know how to do it, and be guided on what they should write...if they don't know the topic, it helps if it would be explained to them and some samples were given before the actual writing).*

Student 4 highly regarded the effort of the teacher as valuable in guiding the students during the process of writing. It gives direction to students on how to make a start and develop their ideas during the writing task or session. Ismael, Elias, Albarkri, Perumal & Muthusamy (2010) cited that ESL students in higher education more often experience writer's block and need a lot of encouragement from their instructors in order to write successfully. The anxiety that may arise during the process of writing can be reduced because they feel their teachers are supportive in guiding them to generate ideas and to work on from the initial stage of composing until they successfully write on their own (Cheng, 2004). This suggests that students in higher education still need proper guidance and direction to sustain them during their English academic writing since it is considered as the most difficult among language skills.

Both highly proficient and low proficient students experience some sorts of anxiety during their writing performance test. A majority of the students have moderate to high anxiety and this have been

affirmed with the findings of the study. Students feel nervous at one time or another whenever they did a writing activity. The result of the semi-structured interview with high and low proficient students show that the following factors generate writing anxiety among the students: problem with choice of topic, poor grammar knowledge, inappropriate use of vocabulary words, resorting to translations, time pressure and, distraction from classmates asking help during writing activity.

It can be noted from the interview among four students that all the viewpoints coming from the students on how writing course can be made interesting are all teacher-related factor such as making subject comprehensible to the learners, creating a lively class by injecting humor, having instructor who constantly gives constructive criticism, provides clear instructions, makes the best out of the situation, assigns learners topics relevant to them and lastly, giving them adequate time to process their writing rather than putting so much pressure on them for early submission. It concludes that writing course or writing session can be made interesting for the learners when the teachers are willing to make it happen. Hasan (2018) cited that teacher-related behavior is a contributing factor that could evoke or reduce interest among students in learning. This supports the idea that teacher has varied roles in the classroom being facilitator, guidance counselor, comedian, coach, model and mentor rolled into one. Teachers are regarded as classroom managers who instill appropriate becoming behavior, assess student learning and create wide-range learning environments. This affirms what Meier (2018) cited that teachers are dedicated professionals who create impact on the lives of the students.

## **Conclusion**

The findings of the study offer understanding on global phenomenon of L2 writing anxieties which appear to influence writing proficiency of various learners across different cultures. Based on the results, majority of freshman students are performing satisfactorily and have average writing proficiency. As of writing anxiety toward academic writing, majority have moderate to high levels of anxiety despite their having average to high writing proficiency. The findings displayed cognitive anxiety as the prevalent type of writing anxiety experienced among students. There was slight difference with the resulted mean of both cognitive anxiety and somatic anxiety. Hence, along with cognitive anxiety, majority of students also suffer from somatic anxiety. Correlation analysis indicates a not significant positive correlation between the writing proficiency. It suggests that the moderate to high writing anxiety is positively related to writing performance. It means that learners who experienced moderate to high writing anxiety also received higher scores in writing proficiency.

It is surprising to note that the present findings contradict with Cheng (2004), Jebreil, Azizifar, Gowhary & Jamalinesari (2015), and Zhang (2011) where majority of students who have moderate to high level of anxiety have average to high writing proficiency and performing well in the written performance test. Sources of writing anxiety among the students can be ascribed to their linguistic incompetence and other interpersonal threats such as distractions from others seeking for help and time constraint. Studies have shown that writing anxiety has debilitating and facilitative effects on the students. It can either lower the quality of writing or debilitating effect or improve the quality of writing or facilitative effect (Rahim, Jaganathan & Mahadi, 2016). These debilitating and facilitative effects influence the students' anxiety level, thus, there may be cases that despite the higher anxiety level the students may have, facilitative effects of anxiety made the students performed well in writing performance test. Similarly, students' perceptions on effective classroom practices during sessions were taken from their actual experiences with teachers who made the teaching of writing interesting for them. Their perceptions on how writing class can be made interesting can serve as eye-opener among language teachers on their multifunctional roles to facilitate or contribute to the writing anxiety of the students through different tasks that they may employ during the teaching of writing. Moreover, it may also help teachers to shift focus on the students' needs and expectations in class than establishing unrealistic goals and putting pressure beyond what the learners are intellectually capable of doing during L2 writing.

### **Pedagogical Implications**

The study revealed that writing anxieties among learners stemmed from their personal experiences in writing and observable anxiety experience like avoidance of situations which require writing. These potential sources of anxiety were perceived as contributing factors that may boost or hamper the students' writing proficiency.

There were varied situations and factors that contribute to L2 writing anxiety of freshmen students which can be attributed to their linguistic incompetence such as poor grammar and inappropriate use of words, problem with choice of topic and resorting to translations. Other causes include time pressure and distraction from classmates asking for help which are can be considered interpersonal threats. These sources of anxiety could either heighten or lower their anxiety levels and this in turn greatly influence their writing performance. Such conclusion provides several implications for teachers of second language writing. Language teachers need to discover the relation between varying degrees of anxiety and observe which of them prove to be facilitative to L2 writing

performance. Students' daily routine in class involves uneasiness and tension towards varying learning areas of interest. Based on the findings of the study, among the numerous consequences of this state of mind, anxiety was determined to be advantageous in terms of heightening writing performance. Under moderate to high levels of such circumstance, students experience the ability to think critically and be pushed to the extents of their intellectual limits. Factoring in technical results from the conducted written performance test and semi-structured interviews, it can be deduced that a fair number of stressors do not necessarily reflect a negative impact with respect to their writing performance; contrary to common belief, this type of environment appears to have a facilitative effect instead. This scenario may seem to be evident not only among Filipino learners but may also be experienced by other students situated in different contexts.

Educators should know that learners can become highly anxious during L2 writing, and this can be related with the classroom environment and their teacher. Essentially, there is a need to look for pedagogic ways to reduce anxiety levels in a way that doesn't make learners so relaxed that they lose focus on their writing tasks. Teachers of L2 writing may provide some autonomy to learners to lessen the anxiety during the course of writing by giving them freedom to choose their own topic for which they have personal connection. Giving some samples could also be helpful but they should also provide some challenge as the findings indicated that learners need some degree of anxiety in order to perform better. With this, instructors should consider giving students writing activities where they will be challenged to push themselves to do better in L2 writing. Additionally, the student's ability to adjust to changing levels of environmental stressors promotes intellectual adaptability. In the context of writing proficiency, students are better able to generate multitudes of thoughts and ideas, due to cognitive pressure, in their writing as opposed to that in a carefree environment. Understanding this concept gives learners the chance to discover supplementary targets for creative writing, or simply just improve their writing performance as a whole; with or without the presence of apprehensive environment.

Knowing the factors that may trigger anxiety among students as well as understanding learners' expectations in class during writing session may inform language teachers in varied cultures how these influence the writing proficiency of the students. As found in the study, a fair number of stressors contribute to better L2 writing performance of learners. This argument may hold true in other contexts indicating the role of anxiety could either impede or facilitate L2 writing proficiency.

On the whole, an understanding of learners' second language writing anxiety is becoming more significant in the 21<sup>st</sup> century with the demand to master academic writing, in higher education all over the globe. Thus, the global workforce compels many people to improve their writing skill as this become a major agent of globalization allowing individuals to be part of the international business and cultural society.

**Researcher's Note:** This is an original publication which has not been published elsewhere and is not under consideration elsewhere.

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## Tracing Trends, Challenges and Prospects in Theses on English as a Second Language

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### Abstract

For students in the masteral level, one of the requirements for completion is to submit a research that contributes to the body of knowledge. In this study, 185 masters theses in a state university in the Philippines that offers a master's program in English as a Second Language (ESL) were reviewed. A qualitative content analysis of these studies from 1994 -2018 was employed to determine the following: type of approach used, research design, macro skill targeted, type of participants, locale, tools used, statistical treatment and type of output. Data were presented in a frequency and percentage form. Results show that there are more studies that used the quantitative approach with various research designs. Speaking and reading were the most commonly studied language skills among high school students. Survey questionnaire and test were the most common tools. Statistical treatments ranged from descriptive to inferential statistics. From these parameters, trends in ESL were tracked in a five-year gap to show the areas in which emphasis on research was placed. With these trends, gaps or research areas were also considered in consonance with regulating bodies requirements.

**Keywords:** content analysis, graduate student research, trends in English, gaps in ESL research

### Introduction

Graduate studies is one of the most effective means of developing capacities related to doing research that will improve the educational theory and practice in the many different aspects of the educational process (CHED Memorandum No.53., s. 2017). The research as requirement for one to complete a master's degree is in the form of a thesis. This research undertaking also serves to create new knowledge and theory which can contribute to more effective methodologies and for policy-

making. In the Philippines, the Philippine Qualifications Framework was established to set the leverage for graduates in the country to international competencies and to focus more on standards. A graduate in the masteral level is identified to be in the Level 8 which is presented as a graduate who has advanced skills and knowledge for research endeavours and who can work independently and with minimal supervision (pqf.gov.ph). In addition, the National Higher Education Research Agenda was formulated by the Commission on Higher Education to enable researchers to produce quality researches that will advance learning and development (ched.gov.ph). In reality, with the many graduates every year also comes with the piling up of graduate student theses.

Research studies have been carried out to evaluate thru several terms and scopes these theses of different specializations. Among these are in psychology and allied fields (Phillmore, 2008), library and information science (Yontar & Yalvaç, 2000), educational technology (Goktas, 2012), biology (Topsakal, Calik & Cavus, 2012; Gul & Sozbilir, 2015), mathematics (Baki, Güven, Karataş, Akkan, & Cakiroğlu, 2011), science education (Chang, Chang & Tsen, 2010). and varied fields (Kushkowski, Parsons & Wiese, 2003).

Results from these studies enable future researchers and graduate students to grasp a bird's eye view of existing studies in their fields. Similar studies can be carried out in their own context, implications to requirements and academic writing can be considered and curriculum for graduate students can be reviewed.

In the field of language, several researchers in different countries already conducted an analysis of studies from language programs, published articles and citations among others (Graham & Perin, 2007; Uzunboyly & Ozcinar, 2009, Ellis, 2013). For theses undertakings, Chaiyasook and Jaroongkhongdach (2014) analyzed 194 theses produced by graduates from seven Thai universities by using content analysis. The findings revealed that most ELT master's theses have a main research focus on student performance (60.82%), especially in an undergraduate level (25.64%). Most theses employ a human quantitative research design (61.34%) by using students as a major of data source (80.41%). The instruments used most are a combination of a questionnaire and a test and the analytical methods mostly used are descriptive and inferential statistics. In a similar study, Chen (2013) mentioned that the number of graduate theses on second language writing (SLW) has increased greatly during this period, with a wide array of topics being investigated each year. Writing instruction was the most frequently researched topic, and empirical research was the most frequently adopted research type. The author also analyzed reasons for the increase in SLW studies, the large variety of SLW topics, the focus on writing instruction, and the large number of empirical studies. The findings indicate

that Chinese graduate students have increased their knowledge of EFL writing by including SLW topics in their master's theses and PhD dissertations. In addition, Lin & Cheng (2010) revealed that in TESOL programs, most of the research topics are on language skills, teaching methodologies and CALL. Kirmizi (2010) analyzed ELT theses of different universities and found out that among the language skills is among the most researched area. The most recent is the study of Latif (2018) who discussed that the research of ELT in Egypt showed differences in the published and unpublished theses as to the areas and contexts researched but similar in the research method used and the nature of topics.

These researches have been conducted to assess the scope in different aspects of the graduate theses thus determining the strengths. When these were determined, the results can give an essential contribution to the body of knowledge and even for language policies that can go from micro-to-macro scale language planning. Further, the results can also serve as indicators of limitations thus providing areas of investigation. Also, analysis of researches in languages yielded results that emphasize priorities both for practical and theoretical reasons. Further, impacts of these results to the language community are also given importance to educational reforms and stronger call for language-policy making in the locale (Rubdy & Tupas, 2009; Burns, Paltridge & Wigglesworth, 2008; Marsden & Graham 2009; Ringbom, 2012; Behrent, Doff, Marx & Ziegler, 2011; Wright, 2010).

The Philippines is classified as a country belonging to the outer circle of World Englishes as postulated by Kachru. This means that Philippines uses English as a second language (ESL) or an auxiliary language in its many aspects in the society such as interpersonal relations, education, politics, law and governance. It is then inevitable that the country offers majors in English from the tertiary to the graduate level. With the Philippines offering various degree programs in English, employing a similar study in the context of English as a second language is necessary. Reviews of past researches enabled this study to explore more features of ESL theses. In this way, concepts such as the topics investigated and outputs were already included in the study, parts of the thesis such as the research design, locale, treatment used were also a part of the parameters. In addition to the other parameters, identifying these features may already present a holistic view of the progress of the ESL theses over the years. From these trends, the current study also presents challenges seen in these theses thus providing a basis for gaps and areas for future research.

The only published article with a similar topic is that of Dayag & Dita (2012) who surveyed 103 articles published in the Philippine Journal of Linguistics (PJL). The Philippine Journal of Linguistics focuses on studies in descriptive, comparative, historical, and areal linguistics. There is a

clear multiplicity of topics, themes, issues, research methodologies, approaches, and scope of papers published in PJJL in the last 10 years.

In the locale of the study which is a state university in the northern part of the Philippines, the degree programs have been producing graduates for more than ten years and as to this date, no research has been done to assess these researches. The identification of areas of interests in research in English as a Second Language through the theses will serve as a baseline data for areas that are already exhausted in a way and opens up research areas in the many topics under ESL.

## **Research Problems**

In view of the foregoing researches and with the need to have a study in the Philippine context in which English is used as a second language, the following research problems were answered in the course of the study:

1. What are the trends in ESL theses on the following categories:
  - a. type of approach
  - b. major topic
  - c. participants
  - d. locale
  - e. tools used
  - f. statistical treatment and,
  - g. output
2. What are the challenges observed from the ESL researches?
3. What are the areas in ESL for future researches?

## **Research Method**

A content analysis specifically Fraenkel, Wallen & Hyun (2012) describes content analysis as a method that analyzes written content and is usually used in manuscript types as shown in studies of Rabow, Hardie, Fair, & McPhee, 2000; Kirchhoff, Beckstrand, & Anumandla, 2003; Ferrell, Virani, Grant, & Juarez, 2000 and Ferrell, Virani, Grant, & Borneman, 1999. This study used the two kinds of analysis which include manifest analysis by the mere count of the frequency of words and concepts but proceeds to the use of latent analysis which is the interpretation of these words and concepts. In

qualitative content analysis, the study made use of the summative content analysis (Hsieh & Shannon, 2005) in which the number of concepts are summarized to present the trends and proceeds to the researcher interpretation of the gaps and areas for research.

## Corpus of Data

A total of 185 masters theses were analyzed in the study. Figure 1 shows the distribution of the researches. There are 79 theses from 2011-2015, 52 theses from 2006-2010, 36 theses from 2016-2018(1st half), 12 theses from 2001-2005 and only six theses from 1994-2000. The number of theses reviewed was cross validated with the number of graduates in the degree program. There were four theses that were not available during the time of the study thus resulting to exclusion in the analysis. However, the number of excluded theses does not immensely affect the results as 99.4% (185) of the total number of theses were included in the analysis.

The copious number of theses in 2011-2015 can be attributed to several factors such as the increasing enrolment trend among tertiary students (Philippines in Figures, 2015) which can lead to enrolment to the graduate programs and faculty development programs (Nebres, 2015). It is also in these years that there was a massive increase of ESL teachers in the country (Choe, 2015) who also enrol to advanced studies for personal and professional development. It is in these years that foreign students study English in the Philippines especially in the locale of the study.

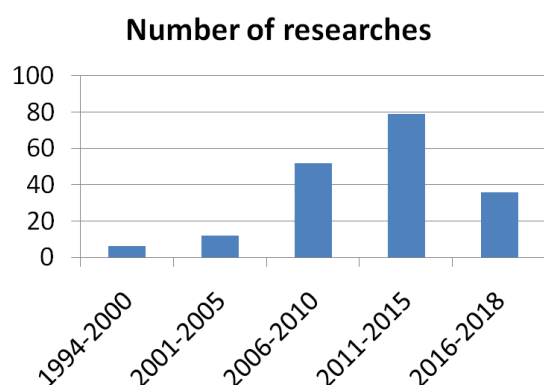


Figure 1. Number of masters theses

## Coding Research Topics and Categories

The research topics and its corresponding categories were identified by doing a literature review of similar studies. This helped the researcher synthesize common parts in the theses that needed

analysis. These categories were content validated by another researcher who is an associate professor in the field of language education. This led to seven research parameters that the researcher used in the analysis of the data which include type of approach, major topic, participants, locale, tools used, statistical treatment and output. The type of approach refers to whether the study was carried out in a quantitative or qualitative manner. As for the major topic, language skills were identified as speaking, reading, listening and writing; other topics that do not fall in any of these skills were coded according to the explicit information in the theses. Participants were coded to the academic and non-academic type. Academic type refers to the teachers and students in regular schools and ESL academies; other participants refer to the non-academic type. The locale refers to the place where the studies were conducted and was divided whether in the municipal and/or city level; provincial, regional and national level. Tools refer to the data gathering instruments while statistical treatments were either descriptive or inferential statistics. Outputs refer to the end product of the researches such as but not limited to materials, training plans, modules and other instructional materials.

## **Findings**

### **Trends on ESL theses**

This section provides the answers to the first research problem which includes graphical presentations of the trends seen on the different categories.

#### ***Trends on type of approach***

Out of the 185 theses, there are 154 (83%) quantitative researches and 31 (17%) qualitative researches. In the quantitative approach, many studies dwelt on the identification of level of performance, competence, errors and correlating these to various factors such as age, gender, first language, exposure to social media among others. In the qualitative type of researches, studies dwelt more on literary analysis with emphasis on literary and linguistic convention in sets of short stories. As for the number of researches over the time period (Figure 2), studies that use the quantitative approach have been dominant. Qualitative researches were remarkable in number from 2011-2015 with 20 researches. This was also observed by Richards (2009) in his review of trends in qualitative research in language teaching that the sociocultural dimensions of language were recognized thus the use of the approach.

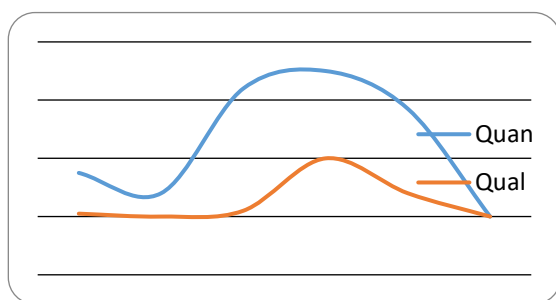


Figure 2. Trends on the type of approach every 5 years

### *Trends on major topic*

The major topic refers to the language skill or content area which the different theses investigated. There were more studies on speaking (42) specifically on the areas of competence, performance and grammatical and phonological errors while speaking. Topics on teacher talk, classroom interaction and communication strategies are also included in this category. Theses that investigated reading skills and grammar have equal number of studies (27) in which topics delved on levels of comprehension, competence and techniques in reading while grammar studies focused on the competence and errors in grammar. Next was literary criticism (14) which has topics on linguistic innovations, speech acts, literary conventions and functions of language. There were other language topics studies such as learning difficulties, teaching strategies, materials evaluation, proficiency in all skills, learning styles, language testing, influence of culture, vocabulary, language needs, pragmatics, functions of language, seminar assessment, Mother Tongue Based- Multilingual Education (MTB-MLE) , teaching anxiety and inclusion of technology on language (Figure 3)

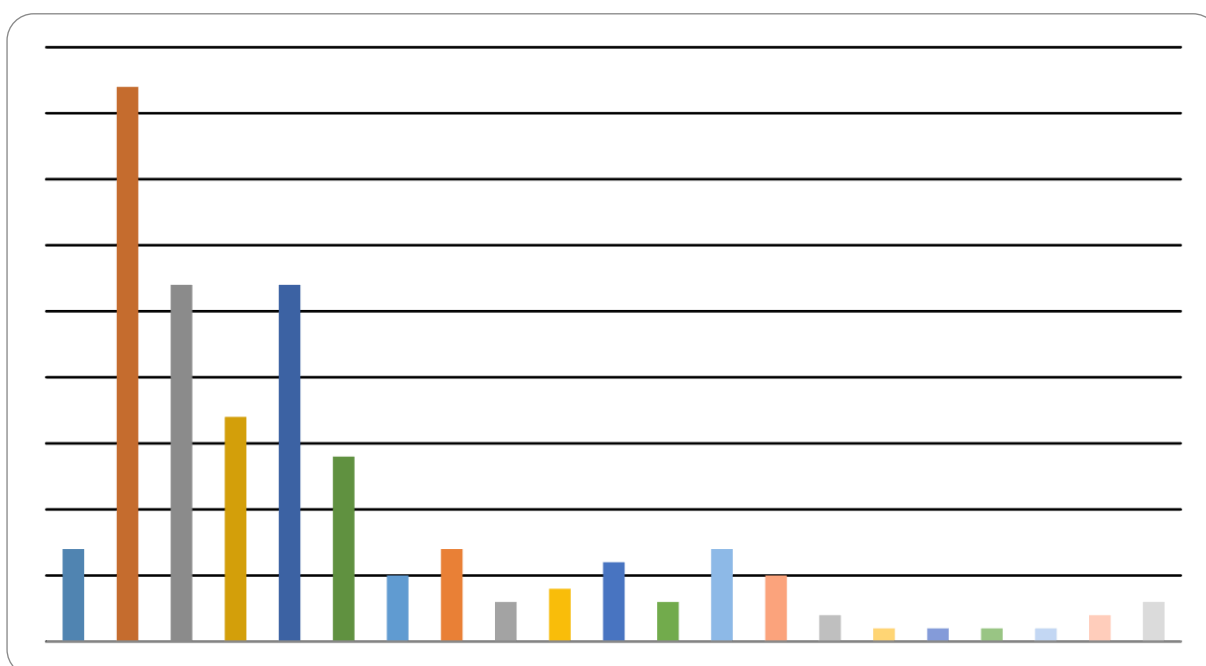


Figure 3. Major topics investigated in the masters theses

In 2011-2015, it can be noticed that apart from the language skills, there were more studies on other aspects of language. But in the rest of the years, speaking still proved to be the most researched language skill.

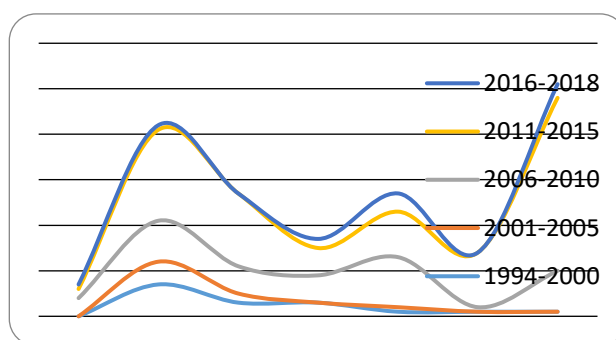


Figure 4. Major topics every 5-year period

The number of researches on speaking can be attributed to the fact that it is an active skill and can be readily observed thru observations, drills, oral tests and discourse completion tasks. As for reading and writing, performance on these skills can be measured through tests and identification of errors. The results in this area is consistent with the trend on the type of approach that in 2011-2015, there were more qualitative researches which lead to various topics being studied on. Until now, speaking is still an area of research. Recently, Chien (2018) looked at Taiwanese students' pronunciation problems and their self-correction strategies.

### ***Trends on participants***

Participants in the theses were diverse. There were participants from the academe regulated by national departments (Figure 5) in which most of the researches targeted. These include high school students and teachers and tertiary students and teachers. Some participants also include the ESL teachers and ESL students such as Koreans, Chinese, Japanese and Arabs. It should be understood that ESL teachers in this context are teachers who are employed in academies or freelance academies that are privately-owned. Other participants include pastors, graduate students, government employees and officials, police, disc jockeys, taxi drivers, non-language teachers, children with special needs and random people.

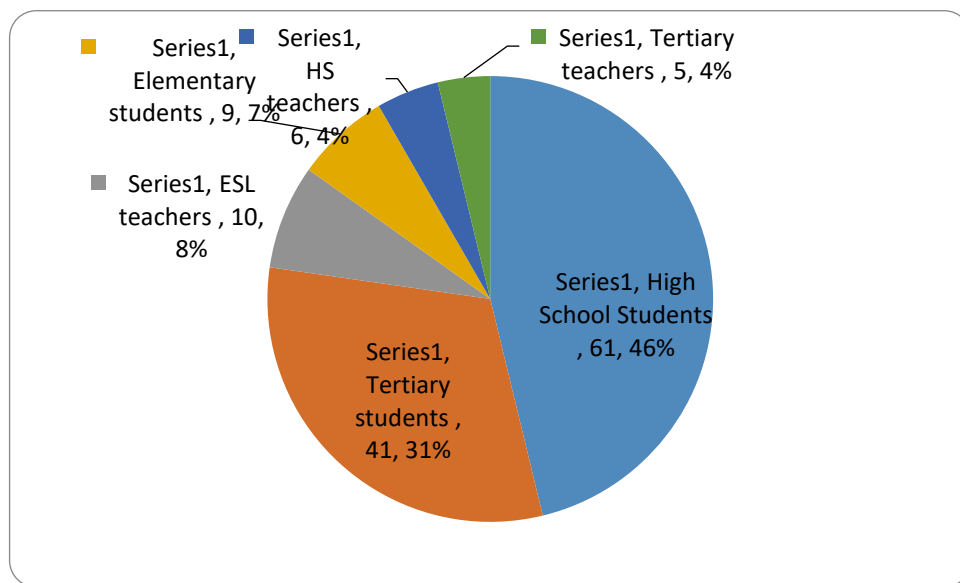


Figure 5. Participants of the studies belonging to the academe

The number of theses that studied more on academic settings with the different levels in education proves that the language classroom is a rich source of information for research and pedagogical implications. The inclusion of non-academic participants also proves English language and its use across the aspects of society. As the Philippines is labelled by Kachru & Nelson (2006) as a country in the outer circle which uses English as a second language, the diverse participants extent of use of the English language is immense.

### ***Trends on locale of the study***

As for the coverage of the studies in terms of the locale or the place where the studies were conducted, majority were investigated in the municipal and city-wide areas (88%). The proximity to the school offering the degree program and the student's profile explain this finding. However, there were also studies conducted in the different provinces in the Philippines (11%) and also regional in scope (1%).

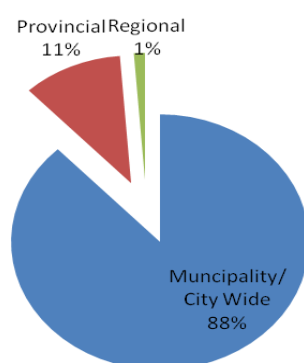


Figure 6 . Locale of the studies

### ***Trends in ESL theses on tools used in the study***

In parallelism with the dominant approach used in the studies which is quantitative, the tool commonly used is the questionnaire or test (76) followed by the survey questionnaire and test (30). Varied tools include documents, interview, observations and recordings. The uses of varied data collection instruments also prove the complexity of research undertakings as a graduate student of language. As the English language can be felt, heard, seen, read, spoke and written, the appropriateness of the data collection instruments is important. Interview is a mainstay of qualitative research while tests or questionnaires are consistent tools in quantitative type of researches.

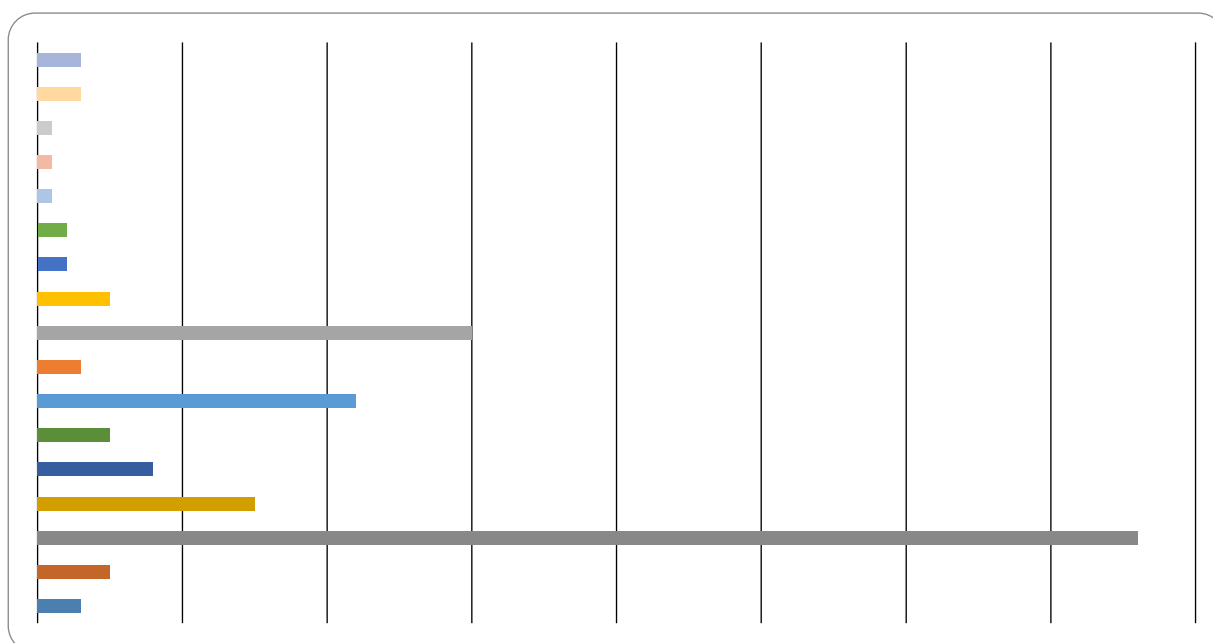


Figure 7.Data collection instruments

### ***Trends on outputs of the studies***

The outputs of the studies would refer to the contributions in the body of knowledge either in the form of descriptions, simulacrum, materials, training design and others. Almost all (168) describe the results in terms of levels of performance, competence, proficiency, percentages of errors and features. There were two studies that were able to emerge simulacrum or models but were still classified as descriptions. Other outputs include classroom materials such as modules and supplementary materials, training designs with a material, guidelines in teaching the English language, videos and mobile learning application. It can be gleaned from the outputs that the materials were more for classroom use.

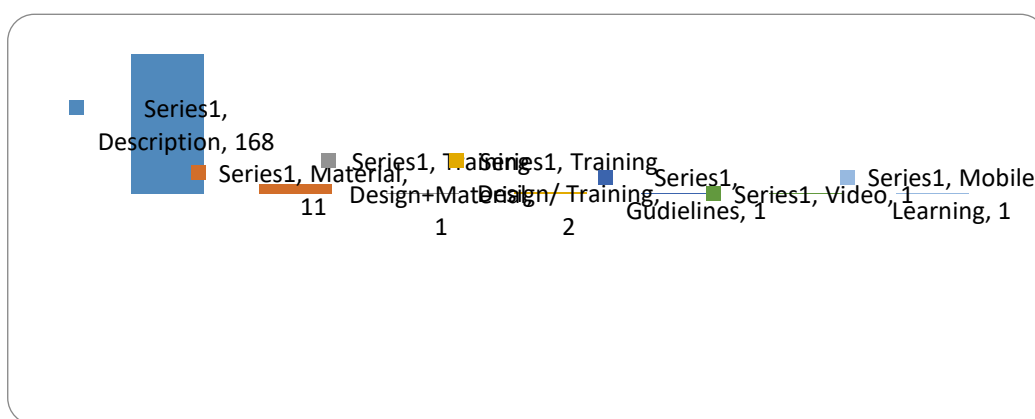


Figure 8. Outputs of the studies

### ***Trends in ESL theses on statistical treatment***

The F-test is the most commonly used statistical treatment (57) followed by descriptive statistics (51) and t-test (45). The F- test or the ANOVA and the T-test are useful means of determining effects and correlations. In this result, this proves parallel with the quantitative type of approach as the more dominant.

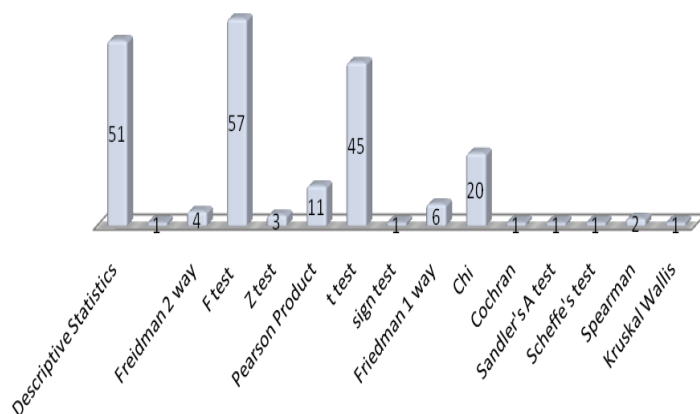


Figure 9. Outputs of the studies

The scenario seen in the trends of these masters theses confirm other research findings. Jaroongkhongdach (2014) in an analysis of ELT theses also found out that student performance was the research topic greatly investigated with quantitative approach as the most used method. This study is also in consonance with Lin and Cheng (2010) when they found out that participants in the theses were mostly from the high school and undergraduate students with focus on language skills. Lightbown (2000) also exposed that research orientations in second language acquisition range from classroom pedagogies to testing of effective practices in the classroom i.e feedback. The results of this study also correspond with the study of Pica (2003) in which grammatical development and interlanguage have become topics in SLA research. In this study, proficiency in grammar was the second widely researched topic while the influence of L1 is a factor in correlational studies in masters theses. Saengboon (2004) suggested that classroom practices in Thailand should complement research trends which in this period are on diverse processes that learners go through in acquiring and learning L2. In the Philippine scenario, however, researches dwelt on performance –based type of testing the learning of L2 that can become a measure status of how far L2 learners have used the target language, English.

Understanding the trends of these MAESL researches has opened exploration for the researcher to observe challenges in these theses. The term “challenges” refers to the perceived gaps in the parameters investigated in the study.

## Challenges in the ESL theses

### *Which is which? Quan vs Qual*

On the type of approach employed in the masters theses, the research problems definitely dictated that the quantitative approach is needed. With the various quantitative designs employed in

the studies, determining the levels of comprehension, performance and proficiency were well-defined using reliable and valid teacher-made tests by the researchers. Also, several factors were taken as variables such as age, gender, type of school graduated from, exposure to mass media and were correlated to the level of performance. These were manifested in the use of inferential statistics. The use of quantitative research was seen as an important output in academic research (Vincent-Lancrin, 2006). This can also be the reason for more researches geared towards quantitative type. Farrelly, King, Wesley & White (2017) recognize that quantitative researches can give an eagle's eye view but may fail to focus that one variable may only matter. In this case, the researches may have concluded that the levels of their English can be correlated to only the factors identified but may also have missed other contributory factors to the learning of L2. On the other hand, there is an open window for the "hows" and "whys" of these test results employing a qualitative approach. Qualitative research emerged because some of the articles formerly classified as 'non-empirical' or 'theoretical' gave way to an increasing share of articles classified as qualitative. As early as 1984, Brymann already outlines the merits of both approaches which need to be revisited by the ESL researches as to the epistemological and technical issues. In addition, the rise of qualitative inquiry meant that the everyday reality which produces statistical relationships between the variables of quantitative analysis is given more attention (Alasuutari, 2009). With this in mind, the learning of L2 can also be better understood by also knowing the experiences of all stakeholders in the whole realm of SLA- students, teachers, parents, administrators and peers. There can be affective and cultural factors which are already worthy of investigation. This is also in conformity with Richards (2009) who surveyed the trends in qualitative research in language teaching in the 2000s and revealed that there is no distinct trend in the use of the qualitative approach however the use of teacher and student journals as source of data and introspection as the method are evident in language qualitative researches. Furthermore, Richards (2009) revealed that the topics that were investigated more in language research that used the qualitative method are approaches to teaching, identity and socialisation, narratives and lives.

The results of qualitative researches in second language acquisition and the whole teaching-learning realm can complement the statistics provided by quantitative researches. Even more, the emergence of the mixed-method approach can be also explored in language researches.

### **Whose world is ESL? Academic or Social Settings**

Another concern in these researches is on the topics and the type of participants that these studies revolved on. The realm of ESL has extended not only in academic settings but even to more sociolinguistic type of areas. Kachru (1990) establishes the concentric circles of World Englishes in

which the Philippines belongs to the outside circle which uses English as a second language. In the Philippines, English is an official language together with Filipino. In all aspects of society, English is used that is why it is no surprise that educational curricula cater to the demand of teaching English. Included in the curriculum of these ESL masters students are language acquisition, language testing, principles and trends in teaching ESL, language and culture, teaching reading and literary appreciation, literary criticism among others. With these various subjects being taught, there can be a wide selection of topics that can be studied. The ultimate goal of second language acquisition research is to come to an understanding of what is acquired and the mechanisms which bring that knowledge about. In recent years, the attempt to understand these issues has come from varying perspectives: some researchers have been concerned with language development as it relates to conversation; others have dealt with the role of affect, while others have investigated first language influences on the process of second language acquisition. What has been lacking is a global and comprehensive view which shows how these various perspectives interlock (Gass, 1980). In this sense, the MAESL researches have partially been successful in addressing this language research goal but in a correlation type of research. Grabe (1991) further exposes five important areas of research: schema theory, language skills and automaticity, vocabulary development, comprehension strategy training, and reading-writing relations. He further added that instead of trying to discover how often X occurs in Y situations, whole language researchers want to know what people think and how they go about developing their knowledge, a recognition of contexts as vital factors affecting results; these contexts include physical, social, economic, and political and a willingness to accept the messiness that comes with opening the study to real people living real lives, seeking insights through personal histories and through reflections on those histories.

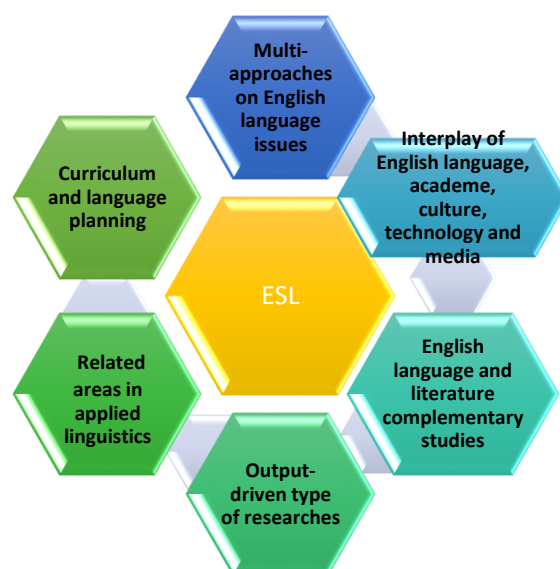
It is innate that ESL occurring in academic settings can be investigated. But as to other people who can be investigated in terms of reference as an ESL speaker, this should be justified in the conduct of studies. For example, participants as to taxi drivers, government employees and random people as seen in these theses can be contextualized in which aspect of ESL they are moving. This is when the above factors (physical, social, economic and political) should come into play. Also, studying into real people living real lives would entail the use of instruments such as observation, interviews and narratives.

### **Areas for Future Research**

With the trends and challenges presented, the researcher forwards possible research areas.

1. Apart from knowing levels of performances of both teachers and the students, researches to fulfil the holistic view of language can be adopted. This would entail the utilization of qualitative researches and mixed-method type of research.
2. The study of the different language skills is innate in any language-related research endeavour. More to this, researches on semantics and pragmatics can be explored. Also, with the inclusion of subjects in the program relating to culture, the English language as part of culture in the Philippine context can also be studied which can include interplay with popular culture, media and technology.
3. Apart from publication as completing the life cycle of a research, outputs can be delivered via materials, framework, interventions and others.
4. Since literature is also part of the subjects for MAESL, literature can be viewed in the lens of postmodern approaches.
5. To support international, national and institutional goals, researches that dwell on curricular studies, policy-oriented studies, model building studies, and interplay with the needs of the society.

With the trends, challenges and areas for research determined, the following is forwarded for study and further adoption for research agenda in English as a curricular offering.



With many issues besetting the English language, varied approaches can be adopted to carry out researches that would address these issues. Language is dynamic and present in all facets of society, thus, not only one approach in research can be used. Phases can be carried out to holistically view the

issue on hand. For instance, in the study of language assessment, quantitative data may be supported with qualitative data or vis-a vis. It is also in this idea that language can be studied as interfaced in the academic settings, culture, technology and media studies. This way, English language use can be better explored in different avenues.

The English language is also a mediator in the teaching of literature and these can also be explored by researchers. As literature breathes life, language can help in this understanding. In many educational settings, literature becomes the take-off topic to introduce English as a language. In this case then, studies can further be undertaken to still look at language use and features in the field of applied linguistics.

Since research addresses problems, outputs are already expected. English as a second language researches, aside from description of current status may forward interventions, effectiveness of methods, policy notes and other knowledge products. These products may supplement administrators in policy-making towards curriculum development and planning.

As for the pedagogical implications of this study, course facilitators in the teaching of ESL and EFL can contribute to the growing demand for best practices by trying out several approaches in the teaching of English. As presented in the findings, results in performance tests may not be the sole measure of a student's capability in learning the language but experiencing the language itself. Supplementary materials and use of technology in the language classroom may also be employed so as not to deprive the students in "hard learning" of the language but more so learning the language in a more interesting way.

### **Limitations of the Study**

The corpus of the study only dwelt on the masters theses of ESL researchers. The corpus can be further explored in terms of methodological coherence and other features of the theses. Other English – related theses in the whole country may also be pursued.

### **Conclusions and Recommendations**

The corpus of data, MAESL theses are diverse in terms of research parameters. With this diversity, several topics and contexts are understood but may also be a source of concern in what English as a Second language revolves in. These theses have greatly contributed to furthering scholarly work in the field. Trend tracking and graduate tracer studies as complementary research can be explored.

With the membership of the Philippines in the ASEAN and as an outer circle country, the findings of this study present relevant perspectives in the teaching and learning of English as a language and as a content area. Several countries in any of the concentric circles (Kachru, 1990) may also learn from the vastness of research areas possible in their own contexts.

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## **Pedagogical Content Knowledge (PCK) of ESL Primary School Teachers in a Rural School**

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## **Abstract**

The study was done upon two primary school ESL teachers in a rural school. The nature of this study is qualitative. The study aims to explore how pedagogical content knowledge of ESL teachers affects the instructional practices in teaching English. The data was obtained through observations which were carried out for two hours each week upon both the participants throughout the 5 weeks duration. 3 sessions of semi-structured interview were conducted over the period of 5 weeks. The data was analyzed using the ATLAS.ti version 7 application. The findings showed that the participants had the relevant pedagogical content knowledge. However, there were certain additional categories which the participants revealed which had implication on the students' achievement. This study may assist as a mechanism and inspiration for future research in the field of ESL studies as there are limited researches on primary school ESL teachers' pedagogical content knowledge in Malaysia.

**Keywords:** pedagogical content knowledge, primary school, ESL teachers

## **Introduction**

Pedagogical content knowledge (PCK) is an amalgamation of the art of teaching and knowing the subject matter or content knowledge which was introduced by Shulman (1987). The saying “those who can, do; those who can't teach” means people who can do something well can do it for a living by teaching (Shaw & Superman 1903). Anyone can teach but how effective can an individual teach is questionable. The teacher is the backbone of a classroom instruction as well as pedagogy (Yunus & Thirusanku, 2014).

Developing content knowledge, pedagogical knowledge and pedagogical content knowledge (PCK) is vital in teacher development (Yunus et al., 2012). Shulman suggest that this form of knowledge is paramount towards effective teaching. PCK demonstrate the ability of representing and formulating content in a manner which is understandable to students (Shulman, 1987). Study by Mosha (2004) stressed that effective teaching depends on academic, pedagogical competence, teaching and learning resources, methods and support from the administrators.

The process of pedagogical reasoning and action attempts to link theory to content and to practice and pedagogy (Yunus, 2007). The ultimate concept of PCK is “teaching as comprehension and reasoning, to transformation and reflection (Shulman, 1987). The emphasis is on teacher education whose goal is to educate teachers to reason soundly about their teaching as well as to perform the art of teaching

skillfully (Shulman, 1987). According to Shulman, teacher education needs to teach teachers the principles and knowledge which will guide the actions and lead the teachers to make right decision. In order to achieve these goals, pedagogical reasoning and action cycle allows educators to undergo through the processes of “comprehension, transformation, instruction, evaluation and reflection” systematically.

Pedagogical content knowledge illustrates how the subject matter of a particular area is transformed for communication to learners in an understandable way (Yunus & Suliman, 2014). It includes recognition of what makes certain topics difficult to learn, the conceptions that students bring to learn these concepts and the teaching strategies tailored to specific teaching situation (Ball, 2000). In order to teach all students according to today’s standards, teachers have to understand the subject matter deeply and flexibly. By doing so, they can help students map their own ideas, relate ideas to one another, and re-direct their thinking to create powerful learning (Yunus et al., 2013). It is the teachers’ duty to see how ideas connect across the fields and to everyday life. These are the building blocks of pedagogical content knowledge towards 21<sup>st</sup> century learning (Shulman, 1987).

It is a common practice for professional development leaders to work with schools that have concentrated all their professional development efforts in only one area, for example subject matter knowledge or with schools that have professional development plans around only pedagogical concerns such as effective instructional techniques (Mosha, 2004). However, the results in student learning evidenced as poor in performance related to achievement tests and academically.

Pedagogical content knowledge is a distinctive permutation of content and pedagogy. PCK is a combination created by teachers to portray an educator’s professional knowledge and understanding which is also known as the craft knowledge (Adela, 2009). It comprises integrated knowledge representing wisdom which is related to teaching practice such as pedagogy, students, subject matter and curriculum. These elements are intensely embedded in any teacher’s everyday work. Theory learned during teachers training and experience gained from ongoing teaching schedule embraces pedagogical content knowledge. Therefore, there is a dire need in exploring primary school teachers’ pedagogical content knowledge as how it affects the ESL teachers’ instructional practice.

Teaching is a craftsmanship. It takes more than the understanding of content knowledge and the employment of pedagogical skills itself. These includes more aspects and facets, cognitively, conceptually, psychologically, strategically, culturally, politically for teacher education programs and

all educators to strive to make the teaching profession better (Riswanda & Bachrudin, 2013). Teacher knowledge includes “content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners, learners’ characteristics, knowledge of educational contexts and knowledge of educational ends, purposes and values and their philosophical and historical grounds” (Shulman, 1986). It is undeniable that all aspects of knowledge are paramount to effective teaching. Nevertheless, pedagogical content knowledge (PCK) is selected as the main focus. It represents the consolidation of content and pedagogy into an understanding of how to teach or deliver a particular subject area to a particular group of students in a particular context.

Bullough (2001) agrees with Shulman that to ensure quality of teaching, academic standards for admission to teacher education should be raised. This is to ensure better-quality education. Teacher education program aims to be developed as a profession. One way of achieving this is by focusing on pedagogical content knowledge (PCK). The reason why Shulman (1987) was developed because, most teacher education program focused on method courses and not the subject matter knowledge or scholarship. Shulman suggested that there is need to professionalize teaching in order to improve the quality of teaching and to solve problems among the undervalued teacher education or teacher preparatory programs. The teachers need not only study the subjects they are going to teach but also have to model or observe fine teaching art which gives the guidelines of pedagogy used in delivering particular content.

Several studies and conferences highlighted that teachers acquired the relevant knowledge of the subject matter (Bullough 2001 and Adela 2009). However, the teachers were not able to help students to acquire it. The findings noted that teachers were not able to manage the classroom well or work with students effectively. The reason behind this was, teachers had the necessary academic training but not enough professional training to handle classroom management. The teacher has to study the subject as a mastering of that knowledge while the other was to make use that knowledge and adapt as an instrument for classroom practices. Understanding either one is not sufficient enough no matter how thorough and extensive it might be. It was also put forward that teachers need to know the disciplines from the learners’ standpoint of view as well as the teachers. It is crucial for teachers to see from the students’ standpoint so that teachers would not make assumptions on what or how students should learn and see from the teachers’ point of view so that teachers know the educational resources and materials which are available to them<sup>5</sup>. Moreover, the practical knowledge is highly context dependent. The knowledge and training beginning teachers have received may or may not be similar to the context where they will be teaching later. The actual

work to build a teachers' pedagogical content knowledge must take place in service within the teaching context which will enable the teachers to perform well (Bullough, 2001).

It cannot be assumed that teachers who know content themselves are able to use the knowledge in teaching. Teachers are often left to integrate subject matter knowledge and pedagogy in the context of their work. Splitting the content aspect and practice is important. The integration would happen in the classroom practice and during the course of experience. However, it is not always the case. Teachers should be probed not only on what they know but also what sort of content understanding and insight matters in practice (Ball, 2000). To provide a view of how a subject matter is used in practice, all possible influences that intertwine in the process has to be considered such as the knowledge of students, curricular knowledge, knowledge of instructional practice and knowledge of context (Shulman, 1987). Teachers should know what is difficult for students and how to present a particular procedure or develop a particular idea according to students' ability and understanding level. There is a need to create prospects for teachers to learn to use what they know in the varied contexts of practice, to connect teachers' knowledge and teachers' behavior and to prepare teachers who not only know the content but can make use of it to help all students learn effectively and meaningfully.

There is a growing population of English language learners in schools but the teachers are not sufficiently prepared to provide the kinds of assistance needed and most teachers confess that they are not prepared to teach English (Lucas et al., 2008). Majority of the classroom content teachers have had little or no professional training and developing for teaching English (Menken & Antunez 2001). Most teachers do not learn a foreign language and are not able to relate to the experience of being not proficient in a second language (Zehler et al., 2003). Most teachers are greatly influenced by their own experience of school as students or when they were student teachers themselves. Teacher educators need to learn and assimilate knowledge of language and culture into their disciplines to pass to their students. Teacher education program need to well equip the graduates with the necessary knowledge and skills to meet the needs of all the students.

There is significant growth of pedagogical content knowledge through short-term, intensive, skill oriented workshops or via specific activities which had been acknowledged (Driel & Berry, 2010). Study by Dario (2009) had used the design of a lesson series in an action research program which was a requirement for pre-service secondary teachers as part of their teacher education program. The study revealed that reflective activities such as writing reports and sharing experiences in

collective meetings had actually stimulated the development of subject-matter knowledge and pedagogical content knowledge of these pre-service teachers who are continuously finding room for improvement in their teaching (Dario, 2009).

Tran (2012), conducted a study with pre-service teachers, pointed out a corresponding result summarizing that the development of pedagogical content knowledge is a complex and rigid process which is deeply connected to the subject matter knowledge and improved awareness of pedagogical issues. Loughran<sup>13</sup> used a modified version of CoRe which is content representation in combination with the so-called pedagogical and professional-experience repertoires (PaP-eRs) as a framework in a preservice science teacher education program. As an example, a resource folio for the topic of force includes a CoRe and PaP-eRs about teaching and learning this topic. A CoRe is structured around questions related to some of the elements of Shulman's knowledge base, in particular, knowledge of the main content ideas associated with a specific topic, teaching procedures and purposes, and knowledge about students' thinking. Each CoRe is connected to a collection of PaP-eRs, which illustrate aspects of pedagogical content knowledge in action of the topic chosen. PaP-eRs are short narratives based on teachers' accounts of teaching a specific topic and are intended to make explicit teachers pedagogical reasoning. Besides, PaP-eRs include a variety of narrative representations, for example a dialog between two teachers exploring their approach to the teaching of particular content and student responses to it, a teacher's annotated curriculum document, or a student's perspective of a teaching or learning situation. The function of PaP-eRs is to elaborate in depth and give insight into the various interacting elements that comprise a teacher's PCK (Driel & Berry 2010).

An effort to improve the quality of teaching will surely end in the question of teaching effectiveness (Riswanda & Bachrudin 2013). There is no single factor can be deemed as effective teaching because a multitude of factors are connected to effective teaching. Certain teacher training practices common in some schools may not be useful and counterproductive in order to build teachers pedagogical content knowledge. Some of the examples of such practices are workshops that review generic reading skills which demonstrate only the fun element of games (e.g. great scavenger hunts), or lead teachers to recipe-style learning (e.g. textbook or instructional guide). Training on differentiated instructions that addresses developmental level which are age and grade but without reference to specific disciplines. Sessions focusing on content learning left to content experts whose focus and interest is mere subject matter (Goldston, 2004).

The heart of effective content teaching is the teachers' pedagogical content knowledge. In order to improve on quality of teaching and learning in critical core content areas, there is a need to resist some old traditions in professional learning. Acknowledgement and expansion to the insights of experts who develop competence in subject matter teaching should be given due recognition. Teachers should commit to high quality professional development targeted to develop the expertise (Von Frank, 2008). Supporting the growth of a teacher as a person and a professional can expertly lead a student to academic success. Thus, it will contribute to the realization of the goals and priorities of the classroom and the school system as a whole (Schartz, 2008).

The study by Riswanda and Bachrudin (2013) regarded a teacher as an agent between student, curriculum and society through 'rules of conduct'. The role has a broad connotation as it includes instructional dimension, social norms and values and also pedagogical aspects. A teacher is required to conduct meaningful activity that assimilates with personal, social, pedagogical and intellectual elements. Besides, a classroom manager should make an effective use of the classroom environment to achieve instructional and to maximize learning. Teaching skills alone do not suffice of being an effective teacher but also in transforming real and clear teaching behaviors and practice that meet the learning needs of learners and fit the instructional teaching (Riswanda & Bachrudin 2013).

Teaching is a complex and it is a multifaceted process that cannot be done by simple prescriptions (Dario, 2009). Teaching is demanding as teachers are expected to be competent in whatever that they do to students in terms of instructional engagement. Teaching involves communication of knowledge to learners, acquire the subject matter knowledge and transfer it to students, manage students' potential and facilitate the change of the potential into competence, performance and achievement.

Specific preparation to teach is helping students learn the subject matter and more than the delivery of facts and information (Shulman, 1986). The objective of teaching is to assist students in developing intellectual resources which enables students to participate in major human thought and enquiry. When teachers possess inaccurate information, or conceive knowledge in narrow ways, they may pass on these ideas to their students. Teachers will fail to challenge students' misconceptions and the usage of texts inappropriately. Teachers' conceptions of the knowledge shape their practice such as kinds of questions they ask, the ideas they reinforce and the kind of task designed (Langsajo, 2014).

What teachers need to know about the subject matter they teach extends beyond the specific topics of the curriculum. Langsajo, stresses that the kind of subject matter understanding “strengthens teachers’ powers and heightens the possibilities of ones’ craft. If a teacher is capable of explaining the lessons well, the tendency for students to understand the lesson is high (Shulman, 1986). Teachers must be able to explain why a particular proposition is deemed warranted, why it is worth knowing and how it relates to other propositions (Langsajo, 2014). Teachers’ subject matter knowledge underlies their power and strength as pedagogues. Sometimes, teachers are faced with learners who do not understand certain complex task. This is when the teachers use their pedagogical content knowledge to simplify the content and deliver in a manner which is understandable (Dash & Dash, 2007).

## **Methodology**

The study adopted a qualitative approach. The case study was done in a rural school in Kedah which is in the district of Kulim Bandar Bahru. The participants were chosen using the purposive sampling based on the criteria of teaching experience and qualification. Therefore, two participants were chosen. The participants were given pseudonyms in order to sustain confidentiality. The focus of the study was to explore how pedagogical content knowledge of ESL teachers affects the instructional practices in teaching English.

The observation sessions were conducted over the 5 weeks period where each participant was observed 2 hours every week which totals up to 10 observations altogether. The semi-structured interviews were conducted 3 times per participant throughout the 5 weeks which lasted about 3 hours per participant which was described as one of the most powerful ways to understand fellow human being. The data collected were analyzed using the 6 phases of thematic analysis (Braun & Clarke, 2006) with the aid of ATLAS.ti version 7 application. The Cohen Kappa value obtained was 0.896 which is regarded as almost perfect agreement.

## **Findings and Discussion**

### *Teaching Background of Mohd and Salwati*

Mohd had been teaching English in primary school for the past 30 years. He was trained to teach Bahasa Melayu. However, the JPN (Jabatan Pelajaran Negeri) officer directed him to teach Bahasa Inggeris looking at the MCE (Malaysian Certificate of Education) qualification which Mohd scored well in English Language. Mohd only teaches the level 1 students who are Year 1, Year 2 and Year

3 pupils. He attends many courses related to English syllabus and teaching English. He looks forward for seminars and workshops to improve his skills. He often seeks opportunity to communicate with non-Malay teachers to improve his spoken language in English. He claimed that he had learnt English throughout the 30 years of teaching by interacting with fellow colleagues.

Salwati is a KPLI (Kursus Perguruan Lepas Ijazah) diploma holder majored in English. Her degree is related to Biology. She has been teaching for the past 5 years and claims that she is still in the learning process. Her first posting was to an urban school in Kuala Lumpur where she taught for about 3 years before getting a transfer to the current school which is considered as a rural school. Salwati teaches the upper primary which is the level 2, the Year 4 and Year 5 pupils.

### ***Relevant Pedagogical Content Knowledge***

Based on the findings, both participants, Mohd and Salwati managed to show that they had relevant pedagogical content knowledge which Shulman proposed. The components that the participants revealed were in terms of subject matter (content) knowledge, pedagogical knowledge, knowledge of curriculum, knowledge of learners, knowledge of context and knowledge of educational goals. Mohd and Salwati portrayed that they also had knowledge of assessment and knowledge of self which reflected in the teaching of second language. The subject matter or content knowledge of both participants was adequate in terms of knowing and understanding the topic. The participants are aware on what needed to be focused in the lesson. Salwati mentioned in one of the interview sessions, “I do homework before I teach. I practice. I google information and get answers first. There are times, I do not know the answer...felt embarrassing”. Alternatively, Mohd said, “I have been teaching for many many years...I can just teach but I prepare before coming to class. I read and prepare worksheets according to my students’ ability, I must choose my worksheets”. Both the participants are aware the importance of transmitting the subject matter to the pupils (Van Driel, 2014).

The art of teaching which is knowledge of pedagogy is crucial for the 21<sup>st</sup> century learning where teachers need to integrate the 4C’s which are collaboration, creativity, critical thinking and communication. The participants revealed that they use various approaches to teach the pupils. Approaches incorporated in teaching the lessons include, teacher centered approach, learner-centered approach, drilling, remedial and enrichment activities. Lots of fun activities like singing, reciting poem, jazz chants and language art activities were assimilated in the lessons. However, these activities only sustained the pupils’ enthusiasm in learning and acquiring the second language for a short span of time. The objectives of the lesson were achieved but it does not help pupils to further explore the

use of language in depth. One reason why the students are not able to delve further is because L1 is widely used in the classrooms by Mohd and Salwati which they claim is easy and pupils understand faster. Yong (2015) and Dash & Dash (2007) do not agree with the translation method as an effective method of teaching L2.

The current syllabus which is the KSSR curriculum is well understood by the participants. They have attended relevant courses and workshops related to the syllabus. Mohd and Salwati uses the textbook provided by the Ministry of Education, Malaysia like a 'bible'. They do not deviate from the lessons in the textbook (Tompkins, 2005). Other relevant materials such as reference book and HSP (Huraian Sukatan Pelajaran) are used for reference purposes only. Teaching the same syllabus has made the participants teaching life monotonous.

Knowledge pertaining learners is significant in the teaching profession. It is extremely important for teachers to know the pupils demographic background and learning problems. All the pupils in the context are Muslims and the participants do not have any issues with the students neither the parents. The teacher-student relationship portrays a positive outlook. However, the participants alerted the researcher that the students have learning problems such as unable to read, slow learning capacity and unable to understand and comprehend what they have learnt. The participants had to continuously motivate the pupils and give them confidence in learning and acquiring the L2 (Moganashwari et al., 2014). The lessons were prepared purely based on students' ability. Thus, the performance of students in the English language school examination and national examination is far from satisfactory as compared to other subjects.

Mohd and Salwati do not conduct lessons all the while in the classrooms. They bring their pupils to the library, computer labs and SAL (Self-Access Learning) room to disseminate knowledge. The participants believed that a change in environment will enhance the pupils learning ability, motivation and state of mind. Taking those factors into consideration, Mohd and Salwati allow students to explore using the computers and also use the library. However, there are setbacks in this aspect as the pupils tend to be very noisy in the library and use the chance to play around. As for the computer labs, not all computers are functioning which hinders comprehensive learning. In order for pupils to manage their own learning teacher needs to facilitate and render constant guidance throughout the lesson (Ballard & Bates, 2008).

The participants were aware of their teaching and educational goals. The aim of the participants is to ensure the pupils pass English in the national examination which is the UPSR. Besides, Mohd and Salwati unanimously agreed by saying the following, “They must be able to communicate in simple English” said Mohd. Salwati correspondingly reiterated, “I do not want them to feel insecure or left out when people speak English...talk English a little will do, they can survive”. The participants are clear with their goals. The administrators often look into teachers’ performance by measuring students’ achievement in the exam where teachers are pressured to ensure students excel in the national examination (Darling-Hammond, 2006).

Knowledge of assessment and self are indirectly integrated in the pedagogical content knowledge (PCK). The participants prepare the pupils for exam and they teach the pupils with their own belief and understanding of what they have learnt. This is where the theory of constructivism reflects in the teaching paradigm. The participants had previous knowledge, experience, believes and thus they had built the existing knowledge with all these components to ignite knowledge upon the pupils accordingly (Moganashwari et al., 2014).

### ***Inadequate Instructional Practice***

The participants explicitly teach the pupils the lesson by giving various examples, using relevant approaches, teaching and learning theories learnt during their practicum and training (Darling-Hammond 2006). Relevant practice is given to pupils to substantiate the lessons learnt i.e. enrichment and remedial activities. Mohd and Salwati were also seen in adjusting the instructional language to suit the pupils understanding and language ability (Borg, 2006). Simple instructions with lots of gestures were used during the lesson observations to ensure pupils understand the messages and instructions (Liu 2013 and Joseph 2018). Nevertheless, majority of the pupils were not able to cope with the lessons and perform merely satisfactorily or below average in the examination despite the participants doing their utmost to help pupils learn English (Tikunoff, 1983). The question of what has gone wrong or what element is missing is yet to be found. The challenges faced by the participants have to be tackled to create a sound platform for teaching (Rana & Saleh, 2018).

### **Pedagogical Implication**

The need to recognize the relevance of pedagogical knowledge and instructional practice in the ESL classroom is implicated in this research. It implies that valuable knowledge is important to enhance the quality of teaching and learning a second language. This study clearly provided the

phenomenon of ESL primary classroom. Teachers attempted to incorporate new ideas in language teaching to ensure the learners improve their language proficiency. A variety of activities are key to evoke learners interest and gain their attention to learn the language successfully. Using the right instructional practice is paramount for the learners to follow instructions and gain learning the language effectively. Therefore, language teachers are urged to expedite in instructions used which are suitable and develop the language learning competencies among learners.

## Conclusion

Pedagogical content knowledge of ESL teachers is significant in teaching L2 learners especially the primary school teachers as they are the individuals responsible for molding primary school pupils in the very beginning of the schooling period. The development of 21<sup>st</sup> century learning, request teachers to find measures that would address and serve the vast population of diversified learners in acquiring second language. Teachers need to assess how lessons should be taught, why a particular lesson is given focus to, how would students learn and what should be taught. In order to place pupils in a diversified society, teachers are urged to dialogue and network to meet the demands. It is vital to explore continuously for appropriate resolutions in assuring pupils obtain the best education to perform for the betterment of ones' future.

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## **A Case Study of Blended Learning in an Intensive English Program**

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### **Abstract**

Principles of blended learning were incorporated in designing and instructing an Intensive English program for the university freshmen in order to prepare them to cope with English as medium of instruction. The objectives of this study were to: 1) describe the design and practice of the Intensive English Blended Learning program; 2) reflect on the perceptions of students and teachers who participated in the Intensive English Blended Learning program toward its practice and learning outcome; and 3) derive a lesson learned from designing and implementing blended learning for an English remedial course for an EFL context. 1,893 students and 42 teachers participated in the 5-week practice in which 54 hours (60%) were designated for face to face lessons with the teacher and 36 hours (40%) were designated to online learning by attending the language lab. In addition to the 54 hours, students were also required to do online self-study at any place and anytime for at least 12 hours per week. Data was collected from multiple sources including syllabus analysis, student open-ended questionnaire, teacher open-ended questionnaire, the records of test results and grades. Findings

suggested that the blended Intensive English offered a suitable proportion between the face to face learning and online learning in enhancing students' proficiency and other valuable skills. The post test result showed that 93.32% of 1,893 students have improved their English skills as their test scores raised to CEFR A2 level or greater and the grade result also showed that 97.62% of 1,893 students received satisfactory grades. Furthermore, qualitative data revealed that students valued the blended learning approach in enhancing their English language skills and their self-directed learning skills. In contrast, teachers expressed frustration in adjusting themselves and coping with the integration of blended learning approach with the Intensive English despite recognizing its benefits. Lessons learned from the case study are 1) despite appreciating blended learning approach, most students appreciated face-to-face platform more than the online platform; 2) both students and teachers evaluated that the commercial online English learning program was not as suitable nor effective for them as they expected; and 3) the technical supporting system of the Internet provided by the university and the company needed improvement. The conclusion of this case study is that despite the success of achieving the desired learning outcome, the content and the learning platforms of the Intensive English Blended Learning program continue to need revision and redesign for the coming implementation round.

**Keywords:** Blended learning, Intensive English, blended Intensive English, community of inquiry, CEFR, TOF, learning outcome, self-directed learning

## **Introduction**

Teaching a second language in a large class size with limited allocation of time for learning processes and expecting an effective result in term of a significant language proficiency improvement is an impossible concept to achieve in a traditional language classroom context. Acquiring a second language must involve practice and usage, not just memorizing of the grammar rules or emphasizing form-focused and translation activities. Nevertheless, what most EFL teachers do best is teaching grammar rules with closed exercises as Akbari (2015) stated that grammar translation method is the usual method for teaching in her study context. The irony is that what teachers do best in traditional teaching is not necessarily equal to learning and acquiring the language for learners. Teaching English as a foreign language, especially in the context of the English medium university requires students to possess a certain level of English proficiency; therefore, it is expected that the English remedial course or program will effectively prepare students to cope with English medium instruction within their discipline. To support the claim, Huang (2012) proposed that both students and teachers who are involved in the universities with English as medium of instruction must give importance to and improve English language proficiency in the level that allows them to develop a bilingual and

bicultural identity. In the study context, with the given circumstance of the proficiency of the intake students and the allocation of time to boost their English proficiency by using the very same teaching method would not fulfill the expected goal of what was previously called Intensive English. Consequently, the program designer team is obliged to research for a teaching alternative. Realizing the influence of advanced technology on all aspects of people's life, there is no doubt that integrating the advancement of technology into a teaching method could be the answer to this particular expectation. In general, redesigning of blended Intensive English aims to achieve an effective classroom management, English proficiency of learners at CEFR A2/A2+ level, and cost effectiveness for the institution. In addition to the general goal of the program, this study is conducted for the following purposes:

- To describe the design and practice of the Intensive English Blended Learning program;
- To reflect on the perceptions of students and teachers who participated in the Intensive English Blended Learning program toward its practice and learning outcome;
- To derive a lesson learned from designing and implementing blended learning for an English remedial course for an EFL context.

In order to achieve the set forth research objectives, the following research questions are formed to guide the study.

1. How is blended learning practiced in the study context?
2. How do students and teachers perceive the suitability of the practice and the learning outcome of the implementation of blended learning in the study context?
3. Based on the lessons learned, what are the essential elements in redesigning an Intensive English Blended Learning program?

## **Literature Review**

### ***Principles and expected learning outcomes of blended learning***

Blended learning, a teaching/learning concept that integrates face-to-face instruction and advanced technological learning platform, has become highly implemented at all levels of education for the main purposes of pedagogy richness, meaningful learning experiences, flexible access to knowledge, social interaction, and cost effectiveness ( Sharma & Barette 2007; Osguthorpe &

Graham,2003; Garrison & Vaughan, 2008). Particularly, blended learning has transformed the learning and teaching in higher education in order to address the needs of society in the twenty-first century. According to Garrison & Vaughan (2008), the design and implementation of blended learning should be contextualized and specific to each education institute as it is necessary to consider a demand for flexible learning opportunities determined by social, cultural, political, and economic changes.

The conceptual foundation of blended learning is underpinned by the constructivist theory of Vygotsky and the experience-based learning by Dewey. The two theories emphasize engaging learners in social interaction and inquiry process for the result of meaningful learning experience. Based on the two theories, Garrison & Vaughan (2008) further proposes that the organizational framework of a community of inquiry (CoI) characterizes blended learning which is used as the foundation in designing the blended Intensive English presented in this study. According to Garrison & Vaughan (2008), the key elements of CoI are social presence, cognitive presence, and teaching presence as they argue that CoI is “ a unifying process that integrates the essential process of personal reflection and collaboration in order to construct meaning, confirm understanding, and achieve higher-order learning outcome” (p. 29). The following table illustrates how the three elements are interrelated.

**Table1: CoI Categories and Indicators by Garrison & Vaughan (2008)**

CoI elements	Categories	Indicators
<b>Social</b>	Personal affective Group cohesion Open communication	Expressing emotions and ideas, camaraderie Encouraging collaboration Enabling risk-free expression
<b>Cognitive</b>	Triggering event Exploration Integration Resolution	Problem formulation Sharing information Connecting existing information and ideas Applying new ideas or concepts
<b>Teaching</b>	Design and organization Facilitation of discourse Direct instruction	Setting curriculum, syllabus, and teaching methods Sharing personal meaning Focusing discussion

It can be explained that blended learning requires and facilitates meaningful communication of the individuals. Establishing the social element allows a sense of belonging of each individual by supporting freedom of expression and will eventually sustain cohesiveness of the community. Expressing, sharing, and discussing among the individuals is the inquiry process which lead to the cognitive presence. The design and implementation of this blended Intensive English hopes to bring together the social and cognitive elements through providing a design of curriculum, learning facilitation system, and the direction for learning experience for EFL contexts.

As the advancement of technology has changed the educational goal and process of higher education, blended learning is one of the pedagogical approaches that bring together the strengths of face-to-face and online features to enhance meaningful learning experiences of learners in terms of discipline knowledge and other valuable skills. Several studies claim that besides enhancing discipline knowledge, blended learning also fosters self-directed learning, ICT literacy, collaboration, and motivation (Tomlinson & Whittaker, 2013; Garrison & Vaughan, 2008; Gilbert, 2013; Tarasova, 2018; Ermakova, et al., 2016).

### ***Forms and practice of blended learning in L2 instruction***

Learning and teaching any second or foreign language has always involved dealing with different challenges for different people in different contexts. Second language instruction teachers are aware of learner differences in terms of learning styles, learning preferences, learning strategies, levels of background knowledge and language proficiency, motivations, and limitations of learning environments and materials (Marsh, 2012). Throughout the history of L2 instruction, a number of teaching methods have been introduced for the purpose of maximizing second language acquisition and skills. Shifting from teacher-centered teaching methods to student-centered teaching methods, blended learning is one of recognizable teaching methods that addresses the needs and expected learning outcomes of the twenty first century learning paradigm. Blended learning practiced in the field of L2 instruction has gone through different phases and forms of its practices for the purpose of promoting active learning and student-centered learning principles. Starting from integrating computer assisted language learning (CALL), e-learning, network mediated learning, and these days it is known as blended learning. According to Marsh (2012), “there is no one-size-fits-all blended pathway” (p.15), especially for second language instruction. Garrison and Vaughan (2008) suggested that a good blend provides a balance proportion between face-to-face and online learning activities to address the needs and the expected learning outcomes of each particular context. They furthermore propose that there are two major models in redesigning blended learning courses. The first model is for the small to medium sized classes. The primary goal of this model is to reduce lecture time, but increase inquiry and discourse process. Reading can be done through the online platform before entering class. Moreover, some discussions can also be done online and monitored by the teacher. Class time should be mostly used for interaction which can be in the form of discussions or seminars. The second model is for the large sized classes. The goal of this model is to gain cost and convenience efficiencies as well as to enhance the quality of learning experience. For this model, lecture time is also reduced, but expands tutorial time facilitated by a teaching assistant (TA). In addition to face to face lecture time,

online peer collaboration and support materials are utilized to increase flexibility and convenience for both learners and teachers.

Reviewing the implementation and the impact of blended learning in EFL and ESL classrooms helped the researcher reflect the pros and the cons of blended learning to be redesigned and implemented in the study context. The summary is as follows. First, a study by Pardo-Gonzales (2013) suggested that the integration of blended learning into an English course at a university in Columbia via a combination of the face to face and online lab platforms yielded three main benefits to students: allowing flexibility in their learning schedules and habits, engaging feedback sessions, and realizing the necessity and appreciating the face to face platform more. Moreover, Morgan and Conway-Herron (2010) reported that implementing blended learning in a creative writing program in an ESL context, which was done through face to face workshop, online workshop, online discussion and web conferencing, resulted in some challenges such as confusion in learning process as students tended to be traditional learners in nature, technical difficulties in getting started, and readiness of staff. Despite some challenges, the university intended to move gradually to promote the implementation of blended learning across its entire programs. In contrast to the study result of Morgan and Conway-Herron (2010), a study by Mabuan and Ebron (2017) suggested a more positive result of implementing blended learning in a writing class via the E-Mail Project. The result showed that 60.46 % of 129 students preferred writing online via e-mail because of convenience and flexibility. The study further suggested that the online writing activities raised confidence, engagement, participation, and responsibility of students, especially the introverted ones.

## **Research Methodology**

### ***Context of the study***

Intensive English (IE) is a remedial English program preparing incoming students with English skills to cope with English medium instruction at the university level. The program is conducted for 5 weeks during the summer period (July-August) before students start their study in the first semester of each academic year. Content of IE focuses on integrated English skills and is in accordance of the Common European Framework of Reference for Languages (CEFR) at A2/A2+ level. This means after completing the course, students are expected to achieve and perform English skills at A2/A2+ level, see objectives of the course in the section of 3.2. The implementation of blended learning with this case study hope to achieve effective classroom management in which quality of students' English skills meet the standard of the English medium university in the short given time.

### ***A case study as a research methodology***

As the overall intent of the study is to describe and investigate the design and the implementation of the IE Blended Learning Program, the empirical inquiry of this study is therefore characterized as a particularistic case study where the focus is upon a particular phenomenon and its process.

### ***Participants and setting***

This case study involved 1,893 students who just recently graduated from high schools before starting the IE course and 42 teachers. These students were clustered into 60 classes. The implementation and data collection took 5 weeks.

### ***Research instruments***

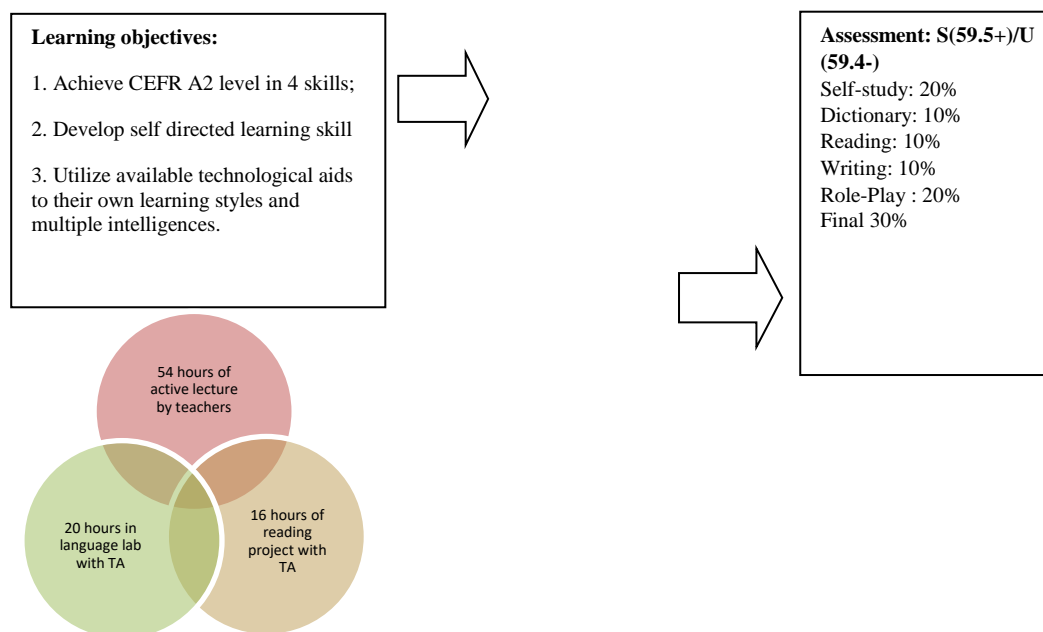
- Language proficiency pre-test and post-test

An adaptive online English proficiency pre and post tests were administrated to students during the first week of their study and again on the last day of their study. Results of pre and post tests are converted into CEFR levels by the organization endorsed by ETS.

- Content analysis of the syllabus is in accordance to the CEFR and Thai Qualifications Framework for Higher Education (TQF)
- Open-ended questionnaire is distributed to both students and teachers to share and express their perceptions toward the use of online platform.
- Students' final grades

### ***Case Description: The Design of the Intensive English Blended Learning Program***

According to the course syllabus, students spent 90 hours to engage in face-to face in-class instruction and online practice. The components and the proportion of the blended learning activities are illustrated in the following chart.



**Figure1: Components and the Proportions of the Intensive English Blended Learning**

Content of the Intensive English Blended Learning Program covers vocabulary and grammar points used in daily life communication contexts. The provided learning activities aim to enhance the four English skills. Moreover, it is also expected for students to develop their self-directed learning skill and their ICT literacy by working on their English skills through the online program monitored by teachers via the learning management system of the online program. Contents of the face to face platform were selected from the online platform for the purpose of content alignment between the two platforms. However, the teachers were obligated to design and plan their own lessons. Details of course content for the face to face platform is presented in Table1.

**Table 1: Course content of IE face to face practice**

Week	Topic	Number of hour		Brief Content
		Lecture	C_Lab	
1	Course introduction <b>ED Basic 2</b> Buying and Selling Healthy Eating Getting Help Sports	11 hrs	6 hrs	<ul style="list-style-type: none"> <li>• Course Introduction, explanation and overview</li> <li>• <u>Vocabulary /Grammar</u>: Statements, Questions, Count/Non-Count Nouns and Quantifiers, Statements, Yes/No Questions, Wh-Questions, Equality, Comparatives, Superlatives</li> <li>• <u>Speaking/Listening</u>: Phone Sales, Dress from Paris, Food, Piece of Cake, Directions to the Museum, Newsstand, Sports, Let's Go Swimming</li> <li>• <u>Reading</u>: Wrong Color, Dieters are Feeling Great, Clean-House Agency, People are Crazy about Sports</li> <li>• <u>Writing</u> : ( refer to course calendar)</li> </ul>

2	<b><u>ED Basic 2 [cont.]</u></b> Enjoy Your Meal! Interesting People Family life	11 hrs	6 hrs	<ul style="list-style-type: none"> <li>• <u>Vocabulary /Grammar:</u> In the kitchen, Count / Non-count, Nutrition, Count / Non-count, <u>nouns</u> and quantifiers, Sports Equality / Comparative &amp; Superlative</li> <li>• <u>Speaking/Listening:</u> Piece of cake, Food, Good to see you, In the restaurant, Let's go swimming, Sports</li> <li>• <u>Reading:</u> Dieters are feeling great!, Sale at shopright, People are crazy about sports</li> <li>• <u>Writing:</u> (refer to course calendar)</li> <li>• Reading Test (10%)</li> </ul>
3	<b><u>ED Basic 2 [cont.]</u></b> A Bad Day  <b><u>ED Basic 3</u></b> Getting A Job Business Matters	11 hrs	6 hrs	<ul style="list-style-type: none"> <li>• <u>Vocabulary /Grammar:</u> Adjective 2, Regular &amp; Irregular verb, Questions, Relationships, Tag questions / Can, Work, Have to / May</li> <li>• <u>Speaking/Listening:</u> Movie Star, Interview, Can I?, Good morning!, Don't do that, Lost report</li> <li>• <u>Reading:</u> Do it!, The family picnic, Grumble's department store</li> <li>• <u>Writing:</u> (refer to course calendar)</li> <li>• Writing Test (10%)</li> </ul>
4	<b><u>ED Basic 3[cont.]</u></b> Planning a Vacation Eating Out Traveling Abroad	11 hrs	6 hrs	<ul style="list-style-type: none"> <li>• <u>Vocabulary /Grammar:</u> Education, Be able to / Gerund as object / after prepositions, Work 2, Must (not) / Had to / Don't have to, Travel, Should, Infinitive &amp; Gerund after verbs</li> <li>• <u>Speaking/Listening:</u> Phone call, voice mail, Fax it, Business, Vacation at last!, Flight to Mumbai</li> <li>• <u>Reading:</u> My education plans, London, Village tours</li> <li>• <u>Writing:</u> (refer to course calendar)</li> </ul>
5	<b><u>ED Basic 3[cont.]</u></b> Emotions Making Excuses Tickets, Please!  *REVIEW AND PREPARE FOR FINAL EXAM	11 hrs	6 hrs	<ul style="list-style-type: none"> <li>• <u>Vocabulary /Grammar:</u> Travel 2, Will vs. Going to, Present: simple / progressive, Adjective 3, Past progressive: statements/questions, Talking about food, Past progressive vs. past simple</li> <li>• <u>Speaking/Listening:</u> Information, Airport Arrivals, There's Tom, Drama, Japanese restaurant, Food</li> <li>• <u>Reading:</u> Rita's Trip Abroad, Malcolm's Special Day, Pearl's Party Service</li> <li>• <u>Writing:</u> (refer to course calendar)</li> <li>• Role Play Performance 10%</li> </ul>

### ***Research Procedures***

The content and learning process of the Intensive English Blended Learning Program was developed by the coordinator team, including the researchers. In designing the content of the project, content analysis was first utilized. Once the design was done, teacher and TA training took place. The training addressed handling both face to face and online platforms. Both teachers and TAs were allowed flexibility in their face to face instruction, but must comply with student-centered/active learning approaches. Before starting class, students took online pretest in computer labs. During the 5 week teaching and learning sessions, both teachers and students were able to share and comment regarding the content and learning platforms via emails and social-media platforms. Data collected via these

channels was in the form of qualitative data from open-ended questionnaire. Once the class was ended, students took the online post-test in computer labs and evaluated the Intensive English Blended Learning Program qualitatively via online open-ended questionnaire. Once grading was completed and announced, grad record from the database was used as quantitative data to triangulate the study results.

## Results and Analyses

### Content analysis

The first data set is based on content analysis of IE course syllabus using CEFR and TQF frameworks (Council Europe, 2018; Office of the Higher Education Commission, 2006). Content analysis of IE syllabus for the face to face platform addresses the quality of practice of the face-to-face platform (54 hours).

**Table2: Content analysis of IE syllabus for the face to face platform using CEFR and TQF frameworks**

Week/ # of hrs	IE Content	Assessments	CEFR A2 Level	Analysis of content and assessment based on CEFR A2 Level	TQF Domains	Analysis of content and assessment based on TQF
Week 1 11 hrs	<b>Vocabulary /Grammar:</b> Statements, Questions, Count/Non-Count Nouns and Quantifiers, Statements, Yes/No Questions, Wh-Questions, Equality, Comparatives, Superlatives <b>Speaking/Listening:</b> Phone Sales, Dress from Paris, Food, Piece of Cake, Directions to the Museum, Newsstand, Sports, Let's Go Swimming <b>Reading:</b> Wrong Color, Dieters are Feeling Great, Clean-House Agency, People are Crazy about Sports <b>Writing :</b> write telephone advertisement , in response to listening; write a letter to a friend, in response to reading activity	1. Self-study (through online program: 20% 2. Writing test: 10% 3. Reading test: 10% 4. Dictionary (vocabulary): 10% 5. Role-play (script and performance: 20% 6. Final exam (vocabulary, reading, grammar and listening); 30%	1. A2 Listening: -Can understand enough to be able to meet needs of a concrete type provided speech is clearly and slowly articulated. -Can understand phrases and expressions related to areas of most immediate priority (e.g. very basic personal and family information, shopping, local geography, employment), provided speech is clearly and slowly articulated.	Listening lessons comply CEFR A2 Level	1. Ethic and moral development 2. Knowledge development 3. Cognitive development 4. Interpersonal skill and responsibility development 5. Analytical and communication skills	Self –study fulfills ethics development domain, 1. Writing test, reading test, dictionary, role-play, and final exam fulfill the other 4 domains, 2-5.
Week2 11 hrs			2. A2 Reading: -Can understand short, simple texts on			

		<p><b>Vocabulary /Grammar:</b> In the kitchen, Count / Non-count, Nutrition, Count / Non-count. nouns and quantifiers, Sports Equality / Comparative &amp; Superlative</p> <p><b>Speaking/Listening:</b> Piece of cake, Food, Good to see you, In the restaurant, Let's go swimming, Sports</p> <p>Reading: Dieters are feeling great!, Sale at shop right, People are crazy about sports</p>	<p>familiar matters of a concrete type which consist of high frequency everyday or job-related language.</p> <p>-Can understand short, simple texts containing the highest frequency vocabulary, including a proportion of shared international vocabulary items.</p>	<p>Reading lessons comply CEFR A2 Level</p>	
<p>Week 3</p> <p>11 hrs</p>	<p><b>Vocabulary /Grammar:</b> Adjective 2, Regular &amp; Irregular verb, Questions, Relationships, Tag questions / Can, Work, Have to / May</p> <p><b>Speaking/Listening:</b> Movie Star, Interview, Can I?, Good morning!, Don't do that, Lost report</p> <p><b>Reading:</b> Do it!, The family picnic, Grumble's department store</p> <p><b>Writing:</b> write a message for voice mail, in response to listening activity</p>		<p>3. A2 Speaking:</p> <p>- Can give a simple description or presentation of people, living or working conditions, daily routines. likes/dislikes etc. as a short series of simple phrases and sentences linked into a list.</p>	<p>Speaking lessons comply CEFR A2 Level</p>	
<p>Week 4</p> <p>11 hrs</p>	<p><b>Vocabulary /Grammar:</b> Education, Be able to / Gerund as object / after prepositions, Work 2, Must (not) / Had to / Don't have to, Travel, Should, Infinitive &amp; Gerund after verbs</p> <p><b>Speaking/Listening:</b> Phone call, voice mail, Fax it, Business, Vacation at last!, Flight to Mumbai</p> <p><b>Reading:</b> My education plans, London, Village tours</p>		<p>4.A2 Writing:</p> <p>-Can write a series of simple phrases and sentences linked with simple connectors like 'and,' 'but' and 'because'.</p>	<p>Writing lessons comply CEFR A2 Level</p>	

Week 5  10 hrs	<b>Vocabulary /Grammar:</b> Travel 2, Will vs. Going to, Present: simple / progressive, Adjective 3, Past progressive: statements/questions, Talking about food, Past progressive vs. past simple <b>Speaking/Listening:</b> Information, Airport Arrivals, There's Tom, Drama, Japanese restaurant, Food <b>Reading:</b> Rita's Trip Abroad, Malcolm's Special Day, Pearl's Party Service <b>Writing:</b> write a paragraph about 'What makes your birthday special?', in response to reading activity		5. A2Vocaabulary range: -Has sufficient vocabulary to conduct routine, everyday transactions involving familiar situations and topics. -Has a sufficient vocabulary for the expression of basic communicative needs. -Has a sufficient vocabulary for coping with simple survival needs.	Vocabulary lessons comply CEFR A2 Level	
			6.A2 Grammatical Accuracy: -Uses some simple structures correctly, but still systematically makes basic mistakes – for example tends to mix up tenses and forget to mark agreement; nevertheless, it is usually clear what he/she is trying to say.	Grammar lessons comply CEFR A2 Level	

Based on the syllabus analysis, content and assessments of the IE face to face platform fulfill the requirements of both the CEFR A2 level and the Thai Qualification Framework. As in-class practice of IE has been spread out over the five week period, on average of 10-11 hours per week, and each week it has covered six elements of the English language learning which are vocabulary, grammar listening, speaking, reading and writing. Covering these six elements have made the program quite intense and challenging for both teachers, students, and the TAs. It can further be explained that the IE face to face platform is complimented by online learning platform. It is the combination of different learning methodologies, styles, and materials with the full support from teachers and technicians to assist students to reach A2 level English proficiency or learning outcome. In other words, it is to make the most of learning opportunities and tools available to achieve the optimal learning environment.

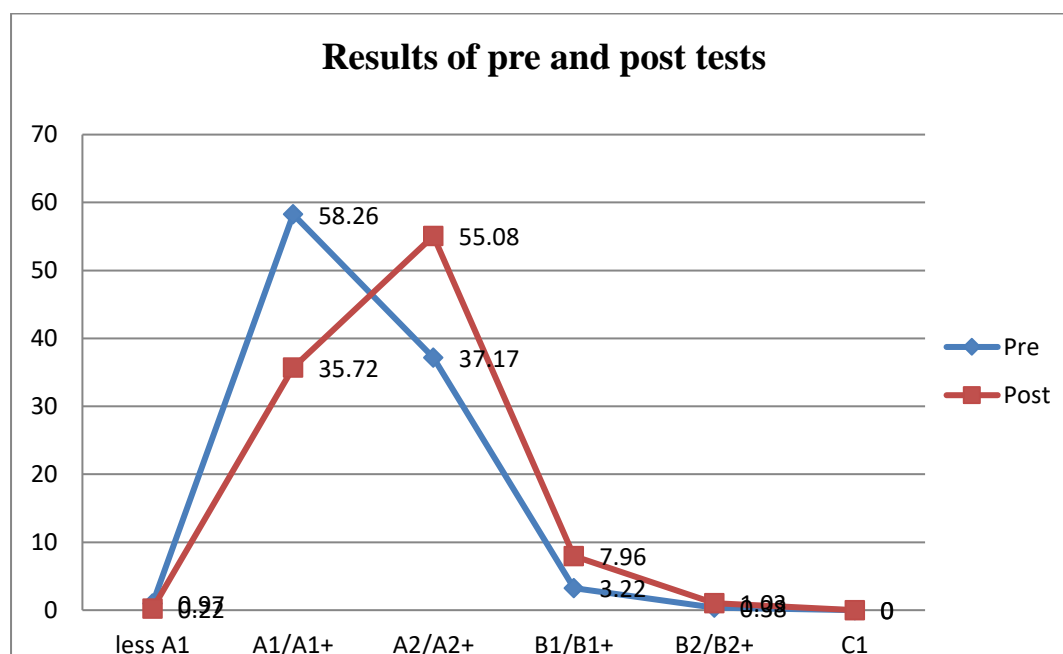
### ***Results of pre and post test scores***

The results of pre-test, post-test, and the final grades showed that the overall students' English proficiency have improved , as presented in the following tables.

**Table 3: Pre and post test scores**

CEFR Level	Pre-test result		Post-test result	
	number	percentage	number	percentage
<A1	18	0.97	4	0.22 -
A1,A1+	1,083	58.26	664	35.72 -
A2,A2+	691	37.17	1,024	55.08 +
B1,B1+	60	3.22	148	7.96 +
B2,B2+	7	0.38	19	1.03 +
C1	0	0	0	0
<b>Total N</b>	1,859	100	1,859	100

- Note: there were 34 students (1.8%) did not complete the pre and post tests

**Figure2: Result of pre and post tests**

The results of the pre-test shows that 58.26% of students are at A1/A1+ level of CEFR and 0.97% is below A1 level. Significantly, the post-test result shows that proficiency levels of A1/A1+ and below A1 decreased to 35.72% and 0.22% respectively while A2/A2+ level increased to 55.08%, B1/B1+ increased to 7.96%, and B2/B2+ increased to 1.03% respectively. The result of post test indicated that over five weeks of IE study, students have made some progress in their learning, as well as have improved their English proficiency including English vocabulary and grammar applications and reading and listening comprehensions. The result of English proficiency improvement of this study is consistent with the result of the study by Babados (2006) which claimed that blended learning has improved students' linguistics competence and other English skills.

### ***The result of Final grades***

Final grad criteria composed self-study 20%, dictionary10%, reading tests10%, writing assignments 10% , role-play20% , and final test30%. Scale of assessment was S (59.5+ %) and U (59.4-%), the result of the final grades as presented in the following table.

**Table 4: student final grades**

<b>Final Grade</b>	<b>N=1,893</b>	<b>percentage</b>
<b>Satisfactory (S)</b>	1,848	97.62
<b>Unsatisfactory (U)</b>	45	2.38

Table 4 shows that there were 1,893 students registered to study Intensive English, but 34 students did not complete the pre and/or post tests; therefore, the result of students' final grades presented in Table 4 is based on 1,893 students. The result is that 1, 848 students (97.6%) achieved at least 60% of the total score which resulted the passing grades (Satisfactory/S) and only 45 students (2.4%) failed the course, so they received U grade (Unsatisfactory). They had to take the course again in the following semester.

### ***Qualitative results of students' perception (N=1,726 out of 1,893)***

Qualitative data from open-ended questions revealed that students appreciated in class activities provided by their teachers (face to face platform), as well as appreciated TAs in assisting them during language lab and project time. They further expressed that the teachers provided clear explanations and useful examples to help them understand some grammar points better. As for their opinions on the online platform, they appreciated the convenience of the online platform as it stimulated their self-directed learning skills. However, the content provided by the online program which is used throughout the five weeks of study is not suitable for students with different language backgrounds. For example, "some explanations and examples in the online program are confusing and unclear". Some students further expressed that "the examples and materials look out of date such as the videos, reading texts". As for their opinions on the system and devices, they stated that "the interface is not very user-friendly .More over there are various technical errors which occurred during practice and test periods". Besides the online systems, students were frustrated with the computers and the internet connection provided by the university, as they said that "the devices and the system should be updated in order to provide a better learning and working experience". Some technical breakdowns include occasionally slow and unstable internet accessibility. These problems lower or block students' motivation and self-study skills to complete their exercises and local tests. Lastly, some students expressed that they preferred having a textbook to be used in parallel with the use of this online program. It is inevitable that students' views toward the implementation of blended learning are mixed.

Students' positive views toward blended learning in this study is similar to the study by Lee (2018) in which reporting that students appreciate teachers' effort and teaching performance in assisting and communicating with them during both face-to-face and online sessions. In contrast, some students also revealed some negative experience they had with blended learning, as similar to a study by Morgan & Conway-Herron (2010) in which they felt frustrated with some technical difficulties of the online platform.

### ***Qualitative results of teachers' perception (N= 25 out of 42)***

Qualitative data from open-ended questions revealed that the majority of teachers thought that the overall course objectives and course content of IE were appropriate for students in supporting them to achieve the English proficiency at A2/A2+ level. They were satisfied with their students' performance and level of their motivation in learning through both face to face and online platforms. However, they seemed to be frustrated with the content and the function of the online system as the stated that "the content provided by each online lesson is not very suitable for the time of each period; for instance, the explanation of each grammar point is vague and the examples are not clear enough". They expected that there should have been more than a few examples for each grammar point. In addition, they thought the sequence of lessons should have been rearranged as some lessons were quite repetitive, so they could be grouped into one unit or lesson. Another weak point of the online lessons was that the distribution of time and length of the content of each skill was not equal. Their last comment on content of the program was that though a workbook was provided to teachers to facilitate lesson planning, teachers still felt that the content of the workbook did not really support them in terms of spending less time to plan each lesson. As for their comments on function of the system and devices, they didn't think the system was user-friendly enough; some activities were difficult to access, especially for the speaking skill. Furthermore, they point out that what can really make blended learning effective is that the computers in the lab should be updated and classroom size of 50 students per class is too big, so it should be reduced. These two factors, if not changed, can really contribute to ineffective second language learning. The result of some negative views toward some elements of blended learning from the teachers in this study is consistent with several studies in which stating that blended learning can be viewed as the burden for teachers because of the extra workloads from the technology component ( Marsh, 2012; Johnson & Marsh, 2014; Comas-Quinn, 2011; Morgan & Conway-Herron, 2010).

## **Discussion**

From the project development perspective, the overall goals of designing and implementing the blended Intensive English are to achieve an effective classroom management and to develop English

proficiency of learners to reach the CEFR A2/A2+ level. Based on both quantitative and qualitative results, the implementation was considered quite successful. As for the research perspective, this case study is conducted for the following purposes: to describe the design and practice of the Intensive English Blended Learning program; to reflect on the perceptions of students and teachers who participated in the blended Intensive English toward its practice and learning outcome; and to derive a lesson learned of designing and implementing blended learning for an English remedial course for an EFL context. Based on the analyses, the designs of Blended Intensive English in terms of proportions between face to face and online platforms, details of lessons, and assessments comply with the standard of TQF and CEFR A2/A2+ level. Overall, students valued the blended learning approach in enhancing their English language skills and their self directed learning skills. In contrast, teachers expressed frustration in adjusting themselves and coping with the integration of blended learning approach with the Intensive English despite recognizing its benefits. This result of the teachers' point of views reflects the challenges and needs in preparing teachers to be ready for the pedagogical changes from the traditional system to the blended learning system. These challenges and needs are applied to both global and local levels, as Morgan and Conway-Herron (2010) stated that ongoing and systematic teacher training is critical in making a pedagogical transition to blended learning. Furthermore, Johnson and Marsh (2014) point out that many EFL teachers do not received sufficient preparation in incorporating technologies in their teaching practices. They further propose that ongoing teacher training programs must address the question of what constitutes adequate training for blended learning pedagogy. In the process of preparing teachers to be well equipped in handling blended Intensive English, it is accepted and acknowledged that the initial stage of the implementation can be difficult and negative as principles of blended learning have shifted the pedagogical paradigm which expects teachers to perform multiple roles requiring them to possess content knowledge, communicative competence, pedagogical competence, and technological literacy. These requirements could stress teachers at the initial stage, especially when they felt that they did not have enough training.

In addition to the vital needs of teacher training, the other lessons learned from the case study are 1) students continued to appreciate face-to-face platform more than the online platform; 2) both students and teachers evaluated the commercial online English learning program was not as suitable and effective for them as they expected; and 3) the technical supporting system of the Internet provided by the university and the company needed improvement; these points are similar to a study by Banados (2006). Based on the lessons learned of the study, the pedagogical implication is that the design and implementation of blended Intensive English require the appropriate proportion, meaningful alignment, and purposeful integration of the two learning platforms, face-to face and online, as well as the accessible and workable technological devices in order to achieve a coherent interactive learning

experience and meaningful outcome. Since there is no one perfect blend, each context needs to consider identifying the learning outcomes, students' needs, and feasibility of blend components when designing blended learning for each context.

## **Conclusion**

Despite the success of achieving the desired learning outcomes through the implementation of blended Intensive English, it is clear that the content and the learning platforms of the program continue to need a revision and redesign for the coming implementation round. Realizing some flaws of the online platform and the criticisms, it can be agreed among participants and stakeholders of the study that students at least have developed their self-directed learning skills through the use of the online platform. Through this interactive program, students are able to access and practice their English at anytime and anyplace. In the era of technological advancement, integration of technology into second language classrooms cannot be ignored. However, keeping in mind that technology cannot replace a real teacher, as stated by Lewis (2009) "technology is nothing without a teacher and a plan" (as cited in Johnson & Marsh, 2014. P. 28). Instead, it should compliment and strengthen teacher, learners, content, and life skills relationships. Without a doubt, the use of technology can enhance both students' and teachers' 21<sup>st</sup> century learning skills involving the ability and awareness of using ICT tools in L2 classrooms effectively. This case study, therefore, has advocated the necessity to raise awareness and to support the integration of technology into L2 classrooms in a form of blended learning which can be applied to all global SLA audiences across the world. What has also been learned from this implementation is that there will never be one single best second language learning material that can fit all the learners' needs in one class, especially in one big class size that comprises students with many different education backgrounds and English proficiency levels. The key factor that can make learning happen is not the material or the syllabus, but it is the teachers' mindset and their ability to facilitate language acquisition of learners. No matter how well we plan and design a syllabus and materials, whether papers or online, we will always discover some flaws or something that will not work in our classroom context. Redesigning syllabi, lessons, and material should be seen as a regular practice for university teachers because contexts change every year, so we should embrace and enjoy the process. Blended Intensive English will continue to make some changes and these changes could lead to a customized design of materials for both face to face and online platforms in the future.

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## **Microblogging for Second Language Acquisition: Lessons and Suggestions**

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### **Abstract**

In this paper, the authors propose usefulness of the microblogging application – Twitter in second language acquisition (SLA). In the process of SLA, social networking sites and microblogging applications have shown a promising active participation of learners. The learners of SLA through Twitter gain different roles, such as author and reader. The paper presents dimensions of the SLA participants' pattern, behavior, thematic interest and involvement in Twitter. A systematic SLA conceptual model is proposed to contribute to the SLA success and through which the stakeholders of the SLA will find interesting ways of

structural designs in the form of tasks, activities or projects to enforce SLA via Twitter making it an educational tool. The lessons and suggestions are discussed to empower educationists, teachers, curriculum designers and instructors in using Twitter as a learning tool for SLA. Finally, future research directions are presented.

**Keywords:** SLA, Twitter, Computer-assisted language learning

## **Introduction**

Learners of today have access to enormous technologies and learning environment (McBride 2009; Goertler 2011). Dashtestani and Samoudin (2014) studied the usage of technology for acquiring English as a second language in the Foreign language context in Iran. Further, the authors provide the effective integration of technology in students' and teachers' educational practices. Huynh and Tran (2018) in their research case study identified effective English learning for Environmental Engineering by using the technology. Foreign language learning and second language acquisition (SLA) are increasingly benefitted from the social networking sites (SNS) and microblog applications (Zourou 2012). In the last decade, researchers have moved away from the question of whether to use SNS to which SNS (or microblog application) to be used for second language acquisition or foreign language learning.

Furthermore, few studies (Borau et al., 2009; Dickens, 2008; Harmandaoglu, 2012; Newgarden, 2009 2011; Blattner & Lomicka, 2012; Ota, 2011) have focused their research on usage of SNS and microblog applications for considering them as an educational tool which were not intended originally. Microblog application, particularly Twitter, has shown promising and potential benefits as an educational tool, including language learning/teaching (Baker, 2010; Lamy & Zourou, 2013; Promnitz- Hayashi, 2011; Rinaldo et. al., 2011). Twitter fosters collaborations among language teachers and learners to build a community of practice "CoP" (Liu and Xu, 2013) to stimulate output production and completion of tasks (Kim et. al, 2011). Though the existing studies present several benefits of microblogging, none of them present a systematic model to synthesize the learning model by converging SLA CoP considering the sentimental and thematic understanding of SLA. Thus, there exists a considerable gap for establishing sustained and effective SLA ecosystem and in this paper we propose a systematic conceptual model which will help the stakeholders of the SLA- educationists, instructors, curriculum designers, learners, participants, etc to engage, participate and contribute to the unified goal and vision of the SLA CoP for second language acquisition.

The paper is organized as follows: firstly, benefits of microblogging more specifically in the field of education are presented, later a systematic conceptual model for SLA is proposed which is followed by the lessons and suggestions for the adoption and usage of on Twitter in building a SLA community. The paper concludes with a summary of key findings and future directions.

### **Microblogging**

Lave and Wenger (1991) proposed the importance of “community of practice” (CoP) for achieving common goals, leanings, collaborating on common problems, sharing, interacting and supporting one another. Adams and Freeman (2000) advocated the presence of CoP for sustainable development, engagement, participation among individuals where knowledge sharing and acquisition became an intrinsic part of the community. Fouz-Gonzalez and Mompean (2012) emphasized the research initiatives to validate that the online CoP empowered individuals to pursue scholastic or social ties with the peers and involved them to attain a unified goal of learning. Ractham and Firpo (2011) claimed that the online CoP had benefits such as there were no restrictions for space and time constraints for peer-to-peer communications.

Furthermore, various studies Brescia and Miller (2006); Song and Yuen (2008); Efimova (2009); Kirkup (2010) identified several benefits of blogging such as- enhanced student reflection, enriched engagement and participation, better synthesis of multiple activities, improved information sharing and building of an intellectual identity. Microblogs are the extension of the blogs. Here, one has the limitation in authoring or sharing the content with the limit in the size of the content. Twitter, a microblog application has the constraint of 280 characters that a user can disseminate during any post (Fernado 2018; Twitter, 2018). Betta (2007) and Grosseck and Holotesco (2008) suggested that microblogging helps the community to build a relationship, support an enhanced learning network and respond to learner’s needs. Many studies (Borau et al., 2009; Dickens, 2008; Harmandaoglu, 2012; Newgarden, 2009) have advocated the use of microblogging, particularly, Twitter as a tool for language learning. Borau et al., (2009) and Newgarden (2009) provided many benefits of language learning such as- exposure to the target language, access to the native language speaker, engagement and participation for language learning. Few studies (Ullrich et al., 2008; Kim et al., 2011; Craig 2012; Jimenez-Munoz 2014; Mompean and Fouz-Gonalez 2016; Plutiono 2017) concluded that Twitter had stimulated enhanced learning environment for English as a Foreign Language and Second Language Acquisition. Though the existing state-of-art research presents several

benefits of microblogging, with reference to use of Twitter as a tool for EFL and SLA, none of the studies presents a systematic model to synthesize the learning model by converging SLA CoP, nor any sentimental and thematic understanding of the SLA. Thus, there exists a wide gap in the research corpora for establishing sustained and effective SLA ecosystem. In this paper, we propose a systematic conceptual model which will help the stakeholders of the SLA-educationists, instructors, curriculum designers, learners, participants, etc to engage, participate and contribute to the unified goal and vision of the SLA CoP for second language acquisition.

### **Conceptual Model**

To address the gaps in the existing literature and practices for accepting the microblog applications, particularly Twitter, as a tool for second learning acquisition, we propose a systematic conceptual model. The conceptual model provides continuous and just-in-time updates to the stakeholders of the SLA. In this section, we will present the various components of the conceptual model and their contributions to the overall effectiveness of the SLA within the community.

- Moderator: The role of the *moderator* is prime for the success of the SLA community (Stevens, 2008). The *moderator* thoroughly monitors, checks and intervenes to put SLA in the unified vision of learning. The responsibility of a *moderator* can vary depending upon the context- initiating the topic of the discussion, building and developing the knowledge corpora, recommending the topic and areas for discussion, raising red flags for content and context check, and leading the community learning in an effective manner (Lomicka and Lord, 2011; Veletsiano, 2011). In the proposed conceptual model, the *moderator* interacts with the *author* and the *reader* and based on the feedback and insights takes appropriate action. Some quick actions can converge into – time-bound survey of learning, a time-bound quiz to validate knowledge, initiation of a critical topic, reinforcement of learning to community, sub-community or individual. The moderator can focus on SLA in four different areas- writing, reading, speaking and listening (2011; Elavsky and Mislán 2011). The content can be reinforced depending upon the focus area. For example, the *moderator* can post an article to impart reading skills for SLA and then later initiate a survey and a quiz (time-bound) to assess the reading skills of the SLA community. The *moderator* can also identify further reading reinforcement activities to strengthen the SLA reading abilities of the SLA community.

- Reader: In the proposed model, a *reader* is one who contributes to the learning corpora by reading the posted and shared content. The time span for reading, watching the video, scrolling up-down on the content and being part of sub-communities are some essential measures (Lee, 2011; Bicen and Cavus, 2012) that enable *author* and *moderator* to present the SLA content appropriately. A *reader* can have a dual role; he/she can also act as an *author* and contribute to the SLA community by responding and initiating the SLA content.
- Author: *Author* is one of the critical stakeholders of the SLA community in a microblog application- Twitter (in this study). An *author* is responsible for posting and sharing the relevant content in context related to SLA. The contributions are moderated by the *moderator* so that unwanted or out-of-context artifacts should not burden the SLA. The *author* can submit/share/respond to SLA in four different areas- writing, reading, speaking and listening (Elavsky and Mislán 2011). The *author* has a dual role and can act as a *reader* also.
- Artifact: The *artifact* component of the conceptual model comprises of the Twitter corpus. The corpus has elements such as – tweets, retweets, likes, quotes, messages, share, and survey. The *moderator* can assess each of these corpus elements to tweak and design the SLA strategy for posting, sharing and delivering appropriate SLA content considering the different SLA skills such as– reading, listening, speaking and writing.
- Pre-processing: One of the specific parts of the analysis for understanding the overall SLA for the SLA community is to pre-process the data. The pre-process software model in sync with the Twitter application gathers all the corpus in real-time and pre-processes the data before it undergoes mainstream analysis. The pre-processing involves - cleaning of the texts, removing of the unwanted characters, images, and URLs and tokenizing it into the unigram or multigram mode (Upadhyay and Upadhyay, 2018). The pre-processing helps in preparing the data for further deep and insightful analysis.
- Knowledge: In the model, the *knowledge* element consists of two focus elements- Sentiment and Thematic. In the *knowledge* element, the actual processing of the corpora is executed. Some of the typical measures such as- the topic of the discussion and learning behavior change which are essential for the SLA community and most importantly for the *moderator* become visible.
- Sentiment: The *sentiment* element of the conceptual model dissects the knowledge corpora to understand the learning curve of the SLA community. The *moderator* can

get the information of the particular emotions not only of the (sub-) community but also of an individual. It is primarily helpful in designing (Craig, 2012) the learning (reading, writing, speaking and listening), linguistics (noticing vocabulary, expressions, idioms, and grammar), social (access to native speakers and insight into their routines, opinions, media, and general interests) and cultural benefits to the SLA community (extending learning outside the classroom, social presence, and distribution).

- Thematic: In the *thematic* element of the model, the various themes of the SLA are formulated. These themes help the moderator to converge the content effectively. The themes can be sub-divided into four areas of SLA learning – reading, writing, listening and speaking. The *moderator* can further target (sub-)community or an individual to reinforce specific themes for changing the learning curve. Jimenez-Munoz (2014) and Newgarden (2019) propose several benefits such as enhanced engagement and participation of having varied themes.
- Visualization: The *visualization* element of the model is the intelligent dashboard that showcases a different measure of the SLA for the community. The *moderator* can zoom-in and zoom-out to gauge the SLA curve for (sub-community) or an individual and can plan activity and lessons accordingly. The *visualization* quickly helps the *moderator* to take preemptive and preventive actions rather than wait for the whole course to get over and then take any corrective actions. The nature of the microblog applications for SLA due to time-bound engagement (Harmandaoglu, 2012) may not render it useful if preemptive and preventive actions are not undertaken.
- Insights: The *insights* element contribute to the overall learning goal of the SLA community. Here *moderator* becomes empowered by leveraging the insights of the SLA community learning behavior. He/She can easily channelize all the activities, actions and lessons to impart SLA artifacts effectively.
- Feedback: Finally, the element *feedback* keeps the SLA community-learning as an evolving process. The *moderator*, *reader*, and *actor* collaborate to improvise the engagement and participation for SLA.

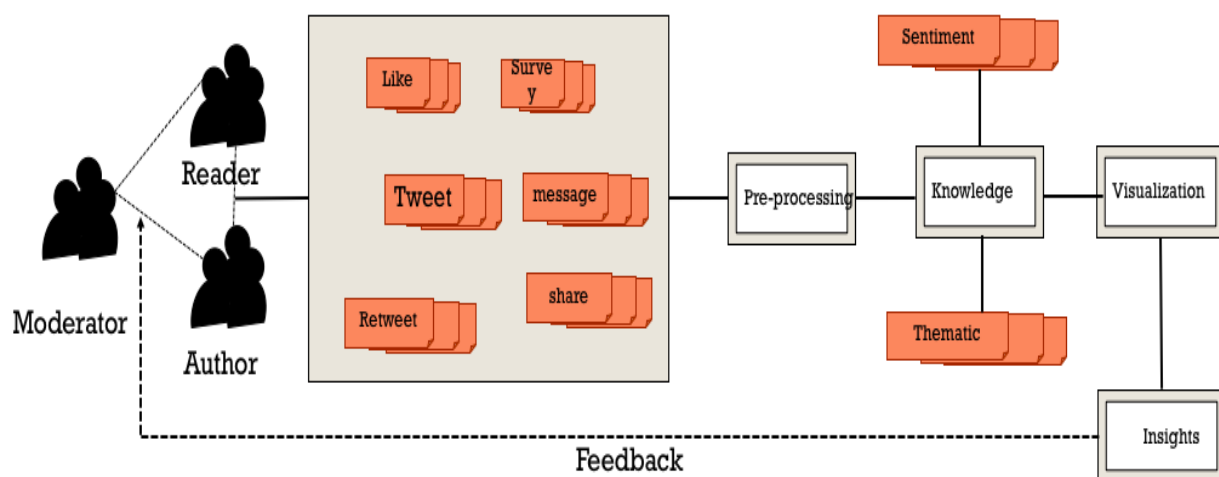


Figure 1 SLA conceptual model

### Discussion- Lessons and Suggestions

The conceptual model proposed in this paper is helpful to various stakeholders of the SLA community. *Educationists, instructors, SLA content designers, moderators, readers, and authors* benefit at large for imparting and executing SLA to attain a unified vision for effective SLA. Few important *lessons* and *suggestions* for the stakeholders are mentioned below:

- **Lessons:** The model is capable of catering to the needs of the (sub-) community and individuals. The *moderator* at all time, due to the inherent ability of the just-in-time communication of the Twitter application integrated into the conceptual model, controls the dynamic change of SLA over the community. He/She instantaneously takes a preemptive and preventive action to reposition the engagement, participation of SLA content. The *reachability, view, and impressions* of the SLA content for the SLA artifacts – tweets, likes, retweets, quotes, survey, messages are vital to identifying the changing learning curve of SLA learner. Also, the learning (reading, writing, speaking and listening), linguistics (noticing vocabulary, expressions, idioms, and grammar), social (access to native speakers and insight into their routines, opinions, media, and general interests) and cultural benefits of the SLA community (extending learning outside the classroom, social presence, and distribution) are attainable.

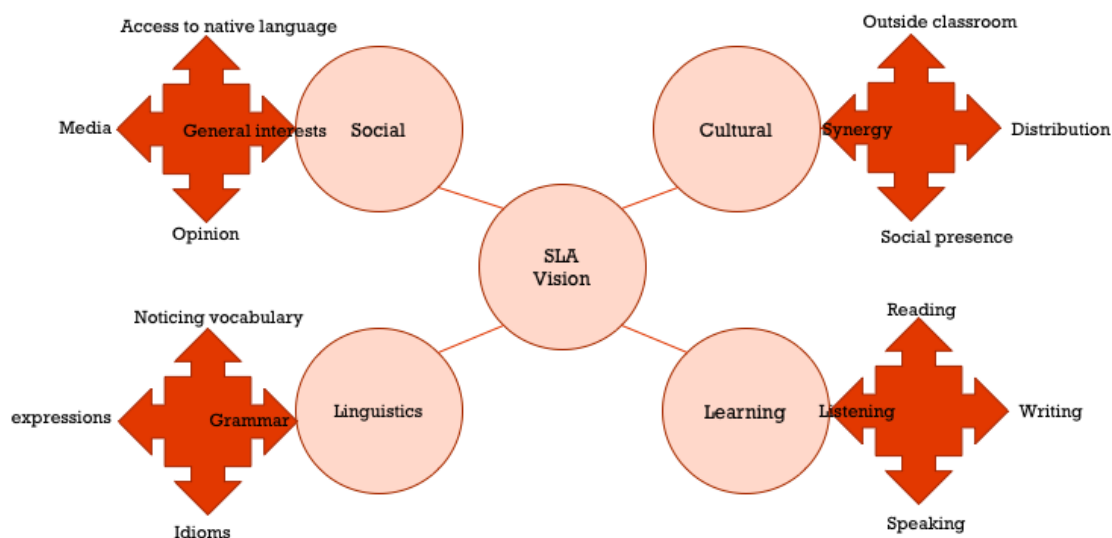


Figure 2. SLA vision and elements

- Suggestions: The proposed conceptual model aims to deliver and execute SLA ecosystem in a very systematic way. Few suggestions are listed to fine tune the adoption of the conceptual model for the SLA community.
  - Continuous insights from the model need to be incorporated for effective SLA.
  - Sentiment and Thematic model should be integrated with the additional dictionary of the specific second language to be considered for the acquisition.
  - *Moderator* is a crucial driver for the SLA success and must take into account the (sub-community) and individual needs before imparting any additional content. Also, few checkpoints in shorter duration, for example, a week, should be considered to formulate change in any strategy for the SLA ecosystem.

## Conclusion

In this paper, microblog application particularly Twitter is considered an educational tool for the second language acquisition. A conceptual model is proposed which will help the stakeholders of the SLA- educationists, instructors, curriculum designers, learners, participants, etc to engage, participate and contribute to the unified goal and vision of the SLA community. The lessons and suggestions are elaborated and presented for adopting the conceptual model in practice for effective SLA.

Several pedagogical implications such as engaging, participating and contributing towards the unified goal and vision of the SLA CoP for second language acquisition can be derived from

the research work. More specifically, educationists, instructors and moderators can control the dynamic change of SLA over the community by invoking pre-emptive and proactive actions to reposition the engagement and participation of the SLA content. The curriculum designers can create and deploy the appropriate content, based on the learners' thematic and sentiment portfolio. Furthermore, the learning curve of the learners can be monitored on a real-time basis and a shift from general to personalized learning can be achieved.

In future work, authors will incorporate various measures and metrics considering the aspects of social network behavior of influence in SLA.

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## **EFL Pre-service Teacher's Cognition from the Systemic Functional Linguistics Perspective: A Research Method**

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### **Abstract**

This study is aimed at proposing the use of Systemic Functional Linguistics (SFL) Perspective for researching EFL Pre-service teachers' belief, opinion, attitude, or what so-called cognition. As traced, many studies on language teachers' cognition use various research instruments to reveal their cognition, but in the data analysis, they hardly use theoretical basis to justify how certain data can be categorized into certain elements of cognition. This study provides a sample of research to show how the Appraisal theory from The SFL perspective can be used to analyze data and to reveal EFL pre service teachers' cognition from the category of attitude, engagement, and graduation. More to that, this study will demonstrate the data collection and data analysis procedures and highlight the benefit of employing the SFL perspective for revealing pre-service teachers' cognition and for teacher's professional development.

**Keywords:** *cognition, Systemic functional linguistics, appraisal theory*

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## Introduction

Investigating EFL pre-service teacher's beliefs, opinion, and attitude—what so-called cognition— is believed to contribute to their professional development as a teacher (Borg, 2009 in Burns and Richards, 2009). This reminded me at the time when I planned to instruct my teaching-practicum students to reduce and/or omit the games they used because they were often unrelated to the teaching goals. However, I changed my mind because they, through their journal, believed that fun learning, through games, is important for teaching and learning English due to some good reasons. Instead, I called them to discuss how to make the games related to the teaching goals and to make them more meaningful. Since then, their ability to design games for teaching got improved. From this experience, I agree with Borg's argument above that understanding EFL teacher's cognition can help us, teacher-educators, understand their beliefs about an effective learning, understand the mismatch between their belief and it's practice, and finally help them come up with a better way of implementing their belief in the classroom. By so doing, we contribute to their professional development as a teacher.

Such merits of understanding EFL pre-service teacher's cognition have also attracted many teacher educators and researchers to research on this issue. It is proved from a shift in teacher education research which moves from researching effective teaching behavior in the 1960s to researching teacher's mental lives such as teacher's beliefs, teacher's knowledge in the 1970s (Borg, 2009). At present, it is also indicated through many studies conducted on this issue. For example, Macalister (2012); Zheng (2013); Çapan (2014); Roos (2015); Kang, Yan & Cheng (2014); Othman, Juliana & Kiely (2016); Shooshtari, Zohreh, Razavipur, K & Takrimi, A (2017); and Al Darwish (2018).

In the studies about cognition above, there are indeed various sources of data used like interview, questionnaire, observation, field notes, stimulated recall. However, it is sometimes not clear to me to what extent certain data are considered positive or negative attitude/ belief. It is also unclear to me to what extent certain data are considered as cognition. In my opinion, it would be much better if we use a particular theoretical basis to justify why certain data is regarded as cognition and to justify how certain data imply positive or negative attitude or belief.

After reading several sources, I found that the Appraisal Theory can be used to justify that particular data can be categorized as certain aspect of cognition. For example, the phrase *got bored* in “I *got bored* using the technique” can be categorized as ‘affect/feeling-negative’ under the category of ‘attitude’. This kind of justification can be the basis to say that the teacher, for example, has a negative attitude toward the technique. My opinion is also supported by Widodo (2015) arguing that the Appraisal Theory can be used to analyze data that reflects “propositions, perceptions/beliefs, opinions, thoughts, and feelings”.

This paper is aimed at demonstrating how the appraisal theory can be used to analyze an EFL pre-service teacher’ cognition. To achieve that purpose, a research sample on an EFL pre-service teacher’s cognition on Text-based Learning (TBL) is provided. Therefore, there are two research questions that need to be answered. First, how can the Appraisal theory be used for analyzing the EFL pre-service teachers’ cognition about TBL? Second, What are the advantages of using the appraisal theory for analyzing EFL teachers’ cognition and for developing their professional development as drawn from the analysis?

## **Literature Review**

### ***Teacher cognition***

The term cognition is defined as “the activities of thinking, understanding, learning, and remembering” (<http://www.learnersdictionary.com/definition/cognition>). It is also more comprehensively defined as “mental processes involved in judging, knowing, learning, perceiving, recognizing, remembering, thinking, and understanding that lead to the awareness of the world around us” (<http://www.businessdictionary.com/definition/cognition.html>). As synthesized from the definitions above, cognition refers to mental processes that can lead an individual to think, perceive, judge, remember, learn, understand, know, recognize the world around her/him better. The elements of cognition above are in line with the aspects of cognition used in teacher education. Woods as cited in Burns, Anne, Freeman, & Edwards (2015) includes such held understanding or belief, and knowledge as aspects of cognition in teacher education. More to that, Crookes (2015) includes attitude as the aspect of cognition. Furthermore, Borg, 1999, in Cheung, Anisa (2018) includes all belief, knowledge, and attitude as the key aspects of cognition. Cognition in this study refers to a teacher’s mental state that involves attitude, belief, and knowledge and they are used interchangeably.

Cognition in this study refers to a teacher's mental state that involves attitude, belief, and knowledge and they are used interchangeably.

### ***The appraisal theory***

The Appraisal Theory is derived from the discipline of Systemic Functional Linguistics (SFL). In the SFL model of language, a language in social context is used for three functions. First, interpersonal which is used to perform social relationship including sharing one's feelings. Second, ideational which is used to represent one's experience to each other, and third, textual which is used to organize text (Martin, James & Rose, 2007). Among the three functions, the appraisal is categorised as the resource that construes interpersonal meaning (Martin, James & White, 2005). More specifically, Martin, James, and Rose (ibid) explained that Appraisal is a system of interpersonal meaning that can be used as the resources for negotiating our relationship with other people that is by telling our listeners or readers about what we feel about people or things.

In performing the interpersonal function, the Appraisal has three aspects: attitude, amplification/graduation, and their sources (engagement). The first aspect of appraisal is *Attitude*. It deals with evaluating things (*Appreciation*), evaluating people's characters and the way they behave (*Judgement*), and evaluating people's feelings (*Affect*). *Appreciation*, consists of Reaction, Composition, and Valuation. *Judgement*, includes Normality, Capacity, Tenacity, Veracity, and Propriety. *Affect* consists of dis/inclination, un/happiness, in/ security and dis/satisfaction. All appreciation, judgement, and attitude can be valued positively or negatively.

The second aspect of Appraisal is Amplification/Graduation. This is for amplifying attitude since the attitude is gradable. It also means that we can say how strongly we feel about someone or something. There are two kinds of sources for amplification: *Force* or intensifier and *Focus*. *Force* is a set of resources to *turn up* or *down* the volume of our feeling about people and things. It includes words that intensify meanings such as 'very', 'really', 'extremely'. *Focus* deals with 'sharpening' or 'softening' categories of people and things, using words *about/exactly* or *real/sort of/kind of*. The third Aspect of Appraisal is Engagement. It is the source of attitude concerning with who the evaluation is coming from. The first source is quoting or reporting what other people say and think. The second source is through Modality. The third source is through counter expectancy or concession. It usually uses words such as *but, however, even if, although, nevertheless*.

## **Methodology**

To achieve the research objective, a sample of research is provided. This section presents the participant involved in the research sample, sources of data, data collection and analysis procedures.

### ***Participant***

This sample of research involved one participant named Diana (a pseudonym) who was joining my research on “EFL pre-service teacher’s cognition on Text-based Learning (TBL) cycle”. TBL here deals with exploiting the structure and grammatical features of both oral and written text (e.g. Narrative, Descriptive, telephone inquiries, oral presentation) for achieving meaningful communication in English. The teaching and learning cycle in TBL consists of Building knowledge of the field (BKOF); Modelling of the Text (BKOF); Joint Construction of the text (JCOT); Independent construction of the text (ICOT), and Linking to related text (LTRT). When the research was doing, the participants were taking her micro teaching class. For the sake of research, she was required to apply this cycle for three of her teaching sessions.

### ***Source of Data***

There are three kinds of data source used in this research: Reflective journal, post-observation narrative, and Critical-friends-group narrative. Reflective journal was used to reveal participants’ feelings, opinion, and attitude when applying TBL cycle. This was generated from her own reflection. Critical-friends-group (CFG) was used to reveal participant’s main problem/dilemma, and question in applying the cycle. Post-observation narrative was used reveal participant’s feelings, opinion, and attitude when applying TBL cycle. The last two sources were generated from the discussion between the participant and others (peers and mentor teachers). The use of those three data is recommended by Barnard, Roger, & Burns (2006) as sources to research teacher’s cognition.

### ***Data Collection Procedures***

The first step of data collection is writing reflective Journal. It was written soon after the participant finished teaching. The second step is Peer observation. During her teaching, she was observed by two friends who also applied the Cycle for their teaching and a mentor teacher. After peer observation, the participant and her peer-observers met for Critical-friends-group (CFG) discussion to discuss the participant’s problem/dilemma/question when applying

the TBL cycle. Here, the peer-observers gave comments and even input to the participant. After the discussion, she was required to write a narrative about her main dilemma/problem in applying TBL and the strategies to cope with them. The third step is the post-observation discussion. The participant, her peer-observers and the mentor teacher met to discuss the strengths and weaknesses of her teaching and to discuss the possible improvement for better TBL. After that, she was required to write a narrative in response to the result of the discussion. In short, the participant produced three reflective writing. i.e. reflective journal writing, peer observation result writing, and CFG narrative writing.

### ***Data analysis Procedures***

The data in this study were analyzed using Grounded Theory Cohen, Louis, Manion, & Morrison (2007). The first data analysis procedure is to gather data from the reflective journal, CFG narrative, and post-observation narrative. The second data analysis procedure is to disassemble data exemplifying the participants' attitude, beliefs, and knowledge about the implementation of TBL into chunks of words. The third data analysis procedure is to analyze the chunks and sentences using the Appraisal Theory. For this appraisal theory, the data analysis adapted Martin's and White's framework for analyzing attitude (2005: pp. 69-91), as seen in the table below:

*Table 1: the Appraisal Theory data analysis*

<i>Stage</i>	<i>Statement</i>	<i>Instru - ment</i>	<i>Appraising item</i>	<i>Apprais er</i>	<i>Engage ment</i>	<i>Gradua - tion</i>	<i>Affect</i>	<i>Judge ment</i>	<i>Apprecia - tion</i>	<i>Appra ised</i>
<b><i>BKOF</i></b>	I can provide video/pictures and can ask students to identify the language expressions in the video	CFG	can provide	I	ent					I
			can ask	I	ent					I
<b><i>MOTT</i></b>	I can give students examples of the material.	CFG	can give	I	ent					I

The table above explains that in each teaching, the data were disassembled and classified into stage, statement, instrument, appraising item, appraiser, appraised, and the three aspects of appraisal theory (engagement, graduation, and attitude—affect, judgement, appreciation). *Stage* here refers to stages in TBL cycle. There are five stages: Building knowledge of the field (BKOF), modelling of the text (MOTT), joint construction of the text (JCOT), Independent construction of the text (ICOT), and linking to related text (LTRT). *Statement* refers to sentence(s) disassembled from the obtained data. *Instrument* refers to

research instrument: Journal (reflective journal), CFG narrative, and post-observation narrative.

*Appraising item* is chunks, as part of the sentences, representing attitude (affect, judgement, and appreciation), engagement and graduation in the sentence. *Appraiser* is the person who is feeling something (affect), the person who is judging or appreciating (judgement/appreciation). *Appraised* is the person, thing, or activity that is being reacted to, or the trigger of the emotion (affect). It can also refer to what is being appraised or who is being judged (appreciation).

As for the columns of engagement, graduation, attitude (affect, judgement, and appreciation), they were used for categorizing into which the appraising item belongs to. For example, “confused” belongs to (-) *affect*. For the sake of efficiency, abbreviations for kinds of engagement, graduation, and attitude were used. Below is the abbreviation list:

*Table 2: The Appraisal Theory abbreviation list*

Attitude									Engagement		Graduation	
Affect			Judgement			Appreciation						
	(+)	(-)		(+)	(-)		(+)	(-)				
Happiness	Hap	neg.hap	Normality	Norm	neg.norm	Reaction	reac	neg.reac	disclaim	Dis	quantity	Qua
Inclination	Inc	neg.inc	Capacity	Cap	neg.cap	Composition	comp	neg.comp	proclaim	Pro	Intensity	Int
Security	Sec	neg.sec	Tenacity	Ten	neg.ten	Valuation	val	neg.val	Entertain-Ment	Ent	up scale	ups
Satisfaction	Sat	neg.sat	Veracity	Ver	neg.ver				attribute	Att	down scale	dns

The fourth data analysis procedure is to categorize the result of analyzed chunks of words into the five areas of belief (cognition): cognition about learners and learning; about teaching; about subject; about learning to teach; about self and about teaching role (Calderhead as cited in Zheng, 2009, pp.75-76). This categorization is connected to the analyzed data about attitude. First, the analysis of judgement is about the participant’s evaluation of her teaching performance and behavior and her judgment or evaluation about her student’s performance and behavior. Second, the analysis of appreciation is about the participant’s evaluation of her teaching and learning, in this case, of her use of TBL cycle. Third, the analysis of affect is about her emotional reaction and feeling when using the TBL and her view of student’s emotional reaction in following the TBL. Then the disassembled data about engagement can

tell us about the participants' proposition, position, and opinion about TBL and teachers' roles in applying TBL. As for graduation, it is used to grade the attitude.

## Findings

The finding in this study was taken from the three teaching sessions that the participant (Diana) conducted in her Micro teaching class. In this class, she was required to teach three times using TBL cycle. For each teaching session, she was given 80 minutes. The topic for the three-teaching sessions is "This is me". It is about an interpersonal text that has three sub-themes: asking and giving information about identity, hobby, and the member of my family. Therefore, the topic of teaching one was about asking and giving information about one's identity. Teaching two was about asking and giving information about one's hobby, and teaching three was asking and giving information about the member of my family.

### *Diana's cognition on TBL as revealed from the Appraisal Theory.*

This section presents the finding of Diana's attitude, engagement, and graduation obtained from her three teaching sessions during her micro teaching. The finding is presented in the following table.

*Table 3: Diana's cognition on TBL from the Appraisal Theory*

Engagement		Graduation		Attitude					
				Affect		Judgement		Appreciation	
Dis	1	Qua	0	Hap	0	Norm	1	Reac	1
Pro	3	Int	0	Inc	0	Cap	11	Comp	2
Ent	17	Shrp	0	Sec	0	Ten	0	Val	3
Att	0	Soft	0	Sat	0	Ver	0		
				neg.hap	0	Prop	0	neg.reac	1
				neg.inc	0	neg.norm	0	neg.comp	0
				neg.sec	2	neg.cap	4	neg.val	1
				neg.sat	0	neg.ten	0		
						neg.ver	0		
						neg.prop	0		

Overall, the finding shows that Diana has a positive attitude toward her capacity in employing TBL, towards her students, and toward teaching and learning process although in few cases, she values her capacity and teaching and learning process negatively. In terms of engagement, she comes up with quite many propositions about and even her position on TBL. As for graduation, seemingly, she does not want to amplify her attitude, belief, and knowledge

as proved from the absence of graduation. Based on the finding above, let us see how the analysis can be done. The analysis is done from each teaching session.

***Diana's cognition on TBL in her first teaching as revealed from the Appraisal Theory.***

Based on the finding above, this section analyzes attitude and engagement illustrating Diana's attitude, belief, and knowledge of TBL during her first teaching

*The analysis of attitude*

In teaching 1, she has positive evaluation toward her ability (judgement) in applying TBL in the way that she can deliver the material through video and pictures, can perform her job in asking questions and can give task. Below is what she reflected in Critical-friends-group (CFG) narrative:

I *can provide* video/pictures and *can* ask students to identify the language expressions in the video (judgement-capacity).

I *can give* students examples of the material (judgement-capacity).

I *can give* the students tasks and give feedback from peers and teachers (judgement-capacity).

I *can ask* the students what they write or give students task to observe characteristic of animals to be used for the next meeting (judgement-capacity).

Similarly, as also revealed in her reflective journal, she values the students positively as reflected in the way they can understand the material, participate in the lesson actively.

I see the students *understand* our instructions and material what we teach (judgement-capacity) they participate *actively* (judgement-normality).

Students *can do* the task by themselves (judgement-capacity).

As her reaction to the self-evaluation above, probably, she then appreciates her teaching to be successful (reaction) and appropriate (valuation).

I think our teaching is *success[ful]* today (appreciation-reaction).

What I provide to students are already *appropriate* for each stage (appreciation-valuation).

Although valued her capacity good, she, in her reflective journal, admitted that she has a negative emotional reaction about her activities. It is proved that she was not sure whether the activity for each stage was already appropriate.

I am confused to decide what activities appropriate for each stage (affect- negative security).

### *The analysis of engagement*

As reflected in her journal, Diana believes that TBL makes her learn to choose appropriate activities for each stage in TBL cycle:

I *can* learn to choose appropriate activities for different stages (engagement-entertainment).

In addition, from critical-friends-group (CFG) and observation, she comes up with the following two pieces of knowledge and belief:

I *become to know* that I didn't apply the last stage (engagement-entertainment).

I *got to know* that activities in TBL *should* be appropriate in each stage (engagement-entertainment).

From the analysis above, the voice "I", referring to Diana, presents her proposition through 'modality' that teaching activities should appropriately accommodate the coverage of each stage of the TBL cycle. Besides, through 'modality' she also believes and learns that implementing the TBL cycle can make her learn how to choose activities which are appropriate for each stage of the TBL cycle. Furthermore, by using a mental verb 'got to know' she also presents her understanding on the absence of the LTRT (Linking to related text) stage in her teaching.

### ***Diana's cognition on TBL in her second teaching as revealed from the Appraisal Theory.***

This section analyzes attitude and engagement exemplifying Diana's attitude, belief, and knowledge of TBL during her second teaching.

### *The analysis of attitude*

In teaching 2, as revealed through her journal, Diana values her teaching to be in sequent and her capacity in selecting activities for each stages to be suitable:

I thought my teaching was *in sequent* (appreciation-composition).

I *could choose* an activity which was suitable for each stage (judgement-capacity).

She seems to be sure that it was in a sequent because in BKOF, as she described in her journal, she built students' knowledge about the stationaries by asking the students to watch videos and observe the pictures about stationeries. In MOTT, she asked the students to identify the language expressions in a conversation. For the next step, she asked them to make a conversation related to asking and giving information about name and number of things.

Besides the positive evaluations, in this teaching, she also gives negative judgement to her teaching performance more than in the first teaching. From the journal and the post-observation narrative, she said that:

*I could not make sure* that the activities I provided were suitable for each stage (Affect-negative security).  
I still have difficulties to decide appropriate activities for each stage (judgement-negative capacity).  
*I didn't provide* examples of text for the next teaching (to be compared to today's text) (Judgement-negative capacity)  
*I did not apply* the fifth stage of TBL (judgement-negative capacity).

The first concern is her confusion as well as difficulty in designing activities which are appropriate for each stage of TBL cycle. The second concern is the realization of not applying the LTRT stage. These two points of evaluation have been addressed since her first teaching. However, in this teaching they are reflected more often.

### *The analysis of engagement*

In this teaching, the participant expresses her proposition through a modality conveying that teachers should use fun activities in all stages of TBL cycle, should make sure that they apply all stages in TBL cycle, and should give a clear transition in each stage.

It should be better if we could provide activities in all stages which are fun (engagement-entertainment).  
We should make a clear sign in each stage (engagement-entertainment).  
We have to make sure that we applied all stages (engagement-entertainment).

### ***Diana's cognition on TBL in her third teaching as revealed from the Appraisal Theory.***

This part analyzes attitude and engagement presenting Diana's attitude, belief, and knowledge of TBL during her third teaching.

### *The analysis of attitude*

In this teaching, Diana states her positive evaluation on the teaching and learning process and activities:

My teaching could go smoothly (in sequence) (appreciation-composition).  
My teaching activities were appropriate for each stage (appreciation-value).

Here her appreciation is still the same as the last two teaching sessions that her teaching is in sequent and her teaching activities in each stage are appropriate with the TBL stage.

### *The analysis of engagement*

In this last teaching, the participant reflects more and seems to get to know more things from her discussion with her teacher and friends. She seems to find the missing puzzle that she has been working out. Here are things reflected in her post-observation and CFG narrative.

*I agree that* I only provide fun activities in our teaching not emphasized the text structure for asking and giving information about animal characteristics (engagement-proclamation).

*I should familiarize* the students with text structure for asking and giving information about animal's characteristics in my teaching (engagement-entertainment).

*I agree that* didn't give a list of adjective related to animal (engagement-proclamation).

From discussion with my friends, I *realized* that my activity for joint construction was more appropriate for independent construction (engagement-entertainment).

I *realized* that there was something wrong with my JCOT (joint construction) activity (engagement-entertainment).

From discussion with my friends, I *realized* that my activity for joint construction was more appropriate for independent construction (engagement-entertainment).

I *learn* from the discussion that for activities from JCOT, there *should be* teacher's and classmates' help in constructing text (engagement-entertainment and engagement-entertainment).

In JCOT teacher *should* provide more help for the students to construct the text (engagement-entertainment).

Here, Diana agrees with others' opinion that she only emphasizes more on fun activities than the text structure. She also agrees that she gives less emphasis on language feature (Adjectives). Then through modality, she believes that teachers should familiarize the students with text structure. Besides, through modality, she gets to know that in the joint construction of the text (JCOT) stage, there should be teacher's and classmate's help in constructing text, and teachers should provide more help.

## Discussion

After presenting the data analysis, a discussion of data analysis can be done as follow. Diana's first teaching experience using text-based learning shows two prominent results. First, although she is unsure about the appropriateness of her activities to the principle of each stage in TBL cycle, she holds positive belief or attitude on her teaching performance using TBL, on her students in following the lesson using TBL, and on the teaching and learning process using TBL. Besides, she also gets (new) knowledge, attitude, and belief that applying TBL cycle makes the learn to choose and to provide appropriate activities in each stage.

The second point highlighted from the analysis is the high standing "I" voice of the participant. The overall analysis of attitude and engagement shows that the appraiser is mostly

“I”. It means that almost all of the voices are self-defined. It also means that although Diana gets involved in interaction with others (teacher and peer observers), she leaves a little space for acknowledging the diversity of viewpoints from others. Apart from not acknowledging others’ viewpoints in her reflective narratives, however, she still considers her teacher’s feedback on the absence of the linking to related text (LTRT) stage until finally she realized that “I” (refers to “she”) did not apply the stage.

In her second teaching, there is a swift from confident to less confident feeling of her capacity in implementing TBL. In the first teaching, she gave a more positive evaluation on her teaching performance and teaching and learning process. However, in this teaching, she addresses more questions or concerns about her teaching. Probably, this is because she gets to know something about her teaching (performance) after her discussion with her peer observers and teacher. As revealed from the analysis, she acknowledges others’ viewpoints more than in the previous teaching. This is indicated from the dialogue between the appraiser “I” “friend” and “teacher.”

There are three cases that demonstrate her acknowledgement to others’ viewpoints known from the appraiser “friend” and “teacher.” The first case is her absence of applying the linking to related text (LTRT) stage. The second case is her confusion deciding whether the activities in each stage is already appropriate. The third case is her proposition that we, teachers should make a clear transition from one stage to the next stages.

In her third teaching, it is interesting to find out that the participant does not give many positive evaluations on her capacity in implementing TBL as she does in the first two teachings. Instead, she expresses her beliefs, (new) knowledge, and attitude on TBL more.

The first proposition is to give more emphasis on text structure not only on fun activities. This proposition is stated in the form of proclamation (agreement) with other’s feedback and through modality exemplifying suggestion. The second proposition, through proclamation, is about her agreement that grammar item (i.e. Adjectives) should be emphasized. In this case, the appraiser “my friend” gives feedback through the peer observation and then she, the appraiser “I” agrees with the feedback. Actually, in teaching one, she has been reminded by the appraiser “the teacher” through post-observation discussion about this but she seems to neglect it. Now, she seems to think twice and considers this crucial to be reflected. The third proposition taken from the engagement analysis is stated in the form of modality. In this teaching, Diana gets to know that in JCOT stage, a teacher should give more help, and there should be teachers’ and classmates’ help in constructing a text. These two characteristics differentiate ICOT and JCOT. This proposition is derived from the result of the discussion with

peer observers and teacher since the first teaching. In this last teaching, he realizes that there is something wrong with her JCOT activities.

**The benefits of using The systemic functional linguistics, i.e. The Appraisal Theory, for researching EFL pre-service teachers' cognition and for their professional development as drawn from the research sample.**

The research sample, although consists of one participant only, can be applicable for any SLA audience because this provides a model for any researchers, teacher practitioners, and teacher educators worldwide to analyze such attitude, belief, knowledge using the appraisal theory. Similarly, it shares benefits applicable for universal use. This section discusses the benefits of using the Systemic functional linguistics.i.e. the Appraisal Theory for researching the EFL pre-service teachers' cognition and for their professional development.

First, it can be used for both quantitative and qualitative data. In this sample of research, quantitatively, it can yield descriptive statistic in the form of frequency. Qualitatively, it can be used to describe one's attitude, feeling, and thought (cognition). This benefit has been confirmed by Chu (2014) who used the appraisal theory to investigate teacher's talk. Here, she qualitatively describes some of the ways in which the teacher makes use of the verbal and visual resources in children's picture books to engage them with the texts. As for quantitative data, it has been confirmed by Lam, Suet L, and Crosthwaite (2018). They compared the use of features of evaluation (appraisal resources) in argumentative essays produced by L1 writer's and L2 language learner writers' argumentative essays. For this purpose, they use MANOVA to compare the frequencies of appraisal recourses in both L1 writer's and L2 language learner writers' essays.

Second, it provides clearer and more justifiable identification of positive and negative attitude. In the research sample, such identification can be seen below:

Positive (+) cognition/attitude about learners: participate actively, can do the task, and can understand the instruction.

Positive (+) cognition/attitude about her teaching performance: can provide video, can explain language expressions well, can apply all stages, and can choose appropriate activities.

Negative (-) cognition/attitude about her teaching performance: confused to design appropriate activities, not sure if the activities are appropriate, not apply the last stage, not apply the text structure, not emphasize the adjectives.

Positive (+) cognition/attitude about teaching and learning: successful

Negative (-) cognition/attitude about teaching and learning: not clear sign in each stage.

From the identification above, EFL pre-service teachers' positive and/or negative cognition can be justified clearly. For example, positive (+) cognition/attitude about learners's performance is justified based on the category of positive judgement (normality) "participate actively," of positive judgement (capacity) "can do the task." Similarly, negative (-) cognition/attitude about teaching performance is justified based on the category of negative affect (insecurity) "confused to design," and of negative judgement (negative capacity) "not apply the text structure."

Third, it provides clearer and more justifiable identification of one's stance and proposition toward something. In this study, EFL pre-service teachers' cognition about teachers' role when implementing TBL is revealed from the analysis of *engagement* through the use of modality "should". For example, "Teachers should emphasize the text structure" and "teachers should emphasize the language aspects such as Adjectives." Another example is "80-minute teaching is not enough for TBL." This proposition seems to be stronger than the previous two propositions due to the use of "is." Such an analysis helps us, teacher-educators, and teachers see a teacher's attitude toward something (i.e TBL) through her choice of word/modality. This what Whittaker, Rachel, O'Donnel & McCabe (2007, p. 2) claimed as the usefulness of Appraisal in language education.

Fourth, it does not only provides clearer and more justifiable identification of one's positive and negative attitude and of one's proposition or stance, but also one's specific scaling of his/her attitude. Unfortunately in this research sample, the participant does not use any graduation, but we can see the scaling of attitude in the following two sentences, "there were many activities in my teaching" and "there were too many activities in my teaching." These two sentences can help us know that the last sentence sounds more negative than the former one because of intensifier "too."

Fifth, it can provide more grounded qualitative data. As characterized, the data collected are disassembled, coded, categorized to obtain the emerged theme. From this, a theory can be constructed. In the research sample, the theory of strategies in implementing text-based learning can also be constructed:

*Table 4: the grounded theory of strategies in implementing TBL*

Area	Problems	Teacher's strategies
Teaching and learning	Implementing TBL in a very limited time	to minimize the text and activities in BKOF and MOTT
		to give more time in JCOT and ICOT
		to discuss the text together instead of working on it individually
		to manage both time and materials very wisely

	Covering too many (two) communicative purposes with two language expressions each in a limited time allocation	to focus only on one language expression for each communicative purpose
Self-performance	Having difficulties in finding authentic materials containing the language expressions taught	to create own dialogues and videos, refer to online ESL activities and materials (e.g. magic English)
Self-performance	Being confused with MOTT	to emphasize on the text structure and language expression and to give examples
Self-performance	Being confused with JCOT	to construct a text together with the teacher and/or classmates before constructing it individually to involve teachers and/or classmates to construct a text

The point of problem in the above table is derived from the analysis of attitude and the point of strategies is derived from the analysis of engagement. From the analysis, a list of problems in implementing TBL and strategies to cope with the problem can be constructed. This kind of grounded theory is helpful for EFL pre-service teachers to develop their pedagogical knowledge and competence in teaching using TBL. Subsequently, it can improve their professional development.

## Conclusion

From the research sample, it can be summed up that using the Systemic functional linguistics, i.e. the appraisal theory is helpful for analyzing and presenting more justified data. As for teacher professional sides, it is helpful for EFL (novice) teachers to understand their own cognition from a more justified and comprehensive lense, to improve thier teaching, and to develop their professionalism as a teacher.

## Pedagogical implication

As the Systemic functional linguistics, i.e. the appraisal theory, can be integrated into teacher education, there are more opportunities to research on teacher cognition. For example, investigating students' or teachers' attitude or belief toward the use of teaching tools, strategies, and approach. It also can be used to investigate students' or teachers' knowledge on new education policies.

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**Teacher Attitudes towards Peer Review in EFL Writing:  
A Qualitative Study**

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## **Abstract**

Peer review has become a common activity in second language writing classrooms in recent decades. However, the debate regarding its effectiveness is still ongoing. This paper is part of a collective case study into peer review usage at a large private university in Western Japan, and aims to explore some of the issues related to the use of peer review in English as a Foreign Language (EFL) writing classes. The paper investigates, through a series of interviews, what concerns teachers have about peer review that the university needs to take into account when training teachers and designing curriculum. The data from the study revealed that participants used both common methods to implement peer review as well as their own unique techniques. Several reoccurring successes, difficulties, and concerns are highlighted, as well as five underlying teacher beliefs.

**Keywords:** peer review, teacher attitudes, EFL writing classes, Japan

## **1. Introduction and Background**

Recently the university where the researchers work added peer review to the curriculum of writing classes, but there is only moderate support material and no teacher training on the topic

has been conducted. Peer review is defined in this paper as “the process of students editing for mistakes and giving formative feedback on other students’ writing” (Morgan, Fuisting & White, 2014, p. 93). This paper aims to explore some of the issues related to the use of peer review in English as a Foreign Language (EFL) writing classes in the Japanese university teaching context. It is part of a collective case study into peer review usage at a large private university in Western Japan. This paper is the result of a small qualitative study using an Action Research model. The aim of the current study is to discover what concerns teachers have about peer review that the university needs to take into account when training teachers and designing curriculum.

This paper is divided into five sections. In the introduction the authors describe background to the study. That is followed by the theoretical background and literature review in section 2. Section 3 consists of the research design including the research questions. Section 4 contains the results. This is followed by the conclusions, discussions, and limitations of the study as well as possible areas for further research in section 5.

## **2. Theoretical Framework**

Peer review is supported by two learning theories: Vygotsky’s *Zone of Proximal Development* (1978, 1986), and collaborative learning theory (Bruffee, 1984b; Hirvela, 1999). Vygotsky discovered that language learning is supported by social integrations based on the theory that learners studying with the aid of peers rather than alone can reach a higher level of development. He labelled this phenomenon the *Zone of Proximal Development*. In collaborative learning theory, students with differing abilities can overcome challenging tasks by cooperating with their peers. Collaborative learning was originally a tool for students to improve their learning and studies in a range of subjects in their L1 by discussing with and receiving feedback from their peers (Bruffee, 1984a). It has subsequently been applied to L2 learning as well, providing further theoretical support for using peer review in the language classroom.

### **2.1 Literature Review**

Peer review has become a common activity in second language writing classrooms in recent decades. Advocates of peer review highlight its possibility to increase learner autonomy (Chaudron, 1984 as cited in Hyland & Hyland, 2006), support second language acquisition (Lockhart & Ng, 1995), reinforce audience awareness for the writer (Tsui & Ng, 2000), and enhance learners’ attitudes in regard to writing tasks (Min, 2005). In Asian countries, such as

China, Korea and Japan, such benefits are of considerable importance to counteract the prevalence of the grammar translation method (Gao, 2007; Kim & Kim; 2005, Richards & Rodgers, 2001) and the focus on passing specific language exams to enter university (Mills & Kennedy, 2013). Since university entrance exams in Japan usually do not include any essay writing component and instead make prospective students answer grammatical queries and complete translations tasks, students have limited experience in writing essays and paragraphs on free topics prior to starting their degree programmes (Mills & Kennedy, 2013). Thus, the increased audience awareness, improved attitude towards writing, and greater learner autonomy that peer review can provide could be considered particularly important in the Japanese university context.

Several studies into the attitudes of Japanese EFL students have shown that peer review is positively regarded by students and is seen as beneficial (Coomber & Silver; 2010, Morgan et al, 2014; Taerner, 2008; Wakabayashi, 2008). However, students have expressed concerns in regard to their own perceived ability to provide effective peer feedback to their classmates (Coomber & Silver, 2010; Morgan et al, 2014). Whilst Min (2005, 2006) has proven that peer review training and implantation can be done successfully in an EFL context, teachers in Japan, although generally positive to using peer review, perceive difficulties with training students in peer review and effectively implementing it in the classroom (White et al, 2014). Teachers also expressed concerns about peer review being compatible with their teaching beliefs (White et al, 2014). As a result, there is a need for further studies on the implementation of peer review and what teachers think about it.

### **3. Research Design**

#### **3.1 Research Questions**

This study aims to answer the following research questions:

Q1) How do teachers implement peer review in their writing classes?

1a) Are there any common successful methods?

1b) Are there any common difficulties?

Q2) What are the underlying teacher beliefs that affect the usage of peer review in writing classes?

### 3.2 Research Methodology

This study is part of a wider collective case study into peer review attitudes and usage at a large private university in Western Japan conducted by the researchers. A collective case study is when multiple cases are included in one overall research study (Johnson & Christensen, 2014). In 2014 two papers were published by the researchers: A quantitative study of student attitudes towards peer review in EFL writing (Morgan et al), and a predominantly quantitative study into teacher attitudes towards peer review in EFL writing (White et al). The current follow-up study adheres to the 11-phase framework for action research developed by Burns (1999) and further explained in Burns, 2004 (p. 54).

1. exploring: feeling one's way into research topics
2. identifying: fact finding to begin refining the topic
3. planning: developing an action plan for gathering data
4. collecting data: using initial data-gathering techniques related to the action
5. analysing/reflecting: analysing data to stimulate early reflections
6. hypothesising/speculating: predicting based on analysis/reflection
7. intervening: changing and modifying teaching approaches
8. observing: noticing and reflecting on the outcomes of the changes
9. reporting: verbalising and theorising the processes and outcomes
10. writing: documenting accounts of the research
11. presenting: giving reports/presentations on the research

In action research the researcher identifies a problem, plans and conducts research to find out a method to overcome the problem, then implements the treatment and observes the result. This study could be seen as the first half of an action research project covering the first 5 phases. Through the researchers previous studies into peer review (White et al, 2014: Morgan et al, 2014), the feelings about the topic have been explored and a problem stemming from the addition of peer review to the curriculum has been identified, i.e. step 1 and 2 in Burns' framework. The research questions aim to discover how teachers have implemented peer review in their teaching situations and if there are any common successes and problems. In addition, the research questions intend to investigate what the underlying teacher beliefs that affect the usage of peer review in writing classes are (step 3). The semi-structured interviews and collection of material used in the implementation of peer review are step 4. After analyzing the results and reflecting on the data (step 5), the conclusion contains recommendations for interventions that could then, in a follow-up study, be further hypothesized, implemented and

observed to conclude the action research process.

### **3.3 Research Methods**

In 2013, 41 English teachers at a private university in Western Japan participated in a questionnaire to gauge their experience of, and attitudes towards, peer review (White et al, 2014). To follow-up on that quantitative study by discovering the underlying factors, and to provide qualitative data, three semi-structured interviews of teachers working at the same university were conducted. Following an interview guide approach (Johnson & Christensen, 2014), specific open-ended questions around several themes were developed prior to the interview. This provided a good balance between covering the same general topics and questions and also allowing for enough flexibility to explore unforeseen themes that could emerge during the interview.

The initial themes for the interview were taken from the previously conducted teacher survey into teacher attitudes to peer review (White et al, 2014). Additional open-ended questions, as well as follow-up and probing questions, were formed following Kvale's guide to "Types of Interview Questions" (1996, pp. 133-135). The framework for the original teacher survey was based on a technology innovation research model developed by Rogers (1983) and Moore and Benbasat (1991). The themes in the survey referred to different aspects about implementing a teaching tool, in this case peer review. However, to gain more insight into the underlying reasons and feelings, the statements used in the survey were initially converted into open-ended questions and from that further developed. The draft questions were shared with two fellow teacher-researchers and refined based on their feedback. A pilot interview was conducted with a teacher at the university (it was recorded but not used in this study). After reviewing the pilot interview, the interview questions were again adjusted and an interview guide was put together. The interview guide was loosely followed, but as it was a semi-structured interview the order of the themes and questions depended on the answers given (Johnson & Christensen, 2014). Finally, additional follow-up questions and probes were used in the interview to explore emerging themes that had not been anticipated in the interview guide.

### **3.4 Research Participants**

In order to get rich information about the area of research from a limited number of participants, purposeful sampling was used in this study (Patton, 2002). To investigate if the teachers had changed their behaviour based on revised curriculum guidelines that were introduced three years prior to the study, teachers were selected who had been teaching classes where peer

review either was mandatory and/or suggested at the university for longer than three years. In order to discover if there was any difference in how peer review was implemented for different levels of students, only teachers who had taught at least two different levels were included. Finally, to avoid any conflict of interest in relation to the participants feeling to be in a dependent position and thus possibly tailoring their answers to what they might perceive was a preferred answer, part-time teachers were excluded from this study. Following the selection criteria three full-time EFL teachers were identified and agreed to take part in the study.

To protect the anonymity of the participants the demographic details are not provided in a table form but rather in a summative paragraph. The three participants were all male, had all worked at the university for several years (four to six years), and had all taught multiple classes involving writing. The participants were all native English speakers who had been in Japan between nine and 14 years. They had taught English classes at between two and seven different universities in Japan and two of the participants had also had English teaching experience outside of Japan. They ranged in age from mid 30s to mid 40s. Two of the participants taught mainly in the Economics Faculty and the other participant had taught in both the Economics and the Business Faculties. Whilst the participating teachers would at times teach content classes, such as comparative culture, the majority of their classes were first and second year compulsory university EFL classes.

### **3.5 Data Collection**

All of the interviews were conducted over a 5-day period. Prior to commencing the interviews, the interviewees received a briefing about the subject and purpose of the interview, and were given a written consent form to sign. The interviews were recorded and the data transferred to a password-protected computer. As the participants were native English speakers, the interviews were conducted in English by the principle researcher. The interviews lasted for 37, 42 and 53 minutes respectively, with an average of 44 minutes, and a total of 132 minutes. The interviews were transcribed using Nvivo 10 for Mac. The transcripts were then shown to the participants in a member check. Member checks are a vital step to ensure findings of an investigation capture the participants' perspectives (Neuman, 2014, p.84). As a further method of validating the data, the participants were asked to submit a peer review sheet that they used in the classroom or a document outlining their peer review procedure (Appendixes A-C). After each interview, an informal *debriefing* was held where more details about the purpose and design of the study were given and any questions the participants had were answered (Kavle, 1996).

### **3.6 Data Analysis**

The data was analysed using thematic analysis. Braun and Clarke state that thematic analysis is a fundamental method that can provide “core skills that will be useful for conducting many other forms of qualitative analysis” (2006, p.78), whilst being flexible and having the potential to “provide a rich and detailed, yet complex, account of data” (2006, p.78). The qualitative software program Nvivo was used for analysing the transcripts. After completing the transcription, field notes and the research questions were used to do an initial coding of the entire data set. Potential themes, largely based on the research questions, were identified and reviewed to discover categories and codes (Braun & Clarke, 2006). During this process three main themes and ten categories and codes were created with a total of 120 nodes (see Appendix D for details). Once the coding was completed, a comparison of the different participants was conducted to look for common teacher beliefs and commonalities, and for differences in how they implemented peer review. Extracts that would illustrate the findings and relate them back to the research questions and the literature were selected. Based on that analysis, several conclusions, as well as limitations of the study, were drawn.

## **4. Results**

The data from the study revealed that participants used both common methods to implement peer review as well as their own unique methods. Several common successes were highlighted as well as shared concerns. Also, five underlying teacher beliefs emerged from the data.

### **4.1 Research question one: Implementation of peer review**

The basic schedule of conducting peer review was very similar among the three teachers, summed up by Bob (the names used are all pseudonyms):

So basically they write the paper, the first draft, and that is only peer reviewed. So they come to class, they submit it to peer review and they get their peers' check. Then their assignment that evening, or that week, is to fix what the peers have told them and resubmit a second draft and that goes directly to me on (the online learner management system used by the university). And that is the one that I check, and on (that) one I give a lot of feedback. I even go as far as sometimes rewriting sentences that I know that they will not be able to understand the grammar or anything, but really giving them a lot of feedback. And then they get one more chance a week later to submit the final paragraph.

The writing tasks assigned varied from class and level but were either practice paragraphs, such as opinion paragraphs, or essays, such as compare/contrast essays. The teachers used mainly a 3-draft process where the peer review was conducted on the first draft, teacher feedback was given on the second draft and then a third and final draft was submitted. The grades were either given on the final draft, or in Dave's case on the second draft, and then for the final draft "they hand it back in and then they can increase their grade. Usually most people do."

All three teachers gave students some instructions into what to look for in the peer review and all teachers adapted the instructions slightly depending on the class level and the writing assignment, but there were several broad similar categories. Bob described them as "I really try to break it down into three distinct steps, which is the format, the structure, and then the grammar." Greg described them as "I try to include in my peer review elements of all three, get them to provide some kind of feedback on structure and content and grammar." Dave also mentioned three categories: (a) layout/formatting, (b) structure and content, and (c) writing mechanics.

During the interview the teachers emphasized different aspects of what they asked students to look for during the peer review, but when looking at the peer review check sheets and procedure documents that the teachers had created, there was evidence of four categories:

Layout/formatting (Bob & Dave)

Structure (all)

Content (all, but in different ways)

Grammar/writing mechanics (all, but in different ways and to different degrees)

The naming of the categories and the groupings are slightly different, especially in how content was handled, with Bob placing the least emphasis on it and Greg the most. Also, Greg was the only participant who did not mention formatting of the assignment either during the interview or in the submitted documents. Due perhaps to the lack of familiarization with computers in Japanese high schools, many university students are still unfamiliar with formatting English text documents, resulting that the typed assignments the teachers at university receive are a bit like "getting a dog's breakfast" (Dave). Both Dave and Bob found peer review was a good way to get students to correct the formatting, with Bob stating "I get very few papers that don't have the right format and structure after I have done peer review". And Dave, while commenting on the effectiveness of peer review, said "maybe the most notable one is formatting". There were also other common successes amongst the teachers' peer review usage.

#### **4.1.1 Research question 1a: Common successes.**

The most common successful method when it came to peer review was to have students check for the structure of their peer's writing. All three participants asked students to check for "topic sentence, the support sentences, all that type of stuff" (Bob), and all reported at least partial success, "I am very confident that they can do that [check the structure]. And this is a good reminder, a good practice for them of that" (Bob). Greg stated, "I don't see any issue in terms of their ability why they can't do that [check the structure] with something their peers have written, usually" and Dave commenting, "I think it is good for the structure, topic sentence, concluding sentence, examples and details, and sequencers."

Even though all three participants reported success with checking the structure, all three used a different method for doing so. Greg had the peers copy down part of the writing structure that they were reviewing on his peer review sheet (Appendix B), whilst Dave had the students "go through and check or they'll sign their name or whatever and if it looks not good, they put an X or a comment in Japanese" on his checklist (Appendix D). Finally Bob stated:

I actually don't even use a form very often. I write everything up on the board. (...) They would be looking at the topic sentence, making sure there are support sentences with sequencers like first, second, third. And I write all those on the board to kind of remind students what that is and have them very quickly check that the students have all those parts and that they follow the correct structure.

When it came to grammar only two teachers reported having success with it. Greg stated: I think the students find it easier to look at grammar. Because that is what, to a lot of students, that is what learning a language is about, I think, a lot of the students we teach particularly, they think it is about learning grammar, writing correct sentences.

Even though Greg stated that he looked at grammar through peer review during the interview, it was not evident from the peer review form how he checked it other than the question "Are there any parts of the essay you can not understand? If 'yes', please put an asterisk (\*) next to them and discuss them with the author" (Appendix B). Greg also mentioned that instead of peer review for grammar he had used a grammar workshop and states "the grammar workshop, though it was peer review in the sense that they were looking at each other's work, but the purpose of that was really to get them to think about those errors within their own work." Bob also seemed to take a similar workshop approach, but still using it within the peer review format for checking grammar "I just have them check the big ones and that cuts down a lot of work

that I have to do later on with those when I check the paragraphs.” On his procedure list he mentioned checking for capitalization and sentences beginning with SOBA (So, Or, But & And) (Appendix C). Dave reports less success with grammar:

I find the peer review process is not very effective, at least the grades I am teaching, the lower level, it is not effective at picking up the grammar or you know, capitalisation, basic stuff that would jump out at... at people... It just doesn't work.

Dave's mention of less success with lower levels was also echoed by the other teachers.

#### **4.1.2 Research question 1b: Common difficulties.**

There were several common difficulties with peer review reported by the participants. Whilst Dave clearly brings up the issues of low levels the strongest in his interview with statements like “I don't think it is very effective with lower level classes”, it is an issue mentioned by all three teachers to some degree, with Greg saying:

Of course, I think the lower down the levels you go, the harder it becomes, purely because the English, the quality of the English is getting lower. I mean, often I struggle to understand what the students are trying to say, so of course you can understand that their peers are also going to struggle.

However, on the subject of levels, Greg also states “I still think that most of them would be able to give some... some feedback of value to their partner.” Both Greg and Bob acknowledge the difficulties for lower levels to conduct peer review but also state that even lower levels can get something out of peer review “I definitely think at least the format and the structure” (Bob). A more severe difficulty was the feeling that some writing courses are too busy with requirements of teaching other skills, such as presentations, in the same course. Dave states, “other things factoring in too, like time constraints, curricular things so it [peer review] is not as effective as it could be.” Greg seems to be in agreement and states, “It was one semester only and I was doing presentations as well in the last three classes, and it was 35 students or something. So everything felt a bit rushed”. All three participants mentioned having difficulties with fitting everything in, but time was especially a concern that Dave held, exemplified by statements like “I think it's time. If we had more time, we could devote more time but we don't.” and “that is another problem, to effectively teach writing. It is jammed in with two other, three skills are jammed in a 15-week course”, as well as “So once again, I am repeating myself, it comes down to time. We don't have a lot of time to put in to peer review”.

Somewhat related to the issues of time constraint was the fact that peer review was considered to be unfamiliar to students and that they could be reluctant to comment on each other's writing. Greg claims, "Peer review in general, I think it is something that students are not very comfortable with when they first do it in Japan, definitely." He seemed to be supported by Bob "the first thing I found that is very difficult for students to do is to actually write on another student's paper." Also, Dave states, "It is not an automatic skill. I think it's not instinctive, I think they need some coaching."

Another less severe difficulty, but also agreed upon by the three participants, was that some aspects were out of reach to be addressed by peer review. One example given by Greg was in regard to coherence in an essay:

It is nice, like in an essay to refer... in the conclusion to refer back to connect back to the introduction. I don't think I've ever seen a peer reviewer make any comment about whether or not the writer has or hasn't done that. Because I think that is looking at too big a level for most to be focusing on. They are kind of more focusing sentence by sentence.

Bob also states:

When it comes more to, whether the paper flows correctly, or whether it really addresses the issue they are talking about, I think that it is very difficult for them and I think that is pretty understandable. Even in Japanese if they see a paragraph, I think at this level, they may not really be able to understand that so that is mainly what *I* do.

The four most common difficulties mentioned by the participants were; (a) lower levels not being able to conduct peer review effectively, (b) teachers not having enough time to devote to peer review, (c) the students being unfamiliar with the concept and procedure, and (d) that some aspects of writing are beyond even the highest level students to check through peer review.

#### **4.2 Research question two: Underlying teacher beliefs that affect the usage of peer review**

When analysing the transcripts, five underlying teacher beliefs that could be said to affect the usage of peer review in writing classes were found in the data. Firstly, it seemed that all three participants would describe their classes as student-centered. Greg says "everybody says this but my classes are student-centered". The focus on group work in the participants' classes was also evident, highlighted by Dave's comment "I think, collaborative activities work well, so in

terms of do I believe that students helping each other works, of course I think it's great". The fact that all the teachers interviewed in general favored group work and student-focused classes meant that peer review fitted in with their teaching style. Secondly, and related to the first point, is the fact that the participants believed using peer review in their writing classes was beneficial even though they at times expressed doubts. Maybe Dave sums it up best "I don't know how much it is helping, but I think it is helping, so that's why I try and do it in some shape or form in my writing classes". This belief in the effectiveness of peer review was not limited to writing classes.

The third shared belief was that the teachers in the study all employed peer review for teaching other skills, such as presentations, with Bob stating "I definitely do it for the presentations". Dave even went as far as to claim that "the peer review process works much, much better for a presentation than it does for a writing activity". Another belief that the teachers shared were that they all stated that they enjoyed teaching writing, evident by statements such as "I really enjoy teaching the writing classes" by Bob. Finally, the participants shared a belief that students should be allowed to use their L1 for certain classroom activities. Dave explains his view:

If they want to use some Japanese, especially for peer review, if they are on task, they are not talking about, you know, AKB48 (a Japanese pop group) or something, then I'm fine with that. I think it is probably beneficial for them to get some peer review in their own language.

These teacher beliefs put together, especially the first three of having student-centered classes, believing in the effectiveness of peer review for EFL writing, and having had other positive experiences using peer review, seem to make a teacher more likely to use peer review in writing classes.

## **5. Conclusion and recommendations**

Peer review can be done in various ways and with varied levels of success, but both the literature and the participants in this study seem to support its inclusion in EFL writing classes. All three teachers used peer review in their classes and believed it had at least some positive effect on their students' writing, especially in regard to the structure. Other perceived benefits of peer review varied from teacher to teacher and were also influenced by the class level, class size, and curricular burden. Also, four underlying teacher beliefs were found to exist in the participants. They all stated that they enjoyed teaching writing, had a student-focused approach, believed that peer review worked both in writing and other classes, and that they allowed students to conduct peer review in their L1.

Based on the themes coming from the interviews, the researchers can attempt to make some recommendations. If an institution asks teachers to incorporate peer review in their writing classes, one of the key things is to make time for it. Min (2005, 2006) has shown that training students can improve the effectiveness of peer review. However, in her study a considerable amount of outside class one-on-one training and follow-up was conducted, which might be beyond what most teachers can be expected to provide. Therefore, if peer review is added to an existing class that is already considered to have a busy schedule, then something else had better be taken out in order not to overburden the students and teachers. This was also evident from the teacher survey done by White et al (2014). From the interviews there seems to be evidence that this is particularly important in courses that teach skills in addition to writing. In such mixed skills courses, using peer review for other tasks, such as presentations, might lead to a more positive impression of peer review in general and thus, possibly, a higher uptake among teachers when it comes to writing.

Based on the participants' experiences, it also seems like it might be better to allow individual teachers to adjust any peer review check sheets or procedures that are used with the teaching material. Rather than relying on standardised forms in writing texts, providing teachers with an editable electronic copy of the peer review check sheets could lessen the risk of students being confused by differences in terminology between teachers and thus lead to more effective peer review. This is a relatively simple step that subject coordinators could aim to do.

Something that also emerged out of the interviews was that peer review could not deal with all issues in all writing classes. The level and size of class seemed to impact the effectiveness of peer review. Therefore, it could be argued that teachers need to be clear what they want students to check through peer review and what should be left for teacher feedback. Zhang (1995) has shown that students prefer teacher feedback to peer feedback, but if they are aware that they will receive teacher feedback in addition to student peer review they are more positive to doing peer review (Jacobs, Curtis & Huang, 1998). The peer review tasks might also work better if the teachers can tie the activity to either extrinsic rewards such as participation marks, or intrinsic rewards such as highlighting the learning opportunity that peer review could provide. Lundstrom and Baker have shown that learners who have experienced peer review also improve their own writing (2009). Making the peer review tasks specific, suitable, and relevant would likely lead to greater student involvement. Finally, although many teaching institutions and teachers in Japan and Asian countries aim to use only the target language during language classes, it might be more effective not to apply this rule to peer review tasks but to instead encourage students to use their L1 during peer review.

Following Burn's (2004) action research framework, an intervention in the form of a teacher workshop on peer review implementation could be conducted at the university in this study. This workshop could summarise the findings of the two previous quantitative studies (White et al, 2014; Morgan et al, 2014) as well as the current study to increase awareness of the situation. A variety of peer review check sheets could also be distributed, both in paper and electronic form, and practised. Individual teachers could be encouraged to adapt these forms. Guidelines to include peer review as a part of the writing grade could also be suggested. This might lead to both students and teachers giving more attention to the peer review activities. If such a workshop was to be conducted prior to the semester starting it could possibly be followed by collecting feedback about teachers' peer review experiences, in the form of surveys, focus groups and/or interviews, from the teachers involved at the end of the semester. While this study has a Japanese university focus, it is clear that other countries both within Asia and elsewhere around the world might encounter similar successes and challenges with peer review. All educators who currently do, or want to develop, peer review within their institution could find the aforementioned recommendations a useful resource for their own endeavours.

### **5.1 Pedagogical Implication**

This study has some obvious pedagogical implications for future of peer review in the Japanese university classroom. Those who are responsible for developing curricula will need to take into account the teaching approaches of all within their group, while focusing on the main points that peer review can successfully achieve in a classroom environment. With the environment being one of continual change, due to limited term contracts, this process of developing and refining peer review will need to be continuous to ensure the inclusion of all members within the teaching environment. Failure to do so may lead to a sense of animosity from those entering into the teaching environment but without a voice in the development of the curricula.

### **5.2 Limitations and Suggestions for Further Research**

Although being members of the teaching institution in which the study took place was beneficial as far as understanding the circumstances and having shared experiences with the interviewees, it also posed a risk of the researcher being biased and having a vested interest in the outcome of the study. In order to minimise this risk, the interview questions were constructed to be neutral and open-ended, and the researchers took care not to attempt to lead the participants when prompting or asking follow-up questions.

Furthermore, this study was limited by the small number of teachers that took part in the interview as well as by the limited interview occasions. To achieve a more generalisable result the study would have needed to include a greater number of participants and possibly have had reoccurring interviews. Also, to achieve a greater degree of validity, the study could have aimed to include both classroom observations and student interviews, both of which present opportunities for further research that could lead to a better understanding of the subject.

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## Appendix A: Greg's Peer Review Check Sheet

### Peer Review: Introduction and Body Paragraphs

Your name: \_\_\_\_\_  
Partner's name: \_\_\_\_\_  
Essay title: \_\_\_\_\_

**A. Switch introductions with a partner. Read your partner's introduction and body . In the space below write something that you liked about it.**

**B. Read the introduction and body and answer the following questions:**

1) What is the writer's main point in this essay?

2) Does the introduction have a good hook? Please explain your answer

3) Does the introduction have enough background information? If not, what other information could the author add?

- 4) Does the thesis statement clearly show the author's opinion? If 'yes', what is the author's opinion?

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- 5) Does the thesis statement show the main point of each body paragraph? If 'yes', what are the main points?

- a. Body 1: \_\_\_\_\_  
b. Body 2: \_\_\_\_\_  
c. Body 3: \_\_\_\_\_

- 6) Does each body paragraph focus clearly on **one** main point? If 'no', please explain why you think so.

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- 7) Does each body paragraph have a clear topic sentence which shows the main point? If 'no', please explain why you think so.

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- 8) Does each body paragraph have enough support? If 'no', please explain why you think so. \_\_\_\_\_

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- 9) Does each body paragraph have a concluding sentence? If 'no', please explain why you think so. \_\_\_\_

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- 10) Are there any parts of the essay you can not understand? If 'yes', please put an asterisk\* next to them and discuss them with the author.

- 11) Do you have any suggestions for the author?

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## Appendix B: Bob's Peer Review Process

### Peer Review Process

1. Read and question
  - a. Read the paper and write a question about it on the back
  - b. Ask your partner the question and write their answer down
2. Format
  - a. Check the heading – name, student number, class, and date
  - b. Double space
  - c. 12-point font Times New Roman
  - d. Title underlined
3. Structure
  - a. Topic sentence
  - b. Support sentences (1-3 with sequencers)
  - c. Details and examples
  - d. Concluding sentence
4. Grammar
  - a. Check for SOBA
  - b. Check for correct capitalization

## Appendix C: Dave's Peer Review Check Sheet

### Writing assignment -- Self-check & Peer-check

What should I check?	Self-check	Peer-check Name: _____
<b>Formatting</b> Student information is correct ( <i>name, student number, class, date</i> ) Student information - right alignment Times New Roman font Font size - 12 point Word count (bottom right) Title - bold & centered Double spaced Indent - new paragraphs left alignment (or 'justify text') Paragraph sentences - spacing. (Don't start sentences on new lines)		
<b>Introduction</b> There is a topic sentence / Thesis statement		
<b>Body</b>		

There are <b>main supporting sentences</b> . Ways to solve the problem Advantages / disadvantages		
<b>Body</b> <b>Details &amp; examples</b> - support the main sentences.		
<b>Conclusion</b> Restates the ideas from topic sentence in different words. Prediction about the solutions / future.		
<b>Writing mechanics &amp; style</b> There is effective language use. The sentences are well written and clear. (It is easy to understand) There are limited errors (spelling, punctuation) The sentences are not too long or too short.		

## Appendix D: Coding scheme

Table 1: Coding scheme

Themes	Categories & Codes	Sources	References
Difficulties		3	45
	Too busy	3	11
	Too low level	3	9
	Unfamiliar	3	5
Successful implementation		3	44
	Structure	3	10
	Not too low level	3	8
	Grammar	2	6
	Layout/formatting	2	6
Underlying teacher beliefs		3	31
	Believe in peer review	3	4
	Enjoy teaching writing	3	4
	Student-centered	2	4
	L1 usage	2	3



## **Socio-Linguistic Analysis of *Harana* Songs: Reference for Multimodal Teaching of Philippine Literature**

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### **Abstract**

Folk literature, like any other literature, is the expression of people's joys and sorrows, hopes and fears, love and hatred, the very ingredients that whipped up all the literary genre handed down to the next generation. Filipinos (the *Ibanags*) have a rich folklore manifested in their *harana* songs. Hence, this study explored an unbiased evaluation of the values and worldview through their language in their songs. Fairclough's social theory of discourse and Eggin's theory of systemic functional linguistics were used as models to frame the analysis of

the songs. In framing the analysis of the songs, text description, interpretation, and explanation were made to bring about the social significance of the practice and how this contributes to the development of values and formulation of viewpoint of the Filipinos, hence, taking cognizance of their identity. Moreover, analysis of the songs' ideology, context, and language was mapped out to explore on the songs' linguistic (discourse semantics) and non-linguistic elements (intertextuality). Results show that Filipino (*Ibanags*) value system is deeply rooted from and strongly reflected in their *harana* songs as values such as religiousness, courage, determination, perseverance, patience, modesty, humility, faithfulness and loyalty are recurrent themes in their songs. The songs' intertextuality is also made manifest and implicit in surveys made on Philippine, Afro-Asian, and English-American literatures. The findings have significant implication to the preservation of Filipino rich cultural heritage specifically expressed in *harana* songs as a folk literature which greatly expresses the Filipino identity through his values and worldview.

**Keywords:** *harana songs, values, worldview, intertextuality, discourse semantics*

## **Introduction**

The information on which people interpret the world around them comes from a wide range of sources. It comes from personal interactions with others, from their knowledge and experience, cultural conventions and precedents in their social world.

In the Philippines, one of its richest native cultural conventions comes from the group of *Ibanags* most particularly by the *Ibanag* people in the northeastern provinces of Isabela and Cagayan, especially in Tuguegarao City, Solana, Abulug, Cabagan, and Ilagan have values and worldview point clearly reflected in their folk literature. *Ibanag* folk literature, like any other literature, is the expression of Cagayano's joys and sorrows, hopes and fears, love and hatred, the very ingredients that whipped up all the literary genre handed down to its people.

The *Ibanags*, like any other groups of people, meet life in all its naked conflicts such as man versus himself, man versus man, and man versus environment or society. Retrospectively, all these conflicts, since the glorious days of *Ibanag* legendary heroes, Biuag and Malana, and since the heroic times of Magalad and Dayag, have brought enmity, disunity, divisiveness, lust for wealth and self, and to use the words of a sociologist, ethnic violence and suicide.

Illuminating lives against this backdrop engendered *Ibanag* folk literary, and *Ibanag* balladeer, *verzista*, the *Ibanag* minstrel, rural folk and countryside mystics who composed and handed down volumes of folk literature advocating love, peace, justice, honesty, unity, morality, reconciliation and betterment of life style. As evident in most, if not all themes of folk literature, the *Ibanags* have a rich folklore that is manifested in their songs which reflect the people's values and worldview as these songs are said to be didactic, moralistic, predominantly sentimental, romantic, socialistic, comic and spiritual--all aimed at uniting the Cagayanos.

The growth of *Ibanag* songs and singers reached its peak when the *harana* or serenade in rustic communities was both a form of nocturnal recreation among the "*babbagitolay*" and a way of starting courtship for a "*magingnganay*." *Harana* which was a traditional form of courtship in the Philippines is the term used to refer to love songs performed for serenades which are most often with promises, pledges, assurances, lessons to teach and guidance to give, set of protocols, and code of conduct. By convention, it is through this song that men introduce themselves and woo women by typically singing underneath her window at night. Specifically, *harana* songs at a particular time have permeated the life of the *Ibanags*, thus, making it a storehouse of knowledge about their culture as well as a reinforcer of their values. To know the *Ibanags'* values and worldview means to get to know their folksongs as well.

Gatan (1981) discovered that the *Ybanag* (variant of *Y* for *I*) way of being and living is the product of the *Ybanag's* peculiar understanding of life, and of the cosmos in which he moves, and of that 'otherness' outside and above him, - the '*Makapangnungua*', the All-powerful. Through his language in *harana* songs, it enables the native son to form an accurate image of himself, and it provides the outsider the proper vantage point from which to view and regard the *Ybanag* for an unbiased evaluation of his worth as a person.

In this light, the researchers ventured into finding out an unbiased evaluation of the *Ibanag* values and worldview through their language in their *harana* songs as corpus with the use of discourse analysis framework by Fairclough (1992) and with systemic functional linguistics (SFL) theory by Eggins (1994). Discourse as posited by Macey (2000) refers to very specific patterns of language that tell something about the person speaking the language, the culture that that person is part of, the network of social institutions that the person caught up in, and even frequently the most basic assumptions that the person holds.

It is with the ardent hope that through this study, the *Ibanag* values and worldview will be known to help resurface the appreciation and preservation of a culture that is on the wane and that is slowly becoming a moribund as other cultures emerge.

## **Conceptual Framework**

By shaping perceptions of the world, pulling together chains of associations that produce a meaningful understanding, and then organizing the way one behaves towards objects in the world and towards other people, one might say that discourse generates the world of everyday life, generates knowledge and “truth”, and says something about the people who speak it.

Fairclough (1992) views texts (in this case, the *harana* songs) as artifacts that do not occur in isolation. It operates on three levels of analysis – engaging with the text such as its description, the discursive practices such as its production, reception, and interpretation and the social practices as its explanation. He offers two theoretical propositions that frame his approach to discourse such that (1) discourse (language use) shapes and is shaped by society, and (2) discourse helps to constitute (and change) knowledge, social relations and social identity. This model was used in the study as it described, interpreted, and explained the *harana* songs and how this shaped the *Ibanag* identity as it surfaced in his values and worldview made evident in the language used in the songs.

Moreover, the Systemic Functional Linguistics (SFL) theory of Eggins (1994) furthered the investigation as mapping of texts (the *harana* songs) onto the notions of language such as discourse semantics (presupposition and metaphor) and lexico-grammar (field, tenor, and mode), and the extra-linguistic levels of context (register) and ideology (intertextuality), was adopted to frame the analysis of the study.

## **Methodology**

The study made use of qualitative method in exploring the *Ibanag* values and worldview through a discourse analysis of the *harana* songs as the text and corpus of the study. Fairclough’s (1992) social theory of discourse and Eggins (1994) theory of systemic functional were used as models to frame the analysis of the *Ibanag harana* songs. Key informants, with

the minimum age of 60 years old and residents of the Ibanag-speaking communities of Solana and Tugegarao, were carefully selected to translate the Ibanag *harana* songs into English. Furthermore, they were also asked to validate the authenticity of the *Ibanag harana* songs as these songs may already be written with an adulterated version of the original texts.

In framing the analysis of *harana* songs, text description, interpretation, and explanation were made to bring about the social significance of the practice and how this contributes to the development of values and formulation of viewpoint of the Ibanag, hence, taking cognizance of the *Ibanag* identity.

Moreover, analysis of the *harana* songs' ideology, context, and language was made to explore on the songs' linguistic and non-linguistic elements mapping out the notions of language, and the extra-linguistic levels of context and ideology.

The linguistic elements focused on the discourse semantics such as presupposition and the metaphor used and the lexico-grammar such as field, tenor, and mode found in the songs. On the non-linguistic elements, the analysis was made on context particularly the register used in the songs and the ideology specifically on the songs' intertextuality.

## **Results and Discussions**

One of the most celebrated *harana* songs of the *Ibanag* is the song *O Lappao A Macayaya* (O Lovely Flower). In this song, a young man compares his beloved to a flower that is so lovely. But unlike a flower that dies, the man wishes his beloved to live eternally as he regards the beauty of his beloved as the source of his joy and consolation. He also believes in the power of the unparalleled beauty of his beloved that any man such as he would not help but be delighted upon seeing her. The last stanza speaks of the intensity of the man's love to his beloved, wishing to hold her on his arms to let her know how much he endears her and how much he loves to love her.

Clearly from what the storyline in the song tells, the *Ibanag* young man projects a faithful lover expressing eternal love to his beloved. The *Ibanag* lady as pictured in this song is a woman of modesty as she is compared to a flower, gentle and earthborn. As she is a woman with character, the young man just simply wishes to have her and to hold her in his arms, implying the difficulty of winning an *Ibanag* lady's heart.

In Johnson's (2016) book on the *Language and Literature of Chastity*, she shows how deeply the Christian virtue of chastity was embedded into the culture of the early Stuart world. In the struggle between the newly established Church of England and Roman Catholicism, chastity was a powerful construct that was both personal and political. Also, the song is closely linked to the poem 'Maya' from the *Perspectives on Indian English Literature* as it speaks of showering a woman with love, affection and kindness and that man considers woman to be symbol of purity and virtue.

In contrast, Savitt's *Female Stereotypes in Literature (With a Focus on Latin American Writers)* it was found that certain *positive traits are manifested much more often in the boys*. These traits include: ingenuity, creativity, bravery, elevates the men who love her. She (woman), as a literary figure, will most certainly be the love object of some grand passion, usually adulterous or tragically finite.

#### **O Lappao A Macayaya**

O lappao a macayaya  
 Nga inimmiimian na mata-k  
 Pare nakuan tu ari ka a matay  
 Tape manayukka a gugamay  
 Sinni y ari mangimmi  
 Ta nikaw maski, nu sinni  
 Makapabbaw ka nga sinolay  
 Ta davvun awan nikaw tu kunnay  
 Makua pare la nakuan  
 Ta gako-k emmu a pamerigan  
 Tape melamma ta futuk  
 Y aya ku nikaw a magiddu

#### **O Lovely Flower**

Oh, flower, you are so lovely  
 To my eyes, so admirable to behold  
 I hope that you will never die  
 To be an everlasting joy.  
 Who would not be attracted  
 To you, whoever he is  
 You are such a wonderful creature  
 Unequaled here on earth.  
 Would that it were possible  
 That on my chest you could lean  
 So as to imprint into my heart  
 My desire to endear you, my love.

In the following song, *Aya Nga Ari Logo* (True Love), the exchanges of caution on the lady's part and defense on the man's part, are made evident. The song tells of a woman who observes care in dealing with a suitor. She prudently tells the man that she needs more time as she as well needs to ascertain the man's feelings for her by way of observing and testing him. The man, in response, declares the sincerity of his words and safeguards his reputation by saying that when man loves, it is but natural for him to be sweet, thus, uses sugar-coated words.

This song shows that the *Ibanag* young lady is reserved and modest in her ways. When a young man starts to speak of his love to her, she does not immediately believe for she acknowledges that men are good deceivers as they are honeyed-tongue when offering promises to women. This caution on the part of the lady can also be attributed to her orientation of the sanctity of a relationship which needs careful consideration and certainty of decision.

It is customary in the *Ibanag* community that when a man intends to court a woman, he must subject himself to test and observation. The idea of *masserbi nu mangayaya* (to serve when courting) is a chance for the woman and her family to observe the man carefully and find how true and sincere are his love and promises and to show that he is not just pretending or bluffing. If the man remains steadfast and is able to perform all tasks given him like *mattagag ta danum* (fetch water) and *mamabbag ta kayu* (chop wood), the woman with the consent of the parents accepts the man in her life.

This song reminds the readers of the English poems *The Passionate Shepherd to His Love* (Christopher Marlowe) and *The Nymph's Reply to the Shepherd* (Sir Walter Raleigh) which similarly picture the man trying to win the woman's heart by his promises and assuring words but which were not readily believed by the latter. Moreover, the Ilocano song *Manang Biday* similarly portrays a man earnestly asking for the woman's heart.

The desire of the man for a maiden's heart reached its peak and twist with Jose La Villa Tierra's *The Ballad of a Mother's Heart*. Out of wondering and sort of impatience, the boy asked her what made her think deeply and too long for her to accept him. The maiden told him that he needs to prove something because she believed that love is not just in words but action. She asked him to take his mother's heart and so he did. The woman's image in this poem counters the values as portrayed in the song and the aforementioned poems.

### **Aya Nga Ari Logo**

*Babay:* Ariak ku kagian tu aria nga melogo  
swayed

Ta itangi-tangi mu a malummamo  
Ngam innak ku bi y kalaramman

you

Ta nu y uvovug ira na lallaki  
Mammi paga anne ta issi  
Ta mameppemmi ira ta uvovug  
Ta daga ra la y mangalawi

*Lalaki:* Ta nu y uvovug mi a lallaki

Ari gamma meyarig tas issi

Ta gagange na babbagitolay

man

Ta mangaya ira ta mammaginganay

### **True Love**

Girl: I do not say that I will not be

By your soft spoken please  
But I have to test and observe

If your love for me is true  
For men use honeyed words  
Sweetly said to entice you.

Boy: The words that we men use  
Do not compare to sugar  
For it is but natural for a young

To love and court young women.

The song *Tu Manoli Y Aya* (That Love May Return) is all about second chances. The song pictures a lover who is wishing and praying that his beloved will come back to him so that their love will bloom again. He recognizes the undying love he has for his beloved that even if time had long passed he still remembers her and the memories they shared. He even

wished to be water so he could serve as source of life to his beloved as he expects his beloved to drink as it is essential for living. Wishing to be water is also wishing to be at all times with his beloved.

This song merely shows that an *Ibanag* wants his love to come back so they could start all over again forgetting all the pain that may have caused their relationship in the past. Perseverance and patience are those that are seen clearly throughout the song as it bespeaks of Filipinos to have that value of being able to take the challenge so that love may come back again. The *Ibanag* will do anything and everything to prove that he really wants the relationship to have a rebirth and to forget all those things that became antecedents to the parting of their ways.

The *Ibanag* also tells that he wanted to be water so that he may be within the being of his love which speaks of his humility as much as he acknowledges his beloved to complete his life. This water expresses the source of livelihood (*like fishing*) of the *Ibanag* (as the name originates from the *bannag* (river). As such, water is very important in *Ibanag*'s lives because it is one of the essential elements that keeps them living yesterday, today, and tomorrow. Moreover, being water just to be with his beloved is a statement couched as a wish but which also manifests that he is truly faithful and loyal to his love. It further connotes that when an *Ibanag* gives his or her heart to someone, it takes a lifetime for the love to stay.

This song connects the readers to Jane Austen's *Persuasion* but while the song speaks of the man's prayer to have his beloved back, this tells how the woman Elliot could persuade Frederick into taking her again after being ill advised to break her betrothal with him causing Frederick to live in heartache.

*Love in the Time of Cholera* by Gabriel Garcia Marquez also tells of the love of Florentino who wishes for Fermina to love him again despite the latter's giving up of him many years back.

#### **Tu Manoli Y Aya**

Nu tangabakku y utun  
Ta nanaddaggak ku a davvun  
Kunna mappippig y pangingo ku  
Nu keraddammak ku y ngagam mu  
Aagalak ku la nga agalan  
Y ngagam mu maski ka awan  
Ta kunna egga ka la nio  
Nga makipaggalo-galo

#### **That Love May Return**

When I look up  
from the ground I stand on  
I feel my breath quivering  
Every time I remember your name.  
I call out again and again  
for your name even if you are not around  
imagining you are always here  
sharing our joys and laughter.

Makua pare tu danu ma  
 Tape nu inenuman ma  
 Tape umaya massinayun  
 forever  
 Ta konoggan na futum

How I wish I were water  
 so you would drink of me now and then  
 Be within your being there to love  
 In your heart's deepest chamber.

The song *Bagu Nga Aya* (New Love) is an *Ibanag harana* song usually regarded as the first of a series of songs of a young man who is starting to court a young woman. The song tells of the man who presents himself to the woman's parents and expresses his desire to court their child. He humbly admitted to the father of the simplicity of his life by saying that he has not much to offer but he has God with him. He went on saying that the father blesses him and his child should they be together with goodness as a recollection of their humble yet fervent love.

Values such as religiousness and deep faith in God of the *Ibanags* are manifested in the song as the man ventures on the help of the Lord before he makes his way to court the lady. To the *Ibanag* people, God is at the center of their lives. It is their faith which directs them to the thought that in whatever they do, if committed to God, will eventually succeed. Similarly, the values of humility are evident in the text as the young man, not thinking that he is better than the woman's father, finds it still necessary to ask first the father to give his blessing to him. This shows that *Ibanags* still give respect to elders and humble themselves in interacting to other people as such, they first court the parents before showing their love to the woman.

#### **Bagu Nga Aya**

Awan Senyor tu gannugannud  
 Nga emmi sangaw nikaw itulud  
 Nu ari la y ngagan na Dios marayaw  
 Divine  
 Y emmi sangaw nikaw idungaw  
 Nu y piam Senyor innainnan  
 Iddanamammi kari tu iyaluvun nikami  
 Tu rekuerdo na pakallollo  
 Nga payaya mia a nepallo

#### **New Love**

There are not many things Sir,  
 That we come to bring you now  
 If not only the Holy Name of our Lord  
 With which we come to greet you now  
 Your goodness sir, that we see  
 We hope you will pour them to us  
 As a remembrance  
 Of our poor, yet ardent love

The song *Ideddukak Ku* (My Dearest Love) speaks of a man who has a deep-seated love for woman. He pleads the woman to listen to his expressions of love as his love for her soothes and releases all his pains. But while his love for the woman serves as his pain reliever, he also tells of the same love he has for the woman as his source of suffering. It hurts him not to have his love reciprocated as the love he has is true, sincere, and everlasting and that only death would put an end to it.

This song is a reflection of *Ibanag's* attitude towards love. The values of courage, determination, perseverance, and patience are all expressed in the song. To the *Ibanag* nothing is painful or difficult when they truly love. He is willing to undergo any kind of suffering for the sake of his beloved. Moreover, the *Ibanag's* resoluteness is manifested in his promise of loving eternally his beloved even if this would mean waiting for a lifetime.

#### **Ideddukak ku**

Melliye ka kari iddeddukak ku  
Ta ginnan mu yaw y agaagal ku  
Megafu taw ta aya y agaagal ku  
out  
Megafu taw ta aya ku, itangi na futu-k  
Y aya na nikaw a manimmayu

Nu masingatta-ka nga ideddukak-ku  
Kunna mapawan ngamin nio y zigariga ku  
Ta sikaw laman y tatagenappan  
Naw na maya nikaw nga awan tu babang  
A magattam ta ziagariga  
A ya kegafuanan na y pangaya  
Itabba nikaw ta adde noka  
Ta pate na tadday nitta nga dua

#### **My Dearest Love**

Please turn to me your eyes my dear  
And listen to my yearnings  
On account of my love, my heart cries

Its ardent desire to endear you.  
Whenever I see you dearest

I feel relieved of all my pains  
Because only of you I dream  
And only to you I give my love,  
true and sincere  
For, I suffer so much pain  
Just because of love for you  
And I promise you my everlasting love  
Till death do us part.

The song *Y Aggideddu* (Deep Love) is about the power of love between couples. It tells of a love that withstands life's trials, even death. It is a love that is so powerful and inspiring that it can melt the hardest of stones. Also, the man implores God that even in death, he and his beloved would not be separated as they shall die together so that neither of them would be left mourning and suffering the death of the other. Furthermore, the man prays that even in death, they shall be buried together so that their remains stay together until they turn to dust.

This song reveals how deeply devoted is the *Ibanag* husband or a wife. It is their love for each other that matters most to them against all odds. Everything runs smoothly in the home so that even pains, sacrifices and sufferings are borne in the spirit of love. The song projects the *Ibanag's* trait of sentimentality and the value of family solidarity where the prayer to be together even up to the grave is firm and fervent. Loyalty and faithfulness once again emerge in this song as values that are clearly depicted by *Ibanags* as they would constantly and unswervingly adhere to the promise of a love that will last till death.

#### **Y Aggideddu**

Inga ta pakayaya  
Na dua futu makka-aya  
Kun nira ari duttal

#### **Deep LOVE**

O' how nice it would be  
For two hearts to be in love  
Unaware and not expecting

Y patay makanninipan  
 Nu y futu na makka-iddu  
 Ay malunag da y batu  
 Bannay nga pakayaya  
 Nangiyawa ta palupagya

The coming of cruel death  
 For two hearts in love  
 Can even melt a stone  
 It is a joy so inspiring.

Simmayu, pare nakuan  
 Tu y pate e maggiddan  
 Tape y pate e maggiddan  
 Tape awan tu mabattang  
 Ta davvun aw nga maraddam  
 Nu mapappavulun nukuan  
 Tu y lungut ta tadday laman  
 Ay tape are massina y tulatulang ta nga dua

O' beloved I hope and pray  
 That we shall die together  
 So that neither of us will be left  
 In this world to mourn bereft.  
 And if it were possible  
 That in just one coffin we could lie  
 So our bones will not separate  
 Until they will turn to dust.

The song *Lappaw na Azucena* (*Azucena Flower*) speaks of the admiration of a lover for his loved one. The song tells of man's appreciation of the beauty of the woman which is compared to an *Azucena* flower visited everyday by butterflies. It is this same intense feeling of love and admiration that weakens the resolve of the man everytime the woman casts a look at him, which in turn, makes him suffer. He then implores the woman to take pity on the man and pay him attention as there is no one else to whom will the man whisper his love but to her alone.

The song reveals the *Ibanag* heartfelt appreciation of nature's beauty as seen in the *Azucena*, a white and delicate of flower with green elongated leaves, usually held by the statues of Saint Joseph, and a favorite flower for bridal bouquets. As such, metaphorically regarding the woman as the *Azucena* flower impresses upon the idea that it is special and rare. Indeed, in the *Ibanag* culture, the *Azucena* flower embodies the traits an *Ibanag* woman should so possess, that is, white as inference to purity and delicateness, as implication to woman's vulnerable feelings. When an *Ibanag* man appreciates a woman's beauty, he would make all things possible to win her heart, and in the long run, make her his bride.

### **Lappaw na Azucena**

Ay kekasta na matam zigarigatan na suffer  
 Ay, mataya-k ta aya nu innamma  
 Ay, ay, neyarig ta ka ta lappaw na azucena flower  
 Nga ummaummakkan na alibambang ta kada umma everyday.  
 Neneng ilipem kari nio y matam me  
 Ta makallallo oye oye matay ta aya napannuan ta daddam A pitiful one, who dies of love for

### **Azucena Flower**

Oh, how beautiful are your eyes, they make me  
 Oh, I die of love when you look at me  
 Oh, oh, you are like an azucena  
 Which butterflies kiss/smell  
 Neneng, please cast your eyes on

you

Ta sinni a futu y enna pangidangingan  
love

To whom else will he whisper his

Ta tanakuan na lappaw, Neneng, nu ari sikaw laman  
you.

To no other flower, Neneng, if not

*Ta Laguerta* (In the Garden) has on its title the setting of the storyline in the song. It is in the *laguerta* (garden) where everything had started. The man first saw the young lady picking a flower in the garden and it was also the place where the young lady made her promise to the young man which is to give the flower she picked to him. The young man clings on the promise made by the young lady and hopes that the lady will willingly give the flower to him not accompanied with sorrow nor tears but her genuine act to give the flower with all her heart.

The song tells of the faith of the *Ibanag* whenever a promise is given, in this case, the promise made by a young lady. It speaks of promises that once given should not be breached nor broken. It is the *Ibanag* view that once you have given a promise, all efforts must be exhausted to realize it. The reference of the garden as the setting simply connotes that *Ibanags* are nature-lovers or environmentalists. It is a perfect backdrop for the beauty of a love that is to come. It can be construed that the giving of flower to the young man denotes that the young lady is willing to accept the love offered by the man. It suggests that a real lover will do everything, no matter what it takes just to have the one he truly loves.

*Ta Laguerta* highlights the *Ibanag* values they hold especially in love. Perseverance, courage, determination, and patience are what an *Ibanag* celebrate on to triumphantly get the favour and blessing of a well-deserved love. Truly, loving is all about taking risks and sacrifices, hence, one must accept that no love can succeed without constant sacrifices. In the end, one can say that true love comes to those who patiently and willingly wait and work for it. Emphatically, an *Ibanag* will never give up to wait for his great love.

Gardens have an enchanting quality that has not been overlooked by artists of all kinds. Many famous authors have featured gardens in their work and used them as a device for character and plot development. In literature, gardens represent spaces of great potential which can promote healing and learning, create romantic bonds, and even send characters into magical realms.

Gardens in Victorian novels are important in-between spaces. In the nineteenth century, domestic areas inside the home were traditionally feminine and the public sphere was seen as

a masculine space, but Victorian gardens, as spaces that are not quite private or public, create an area where men and women can interact as equals.

In Jane Austen's beloved *Pride and Prejudice* the heroine, Elizabeth Bennett, only realizes her true feelings for the gentlemen she loves, Fitzwilliam Darcy, when she visits the manor and strolls through the grounds at Pemberley and is *taken aback by the gardens, and moreover by how well they are cared for. It is partially this care, given to the manor and its grounds by Mr. Darcy, which convinces Elizabeth that he is, in fact, a gentle and kind man worthy of her love.*

Also, in Shakespeare's *A Midsummer Night's Dream* flowers carry a great deal of influence and *have the power to control the way that people act and feel.* It is the heady perfume of summer flowers which puts Titania into a deep sleep and casts a spell on her so that she falls in love with the next man she sees.

#### **Ta Laguerta**

Ta laguerta, Nenang nasingat ta ka  
Nga namusi ta lappaw mageddu nitta  
Sinkilalak ku y kinagim tu iyawa mu  
Ta iyawa mu y lappaw na pinusi mu  
plucked  
Ta kalappawan etta nassimmuan  
Ta kastam Nenang inna-innan  
Ta nu ziga onu daddam  
suffer  
Ziga aya ta kunne niakan  
Ngem kiddawak ku la nikaw y inimiak ku  
Nga lappaw, nga alejandria  
Inetabbam gabba

#### **In the Garden**

In the garden I saw you  
Plucking a flower  
I remember the promise you made  
That you will give the flower you  
  
In the flower garden we met  
How beautiful you were to behold  
Sorrow, love or pain I would willingly  
  
All I ask of you dear  
Is the flower, the rose  
You promised me.

#### **Conclusion**

Filipinos (the *Ibanags*) have a rich folklore manifested in their *harana* songs which are reflection of the values and worldview as expressed through the language in their songs. The Filipino (*Ibanags*) value system deeply rooted from and strongly reflected in their *harana* songs are values such as religiousness, courage, determination, perseverance, patience, modesty, humility, faithfulness and loyalty as these are recurrent themes in their songs, made manifest and implicit in surveys made on Philippine, Afro-Asian, and English-American literatures. The findings have significant implication to the preservation of the *Ibanag* rich cultural heritage specifically manifested in their folk literature expressed in *harana* songs and

in the teaching of Philippine literature as it is through this that younger generations become cognizant and eventually become appreciative of the culture.

### **Recommendations**

In the light of the findings, it is recommended that the teaching of Humanities specifically Auditory Arts and the teaching of Survey for Philippine Literature in English be enriched with the integration of *harana* songs as a means of appreciating the *Ibanag* culture in particular and the Filipino values and worldview in general. Essentially, for purposes of exhibiting the literary culture of the Filipinos, intertextuality of the *harana* songs with other literatures is also strongly suggested.

In order to capture all meanings that may possibly reside in a text, the multimodal approach to the teaching of literature may be explored.

Further studies may be conducted to include other forms of Ibanag literature (such as proverbs) as rich sources for meaning making and appreciation.

### **Pedagogical Implications**

The *harana* songs translated into English and the intertextuality of these songs to different literatures as shown in this study can address the notion of intercultural communication which may be a conduit for Filipinos and other nationalities to have a good perception of the *Ibanags* in particular, and the Filipinos, in general. This somehow challenges the notion that *Ibanag* culture is slowly dying as more contemporary songs emerge. Also, having knowledge that the songs are value-laden can motivate teachers to improve the literature curriculum by enhancing students' awareness and appreciation of their own culture, thereby valuing their contribution to positive image identity and perception. Hence, the findings yielded along intertextuality and values prevalent in the songs could serve as basis for syllabi revision that would integrate regional cultures, particularly that of *Ibanag* culture, to help resurface the values that Filipinos are best known for. Caution, however, has to be carefully considered as Moody (2007) concluded that EFL students' problems in using textual sources in academic writing have been considered negatively as plagiarism and more positively as a manifestation of intertextuality. He argued however, that treating plagiarism from the perspective of

intertextuality is a productive approach to teaching writing skills, as it can help to foster student writers' self-confidence as academic writing is best taught as a process through which teachers monitor development from a reproduction to an incorporation of textual sources.

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## **Learning to Reflect in English Teacher Education: An Analysis from Students' Learning Experiences and Perceptions**

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### **Abstract**

This paper reports descriptive research findings on self-reflections made by prospective English teachers in Micro Teaching Course. 32 students who were in the third year of the 4 year-education and training program to achieve first degree in English education were involved in the research. The four credit hour *course* prepared them to become creative and innovative teachers through guided and unguided simulations and learn from self-reflection toward own teaching simulations, feedback given by the teacher educator, and peers. The research instruments included self-rated questionnaires, self-reflective journals, focus group discussion, and observation. The study aimed at describing how student teachers learn to reflect, what they

reflect on, and what they think about the benefits of learning to reflect in teaching. The findings revealed that student teachers scored themselves in the range 2.0 (deficient) to 3.0 (sufficient). The data from the self-reflective journal demonstrated that the focus of their self-evaluation was on the perceived quality of their simulation and the reasons behind. They learnt through systematic self-reflection towards own teaching performances and constructive evaluation towards and also from peers' performances. These shaped the views about the importance of being critical in order to improve the quality of real teaching practice. The experiences were also perceived as very important to achieve professionalism as a teacher in the future.

**Keywords:** English teacher education, micro teaching, reflective teaching, student perceptions

## **Introduction**

Education nowadays prioritizes opportunities for learners to develop their own learning through self-directed learning (Güven, 2014), collaborative work to solve problems (Ady, 2018; Artini, et al., 2017), learning through discovery/inquiry (Kazempour, 2014), learning through projects (Patton, 2012; Markham, 2011; Tsiplakides & Fragoulis, 2009; Bell, 2010; Artini, et al., 2018), and learning by doing (Hackathorn, et al., 2011). These learning approaches place students as the center of learning and teacher is there for them to motivate as well as to facilitate them to achieve the double targets of education, to be 'smart' and 'good' that respectively refers to cognitive abilities and good manners or characters (Elias, 2010; Lee & Manning, 2013).

Student-centered learning in Indonesian schools has been intensified since the launching of Competence-based Curriculum (hereafter, CBC) in 2004, yet it was not widely practiced nationally in public schools until Curriculum 2013 was introduced and the Indonesian National Education Standard was regulated through PP. No.19, article 1, year 2005. In-service trainings and workshops on the implementation of student-centered learning methods and strategies were provided for teachers of all school levels in an attempt to reform pedagogical practices that had a long history of centralized and controlled system. Students were tested in a national exams and the results came in 100 score intervals. The scores were usually used as the reference to judge students' achievement for the entire time they studied in the school. This consequently discourage the improvement in creativity and high order thinking skills (Nilan, 2003), and do not train students to be responsible toward their own learning (Carnine, 2000).

The ‘exams-oriented’ learning is still practiced at present, which encouraged a highly controlled activities in the classroom. The main concern of the teachers were students’ success in the national exams so that basic skills, especially literacy did not seem to become a priority. The latest report of the world bank indicated that, so far, Indonesian Education has only reached the average organization for Economic Co-operation and Development (OECD) country scores in 60 years (World Bank, 2018). The overall score in PISA was in the 71<sup>st</sup> rank (out of 73 countries) in 2013 and slightly increased to the 69<sup>th</sup> in 2016 (Pellini, 2016). To support education quality in Indonesia, serious efforts should be made for improvement in many sectors, such as teaching and learning environments, school management, and coordination across levels of government, and last but not least, the improvement in teacher education quality.

So far, a considerable amount of professional development programs have been made available for teachers to attend. The programs cover the materials such as curriculum and material development, innovative teaching strategies, and authentic assessment. The latest curriculum (i.e. Curriculum 2013), recommends scientific approaches to teaching, which were characterized by student-centered pedagogy. Students are guided to learn through projects, problems, and discovery. Classroom activities should also accommodate the 21<sup>st</sup> century learning principles which comprise the 4C: Critical thinking, Creativity, Collaboration, and Communication (Greenhill, 2010; Jerald, 2009), and promote learning autonomy (Sert, 2006).

One of the important basic skills that need to be included in the 21<sup>st</sup> century learning and is considered as a global competence is the mastery of world languages, one of which is English. This language is an international language that has been world widely learned in either as a foreign language or a second language (Lee & Oxford, 2008; Artini, 2017). English nowadays is considered as a component of basic education (Hayes, 2007) and a global commodity for the nation (Whitehead, 2007). Most non-English speaking countries nowadays made their best efforts to equip their human resources with good abilities in English language. In Indonesia, English is officially introduced in junior high school (starts at the age of 12) as a school subject. Like other countries in Asia, some efforts have been attempted to equip their school graduates with English competency. The efforts include the employment of student-centered learning in EFL classes, professional development for English teachers and quality English Education in Teacher Education Institution.

## **English Teacher Education in Indonesia.**

Teacher education institutions in Indonesia is now mandated as the ‘agent’ for education reforms in Indonesia. So far, in service-trainings which were attempted to bring changes to pedagogical practices in Indonesian schools in general, or in Balinese schools in particular did not show satisfactory results (Artini, et al., 2018). Ideally, the teaching and learning process should provide ample opportunities for students to interact, communicate and develop their thinking skills. However, previous research found that teacher-centered learning remains a common practice (Putri, Artini, & Nitiasih, 2017; UNICEF, 2003). This practice may have to do with social beliefs that it is a teacher’s job and responsibilities to assure that students study hard, do the right things, and achieve well in the examination. And as the result, the implementation of student centered-learning in Indonesian schools has not had a success story so far. It is a common practice that a teacher tells the students what and how to do things, gives and checks homework, and tests them to know their academic achievement. On the other hand, teacher educators (hereafter, TEs), who deal with adult / mature learners, give more freedom to the student teachers (hereafter, STs). Austin & Jones (2015) points out that university students are more independent and self- directed learners, so that students-centered learning activities are appropriate in the context of teacher education institutions.

It is important that TEs have good understanding to the characteristics of adult learners so that the approaches and methods used to teach them can empower them to be autonomous learners. The learning experiences that the STs have gone through in a teacher education institution can be expected to shape their beliefs about their teaching in the future (Richards & Loucart, 2007). These scholars describe teachers’ beliefs as teachers’ perspectives about teaching and learning from which their actions and behaviors in the classrooms are rooted from. This belief is shaped by their experiences, knowledge, and education, therefore, teacher education institutions, where STs are educated and trained to become a teacher, should provide a quality program. How they learn to become a teacher is likely to be reflected in how they are teaching when they become a teacher in the future.

## **Micro Teaching Course in Teacher Education**

One of the pedagogical courses in a teacher education is Microteaching. This course is specifically designed to help STs build their teaching skills (Padmadewi, Artini & Agustini, 2017). In the microteaching class there are two stages of simulations: First, *micro teaching skill*

*simulation*. There are 8 microteaching skills that every ST has to practice separately, namely: opening and closing a lesson, asking questions, explaining, managing the class, making variation, giving reinforcement, teaching individual/small groups, supervising group work. Every individual ST had to write a mini lesson plan for the implementation of one skill, and was allocated 5-6 minutes for simulation. Second, *collaborative micro teaching simulation*, which requires STs to work in groups of 3s. In this group, they had to prepare a full lesson plan collaboratively, and consulted it to the TE. Finally, they had to do a collaborative teaching simulation in 45 minutes. Both simulations require STs to self-reflect, present the self-reflection to the class in the focus group discussion, and listen to feedback given by peers' or TE. An ST should immediately respond to the self-rated questionnaires, and wrote on a self-reflective journal. How to response to a self-rating questionnaire as well as to write in the self-reflective journal was first of all explained by the TE. While the former was closed in nature (STs should score themselves), the latter was open and STs had freedom to decide on what and how to write. To anticipate to possibility of writing out of context, six questions were provided as the guidance for them to write.

To enroll in Microteaching class, students should have passed a number of pedagogical courses, such as Curriculum and Material Development, Classroom Management, Assessment, and Teaching English as a Foreign Language (TEFL). By passing these courses, they are considered to have adequate knowledge and skills in implementing methods and strategies for teaching English as a foreign language. In Microteaching class, students have to focus on pedagogical skills that have not been covered in previous courses. In addition to help students develop their teaching skills, this course provides opportunities for the students to think creatively on planning a specific lesson segment. First, they have to be able to imagine the real context of teaching and are able to see the lesson holistically so that the skill they simulate occurs in a natural way. This makes a microteaching skill simulation requires not only creativity but also futuristic thinking. STs should not only be able to imagine the lesson as a whole but also to decide on which part of the whole lesson that they could employ the teaching skills effectively.

A microteaching class can be a starting point for the improvement of the quality of teaching and learning at schools. As previously been mentioned, the problem of teacher-centeredness in schools nowadays tend to be rooted from the learning experiences that the teachers experienced when they were educated to become a teacher. Thus, efforts should be directed toward the building of learning habit that meet the principles of the 21<sup>st</sup> learning.

Through the microteaching classes, the STs should be trained through collaborative work so that they would do the same when it is time for them to be a teacher.

### **Self-Reflection and Student-centered Learning in Microteaching Classes**

The importance of self-reflection in promoting experience is undeniable (Boud, Keogh & Walker, 2013; Gay & Kirkland, 2003). First of all, self-reflection in the classroom will lead students to become critical as well as creative as they have to perform self-evaluation about their own learning. The values of high order thinking skills (i.e. critical and creative thinking), which are the aim of modern education nowadays, can be trained through exercises to reflect on own knowledge and skills. Ability to self-reflect, therefore, can be expected to increase students' study focus and consequently result in effective learning (Weld & Funk, 2005; Tompkin, 2009; Pollard, 2005).

In teacher education, being reflective toward own teaching is important as this results in meaningful feedback that can be treated as the bases for improving the quality of teaching (Richards & Lockhart, 2007). While feedback coming from others may be misunderstood (Yusuf, Widiati, & Sulisty, 2017), the feedback from immediate critical evaluation toward own teaching provides factual data about the strengths and weaknesses of the pedagogical practices that become the source to decide on the points that need improvement (Richards & Lockhart, 2007; Tompkin, 2009). This is in line with Cooper and Larrivee (2006) for whom reflective teaching provides opportunities for teachers to be independent and develop initiatives to develop their innovation in teaching. Being aware of strengths and weaknesses of own teaching is important for locating the parts of teaching that need to be maintained or improved.

Based on the rationale above, this study addressed the issue of quality English Education Program in Bali, Indonesia in general and how prospective English teachers were trained to become professional English teachers, in particular. Professionalism here respectively refers to the possession of knowledge and expertise in the subject taught (professional competence), abilities to select and use various pedagogical skills (pedagogical competence); abilities to interact, socialize and communicate (social competences); and abilities to manage self, committed, responsible and dedicated to professions (personal competences). The main purpose of this study is to describe the STs' experiences in learning to reflect in teaching simulations in Micro teaching class, what they perceive about the relationship between reflection and teaching. This is considered very important since the

experiences that STs have during their candidacy as a teacher will affect their decision about learning experiences designed in their classroom.

### **The class procedures in Microteaching Course**

In addition to having the experiences in student-centered learning, learning to reflect also provide opportunities for prospective English teachers to be critical about their own performances during the microteaching skill simulation and collaborative teaching simulations. In microteaching skill simulation, each student had to write a mini lesson plan and do a 5- 6 minute simulation on one particular skill such as how to open and close a lesson, how to make variation, how to give reinforcement, how to manage the class, how to ask questions, how to explain, how to teach small groups, and how to lead small group discussion. Immediately after the micro teaching skill simulation, the STs were assigned to fill in a self-rated questionnaire that indicate their perceptions about their mastery to a particular microteaching skill. In collaborative teaching simulation, students were put into groups of 3s. In the group, first of all they had to plan a full one-hour lesson, and then they had to perform a collaborative teaching simulation and immediately wrote a reflection in their Self-Reflective Journals (hereafter, SRJ). Conventionally, in Microteaching (hereafter, MT) classes, the ideas for improvement came from the feedback given by peers and the lecturers. In this research, students were requested to fill in Self-rated questionnaires and Self-Reflective Journal. Through these, students were guided to understand and be critical and reflective toward own teaching. Thus, the learning occurs through self-evaluation, recognition of own strengths and weaknesses and making decisions about how to improve teaching performances (Polard, 2005; Karami & Rezaei (2015).

This paper particularly focuses on describing how STs learn to reflect on their teaching simulation, what they reflect on, and what they think about the benefit of learning to reflect in teaching.

### **Method**

This is a descriptive qualitative research which mainly presents the results of the STs' assessment towards their own teaching simulations that were indicated by their responses to the self-rating questionnaires and their writing on the SRJ. The subjects were 32 students

enrolled in English Language Education, at the Faculty of Language and Arts in the biggest Education University in Bali, Indonesia. These students were in the third year of the four-year first degree program to become English teachers in secondary schools. The instruments used to collect data include Self-Rated Questionnaire, Self-Reflective Journal, Focus Group Discussion, and observation sheet. There were two things a ST should do here, first to self-rate his/her micro teaching skill performances (eight times), and second, to write in their SLJ (twice). The self-rating questionnaire and the self-reflective journal can be presented as follows.

Table 1. One of the 8 Self-Rated Questionnaires on the first Micro Teaching Skill Simulation

No	Aspects being assessed	Score				
		5	4	3	2	1
<b>1</b>	<b>Opening the lesson</b> a. Creating activities that bridge to the new lesson (E.g. elicitation, brainstorming, riddles, songs, class news, games, stories) b. Informing students about lesson (objectives/segments/activities/teacher's expectations).					

No	Aspects being assessed	Score				
		5	4	3	2	1
<b>2</b>	<b>Closing the Lesson</b> a. Emphasizing b. Concluding c. Confirming d. Enriching e. Reviewing					

5= Very Good    4=Good    3=sufficient    2=Deficient    1= Poor  
The score =  $(\text{total score}) \div 5$

This is one of 8 questionnaires developed by Padmadewi, Artini & Agustini (2017), which are used as self-rated instruments. The ST had to score themselves from 1 (poor) to 5 (very good). The closing skills should include self-rating at least 3 out of the 5 components. When the students scored all the five indicators, only three of the highest scores were calculated to find the average score. Thus, when all the seven indicators were scored with 5, the maximum score would be  $25 \div 5 = 5$ . The following is the second instrument that students should response to in words after the collaborative teaching simulation. 6 questions were included to give the ST ideas about what to write and to avoid irrelevant component of reflection. These 6 questions were adapted from Reflective Cycle by Gibbs (1988), as seen in the following table.

Table 2 Self-Reflective Journal

Class
Date

Time	
Name	
<b><i>Ideas for Reflection</i></b>	<b>Reflections</b>
1. What happened in my class?	
2. What am I thinking and feeling about my teaching?	
3. What was good and bad about my teaching?	
4. What made my teaching good/bad?	
5- What could have I done?	

The STs had two chances to do a collaborative teaching simulation. These simulations can be considered as the showcase of all the micro teachings skills. Each group had to carefully plan their lesson and had some rehearsal at their own time to assure that they had the best teaching simulation performance. Their performance was scored by their peers and lecturer for provisional mark of the course. After the performance they had to write in their self-reflective journals as shown in Table 2.

The simulation procedures were organized in such a way that every ST had adequate time to self-rate their micro teaching simulation (after each micro skill simulation) and to write on their self-reflection journal (after the collaborative teaching simulation). After each simulation every ST should do a 2-3minute presentation on the self-reflection toward their own teaching performance. Other students were encouraged to give comment on the reflection. The following is the research constellation.

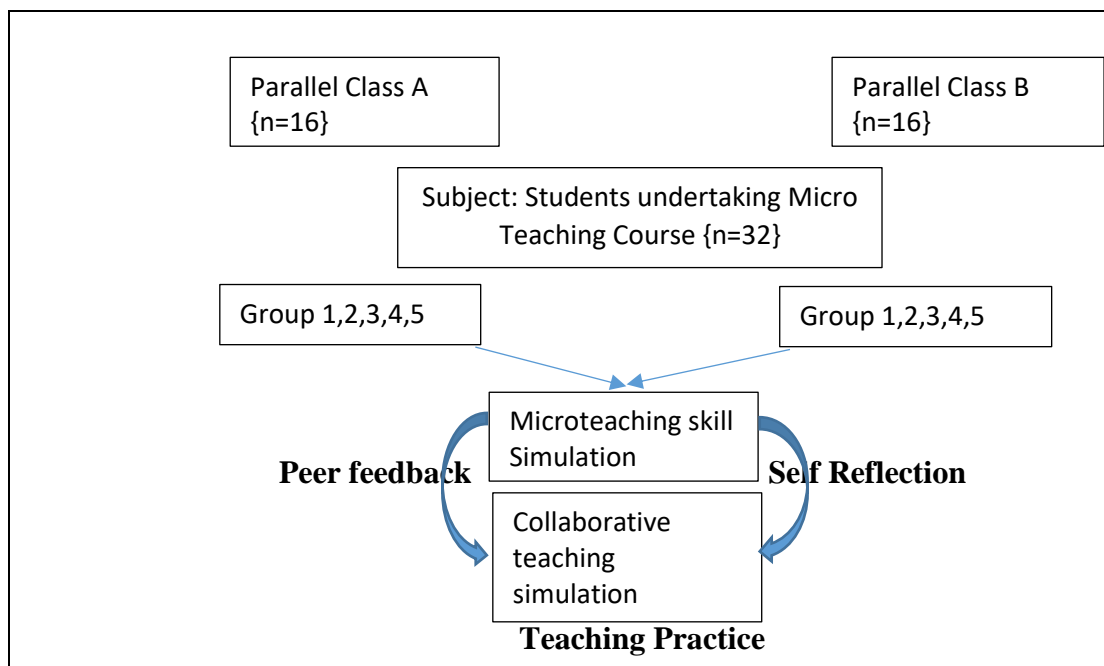


Diagram 01: The research constellation

The 32 students were divided into 2 parallel classes, each comprising 16 students. The two classes were handled by two different lecturers but with the same scenario/procedures. During the 64 hour course, every ST had the opportunity to do simulation on each of the micro teaching skills separately for 5-6 minutes each, and twice the collaborative teaching simulation of groups of 3s, for 45 minutes.

## **Findings and Discussion**

The findings are divided into three subsections to follow the three research questions stated previously: First, how STs learn to reflect; second, what they reflect on; and third, what they think about the benefits of learning to reflect in teaching.

### **How STs learn to reflect**

STs learned to reflect from 2 types of simulation experiences: from the micro teaching skill simulation, and collaborative teaching simulation.

#### **a) Learning from Micro Teaching Skill Simulation**

In each class there were 16 STs who were divided into 2 groups of 8 STs. Each of them had to draw a lottery to determine which micro teaching skills that they were in charge with in every session. The 16 STs had the opportunity to simulate all the eight micro teaching skills within 8 weeks. Every ST had the opportunity to simulate different micro teaching skills every week. Every time a ST finished his/her micro teaching skill simulation, he/she immediately responded to the self-rated questionnaire. After all STs had done their simulation, a focus group discussion (FGD) was conducted. In the FGD, there was a sharing of their reflection toward their simulation based on the responses to the questionnaires. This was a student-centered activity in which every ST presented how they marked their own performance. The discussion went on very effectively as seen from the positive discussion in which one's reflection was commented by others in a critical yet professional way.

Before the simulation, every ST had the responsibility to prepare for a mini lesson plan. In this task all STs were provided with the guidelines for writing the 5-6 minute lesson that should emphasized on simulating one microteaching skill. Each ST was expected to learn from a procedure as presented in the following diagram.

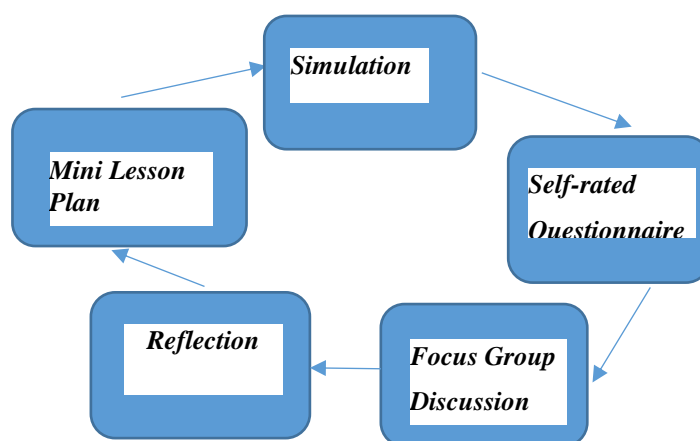


Diagram 02. Learning to reflect from Microteaching skill simulation

Overall, the data from learning to reflect here indicated that all STs did their efforts to self-rate their micro skill simulations. In general the STs rated themselves as having between deficient (2.00) to sufficient (3.00) level of achievement in micro skill simulation. This is revealed in the following data presentation.

Table 3. Self-reflection content of Micro teaching skills simulation

No	Types of Skills	Average of Self-scoring (1-5)	Consistent reasons (data from FGD)
1	Opening & Closing	2.97	<ol style="list-style-type: none"> <li>1. It's not easy to make the closing sound natural because it comes right after the opening.</li> <li>2. It's easier to plan a fun activity for the opening so that very little time left for the closing</li> </ol>
2	Asking Questions	2.88	<ol style="list-style-type: none"> <li>1. It's very hard to make variation of questions.</li> <li>2. Questions are not grammatically correct</li> </ol>
3	Explaining	3.13	<ol style="list-style-type: none"> <li>1. Did not realize that students were not given time to speak</li> <li>2. Had a feeling that it's teacher's job to explain.</li> <li>3. Spoke too fast</li> </ol>
4	Giving reinforcement	3.16	<ol style="list-style-type: none"> <li>1. Sometimes it's not easy to remember that reinforcement should be immediate</li> <li>2. Realize that the verbal reinforcement used was monotonous</li> </ol>
5	Making variation	2.94	<ol style="list-style-type: none"> <li>1. Variation of strategies had been planned, but sometimes in the simulation, it's totally forgotten.</li> <li>2. Not easy to make variation in a very limited time.</li> </ol>
6	Managing class	2.53	<ol style="list-style-type: none"> <li>1. It's hard to manage the class when using games in the classroom.</li> <li>2. It hard to make the instructions simple and clear</li> </ol>
7	Teaching individual/s mall group	2.59	<ol style="list-style-type: none"> <li>1. Not easy to decide what to do in teaching an individual because the problem was not real</li> <li>2. Not confident with strategies for teaching an individual/small group</li> </ol>
8	Supervising group work	3.03	<ol style="list-style-type: none"> <li>1. It's easier to design an activity for group work</li> </ol>

			2. Was not sure if the skill for supervising group was successful or not
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Note: 5= *Very Good*      4=*Good*      3=*sufficient*      2=*Deficient*      1= *Poor*

All STs tended to underscore themselves in ability to teach. The scores between deficient and sufficient categories demonstrate the lack of confidence about their teaching performances.

There were consistent reasons recorded from the Focus Group Discussion across the subjects that confirmed their low self-rated scores. For example, in opening and closing skills, there was repeated reasons that it was not easy to demonstrate the strategy to open the lesson and then to close it between the duration of 6 minutes at the maximum. Most students found it much easier to open the lesson with fun apperception or warming up activities such as games and songs, however, they felt that they had very limited time left for fun activities in the closing segment. Based on the observation data, students were found struggling in coping with the time and to balance activities in the opening and closing segments. They seemed to be more prepared to open the lesson than to close it.

Similarly in the skill of asking question, the average score was sufficient (2.88). This indicates that even though they knew quite well about the types of questions, when it came to the simulation, they seemed to have limited situation in which questions needed to be posed. The subjects seemed to feel that they had to start all over from the opening activity before actually asking questions. In other words, they had problem to imagine or to pretend that they have gone through the opening segment and was in the middle of the lesson where asking questions was needed. Another problem observed during the simulation of questioning skills, most STs seemed to struggle with the grammar. In other words, many of the questions uttered during the micro skill simulation were not grammatically correct (e.g. *What the name of the girl in the video?*; *Was she go to school?*) This problem was actually beyond the scope of the course and during the focus group discussion after reflection presentation, this issue was raised and discussed.

Referring to Table 3, the average score from the eight micro teaching skills was 2.90 which reveals that in overall, the STs perceived themselves as having sufficient teaching performance. The focus group discussions reveal that they were not satisfied with their own micro teaching skill simulation and were optimistic that they could improve their performance if they had more time to practice. As also indicated in the table, the problems occurred because the lack of

experience in teaching. It was understandable because it was the very first time they had to do a teaching simulation with a very controlled timeframe. Some reflection that they had in common, such as speaking too fast, finished ahead of time, problems in deciding on strategy use, and ineffective instructions. In addition, based on the observation during the simulation, and it was confirmed in the focus group discussion, most STs were nervous. They, for examples, were speaking too fast, speaking repetitively, making unnecessary movement, lack of eye contact, and lack of interaction with ‘students’. All of these problems were discussed at the end of the micro teaching skill simulation. The discussion, which was led by the TE, had the purpose of making the clarification about what were the strengths and the weaknesses of the simulations and what points could be improved in the next collaborative teaching simulation.

#### b) Learning from Collaborative Teaching Simulations

After the eight meetings with eight micro teaching skill simulations, they were scheduled for collaborative teaching simulation, in which STs were assigned to work in groups of 3s. First of all, they were supervised in preparing for the full lesson plan. The simulations were allocated for 12 weeks. Ten weeks for every group to have 2 simulations, and the other 2 weeks were served for class reflections and general review. Every week, was scheduled for doing the simulation. This was to allow adequate time for self-reflection presentation and focus group discussion after the group simulation. The followings are the data analysis results on collaborative teaching simulation.

Table 4. Self-reflection content of collaborative teaching simulation

No	Content	Explanation	Students addressing the content in their self-reflective journal (n / %)	
1	Description of the class / teaching	Describing the situation of the classroom including how many students in attendance, what the topic/materials, how ready the students are for class, etc.	18	56.3%
2	Description of feeling about teaching	Describing how s/he feels about the class and the teaching, for example, feeling enthusiastic, happy, motivated, confident, anxious, worried, etc. about the materials and strategies.	20	62.5%
3	Description of the quality of simulation	Describing situation or atmosphere of the class during the simulation. Quality is seen from	29	90.6%

		students enthusiasm, motivation, and active participation		
4	Description of the strengths of performance	Description of the best practices, the interesting, powerful, or effective points of the simulation that bring positive impacts on students' academic and non-academic achievement	12	37.5%
5	Description what could have been done	Description of what were supposed to be done because of the drawback, deficiencies, ineffective, and weak point of the simulation that do not bring positive optimum impacts on students' academic achievement.	14	43.8%
6	Descriptions of what to do in the next simulation	Description of the planned-follow up activities as the results of the reflection, such as: what to do to improve the teaching simulation, what need to be improved, what need to be eliminated or reduced, what need to be repeated, what need to be added, etc.	16	50%

STs were given opportunities to respond to any question in the form of a descriptive / narrative diary. What STs wrote in their SRJ was considered representative reflection when it comprised at least 3 meaningful units or sentences. Every ST seemed to spend different amount of time to write on different components of the journals as seen from the number of utterances written in every segment. For the content of class description, STs were expected to describe the class situation while they were doing the simulation. Based on the result of the data analysis (56%) of the STs wrote representative description about the class situation during the simulation. The following is the excerpt from STs' representative journal in the content of class description (i.e. Q1: What happened in your class?).

#### **#Excerpt 1**

*I invited students to do exercises by asking about appearance and characteristics. I used slideshow consisting of some pictures. Firstly I wrote some points on the whiteboard to make sure that students can distinguish appearance and characteristics. I asked students about their opinion and agreement. I also stated my opinion. (ST07/01)*

The response above was counted since the description representing a vivid description about his/her class. 44% of responses to Question 1 was not counted either because it was not responded or responded not in a representative way as seen in the example of an excerpt below.

#### **#Excerpt 2**

*There were some students who didn't pay attention (ST11/01)*

This response was not considered as it was not clear what actually happened during the class so that some students did not pay attention. For the content of description about feeling (i.e. Q2: What were you thinking and feeling about your teaching?), quite a big number of STs who expressed the feeling of ‘nervous’. The following is the example of the reflection made on this issue.

### **#Excerpt 3**

*I was feeling good but nervous about how to make the game to become interesting for them. I was trying to make them concentrate so I think everything overall ran well. At the beginning I was feeling so nervous because it seemed that [the game] would not run quite well.*  
(ST02/02).

This reflection can be considered as representing the majority of STs. As far as feeling was concerned, many of the STs mentioned the word ‘nervous’. This is probably a common case for the STs under study. Feeling nervous was closely related to the data on micro teaching skill simulation in Table 3.

The journal that seemed to attract most attention was the content about the quality of teaching (i.e. Q3: What was good and bad about your teaching?) 90.6% STs wrote representative reflection about the good and the bad perceptions about their teaching simulation.

### **#Excerpt 4**

*The good experience was I can give the explanation as clear as possible about the material to the students. The students were really active and there were a lot of participation. The bad thing or experience was when I played the video but the sound of the video was not clear enough. It can not be heard by the students. I was panic and I didn't know how to solve it.*  
(ST21/03)

This quotation represents the clear dichotomy between ‘good’ and bad in term of teaching simulation experiences. 50% of the STs wrote representative reflection on the judgmental issues of good and bad quality of instructions. The following excerpt confirmed STs’ judgment on their awareness of good and bad in teaching simulation.

### **#Excerpt 5**

*What good is when they are engaged to the class activities and they looked enthusiastic and happy. What is bad is, I think I didn't pay attention to the rest of the students who have already*

*got the chance to speak. I did not finish the activities quite well as I expected. I made a lot of repetitions today (ST.22/03)*

This reflection is similar to #Excerpt 4 in which the STs were quite confident about what constituted the good and bad feelings in the teaching and learning processes. It seemed that good feeling was related to the situation when the class running well, students were enthusiastic, motivated, and paid a good attention to the teacher. Bad feeling was when things came in the opposite ways.

The findings on how STs reflected from their micro skills simulations and collaborative teaching simulation tended to be consistent. In the first type of simulation STs were likely occupied by lack of confidence about the quality of their teaching simulation. In the collaborative teaching simulation confidence was found to be at the average of 56.8% of the representative reflections. This reveals the consistency of reflection through self-rating strategy and self-reflective journal.

The answer to the second research question (How did they learn from the self-reflection?) was based on the data from Focus Group Discussion and Self-reflective journal on Question 5 (What could have you done?) and Question 6 (What would you do in your next teaching?). These two questions could only be answered after STs understood about what they had learnt. The followings are the examples of the responses to Q5 and Q6.

#### **#Excerpt 6**

*I could have paid more attention to the students. I could have just avoided repetitions in using correct words in the game. I could have written down the words. I could have asked first “when do you give these sentences” and build up from there to make them guess the topic.(ST22/05).*

This quotation reveals the full awareness of the ST about his/her weaknesses and confidence about what needs to be improved.

#### **#Excerpt 7**

*I could have shown more pictures and given more examples of expressions for giving suggestions when their friends have a headache. I could have shown other pictures that put a clear context for giving suggestion, like how to give the suggestion when their friends lost their ATM card, and etc. (ST29/05)*

Similar to the quotation above, this represent ST’s imagination of example situation or teaching aids to help the students understand better about when and how to give suggestions in English.

In response to Question 6, STs demonstrated their ability to think critically as well as creatively as shown in the following excerpt.

#### **#Excerpt 8**

*I will make the activity more interesting. I will encourage students to involve in the activity. I will create convenient learning atmosphere, my grammar because I made some mistakes in Grammar. I will be more sensitive with the students.(ST17/06)*

#### **#Excerpt 9**

*If I have a chance [to do the teaching simulation] again, I will make more interesting activities in my class. I will encourage the students to be more active in the lesson. I will do more practice to make it [run] more smooth[ly] in teaching the students.(ST24/06)*

These two quotations indicate that STs perceived that they failed to encourage active participation of the students. Their critical thinking told them that their teaching did not run smoothly, they were ‘insensitive’ towards what happened with the students, or they even realized that their language was not grammatical. They creatively thought about the strategy to anticipate the problems in their next teaching.

These data were obviously the reflection of lesson learnt from the teaching simulation. STs learnt much from their microteaching skill simulation and collaborative teaching simulation, or in other words, from the self-rating questionnaires and self-reflective journals, so that they could confidently make constructive comments to their own teaching performances. The reflective comments include the need to be more attentive, to write words on the whiteboard, to reduce repetitions, improve the quality of the teaching. In response to the question “What would you do in your next teaching, the reflective responses also represent what they have learnt from previous simulation. STs offered quite a long list of what to do in the next teaching that represents the improvement of the awareness about what to consider for better teaching in the future.

#### **Perception of Reflective Teaching on Real Teaching Practices**

The last research questions was about STs’ perception on the contribution of the Self-Reflective Teaching on the success in real teaching practice. The data collected from the Focus Group Discussion revealed that all STs (100%) agreed to say that the ability to do self-reflection from teaching simulation was very important to improve their teaching performances in the real teaching practices. There were a number of positivism on the part of the STs regarding the

benefits of learning to reflect in the Micro Teaching Course, which supports the recent research by Ratminingsih, et al. (2017) about the importance to be critical about own ability for better learning. Learning to reflect from the teaching practices in Microteaching course has some lesson learned. First, self-reflection trained them to be aware about how to plan a lesson better. By being reflective about self, someone will be capable of performing better (Karami & Rezaei, 2015). Second, self-reflection helps STs understand about the critical part of their teaching. Accordingly, they can focus on the part of their teaching that need special attention (McMillan & Hearn, 2008). Third, STs felt more confident to present about what was good and bad about their teaching. Finally, they thought that they learned much because the input was not only from self. The focus group discussion that followed a self-reflection presentation made them more 'open minded' about their own teaching simulation.

The experiences that STs went through during the Micro Teaching Course have been perceived as an important stage toward a real teaching profession. Writing up a journal based on a self-reflection toward own teaching performance results in genuine judgment about own strengths and weaknesses (Polard, 2005; Karami & Rezaei, 2015). While writing in the journal, a ST is actually busy in the mind to do a flashback thoroughly on what have had happened in the classroom and making a decision on the point that s/he values as important to raise and discuss. It is then sensible to suggest that writing in a teaching journal at the end of every lesson will not only improve prospective teachers' experience in teaching and learning but also build an awareness of the autonomy for making decision about own learning. An ability to professionally evaluate own teaching performances need practices and to be equipped with appropriate instruments that allow prospective teachers to self-rate their own performances and honestly describe their strengths and weaknesses for further improvement in teaching quality.

## **Conclusion**

This study concluded that training prospective English teacher to learn to reflect on their teaching simulation is an important step to prepare them to become professional teacher in the future. First, when developing a mini lesson plan, they can be expected to learn how to manage time wisely, and effectively. They had to be able to imagine the class and plan accordingly. Second, they had to do the simulation. Both the micro teaching skills and collaborative teaching skills required a good decision about what strategy to use step by step so that the simulation could showcase the maximum abilities to teach and manage the class. After the simulation, STs were assigned to write in their self- reflective journal. In writing the journal, they have to use

their critical thinking and self-evaluation so that they can write constructively. This reflective journal writing was continued with self-reflective presentation. Here every ST has the opportunity to present about their teaching, what they feel about it, and what they could have done. These reflective activities train them to be evaluative as well as honest about own ability and open-minded to critics. After the presentation, a focus group discussion was conducted. STs can learn from one another in this discussion. At the beginning, the findings showed lack of confidence on the part of the STs which is confirmed from self-rating questionnaires, self-reflective journal and focus group discussion. However, in the collaborative teaching simulation, they had freedom to express how they perceive about their ability to teach. Even though the feeling of nervous was still there, journal obviously indicated that they learnt much, and what they have learnt will become an asset for their future career as a teacher.

### **Pedagogical Implication**

The self-reflective format as described above provides learning experiences of independence, self-directedness and student-centeredness that can be expected to be reflected in the real teaching. This cycle of learning has been found effective to improve a prospective teacher's autonomy in learning to teach. The cycle can also be expected to be applicable in the context learning other pedagogical courses in teacher education institutions. Further research on the implementation of self- reflection in different subject areas in teacher education program is recommended

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## **An Analysis of Move-strategy Structure and Functions of Informality in Philippine English Undergraduate Theses: Implications for Teaching Academic Writing**

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## **Abstract**

This paper presents a discourse and corpus-linguistic analysis of the introduction section of undergraduate theses (UT) from Philippine e-Journals, a web-based platform that collates scholarly articles and theses around the Philippines. A total of 57 published UT from the year 2008-2015 under the fields of ABM, HUMMS, and STEM comprise the corpus of the study. The analysis emphasizes the move-strategy structure and informality features observed within UT from the three fields by subscribing to Sheldon's (2011) adapted CARS Model and Chang and Swales' (1999) list of informality features. Inter-coders employed manual scrutiny of the move-strategy pattern of the theses, and Antconc concordance software was utilized to note informality features. The findings show that UT introductions from the Philippines take peculiarity in that the prescribed M1-M2-M3 pattern was not frequently observed; instead, M1-M3 (establishing a niche-presenting the present work) cycling was more recurring. The present study concluded that noting a gap was deemed secondary, even non-compulsory at times, for Philippine English UT. In addition, M3S2 (presenting the research questions/objectives) was a strategy declared obligatory after analysis. Finally, it is notable that informal features employed in the UT were found helpful in realizing certain move-strategies. Overall, pedagogical implications to aid EAP teachers facilitating the research writing of both senior high school and college students across fields are derived from the findings.

**Keywords:** Informality in academic writing, move-structure analysis, genre-analysis, Philippine English

## **Introduction**

As the English language turns to be established as the language of scientific communication, English for Academic Purposes (EAP) continue to be in demand, likewise giving rise to research studies focusing on the many aspects of EAP curriculum and instruction. Academic writing, for one, has always been perceived challenging by English as second language (ESL) learners, particularly because of the intricate demands of the content, structure, and formality conventions of the genre which add to the challenges ESL students already face in learning the English language (Minaei & Sabet, 2017; Gustilo & Magno, 2015; Gustilo, 2010; Espada-Gustilo, 2011). Hence, genre analysis has usually been sought to aid academic writing instruction.

Kay and Dudley-Evans (1998, in Minaei & Sabet, 2017) pointed out the pedagogical implications that may be derived from genre analysis, explaining how such analysis leads to a detailed description of what is expected from novice and non-native academic writers. In the same way, the forwarding of move analysis, a method of analyzing discourse developed by Swales in 1981, stemmed from a similar argument (Moreno & Swales, 2018). Biber, Connor, and Upton (2007) viewed move analysis as a way of doing genre analysis by giving prime focus on the rhetorical moves of discourse, and not just looking at its structure, but also at its communicative functions. As Biber et al. (2007) further explained, Swales initially promoted this as a tool to assist non-native speakers in their academic writing. Swales (1982) pointed out that the varying purposes of writing that comprise a genre influences, if not dictates, the content and style of texts. This, therefore, makes it worthy for linguists and researchers to observe moves across genres, more so, across disciplines, and come up with a prototype that can guide novice academic writers (Biber et al., 2007). In relation to this, move analysis has been long regarded by researchers and instructors alike to improve the pedagogy of English for Specific Purposes, even more particularly, English for Academic Purposes (Biber et al., 2007; Upton & Cohen, 2009; Rodway, 2017; Moreno & Swales, 2018).

In their study, Hyland and Jiang (2017) claimed that the notion of strict adherence to formality in academic writing stems from the idea of objectivity; hence, academic writers, especially novice writers, are typically advised to refrain from employing informal features such as the use of first or second person pronouns. However, Abbas and Shehzad (2017) argued that such informal features normally observed among academic papers today should not be viewed as mere deviations from formality but should be regarded as a tool that assists writers and readers in dealing with academic texts. They may also be regarded as a result of a writer's growing maturity (Nunn, 2012). Such recent observations and arguments in EAP can lend support to further explorations in research in EAP as these can give new perspectives in treating informal features in academic writing and may open discussions on acceptability based on function and not on form. Also, investigating informality features in the context of move analysis may explain the functions of informality features as they are used in various moves or strategies. These perspectives are the focal points of the present study especially that, to the knowledge of the researchers, informal features in relation to the moves and strategies in academic writing lack documentation.

## Review of Literature

### *Move Analysis*

Taking the communicative approach in doing move analysis, Biber et al. (2007) described move as a portion of a text which fulfils a particular communicative function. Moreno and Swales (2018) added that moves are perceived as “discoursal or rhetorical units” that actualize identified functions, regardless of their form as paragraph/s, sentence/s, or even phrase/s. An even more specific subsumed discoursal unit under moves are called steps, which are text fragments realizing a single move in a number of possible ways (Moreno & Swales, 2018).

Since the development of move analysis, researchers have long argued the utilization of the term *step*, and instead suggested the use of *strategy* (Biber et al. 2007; Tseng, 2018). Bhatia (2002, in Biber et al., 2007) explained that the variability in usage and sequence of *steps* within moves justifies the use of the term *strategies*. Tseng (2018) followed this notion when she proposed a Move-Strategy model by explaining that the term *step* suggests a concept of strict order or sequencing, which is never true in move analysis; hence, she opted to adopt the term *strategy* in the move analysis model she offered.

### *Move Analyses Models*

In a number of studies, focused move analysis was applied by limiting the scope of analysis in different sections of academic texts. For research articles, in particular, different models for move analysis were utilized by researchers depending on the focused section (Mercado, 2008; Jalilifar, 2010; Soler-Monreal, Carbonell-Olivares, & Gil-Salom, 2011; Sheldon, 2011; Dela Pena, 2014; Abel, 2016; Kawase, 2018; Liu & Buckingham, 2018). Of the mostly utilized, and ,perhaps, mostly revised model is Swales’ CARS (Create a Research Space) Model for RA (Research Articles) Introductions (Biber et al., 2007). Isik Tas (2008) rationalized that the efforts researchers invest on RA introduction section may be attributed to the fact that such section comes as the most challenging especially for novice writers. Moreover, the fact that the CARS model of 1990 is regarded as the pioneering model for move analysis explains previous studies’ inclination to RA introduction section.

Ozturk (2007) pointed out in his review that Swales’ CARS model proposed in 1990 has been helpful for previous studies dealing with the variations in moves and steps of RA introductions from different disciplines. Ozturk (2007) elaborated on how the CARS model

has been proven fit to define the discourse of RA introductions in any discipline. He also noted the relevant evolution of the CARS model in 2004, which stemmed from gaps forwarded by Anthony and Samraj (1999, 2002). Here, the most notable changes Ozturk (2007) cited from the 1990 model to the 2004 model include (1) Move 1 having only a single step; (2) Move 2 being reduced to having only 2 steps; and (3) Move 3 changing its name to presenting the new work, and being comprised of 7 steps.

However, despite the existence of the revised CARS Model (Swales, 2004), Ozturk (2007) still resorted to utilizing the 1990 CARS Model in his analysis of moves within the sub disciplines of applied linguistics. In connection to this, Moreno (2008) also utilized the earlier 1990 version of CARS model in his study on the cognitive structuring of 30 RAs in Philippine English. In addition, Abuel (2016) also opted to utilize the original CARS Model of 1990 in her study on the rhetorical structure of 50 Philippine English RAs from the STEAM field (Science, Technology, Engineering, Agriculture, and Mathematics). A commonality for the studies of Moreno (2008) and Abuel (2016) is their attempt to describe the move structure of RA sections altogether, covering the introduction, methodology, results, and discussion sections. Nevertheless, these three studies did not provide a justification as to why the original CARS model of 1990 was utilized despite the development of the revised model in 2004.

By contrast, other studies subscribed to the revised CARS model of 2004 (Isik Tas, 2008; Jalilifar, 2010; Sheldon, 2011; Sabet & Minaei, 2017). Aside from the gaps earlier mentioned by Samraj (2002), Isik Tas (2008) emphasized the strength of the revised CARS model by pointing out the cycling of moves, specifically Move 2 reverting back to Move 1, usually observed in the move pattern of RA introductions. This cycling, he explained, is openly made possible to be explored better in the revised CARS model, especially with the reduction of steps under Move 2. Hence, in his study, Isik Tas (2008) used the revised CARS model (Swales, 2004) in identifying the move structure, lexico-grammatical structure, and rhetorical features of PhD theses and English Language Teaching (ELT) RAs. His findings concluded that, indeed, the revised CARS model (Swales, 2004) accounts for the move structure of ELT RAs introduction section, with no new move observed. However, he noted that the same model does not portray the discourse of PhD theses which can be more aptly captured by a different model for PhD theses like that of Bunton (2002) which has been proven applicable for PhD theses move analysis by previous studies (Soler-Monreal, 2011; Kawase, 2018).

In the same way, Jalilifar (2010) attempted to probe the applicability of the revised CARS model in his analysis of 120 RAs from the three sub-disciplines of Applied Linguistics namely, English for Specific Purposes, English for General Purposes, and Discourse Analysis. In general, Jalilifar's (2010) study concluded with identified variations in the realization of move patterns consistent within each sub discipline of Applied Linguistics. Further, a notable observation made by Jalilifar (2010) is the confirmation of actual text sample of the changes employed in the revised CARS model, such as extending the presence of citation of existing literature to support a claim from Move 1, down to Move 2, and even Move 3. This supported the reduction of Move 1 into having only a single step and of Move 2 having only 2 steps, in the revised CARS model.

However, Sheldon's (2011) study on 20 Applied Linguistics RA introduction section ventured into another attempt at improving the revised CARS model. Sheldon (2011) attempted an adaptation of the revised CARS model, particularly by suggesting sub-steps under the lone step in Move 1. Through a literature review, she named seven sub-steps which she regarded as "choices" writers may take as they deal with the step (or strategy), topic generalization, with increasing specificity. This adding or modifying of sub-steps within moves may be considered as a realized trend by recent studies as explorations reveal emerging discursual units unidentified before. Consequently, Sheldon (2011) is not alone in adapting the already established revised CARS model (Swales, 2004). Previous studies conducted by Bunton's (2002) move-step model for PhD theses and Soler-Monreal et al. (2011) also presented modified sub-steps of moves.

Nevertheless, what appears lacking among the research studies on RA introduction section is not the model for analysis or the examination of move patterns, but the focus on strategies that constitute each move. Prior studies have provided useful insights and pedagogical implications on the move patterns that different disciplines, sub disciplines, fields, and even Englishes follow. However, these studies fail to elaborate on the strategies that compose these move patterns, which may be forwarded as distinct features observed within specific fields. Hence, an attempt on doing move-strategy analysis is sought by the present study.

#### *Informality Features in Academic Writing*

In connection to move analysis, recently, studies have attempted to extend the scope of top-down move analysis by dealing with specific linguistic features observable within moves.

This extension of exploring the field of RAs may be ascribed to the Biber Connor Upton (BCU) approach elaborated by Upton and Cohen (2009). For one, the studies of Isik Tas (2008) and Sabet and Minaei (2017) both did not only focus on the move structure of RA introduction sections, but they also investigated the lexico-grammatical structures and rhetorical features peculiar to the identified moves across disciplines. Two, Liu and Buckingham (2018) exhibited this interest as well in their study as they examined the move structure in the discussion section of 20 Applied Linguistics RAs, and later on considered the distribution of metadiscourse markers within the moves. However, no study so far has provided focus on the investigation of features of informality which are observable within the moves of RA introduction sections.

Measuring formality and/or informality has long been the interest of studies involving academic writing to define the strict conventions that such genre requires (Li, Ching, & Graesser, 2015). Previous studies have proposed formality formulae to measure the formality of texts and predict its genre (Dempsey, McCarthy, & McNamara, n.d.; Chan, 2015). Chan (2015) is the most recent to have employed a formality formula to compare the level of formality across genres of academic papers, conference papers, TED talks, and popular science texts. However, Abbas and Shehzad (2017) deviated from this practice as they sought to identify the linguistic features considered informal within academic genres and describe how these features actually function. Beyond the idea of measuring formality and/or informality, Abbas and Shehzad (2017) viewed informal linguistic features as metadiscourse markers used to help both writers and readers of academic texts. In connection to this, Hyland and Jiang (2017) also chose to deviate from utilizing a formality formula and instead subscribed to a list of informal features proposed by Chang and Swales (1999) to provide a historical description of the linguistic conventions academic texts followed through time. In their investigation, they found that science and engineering papers displayed less formal language, while social sciences papers showed a decrease in its display of informal features.

Hyland and Jiang (2017) highlighted that tolerance of informal features may pose more challenges to novice academic writers as they may be more confused regarding the strict formal conventions they are exposed to. They emphasized that as academic writing lies in between tolerance and non-tolerance towards informality, EAP instruction for academic writers may become more challenging. Hence, a study on informality features delving into the description of functions to rationalize possible deviance in selected moves/strategies is necessary.

## **The Present Study**

### *Statement of the Problem*

Addressing gaps found from the reviewed literature, the present study attempts to provide a comparison of move-strategy structure and informality features observable across three fields of undergraduate theses in Philippine English.

Specifically, this present study intends to answer the following questions:

1. What are the move patterns frequently observed in the introduction section of published undergraduate theses from the fields of:
  - a. STEM;
  - b. ABM; and
  - c. HUMSS?
2. What are the strategies frequently utilized to fulfil the moves observed in the introduction section of published undergraduate theses from the fields of:
  - a. STEM;
  - b. ABM; and
  - c. HUMSS?
3. What are the informal features present in the moves observed in the introduction section of published undergraduate theses from the fields of:
  - a. STEM;
  - b. ABM; and
  - c. HUMSS?

### *Framework of the Study*

Despite the promising results that move analysis suggests for academic writing, the difficulty of undergoing such procedure has long been acknowledged by researchers (Upton & Cohen, 2009; Moreno & Swales, 2018). Upton and Cohen (2009) mentioned that one reason contributing to the difficulty in doing move analysis is the existence of differing views on what

discourse analysis is. They explained that during the earliest practices of move analysis, researchers resorted to give focus on just one among the (1) use of language, (2) linguistic features, or (3) social and communicative notions of language within a text. This divided view on discourse analysis, for long, has affected the corpus-based investigation employing move analysis. Hence, Upton and Cohen (2009) elaborated on the seven-step model to move analysis, regarded as the Biber Connor Upton Approach (BCU Approach). Upton and Cohen (2009) believe that the model can make move analysis more systematic. To demonstrate how it realizes the merging of all three views on discourse analysis perceived as differing before, Upton and Cohen (2009) took a corpus of birthmother letters and did a move analysis following the BCU Approach. Their article concluded with a detailed description of the procedures under move analysis to lessen, if not fully remove, misapplication common among existing researches.

In the same way, Moreno and Swales (2018) attempted to provide researchers a guide in doing move analysis, particularly giving focus on matters of collating a corpus and ensuring inter-rater reliability. In their paper, Moreno and Swales (2018) explored the difficulties in doing move analysis and the resolution that may address such. For one, the two proposed that step-level analysis is more helpful in targeting the form-function gap that move analysis wants to address in academic writing. Second, they highlighted the value of setting detailed criteria for a corpus to be comparable. Lastly, the two suggested that both percentage agreement and Cohen's Kappa measurements can better ensure reliability of the manual analysis of coders.

The present study is underpinned by the seven-step model under the BCU approach to allow a more strategic application of top-down move analysis. In addition, drawing on Moreno and Swales (2018), the present study investigated the strategies (steps) under each move. Furthermore, beyond the move-strategy analysis, an examination of informal features within moves was incorporated, adhering to the latter steps of the BCU approach.

The revised CARS model (Swales, 2004), which was again modified by Sheldon (2011) to identify sub-steps under Move 1, Step 1, guided the manual analysis of 57 undergraduate theses from the fields of ABM, HUMSS, and STEM. Sheldon's modified CARS model was also adopted by the present study, although the term used was strategies, instead of step. For the analysis of informality features, Chang and Swales' analytical framework, which was utilized by Hyland and Jiang (2017) was followed.

### *Corpus of the study*

The study attempted to describe the move-strategy pattern of, and informality features in the *Introduction* section of undergraduate theses from the fields of ABM, HUMSS, and STEM. For its corpus, a total of 57 theses were collected from Philippine e-Journals, a web-based platform that collates journal articles and theses around the Philippines. To ensure the appropriateness of the corpus for the study, a set of criteria was followed for data gathering: (1) the theses must be written by undergraduate students, (2) they belong in the three identified fields, (3) they must be published within 2008-2018, and (4) they should be freely accessed public.

To represent the ABM field, theses tagged under Accountancy, Business Management, Economics, Marketing, Business Law, Entrepreneurship, and Hotel and Restaurant Management were taken. For HUMSS, theses from the disciplines of Communication Arts, Psychology, Philosophy, and English (Education) were collected. And, composing the STEM field are theses tagged under Engineering, and Applied Sciences.

The study focused on the *Introduction* section alone of the theses. To ensure consistency in the analysis, the whole section under the INTRODUCTION heading was included in the analysis. Then, the usual content under the *Introduction* section was considered, such as the discussion of "scope, context, and significance" of the study, together with the "statement of the problem." Finally, the sections presenting any framework of study (Conceptual or Theoretical) were not included in the analysis given that a different set of framework for analysis is utilized for such sections. The corpus has a total of 28,353 words.

### *Intercoding*

Given that the analysis of data entails manual scrutiny of coders, intercoder reliability test was done using Cohen's Kappa. Using the analytical frameworks identified for the study, two coders examined the data individually. The coders are ESL instructors who both have experience dealing with subjects on academic writing. Also, the coders had prior experience doing discourse analysis.

The procedure started with a literature review wherein a guide for coding was developed. After which, the coding guide was pilot tested to three theses from each field. A discussion of the move-strategy analysis was done to reach 100% agreement between the coders before proceeding to the actual analysis of the whole corpus. Finally, after the analysis

of the 57 theses, the measure of agreement resulted in 65%, which is considered substantial in strength. Another discussion was made by the two coders to reach 100% agreement and arrive at the final move-strategies reported in the present study.

## Results and Discussion

### *Move Analysis*

Regarding the general move structure of the corpus, results show that only 38 undergraduate theses (UT) out of the total of 57 was comprised of all three moves under the CARS model. In particular, 19 UT did not make use of establishing the niche. However, out of the 38 UT which employed all three moves, only 21 followed the Establishing a Territory–Establishing the Niche–Presenting the Present Work (M1-M2-M3) sequential pattern of the CARS model. From his corpus of Applied Linguistics RAs, Ozturk (2007) noted that this prescribed pattern was predominantly observed in 60% of RAs. However, such pattern was not observed as prevalent among Philippine English UT.

Table 1  
Move Occurrences

Move Occurrences				
MOVES	ABM	HUMSS	STEM	T
<b>M1</b> (Establishing Territory)	26	14	30	70 (39%)*
<b>M2</b> (Establishing the Niche)	12	10	19	41 (23%)*
<b>M3</b> (Presenting the present work)	22	23	23	68 (38%)*
<b>T</b>	60	47	72	179 (100%)*

*\*Percentage computation is the total occurrence per move divided by the total moves multiplied by 100.*

Table 1 shows the move occurrences per discipline with a total of 179 frequencies in all disciplines. The highest occurrence of establishing a territory (M1) among the three fields included in the study is STEM with 30 occurrences, followed by ABM with 26, and HUMSS with 14 occurrences. On the other hand, in establishing the niche (M2), STEM has the highest with 19, followed by ABM with 12 occurrences and HUMSS with 10 incidences only. In presenting the present work (M3), HUMSS and STEM have 23 recorded occurrences against

22 incidences in ABM. Overall, STEM utilized establishing a territory with high occurrences. Furthermore, it has the highest occurrence in all fields. This finding shows early on the subscription of writers in the STEM field to prescribed patterns.

The Philippine English data show observable inclination of Philippine English UT to disregard establishing the niche (with only 23% occurrences) in writing the introduction. Also, it is worthy to note that from the STEM field, 16 (84%) out of 19 UT used establishing the niche (M2), while ABM had 11 (58%), and HUMSS only had 10 (53%). This finding corroborates Ozturk's (2007) finding who reported that 30% of his corpus in applied linguistics did not use establishing the niche (M2) in the introduction section. Sheldon (2011) reported similar findings, stating how Spanish L1 writers appear to omit establishing the niche (M2). It may be theorized at this point that L2 writers maintain a feature of not including establishing the niche (M2) in writing the introduction section. Sheldon (2011) opined the possibility that this may be part of culture's influence on the writer's work. She explained that M2, or establishing the niche, is regarded as a competitive, if not an aggressive, move in the research field. Hence, L2 writers, especially those who do not assume the same competitive attitude in writing owing to their culture, may not always make use of M2.

Table 2

Move – Strategy Occurrence (M1—establishing a territory)

Field	Opening Move Prevalence	Closing Move Prevalence
HUMMS	17	2
STEM	19	3
ABM	17	2
Total	53	7

Table 3

Move – Strategy Occurrence (M2—establishing the niche)

Field	Opening Move Prevalence	Closing Move Prevalence
HUMMS	0	1
STEM	0	0
ABM	0	1
Total	0	2

Table 4  
Move – Strategy Occurrence (M3—presenting the work)

Field	Opening Move Prevalence	Closing Move Prevalence
HUMMS	2	16
STEM	0	16
ABM	2	16
Total	4	48

### *Opening Moves*

As shown in Table 2, all fields relied on (M1) as their opening move. However, it is the STEM field that displayed highest consciousness of its use as an opening move. Tables 2-4 show the prevalent opening and closing move pattern per field. The opening move pattern manifested in majority among all fields is establishing a territory (M1) which is utilized by 53 out of 57 UT. This finding shows the idea that, indeed, giving background of the study using existing literature is vital in the genre of research. Abuel (2016) found in her investigation that establishing a territory (M1) is found present in all 50 Philippine English STEAM RAs she analyzed. As Jalilifar (2010) explained, establishing a territory (M1) is important in persuading readers about the value of the present investigation.

Another notable observation from the corpus is the rare utilization of presenting the present work (M3) as opening move. Table 3 shows 2 UT from the HUMSS field and 2 from the ABM field utilized presenting the present work (M3) as opening move. Ozturk (2007) reported one peculiar usage of M3 as opening move. Such cases, although rare, appear rationalized in opening the introduction section by declaring either the purpose (M3S1) or the methods (M3S4) of the present study. These strategies entail discussing information regarded as necessary to be noted outright. Hence, opening the introduction section with the announcement of purpose, for example, appear acceptable.

### *Closing Moves*

The analysis of closing move exhibited that all fields used presenting the present work (M3) as a conventional closing move. In closing the introduction section, 48 out of 57 UT made use of M3, presenting the present work. All of the disciplines used presenting the present work (M3) with 16 instances each. This trend displays the tendency of writers to delay information about the present study until a research space was established by establishing a

territory (M1) and/or establishing the niche (M2). Moreover, the high frequency of presenting the present work (M3) as closing move again confirm the subscription of Philippine English UT to the prescribe pattern of Swales (2004).

On the other hand, other rare instances of closing pattern transpired in the data, in which establishing a territory (M1) had a total of 7 occurrences and establishing the niche (M2) had 2 occurrences.

### *Cycling of Moves*

Regarding the cycling of moves, Biber et al. (2007) explained that the recurrence of moves, one after the other, in the introduction section has been observed since the 1990 CARS model. Isik Tas (2008) as well reiterated that the phenomena of cycling was made more possible upon the revision of the CARS model in 2004. Further, he noted that recycling of moves has been normally observed by researchers, especially between establishing a territory (M1) and establishing the niche (M2). However, findings of the present study illustrated cycling not just between establishing a territory-establishing the niche M1-M2 pattern but as well as between establishing the niche (M2) and presenting the present work (M3).

Based on the results, 10 establishing a territory-establishing the niche (M1-M2) and 10 establishing the niche-presenting the present work (M1-M3) were observed. The latter finding follows the results of Soler-Monreal et al. (2011) which reported establishing a territory–presenting the present work (M1-M3) cycling on both English and Spanish PhD theses. It was explained that such cycling reinforces the need of PhD writers to constantly record related literature side by side the present study. This practice must be the same purpose fulfilled by establishing a territory–presenting the present work (M1-M3) cycling among the three fields of the Philippine English UT.

### *Move Strategy Analysis*

Table 5

Occurrence of Move-Strategy

OCCURRENCE OF MOVE-STRATEGY					
MOVE	STRATEGY	ABM	HUMSS	STEM	Total
M1	M1S1(Reporting conclusions)	18	21	33	72
	M1S2 (Narrowing the field)	7	9	17	33

	M1S3 (Writer's evaluation of existing research)	16	16	22	54
	M1S4 (Time frame of relevance)	8	8	6	22
	M1S5 (Research objective/ process previous studies)	3	3	3	9
	M1S6 (Terminology/ definitions)	19	12	24	55
	M1S7 (Generalizing)	42	43	53	138
	M1S8 (Furthering or advancing knowledge)	3	3	10	16
Total					
399					
<b>M2</b>	M2S1A (Indicating a gap)	8	9	6	23
	M2S1B (Adding to what is known)	4	10	4	18
	M2S2 (Presenting positive justification)	7	5	6	18
Total					
59					
<b>M3</b>	M3S1 (Announcing present work descriptive)	17	15	18	50
	M3S2 (Presenting Research Questions or hypotheses)	12	7	17	36
	M3S3 (Definitional clarifications)	4	3	2	9
	M3S4 (Summarizing methods)	14	6	3	23
	M3S5 (Announcing principal outcomes)	2	0	3	5
	M3S6 (Stating the value of the present research)	9	7	7	23
	M3S7 (Outlining the structure of the paper)	0	1	0	1
Total					
147					

Table 5 illustrates the move-strategy occurrence in all three moves with a total of 399 frequencies for (M1), 59 for (M2), and 147 for (M3). In establishing a territory (M1), STEM displayed a high occurrence of generalizing (M1S7) compared to other fields. Nevertheless, HUMSS and ABM recorded high occurrences of the same move-strategy as well. In addition, reporting conclusion of previous studies (M1S1) followed as the most prevalent manifestation of move strategy, with 33 occurrences in STEM, 21 in HUMSS, and 18 in ABM.

Subscribing to Sheldon's (2011) adapted sub-steps under Swales' sole step for establishing a territory (M1) of the revised CARS model, findings of the present study show the utilization of all seven sub-strategies for (M1) in the corpus, with a total record of 399 occurrences in all three fields. This depicts Philippine writers' tendency to subscribe to varying strategies in accomplishing establishing a territory.

M1S7, generalizing, was the strategy most utilized under M1. Further, M1S7 was also noted as the usual opening move-strategy of UT, having 38 occurrences out of the 54 UT with establishing a territory (M1) as opening move. More importantly, M1S7 was found occurring in 56 out of the 57 UT comprising the corpus. This provides 98% record of occurrence, which, following Zarza and Tan's (2016) framework for obligatory and optional moves and strategies, exceeds the 60% threshold. In addition, the high count of 138 occurrences in all three fields, predict the inclination of Philippine English writers to make generalizations either from existing references, observations, or assumptions.

Another remarkable finding about the strategies under establishing a territory (M1) is the pattern for M1S3 known as writer's evaluation. M1S3 is expected to always follow other strategies for its acceptable occurrence as an evaluation. Accordingly, findings displayed the pattern of M1S1 (reporting conclusions of previous study), M1S6 (definition), or M1S7 (generalizing) being followed, or say, concluded by M1S3.

Finally, under establishing a territory (M1), the strategy with the fewest record of occurrence is M1S5, research objective/process of previous studies, having only 9 occurrences, divided equally for the three fields. This result may be explained by the tendency of writers to resort to summarizing the objectives and methods of previous studies under the section for Review of Related Literature and not in the introduction section. It may be that reporting related findings (M1S1) is more favorable in establishing the territory rather than detailing what previous related studies have done.

In establishing the niche (M2), it is evident that all three fields used both indicating a gap (M2S1A) and adding to what is known (M2S1B) with a total of 23 and 18 occurrences, respectively. In addition, the occurrence of logical justification (M2S2), which is considered to be an optional move based on Revised CARS Model, was utilized with 18 occurrences.

Lastly, between the ways of establishing the niche, indicating a gap (M2S1A) was observed to be more favored by all three fields having 23 occurrences in total. In comparison, adding to what is known (M2S1B) had 18 occurrences in total. This finding depicts the liking of Philippine English writers to highlight a gap noted in their study, assuming perhaps that this suggests a stronger need for their present study.

In presenting the present work (M3), announcing the present work descriptively and/or purposively (M3S1) topped the frequency of occurrence, with each field highly employing it in almost all the UT. M3S1, announcing present work descriptively or purposively, is the only strategy under M3 regarded as obligatory in the CARS model. This strategy was also found obligatory in the analysis of the present corpus with 56 (97%) out of 57 UT. This obviously exceeds the 60% threshold of Zarza and Tan (2016), showing again the subscription of Philippine English writers to the prescribed model.

In addition, remarkably, M3S2, which is presenting the research questions/hypothesis, was found generally obligatory in the present data. This finding suggests a peculiar feature of Philippine English UT against the CARS model. In particular, the revised CARS model (2004) described that presenting the research questions/hypothesis is not only optional in introduction sections but is also less fixed in order as compared to other strategies. However, the present analysis tells that it is considered obligatory with 39 out of 57 UT, having a percentage occurrence of 68%.

### *Informality Feature Analysis*

The analysis of informality features done in the present study provides a direct answer towards the question of Hyland and Jiang (2017) if academic writing is becoming informal. Having gathered occurrences of informal feature shows the use of informality features among Filipino writers. A record of 160 occurrences from all the features combined makes it worthy to analyze beyond frequency counts and give focus on the realizations of the features within move-strategies.

Table 6  
Informality Features per Move-Strategy

Informality Feature	M1								M2			M3			
	M1S1	M1S2	M1S3	M1S4	M1S5	M1S6	M1S7	M1S8	M2S1A	M2S1B	M2S2	M3S1	M3S2	M3S3	M3S4
<b>First Person Pronoun</b>	0	0	4	0	0	6	1	0	1	0	0	7	1	0	1
<b>Initial Conjunction</b>	7	8	13	1	0	10	16	0	4	7	7	3	1	3	1
<b>Unattended Pronouns</b>	4	4	7	1	5	1	17	1	0	4	2	1	1	0	4
<b>TOTAL</b>	<b>14</b>	<b>15</b>	<b>19</b>	<b>3</b>	<b>5</b>	<b>18</b>	<b>37</b>	<b>1</b>	<b>5</b>	<b>13</b>	<b>10</b>	<b>10</b>	<b>5</b>	<b>4</b>	<b>1</b>

Table 6 presents the distribution of the informal features across the move-strategy pattern of the UT. Firstly, first person pronoun displayed the highest count in announcing present work descriptively and/or purposively (M3S1). Secondly, initial conjunction incurred more occurrences under M1 (establishing a niche) as compared to the other moves. Finally, unattended pronouns were observably more frequent in establishing a niche, specifically, generalizing (M1S7).

#### *First person pronoun*

Occurrence of first person pronouns in writing is presumed to be common among non-native writers, specifically because for such writers, these pronouns do not carry any personal authority over a subject (Hyland & Jiang, 2017). This phenomena of not minding the personal stance entailed by first person pronouns may be noted among Filipino writers, although not prevalent. It may be noted that high occurrences of this feature are within the move-strategies of writer's evaluation of existing research (M1S3), terminology/definitions (M1S6) and announcing the present work descriptively and/or purposively (M3S1) where writers provide their own evaluation and extended definition, and, declare their own study. These strategies imply the need for writers to state their personal insights about their study. Hence, having a

corpus from L2 writers, it may be assumed that as the strategies called for the use of personal stance, such was fulfilled without the writer's main attention to formality but fulfillment of the strategies' necessity.

### *Initial conjunction*

While other conventions of formal writing today only note initial coordinating conjunctions to be informal, Chang and Swales' (1999) list includes all conjunctions as an informal feature. For one, Hyland and Jiang (2017) specifically noted the informal realization of *however* and *indeed* when used as initials among sentences and paragraphs. However, in the analysis of Hyland and Jiang (2017), they noted that observed prevalence of initial *however* and other conjunctions through time pose a suggestion of its legitimacy as initial conjunctions.

For the present study, the occurrences appear common among writer's evaluation (M1S3), definition (M1S6), and generalizing (M1S7). These three move-strategies, upon analysis, show a need to indeed make use of conjunctions, and at times, initial conjunctions. For one, as writers provide their evaluation of the literature reviewed under establishing a territory (M1), conjunctions are very helpful not just to assist transition of ideas within sentences, but to transition from one sentence to the other—more so, from one paragraph to another. Furthermore, this may be the same case for writers having to include extended definition and a general assumption wherein establishment of relationships among concepts comes necessary. Upon fulfillment of these strategies, writers may then again direct more focus on the content being discussed within strategies, rather than being keen about formal grammatical conventions.

In addition, a notable number of occurrences of initial conjunctions in indicating a gap (M2S1A) and adding to what is known (M2S1B) is also present. Reviewing these move-strategies, it must be acknowledged that indicating the gap and justifying such indeed make use of transitional words in the form of conjunctions. Hence, the occurrences again stay true to the fulfillment of a strategy rather than a mere deviation from formality guidelines.

### *Unattended pronouns*

Hyland and Jiang (2017) explained that unattended references (e.g. Because of *this*, due to *these*, because of *those*) may be attributed to the influence of spoken discourse in writing practices. They explained that unattended references are normally occurring in academic writing without the writers realizing the possible ambiguity it may give to the readers.

In the present study, the most common occurrence of unattended pronouns (*this*, *these*, *those*) is under writer's evaluation of existing research (M1S3) and generalizing (M1S7). The omission of a nominal after the demonstrative pronoun causes vagueness to the referent and loses emphasis. It appears that Filipino UT writers under study give their evaluation and generalization without attending to the specific referents of pronouns *this*, *these*, and *those*, causing possible confusion among the readers.

### **Conclusion**

The present study demonstrated a detailed analysis of move-strategy patterns across the undergraduate theses from the fields of ABM, HUMSS, and STEM. In addition, it presented a functional analysis of informality by looking at the informality features' integration with the identified move-strategies.

Regarding the move-structure analysis, prominent among the findings is the adherence of STEM to a more patterned structure, following what is prescribed by the CARS model. This suggests the inclination of the STEM field to keenly follow a single structure normally observed in the conventions in their field.

In addition, notable about the move-pattern of all the three fields is the emergence of establishing a Territory–Presenting the Present Work (M1-M3) cycling which is normally observed among PhD theses. This illustrated that Philippine English undergraduate theses writers, regardless of the field, gives more importance in relating the background of the study with the present study, putting the noting of gap secondary, and even non-compulsory in some cases.

Now, looking at the informal features present in the undergraduate theses, the researchers tentatively conclude that Philippine English undergraduate theses writers seem to display deviance in formal writing conventions in academic writing. In fact, the occurrence of

160 informal lexis in the corpora indicates a regard of Filipino writers in informal style, veering away from the formal style prescribed in the conventions of academic writing. However, in a closer analysis of the informality features, we observed that these informal features serve a purpose in realizing a particular move-strategy in which they are incorporated. Therefore, the informal features in Philippine English texts are not to be regarded as mere deviations from formal conventions of academic writing but realizations of functions in the move-strategies.

### **Implications to Research and Pedagogy**

The findings of this study generated promising results to guide L2 learners, especially Filipino novice writers, in their academic writing. Specifically, the conclusions may be taken by EAP teachers to inform their instruction.

First, given that the corpus was comprised of undergraduate theses, it may be taken that the move-strategy analysis reflects the patterns preferred by universities and colleges in the Philippines; which, therefore, may guide instruction for academic writing starting in the senior high school level. Integrating the findings of the present study to EAP instruction may help in the early preparation of SHS students for the demands of undergraduate theses writing later on.

Second, although the findings did not show reliance of undergraduate theses on the prescribed Establishing a Territory – Establishing the niche – Presenting the Present Work (M1-M2-M3) pattern of the CARS model, it was still found that the undergraduate theses make use of all the moves proposed by the model. Therefore, the CARS model may come very helpful during the writing instruction of EAP teachers. In particular, given that there is more absence of Establishing the Niche (M2) when compared to the other moves, EAP instructors may opt to strengthen the skill of L2 writers in formulating their research gap by providing reinforced explicit instruction and scaffolding activities on this move and the strategies under it.

Third, noting the cycling of moves involved in the structuring of undergraduate theses, EAP instructors may want to focus on highlighting the importance of effectively transitioning from one move to the other. Upon closer analysis, coherent transition from one move to another as well as cycling back to the other move was not observed. Hence, as Filipino writers displayed inclination towards cycling, a focus on refining the skill of novice writers in relation to this is necessary.

Fourth, the inclusion of the move-strategies in the curriculum and explicit instruction of academic writing is strongly recommended. Particularly, the reported pattern of strategies emergent in the realization of M1 may further be investigated by EAP instructors and researchers. More importantly, these observed patterns such as reporting conclusion of previous studies (M1S1), terminology/definition (M1S6), or generalizing (M1S7) to writer's evaluation of existing research (M1S3) come very helpful in structuring the writing of novice academic writers.

Finally, derived from the analysis of the functions of informal features, it is suggested that EAP instructors and researchers investigate further the acceptability of the observed informal features in the genre of academic writing. This is particularly proposed in order to confirm the functions associated with the informal features in relation to their distribution across moves and strategies and to justify as to whether the noted deviance in formal writing are appropriate or unacceptable.

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## **Strands of Tongue: Code Switching in English Classes**

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### **1. Introduction**

Code switching (CW) or the use of students' first language (L1) in English as a second language (L2) or as a foreign language (FL) classes has become an acceptable occurrence worldwide. This may be attributed to migration and students' multilingual ability. The use of first language in English classes cannot be avoided as long as there are bilingual students in the classroom (Hamers & Blanc, 2000). A growing number of researches (Lee, 2012; Canagarajah, 1995; Meritt, Cleghorn, Abagi & Bunyi, 1992; & Gardner-Chloros) demonstrate similarities of the discourse patterns of TL classrooms and the bilingual communities. The advantages of CW in various activities in ESL/EFL classes are also supported by researchers (Cummins, 2007 & Duff, 1994).

Students code switch when they collaborate with each other or when they talk to their teacher. They use their L1 as a cognitive resource in that they process their thoughts in their L1 (Mattoili, 2004; Manyak, (2004) as what happens when they learn vocabulary, write, and read. Teachers code switch mostly to facilitate students' understanding of the lesson and during various tasks.

Furthermore, various studies show the recompenses of code-switching in the English classroom: 1) it encourages active participation among students; 2) it helps build rapport and camaraderie among students; 3) it breaks fear and other negative emotions attached to learning the target language; 4) it serves as an avenue for personal and interpersonal communications; and 5) it serves as a scaffold for students, bridging their knowledge of L1 to L2. While a lot of

studies on code switching have been conducted, these studies used questionnaires whose drawback is that it limits the possibility of discovering sociolinguistic factors that engender code switching.

This study explores the factors that engender code switching among Filipino bilingual students speaking both their L1 (Iloko) and L2 (Filipino) as they learn another L2 (English) and intends to augment the dearth of studies conducted with classroom interaction as its locus.

## **2. Method**

### **2.1 Design**

This qualitative research used the discourse analysis design which involves recording, transcribing, and analysing of data.

### **2.2 Selections and study site**

Following criterion sampling, the researcher chose three student teachers, who are bilingual in Filipino and Iloko as the selections. Filipino and Iloko are two local languages spoken by the high school students and their student teachers. These student teachers majoring in English were in their practice teaching in a public school in the northern part of the Philippines where the L1 of students is Iloko. These student teachers taught in Grade 7, Grade 8, and Grade 9, respectively. Since this study involved recording of classroom interaction, the high school students who were the students of these three student teachers were also considered part of the selections of this study.

### **2.3 Corpus**

The corpus of this study is recorded classroom discourse. The total number of hours of recording is approximately 15 hours. The types of lessons recorded included theme-based activities, vocabulary, and grammar.

### **2.4 Data Collection**

The researcher employed a triangulation approach in gathering data which includes recordings of classroom interaction, classroom observations, and interview with the student teachers and their high school students. The student teachers and the high school students were aware that their classroom discourses were being recorded although the real purpose of

recording was concealed in order to eidetically obtain data where the selections act naturally and comfortably. To equally eidetically capture the experiences of the students and the student teachers during the interview, the researcher allowed the use any of the two ‘emic’ languages, Iloko, Filipino, or the ‘etic’ language, English, to express their ideas.

## **2.5 Ethical Consideration**

For ethics purposes in the recording the naturally occurring data, the researcher asked permission from the Principal, the English Department supervisor, and the English cooperating teachers. Permission was sought from the student teachers and students for the interview.

## **2.6 Mode of Analysis**

The verbal aspects of the classroom discourse and interviews with student teachers and their high school students were transcribed. Extended texts went through cool and warm analyses. Eradication of misinterpretation was ensured (Flick, von Kardoff, & Steinke, 2004). In the analyses of data, the researcher employed the inductive approach which involves the identification of themes based on the data gathered (De Guzman, 2015). In order to ensure that the translations done from the two local languages, Iloko and Filipino, are reliable, inter-rater reliability test was done, and the ratings from four language professors who are all proficient in the three languages namely Iloko, Filipino, and English yielded a high reliability rate.

## **3. Results and Discussion**

Apart from English, the two local languages namely Filipino and Iloko are utilized in the English classes both by the student teachers and their students. The unmarked language used by the student teachers is English and Filipino is readily used at their disposal. Iloko is the least frequently used language by the teachers and is not commonly used for pedagogical purposes.

For discussion purposes, Filipino and Iloko are referred to as the local languages. In addition, the pronouns he and she are used alternately to refer to the sex of the student teacher.

### **3.1 Speech Event (Social Context)**

The main factor that engenders code switching in the English classes is speech event. Dell Hymes (1972) in Saville-Troike (2003) defines speech event as a “unified set of components throughout, beginning with the same purpose of communication, the same general

topic, and involving the same participants, generally using the same language variety, maintaining the same tone or key and the same rules for interaction in the same setting. An event terminates whenever there is a change in the major participants, their role-relationships, or the focus of attention.” Among the communicative events in the ELS situation as identified by Hymes (1972) in Muriel Saville-Troike (2003) are opening routines, teacher-directed lesson on a target language form, follow-up activity (usually involving arts and crafts or a game), and closing routines.

In the classroom discourse, the student teachers do not immediately start with the lesson. They first set the minds of the students and prepare them for the lesson. Opening routines involve arranging of seats, checking of attendance, and setting the class for the day’s lesson.

In the extract that follows, the student- teacher asks the whereabouts of students who have not yet entered the classroom, and she uses Filipino (lines 1-5). Here, the social context indicates that the use of native language is appropriate.

#### Extract

- 1     ST:     *Asan ‘yung iba?* (Where are the others?)  
  
         ((A student whispered a reason.))
- 2     ST:     *Ano? Di kita naririnig.* (Sorry? I can’t hear you.)
- 3     L1:     *Ma’am, wag niyo daw papapasukin yung mga papasok, Ma’am,*  
*kasi...*(Ma’am, it was requested that you don’t allow those who are yet to enter the  
         class. Ma’am, because. . . )
- 4     ST:     *Kasi?* (Because?)
- 5     L1:     *Pag wala silang admission slit...ay* (If they do not have admission slit . . .  
oh)
- 6     ST:     Admission slit? [student teacher trying to correct the word used by the  
         student].
- 7     L1:     Yes, Ma’am, from [that’s according to] Mr. Jerome.
- 8     ST:     Slip.

- 9 L1: Yes, Ma'am.
- 10 ST: Okay, good morning, class!
- 11 Ls: Good morning, Ms. Paglingayen
- 12 ST: Paglingayen
- 13 ST: What was our les...
- 14 Ls: Lesson?
- 15 ST: What was our lesson yesterday?

In the extract, it can be seen that after the initial routine, the student teacher greets the students in English (line 10) which signals that they are about to start with their lesson (line 13). As the teacher moves to the lesson proper, she uses the English language.

The following extract shows a move from the opening phase of the class and the transition to the beginning of the lesson proper. In this extract, it can be noticed that the student teacher and students interact with each other in straight English.

#### Extract

- ST: What can we say about this picture last time?
- Ls: Agnes and Xander were enemies.
- ST: Kindly repeat your answer.
- L1: Before, Xander and Agnes were enemies.
- ST: Okay, write that on the board. Write that on the board. How about this one? [Student teacher refers to the picture.
- L2: Xander and Agnes are friends.
- ST: Okay. Write that on the board. How about this one, boys?
- L3: Yvonne and Victor had a happy family.
- ST: Okay, write that on the board. Next.
- L4: Yvonne and Victor have a broken family.
- ST: Okay, write that on the board. Next, from the boys.

Andrew... past tense... Andrew...

L5: Ma'am, before, Andrew was a teenager.

ST: Okay. How about this one? Write that on the board. The next one?

L6: Andrew is now a father.

ST: Correct. Andrew is now a father. So now, Agnes and Xander are friends, right?

Ls: Yes ma'am.

Filipino is more frequently used during the opening and closing routines. However, when they get into the real business in the class which is the lesson proper, the student teachers shift from Filipino to English. This demonstrates the use of Bokmal (standard) and Ranamal (local) languages as explained by Blom and Gumperz in Nilep (2006), wherein Ranamal is used in greetings and Bokmal is used in business transactions.

Nonetheless, it should be made clear that even if there is a shift from Filipino to English accompanying the shift from the opening to the lesson proper, this does not mean that in their lesson proper, the student teachers and students use pure English in their transaction. This is not the case based on the corpus of from this study. What actually happens is that English is used for transitional moves, and after a series of exchanges in English during the discussion, there always occur cases of code switching. After that, when the student teachers transition to another lesson, they use English.

Following the lesson proper is the closing routines where Filipino is used. Closing routines include dismissal of the class, asking students to clean up, and answering students' queries. They also talk about other matters as shown in the extract that follows.

Extract

ST: Okay, who was not called? *Wala*, (none) all of you took the exam... okay, this will be our last day... *May klase pa kayo next week?* (Do you still have classes next week?)

Ls: *Wala na...* (No more. . .)

ST: Ah, this will be... *Sino nang nabunot ko?* (Who have I got for exchange gift?)  
((Students shouting))

- L1: *Sir, anong gusto niyong gift?* (Sir, what gift do you want?)
- ST: *Bahala kayo. Magkano ba ang kwan...* (It's up to you. How much is. . .)
- Ls: *100 pataas!* (More than one hundred pesos.)
- ST: So this will be my last day to teach you *di ba?* (. . . right?)
- Ls: *Ah? Sir?* (What? Sir?)
- ST: For this year, for this year...
- Ls: Ay. . . (I see. . .)
- ST: *Next, pero next, this January, 9 na kami mag-a-out.* (Next, but, next January 9 we will already be going out.) *Uy, di ko pa kayo diniddismiss...* (Hey! I have not yet dismissed you. )
- Okay, so, goodbye class!
- Ls: Goodbye and thank you, Sir.

### 3.1.1 Language Dominance

Related to speech event is language dominance. The classroom discourse shows that there is an automatic use of Filipino among the Ilocano students when they talk to their teacher although Filipino is their second language. The students speak English only during grammar lessons where answers are structured, meaning answers are found in the book, or are pre-formulated such as yes or no adjacency pairs. Students most frequently use Iloko when they talk with each other, although from time to time they speak with each other in Filipino, or in mix of Iloko and Filipino.

The extract that follows shows an example of students talking to their student teacher in Filipino. In this extract, the exchanges follow a discussion in grammar when one student suddenly remembers that they have an assignment to submit. This shows that exchanges not related to the lesson are usually in Filipino.

Extract

- L1: *Sir, 'yung assignment.* (Sir, the assignment.)
- ST: *Assignment? O, Saan 'yung assignment?* (Oh, where is your assignment?)

L2: *Sir, ipapasa?* (Sir, are we going to submit?)

Below is an extract showing how students communicate in their two local languages and understand each other very well. In lines 1, 2, and 4, the students speak with each other in Filipino. In lines 5 and 6, students use the Iloko language and a student speaks in Filipino and his classmate replies back in Iloko and he replies again in Filipino, demonstrating his understanding of the language used by his classmate.

Extract

- 1 L1. *Akin na hawakan namin.* [Filipino] (Let us help you. We will hold that.)
- 2 L2. *Hawakan mo.* [Filipino] (You hold.)
- 3 ST: Ah, assign persons from another group to hold your paper.
- 4 L3. *Pahiram nga 'yung ballpen mo.* [Filipino] (May I borrow your ballpen.)
- 5 L4. *Sikamin.* [Iloko] (We will just be the ones to hold.)
- 6 L5. *Agkakadwa tayo?* [Iloko] (Do we belong to the same group?)  
(Students talk with each other in Iloko)
- 7 L6. *Oh! Dito na ako.* [Filipino] (Hey, here I am.)
- 8 L7. *Ditoy ka ne.* [Iloko] (You stay here.)
- 9 L6. *Sa likod kami.* [Filipino] (We stay at the back.)

What explains this phenomenon is language dominance which plays an important role in code switching. Bilinguals rely on their second-language as opposed to their first language. This is the case of the student speaking in Filipino while talking to his classmate who is using Iloko. Because of the level of fluency and the frequent use of the second-language, a language shift occurs. This means that Filipino functions as though it were the first-language of the Ilocano students. Filipino, therefore, has become more readily available and these bilingual students rely on it more. Because of their dominant use of Filipino, they access the language faster than they do their first language.

The following extract shows a student teacher asking questions in English to students and the students reply in Filipino.

Extract

ST: Okay, for tomorrow, we will have your. . . quiz. Okay, your summative test. Okay, let's review.

Ah. . . who are the parents of Lam-ang?

((Students reply in chorus))

Ah . . . I don't want you to reply in chorus. A. . . where are your nametags?

John Lloyd. Who was eaten by Berkakad?

L1: Lam-ang

ST: Okay, Lam-ang. And then. . .

L2: *Namatay siya. Naging buto-buto.* (He died. He turned into pieces of bones.)

ST: Berkakad scattered the bones, the bones of. . .

L3: Lam-ang.

ST: Lam-ang. Okay.

L1: *Pagkatapos, Sir, binuhay.* (After that, Sir, [he] was put back to life.)

ST: And then how, how did Lam-ang resurrect?

L4: *Binuo 'yung buto.* (They put the pieces of the bones together.)

L5: *At tsaka 'yung aso.* (And the dogs.)

This shows that Filipino is easily accessed by students when they interact with their student teacher especially during their discussion. The discourse shows that although the students do not reply in English, they give accurate answers to their student teacher and this means that they understand their student teacher speaking in English.

Ilocano interlocutors show ability in communicating with each other in various languages. This phenomenon where one interlocutor speaks in one language and the other interlocutor speaks in another language and where both understand each other is amazing.

### **3.1.2 Role Relationship**

When students speak to the teacher their dominant language is Filipino whereas when they talk among themselves, their dominant language is Iloko. Here, what engenders the choice

of language is the relationship of the speaker with the person being spoken to. There are also occasions when the students talk to each other in a mix of Iloko and Filipino.

### **3.1.3 Users' perception on language**

As mentioned above, the students generally use Filipino when they talk to their student teacher and they generally use Iloko when they talk to their classmates. This is a sort of diglossia in the classroom. Joshua Fishman (1967) defines diglossia as the use of two unrelated languages as high (H) or low (L). Heinz Kloss uses the term exoglossia to refer to (H) variant and endoglossia to refer to (L) variant. To most of the students, Filipino is the more appropriate language they use in speaking with their teacher and they feel very free to use Iloko when speaking among themselves. For them, Filipino is the formal language and Iloko is the informal language. Blom and Gumperz in Saville-Troike (2003) call it as situational code switching in which speakers switch due to change in their perceptions of one another's rights and obligations.

Based on the interview with student teachers, the student teachers agree in their observations that between Filipino and Iloko, the students tend to consider Filipino as formal, with class, or *sosyal* (elite) compared to Iloko. This also explains why they tend to use Filipino when they speak to their teacher and they use Iloko more often with their classmates. This negative connotation of students for Iloko as the low language is further confirmed during the interview where the students especially the female ones tend to deny that they do not use Iloko in their classroom, a claim which is contrary to the data revealed in their classroom interactions.

The male students, however, are bolder in admitting that they use Iloko in their classroom when they talk to each other. In the data, there is one class where male students feel very free in talking to their student teacher in Iloko. They even joke with him in Iloko.

In the interview, when asked what language they use in talking to each other, the female students would reluctantly admit that they use Iloko but the male students are bolder in admitting that they do speak in Iloko with each other.

### **3.1.4 Level of Formality**

The level of formality of the speech events also affects code switching. Here, the opening and the closing routines are classified as informal and the lesson proper, the real business in the classroom, formal. Filipino is generally used during the informal speech events and English during the formal speech events in the class. The Iloko language is rarely used

during the informal interaction between student teachers and the students during discussions. Classroom discourse shows that it is mostly used during student's private conversations (or when students speak among themselves).

### 3.1.5 Language Choice by the Initiator of the Interaction

As earlier mentioned, teachers have three languages at their disposal in the classroom and for many occasions in the data, the language used by the students in responding to the student teacher depends generally on the language used by the latter in initiating the talk. This is illustrated in the exchanges between the student teacher and the students as they talk about the students who are not yet in the classroom. The student teacher starts speaking in Filipino and the students reply in Filipino. When the teacher speaks with the students in English as in greeting-greeting adjacency pair, or goodbye- goodbye adjacency pair, the students reply in English. When the student teacher speaks, in Iloko the students reply in Iloko.

The extract that follows shows a teacher initiated code switching showing the Filipino-Filipino sequential pattern. It is worth noticing that the teacher's use of the language that is more comfortable to students prompts the students to participate more actively. The same also facilitates better understanding among the students.

In this extract, the student teacher explains the stress pattern of a sonnet they are analysing.

Extract

ST: *Di ba iambic pentameter siya lahat?* (Have you observed that they are all iambic pentameter?) So, we just follow the same. If you have questions, just tell me.

L: *Paano nangyari?* (How did that happen?)

ST: *Paano nangyari?* (How it happened?) *Sa second line?* (In the second line?) Comfort *kasi* (because) we have the iambic pentameter, so the pattern is stressed unstressed stressed...

((The students continued describing the pattern.))

The extract that follows shows another teacher initiated code switching, this time in the Iloko language. Notice that after hearing the teacher student speaks in Iloko, a student volunteers to participate, calls her teacher's attention using the same language used by the

teacher. Here, we see Iloko-Iloko language sequence. This extract is connected with the extract above in which students are asked to describe the stress pattern of the sonnet.

Extract (Iloko-Iloko)

ST: Others can you follow?

Ls: Yes, Ma'am.

No, Ma'am.

T: No? Why don't you try it yourself on your notebook? *Aginggana amin diay baba*

(Until the last line) ((requesting the students to answer until the last line.)) *Tapno*

*malpasen.* (So we can finish all.)

L1: *Ma'am, siyak man met.* (Ma'am, I too.) ((Student volunteers to recite.))

The code used in initiating the talk determines the code used in the replies (Filipino-Filipino, English-English, or Iloko-Iloko language sequence). This phenomenon is related to Carol Myers-Scotton's exploratory choice maxim -- "to make exploratory choices as candidates for an unmarked choice and thereby as an index of rights-and-obligations (RO) set which you favour." Here, "the social meanings of language choice and the causes of alternation, are defined entirely in terms of participant rights and obligations" (Nilep, 2006 p. 11).

As mentioned earlier, the language choice of the students is generally dependent on the language used by the student teacher. However, there are also cases wherein the student teacher discusses with the students using the English language and the students do not reply in English but mostly in Filipino. This is previously illustrated in several extracts. Very rarely do the students speak in Iloko with their student teacher especially during discussions but here is an extract showing a group of boys bravely and comfortably speaking with their student teacher using Iloko.

This extract also proves that the students understand their text written in English, that is the Ilocano epic *Biag ni Lam-ang*. As can be noticed in this extract, the students also understand their teacher who speaks in English and give him accurate answers. Yet they prefer to speak in Filipino or Iloko.

The extract that follows also illustrates that the student teacher shows some tolerance on students expressing their ideas in Filipino or Iloko and tries to model how their ideas are expressed in English by translating their ideas in English.

Extract

ST: Okay, what are some of the supernatural ability of Lam-ang when he was born? What are some of the supernatural abilities of Lam-ang when he was born?

L1: Sir, can speak.

L2: *Nakakalakad na, Sir.* (Can already walk, Sir.)

((Student speaking in Filipino.))

ST: Okay, can already walk.

L3: *Sir, makapagnan, Sir.* (Sir, he can already walk)

((Another student echos the same answer in Iloko.))

L4: *Sir, makasaon.* (Sir, he can already talk.)

L5: *Sir, isuna ti nagpili ti naganna.* (Sir, he himself chose his own name.)

ST: Okay, Lam-ang can already choose his name.

L4: *Sir, makasaon.* (Sir, he can already talk.)

ST: A? A . . . Lam-ang can already talk.

This phenomenon in the classroom, in which the student teacher speaks in English and the students reply in Filipino, is confirmed by student teachers during the interview.

Extract

MV: . . . Do you remember instances when you spoke in Iloko or in Filipino and your students reply back in the same language that you used?

ST: Yes, Ma'am. But most of the time, when I ask questions in English, they reply back in Filipino. But if I ask them in Filipino, of course, they reply in Filipino. I find myself allowing them to speak in Filipino but I also encourage them to translate it in English.

Student teachers are not the only ones initiating code switching but also the students. It is worth noticing, however, that students do not initiate communication with their student

teachers in English. They are more comfortable using Filipino and Iloko, although in most cases, they use Filipino. This has been elaborated in the initial discussions.

The extract that follows shows an example of student teacher speaking in English as he explains his lesson and a student talks to him in Filipino and he replies in Filipino (see lines 12 and 13).

#### Extract

1 ST: Okay, Ordinals and what is the function of the ordinal numbers? Ah... what are the... what is... what is the function...

2 L1: Merriam Webster!

3 ST: What is the function? Oh you look at this, Ordinal numbers...tells how many of something are there? How many puppies?

4 Ls: Eight.

5 ST: How many friends?

6 Ls: Fourteen.

7 ST: How many roses?

8 Ls: Eightee.

9 ST: Oh, how about this?

10 Ls Place or the whole... position.

11 ST: Very good!

So ordinal number tells the position of something in a list.

Okay, oh, will you give me example of ordinal number with...with nouns,

Okay, they modify, okay...I will give you 5 seconds to think, 5 seconds to think,

5,4,3,... Cardinal, okay, eight puppies! Go!

12 L2: Ay, *ganun lang*, Sir? (That simple, Sir?)

13 ST: Oo, *ganun lang* (Yes, as simple as that.) , 5, 4, 3, 2, 1...

In the extract that follows a student using Iloko asks the student teacher about the message of the sonnet they are analyzing (line 1) and the student teacher replies back in Iloko (line 2). In line 4, a student reasons out in Filipino and the student teacher also speaks in Filipino (line 5) then another student participates in Filipino (line 6). Here we see the Iloko-Iloko, and Filipino-Filipino language sequences in a student initiated code switching.

#### Extract

- 1     L:     *Ma'am, anya diay message na? Ma'am?* [Iloko] (Ma'am, what then is the message of the poem? )
- 2     ST:    *Anya kuma?* [Iloko] (What do you think?)  
  
((The students continue thinking about the message of the two stanzas in the sonnet.))
- 3     S:     From the first line, what riches have you that you deem me poor?
- 4     L:     *Nagtatanong lang naman, Ma'am.* [Filipino] (Ma'am just asking.)
- 5     ST:    *Dun nga nag-start eh.* [Filipino] (Yeah, it starts there, don't you see?)
- 6     L2:    *Ma'am, parang kinukwestyon niya yung status niya. Ma'am?* [Filipino]  
  
(Ma'am, it's as if the speaker is questioning the status of the person spoken to, Ma'am.)
- 7     ST:    Yes, yes.  
  
((The students talk with one another in Iloko.))

Discourse also shows a pattern wherein the student teacher speaks or asks question in English and students reply in Filipino. And the teacher speaks back in the language used by the student. What happens here is that the teacher intends to elicit some more answers from students or to ease tension and uses Filipino to do so.

Relatedly, when a student asks question for enlightenment in relation to the lesson and does so in Filipino, the teacher responds in Filipino.

What explains this phenomenon is that in using the same language (code) used by the student, the student teacher contextualizes her language for the purpose of building rapport with the student or of creating a comfortable teaching-learning atmosphere. This can be further

explained by the idea that the form of each speaker's utterance helps to define the unfolding situation. This negotiation in itself has a social meaning.

Based on the observations above, we can say that there is great preference for subsequent speakers to maintain the language of the previous turn in order to bracket a sequence from the preceding discourse or to negotiate a common language. Conversation analysts in their study of sequential functions of language alternation suggest that code switching serves to enhance turn selection and that code switching is accomplished by parties in interaction, which is a characteristic of conversation.

Still related to speech event as a factor that causes code switching are the various purposes of classroom moves done by the student teacher. Discussions that follow present various classroom moves in which code switching is used purposively. To differentiate this from the speech event, the term speech acts by Dell Hymes is used to refer to the specific moves. The speech acts presented here are based on the actual interaction as seen in the classroom discourse (Nilep, 2006). These are not based on assumptions about the general functions of code switching. These various moves by the student teacher as revealed in the discourse corroborates with the explanation of Martin-Jones (2000) in Lee (2012) that discourse-related code switching serves to signal the transition between preparing for a lesson and the start of the lesson, to specify a particular addressee, to distinguish "doing lesson" from talk about it, to change footing or make an aside, to distinguish quotations from a written text from talk about them, to bring out the voices of different characters in a narrative, to distinguish classroom management utterances from talk related to the lesson content (p.2).

This study supports Lee's (2012) argument that discourse patterns of TL classrooms do resemble those of bilingual communities.

### **3.1.6. Classroom Management Moves**

Classroom management moves are moves involved in stressing discipline among students in order to facilitate learning and to provide for them a healthy learning environment.

Code switching is used to state a rule or classroom policy, to do some routines e.g. checking of attendance and the whereabouts of students, and checking where the students are seated.

Extract

ST: Is Jemuel present?

L: Yes, Sir

L2: Yes, Sir

ST: Jericho? *Meron? Meron?* (Present? Present?)

Jerome? Jerome? *Meron?* (Present?) *Wala?* (Absent?)

Code switching is also used to reprimand. Student teachers use Filipino or Iloko when reprimanding students or when imposing discipline, e.g. when students are taking a quiz. Reprimanding is also realized when an information is provided and the only expected response is an acknowledgement of attention or understanding. Sinclair and Coulhard (1992) call this as the informative act.

Extract

ST: Are you done copying?

Ls; Yes, Ma'am.

ST: *Pinicture yon. Haan kayo met agkop-kopya.* (You simply captured [what is written on the board]. You are not copying at all).

During the interview, one student teacher explained that he usually uses the English formulaic expressions in asking students to behave. These expressions are 'Shut up!', 'Keep quiet!', and 'Silence please.' However, students sometimes become uncontrollable and the student teachers use Filipino and Iloko to express their annoyance.

In the corpus, when the student teachers are really annoyed or are raged by the students, they express their annoyance in Iloko. One male student teacher even threatened the student with *Barsakenka dita ne!* (I will throw something on you!), but actually does not do it because he knows the consequences of doing corporal punishment. The same case of using Iloko when students become uncontrollable was confirmed during the interview with a female student teacher. Another female student teacher explained that she scolds students first in straight English and eventually shifts to Iloko.

In an interview with a female student teacher, she revealed that she does scold students in straight English first, then shifts to the local languages.

Code switching is also used to warn. In the extract that follows, the teacher tries to warn or threaten (although not in a threatening voice) the students for not having prepared for

their presentation. This is to remind the students that if they do their best, they get reward, and when they do otherwise, they also get the corresponding consequence.

Extract

ST: Ah. . . if you fail to prepare, you will fail, okay?

*Kung hindi kayo nakahanda, humanda kayong bumagsak, okey?*

(If you are not prepared, prepare to fail, okay?)

When negotiating with students, student teachers also code switch. On the other hand, when students observe their classmates misbehaving, they report it to their student teacher and they use their mother tongue. In addition, students ask permission to go out for various reasons. One is that they are going to attend practices or get something from outside their classroom. When asking permission, students use their mother tongue.

### **3.1.7. Pedagogical Moves**

Pedagogical moves refer to the categories of speech acts used by the student teachers in teaching or in facilitating learning and also the acts of students as they interact with their student teachers during their discussion. Code switching is used purposively in these various specific acts are: to explain lessons, to translate, to reiterate lessons for better understanding, to repair or correct a statement, to assist students, to ascertain whether students understand the lesson, to nominate, to quote, to give feedback on students' performance, to assist students, to give instructions, to nominate, to interact, and to ask questions. The results of this study run parallel with the results of the study conducted by Vivencio and Vivencio (2016) who found that code switching in the English classes are used to explain grammar, manage classes, translate unknown vocabulary items, and for humorous effects.

### **3.1.8 Solidarity Moves**

Solidarity moves are moves done during the lesson in order to provide for a non-threatening learning atmosphere. Findings in this study run parallel with the findings of Sert (2014) in which code switching serves as a tool for building solidarity and intimate relations with the students for the purpose of creating a supportive language environment in the classroom. Among the uses of code switching in this study are: to create a friendly atmosphere during discussions/class activity by easing fear and injecting humor, to express concern, to tease (in a positive way).

### **3.2 The Absence of Rule in the Use of English only**

Besides the speech event or the social context, another factor that engenders code switching on the part of students is the absence of strict rules that require them to speak in the English language only in their English classes. During the interview, student teachers revealed that their cooperating teachers encourage them to code switch as they understand the benefits of code switching and also the nature of their students. This also affirms the findings of Vivencio and Vivencio (2016) that all the male and female teachers admitted switching to local languages in their English classes.

### **3.3 The Nature of Students**

Students' fear of committing errors, of being teased or laughed at by their classmates is among the reasons why they hardly ever speak in English. They lack confidence in speaking because using the language in communicating is not usual among the Ilocano students as compared to students in speech communities in the Philippines where children are talked with in English and hence they do not feel shy using the language.

The scenario presented above confirms Auer's (1998) claim that code switching reflects social situation. Students' shyness in speaking using the English language reflects the community they belong. Even if the students are capable of using the language, they become reluctant about using it because of their fear of being teased or stigmatized. As with their fear of committing errors in their grammar, both teachers and student teachers should explain to them that errors are part of learning. The bully students should be reprimanded from doing it so that their classmates can freely use the language without any fear of being teased when they commit errors. Teachers and student teachers should employ various strategies in motivating their students to use the language or provide more opportunities for them to use the language. A lot of communicative activities and strategies are available for their use.

## **4. Conclusion**

This study confirms that like in other ESL/EFL classes worldwide, code switching is indeed a naturally occurring phenomenon. In this study, code switching occurs in various levels and there was never an instance when a class was done in straight English from the opening to the closing phase.

The major factor that engenders code switching is the speech event. Related factors to speech event include language dominance, role relationship, user's perception on language, level of formality, language choice by the initiator of the interaction, classroom management moves, pedagogical moves, and solidarity moves. Other factors that cause code switching are the absence of rule in the use of English only and the nature of the students.

Code switching is employed both by the student teachers and the students in various speech events in the English classes. Both the student teachers and the students recognize the fact code switching is not a disposable feature of English classes. They know how to choose the language from their linguistic repertoire in order to carry out a successful communication. Code switching serves as a teaching resource for the student 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 in their target language. Finally, the social motivations of code switching which stemmed from studies on ordinary every day conversations, are manifested in the classroom interaction. Findings of this study show that the classroom is also a place where social meanings are constructed. Code-switching may be seen by others as a manifestation of low proficiency in the target language but this is hardly supported by researches. On the other hand, it may well be a result of the current trend where English is being taught in educational systems entire the world for various relevant purposes at all levels, apart from the local languages also being taught.

## **5. Implications to Language Teaching**

The scenario presented above confirms Auer's (1998) claim that code switching reflects a social situation. On the macro-level, code switching reflects and manifests the influence of the widespread use of code switching in the Philippines. On the micro-level, students' anxiety in using English reflects the community they belong. Even if the students are capable of using the language, they become reluctant about using it because of their fear of being teased or worse, being ostracized. Fear of committing errors in grammar explains this attitude. Teachers and student-teachers should employ various strategies in motivating their students to use the language or provide more opportunities for them to use the language. A lot of communicative activities and strategies are available for their use. In addition, whenever possible, student teachers and teachers should encourage students to use the TL by assuring them that errors are part of language learning.

On the other hand, this scenario shows that the quality of English the Filipinos generally demonstrate is beginning to decrease which is attributed to a lot of factors, one of which is the fact that Filipino has become dominant among the Filipinos. This happens along with the development of the Filipino language, now becoming popularly used in various forms of media, including social media. This shows that the influence of media cannot be underestimated. This also implies the power of students' exposure to media in English which is now favorable as most students love to spend time on social media. They can easily acquire the TL language when exposed to this, both inside the classroom and outside.

In addition, students' exposure to English is being delayed because of the inception of MTB-MLE. Admittedly, MTB-MLE has a lot of advantages as shown by researches worldwide. But since, the use of English in teaching especially in Math and Science is delayed until the pupils reach Grade 4 the pupils' exposure to English will also be delayed. Hence, teachers from Grade 4 up to the Junior High School should exert a lot of effort to really speak the target language because the only opportunity for them to speak the target language is in the classroom. When they reach home, when they are with their peers, when they go to church, the marketplace, or to some other places, they do not normally use English.

Setting the sad scenarios aside, and considering the plight of students who admit that they have difficulty coping with their lessons if their student-teachers speak in English, student-teachers may still employ code switching but not to the point of using it most of the time in their English classes. This is affirmed by the fact that students understand concepts in English and they may have the capacity to speak in English as well but choose not to use the language because of their anxiety. Their recognition of the various positive functions of the local languages in their English classes is commendable; however, they should also begin to re-think whether their code switching really helps students in their acquisition of the target language or it might only impede their development of the TL. While the use local languages helps build solidarity and rapport between the students and the student teacher, there should be balance in empowering the students or simply babying them, thereby their attempt to use the TL is hampered. If code switching helps in the development of the target language among students, then let it be so. If on the other hand, the teacher finds it otherwise then by all means s/he should use other tools and do his best to help the students acquire the language and use it properly.

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### **Glossary**

Ilocano: Filipinos who are mainly in the northern region of the Philippines; the third largest ethno-linguistic group in the Philippines

Iloko: language used by Ilocanos; L1 of the selections

Filipino: a term used to call the people of the Philippines; also used as a name of the national language of the Filipinos; a second language to Ilocano interlocutors.



## **Writing and Lexical Development of Indonesian Bilingual Children Studying in Australian Primary Schools**

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## **Abstract**

This article discusses the evidence of individual differences among the Indonesian bilingual children in their writing and lexical development in Australian primary schools. It employs a longitudinal ethnographic approach collecting data on how the children's levels of bilingual writing and lexical development reflect differences in the approaches they have been exposed to in the school context and their individual differences in age and learning styles. Research result demonstrates that the two Indonesian bilingual children in the process of becoming bilingual demonstrate some marked individual differences toward their bilingual writing and lexical development in Australian school context. These differences appear to relate to the types of experience and support the children have in the school and these are impacted on by the attitudes towards the use of L1 of their mainstream classroom teachers.

**Keywords:** writing, bilingualism, biliteracy, lexical development

## **Introduction**

Biliteracy and bilingual development have become the recent debates among scholars globally. Biliteracy and bilingual development can be traced from ecological perspectives (Hornberger, 2017) and the narrative account of family biliteracy and bilingual development (Kabuto, 2017). These bilingual researchers argue the importance of becoming bilingual and biliterate individual in responding the current globalisation trend. For this reason, the investigation on the issue of bilingualism and biliteracy development is further important to be conducted.

The research on bilingualism and biliteracy development for Indonesian learners have been conducted in several areas. For example, Abduh & Andrew (2017) studied adult bilingualism and biliteracy; Abduh, Rosmaladewi, & Basri, (2018) investigated awareness and commitment to bilingualism and internationalisation; Rosmaladewi & Abduh (2017) investigated collaborative language culture that support biliteracy and bilingual development of learners; Ramly & Abduh, (2018) investigated language and assesment; and Hudriati, Patak, & Basri (2018) explored assessing Indonesian students' writing. Despite these previous studies, there is still limited research that focuses on the lexical development of Indonesian bilingual children in English speaking environment. In addition, Creese and Martin (2003) point out, there has been little research into the inter-connections between

languages and their users in the classroom context. Therefore, this study aims to fill this gap. This article presents lexical development of Indonesian bilingual children in Australian primary school contexts.

The research question to be addressed in this study is: How does the children's level of knowledge about, interest in and approach to supporting bilingualism and biliteracy impact on their bilingual writing development in Australian literacy classroom?

## **Literature Review**

Despite there are numerous studies in lexical development of bilingual learners, the authors choose four relevant previous studies: a longitudinal ethnographic study on teachers attitude to support the development of biliteracy (Jafar, 2010); an in-depth case study on factors affecting biliteracy and bilingual development of learners (Abduh, 2018); the importance of classroom environment in supporting bilingual and biliteracy development (Palmer & Martínez, 2016) and activities that can enhance students' biliteracy and bilingual development (Song, 2016).

Jafar (2010) conducted a longitudinal ethnographic study on teachers' roles and attitude in supporting biliteracy development within Australian contexts. Jafar indicated that the role of mainstream teachers in supporting children's biliteracy development and bilingualism in a public primary school where English is the medium of instruction is significantly essential in building biliteracy development. Jafar recommended a further research of Indonesian children within different setting and larger participants.

Abduh (2018) carried out an in-depth case study on factors affecting biliteracy and bilingual development of learners. Abduh commented that, besides teachers' roles, curriculum, leadership, school visions, collaboration and partnership and assessment were important factors in developing learners' biliteracy and bilingual development. This study concluded that the more interactive and interconnecting factors, the better the result of learners biliteracy development. Abduh also suggested that for non-English speaking environment, it is important to fully immerse learners within the target language as much as they can.

Palmer & Martínez (2016) observed the importance of classroom environment in supporting bilingual and biliteracy development. They argued that "classrooms need to be hybridity in diverse communities... need to be places that allow and encourage—code-switching, translating, and other dynamic bilingual practice" (p. 4). This indicates that the opportunity and

spaces that are provided within classroom environment helps students build their bilingual and biliteracy development.

Song(2016) investigated several activities that can enhance students' biliteracy and bilingual development. Song found out that activities such as group works that collaborate students from cultural backgrounds, bilingual family pictures and festivals, repeated readings and retelling bilingual pictorial story-telling books can support the development of learner biliteracy skills. The research suggested that the adoption and adaption of such similar bilingual activities can assists students to be bilingual learners.

### **Research Method**

The record of L2 and L1 writing development is divided into two sections: *English* and *Indonesian* texts. The materials and analysis presented here for each child have been drawn from a range of data sources: observation, field notes, interview, reflective journal, photographs, videotaping, and portfolios. Some aspects of the children's bilingual writing development in each language to consider are vocabulary development, events and activities taken from the child's writing journal, their story writing, literacy book and other collected documents in writing over four terms of a full year. This is for the purpose of demonstrating the development in the L2 and L1 writings created by the children.

In considering each child's bilingual writing development one aspect focussed on was each child's development of English vocabulary in the texts they produced through their English writing activities in school and through homework support also at home. These texts were carefully selected by the classroom teachers and the researcher to represent the performance of each child in each term of the year and were put into his/her individual portfolio. The rubric used for portfolio selection included consideration of a range of criteria. For the texts to be included in the child's portfolio they had to have been responded by both teachers and the students, as well as us as the researchers having been present as the ethnographers at some stage during its production in order for us to have an understanding of the literacy processes covering the circumstances of its production, including in relation to the context, content, development, and media of biliteracy (Hornberger, 2004).

The analysis was divided into two approaches: (1) using Compleat Lexical Analysis Tool (can be accessed from the site [Http: //www.lextutor.ca/132.208.224.131/](http://www.lextutor.ca/132.208.224.131/)) developed by Tom Cobb (1997) to determine the vocabulary development in writing outputs produced by each child over a one year period of the school calendar covering consideration of vocabulary in relation to the patterns of the most common words that people used in everyday conversation, academic words and unfamiliar or technical vocabularies; and (2) using contextual analysis to analyse reading outputs, literacy activities/events, portfolio documents and strategies both in Indonesian and English in Australian social contexts. The lextutor tool analysis has been used by other researchers (Abduh & Rosmaladewi, 2017b) to analyse business lexical development. The analysis focuses with the two middle primary school years, Haris and Wendy (pseudonyms), who was studied from Grade 3 into Grade 4.

## **Findings and Discussion**

### **Haris: Age: 8.1 years Grade: 3 Time in Australia at Term 1: 6 months**

At the time the research commenced Haris was eight years and one month old and he had been living in Australia for 6 months with his parents and two siblings, his older and younger brothers. The children were mostly exposed to L2 use in the neighbourhood outside the home.

Before coming to Australia, Haris had studied to Grade 2 year level in an Indonesian primary school. At this grade level he had just started to read and write in Indonesian, so that his L1 literacy level was at an early stage of development

### **Haris's Bilingual Writing Development in School**

Haris' L2 writing progressed significantly over the four terms that he was observed at school. His improvement can be seen both in vocabulary growth and the number of texts produced over the four terms as shown in Figure 1 below

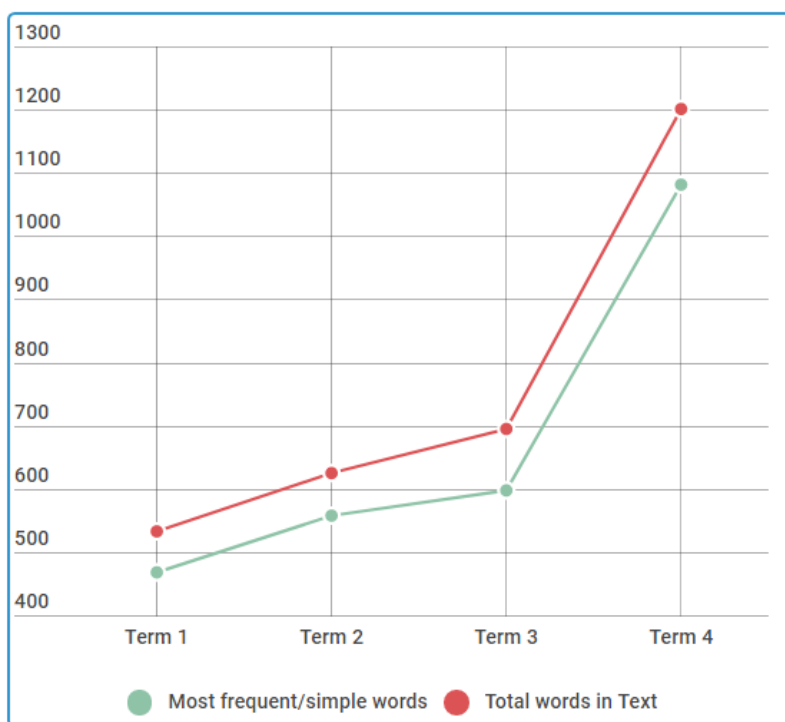


Figure 1: Haris's Bilingual Writing Development in School

Over the four terms Haris' L2 writing development is evident both in the most frequent/simple words doubling and in the average number of words also almost doubling with the growth from Term 3 to Term 4 being particularly great.

Other aspects explored were the activities and events in his writing. In Term 1, Haris read his own writing to the teacher and wrote about his ideas using simple sentence patterns that had been introduced and practised. The following sample of Haris' writing was taken from his literacy activity in the classroom where he had to write about 'what he likes and what he thinks about himself'. He expressed his meaning clearly without any spelling mistakes:

At school I like to play sport  
 I am superb at art work  
 I can run really fast  
 I think that people should be nice  
 I wish to improve at sport

I am interested at science

I like eating ice-cream (40 words)

In Term 2, Haris used some complex vocabulary items in his writing (eg. gun paint, off duty) and his sentences are much more complex than in his texts in the first term, as shown below:

I am a sailor

I eat biscuit and dried fish and cheese salted meat covered in maggots and pickled cabbage that the rats have nibbled. During the day I wash the decks, clean the gun paint off the ship or repair the ship.

Some of my friends that are off duty pick on me while I work hard.

They eat 5 pm on the lower deck away from the captain (70 words).

In Term 3 Haris wrote a short story which reflected his experience. It was quite an imaginative piece of writing that drew on his experience and topics he had been learning about:

The Adventure in the city

At Sunday in 2004 Dad and I in the city, Dad decided to go to have a picnic in national park. When we arrived we had our lunch. After lunch my Dad and my Mum felt asleep. My brother Jake and my sister Annie decided to explore Just near the Yarra river we saw a big hole. Then we went in When we were out of the big hole. We were in Gold fields. Then one miner found a gold. He put it in the museum. Then we tried to get gold (97 words)

In the fourth term, Haris used chronological order markers, *first*, *second*, *after*, *next*, to structure sequences in his writing. . Whilst the tenses were quite mixed as can be seen in the following writing, this was nevertheless quite an ambitious and sophisticated story:

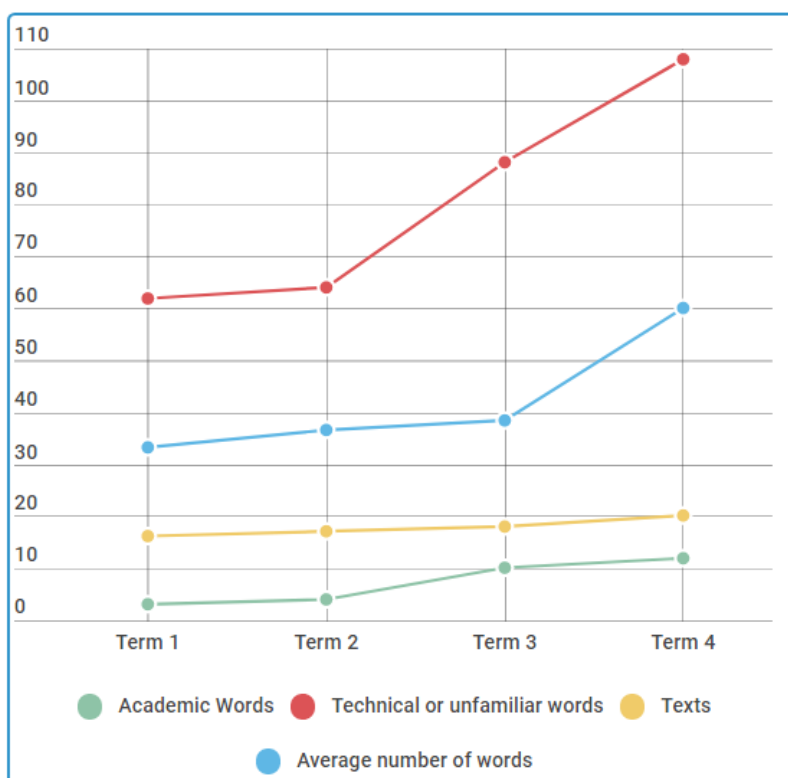
### My best birthday

On September the eleventh it was my birthday.

That is tomorrow so I asked my mum if I could go to the shop to buy the ingredients for the cake. “Mum could I go to the shop with you”, I asked. “ Yes, you could come with me to the shop”, said mum.

First we brought chocolate for the cover. Second we brought icing for the inside. Next we brought flour, lollies, balloons, birthday candles, and a birthday present. We then went home to make the cake, hang up the balloons and get ready for the party. Mum signaled that it is time for sleeping, so we slept at 11 o’clock. Tomorrow my friends came to my house for the party, first we played hide and seek. After I was it in that game we played tigi. In there we played with a ball. After that we went home to eat the cake. After that I open my present box. I got 10 toys another 10 is books about Australia and I got a globe (186 words).

The evidence of the selected texts exhibited above from the first to the fourth terms provides more detailed support to the numerical data in Table 3.1.



Haris also started to develop his L1 writing in the third and fourth terms that I was observing him, when he was exposed to a different classroom teacher, Robinson, a senior classroom teacher in the school. Robinson has been categorised as a teacher who is strongly supportive of biliteracy and bilingualism. He was flexible in his classroom practices and encouraged the children to be creative in their literacy learning. In the case of Haris, as a non-native English speaker with a limited vocabulary in English, Robinson approached him in the classroom suggesting that Haris could write first in his L1, and then write it up in English. According to Robinson, this would be easier for Haris since he would already have the ideas to write in English. This was the start of Haris producing L1 writing texts over the second half of the year and this experience and encouragement was pivotal for his L1 literacy development at school as shown below in one of the text samples produced by Haris. This sample was taken from Haris' L1 writing portfolio and is about his weekend activity:

Akhirpekan	Weekend
<p>Harisabtusayatinggal di rumahsekitar jam 2 siangsayabermain tennis meja. Sayamenangmelawan ayah saya. Setelahitu, kami makansiangdenganbayamcampurkentang. Sayasukabayamdengankentangtetapitidakden gankuekentang. Setelah itu kami pergiketempatbelanja di kota. Kemudian kami pergikerumahtemankarenadiaakanpulangke Indonesia. Di sanaagakmembosankantetapikitabermain play station. Besoknyasayatinggal d rumahlagi kami adapestadirumahdansayabermain di computer sampai jam 3 siang. Kita pergikekiosuntukbeliberbagaijenismakananke mudiankitapulangerumah.</p>	<p>On Saturday, I stayed at home. At around two a clock I played table tennis with my Dad. I won the table tennis game versus my Dad. After that we had lunch with spinach mixed with potato. I like spinach with potato, but not with the potato cake. Then we visited a friend who would go home Indonesia. We got bored there, but we played the Play Station. The following day, I stayed at home again because we had party at home and I played in the computer until on three o'clock. We went to the Milk bar to buy varieties of food to bring home (Translation).</p>

This sample of L1 writing demonstrates that Haris had developed his capacity to express himself in writing in L1 to a level far beyond that which he had at the time that he left his Indonesian school about a year previous to this. The sentences are very well connected from

one to the other using connectors such as “setelah itu (after that), kemudian (then), tetapi (but)”. It appears that this level of sophistication in structuring his L1 writing has been influenced by his experiences in the first two terms at school in Australia being encouraged to express himself in English using Australian pedagogical approaches to encouraging school-related literacy practices. Haris seems to have been able to transfer literacy strategies and skills from L2 into L1 and vice versa.

**Wendy: Age: 8.2 years Grade: 3 Time in Australia at Term 1: 18 months**

Wendy was eight years and two months old at the commencement of the study and she was living temporarily in Australia. She had resided in Australia for about one and a half years when I started approaching her to participate in the research and was studying in Grade 3. She was with her older sister who was studying in Year 7, and they were the dependent children of their mother. They expected to be staying in Australia for about four years with irregular visits from their father, who worked in Indonesia.

**Wendy’s Bilingual Writing Development in School**

Wendy progressed significantly in her L2 writing over the four terms that I was observing her. This development can be seen both in the growth in her vocabulary and in the number of texts (see Table 3.2 below).

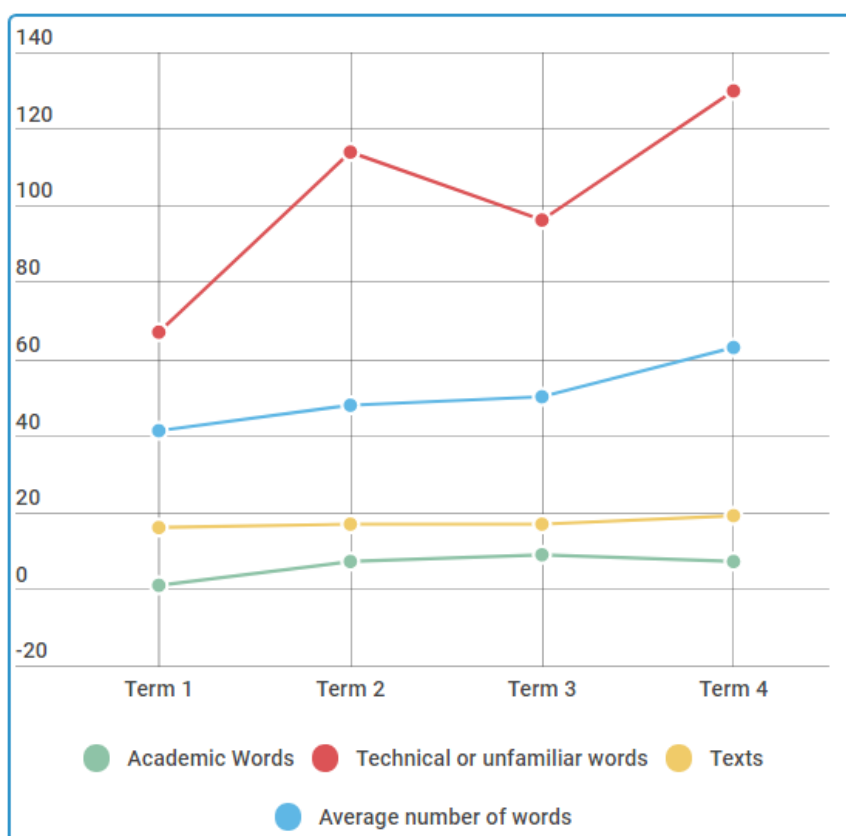
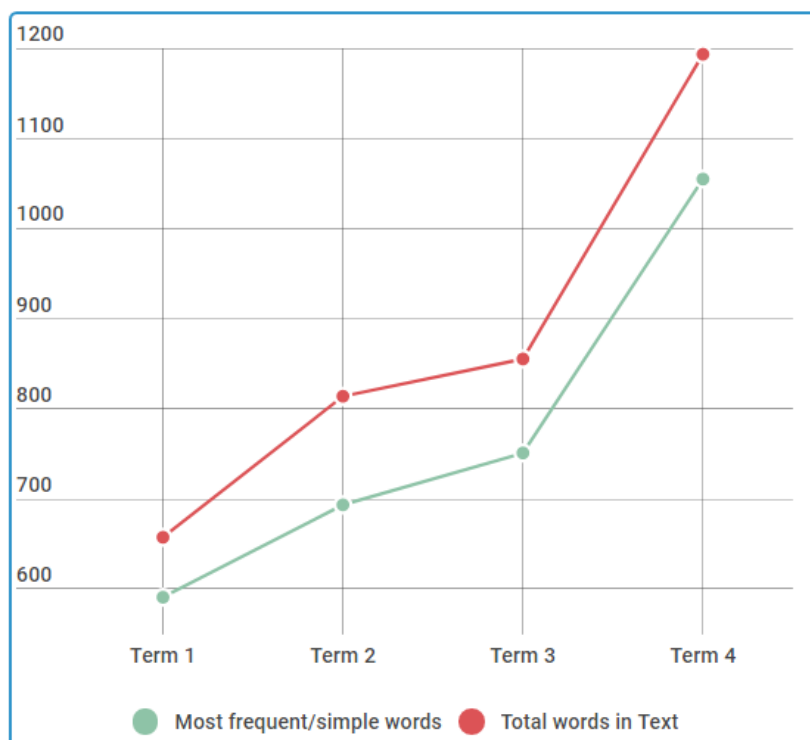


Table 3.3 shows how Wendy's L2 literacy production steadily increased over the year. The token for unfamiliar words produced per term doubled. Whilst the quantity of texts did not increase very much there was a 50% increase in the average length of each text.

The other aspect to consider is the activities and events in her writing. In Term 1, Wendy wrote simple words, simple sentences and simple phrases. In developing her writing skills, she used pictures to assist with her written communication and she was able to read her own writing aloud to check her structure and vocabulary.

The following sample of Wendy's writing was taken from her literacy activity in the classroom where she had to make a drama about 'Noah' that would be performed at the literacy celebration at the end of the year. She drafted the scenario of the drama as follows:

Go Noah

Let all the animals goes in the ark so they don't get wet.

Mrs. Noah helping Noah builds the ark bigger.

Angles tells Noah that he have to build a mighty ark for the rainy day.

Families: they agree what Noah says (44 words).

In the second term, Wendy wrote simple sentences to make simple requests, or express basic needs, and wrote a series of events or actions using familiar or most common vocabulary as well as producing texts in a variety of writing genres, such as letters, procedural writing, news writing etc. The following example was taken from her writing sample produced in the classroom. She wrote a letter to her friend, Ayu (pseudonym) telling her about the school activities that she had experienced. She wrote clearly connecting sentences to make a coherent narrative text as can be seen below:

Dear Ayu

It's so cool you get to do cheer leading and you get go camping.  
Sometimes my friend and I do some dancing or cheer leading at school  
at playtime.

Our school holiday is coming up on June 25<sup>th</sup>.

This week in art we're doing clay. We have to make a dragon or a dinosaur. I made a dragon it looks cute. We put the dinosaurs and dragons name kiln. A kiln is a special oven for a sky. Our art teacher is called Jenny W. So we have fun on your summer holidays.

From

Wendy

p.s: please write back to me (103 words).

In Term 3 Wendy wrote a short story that drew on her experience. It is a narrative recount in the first person of the events over the time when she was ill at home and is sequentially structured:

On Saturday, I was sick. So I stayed at home. I read my library book and I watched my dad's. I watched Looney Tunes back in Action, Mary-Kate and Ashley passport to Paris and I also played on the computer.

On Sunday, I stayed at home again I continued reading my library. It was two of a kind. It was a Mary-Kate and Ashley book. At 2 o'clock Nadira came to cheer me up we watched Holiday in the Sun, switching goals. They are Mary-Kate and Ashley movies. We played a little joke on Nadira and her sister Shafira. At night my family walked to my mums friend house we had dinner there (113 words).

In the fourth term, Wendy was exposed to more complex sentence writing. As a result, her writing samples became longer and more complex. She wrote an excellent piece of writing about her birthday:

### My stupid Birthday

It was my birthday. I'm turning eight. We all ate dinner. Couple of minutes, later it was time to blow out the candles. They all sang happy birthday, and I cut the cake into twenty-nine pieces. We all had our own pieces of cake, but the stupid bit was somebody spat out a piece of cake onto my face. I knew it was my cousin. He always spits on peoples' faces and cakes, and usually one of my friends does as well. Their mum gave me the presents just because they hate me. I've just been spat at! Now one of my present is gone. At 8 o'clock I started looking at the presents. There are meant to be twenty but there's only seventeen left. I think my mean friends took there. Well, I just ask my mum for another three presents. I ask my mum she said, "no" so I asked my dad, and he said, "yes but only three! I yelled, OK! My dad gave me ticket to go to the Gold Coast in the Gold Coast dad let me go to Movie World and the Dream World. I think that's enough for my present. Three weeks later, we went to the Gold Coast. I make sure the door is locked, windows are shut and everything is put away. I checked everything. WE arrived at the Airport at 7. it was time to go the plane. It's going to be fun at Gold Coast. We arrived at 9.35 in the morning. My family and I walked to Movie world. I went on every ride, because my dad already paid \$100 for entry because we all going to Dream World. There's many things to play with and rides to play on. It is much fun than Movie World. At night we watch the movie star and singers awards. Eminem got six awards for the best rapper. The next day. We went back to Melbourne. We arrived at Melbourneat 6.45. My mean friends were right in front of my eyes. " I'm sorry...wrecked your things and stole the present from your house. We've come to fix them with you" "Alright, I'll fix them with you, " I muttered. They return my birthday presents so I have to say thanks to dad because he gave me tickets to go to Gold Coast. My best friend was going to fight them but I told them not to. So we all became best friends forever. Our mean friends became best friend. Two weeks later, my family and my best friend and I went to Gold Coast

again. We had more fun than before because there're more people to hang out with (451 words).

Wendy seemed to have no L1 writing exposure in the school context. Her classroom teacher was from English Literacy Oriented (ELO) category and strongly focused on her students' development of their writing in English. The observation of Wendy over one year did not uncover any L1 writing products produced by her at school. Wendy's L1 writing did not demonstrate any development in the Australian literacy classroom context.

## **Conclusion**

There was a marked difference in the way the Indonesian bilingual children develop their writing and lexical in Australian primary schools. The differences related to the types of vocabularies and lexical development the children have in their writing. The two children experienced a classroom context that recognised their L1 language backgrounds by allowing their use of L1 in interaction and supported their writing in L1 as well as L2. Both had teachers who were transitionally supportive of bilingualism and biliteracy. As a result, they demonstrated a consistent development in their bilingual writing and lexical. Overall, the study has provided some specific evidence in support of (Hornberger, 2017; Kabuto, 2017) concept about the potential for educational policies and practices that preserve and develop language diversity, rather than suppressing it.

The study of lexical and writing development of bilingual children adds the global debate on the previous study on the role of teachers in classroom context to support children biliteracy development (Palmer & Martínez, 2016). In addition, the current study is relevant to ecological perspectives of biliteracy and bilingual development (Hornberger, 2017) and create implementation spaces for learning (Abduh & Rosmaladewi, 2017a; Hornberger, 2017). The research is also relevant with the previous studies in Japan on writing development (Yasuda, 2014) and learners' vocabulary size development (Lien, 2014) via extensive reading strategies.

## **Pedagogical implications**

There are two important pedagogical implications: theoretical and practical pedagogical

implications. Theoretically, this study provides concepts for researchers and teachers to conduct further research on the area of bilingualism, bilingual education and multilingualism. The development of lexical and writing of Indonesian bilingual children in English speaking environment can be a model for developing bilingual children in other contexts, particularly the establishment of similar programs and activities within Indonesian primary school settings. For teachers, the strong support to develop bilingual ability for children can encourage them to acquire bilingual vocabulary and writing both inside class environment and outside classroom. Practically, the model that is developed in the Australian context can be applied pragmatically by teachers according to situation and needs. The measurements of children words development via software application as it is used in this article can be applied by other researchers and practitioners.

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## **Teachers' Preparedness, Instructional Materials and Teaching Practices in the Implementation of K-12 Language Arts Curriculum**

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### **Abstract**

This study aimed at determining the level of preparedness of the Grades 4-6 English teachers in relation to the pupils' level of performance, the characteristics of the instructional material and the teaching practices of the English Teachers in implementing the Language Arts Curriculum. The respondents of the study were the 42 Grades 4-6 teachers handling English class in the District of Santo Tomas.

Results of the study show that the teachers in English for Grades 4-6 English teachers are moderately prepared in implementing the Language Arts Curriculum. Specifically, it was found out that among the grade levels, the Grade 6 teachers appeared to be unprepared in terms of Teaching Approaches, Learning Resources and Professional Development. On the other hand, the Grades 4 and 5 English teachers were moderately prepared among the three areas mentioned.

The characteristics of the instructional materials are moderately evident in terms of Availability of materials based on Curriculum Guide, Methodology, Language Skills, Topics, Cultural Aspects, Design, Layout and Organization and Language Appropriateness. It was also determined in the study that the Grades 4 and 5 English teachers rated the textbooks to have

moderately evident characteristics based on the standard. However, for the Grade 6, the mentioned characteristics were inevident.

**Keywords:** Preparedness, Instructional Materials, Performance, Teaching Practices

## **Introduction**

Over the years, different curricula have shaped the educational system of the country to respond to the emerging demands of time. Hence, with its desire to further enhance and bring the best and provide quality education, the Department of Education has implemented the K-12 Curriculum (Luistro, 2011). This system was made into law and is now commonly known as “Enhanced Basic Education Act of 2013” (RA 10533). At the heart of this new curriculum is the core belief that teachers make a difference and that materials are its tools of realization. Evidently, teachers are the prime implementers of the curriculum to the learners. However, there are continuing debates on the level of preparedness of the teachers deployed in the field. There are also additional debates as well about the subsequent development of teacher preparedness evaluation systems including the readiness of the material resources used in instruction.

Despite the fact that teachers are prepared through orientation on teaching approaches, management of learning resources and curriculum-focused professional development because these are “what” they need in classroom instruction, the questions of “why” and “how” are the key questions that will unlock the schools’ and government’s ability to answer the debates on how teachers deployed in the field are empowered.

Therefore, teachers should be able to play their roles since a crucial task is laid upon their shoulders because this new curriculum depends on the competencies of the teachers who are at the frontline of this educational reform. This indeed requires them to undergo thorough preparation and to get assessed on what they already know because they are the main feeders of information to the learners.

The teachers’ background and training, competence, sense of worth and attitude towards work and self-concept are vital factors in the attainment of educational purposes of any academic institution. Teachers’ beliefs, instructional practices and attitudes are closely linked to teachers’ strategies for coping with challenges in their daily professional life. They

shape students' learning environment and influence student motivation and achievement. The aforementioned characteristics above fall under the umbrella of professional development.

In order to impact student learning, professional development must first enhance teacher knowledge and skills, then create improved classroom teaching which finally raises student achievement. Professional development can potentially serve a variety of purposes such as remediating weaknesses in the skills and knowledge of incoming teachers, keeping teachers up to date on emerging developments in the field, or addressing the needs of the learners so that they become globally competitive and productive citizens of the nation.

Khajloo (2013) said that some students mentioned that learning English is the function of the teachers' characteristics, because if students love their teachers and use his motivation and creativity, they will be more interested in English. Although this is an accepted scientific principle and is true for all subjects, we must accept that this is more prominent in practical lessons. When the students love their teachers, they will be more interested in learning. However, they only love their teacher if they have shown enough competence and effectiveness in handling English classes. This is where preparedness of teachers gets tested.

Furthermore, if the preparedness of the teachers is measured, it can greatly help the schools, districts and division on the areas of teachers that need improvement because if the teachers meet the standards, they will effectively hand down the input which will eventually result to a desirable output. In other words, they must be well-equipped with the necessary skills and information for better results.

Aside from the preparedness of the teachers, the 21st Century Education also underscores that adequate instructional materials should be taken into full consideration for this would bring about the quality education that it has been seeking. As the commonly used instructional material in the classrooms, textbooks are expected to be aligned to the latest K-12 Competencies in order to achieve an educational alignment. Sadly, while the teachers seem to use the textbooks most of the time, it is curious that so little effort has been devoted to analyzing these instructional materials despite this urgent need. Even if the country has allotted billions of budgets in the printing and reproduction of these materials if they are not quality assured, there would be an impact. And the question is: What would be the appropriate assessment strategy to determine the appropriateness and characteristic of a good textbook or instructional material?

In addition to this, it has been stressed that although a big number of teachers use a variety of ELL textbooks, many lack effective criteria to critically select issued materials that represent a wide range of second language learning strategies and standard competencies. It is highly suggested therefore that teachers must be given the resources and authority to select the most appropriate materials and to make decisions about when, where, and how to make them accessible.

However, without an effective and efficient approach to evaluating instructional materials, the preparedness of teachers will also be affected as it will always fail to provide the professional training in selecting, analyzing, and utilizing proper curriculum materials. Thus, deciding which materials, media and even textbooks to assist teaching becomes another uncomfortable chore required of teachers.

In this regard, instructional materials should not only provide the appropriate framework—in terms of pacing and language to use within the lesson—but should also include the appropriate materials. Depending on the subject area being taught, this should include and cover the competencies and standards stipulated in the Curriculum Guide. Thus, evaluation of the appropriateness and characteristics of instructional materials is very important.

In addition to the quest of determining the preparedness of the teachers and the characteristics of the instructional materials is the incorporation of teaching practices inside the class. These teaching practices include the strategies and techniques used by the teachers to meet the objectives set for the learners. And because the objectives are the targets, it is imperative for the teachers to perform appropriate teaching methodologies that are expected of them.

Porter (2004) puts it that there are many important questions for research and practice that can only be answered through the assessment of teacher preparedness entwined by their teaching practices and supplemented by analysis of the characteristics of the instructional materials they use. These will tell the teachers to teach what are in the textbook and to make sure that the contents of what is tested match well with the content of the curriculum. Consequently, this will make the implemented curriculum come into an increasingly better match with the content of the intended curriculum. As the K-12 Curriculum is believed to be the answer on attaining quality education, determining the level of preparedness of teachers and their teaching practices, evaluating the characteristics and appropriateness of the instructional materials and determining the performance of the pupils could be of great help.

It is for this reason that the researcher embarked on the study to assess the level of preparedness of the teachers in the implementation of the K-12 Language Arts Curriculum, the characteristics and pedagogical contribution of the instructional materials to the teaching and learning process and the teaching practices used during instruction.

**Objectives:**

This study sought to determine the preparedness of teachers with the aid of the instructional materials and the teaching practices in the implementation of K-12 English Language Arts Curriculum in the District of Santo Tomas. Specifically, it sought to answer the following:

1. What is the level of preparedness of teachers in the implementation of K to 12 Language Arts Curriculum in the District of Santo Tomas in terms of:
  - a. Teaching Approaches
  - b. Learning Resources
  - c. Professional Development
2. What are the characteristics of the instructional materials in the K-12 Language Arts Curriculum in terms of:
  - a. Availability of Materials in textbook based on Curriculum Guide
  - b. Methodology
  - c. Language Skills
  - d. Topics
  - e. Design, Layout and Organization
  - f. Cultural Aspects
  - g. Language Appropriateness
3. Do the competencies in Curriculum Guide match with the competencies in the instructional materials in terms of:
  - a. Reading
  - b. Writing
  - c. Listening
  - d. Speaking

e. Viewing

4. What are the teaching practices of the Grade 4-6 teachers in implementing the Language Arts Curriculum?
5. What is the performance of the learners in the English subject?
6. Is there a significant relationship between the teachers' preparedness and the pupils' performance in English?

### **Scope and Delimitation**

The study was centered on the assessment of the level of preparedness of the Grade 4, Grade 5 and Grade 6 English teachers in the implementation of the K-12 Language Arts Curriculum in the District of Santo Tomas. The study also sought to identify the characteristics of the instructional materials used in Language Arts and to determine the alignment of the competencies in the Curriculum Guide. The teaching practices were also identified in the study.

### **Methodology**

Generally, this study used the descriptive research design as it sought to determine the level of preparedness of the teachers and its relationship to the learners' performance, the instructional materials and also the teaching practices. In studying the teachers' preparedness, descriptive research design was used. The data gathered determined the level of preparedness of the teachers in the implementation of the K-12 Language Arts Curriculum. In dealing with the analytical review of textbook, it was categorized as a content analysis research because it aims to check the quality of the textbook and find out its strengths and weaknesses toward the criteria of good textbook.

### **Respondents**

The respondents of this study particularly in the teachers' preparedness were the 42 Intermediate teachers deployed at the 14 complete elementary schools of Santo Tomas District. These 42 teacher respondents handle English in the Grades 4-6 English classes in the 14 complete elementary schools in the District of Santo Tomas. Also, the researcher conducted

her own analytical review in the textbooks used through a questionnaire validated by the experts aside from the survey questionnaire administered to the respondents.

### **Research Instrument**

A researcher's made questionnaire was designed personally by the researcher. It was used as the primary data gathering instrument in collecting information regarding the level of preparedness of teachers in the implementation of the K-12 Language Arts Curriculum. The instrument underwent content validation by the experts.

### **Data Gathering Procedure**

Upon the approval of the Schools Division Office, the researcher personally administered the questionnaire to the respondents of the schools covered in this study while secondary data were gathered from documents obtained from the schools and documents provided by the Department of Education.

### **Statistical Treatment of Data/Data Analysis**

For a clearer interpretation of the data which were gathered from the survey questionnaire and record/documentary analysis, the researcher used the following statistical procedures:

Weighted Mean was used to measure the level of implementation of K to 12 Language Arts Curriculum by the respondent. The following scale was used to describe and interpret the computed mean.

<b>Weight</b>	<b>Scale/Range</b>	<b>Description</b>
5	4.21 – 5.0	Highly Prepared
4	3.41 – 4.20	Prepared
3	2.61 – 3.40	Moderately Prepared
2	1.81 – 2.60	Unprepared
1	1.00 – 1.80	Very Unprepared

In determining the characteristics of the instructional materials, the main source of data in this study is the content of English textbook used by the respondents. There were seven factors considered in the identifying the characteristics of the Instructional Materials based on the study conducted by Ruslan (2008). These are: Availabilty of Materials in textbook based

on Curriculum Guide, Methodology, Language Skills, Topics, Design, Layout and Organization, Cultural Aspects and Language Appropriateness. The data was collected using a survey questionnaire answered by the respondents. The textbooks were evaluated based on the requirement of good English textbook factors that were vividly elaborated on the survey questionnaires. The following scale was used to determine the characteristics of the instructional materials:

<b>Weight</b>	<b>Scale/Range</b>	<b>Description</b>
5	4.21 – 5.0	Very Evident
4	3.41 – 4.20	Evident
3	2.61 – 3.40	Moderately evident
2	1.81 – 2.60	Inevident
1	1.00 – 1.80	Very Inevident

Aside from the survey questionnaire, the researcher also had an overview on the general content of the textbook and familiarized herself with the data. The researcher focused on matching and finding if the standards in the Curriculum Guide are evident in the teaching guide and textbook in terms of the five macro skills namely: reading, writing, listening, speaking and viewing. A checklist made by the researcher was used. After the data has been collected, the next step was data analysis.

As part of the study, the teaching practices of the teachers were also determined and analyzed through the following scale:

<b>Weight</b>	<b>Scale/Range</b>	<b>Description</b>
5	4.21 – 5.0	Always implemented
4	3.41 – 4.20	Often Implemented
3	2.61 – 3.40	Sometimes implemented
2	1.81 – 2.60	Seldom implemented
1	1.00 – 1.80	Never implemented

As part of the data gathered in this study, the learners' performance was obtained through the rating below based used to describe the numerical grades of the pupils:

Numerical Rating by Class	Adjectival Rating
90-100	Outstanding
85-89	Very Satisfactory
80-84	Satisfactory
75-79	Fairly Satisfactory
Below 75	Did Not Meet Expectations

In determining the relationship of the teachers' preparedness and the achievement level of the pupils in English, the Pearson Product Moment Correlation was used. The following scale was utilized in describing the relationship of the said variables:

Correlation Value	Description
0.90-1.00	High to very High
0.60-0.80	Substantial
0.40-0.60	Moderate
0.20-0.40	Low
0.00-0.20	Negligible

## Results and Discussion

There are three main areas to determine the level of preparedness of the teachers as stated in the next table.

**Table 1**

*Summary of the Level of Preparedness of Teachers in the Implementation of K-12 Language Arts Curriculum*

AREAS	Grade 4		Grade 5		Grade 6		OVER-ALL	DESCRIPTION
	M	D	M	D	M	D		
Teaching Approaches	3.43	Prepared	3.40	Moderately Prepared	3.32	Moderately Prepared	3.38	Moderately Prepared
Learning Resources	2.67	Moderately Prepared	2.49	Unprepared	2.57	Unprepared	2.57	Unprepared
Professional Development	3.20	Moderately Prepared	3.43	Moderately Prepared	2.52	Unprepared	2.94	Moderately Prepared
<b>Mean</b>	<b>2.84</b>	<b>Moderately Prepared</b>	<b>2.78</b>	<b>Moderately Prepared</b>	<b>2.55</b>	<b>Unprepared</b>	<b>2.72</b>	<b>Moderately Prepared</b>

Table 1 presents the summary of the level of preparedness of the teachers in terms of Teaching Approaches, Learning Resources and Professional Development. The table shows that the Grades 4 and 5 teachers are moderately prepared in handling the English class while the Grade 6 teachers are unprepared in terms of the three mentioned. It can also be inferred from the table that teachers are not prepared in terms of Learning Resources with a mean of 2.57.

With regards the teaching approaches, it obtained the highest mean of 3.38 which means moderately prepared. In terms of professional development, the teachers are moderately prepared with a mean of 2.94. Evidently, the Grade 6 are unprepared because they only implemented the new curriculum in 2017.

As stated, quality teaching and student learning are tightly interconnected. Together they form two sides of a triangle. The third side of this triangle is often overlooked, but is also integral to teaching quality and student learning—quality instruction and preparedness of teachers. If teachers continue to learn and develop themselves professionally, it will be very helpful in strengthening the implementation of the curriculum. We can also grasp that collaborating with colleague and other professionals has been linked to increased teacher effectiveness, improved student test-score gains (Kraft & Papay, 2014), and teachers' willingness to adopt new innovations.

*Table 2. Summary of the Characteristics of the Instructional Materials in the K-12 Language Arts Curriculum*

FACTORS	Grade 4		Grade 5		Grade 6		OVER-ALL MEAN	DESCRIPTION
	M	D	M	D	M	D		
Availability of Materials in textbook based on Curriculum Guide	2.9	Moderately evident	2.62	Moderately evident	2.33	Inevident	<b>2.62</b>	Moderately evident
Methodology	3.3	Moderately evident	3.13	Moderately evident	2.46	Inevident	<b>2.98</b>	Moderately evident
Language Skills	2.7	Moderately evident	2.63	Inevident	2.43	Inevident	<b>2.58</b>	Inevident
Topics	3.1	Moderately evident	3.04	Moderately evident	2.5	Inevident	<b>2.88</b>	Moderately evident
Design, Layout and Organization	3.3	Moderately evident	3.25	Moderately evident	2.79	Moderately evident	<b>3.12</b>	Moderately evident
Cultural Aspects	3.3	Moderately evident	3.03	Moderately evident	2.71	Moderately evident	<b>3.01</b>	Moderately evident
Language Appropriateness	2.9	Moderately evident	3.11	Moderately evident	2.63	Moderately evident	<b>2.89</b>	Moderately evident
MEAN	3.08	Moderately Evident	2.96	Moderately evident	2.56	Inevident	<b>2.84</b>	Moderately evident

The above table reflects the summary of the characteristics of the instructional materials in the implementation of the K-12 Language Arts Curriculum. As shown on the table, the language skills obtained the lowest mean of 2.59 which reveals that the characteristics of a good textbook in terms of Language Skills are inevident. For the rest of the elements, they are moderately evident. For the Grades 4-5, the characteristics of the instructional materials are moderately evident while for the Grade 6, the characteristics are inevident. This is in connection to the reality that there are no available textbooks printed for the Grade 6 but only a soft copy of it as provided by the DepEd Learning Portal.

*Congruence of the Competencies in the Curriculum Guide and the Instructional Materials In Terms Of: Reading, Writing, Listening, Speaking and Viewing*

Textbooks provide novice teachers with guidance in course and activity design; it assures a measure of structure consistency, and logical progression in a class. They actually help teaching and learning and it is an unquestionable fact that textbooks maintain enormous popularity and are most definitely to stay in educational parlance. The next table presents the list of standards that are not evident in the instructional material particularly in the Grade 6. The “x” mark reveal the grade level where a particular standard is inevident.

**Table 3.** *List of Standards that are Inevident in the Instructional Material*

K-12 Curriculum Guide		Teacher’s Guide			Pupils Textbook		
		Grade 4	Grade 5	Grade 6	Grade 4	Grade 5	Grade 6
LISTENING							
1	demonstrates understanding of various linguistics nodes to comprehend various texts	/	/	/	/	/	X
2	analyzes text types to effectively understand information/ message(s)	/	/	/	/	/	X
3	demonstrates understanding of text types to listen for different purposes from a variety of texts	/	/	/	/	X	X
4	demonstrates understanding of text types in order to construct feedback	/	/	/	X	X	X
5	uses knowledge of phonics (analytic and synthetic) to effectively decode grade-appropriate words	/	/	/	/	X	X
6	uses strategies to decode correctly the meaning of words in isolation and in context	/	/	/	X	/	/
SPEAKING							
1	demonstrates understanding of various verbal elements in orally communicating information	/	/	/	/	/	X

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2	orally communicates information, opinions, and ideas effectively to different audiences using a variety of literary activities	/	/	/	/	/	X
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3	demonstrates understanding that English language is stress timed to support comprehension	/	/	/	/	X	X
---	---	---	---	---	---	---	---

### READING

1	demonstrates understanding of various linguistics nodes to comprehend various texts	/	/	/	/	X	X
---	---	---	---	---	---	---	---

2	demonstrates understanding that reading a wide range of texts provides pleasure and avenue for self-expression and personal development and point of view	/	/	/	/	/	X
---	---	---	---	---	---	---	---

### WRITING

1	demonstrates understanding of different formats to write for a variety of audiences and purposes	/	/	/	/	/	X
---	--	---	---	---	---	---	---

2	drafts texts using appropriate text types for a variety of audiences and purposes	/	/	/	/	/	X
---	---	---	---	---	---	---	---

3	edits texts using appropriate text types for a variety of audiences and purposes	/	/	/	/	/	X
---	--	---	---	---	---	---	---

### VIEWING

1	demonstrates understanding of the forms and conventions of print, non-print, and digital materials to understand various viewing texts	/	/	X	/	/	X
---	--	---	---	---	---	---	---

2	demonstrates understanding of the various forms and conventions materials to critically analyze	/	/	X	/	/	X
---	---	---	---	---	---	---	---

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	the meaning constructed in print, non-print, and digital materials						
3	demonstrates understanding of construction, deconstruction, and reconstruction of print, non-print and digital materials	/	/	X	/	/	X

Legend: / - Evident x - Not evident

The table above shows the standards set in the Curriculum guide which are not present in the textbooks. These standards are divided according to the five macro-skills namely listening, speaking, reading, writing and viewing. The highest number of standards which are not evident in the textbooks pertain to listening skills followed by viewing. Moreover, there are only two standards in reading that are not evident in the textbooks and three for writing. This supports another finding of the study particularly on learning resources which is unprepared. For the Grade 4 textbook, competencies such as demonstrating understanding of text types in order construct feedback and using strategies to decode correctly the meaning of words in isolation and in context are not evident which are also similar to the Grade 5.

In the Grade 6, there is no printed textbook being used by the teachers and the learners but only Activity Sheets uploaded in the DepEd Learning Resource Management and Development System (LRMDS). This is why competencies like demonstrating understanding of various linguistics nodes to comprehend various texts, demonstrating understanding of text types to listen for different purposes from a variety of texts and using knowledge of phonics (analytic and synthetic) to effectively decode grade-appropriate words are inevident. These result to the unattained objectives/competencies which are present in the Curriculum Guide. With this, it is highly suggested that teachers should be resourceful in coming up with instructional materials for the consumption of the learners in order to achieve the given competencies. Meanwhile, the Department of Education should also look into the consequences so that the quality education will not be at stake.

In the teaching-learning process, a teacher must be knowledgeable on the different teaching practices to assure that his or her diverse set of learners could relate to the topics he or she handles. Seen in Table 6.A are the teaching practices of the Grade 4-6 teachers in developing listening skills.

**Table 4** *Summary of Teaching Practices of the Grade 4-6 Teachers*

SKILLS	M		M		M		OVER-ALL MEAN	DESCRIPTION
	Grade 4	D	Grade 5	D	Grade 6	D		
Listening	3.00	Sometimes Implemented	2.81	Sometimes Implemented	2.09	Seldom Implemented	2.63	Sometimes Implemented
Speaking	2.79	Sometimes Implemented	2.65	Sometimes Implemented	2.51	Seldom Implemented	2.65	Sometimes Implemented
Reading	3.64	Often Implemented	3.48	Often Implemented	3.63	Often Implemented	3.58	Often Implemented
Writing	3.78	Often Implemented	3.70	Often Implemented	3.69	Often Implemented	3.72	Often Implemented
Self-Study Strategies	3.64	Often Implemented	3.64	Often Implemented	3.77	Often Implemented	3.68	Often Implemented
<b>Over-All Mean</b>	3.36	Sometimes Implemented	3.26	Sometimes Implemented	3.14	Sometimes Implemented	3.25	Sometimes Implemented

Table 7 shows the summary of teaching practices employed by the teachers in developing the skills of the learners. It can be obtained from the table that all the grade levels sometimes implemented the said teaching practices and the Grade 6 appeared to have the lowest mean of 3.14.

Teaching practices on enhancing writing skills obtained the highest mean which is 3.72 and 3.68 respectively. This is categorized as often implemented. Meanwhile, enhancing listening and speaking skills appeared to be the lowest which only obtained a mean of 2.63, sometimes implemented and this is common to all grade levels.

Nowadays, teachers have to meet the needs of each student in their classrooms by varying instruction so that each student can achieve success. Varying instruction could come through differentiated instruction and other forms of teaching practices. Neither schools nor teachers can totally change the learners' life circumstances, but teachers can make an impact on students they teach when they vary their teaching practices.

**Table 7.** *Relationship of the Teachers' Preparedness and Learners' Performance*

<b>Grade Level</b>	<b>Correlation Value</b>	<b>Description</b>
Grade 4	-0.14	Negligible
Grade 5	0.799	Substantial
Grade 6	0.34	Low

The performance of the learners is one of the indicators whether a certain curriculum is effective or not. In this study, the Language Arts curriculum under the K-12 is given focus. In particular, the performance of the learners in the English subject is obtained. The table presents the performance of the Grade 4-6 classes in Santo Tomas District with their descriptions prescribed by the Department of Education through DepEd Order No. 8, s. 2015 or the Policy Guidelines on Classroom Assessment for the K to 12 Basic Education Program.

Among the 14 schools in Grade 4, three garnered an outstanding performance of 90, 91 and 92 respectively while two garnered a very satisfactory performance with 88 and 85 overall mean. However, there are six schools with fairly satisfactory performance as their achievement ranges from 75-79.

The computed  $r$  value (-0.14) between the teachers' preparedness and learners' performance among the Grade 4 class indicates a negligible correlation. This means that the level of the preparedness of the teachers is independent from the achievement of the pupils. As expounded by Cacal (2017), achievement scores may provide a reasonable summary measure of students learning, but, alone, they tell us little about the learned curriculum. This implies that there are other factors that could significantly affect the pupils' performance.

For the Grade 5, there is a substantial relationship between the level of preparedness of the teachers and their pupils' performance in English with a computed  $r$  value of 0.799. The computed  $r$  exceeds the critical  $r$  (0.532). Therefore, the higher the level of preparedness is, the

higher the performance of the English classes. This is parallel to the study of Sander (1999) that the single biggest factor affecting the academic growth of the learners is the effectiveness of the individual classroom teacher.

In the Grade 6 class, there is a positive low correlation as manifested by its  $r$  value of 0.34. However, there is no significant relationship between the two variables because the correlation value is lower than the critical  $r$  (0.532) at 0.05 level of significance. This means that teachers' preparedness has a very low effect on their pupils' performance. Similar to his study, Eze (2011) revealed that administrative supervision and teachers' preparedness has no significant relationship with students' achievement in Mathematics ( $r = .243$ ). There was also no significant relationship between lesson planning and student behavior.

In teaching, many challenges and different factors are faced by the teachers and many circumstances could also affect the achievement of the learners. Anent to this, teachers should prepare themselves because they are still the ones educating the children in school.

## **Conclusions**

In cognizant with the educational reform of the Philippines, the Language Arts Curriculum of the K to 12 Program is believed to be one of the ways in attaining the global competitiveness of the Filipino learners. Considering this, it is necessary to assess the progress made during its implementation which will pave the way to an effective decision making in terms of curriculum design.

The descriptive rating that the teachers are moderately prepared proves only a minimum number of trainings are given to them before the blast of K to 12. Teachers still need more trainings in implementing the K to 12 program and learning materials are still insufficient to satisfy the demands of the curriculum. While there are initiatives made by the administrators, there are more that should be done to successfully implement the program.

After evaluating the characteristics of the instructional material used, there needs to be revisions and supplements in order to cope with the standards stated in the Curriculum Guide specially in enhancing the five macro-skills.

As manifested by the findings that there is no significant relationship in terms of the level of preparedness of teachers and pupils' performance, it is understandable that the teachers

are not the only factors but there are others that could affect the pupils' performance. In consideration to this scenario, there is indeed more to be studied and taken into account.

## **Recommendations**

Based from the findings of this study, recommendations are drawn.

First, as the curriculum implementers, teachers should continuously embark themselves on personal and professional improvement so that they become prepared in handling a class. The exposure of teachers on pedagogical skills particularly in language skills will surely benefit them and the learners' achievement.

Secondly, the Curriculum designers and reformers should craft programs and schemes such as performance improvement plan for the strict implementation of the intended curriculum considering the salient factors. The foundation for effective instruction is to ensure a viable curriculum that is aligned with state standards and effective instruction.

Also, school administrators should build instructional leadership at all levels of the educational system. Being responsible for the quality of teaching and learning in their schools, they should ensure that teachers are in their classrooms every day, covering the curriculum at an appropriate pace, instructing students in developmentally appropriate and engaging ways, and attempting to apply to their classes the knowledge and skills gained through professional development activities.

In addition, the problems that teachers are facing particularly on the lack of trainings and learning materials should be given full attention because these could define the destination and success of implementation of the K-12 curriculum.

In the development and adoption of new materials, there must be a clear connection to the philosophy, objectives, content, methodology and evaluation of the curriculum set and the availability of all resources in a language. There must also be a production of appropriate quantities of resources using augmentative and alternative mode which are directed to the needs of learners. Most importantly, a timeline allocated for course delivery in relation to quantity and quality must be observed. Meanwhile, to support the wise application of ICT, teachers must have complete access to teaching and learning resources through open content and help them integrate this content into their instruction.

Lastly, since the study was only limited to the implementation of Language Arts Curriculum, it is highly recommended that such parallel research study should be conducted to determine the extent of implementation in other learning areas considering their vital role in the totality of the program. This can also help future researches to determine other factors that could contribute in the learners' achievement.

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