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Contents

Foreword

This issue of TESOL International Journal contains fourteen papers. In the first paper, **Kun Aniroh,** attempted to study the cultural traits of entrepreneurs in Indonesia and how it can effectively be used in theme-based and project-based language teaching. **Cavin Pamintuan, Donnabelle Mallari, Nicole Garcia, Jeniezen Galang and Reggie Mark Baduan's** quasi-experimental study explored Chinese as a Foreign Language (CFL) learners' use of a popular social networking application in China, WeChat, in acquiring vocabulary. It was found that WeChat could improve students' vocabulary acquisition in foreign language and can be used as a tool in language acquisition.

In the paper of **Haida Umiera Hashim, Melor Md. Yunus and Harwati Hashim**, they explored how language learning strategies employed by successful language learner among adult learners of Teaching English as a Second Language (TESL) help improve the five main skills which include writing, reading, listening, speaking, vocabulary and grammar.

Shalini Upadhyay proposed a conceptual model with reference to the usage of Twitter as a language tool to enhance the learning of ESL/EFL. It was revealed that the ESL/EFL learning parameters derived from social network indicators – degree, in-degree, centrality, density, and degree centralization play a critical role in evaluating the ESL/EFL learning.

In the study on verbal comprehension and reasoning, **Helmer Montejo** investigated the need for students to be skilled in verbal comprehension like following directions, sentence completion and arrangement and the need for students to be proficient in verbal reasoning like logical selection, verbal analogies, and making inference since the ability to understand has been an indispensable life skill that can help a student in his future career.

Ratnawati Mohd Asraf, Sabreena Ahmed and Tan Kok Eng described how focused freewriting can be utilized to help ESOL students to think critically about a topic and to generate the ideas to support their arguments.
In her study, **Chirbet Ayunon** posited that Gricean pragmatics should find its place in the classroom and language teachers should realize that its importance. Since teachers are dealing with students, their language and language use, it is imperative that they know how to properly deal with messages that circulate in the classroom, whether they be directly stated or implied.

Arlene Talosa and Conchita Malenab - Temporal evaluated the specific forms of sexist language that are evident in the written discourse of junior pre-service English teachers along the categories of generic pronouns, generic term "man" and occupational roles. It was further suggested that teachers around the globe who reinforce students' learning of English language to make them competent intercultural speakers or skilled language users, should work on giving deliberate reinforcement on the deviation of these stereotypes or sexist structures in the field of language discourse.

Learning styles and attitude may play an important role in the success of language teaching and learning process in the classroom. **Mary Rose Natividad and Boyet Batang** investigated the perceptual learning styles and attitudes of students towards the communicative language teaching approach in one of the universities in the Philippines. The study revealed that revealed that late adolescents preferred auditory, kinesthetic, group, tactile and visual, whereas the early adulthood subjects favored auditory and that gender played a role in determining their learning styles.

Code-switching is a phenomenon that is inseparable from a bilingual classroom. **Mary Ann Banatao and Conchita Malenab – Temporal** examined the occurrence of code-switching in Philippine TV advertisements and further proved that code-switching is an effective strategy to persuade the audience.

Ariel Robert Ponce investigated the experiences of ESL beginning teachers in mentoring and supervision in public and private junior and senior high schools in the Philippines. He further suggested that mentoring should precede supervision and that a well-structured formal mentoring programs be organized and implemented in basic education institutions.

In the paper of **Lina Tri Astuty Beru Sembiring, Dwi Rukmini, Januarius Mujiyanto and Issy Yuliasri**, they examined the effects of Collaborative Strategic Reading (CSR) and Questioning the Author (QtA) methods on students' reading comprehension viewed from students' ability grouping and self-efficacy and they further explained that implementing collaborative work amongst students, grouping students based on their ability and knowing students' self-efficacy can help students in improving their reading comprehension ability.

Arlene Talosa and Ruth Maguddayao's study *evaluated the second language learners' syntactic errors in ESL writing. It was found that* the syntactic errors committed by the second language learners in ESL writing are significantly related to their year level and writing exposure.

Evelyn Serquina and Boyet Batang's descriptive-correlational examined factors that affect learners especially in the affective and cognitive domains. They investigated the relationship between sex and nature of parents' occupation and psychological and English proficiency of students and found that age, sex, curriculum, household average years of schooling, nature of occupation of parents and motivation have no effect on students' English proficiency.

Readers who are actively engaged in research or have done research related to English language education are encouraged to contact us about the possibility of publishing with *TESOL International Journal*. Apart from individual paper submissions, we also welcome proposals for special issues.

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Cultural Traits in Language Teaching: A Review of English Language Teachers and Entrepreneurs

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Abstract

This study attempts to search the cultural trait of entrepreneurship in theme-based and project-based teaching for English Teachers and the history, personal characteristics, business strategy, Corporate Social Responsibility(CSR), and or Corporate Philanthropy (CP)of successful Indonesian entrepreneurs. This study is qualitative by using the method of life story documents of Indonesian entrepreneurs taken from electronic notes and questionnaires for the Junior English Teachers(JT), Senior High School English Teachers (ST), and College English Teachers (CT). The result of this study showed that JT, ST and CT implemented theme-based and project- based teaching. The obstacles were the lack of cooperation with subject specialists, unavailability of entrepreneurship projects and absence of school's cooperation partner. Of the ten Indonesian entrepreneurs, they all started from a small business. They had personal, powerful, and tough characteristics with innovative business strategies. All of them contributed in the CSR and/or CP. English teachers could benefit from the role model values of entrepreneurs in teaching by practicing collaboration between and among courses in and out of the classroom. The researcher recommends to have more research on the collaboration of teachers from different courses with the successful entrepreneurs that become the role model of the students in relation with the impacts on students' achievement.

Keywords: language teaching, English Teacher, entrepreneur, Indonesia

Introduction

The number of entrepreneurs in a country is one indicator of the country state whether it is developing or developed. With the population of 262 million in 2017, Indonesia has 1.65 % entrepreneurs, - ideally 2 % of the population to reach the position of the developed country(Mc.Clelland,1998). Practically, Malaysia has 3 %, Singapore 7 %,and Japan has 10 % out of their population respectively(ANH, 2016).Specifically, the purpose of entrepreneurship in Indonesia is to add the number of new enterprises or entrepreneurs, and at the macro level,the aim deals with one of the government foci, which is entrepreneurship education (Mirzanti, Simatupang, & Larso, 2015). Experts state that enterpreneurship is crucial for the economic development (Acs, 2006; Acs & Naude, 2011; Amoros, Fernandez and Tapia, 2012; Audretsch, 2007). Similar opinions are put forward by Baumol and Strom (2007) and Carlsson, Acs, Audretsch, Barunerhjelm (2009). So do Kourilsky, Walstad, & Thomas (2007), Minniti & Lévesque (2010). Olaison & Meier Sørensen(2014) state that in entrepreneurship entrepreneurial success and failure are learning experience**.** Stam, Studdle, Hessel & Stel(2009), argue that literaure reviews discuss the ambition of entrepreneurs and the public policy and the evaluation of high growth firms in USA and Netherland. In the long run entrepreneurial entreprises produce overproduction that affect regional employment growth rates (Van Praag and Versloot, 2007). Therefore entrepreneurial activity plays different role in the countries that have different stages of economic development (Van Stel, Caree&Thurik, 2005). In relation with capital entrepreneurship is a remarkable and important part forming production, so it needs new direction policy pivoting on tools to enhance entrepreneurship investment(Audretsch and Keilbac, 2004)

While Hessels & Van Stel, 2011) argue that in the developed country there is a positive relation between entrepreneurial activity and macroeconomic growth. In addition to that "enterpreneurship is the main vehicle of economic development" and "the engine of economic growth" (Anokin,Grichnik and Hisrich, 2008 p.117,

Holcombe, 1998, p.60). Entrepreneurship can affect economic growth in a number of ways. These can include knowledge indirect effect of expenditure, increased competition and increased diversity in terms of the product and service offering available (Audretsch & Keilbach, 2004). To produce something better   Doran, Carthy & Conor (2018) state that entrepreneurs have a capacity in the awareness of new creation activity and assist in the choice by creating goods and services to the market.

Accelerating the number of entrepreneur education can play an important role by offering entrepreneurship courses. Such courses have been implemented by many faculties of economics and non-economics departments. In addition, the teaching of English, which has been offered at junior high schools, senior high schools, colleges, and universities as well as at English Departments, has also a strategic position to have entrepreneurship loads. This is because entrepreneurship has moral values which are very important for students and teachers(Joyner and Payne, 2002).

In relation to language teaching, culture traits which is labelled as little c (Tomalin, 2008), is a skill that is ideally taught after listening, speaking, reading, and writing. With the interconnected world today, the interaction among people, business to business, entrepreneurs and entrepreneurs will be massive and intensive and this obviously and inevitably needs the skill of practicing cultural knowledge among world citizens, including entrepreneurs and educators(Urban, 2002). In supporting the success of creating new entrepreneurs, language teachers can explore culture in the narrow and useful points by giving materials which inspire the students. However, studies dealing with entrepreneurs and English language teaching are rarely conducted. This paper is an attempt to investigate the cultural trait in theme-based and project-based teaching, the history, the personal characteristics, business strategy, corporate social responsibility, and corporate philanthropy of successful Indonesian entrepreneurs.

The Entrepreneur's Characteristics and Competences
An entrepreneur is someone who is responsible for the success and failure of a business and can develop business plan and is capable of other demanded resources in the form of self-accounting and regards an important risk with the fair participation enterprise and reflects the dominant values of national cultures (Mc. Cleland, 1991; Hisrich 2011; Eroglu & Picak, 2011). These features are positive and beneficial for students to learn. Therefore, many characteristics of entrepreneurs have to be nurtured to students who are naturally individuals in the development phase. Entrepreneurship features have special characteristics of enthusiasm, innovation and effectiveness, adaptability, excellent business expertise, risk tolerance, management, creativity, flexibility, and broadmindedness. Or, it might be that some individuals have talent on those skills and attitude (Agrawa1, 2016); in addition, if they want to be successful, more characteristics of entrepreneurs are needed and they are the following: individual brilliance, innovation, creativity, efficiency, commitment, energetic, internal focus control, great courage, good in predictability, honesty and devotion. More characteristics which help better entrepreneurs are as follows: personality traits namely good communication, psychological strength, warmth, carefulness, and responsiveness to practice entrepreneurship (Royo, Sarip & Shaari,2015).Meanwhile, similarly, in business practice, Beattie (2016) proposes these features: original commodity creation, development, and economical benefits for successful entrepreneurs.

Competence is classified into individual and informal categories in organization to achieve knowledge, skills, and it is driven by the need to gain requirement of knowledge, skill, abilities, experience, and personality (Frey and Rupert, 2013; Braum, Locke and Smith 2001). The entrepreneurship competence defines entrepreneurship as 'a horizontal capability, which implements to all life circles: from developing individual growth, to taking part in community, toarriving in employment market as a worker or as a non-staff person, and also to begin investment whether it is in the form ofcultural, social or commercial (Bacigalupo,Kampylis, Punie &Brande, 2016). Braum, Locke and Smith (2001) emphasize that competence is the cabability that can be classified as either particular capability or broad capability. Particular capability is professional and industrial skill whereasbroad capability is supervisory moment of skill appreciation.

Cultural Traits and Entrepreneur in Relation with Language Teaching
There are some differences in cultural traits in business motives. They are among others family tradition, motives, religion, family links, business and education. Even in some ethnic groups, the interrelation between culture and entrepreneurship is stronger than the others (Basu and Altinay,2002). Education is one of the factors of the business motive. Therefore, teaching entrepreneurship is not only for the students of business but can be for all students of any department because it always investigates novelty and reply as a good chance (Drucker, 2007).There are qualities that can be developed such as creation, revolutionary mentality, speculation taking capacity, adjustability and guarantee (Singh and Ratvi, 2013).

In relation with language teaching, the 21st Century Skills Map which is designed in cooperation with the nation's world plan, there is a paradigm change of teaching language. In the past, teaching language solely meant that teaching the language in unaccompanied ethnical aspects, in the present-day, students learn the use of language, stressing on the connection among outlooks, implementation, and result of a civilization(21st Century Skills Map, n.d). In addition, the language teaching theme is interdisciplinary, and among others are commercial, monetary, work, and enterprising competences (21st Century Skills Map, n.d), and that post-training process of entrepreneurship for the students keeps high devotion and directs to business production (Gielnik, 2017).

The study of entrepreneurship is important for teachers as the agent of innovation, improving skill and knowledge to keep themselves motivated for ensuring strong students participation in class work, and this will be good for teachers to educate the students who will struggle based on their passion in the future (Erkoe and Kert, 2013).Entrepreneurship can be achieved through foreign languages and intercultural skills. This is because the ability to communicate with team members, the mastery of language and cultural skills of different nationalities is needed in global business (Fane, 2012). Advances in technology influence the study of entrepreneurship and the method of traditional teaching. Entrepreneurship is studied by both implementing the business plan and inviting entrepreneur guest speakers in the classrooms (Solomon, 2007). A successful person who speaks English well and does entrepreneurship is needed; thus EFL teachers can apply these two by implementing theme-based teaching to stimulate the students' mindset (Ozdemir,2015). It is because entrepreneurship motivates the students and moves the individual attentiveness by learning lexicon career ability (Voorholt & Harris, 2014).

Theme- Based and Project -Based Teaching
The purpose of theme-based teaching is combining the topical content and the language skills taught by the teacher solely to advanced students' by selecting appropriate topics. (Brinton, Snow, & Wesche, 2003:14-19). Inserting topics to an entire course is a good way to learn a new subject, which is beneficial for the students and teachers to relate to the disciplines and their courses to minimize the gap in the literature in college of teaching and learning(Tessier and Tessier, 2015)

Project–based learning is a little bit more challenging by structuring the idea into action starting from needs analysis to the integration of some disciplines from the invention, model and the developed product in the real world(Zancul, Sousa, & Chauchick, 2017). To implement project-based learning in international business. It needs collaboration between the students' team and the corporation. The benefits are cost effective for the students; the provision of faculty expertise and competencies match the international business companies (Danford, 2008). English instructors can also implement content-based instruction which emphasizes learning content by means of language. This gives a wide opportunity for English instructors to teach other disciplines in using theme, adjunct and sheltered models of instruction (Brinton and Wesche, 2003).

Corporate Social Responsibility and Corporate Philanthropy
Corporate Social Responsibility (CSR) is the business devotion to provide to feasible profitable growth, working with workers, their parentage, the local community and society in general to revise the aspect of situation in ways both good for career and good for the growth   (Public Sector Roles in Strengthening Corporate Social Responsibility, n.d). As a part of CSR corporate philanthropy can create moral wealth, contribute investors with

assurance-like protection for the benefits and provide to investors prosperity (Godfrey,2005).The approach which

has supposed to do is dual abstraction patterns of tactical gathering, venture, and corporate philanthropy which is seen as distinctive abstraction and inspiration (Leisinger & Schmitt, 2011).

Methods and Procedures

The researcher uses descriptive method and documentation . The questionnaire is used to collect the information of English instructors in teaching entrepreneurship using theme –based, project-based and content-based instruction (CBI); The sample of the present study was 30 English instructors who teach English at universities, the college, vocational schools, and high schools in Malang in the academic year of 2017-2018.

Meanwhile the documentation in the form of electronic notes is used to collect the information of Indonesian entrepreneurs' successful life stories focusing on history, business strategy, personal characteristics, corporate social responsibility and or corporate philanthropy. The sample of the present study was 37 English instructors who teach English at universities, the college, vocational schools, and high schools in Malang in the academic year of 2017-2018. In addition, life stories of 10 Indonesian tourism and hospitality entrepreneurs were considered. Indonesian tourism is now catapulting the economy forward which can be seen in the influx of foreign tourists in the past six years. Data shows the following number of tourists during this period; 8,044,462 in 2012, 8,802,029 in 2013, 9,435,411 in 2014, 10,406,759 in 2015, and 12,023,971 in 2016 (Statistik Profil Wisatawan Mancanegara Kemenpar 2016). Domestic tourism also improved as evident in the 264,337,518 domestic tourists that visited different destinations in Indonesia (Statistik Profil Wisatawan Nusantara, 2016). This study limits itself in the representation of these tourism and hospitality entrepreneurs only.

With the goals of the study, I adopted Kouritzin's (2000) study on life-history research document for taking the data of life histories of Indonesian entrepreneurs on the history, business strategy, personal characteristics, corporate social responsibility and corporate philanthropy. The instrument for the English language teachers was questionnaires on theme- based teaching which had 9 items with four-point of Likert scale of Very Frequently (VF), Frequently (F),Rarely (R), and Never (N) with open questions. In addition, questionnaires on project-based teaching are used, which consists of 10 items with two-point scale of Yes and No with open questions.
The questionnaires were distributed to Junior High School English Teacher (JT) (15), Senior High School English Teacher(15) (ST) and College English Teacher (7) (CT).

Procedures of the Study
The researcher applies the following procedures in order to collect data:
(1). Determining the sample of the study
(2). Adopting Kouritzin study(2000)in using documents of electronic notes about
 Indonesian successful entrepreneurs
(3). Distributing the instrument in the form of questionnaires of theme –based teaching and
     project based teaching of entrepreneurship to 15 English Teachers at Junior High School
     15 Senior High School, 7 College Teachers
(4).Analyzing the results of electronic documents on the history, business strategy, personal
     characteristics, corporate social responsibility and or corporate philanthropy
(5). Analyzing the results of the recommendations according to the results of the study.

Limitation of the Study
This study is limited to English teachers in Malang, Indonesia who were teaching English at Junior High School, Senior High School and in the College, in the in the second semester2017-2018, and the success story of ten (10) Indonesian Entrepreneurs in tourism and hospitality. Therefore, the generalization of the results of the study is applicable to similar populations only.

Findings and Discussion

Table 1 summarizes the results of the data analysis collected from the respondents regarding their implementation on the theme-based teaching.

Table 1. Theme-Based Teaching by Junior High School Teachers, Senior High School and College Teachers

Points to ask	Teacher	VF	F	FE	N
Teaching based on syllabus	JT	40	53.3	6.6	-
	ST	33.3	40	26.6	-
	CT	57.1	42.8	-	-
Teaching based on certain theme	JT	20	53.3	26.6	-
	ST	33.3	60	6.6	-
	CT	71.4	28.5	-	-
Teaching based on of hot issues theme	JT	13.3	6.6	60	20
	ST	40	40	13.3	6.6
	CT	-	57.1	28.5	14.2
Teaching *listening* with a certain theme	JT	13.3	33.3	40	13.3
	ST	20	40	33.3	6.6
	CT	14.2	57.1	28.6	-
Teaching *speaking* with a certain theme	JT	20	66.6	13.3	-
	ST	13.3	73.3	13.3	-
	CT	28.5	71.4	-	-
Teaching *reading* with a certain theme	JT	20	66.6	13.3	-
	ST	13.3	73.3	13.3	-
	CT	28.5	57.7	14.2	-
Teaching *writing* with a certain theme	JT	26.6	60	13.3	-
	ST	20	40	33.3	6.6
	CT	-	57.1	42.8	-
Teaching in cooperation with other subject specialists	JT	6.6	26.6	40	26.6
	ST	13.3	73.3	13.3	-
	CT	28.5	28.5	42.8	
Teaching *entrepreneurship* theme	JT	13.3	26.6	13.3	46.6
	ST	13.3	53.3	26.6	6.6
	CT	-	-	28.5	71.4

Note:
JT : Junior High School English Teacher (n:15)
ST: Senior High School English Teacher (n:15)
CT: College English Teacher(n:7).

Findings on Junior High School English Teachers with Theme–Based Teaching
Based on the questionnaire on theme based, the15 Junior High School English Teachers(100%) already teach based on the syllabus on the theme-based in listening, speaking, reading and writing, only 20 % teachers relating to the hot issues and 33.3% teachers having cooperation with subject specialists. Entrepreneurship is still not quite favorite theme (53.3%),

In the open questions of the questionnaire about the experience in implementing the theme-based 100%of Junior High School English Teachers stated that it was interesting teaching using themes; however, when the preparation was short, the teachers and students became confused. One teacher stated that if the students got confused, he would associate the idea with media of entrepreneurship to make the students understand. In relation with the topic which becomes the interest of the students all Junior High School English Teachers agreed and it would make the students motivated and enthusiastic in learning English.

Findings on Senior High School English Teachers with Theme-Based Teaching
Based on the questionnaire on theme-based teaching of entrepreneurship the 15 Senior High School Teachers (100%) already teach theme- based on the syllabus on the theme-based instruction in listening, speaking, reading and writing. The teachers related the themes with the hot issues (80%), and the 13 teachers had cooperation with subject specialists(86%), 14 teachers set up favorite entrepreneurship themes (92%).

In the open questions of the questionnaire on the experience of implementing theme-based teaching. The Senior High School English Teachers stated that it was interesting. One teacher stated it was the challenge for teachers, and it needed creativity, and should be followed up with sharing sessions. Another teacher stated the obstacle was the problem with syllabus because there is no topic which is entitled entrepreneurship although teachers can make innovation using let say advertisement t which is then developed into e –commerce or other topics related to entrepreneurship.

Findings on College English Teachers with Theme-based Teaching
Based on the questionnaire of theme based teaching the College English Teachers (100%)taught using themes based on the syllabus in listening, speaking, reading and writing. They taught hot issues. Also, they had cooperation with subject specialists. However, only 2 teachers (28%)were teaching entrepreneurship themes.

In the open questions of the questionnaire on their experience of implementing theme-based teaching, the 100% College English Teachers stated that it was interesting. One teacher stated it was a challenge for the teacher, because the topic should be decided. In between teaching learning process the teacher had to supervise in order that the theme is not out of the topic being discussed.

The similarities of theme based- teaching at Junior, Senior High School and College were that the three institutions had implemented theme-based teaching. The difference was that the Junior High School English Teachers did not relate it to the hot issues, while Senior High School Teachers and College English Teachers did it. The Junior High School English Teachers and College English Teachers lack of cooperation with subject specialists, and Senior High School Teachers had it. Entrepreneurship for Junior High School English Teachers and College English Teachers was not favorite but for Senior High School Teachers, it was favorite.

Entrepreneurship as a subject is not provided at Junior High School's curriculum but it is *crafting* neither is in the English syllabus. The English syllabus stresses on the use of language functions with the general topics

(Silabus Bahasa Inggris SMP edisi revisi 2017).
In the curriculum of Senior High Schools there is a subject called *crafting andentrepreneurship* (*Permendikbud no70, 2013 Kerangka Dasar dan Struktur Kurikululum Sekolah Menengah Atas/Madrasah Aliyah)*.The English syllabus does not mention entrepreneurship explicitly but it covers cross disciplines in learning, attitudes and behavior at home, in the society and the value of role modelling (*Silabus SMA Kurikulum 2013 Revisi 2016 Bahasa Inggris*). Therefore, entrepreneurship is more acknowledged among teachers including English teachers at senior high schools.

At the college, only one English teacher taught entrepreneurship themes.This is because at the college, entrepreneurship is an independent subject and what they teach contains entrepreneurship topics (*Kurikulum Diploma Pariwisata Universitas Merdeka Malang*, 2017/2018).At the English department of some universities, it is provided in *Tourism and Guiding* (*Kurikulum UIN* 2017/2018), in *ESP* (*Katalog S1 Program Bahasa Inggris UM*, 2017, S1 *Program Bahasa Inggris Unisma*, 2017)) and in English for Business and Office, English for Hotel and Tourism (*Katalog Universitas Terbuka*, 2010).This means that at English Deparments, entrepreneurship is already applied with other subjects' name although the portion is still little. This has supported the 21 st Century skill maps (n.d) which states learning language now days has to be interdisciplinary, and among others cover commercial, monetary, work, and enterprising competences.

Table 2 summarizes the results of the data analysis collected from the respondents regarding their implementation on the project-based teaching.

Table 2 :Project-based Teaching by Junior High School English Teacher, Senior High School English Teacher and College English Teacher

Points to Ask	Resp	Yes	No
Knowledge of project-based teaching	JT	80	20
	ST	**73.3**	**26.7**
	CT	**85.7**	**14.2**
Deciding theme project based on syllabus	**JT**	**80**	**20**
	ST	**80**	**20**
	CT	**85.7**	**14.2**
Forming students' team	**JT**	**80**	**20**
	ST	**80**	**20**
	CT	**85.7**	**14.2**
Project based on students' capability	**JT**	**93.3**	**6.7**
	ST	**86.6**	**13.4**
	CT	**85.7**	**14.2**
Supervising in *writing* project	**JT**	**33.3**	**66.6**
	ST	**73.3**	**26.6**
	CT	**85.7**	**14.2**
Supervising in presenting	**JT**	**60**	**40**

project(*speaking*)	ST	60	40
	CT	85.7	14.2
Supervising from the beginning until the end	JT	40	60
	ST	46.6	53.3
	CT	57.7	42.3
Cooperation with other subject specialists based on project theme	JT	53.3	42.7
	ST	26.6	73.3
	CT	42.8	57.2
Making entrepreneurship project in teaching	JT	33.3	66.6
	ST	26.6	73.3
	CT	28.5	71.4
Cooperation with other institution/industries	JT	46.6	53.3
	ST	40	60
	CT	42.8	57.2

Note:
Resp: Respondent
JT : Junior English Teacher (n:15)
ST: Senior High School English Teacher(n:15)
CT: College English Teacher(n:7)

Findings on Junior High School English Teachers with Project-based Teaching
Of the 15 Junior High School English Teachers(80%) understood project-based teaching, and 80% teachers had ever implemented project-based teaching for entrepreneurship in their classroom, 33.3% teachers supervised in planning writing, (60%) teachers supervised in presenting the project and 40% teachers supervised speaking), 40%teachers supervised fully, 33.3% teachers made entrepreneurship project and only 53.3 % teachers had cooperation with the subject specialist, 46.6% schools had cooperation with other institution in implementing project-based teaching.

Concerning the students' response, they were all interested in English for entrepreneur project-based teaching. Four teachers stated that it was interesting; three teachers stated that the students had new experience, dual knowledge of entrepreneurship and English, and made entrepreneurship work and the students also had the experience in presenting their work.

Findings on Senior High School English Teachers with Project-Based Teaching
Of the 15 Senior High School English Teachers,73 % teachers understood project-based teaching. They also taught based on the also followed some steps;93 % teachers supervised in planning (writing) and 60 %English teachers supervised in presenting the project or (speaking), (40.6%) English teachers supervised from the beginning until the end. Concerning teaching entrepreneurship in English, only 30.6% teachers made entrepreneurship projects;50.3% teachers had a cooperation with subject specialists and only 40%   schools had a cooperation with other institutions in entrepreneurship project-based teaching.

About the students response on the open questions of questionnaire of English for entrepreneurship 30.3 % teachers stated that the students were enthusiastic in learning entrepreneurship. They were not bored. Also, they got new experiences and entrepreneurship work in English. Finally, they felt that they got both English and entrepreneurship.

Findings on College English Teachers with Project-based Teaching
Of the 7 English College Teachers73.3 %knew had applied Project-based Teaching. In addition, they followed the steps from forming the team, planning (writing) and presenting the project(speaking). But, 28% teachers did

not supervise fully. Other two teachers(28.5%) made entrepreneurship projects. The college where they worked had no cooperation with another institution/industry in project-based teaching. All teachers had not taught English for entrepreneurship it is because it has been included in implicit topics such as *English for Hotel and Tourism for the College* and *ESP for English Department*. The inclusion of entrepreneurship should be more to familiarize creative allocations of disciplinary application   and approaches from the disciplinary cultures as a substitute of linguistics and language teaching (Bhatia and Brumner, 2012). So, for the teacher education program it is necessary to have three analytical aspects of close consistencies and synthesis among programs, between program work and scientific work in and out of schools that relate theory and practice to create models of teaching with field-based experiences (Darling, 2006).

In developing teacher-based model experiences, integration among courses and both course work and scientific work can be conducted by students by learning many sources and one of them is from success stories of entrepreneurs. The table below shows the 10 successful Indonesian entrepreneurs of transport, tours and travel, tourist attraction food and beverage and souvenirs who have national and international reputations. What they have exerted contributes a lot as a foundation of education and a role model for the students. The sources were taken from their success stories and biographies.

Belows are the sources:
1)Susi Air, (Kisah sukses Susi Pudji Astuti membesarkan bisnisnya, 2014); 2) Blue Bird Taxi (Kisah sukses pengusaha Taxi Blue Bird yang awalnya Armada Bemo, 2016); 3) Khatulistiwa Tours and Travel,(Pemilik Khatulistiwa Tours & Travel: Kepak Sayap Wisata Edukasi, Wahyudi,2012); 4)Trans Studio, (Biografi Chairul Tanjung si anak singkong dan kata-kata motivasi, Kusuma, 2017); 5) Taman Impian Jaya Ancol(Kisah sukses Ciputra salah satu pengusaha properti tersukses di Indonesia, 2017); 6) Kebab Turki (Kisah Sukses Hendy Setiono Menciptakan Bisnis Kebab, Ilkha 2014); 7)Bakso Malang (Dari Malang Cak Man sukses dorong bakso Malang, Apriantono, 2014); 8) Ice Teler 77, (Mengintip Kisah Sukses Es Teler 77 Sebagai Inspirasi Bisnis n.d); 9) Sofyan Hotel (Biografi Riyanto Sofyan, Leadership Management Zulkifri, 2015); 10) Batik Danarhadi (Kisah sukses Santosa Doellah mengibarkan bisnis Batik Danar Hadi, Permadi, 2014).

Table 3: The Company of Transport, Tours and Travel, Tourist Attractions

Com-pany	Susi Air	Bluebird Taxi	Kathulistiwa Tours and Travel	Trans Studio	Taman Impian Jaya Ancol
HT	Bed cover, fishery business in 1983 now has 50 airlines and 2 runaways	Traditional transport of 1 bemo in 1971, now has 20.000 taxis	Education tour for students and now has professional tour in 2009	Small trading of books and photocopy, shoes in 1987, now has Mega bank, Trans TV, Trans Studio	Property business in 1963, successful in property and create tourist attraction of Taman Impian Jaya Ancol with 80.000

					tourists in weekend
PC	Keep struggling, tough, persistent	Hard work, being honest, high optimism, spirit, strong motivation	No hopeless, detailed field survey and calculation, struggling, learning	Hard work, positive thinking, honesty , trust, hard, smart and sincere work, mother's prayer	No hopeless, start business soon, think positively, tough, hardwork
BS	Excellent product and service	Being consistent to land transport business	Uniqueness, learn and fun, ecotourism, education based tourism	Network, managerial, entrepreneurial	Innovation, creativity , opportunity
CSR/ CP	Foundation for fisherman assisting human beings in disaster	Management of passanger, staff, commu-nity	Free charge training for students	Contributing alms to make business run well	Contributing treasure for education

Note:
1. HT: History
2. PC : Personal Characteristics,
3. BS: Business Strategy
4. CSR/CP: Corporate Social Responsibility/Corporate Philanthropy

Table 4 shows that the entrepreneurs started their business from the small business then developed into the big business .Susi Air started from bed cover business, fishery and now is developing into 50 airlines and 2 runaways. Bluebird taxi started from 1 bemo and is developing into 20.000 taxis. Khatulistiwa started from educational tour for the students and is now developing into professional tours, and trans studio started from photocopy business and now is developing into Trans Studio, so did Taman Impian Jaya Ancol which started from property business to tourist attraction with 80.000 tourist in the weekend.

They all have good personal characteristics, unique business strategy which is different between one entrepreneur to other entrepreneurs, and all pay attention a lot on the welfare of community in which they express in corporate social responsibility and or corporate philanthropy.

Table 4 : Food and Beverage, Hotels and Souvenirs

	Kebab Turki	Bakso Kota	Ice Teler 77	Sofyan Hotel	Batik Danarhadi
HT	1 outlet in 2003 now has 1000 outlets in the country and abroad	Bakso Street vendors in 1986, now has 15 branches and 90 partners	Family business in 1989, mother in law inspiration, now has 300 outltes, 3000 workers in the country and abroad	Family business 1989, now has 17 syaria hotels and travel agents	Family company in 1967, now has 1000 workers, outlets in the country and abroad
PC	Strong passion, commitment, courage, advanced innovation, qualified, uniqueness	Tough, diligent, keep learning,	Keep struggling	Obedient to parents, keep struggling, wholehearted	Solution, no hopeless, being thankful to God
BS	Take away concept, opportunity, observe, adopt, evaluate, modify, availability and affordability	Managerial team, franchising, product innovation, sensational event	Franchising, best service and product	Syaria concept, enlightment, wisdom, professionalism, spirit of excellence	Market taste, creation of excellent product
CSR/CP	Providing learning workshop	Bakso workshop venue for trainees	Social activities in the outlet	Management of staff, guest, community	Batik museum, palace for common people

Note:
1. HT: History
2. PC : Personal Characteristics,
3. BS: Business Strategy
4. CSR/CP: Corporate Social Responsibility/Corporate Philanthropy

Table 4 shows that the entrepreneurs started their business from the small business then developed into the big business (Kebab Turki started with one outlet and is developing into 1000 outlets), Bakso Kota used to have 15 branches and now is developing into 90 branches so do Ice Teler 77, Sofyan Hotel and Batik Danarhadi. All of them had strong personal characteristics of tough, keeping struggling, no hopeless , and high optimism. They also have their business strategy in which the key words are innovation, creativity, uniqueness opportunity, and

network. To develop their businesses they constructed foundation, workshop, education to assist community to be successful in their lives. To learn more about CSR Bill Gates is the champion by giving his 95 % wealth to voluntary organization (Thorpe, 2012), Ma (2014) that the company is going to be evaluated by how much improvement the company bring to the world. However there are still many unsuccessfulness in entrepreneurship due to schools does not admit unsuccessfulness but entrepreneurship. So the best to do in teaching entrepreneurship is to encourage the students to be serious in and out of the classrooms to get business people with authentic troubles, to blend drilling, training and trying out (Yang, 2016)

Therefore, Ciputra (Alvin, 2015) proposes that entrepreneurship education ideally has to be started since kindergarten and is arranged to be national planning: 4 days for theory and one day for entrepreneurship practice. Take an example from Korea where the income is from international trading.

The 5 character building main values of..... "religius (being religious), integritas (integrity), gotong royong (working together), mandiri (being independent) dan nasioanlis" (and being nationalist (Budhiman 2017, p.11) can be found in successful entrepreneurs, as the shortcut of learning entrepreneurship. To learn more from pioneers of the role model of entrepreneurs English teachers are demanded to be more "out of box". Why "more" because with English, they already see through the window of the world and it is already the time to practice, synthesize, integrate, and innovate English language teaching methods.

Entrepreneurship is therefore a valid and important subject of study for development scholars, and the development is a worthwhile subject of study for entrepreneurship and management scholars. It is also the media for collaboration across discipline (Naude, 2011). In the development of the enterpreneurship there are three grand developments, economics, explicit and implicit program and an important subject for development scholars and important subject for management scholars(White, 2011). Rapid economic development determined by country's entrepreneurs to immerse and innovatively adjust international technological knowledge to increase the speed of the development (Naude, Szirmai, Goedhuys, 2011).

How to implement entrepreneurship in education is by developing partnership forms of curriculum reform in order to develop teacher's training, school /work partnership and local curriculum work (Seikkula, 2011). The teaching and working methods are significant in many ways and the perception of teachers education and skills on entrepreneurship is closely related to the implementation of entrepreneurship education(Ruskovaara and Phikala, 2013).

Conclusion and Recommendation

Theme- based teaching and project-based teaching had been implemented in schools up to college levels. However, in teaching entrepreneurship there has been the lack of cooperation between English teachers and subject specialists, the lack of making entrepreneurship projects in project-based teaching, and the lack of cooperation with schools partners specifically in project-based teaching. As what Bhatia and Brummer (2012) suggest that language teaching methodology has to encourage innovation of disciplinary cultures and Darling (2006) states the need of integration between, among courses among English Teachers and non-English Teachers in and out of the classroom. This is one of the ways to equip the human resources with functional life skills to meet the needs of industry and academic concern (Aniroh, 2017).

This study is limited to English teachers in Malang, Indonesia who were teaching English at Junior High Schools, Senior High Schools and in the college level, in the second semester2017/2018, and the success story of ten (10) Indonesian Entrepreneurs in tourism and hospitality. Therefore, the generalization of the results of the study is limited.

The attitude and behavioral values of personal characteristics of being tough, keeping struggling, catching the opportunity, having strong commitment, having courage and other good manners are all inspiration for teaching. So are business strategy of uniqueness, excellent product, adopting, evaluating and some other amazing business

strategies. One thing that should be noted of the 10 entrepreneurs is that they help other people by implementing CSR and or CP as they all believe that it is the way to sustain their business. This is also the inspiration for teaching and valuable sources for English Teachers and students. The implementation can be started from having a cooperation with successful local entrepreneurs, and is then continued by the research on the implementation of teaching in and out of the classroom and the impact on the students' learning achievement.

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The Use of WeChat Application on CFL Learners' Vocabulary Acquisition

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Abstract

This quasi-experimental research explored Chinese as a Foreign Language (CFL) learners' use of a popular social networking application in China, WeChat, in acquiring vocabulary. The research questions answered in this study are: (1) How may the CFL learners' vocabulary performance be described in terms of: (a) pretest scores and (b) posttest scores; (2) Is there a significant difference between the performance in pretest and posttest of the control group and experimental group?; (3) What are the implications of the results of this study in teaching? Participants joined the ten-day treatment wherein they used the three features of WeChat: WeChat Messaging, Official Accounts, and Mini Programs. The participants' performance before and after the treatment were identified using pretest and posttest. In addition, observation checklists were utilized to determine the change in behavior in acquiring vocabulary of the CFL learners. Results suggested that WeChat could improve students' vocabulary acquisition in foreign language. Suggestions for improvements in future WeChat treatment were also discussed.

Introduction

One of the skills that a 21st century learner should master to be successful in school and in life is digital literacy (Jenkins, Purushotma, Weigel, Clinton, & Robison, 2009). As defined by Visser (2012), digital literacy is the ability to use, evaluate, create devices and share digital contents. In the age of computers and electronics, access of technological devices has been increasing; and according to Hsu (2013), the use of these technological devices in teaching, specifically in language teaching, provides new learning experience to the learners; it makes teaching and learning more contextualized and effective.

The Natural Approach in language teaching of Terell and Krashen (as cited in Tupas, 2002) suggested that in a classroom, the most effective way to acquire a language is by being exposed to the target language. Therefore, the main task of the teacher is to provide simulations and expose the students in the use of the target language in real-life situations (Krashen, 1981). The question turns back to technology; can technology be an alternative to this strategy? In a research conducted by Ariza and Hancock (2003), they assured that aside from simulations, input can also be provided with the use of different instructional materials and technological devices. Also, Lin (2010) stated that advancement in technology affected second/foreign language learning and educational methodology in general. Hsu (2013) also guaranteed that technology aided one of the challenges that foreign language teachers usually encounter--providing a contextualized yet authentic communication experience to learners, given the fact that a language environment is not present at all times to give learners the opportunity to use the foreign language.

Moreover, Wang (2005) mentioned that the integration of technology in education has actually influenced the change in the educational paradigm to constructivist learning approach. In line with this, the first goal of this study is to contribute to such change particularly in the educational paradigm and to help curriculum developers improve

the current curriculum of CFL in the Philippines by determining the effect of WeChat, one of the world's largest stand-alone mobile applications in 2018, on vocabulary acquisition. Vocabulary, according to Huang and Liao (2010), refers to the totality of words and set phrase in a language. Furthermore, vocabulary is the building material of language for without it which a building will not be constructed; just as, without vocabulary, there are no possible ways to create sentences. According to Datzman (2011), acquiring vocabulary posed great challenges to both the learner and the teacher. Moreover, in Chinese language, the level of the students is determined based on the number of vocabulary they know. Therefore, the researchers considered that realizing the effect of using social networking application in vocabulary learning will help the Filipino curriculum developers create an enhanced foreign language program.

Teachers, through the use of educational technology, such as digital tools, can provide learners a more effective learning environment and more productive learning opportunities (Mitra et al., 2005). Some of the emerging digital tools in the present time are mobile phones and social media. Social media is a compilation of websites and web-based systems accessible through any device which enable people in using the network to mass interaction, conversation and sharing over the internet (Health Research Institute, as cited in Hill, Dean, & Murphy, 2014).

Numbers of social media users around the world have been growing at a remarkable rate and it has been included in the curricula of different universities to give their students the edge in the job market after graduating. More and more educators are becoming interested in integrating social media in their respective area of teaching, such as vocabulary teaching (Noor Al-Deen, 2016). This is because research done by Ariza and Hancock (2003) implied that vocabulary acquisition, an important aspect of language learning, through social media is quite similar to the first language acquisition of a child.

The Acquisition-Learning theory of Krashen (1978) asserted that humans gradually develop an innate linguistic knowledge subconsciously. Akin to this, Anderson's (2007) study explained "acquisition" as a term which implies the involvement of subconscious, innate, and effortless assimilation of specific linguistic knowledge in one's language mastery. On the other hand, "learning" involves conscious and explicit psychological process of attaining linguistic knowledge. This is often observed in the classrooms. Anderson justified "acquisition" being the better approach as opposed to language "learning". He further asserted that language "acquisition" is constantly being displayed with the use of technology. Hulstijn, Hollander, and Greidanus (as cited in Petchko, 2011) added that incidental learning is described as the accidental learning of vocabulary with no intention to learn. In line with this, the second goal of this study is to help CFL teachers to perceive the effects of social networking applications such as WeChat not just in students' daily lives, but also in their academic lives. As local teachers of Chinese Language, anything which can help the learners, such as integrating mobile technologies and social media, must be studied and utilized to provide better learning experience.

Manipulating both mobile technologies and social media can be beneficial. According to West (2012), benefits of using both in the context of education include: enabling multiple ways of learning, supporting multi-modality and student improvisation and sharing and creating students' artifacts. Currie (as cited in Sung & Poole, 2017) advocated the view that social networking applications on Smart phone are the most helpful tool in student learning. Furthermore, a research conducted by Wu (2014) concluded that the use of Smart phones is highly effective to Chinese people learning the English language, particularly in vocabulary.

On the other hand, research done by Dehghan, Rezvani, and Fazeli (2017) has shown that no significant changes happened after using a mobile device and social media application, WhatsApp, in learning English as a foreign language. Moreover, according to McLeod (as cited by West, 2012), many schools in the elementary and secondary level did not permit the use of mobile devices because they were not helpful to the teaching-learning process. Also, teachers from different levels viewed handheld-devices as disruptions to the students from different educational opportunities. An example of this is when Greenwich Free school in London stated in its public documents that "Mobile phones are a huge distraction in lessons, with pupils thinking about text-messaging,

Twitter or Facebook in class instead of their work" (Greenwich Free School, as cited in Ally & Tsinakos, 2014). In addition to this, Kross et al. (2013) have concluded that rather than improving the well-being of the youth, Facebook, a well-known social networking application, weakened young adults' well-being. Zhou, Liu and Xu (2015) also stated that WeChat, a mobile-generated communication application, tends to cause indifference and estrangement in the real-life interaction of a person.

The disadvantages that social application posed (specifically WeChat), however immense, still might not outweigh the boost it may cause in education. Wu's (2014) research emphasized the positive impact of WeChat, a social networking application famous in China. He claimed that WeChat has brought to the well-being of its users because it has encouraged a selective friend strategy in nurturing a strong-tie-based social networking. This led to positive impacts on its users' psychological and physical well-being by cultivating an intimate and private community in social networks. Such privacy and intimacy resulted to more opportunities of sharing positive events that created ripple effects of spreading positive emotions through the social network. In addition, WeChat's mobile features strengthened relational well-being by enhancing comprehension, communication and the savoring of emotional experience. Gutman and Vorhaus's (2012) research has illustrated that the well-being of a person is a "key factor" in education and according to Wu (2014), WeChat features appeared to work together to improve users' well-being.

Tencent, the developer of China's "super-app" and "app for everything"--WeChat, has added several features to the application ever since it has been developed. Features of WeChat include Multimedia Messaging, group chat and calls, free voice and video calls, sticker gallery, 'Moments' timeline, People Nearby, Shake Shake, Real-time Location, language support, customizable group sharing settings, Official Accounts, and Mini Programs (Koetse, 2014). Some features of WeChat such as People Nearby and Shake Shake were not selected in this study due to some unethical issues. Rixtel (2015) stated that his decision to delete WeChat happened after using the features Shake Shake and People Nearby. At a span of one week, he has received over more than 20 obscene messages, marriage proposals and x-rated photographs.

Few features of WeChat such as messaging, Official Accounts and Mini Programs were involved in this study. WeChat Messaging uses diverse instant messaging means which includes voice messaging, text messaging, and stickers. Through WeChat Messaging, users of the application were able to send live or previously saved pictures or videos, name cards of any other users, lucky money packages, coupons, or current locations either with the group or individual (Wikipedia). Zeng, Deng, Wang, and Liu (2016) revealed that WeChat Messaging helped stimulate students' enthusiasm and interest, enhanced self-initiative learning ability, enriched collaboration with colleagues, and upheld the education reform. The next feature is Official Accounts; the results of the study done by Gao and Wang (2017) suggested that Official Account of WeChat has a positive role in spreading micro-content, attracting learners, evaluating real-time learning effects and promoting personalized learning. According to Graziani (2017), Official Accounts are interfaces which a specific class can utilize to: gather followers and send push notification. Most WeChat Official Accounts appear in the "Chat" section of WeChat. Another feature of WeChat used in this study is the WeChat Mini Programs which are "sub-applications" within the WeChat ecosystem (Graziani, 2017). In an article of China Internet Watch, it stated that as of 2017, the top 100 Mini Programs of WeChat fell into categories such as utility programs, purchase, and most importantly, education.

In a research conducted by Lin (2017), it has been concluded that WeChat-based communicative teaching may solve many glitches or loopholes found in the traditional teaching approach. Li, Fan, and Jiao (2016) added that a data from Baidu Statistics showed that over half of the students surveyed have perceived WeChat of high usefulness in mobile learning environment. These reasons lead to the last goal of the study which is to aid CFL students or the language learners to assess and improve their knowledge on vocabulary using WeChat as the learning environment.

Regardless of the different conclusions and inferences, one cannot simply affirm an opinion greater than the other or that one is applicable here or there. As the saying goes, "what works here, might not work there." Hence, given

the contradictory belief and the limited study on social media and WeChat for learning Mandarin, this study aimed to determine the effectiveness of WeChat application in learning vocabulary used by the CFL learners of Angeles University Foundation.

Hence, the study aimed to seek answers to the following questions.
1. How may the CFL learners' vocabulary performance be described in terms of: (a) pretest scores and (b) posttest scores?
2. Is there a significant difference between the performance in pretest and posttest of the control group and experimental group?
3. What are the implications of the results of this study in teaching?

Methods and Materials

Research Design
This study used quasi-experimental design. According to Creswell (2013), the experimental group in this method was exposed to the variable. Results from group that was not exposed to the variable was compared with the other group. Consequently, Cook (2015) also mentioned that quasi-experiments normally test the long-lasting treatments' causal consequences and are different from "legit" experiments where assignments are random. Thus, in this investigation, the control group used traditional method, while the experimental group used WeChat. At the end of the treatment, the changes in control and experimental group's performance were identified.

Participants
This research included a total of eighteen (18) participants from Angeles University Foundation-Confucius Institute (AUF-CI). Among the CFL learners, there are a total of six (6) male and twelve (12) female participants, with an age range of 18-21 years old. The CFL learners are Filipino students learning Chinese Mandarin as a foreign language. All of the CFL learners are HSK 5 and HSKK beginner passers. There were two groups: the control group and the experimental group. At first, the formation of the group was based on the profile of the students. Those who were diagnosed using and have WeChat application were the experimental group and those who did not have the WeChat application were in the control group. But as the division between WeChat user and non-WeChat-user was not equal, matched sampling technique was used to settle the division of the participants; the variable used in the matched sampling technique was the pretest scores of the participants. This resulted to have nine (9) students in the WeChat-user group and nine (9) in the Non-WeChat-user group.

Participants of the study also included the interlocutors. The interlocutors' age ranged from 18-24 years old; all of which were undergraduate students from different universities in China. Researchers posted an invitation in WeChat for those who were willing to participate in the study. Interlocutors volunteered to participate in this study. They received letters regarding the overview of the research. The role of the interlocutors in the study is to communicate with the CFL learners via the messaging features of WeChat. No restrictions were given as to the topic of their interaction.

Sampling Technique
This investigation used purposive sampling technique. As defined by Etikan, Musa, and Alkassim (2015), this technique is also termed as a judgmental or expert sampling; it is not random and needs no fundamental theories or particular number of population. Lavrakas (2008) added that this is a type of non-probability sample having a main objective to arrive with a sample of assumed representative population that is logically arranged. In this study, HSK level 5 passers who have used the WeChat application were identified and were admitted participants of the study.

Instrument
In this study, profiling survey was used to identify the participants' information. According to Anderson (2015), this type of survey is important to establish the respondents' profile and to be objective in the study. In this

research, the survey was used to identify the respondents' name, age, and gender. It was also used to identify the total amount of time the respondents spent in studying Mandarin and using the WeChat application. The survey was also used to check whether or not respondents have internet access, are familiar with WeChat application and its' proper usage, have used the WeChat application, have the WeChat application in their mobile devices, have accounts on WeChat, and are still using the WeChat application. This instrument was validated by four (4) experts. Based on the experts' recommendations, informed consent was used instead of letters to participants. In the survey, there are also blanks provided for some questions which require actual amount of time.

Another instrument used was a pretest and a posttest. According to Shuttleworth (2009), quasi-experiments usually use a pretest-posttest research tool wherein the researchers study and assess the respondents before and after the treatment. Thus, pretest-posttest assessment tool was used to measure the effects of WeChat on the CFL learners' vocabulary acquisition, specifically Chinese characters' recognition, word use and meaning. The pretest and posttest were anchored on the lesson that the respondents learned during the ten-day treatment. For the first part, each item contains four statements wherein one of the four statements is incorrect. A word from a given statement is incorrectly used; therefore, making it a wrong statement. For the second part, each item has one statement with blanks. For each blank, there was one correct answer among the four choices. This instrument was validated by three (3) professional Chinese teachers. Based on the recommendations of the professional Chinese teachers, the items on the first part of the test were lessened; it only contained ten (10) items instead of having twenty (20) items. The length of time and focus of the students were considered in shortening the test. The participants were only given thirty (30) minutes to finish the thirty-item test. One item is equivalent to one point. To check the answers of the participants, the answer key was used.

During the treatment, observation checklist was likewise used. Chen (2012) described the use of observation checklist as the process wherein observers keenly monitor what happens inside the classroom or what action takes place. In this research, observation checklist was used with the integration of a column for pieces of evidence in which the movements or actions of the respondents were written as proof of the ticking of a specific behavior. The results in observation checklist were used as additional explanation of student's vocabulary acquisition performances. The behaviors observed in this study are the following: (1) accepts correction on mistakenly used words; (2) corrects mistake based on the directions or comments of the teacher; (3) anotates additional insight on a certain vocabulary to prompt further discussion; (4) asks questions to clarify certain meaning or usage of words; (5) gives examples or sentences using the vocabulary; (6) displays confidence upon answering a question related to vocabulary; (7) enhances collaboration with peers by sharing learned vocabulary knowledge; (8) uses vocabulary in different contexts, and; (9) answers the question of the teacher voluntarily. This instrument was validated by four (4) experts. Based on the recommendations, behaviors which are vague and difficult to measure, such as: (1) follows the teacher on the vocabulary discussion, (2) pays attention in vocabulary discussion, and (3) shows understanding of the vocabulary being taught through facial expression, and gesture or verbal, were all removed. Rating scales, *almost always, often, sometimes and never,* were used instead of using two choices such as yes or no.

Data Collection Procedure

The ten-day treatment was done through the use of a Smartphone application---WeChat. Beforehand, the letter provided by the Angeles University Foundation--College of Education has been modified according to the needs of this study. This was used to seek the approval of the Philippines and Chinese directors of Angeles University Foundation--Confucius Institute (AUF-CI) and the entire concerned individual to let the researchers conduct the study in a specified class. The teacher of General Mandarin Class was asked to guide the researchers in constructing pretest and to make the participants answer it. On the general orientation, the protocol of the study was explained.   Afterwards, the profiling survey was conducted to identify the possible participants; this was to check if and how long the CFL learners have been using WeChat. After establishing who may join the study, the permission of the participants to undergo the procedures of the study was asked using informed consent. The participants took the 30-item pretest on March 7 of 2018, 6:30 pm to 7:00 pm. The division of the participants to two groups, experimental group and control group, was done using matched sampling technique of the

participants' pretests' results. After the division, participants who resulted to be in the control group uninstalled the WeChat application.

On the other hand, the participants on the experimental group were given another orientation. In the orientation, the experimental group were informed to: 1) get a list of the interlocutors they have to interact with; 2) learn how to use the "accounts" and "Mini Program" features of WeChat by reading the user guide or user manual; and 3) use the WeChat application for 30-40 minutes after class; each feature- Messaging, Official Accounts, and Mini Programs for 10-13 minutes only.

In the Messaging feature, participants in the experimental group asked about or used the word/s they are studying in their General Mandarin class. As for the Official Accounts, participants read the articles and editorial posted in the account they followed. To check for compliance, short quizzes were given to the participants. The quizzes given were also validated before administration. For the Mini Programs, the experimental group played a game which is accessible through the WeChat application. The game played is a guessing game wherein a picture will be shown as a hint for the player to guess the word being referred to. Monitoring procedure such as unannounced monitoring was employed. There are five researchers in this study; three researchers monitored four participants each, while the remaining two monitored three participants each. The use of WeChat application was done in the participants' dormitory, 30 minutes after their last class for ten school days. Observation notes were used as proofs of monitoring. Another monitoring procedure employed was to let the participants screen capture their activity. The control group was also monitored.

After the orientation, the ten-day treatment has begun. The treatment occurred for ten school days, specifically on March 9, 12, 13, 14,15,16,19, 20, 21 and 22, 2018. Throughout this allotted ten-day treatment, the class was observed and the behaviors of the participants were checked using a checklist. The observation was done twice before the treatment and twice after the treatment. Observation happened during the General Mandarin class of the participants, specifically on March 7, 9, 12, and 22, 2018. After the treatment, the posttest was conducted on March 23 of 2018, 6:30 pm to 7:00 pm. The answered posttests were gathered and checked using the answer key for the test. Also, screen captures of the participants' conversation with the interlocutor, as well as screen captures of games played in the Mini Program, were gathered as evidence of compliance.

Data Analysis
To analyze the data, paired sample t-test for each group using Statistical Package for the Social Sciences version 22 (SPSS 22.0) was used with the help of the statistician.

Paired-sample t-test was used to determine the mean and p-value of each group's pretest and posttest results. The mean of the pretest of the control group was compared with the mean of their posttest; likewise, the mean of the pretest of the experimental group was compared to the mean of their posttest. Afterwards, the t-value and p-value of the two groups were analyzed to determine the significant difference between the performance of the students in their pretest and posttest. This was also done to determine which among the two groups had significant improvement after the treatment. Of the gathered results in this study, implications of using WeChat in vocabulary acquisition in Chinese Language were derived.

Results

Pretest and Posttest
Table 1 displays the descriptive statistics for the two conditions in each group. *N* represents the number of participants included in each unit.

For the control group, the average score of the participants in their pretest is 14.78 and the average score in their posttest is 16.67. The participants have higher scores in their posttest (mean = 16.67) than their pretest (mean = 14.78). This implies that there is an increase in the performance of the participants using the traditional way of

acquiring vocabulary in Chinese Mandarin after the ten-day treatment.

For the experimental group, the average score of the participants in their pretest is 14.89 and the average score in their posttest is 20.44. The participants have higher scores in their posttest (mean = 20.44) than their pretest (mean = 14.889). This implies that there is an increase in the performance of participants using the WeChat application in acquiring vocabulary in Chinese Mandarin after the ten-day treatment.

Therefore, based on the results presented in Table 1, there is an increase in the performance of the participants of each group in their pretest and posttest using different ways of acquiring vocabulary in Chinese Mandarin.

Table 1

Average Scores of the Control and Experimental Group

Group	Test	Mean	*N*
Control	Pretest	14.78	9
	Posttest	16.67	9
Experimental	Pretest	14.89	9
	Posttest	20.44	9

Significance Level

Table 2 presents the inferential t-test statistics. This was used to determine whether there is a statistically significant difference between the pretest and posttest in each group. This table shows the t-value (*t*), degree of freedom (*df*), and the significance level (sig. (2-tailed)) of each group.

For control group, the absolute t-value of the scores of the participants is 1.233. The degree of freedom is 8 and the significance level is 0.252. The significance level is greater than 0.05 which implies that for control group, there is no significant difference between the performance of the participants in their pretest and posttest using the traditional way of acquiring vocabulary in Chinese Mandarin after the ten-day treatment.

For experimental group, the t-value of the scores of the participants is 5.547. The degree of freedom is 8 and the significance level is 0.001. The significance level is less than 0.05 which implies that for experimental group, there is a significant difference between the performance of the participants in their pretest and posttest using the WeChat application in acquiring vocabulary in Chinese Mandarin after the ten-day treatment.

Based on the results, the control and experimental group obtained the same degree of freedom. However, the t-value of the experimental group is larger than the control group. This implies that the difference between the conditions in experimental group is more prominent than the conditions in control group. This also means that there is a smaller probability that the difference occurred by chance in experimental group than in control group. For the significance level of the two groups, control group has no significant difference, while experimental group has a significant difference between the conditions after the ten-day treatment.

Hence, paired sample t-test found the treatment with the experimental group to be significant, $t(8)= 5.547$, p=0.001, than the control group which has no significant difference, $t(8)= 1.233$, p= 0.252. This implies that vocabulary in Chinese Language can effectively be acquired using the features of WeChat application than just using the traditional way of acquiring vocabulary.

Table 2
Significance Level of the Means of Control and Experimental Group

Group	Test	t	df	Sig. (2-tailed)	Interpretation
Control	Pretest – Posttest	-1.233	8	.252	Not Significant
Experimental	Pretest – Posttest	-5.547	8	.001	Significant

*p-value <0.05 alpha level of significance

Pedagogical Implication
Vocabulary acquisition is a crucial factor in foreign language learning. In general, as vocabulary skills develop, the totality of a learner's capability to fluently speak the language increases. The results of this study implied that a substantial advancement in learning a language through the use of WeChat is evident. Hence, teachers can use WeChat in teaching vocabulary.

The results of this study also implied that the use of mobile application helped to create language immersion among participants and their interlocutors. This, therefore, suggested that teachers can use WeChat as a treatment. The WeChat application may serve as a beyond-the-classroom learning which may increase the possibilities of talking to a Chinese native language speaker and lessen the awkwardness and nervousness of interacting face-to-face.

Through this study, one may infer that WeChat may help increase the motivation, confidence and interest of the students, and promote a good attitude towards learning. Thus, teachers can recommend WeChat to learners who find difficulties in learning foreign language or to learners who are digitally-inclined.

Discussion
According to researchers such as Baker, Simmons, and Kameenui (1995) and Neo, Pesaranghader, and Rezaei (2014), vocabulary acquisition was shown to be vital to language development; therefore, language learners need not only the knowledge of grammar points but they likewise need to learn vocabulary to understand a material's content. In this regard, strategies to widen vocabulary acquisition have developed rapidly; one of which is the use of technology or more specifically, as applied in this study, WeChat.

The performance of CFL learners' in pretest and in posttest is the first point to be discussed. In this quasi-experimental research, the changes that happened to students, in terms of pretest and posttest have been closely observed. Based on the data gathered, both experimental and control group showed improvement from their pretest to their posttest; the control group with the average pretest score of 14.78 to an average posttest score of 16.67; and, the experimental group's average pretest score of 14.89 to an average posttest score of 20.44. The result of this study is in contrast to the study of Mingle and Adams (2015), where the results showed that the use of social network has a negative impact on students' academic performance. This is because students have used a lot of time on social media applications for the sake of entertainment and have disregarded, to great extent, their

studies (Tamayo & Dela Cruz, 2014).

However, the findings of this study are supported by the investigation done by Alemi, Sarab, and Lari (2012). Their findings showed that both their experimental and control group, regardless of the medium or form of learning, has had an increase in their posttest scores. Consequently, the result is also similar to the study of Kilickaya and Krajkas (2010) such that vocabulary activities both traditional and technology-integrated gave the participants opportunities to learn new words. Likewise, it helped develop a connection between meaning and form of the word (Horst, Cobb, & Nicolae, 2005; Nelson, 1998). Moreover, according to Spiri's (2008) research, studying vocabulary intentionally and studying with WordChamp leads to vocabulary acquisition.

Chu, Ng, Lai, and Lam (2015) also pointed out that the use of WeChat for learning has influenced their behavioral intentions. Likewise, the results on the behavior checklist support the findings in this study. At the end of the treatment, the control and the experimental group had changes in their behavior in acquiring vocabulary in Chinese Language. The respondents accepted corrections, corrected mistakes, annotated additional insight, clarified meanings, gave examples, displayed confidence, enhanced collaboration, used vocabulary in different context, and answered questions more frequently than they did before the treatment.

The significance level of the results in pretest and posttest of each group is the second point to be discussed. Based on table 1, there was an increase on the mean of control group with the difference of 1.89 and experimental group with the difference of 5.55. Given the result of this study, one can conclude that the increase on the mean of the experimental group was higher. Furthermore, table 2 showed that there was a statistically significant difference with the performance of the experimental group and there was no statistically significant difference with the performance of the control group.

The results of this study are in conflict with the findings made by Dehghan, Rezvani, and Fazeli (2017) which emphasized that participants who used a mobile networking software did not do a better performance than those who acquired vocabulary through the traditional method; because the learners appealed to a number of distractions such as music, games, movies, etc. In addition, another study has shown that the group who used a mobile application showed a boost in confidence and motivation upon using the treatment. Hence, the experimental group had a greater improvement than the control group who received a teachers' instruction only. However, the difference of the improvement by two groups still proved to be not significant (Monica-Arian & Anamaria-Mirabela, 2014).

On the other hand, the results of this study are supported by the research conducted by Basoglu and Akdemir (2010) which proved that the use of technology in vocabulary learning is more effective than using flashcards. Their study concluded that students had a great attitude towards the use of applications on mobile devices for the convenience it brings to them. Nguyen and Khuat (2003) also emphasized the positive influence computer, social media, and online games bring to vocabulary knowledge in foreign language. Furthermore, the study of Aghlara and Tamjid's (2011) indicated that the experimental group's mean score was significantly higher compared to those of the control group. Thus, this concluded that the use of digital games contributed positively to learning vocabulary of a foreign language. Also, a game accessible through a social media--Pearl Peril, is proven to have influenced students' knowledge on vocabulary development. The findings of the study showed that there was a significant increase between the tests of those who have played the game and that there was no significant difference between the tests of those who did not (Guvendir & Gezgin, 2015). Likewise, a social media game was used to teach vocabulary in the study of Cetin, Sozcu, and Kinay (2012). Their study found that there is a significant relationship with vocabulary acquisition and playing the game. Correspondingly, Yip and Kwan's (2006) study confirmed the usefulness and suitability of online games on vocabulary learning of undergraduate students. Akin to this study are the studies by Laurillard (2007) and Sharples (2006) where they have agreed that technological devices and social media have five advantages to education upon use. These are: accessibility, portability, learning opportunities, personal experience and connection. Anchoring on this, Shi, Luo and He (2017) conducted a study wherein they have concluded that WeChat helped students to significantly improve their

vocabulary skills. They also implied that WeChat, if used in education, may offer the following: affordability, accessibility, individuality, multi-functionality, and interactivity.

The results on the behavior checklist also supported the findings in this study. At the end of the treatment, the change in behavior is more evident to the experimental group than to the control group. The experimental group accepted corrections, corrected mistakes, annotated additional insights, clarified meanings, gave examples, displayed confidence, enhanced collaboration, used vocabulary in different context, and answered questions more often than the control group.

Conclusions

Based on the findings of this study, the researchers concluded the following:

1. Increase in students' performance is evident in pretest and posttest of each group.

2. A significant difference is observed between the performance of the experimental group and is not present in the performance of the control group.

3. WeChat application can be used in teaching vocabulary, conducting treatment and motivating learners who find difficulties in learning foreign language or those who are digitally-inclined in acquiring vocabulary of the Chinese Language.

Recommendations

Considering the results of this study, below are the recommendations of the researchers.

1. Global SLA or FLA audience may consider using the WeChat application in language acquisition as it is an effective tool in acquiring vocabulary, in this case, foreign language learning. Statistics by Pew Research Center shows that almost 95% of teens are using Smart Phones and 45% are online 'almost constantly'. This statistics calls for the need to use the things 'trendy' to the learner for better learning.

2. Curriculum developers may consider the integration of WeChat in the curriculum as a tool which can help students in learning Chinese language.

3. Teachers may encourage students to use WeChat application to improve their vocabulary in Chinese Language by providing WeChat-based assignments and discussions. Teachers must provide proper instruction in utilizing the application appropriately. Teachers must be aware of the performance and activities of the students using the application.

4. Students may participate more actively in using WeChat application to improve their language skills specifically their vocabulary knowledge in Chinese language. Students must monitor their time, attention and activities in using WeChat.

5. The future researchers may consider including more number of respondents, altering respondents based on language level, changing or expanding the locale, using another social media application other than WeChat, considering other languages, lengthening the treatment, and applying strict monitoring process.

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Language Learning Strategies used by Adult Learners of Teaching English as a Second Language (TESL)

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Abstract

Although, a lot has been said about the good language learners, not much is known about the adult learners and the strategies they use in order to further improve and acquire their second language learning skills. Thus, this study aims to identify language learning strategies employed by successful language learner among adult learners of Teaching English as a Second Language (TESL) students for improving their five main skills which include writing, reading, listening, speaking, vocabulary and grammar. This study employed a mixed-method research design where survey and semi-structured interview were conducted in collecting the data. Ten students were selected using purposive sampling technique. The questionnaire for the survey was adopted from Andrew D. Cohen and Julie C. Chi's Language Strategy Use Inventory Semi structured interview was also done for triangulation. Based on the findings, it has been identified that learners use language learning strategies in order to become good language learners. The respondents have pretty much the same preferences in using the language learning strategies. However, although different learners preferred different language learning strategies, there are some strategies that are leading among good language learners. All of the respondents tend to make use of all three categories of language learning strategies which are cognitive, meta-cognitive and socio affective. They tend to use different categories of language learning strategies for different skills that they would to acquire and enhance on.

Keywords: language learning strategies, English as a Second Language (ESL), adult learners.

Introduction

Learning a language is quite of a complex process and learning a language takes more time than expected. Learners learn language through time language learning is to be defined as the process which the language capability develops in an individual. It takes strategies, steps, and routines to learn a language. According to Wenden and Rubin (1987), learning strategies can be defined as actions, steps, plans or routines taken by the learners in processing the information they received. Chamot & Kupper (1989) and O'Malley & Chamot (1990) also acknowledge that language learning strategies are specific thoughts and actions to maximise learning process the comprehension of the new input and information. Researchers have observed that various learners approach learning in quite of a different manner, thus the concept of 'learning styles' has been used to refer to those differences (Cohen, 2010). Different learns have different learning styles and different strategies preferences in order for them to further acquire and develop their language learning. Indeed, what suits one learner may be inadequate for another. In addition to developing students' communicative competence, Lessard (1997) in his paper mentioned on how language learning strategies (LLS) are important because research suggest that training students with language learning strategies can help them to be become better language learners. A study by O'Malley and Chamot (1990) also suggests that effective second language or foreign language learners are aware of the language learning strategies they use and why they use them.

For many people, learning a second language is one of the most important tasks they need to accomplish. As in Malaysia, English is to be considered as the second language as English language is used not only in primary and secondary level of education, but also in tertiary level of education. English language is divided into a few skills that a learner should acquire in order for them to fully acquire the language. The skills mentioned are listening, speaking, reading, writing and also the skills of mastering vocabulary and grammar of English language. Being a TESL students, the pressure of being able to acquire English language is highly crucial and important. Thus, many researches have contributed to the list of many influence and factors that can contribute to the success of language learning. Many researchers have done their research on language learning strategies. Without learners realising it, there are possibility that all language learners have their own preferences of strategy that they do out of routine in language learning process. However, there are also learners who realise their learning styles preference and able to identify the strategies they use to master a second language learning process. This leads to the fact that one of the areas of research in language learning strategies is on the good language learners. It is to be said that good language learners tend to use language learning strategies in acquiring and enhancing their second language acquisition. Good language learners will somehow realise their learning styles and try to experiment with various language learning strategies in order to find the one that suits them.

Although, a lot has been said about the good language learners (eg; Naiman, 1975, Mohammed Amin Embi, 1996;2000), not much is known about the good language learners among the adult learners and the strategies they tend to use in order to further improve and acquire their second language learning skills. As English language is to be considered as crucial in today's world, hence, there is a need of a study to identify strategies used by adult learners especially among TESL students in improving their English language skills.

Literature Review

Learning a language takes time and it is quite of a complex process for learners to acquire the language successfully. In order to acquire a new language, especially a second language, learners should be able to come up with a plan or strategy for the to learn and acquire the language easily. The fact of learning a language is not all about cramming in information, but instead, learning a language is about learning by doing. Thus, many researchers have come up with research and studies on language learning strategies. The language learning strategies are not newly created strategies as these have been in use by ancient storytellers since thousands of years ago. Learning strategies, according to Chamot, (2005); O'Malley and Chamot, (1990), are specific mental and communicative procedures that learners employ in order to learn and use language. Wong and Nunan (2011) mentioned in their study on how there are beliefs that such focus which includes strategies make learners to become more effective and become more learner centred. They also quoted Macaro (2001) on awareness and deployment of strategies will lead to more effective language acquisition as one of the hypotheses tested by learning strategy researchers. Exposure to learning strategies somehow tend to cause learners to be more proactive in contributing to enhance the effectiveness of their own learning. There are many definitions from many researchers on what is meant by language learning strategies, however, it can be seen that the various definitions from various researchers evolves pretty much around the same fundamental and essence which language learning strategies is defined as steps, actions, techniques, approaches and procedures to further gain understanding on certain information in learning a language. The strategies are also used to help learners to be able to acquire the language learning easier depending on the learners' learning style and preferences. As learning styles are different among each individual, thus the strategies used by each learner will also tend to be different according to their learning styles preferences. According to the work of O'Malley et al (1985), learning strategies are always defined and categorised in three areas. The first area or category is metacognitive strategies that deal with the ability to control the process of learning and the awareness of the learning process takes place. The second area or category is cognitive strategy that relates to more memorisation and integration. Cognitive strategy is usually involving learners trying to compute and understand certain information given to them. Socio-affective strategy is to be said as another area or category of learning strategies. Socio-affective strategy includes the actual use of the language.

On another note, language learning strategies are always associated with good language learners. Many researchers have grown interest in looking at the concept of good language learner. It is proven by many

researchers that good language learners will always use language learning strategies in order for them to be able to acquire the language. Good language learners are usually aware of the strategies they prefer depending on their learning styles preferences. Sewell (2003) also mentioned on how many researchers try to define and characterize what language learners are and it is stated by many researchers on how the students' goals should also be considered and looked into. The reason for that is because it may be easier to suggest that someone who has learned to read, write, speak and listen effectively in English language proficiently in a short time is a good language learner, however, it is unclear whether a learner who has only learned one or two skills mentioned earlier is also to be considered as a good language learner.

As for this context of study, research has shown that language proficiency or achievement is related to language learning strategies (Oxford, 1989). Good language learners are to be considered as the learners who are able to communicate in English language fluently and able to use the language proficiently. In reference to a study by Su (2005), it is stated how research has shown that language learners generally use proper learning strategies, and the use of language learning strategies does help their learning results. All language learners use certain types of language learning strategies but there are differences in the frequency and choice of strategies. In a study done by Chamot and Kupper (1989), they found that all ability students used language learning strategies, however, what differentiated the effective language learners and less effective language learners are the range of strategies, also the way the strategies are used. Effective or good language learners used strategies more appropriately, with variety and in ways that helped them to complete the task successfully (Su, 2005).

In another related study done towards an insight towards good language learners and their strategies by Tigarajan et al. (2016), they have identified and concluded that learners use various language learning strategies in order to become a good language learner and some strategies are outstanding although different learners preferred different language learning strategies. This is parallel to the findings of a research by Fangyuan Du (2018), where the researcher has done a study on investigating and examines the differences in listening strategy use of successful and unsuccessful EFL Chinese university students for diverse listening question types. The study has indicated that listening strategy used is highly individualized as the strategies they employed depends on their linguistic level knowledge.

Methodology

This study is a quantitative study that involved 10 samples of students from the population of TESL degree students of University of Malaya as the respondents of this study. The sampling technique used for this study is a purposive sampling. A semi-structured questionnaire was constructed in order to identify the strategies used by the sample of respondents. The questionnaire was adopted from Andrew D. Cohen and Julie C. Chi's Language Strategy Use Inventory and the questionnaire was adopted to a simpler version of questionnaire where respondents only need to choose the strategies they use rather than to scale they strategies they use. The purpose of the questionnaire to be adopted is to ensure respondents do not get confused by the amount of strategies options listed in the questionnaire as some might not be related to them. The questionnaire was then distributed to the respondents and the respondents were given some time to answer the questions. The data collected then analysed with descriptive statistic using frequency and percentage counts.

Findings and discussion

Strategies for improving Writing Skills

Strategy	Percentage
Plan out in advance on how to write academic papers	60%

Try writing different kind of texts in English language	60%
Take notes on writing essay strategies	60%
Find a different way to express the idea (eg; synonyms, proverbs, etc)	70%
Review what I have written before continue writing	60%
Use reference materials (eg; glossary, dictionary; thesaurus etc)	60%
Revise my writing once or twice to improve the language and content	60%
Try to get feedbacks from others on my writing	60%

Table 1

Based from the result of the questionnaire, 70% of the respondents prefer to use the strategy of using different ways such as including proverbs, synonyms and etc to express the idea in their writing. The respondents pointed out that the use of proverbs, synonyms and etc helps them to convey messages in a different ways and styles of writing. It also helps learners in bringing different perspectives in their writing through different use of vocabulary and word play, quoting one of the interviewees saying *"the use of proverbs, synonyms and etc in improving writing skills sharpens one's ability to critically and creatively write as to convey their ideas, thoughts and messages".* When respondents are asked on their strategies of learning and acquiring synonyms, proverbs, etc, they mentioned that they read a lot and also through mass media. The other strategies mentioned in the questionnaire including the strategy of planning out in advance how to write academic papers, use reference materials and etc. The same frequency of 60% for each of the rest of the strategies mentioned in the questionnaire.

Strategies for improving Reading Skills

Strategy	Percentage
Read as much as possible in English language	70%
Try to find things to read for pleasure in English language	70%
Skimming and scanning the text first only then re-read for further understanding	40%

Pay attention to the organisation of the text; headings and subheadings	60%
Guess the meaning of some individual words using clues from the context	90%
Use a dictionary to get detailed sense of what individual word means	60%

Table 2

The data gained from the questionnaire have shown that a number of 90% of respondents use the strategy of guessing the meaning of some individual words that they do not understand as their strategy to improve reading. During reading, when they encounter certain words that they do not understand, they will try to make smart guesses of the meaning of the words that suit the context of their reading. Learners believe that guessing the meaning of some individual words using clues from the context is helpful for their reading. The respondents are also asked on their strategy in guessing the meaning of some words that they are not familiar with. Some mentioned that they apply the strategy of skimming and scanning and also by looking at the context of sentence itself. However, one respondent highlighted that in just guessing the meaning of words, it is very important that the learners to have acquired a basic level of knowledge and understanding of the majority words present throughout the context or else they might be exposed to misunderstood the whole meaning of the context. The respondents are also asked on their opinion and preferences on whether they find it more convenient and effective to guess the meaning of the words from the context or to just open up dictionaries. Varieties of responses received as different learner prefers different strategy, however, quoting one of the respondents saying that *"It depends. Getting meaning from context may resolve to wider understanding of the whole context whereas getting meaning from dictionaries is more specific to understanding the word alone".* The next preferred strategies which has the percentage of 70% for reading strategies are the strategy of to read as much as possible in English language and try to find things to read for pleasure in English language.

Strategies for improving Listening and Speaking Skills

Strategy	Percentage
Listen to talk shows on the radio, watch TV shows or see movies in English language.	100%
Listen to the conversation of other people who communicate in English language and try to get the gist of it.	60%
Imitate the way native speakers talk.	70%
Pay special attention to the pronunciation of certain words.	30%

Try to understand what I hear without translating it word-for-word.	80%
Focus on the context of what people are saying.	60%
Ask the speakers to repeat, slow down and clarification if I don't understand anything.	80%
Make educated guesses about the topic based on what has already been said.	10%

Table 3

Strategy	Percentage
Practice saying new expressions to myself.	60%
Regularly seek out opportunities to talk with native speakers.	40%
Plan out in advance on what I want to say.	100%
Get involved in conversation using English language.	80%
Encourage others to correct errors in my speaking.	40%
Use code switching if I don't know how to convey certain words using English language.	80%

Table 4

It is shown from the two tables above that the most preferred strategy chosen are the strategy of listening to talk shows, TV programs, etc in English language and also the strategy of planning out in advance on what they want to say for listening to improve their listening and speaking respectively. Learners believed that mass media help a lot in helping them to improve on their listening and speaking skills. *"I think mostly through mimicking and sheer curiosity because the best form of learning is by doing it", "helps in learning how to pronounce and also build vocabulary" and "songs and movies could enhance the listening and speaking skills as we can hear and try to imitate the words in the movies and the songs that are spoken by authentic English speakers"* are some of the responses acquired from the interview.

In improving speaking skills, respondents also believed in the importance of planning in advance on what they want to say or convey because it will help them to organise their thoughts, minimize errors and having a better delivering of message. Both of the strategies preferred above that the learners tend to use the strategies that fall

under the category of the metacognitive and cognitive learning strategies as according to the work of O'Malley et al (1985) in their work regarding the three categories of language learning strategies.
Strategies for Vocabulary Enhancement

Strategy	Percentage
Group words according to the parts of speech (eg; verbs, noun, adj.)	40%
Make a mental image of new words	40%
Write out new words in meaningful sentences	50%
Use flash cards in systematic way to learn new words	20%
Go over new words often when I first learn them to remember them better	70%
Make an effort to remember the situation when I first heard the new words	50%
Visualise the spelling of the new words	30%
Try using the new words in a variety of ways	80%

Table 5

As for strategies to enhance vocabulary, the data collected have shown that 80% of the respondents use the strategy of trying to use the new words in a variety of ways as how the saying 'practice makes perfect' goes. When the respondents are asked on when they usually use the new words they learn, some of the answers gathered are *"in online writing (blogging, Instagram, etc)* and *"while conversing with friends (orally and written).* The second strategy that the respondents chose with a percentage of 70% is the strategy of reviewing the new words often in order for them to remember the new words they encounter. The least strategy the respondents usually use is the strategy remembering new words through flashcards, perhaps in consideration of time constraints or any other contributing factors.

Strategies for Grammar Improvement

Strategy	Percentage
Remember the formula of grammar	50%
Read on the explanation of the rules of grammar	50%

Play it by the ear	80%
Make grammar exercises	50%
Try to listen to other people's conversation on how they use the rules of grammar	80%

Table 6

Based on the table above, the data collected have shown that 80% of respondents usually use the strategy of trying to listen how other people use the rules of grammar in their conversation and also the strategy of to play grammar by the ear as there are some rules of grammar that cannot be explained. Only half of the respondents with the percentage of 50% respondents chose to remember and read the rules and formula of grammar. It is proven by previous researchers how grammar is usually work with the strategy of socio-affective as mentioned by O'Malley et al (1985). Learners will get better understanding of the use of the rules of grammar by them actually using it in their daily conversation and basis.

In general, respondents are also asked on their other preferences of strategies in improving their grammar skills as being a TESL students, English language is very common and crucial for them to improve on and acquire. Some of the responses gathered are *"I let people correct my mistakes so I can learn from them", "never stop reading familiarise yourself with the language…"* and *"read novels or talk to a friend whose language proficiency is higher than mine".*

Based on the study conducted, it has been identified that learners use language learning strategies in order to become good language learners. The data collected have shown that the respondents have pretty much the same preferences in using the language learning strategies. It is pretty obvious that the respondents pretty much use all categories of language learning strategies as what O'Malley et al (1985) and other previous researchers have discussed upon. Although different learners preferred different language learning strategies, there are some strategies that are leading among good language learners. All of the respondents tend to make use of all the three categories of language learning strategies which are cognitive, metacognitive and socio affective. They tend to use different categories of language learning strategies for different skills that they would to acquire and enhance on. The fact that the involved respondents are good language learners, thus they are quite aware of the strategies that they prefer to use suit to their learning styles.

Implications and Conclusion

Learning and acquiring a language is not an easy task, especially when it comes to learning a second language. It takes courage, effort and a lot of hard work. To acquire and master a second language, learners should be able to make use of the language learning strategies for them to become good language learners. Learning English language specifically as English language is widely used in today's world in all levels of education, it is very important for learners to be able to use and converse using the language both in formal situation and also in their daily basis. It is very important for learners to be able to identify their own learning styles and preferences in order for them to ensure which language learning strategies suit them better so the strategies can become a habit, eventually turn them to become good language learners. Past researchers have mentioned on how through time learners will eventually find out and figure their learning styles and will be able to identify the strategy they prefer in enhancing all skills in English language. However, it is very important to also bear in mind that when it comes to good language learners and language learning strategies, teachers and learners play an important and crucial role. Research has shown that proficiency and achievement is related to language learning strategies and all language learners use certain types of language learning strategies to a certain level, there are differences in the frequency and choice of use among learners. Teachers should first identify the learner's learning styles and

preferences then act as the facilitator to guide the learners to expose them to various sorts of language learning strategies for the learners to be able to experiment with the strategies suit their preferences. Last but not least, learners should also be given the autonomy to choose the strategies that they prefer to use that suit their learning styles for them to improve all the skills involved in learning English language.

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A conceptual model incorporating Twitter as a Language Tool in ESL/EFL Learning

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Abstract

In this paper, the author proposes a conceptual model with reference to the usage of Twitter as a language tool to enhance the learning of ESL/EFL. Due to the advancements in the technology and social media applications, teaching and learning of ESL/EFL have gone beyond the physical boundaries. This paper discusses the importance of microblog application-Twitter in ESL/EFL learning. The readers will find interesting ways of utilizing Twitter and its various features such as tweets, re-tweets, poll, etc for improving ESL/EFL scenarios. It will also be revealed that the ESL/EFL learning parameters derived from social network indicators – degree, in-degree, centrality, density, and degree centralization play a critical role in evaluating the ESL/EFL learning. The participation level based on the social network analysis will affirm the improvement in the ESL/EFL learning. Finally, further research insights into the usage of the conceptual model in various settings are described.

Keywords: ESL, EFL, Social network analysis, Twitter, Computer-assisted language learning

Introduction

Dashtestani and Samoudin (2014) examine the technology usage in imparting English language knwoledge in the Foreign language context in Iran. Further, the authors develop the effective EFL educational practices for EFL students' and teachers'. Huynh and Tran (2018) suggest integration of technology in the learning environemnt to teach/learn EFL. The authors successfully validate the EFL learning/teaching for Environmental Engineering course at Danang University of Science and Technology. The contribution of the web 2.0 tools to the teaching and learning of English as Second Language (ESL)/English as Foreign Language (EFL) is widely acknowledged (Aydin, 2014). It is paramount for the students to rely on social media technologies for more interactive learning (Junco, 2011; Davies, 2011). Dunleavy and Milton (2009) advocate the usage of technology for intrinsic social interaction contributing to effective learning experiences. Dogoriti and Pange (2004) aim at extending collaborating and communicative learning experience through interaction with social media applications. Melor (2007) claims that social networking sites (SNS) and interaction technologies provide a lifelong learning environment. The participants feel engaged while interacting over SNS and claim to achieve an enhanced learning environment. The social networking parameters are important to gauge the level of the learner or an actor who participates in the learning environment. Twitter supports the community of practice (CoP), and thus it is crucial for the instructor to find the (sub-)communities' or individuals' learning behavior to impart the learning artifacts for reinforcing learning. Microblogging platforms with respect to Twitter have shown a promising benefit in education. The current paper presents an integration of social network parameters with Twitter CoP learning analysis with an aim to provide several benefits to the stakeholders and also to drive the success of ESL/EFL learning ecosystem.

The paper is organized as follows: firstly, benefits of microblogging and social network analysis are presented, later a systematic conceptual model of SNA is proposed which is followed by the discussion for its adoption and usage to utilize Twitter for EFL/ESL learning. Finally, the paper lists out the major findings and future directions.

Microblog for ESL/EFL
Microblog is an extension of the traditional blog. While maintaining the purpose of disseminating the information, the microblogs are useful in precisely rolling out or sharing the information due to the inherent constraint of the size of the content. Selwyn (2007) finds that the presence of SNS and microblogs helps individuals to create, find and share knowledge. Rachtham and Firpo (2011) explore the usage of Facebook to improve the education level of the students. Ebner et al. (2010) and Yunus et al. (2013) discover that teaching and learning of EFL improve due to the presence of process-oriented learning, continuous and transparent communication in microblogging. In a research study performed by Dhir et al. (2013), it was found that microblogging helped students to improve their writing, reading, comprehension and creative skills. Dunlap and Lowenthal (2012) throw light on how Twitter helped students to achieve the ability to ask questions, articulation and effective writing.

In a study undertaken by Forkosh-Baruch and Hershkovitz (2012), it was found that use of Twitter enhanced informal learning among the participants who formed the community of practice. Lomicka and Lord (2011) and Koneig (2011) have used Twitter for EFL and second language acquisition (SLA). They found the microblogging is a useful educational tool to impart education and to help participants to acquire skills for EFL and SLA. Aydin (2014) in his research concludes that Twitter empowers the participants to improve their learning, writing and reading skills. There are few studies that have researched the issues with regards to EFL and ESL learning and teaching through microblogging applications. There exists various challenges associated with the (sub-) community and the individual who can dominate the network and deviate from the unified goal of learning and teaching. Manzo (2009) highlights concerns with regards to cyberbullying and sharing of inappropriate content and violent content.

Social Network Analysis
Social network analysis has emerged as new areas of research in both social and behavioral sciences to study the relationship among social entities (Boyd 2007). There exists varied types of networks for the social network analysis. The first stage of performing any network analysis is to construct a (social) network graph. The next stage deals with the visualization and characterization of the established network graph. The last stage utilizes various metrices to perform operations on it.

Constructing a Network Graph
First thing required for any network analysis is the establishment of the relationships among the participation entities of the network. Normally, for the understanding of a network, each relationship is represented by a line, known as an edge or an arc, while two interacting entities, known as nodes, are joined by an arc. The network begins to grow when the social entities start participating in the communication or knowledge sharing. When there are a number of nodes involved in the network it is anticipated to have a complex and dynamic network. These networks, depending upon the conversation or theme of interest, tend to grow or shrink and thus the analysis of such network is paramount to understand diffusion or effectiveness of participation or otherwise. In order to understand the information-sharing pattern formulated in the Twitter CoP social network, it is important to identify (sub-)communities and learning clusters. This clustering behavior helps to find the potential influencer and (sub-community) that impacts the learning in the sub-network. There are several benefits of creating the networks. One can see easily in the network who is interacting with whom and what content is being shared. Also, it is possible to find out the nature of the clusters, the learning behavior and other peculiar habits of the participants. For example, what is the most likeable content and information, participants are getting involved with or what are the traits of the learners. It is advisable to follow the given set of guidelines to develop the interaction and influential social network graph for the analysis of EFL/ESL learning diffusion:

- Create a relationship among the 'interacting units' each time a Twitter user tweets to other users of the Twitter CoP for ESL/EFL.

- Represent tweet by an edge such that each edge (→) in a network represents a tweet that goes from one CoP user to another CoP user. It is important to note the following necessary case scenarios when this relationship is established:
- CoP user X replied to a post of CoP user Y, where such action is triggered by the User X by using Twitter 'reply' functionality;
- CoP user X retweeted a post of CoP user Y, where user X by retweeting the post meant that the original author of the tweet is user Y;
- CoP user X mentioned CoP user Y in their post by utilizing Twitter's conventional symbol '@'.

Visualization and characterization of the Network Graph

One of the typical analyses of the network graph is achieved with the help of descriptive modeling and inference. Further, the numerical summaries are the add-in value to the overall analysis. Once the EFL/ESL network graph is formed it is advisable to develop the (sub-) communities based on the themes of the EFL/ESL learning - writing, reading, listening and speaking or on the information shared and liked. One may also be interested in identifying why some (sub-) community or (sub-) network arises. Also, the moderator or instructor involved in ESL/EFL teaching can schedule and initiate the ESL/EFL teaching strategies and content.

Network Graph Metrics

There exists three main level of metrics by which one can get the detailed level of analysis for the social network of ESL/EFL learning and teaching CoP. Firstly, we can analyze the whole ESL/EFL CoP network. It is possible to understand the density of the ESL/EFL CoP which signifies the total number of links/relationships established for ESL/EFL learning. The density can be used to identify the connectivity of the participants for any ESL/EFL learning. However, it is advisable to decentralize the network to avoid any single point-of-failure or dependency in ESL/EFL learning environment. Secondly, we can study the network on the specific community level (Rodriguez et al., 2011). For instance, one can identify the participant orientation to any ESL/EFL topics forming or dissolving CoP. Thirdly, from an individual perspective, one can study the social networks. Such analysis is essential as one can find out the ESL/EFL learning level of the individual based on an individual's involvement in CoP activities – tweeting, retweeting, liking, replying etc.

Degree centrality measures the popularity of an individual by counting the number of relationships one has. Betweenness centrality (Brandes, 2001) tells us as to what extent someone is 'needed' regarding information flow: How often is someone in-between two other people? Closeness centrality provides information about how easily someone can reach others; how may hops in the network does it take (on average) to reach someone?

Some typical metrics for social graphs for ESL/EFL are shown in table 1.

Table 1 Metrics for ESL/EFL social network graph

Metric	Purpose
Modularity	It provides the detail of the formulation of the network. It helps in identifying whether the whole network is responsive to the ESL/EFL learning or there is a deviation in the interest depending on the potential ESL/EFL learning.
Centrality	It provides the detail of the influential regarding ESL/EFL contributor.
Betweenness	It deals with the shortest route between the potential interaction entities in the ESL/EFL CoP social network. A node with high betweenness centrality has greater potential influence over the ESL/EFL learning
Degree	It provides the detail of the number of social entities connected to an individual interaction entity. Degree centrality in the ESL/EFL social network to identify the potential "information-flow" entity.

Conceptual Model

To address the gaps in the existing literature and practices on the microblog applications, such as Twitter and their integration with social network analysis for ESL/EFL, a systematic conceptual model is proposed. This conceptual model provides a continuous and just-in-time updates to the stakeholders of the ESL/EFL community. In this section, the components of the conceptual model and their contributions to the overall effectiveness of the ESL/EFL community are presented. Table 2 describes the components and description of the components of the conceptual model. Figure 1 shows the conceptual model for ESL/EFL learning

Table 2 Conceptual model components description

Component	Description
Moderator	*Moderator* is responsible to identify and drive the CoP for the success of the ESL/EFL community.
Reader	*Reader* reads the posted and shared content by the EFL/ESL community. The metadata such as time taken to read the posts/tweets; opening of the hyperlink; playing, pausing and scrolling of the video/audio contribute in profiling the CoP.
Author	*Author* generates the post/tweets ESL/EFL community. The moderator moderates the content shared by the author. The metadata such as time taken to post/tweet; reply or like posts contribute in profiling the author's interest in ESL/EFL CoP.
Artifact	The *artifact* component is critical to generate the metadata and corpus to develop the deep insights of the ESL/EFL CoP. The corpus consists of fundamental elements such as – tweet, retweet, likes, quote, message, share, survey.
Pre-processing	The pre-processing component contributes to the pre-processing of the data before it undergoes mainstream analysis. Some of the pre-processing performed over the data are- cleaning of the data, removing of unwanted characters [or emoticons], tokenizing of the data and transforming the data to the context for further processing.
Knowledge	The *knowledge* component contributes to the development of the understanding of CoP participation towards the unified vision. The component comprises two focus elements- Sentiment and Thematic.
Sentiment	The *sentiment* component of the model helps to identify the sentiments of the ESL/EFL CoP at all points of transaction and learning. The *moderator* can intervene at any time to control or drive the participation of the *readers* and *authors,* based on the outcome of the sentiment component.
Thematic	The *thematic* component of the model helps the moderator to devise strategy to prioritize and reinforce the ESL/EFL learnings and discussions.
Visualization	The moderator can track and monitor the CoP status of participation, involvement and learning through the *Visualization* component of the model.
Insights	The *Insights* component amalgamates and synergizes the overall learning goal of the ESL/EFL community.
Feedback	The *feedback* component gives feedback of the insights of the model as the "raw data" and then integrates it with other metadata and corpus to enrich and improve the ESL/EFL community learning process.
Metrics	Metrics provide measurement at the level of network, community, and individual. Some typical metrics are – modularity, betweenness, centrality, degree. The density can be used to identify the connectivity of the participants for any ESL/EFL learning. It signifies the total number of links/relationships established for ESL/EFL learning
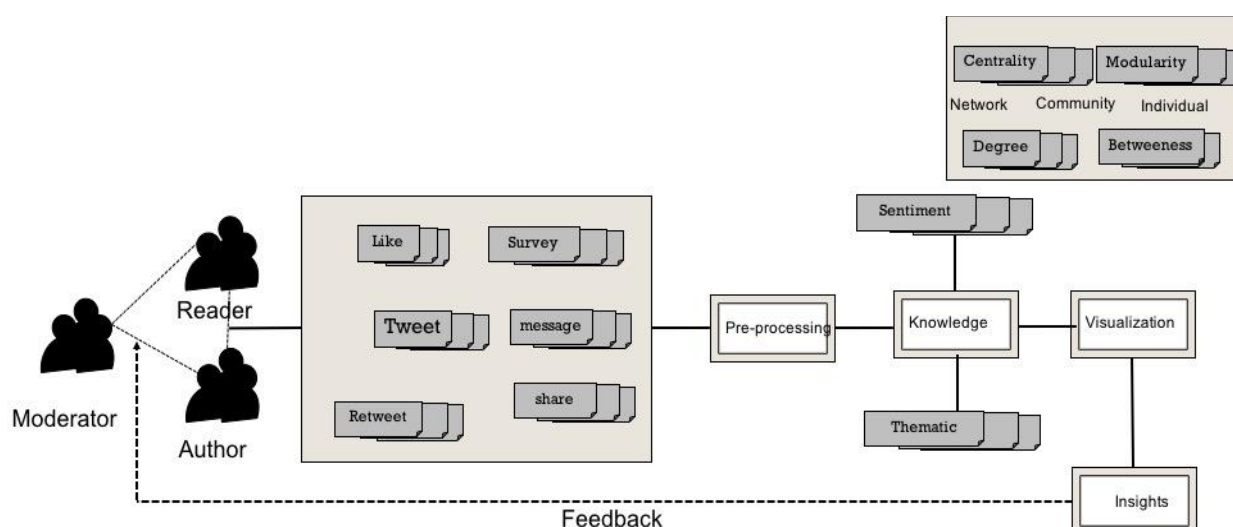
Figure 1 Metrics driven Conceptual model for ESL/EFL learning

Conclusion

This paper proposes a conceptual model considering the usage of Twitter as a language tool to enhance ESL/EFL ecosystem which is integrated with social network analysis. The paper details out the aspect related to microblog application for ESL/EFL and covers the importance of social network analysis. It proposes that the ESL/EFL learning parameters; derived from social network indicators – degree, in-degree, centrality, density, and degree centralization which play a critical role in evaluating the ESL/EFL learning. The participation level based on the social network analysis will affirm the improvement in the ESL/EFL learning.

Several pedagogical implications such as finding the nature of the clusters, the learning behavior and other peculiar habits of the participants can be derived from the research work. The (sub-) communities and learning clusters help to understand the information-sharing pattern formulated in the Twitter CoP social network. More specifically, educationists, instructors and moderators can control and drive the clustering behavior of the potential influencer and (sub-community) that impacts the learning in the sub-network. The content and curriculum designers can design and deploy modules of the EFL/ESL learning.

In future work, this model will be executed and validated against the ESL/EFL ecosystem considering cross-cultural aspects.

Acknowledgement

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Verbal Comprehension and Verbal Reasoning of Graduated Senior High School Students: Critical Success Factors in College

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Abstract

Paying attention while listening, following instructions, and verbal reasoning are some of the most important skills we will need to get through life. These are some of the most important skills a college student needs to possess in order for him to survive. The fast pace of technological advancement and social change over the years has created a great deal of emphasis on performance in order to achieve one's goals be it economic or personal. This emphasis is particularly true for college students who are primarily concerned with performing well on measures of academic achievement like overall GWA, an aggregate index of academic performance. But why do some students excel academically while others do not? This question seems to hang around for quite some time. In order to survive and thrive in a global standard in education, higher education institutions must overcome language barriers and English will almost always be the common ground. This is why verbal comprehension and verbal reasoning are always part of an attempt to facilitate communication and performance across diverse functions in college. A duo of dynamic examiners of Talisay City College's Guidance Center, Ms. Deborah A. Bacasmas and Ms. Ailaire C. Cabatingan, gathered the results of OLSAT (Otis-Lennon School Ability Test) Eighth Edition of 825 students who enrolled in the College. The researchers made themselves available for clarifications asked by the examiners. After making sure of the completeness of the data gathered, the researchers collated, tabulated, analyzed, and statistically interpreted the available data through the assistance of Ms. Marelen H.Amanuence, a statistician and math instructor. It was found out that more than 50% from each cluster of students from the top 5 feeder schools are below average in both verbal comprehension and verbal reasoning.

As we globalize instructions in higher education institutions, there is a rising need for students to be skilled in verbal comprehension like following directions, sentence completion and arrangement etc. There is also a need for students to be proficient in verbal reasoning like logical selection, verbal analogies, making inference and the list goes on. The student's ability to understand and use these skills is not only a life skill. It is a skill that sets students apart from the rest.

Keywords: verbal comprehension, verbal reasoning, college life, academic performance, success factors

Introduction

When a Talisaynon chooses a college or university, he is essentially choosing his future. Choosing the right school is not easy because you need to consider a lot of things. One is the campus which offers the best education. Students, in general, want to attend a school that will give them the best foundation for success where they will network with future professionals as soon as they finish their studies. In other words, they will choose the right college or university that has the best academic reputation. However, before they can become successful, they need to have mastery in verbal comprehension and verbal reasoning. These critical success factors in college are necessary for students to survive. It's more than a life skill. It sets them apart from the rest.

The way we think with words and the way we understand them are concepts based around words and language. It involves problem-solving around words, thinking about text, following written instructions and deciphering a solution, understanding letter sequences, decoding letter and number-based codes and a lot more.

When a student enters college the challenges become bigger and the pressure to succeed becomes higher. With

diverse students coming from different schools, one needs to push himself up in order to be recognized academically. When a student speaks with English fluency, one can surmise that the student has a higher ability in accessing his vocabulary, expressing himself in a meaningful manner, applying reasoning skills presented verbally, applying work knowledge to reasoning skills to help in understanding his environment, and retrieving information, vocabulary, verbal reasoning, and problem-solving. Several factors may play a role in the degree of verbal comprehension and verbal reasoning of students. Common factors like cultural opportunities, knowledge, and information may come into play.

Talisay City College is a microcosm of diverse students coming from different backgrounds. Its inception was in 2004 and the main reason why the institution remains steadfast until today is the desire of the local government to provide higher learning for the poor but deserving constituents of Talisay City, Cebu. This makes the admission of students in Talisay City College crucial. As much as we can, the College accommodates students from all walks of life. At the same time, the institution is always on-the- know to keep abreast with the changing times and strong desire to attain excellence.

The researchers assume that critical success factors in college like verbal comprehension and verbal reasoning are essential things a college student must possess in order for him to survive the challenges he might face as he starts his journey in higher learning.

The Problem

Statement of the Problem

This study was undertaken to gauge the verbal comprehension and verbal reasoning of graduated senior high school as critical success factors in college. The respondents who were mainly first year students enrolled in Talisay City College were made to answer a standardized OLSAT version 8.

Specifically, this study sought to answer the following questions:

1. What is the overall verbal comprehension of the respondents?
2. What is the overall verbal reasoning of the respondents?
3. What are the top 5 feeder schools of Talisay City College?
4. Is there a significant relationship between verbal comprehension and verbal reasoning among the top 5 feeder schools?
5. Is there a significant difference between verbal comprehension and verbal reasoning among the top 5 feeder schools?
6. Based on the findings, what program can be proposed to senior high schools?
7. Based on the findings, what measures should be taken by Talisay City College to ensure success among graduated senior high school students?

Research Design

Methodology
The quantitative method was employed to determine the verbal comprehension and verbal reasoning of graduated senior high schools students who enrolled in Talisay City College. The data was gathered from the standardized test results, the administration of which was done by the Guidance Center staff. The test administration ran from April 10, 2018 to May 25, 2018 and the checking, interpretation, and analysis followed right after. Thirty-six questions were looked into for study.

Research Environment
The study was conducted in Talisay City College through the assistance of its Guidance Center. Talisay City College is at the heart of Talisay City and it was established in 2004 with the aim to provide quality and affordable

tertiary education to marginalized sectors. Being recognized by the Commission on Higher Education for its exemplary performance in the Licensure Examination for Teachers (LET), Talisay City College is now the home of more than 2700 college students enrolled in different programs namely Bachelor in Elementary Education, Bachelor in Secondary Education (English, Filipino, Social Studies, and Mathematics), Bachelor of Science in Industrial Technology (Electronics and Computer Technology), and Bachelor of Science in Hospitality Management. These programs are authorized by the Commission on Higher Education Regional Office VII (CHEDRO VII).

Research Respondents
Included in the research were graduated senior high school students who enrolled in Talisay City College as freshmen. The feeder schools of Talisay City College are the public and private secondary schools in Talisay City and proximity. There were eight hundred twenty-five (825) graduated senior high students who enrolled in Talisay City College from April 10, 2018 to May 25, 2018.Four hundred eleven (411) senior high school students or 49.82% were from the top five feeder schools namely Talisay City National High School with one hundred seventy-two students or 20.85%, Cansojong National High School with ninety-three students or 11.27%, College of Technological Sciences with fifty-three students or 6.42%, Asian College of Technology with fifty students or 6.06%, and Mohon National High School with forty-three students or 5.21%. Four hundred fourteen (414) students or 50.18% were from other schools.

Research Instrument
OLSAT 8, like OLSAT 7, includes seven levels that collectively assess the ability of students. It is structured to provide Verbal and Nonverbal subtest scores in addition to the Total score, since students' ability to succeed at ordinary school learning tasks involves both verbal and nonverbal skills. The scores for the parts within the Verbal and Nonverbal subtests may reveal greater student proficiency in one content cluster over another. The verbal comprehension is measured using the variables following directions, antonyms, sentence completion, and sentence arrangement. Verbal reasoning on the other hand is measured using the variables aural reasoning, arithmetic reasoning, logical selection, word/letter matrix, verbal analogies, verbal classification, and inferences. *(See Appendix to check on samples of the test taken by students per area and sub-area)*

OLSAT 8, being the latest edition released, is described as more kid-friendly than previous editions. Level G (9th-12th grade) is used in this study. As published by Pearson NNC, it is a tool to measure scholastic achievement across all ages. It is a test administered to students from pre-K through 12th grade. The OLSAT measures and assesses cognitive abilities that relate to a student's academic success in school. Although schools often use the OLSAT to identify gifted children for admission into gifted and talented programs, its administration is not limited to those perceived as gifted or intelligent. In fact, OLSAT is an important assessment on many different levels. Across the United States, the result of the test gives parents an idea of where their child stands academically in relation to other students in the same grade. This is critical as it may provide parents with information regarding academic areas where their child may be struggling. In California, it is administered to all students in second grade.

Research Procedures
The creation of the concept of the study started in the last quarter of 2017 when most of the fourth year students who were deployed in different schools reported a quite distressing account on the likely low verbal comprehension and verbal reasoning among senior high school students based on their daily conversation with them. These students and how well they perform are crucial since their batch would be the first completers of the K-12 program. The researchers scouted for the right tool to measure their verbal aptitude and waited for the right time to gather data.

The Guidance Center was made aware of the researchers' intent to conduct and complete another institutional research on the critical success factors in college. The administration through its President was responsive of the proposal and allowed the researchers to use the existing of the College to gather data. The Guidance Center staffs

were tasked to collate test results based on the researchers' need.

When the spin of enrollment officially started, the researchers were closely monitoring the conduct of examination through OLSAT 8 in order for them to come up with the result on time.

The deans of the three programs namely Teacher Education Program, Industrial Technology Program, and Hospitality Management Program were made aware of the research. Furthermore, teachers were also informed about the study. After all, whatever the result is, it will be the responsibility of the entire Talisay City College to look after for the welfare of the students.

How is the OLSAT Scored?
Students earn points for each question they answer correctly, but do not lose points for skipping or incorrectly answering a question. When the test is graded, a student is first given a raw score, which provides the number of questions answered correctly out of the total number of questions (e.g., 46/60). Once the raw score is calculated, it is then converted to a School Ability Index (SAI) score. The SAI score is determined by comparing the raw scores of other students in the same age group. It is a normalized score, with an average of 100, a standard deviation of 16, and a maximum score of 150. This SAI score is then used to find which percentile a student falls into. Students who score about two standard deviations above the mean (a score of 132) generally fall into the top 2-3%, or the 97th-98th percentile.

Results and Findings

In reference to the specific problems of this study, the following details below explain the presentation, analysis and interpretation of the data gathered. The data were collated in different tables which were analyzed and interpreted. This includes the verbal comprehension and verbal reasoning of graduated senior high school students.

OVERALL VERBAL COMPREHENSION OF THE RESPONDENTS

Levels of Verbal Comprehension	Frequency	Percentage
Below Average	556	67
Average	250	30
Above Average	19	3
Total	*825*	*100*

Of the eight hundred twenty-five (825) respondents, five hundred fifty-six (556) or sixty-seven percent (67%) got below average in verbal comprehension. Two hundred fifty (250) or thirty percent (30%) got average in verbal comprehension. Nineteen (19) or three percent (3%) got above average in verbal comprehension. The result is quite alarming since college students are expected to communicate well verbally especially through English language. The result implies that most of the students have difficulty with understanding oral language or verbal expression and may struggle to find the words to communicate. Even if they might have adequate memory to recall what they have learned, it seems as if it's difficult for them to express themselves with their words. Struggle is basic problem-solving and reasoning skills may occur.

OVERALL VERBAL REASONING OF THE RESPONDENTS

Levels of Verbal Reasoning	Frequency	Percentage
Below Average	480	58
Average	342	41
Above Average	3	1
Total	*825*	*100*

Of the eight hundred twenty-five (825) respondents, four hundred eighty (480) or fifty-eight percent (58%) got below average in verbal reasoning. Three hundred forty-two (342) or forty-one percent (41%) got average in verbal reasoning. Three (3) or one percent (1%) got above average in verbal reasoning. The upsetting result is very evident knowing that college students are expected to be logical in giving reasons and understanding concepts framed in words within the use of reasoning. The result implies that most of the students are having difficulty in evaluating one's ability to think constructively and not only on a person's language fluency or vocabulary recognition.

TOP 5 FEEDER SCHOOLS OF TALISAY CITY COLLEGE

Top 5 feeder schools of TCC	Frequency	Percentage
1. TALISAY CITY NATL. HIGH SCHOOL	172	21
2. CANSOJONG NATL. HIGH SCHOOL	93	11
3. COLLEGE OF TECHNOLOGICAL SCIENCES	53	7
4. ASIAN COLLEGE OF TECHNOLOGY	50	6
5. MOHON NATL. HIGH SCHOOL	43	5
6. Other Schools	414	50
Total	*825*	*100*

There were one hundred thirty-one (131) feeder schools of Talisay City College when the OLSAT version 8 was administered to students from April 10, 2018 to May 25, 2018. Most of the schools yielded few graduated senior high school students comprising 50.18%. The researchers decided to focus on the top 5 feeder schools because these schools comprised 49.82% of the respondents.

Of the four hundred eleven (411) graduated senior high school students belonging to the top 5 feeder schools, One hundred seventy-two (172) or twenty-one percent (21%) were from Talisay City National High School while ninety-three (93) or eleven percent (11%) were from Cansojong National High School. College of Technological Sciences yielded fifty-three (53) or seven percent (7%), Asian College of Technology produced fifty (50) or six percent (6%), and Mohon National High School brought in forty-three or five percent (5%).

Talisay City College is surrounded by public secondary schools and because of its strategic location students would opt to enroll in the College. Other than its location, students and especially the parents find it economical to enroll their children in the College because of low tuition fee. Besides, it has been known that Talisay City College has been producing topnotchers in the Licensure Examination for Teachers (LET) for the past years.

As for the significant relationship between the verbal comprehension and verbal reasoning among the top 5 feeder schools, statistical test using Pearson's Product-Moment Correlation was used since it is a measure of the strength and direction of association that exists between two variables measured on at least an interval scale.

Normal Q-Q Plot of Verbal Comprehension

Normal Q-Q Plot of Verbal Reasoning
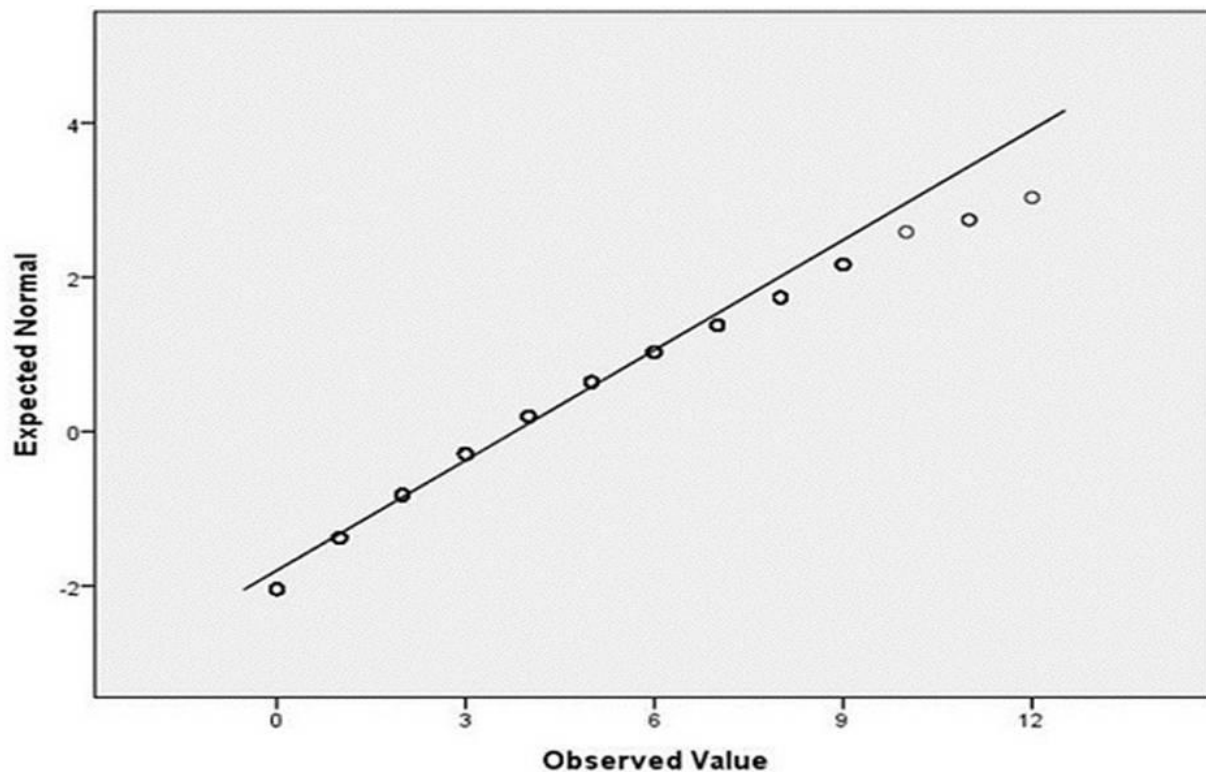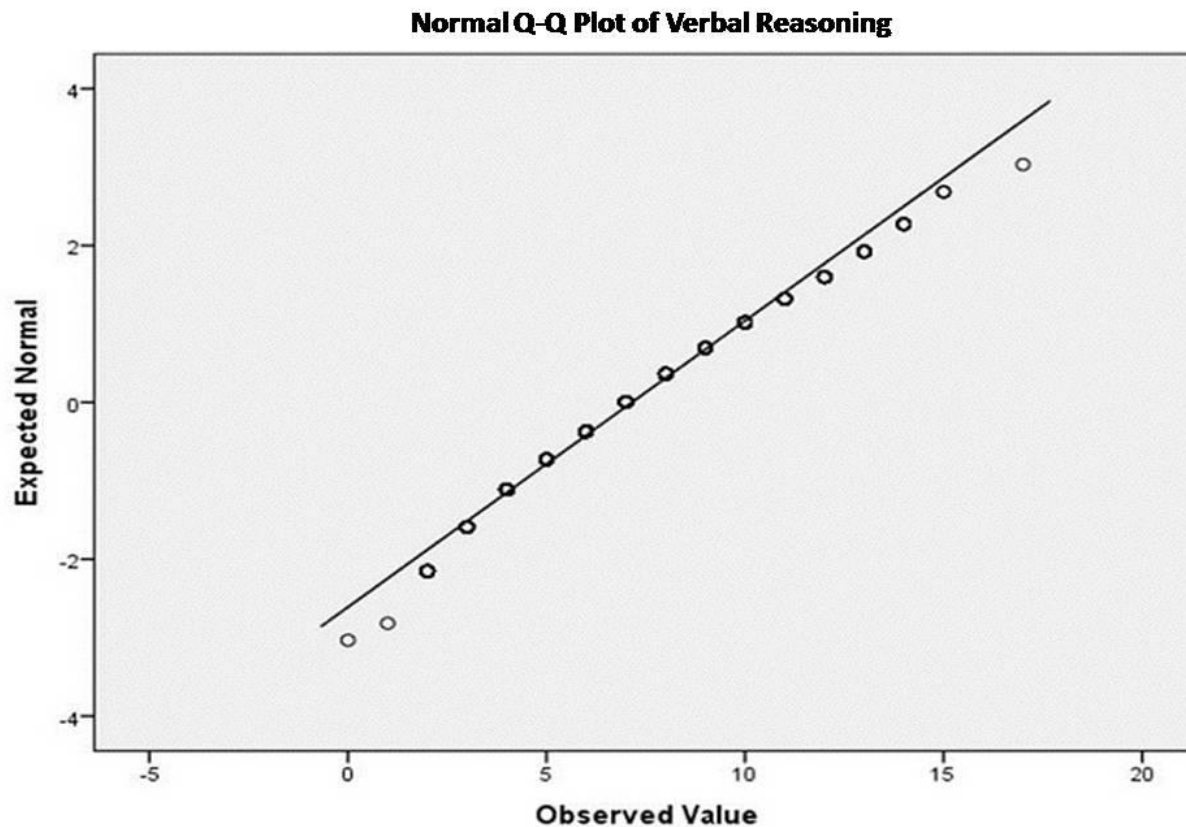
The reasons for using Pearson's Product-Moment Correlation are as follows:
(a) Two variables (scores in verbal comprehension and verbal reasoning) are measured at the interval level
(b) There is no significant outliers

CORRELATION BETWEEN VERBAL COMPREHENSION AND VERBAL REASONING

Pair	N	Pearson Correlation (r)	Sig. (2-tailed)
Verbal Comprehension and Verbal Reasoning	411	.352	.000

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

A Pearson product-moment correlation was run to determine the relationship between reading comprehension and verbal reasoning scores. There was a weak, positive correlation between reading comprehension and verbal reasoning, which was statistically significant (r = .352, n = 411, p = .000).

DESCRIPTIVE STATISTICS AND T-TEST BETWEEN VERBAL COMPREHENSION AND VERBAL REASONING

Verbal Comprehension		Verbal Reasoning					
Mean	SD	Mean	SD	N	t	df	ig. (2-tailed)
30.33	17.230	29.84	11.115	411	.496	410	.552

A paired-samples t-test was conducted to compare students' scores in reading comprehension and verbal reasoning. Results of the paired-samples t-test show there is no significant difference between scores of students in reading comprehension (Mean=30.33, SD=17.230) and verbal reasoning (Mean=29.84, SD=11.115) at the .05 level of significance (t=.496, p=.552).

The Statistical Test, dependent t-test also called the paired-samples t-test was used. Reasons for using Dependent t-test are as follows:

(a) Two variables (scores in verbal comprehension and verbal reasoning) are measured at the interval level
(b) The test is conducted on paired data- that is two measurements on the same person.
(c) The sampling distribution is approximately normal.

Conclusion

The reasoning and verbal comprehension were not given emphasis by the schools and teachers. Though students are encouraged to reason out and communicate through authentic assessment, it is still evident that teachers are still employing the traditional methods of teaching, especially in the public school wherein facilities, instructional materials, etc. are scarce. Another reason could be, those students were not exposed to communicative exercises or activities, which eventually led to the poor performance on verbal comprehension and verbal reasoning. The researchers believe that the findings of the study have great significance to basic education teachers, college instructors, curricularists, Department of Education, and higher learning institutions. The in-service teachers as well as the pre-service teachers shall be immersed with different strategies that would help them teach verbal reasoning and verbal comprehension. Likewise, the curriculum makers of basic education and higher learning institutions shall put to emphasis the weight of these skills by embedding them to the curricula. Thus, making these skills unignored by introducing them across learning areas; not just in one particular subject. Finally, improved verbal reasoning and verbal comprehension can have a tectonic impact as educators prepare learners to be glocally (globally and locally) competitive.

Recommendations

Since verbal comprehension and verbal reasoning are already in the K to 12 curriculum, we can address the problem by encouraging teachers to emphasize reasoning and verbal comprehension through alternative or authentic assessment. Students must be encouraged to hone verbal comprehension and reasoning through interpersonal and interactive conversation with others and continuously learn these competencies inside and

outside the school. The impact of the research findings can be an awakener to educators that there is less emphasis given to the teaching of verbal reasoning and verbal comprehension among the basic education students of public schools. The teaching of verbal reasoning and verbal comprehension should be incorporated in all learning areas across disciplines and therefore be regarded as coequal with the five macro skills (listening, speaking, reading, writing, and viewing).

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APPENDIX

"Sample Test Items per Area and Sub-Area"

VERBAL COMPREHENSION

1. The opposite of **caution** is –
F recklessness **G** fright **H** bravery **J** defensiveness **k** mistrust

2. Choose the words that *best* complete this sentence.
They will _____ that you are going with them, so you should _____ them if your plans change.

A infer – forgive
B decide – avoid
C assume – notify
D resent – ignore
E forget – accompany

3. If the words below were arranged to make the *best* sentence, with which letter would the <u>last</u> word of the sentence begin?

restaurant	the	specials vegetarian	offers new

F s **G** v **H** r **J** n **K** o

4. The opposite of **chaos** is –
F happiness **G** warmth **H** order **J** strength **K** rhythm

5. Choose the words that *best* complete this sentence.
_____ I saw that movie, I can't _____ the ending.

A Since – describe
B If – forget
C Although – recall
D Because – watch
E After – imagine

6. If the words were arranged to make the best sentence, with which letter would the <u>first</u> words of the sentence begin?

polite	people	to	means courtesy being	other

A O **B** B **C** C **D** M **E** P

VERBAL REASONING

1. Which word does *not* go with the other four?
A dilemma **B** category **C** predicament **D** quandary **E** plight

2. There can be no music without –
F instruments **G** sound **H** words **J** singers **K** composers

3. The groups of letter in the box go together in a certain way. Choose the group of letters that goes where you see the question mark.

ZXV YWU XVT
GEC FDB ?

F EDB **G** FCA **H** EDC **J** DBA **K** ECA

4. What number is equal to one-third of the difference between 360 and 135?
F 1485 **F** 675 **H** 165 **J** 75 **K** 45

5. If A is greater than B and less than C, which is five less than D, then we know that –

F B is five less than C
G A and D are equal
H D is greater than A
J C is five more than A
K C is the least

6. Which word does *not* go with the other four?
F respected **G** related **H** connected **J** associated **K** allied

7. What is missing in this series? 135A 105Z 80B 60Y ? 35X 30D
A 40C **B** 40W C 45C **D** 45W **E** 50C

8. There can be no cooking without –
F a chef **G** a recipe **H** food **J a** stove **K** pans

9. **Wander** is to **rove** as –

A sleep is to dream
B sip is to straw
C lead is to follow
D spoil is to ruin
E pull is to push

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Using Focused Freewriting to Stimulate Ideas and Foster Critical Thinking During Prewriting

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Abstract

Research suggests that writing is a useful strategy for fostering critical thinking skills among students as it requires that they think about what to write and how to organise their thoughts. Yet, students of writing often face difficulty when it comes to providing the evidence to substantiate their arguments or assertions. This paper describes how focused freewriting can be used to help ESOL students to think critically about a topic and to generate the ideas to support their arguments. In this study, nine students of a Malaysian ESOL writing course were given thought-provoking images or videos during the prewriting stages of their class and then asked to write non-stop for ten minutes about whatever that came to their minds after being shown the stimulus. This was then followed by a discussion led by the teacher on the themes that emerged from their brief write-up. The study found that focused freewriting helped the students to generate ideas more quickly and to write more fluently and independently during the prewriting stage. We posit that through focused freewriting sessions and follow-up discussions, instructors can help their students to generate ideas and to think critically about issues, hence facilitating their efforts at organising their arguments before writing academic essays.

Keywords: Focused freewriting, critical thinking, idea generation, pre-writing, ESOL.

Introduction

There was an "awed silence" in the classroom as we turned on the lights after screening the short film, "Room 8". The student writers blinked to adjust to the lights and looked at the projector screen eagerly…they were "thinking" about the guy in the matchbox and his fate…

It was Amirah (pseudonym) who broke the silence and said, "Well, the prisoner should have accepted his fate and not try to flee from the prison cell." Pramano replied, "Yes I agree with her. He tried to flee and that's why the bigger man put him in the matchbox, which is worse than the prison he was in." The students were apparently eager to discuss the film. This was the last session of the focused freewriting series we conducted, and we could see a marked improvement in their interpretation skills compared to the very first session, where they were baffled as to what to do and how to proceed.

As teachers of English writing, we have observed that many students tend to frown and fret over a particular topic and are shy to ask the teachers about the difficulties they have in writing. Often, they cannot think beyond the surface meaning of writing prompts and are unable to generate ideas as they lack the skills, as asserted by

Tang, (2009), to "think, evaluate, and express those thoughts by using proper words" (p.1). Indeed, many educators are concerned about the fact that tertiary students seem to lack the critical thinking ability required to face the challenges of the present world.

Our experience in teaching writing and our observations of how students approach or respond to the writing task reinforced our intention to incorporate critical thinking-based writing activities in our classrooms that would motivate our students to choose their own topics, as suggested by Kopzhassarova, Akbayeva, Eskazinova, Belgibayeva and Tazhikeyeva (2016). Moreover, such thinking tasks allow students to find their own academic voices through the "process of reflecting, researching, note making, reading, and writing" (Ataç, 2015, p.622). As stated by Allen (2006), the more opportunities the students get to "synthesise, practice, and develop increasingly complex ideas, skills, and values" (p.92), the better they become at being critical thinkers. That was the reason why we wanted to conduct this study—to foster critical thinking among students of writing. In this paper, we report on how we utilised focused freewriting practices to help stimulate students' ideas at the prewriting stage as this constitutes the "building blocks" for critical writing.

Fostering Critical Thinking Through Writing
Many scholarly works have touched upon the fact that writing can be an effective means of promoting critical thinking among students. As Olson (1984) asserts, writers have to go back and forth between the stages of writing and thinking to produce a logically organised piece of work. This "recursive and reflective nature of the writing process" (p.29) is precisely what Applebee (1984), in his classic work, "Writing and Reasoning" argues as contributing towards critical thinking, which Newton (1985) identifies as "a manner of assimilating and processing information and evaluating ideas" (as cited in Taglieber, 2000, p.143). Applebee's thoughts are also echoed by researchers such as Resnick (1987), Marzano (1991), and Gammill (2006), who attest that writing can be used to improve higher-order thinking since it provides the opportunity for students to think about how to provide arguments and respond to problems. Indeed, Olson (1984) mentions that the stages of writing such as prewriting, pre-composing, writing, sharing, revising, editing, and evaluation resemble the six cognitive domains of Bloom's taxonomy of educational objectives; specifically, "knowledge, comprehension, application, analysis, synthesis, and evaluation" (p.32).

Numerous studies have also been conducted on how writing activities can be used to foster critical thinking. Lu (2013) incorporated an intercultural syllabus into her EFL classroom that teaches students to analyse and interpret a reading text, which is the first stage of their writing process. Then, they had to write about the text first, individually, and then in groups. The group-based written assignment entailed their analysing the material, identifying the discussion topic, giving opinions, and self-reflection. The findings showed that compared to the first assignment, the students had improved in terms of organising their ideas and developing arguments for their essays through critically thinking about the topic. In an empirical study on the critical thinking skills of Chinese students in English composition courses, Dong and Yue (2015) found that the students who had high scores on critical thinking also obtained higher marks in their final writing. They argue that if teachers nurture critical thinking among students through the relevant writing tasks, the students would, in the long run, become independent and critical thinkers. Likewise, Lo (2010), in a study that assessed the nature of critical reflective writing among Taiwanese undergraduate students, found that they were able to think critically when asked to read the newspaper cuttings given by their teacher followed by a task in which they had to write thoughtful essays based on the information obtained. The themes reflected in their writings included their personal concerns about the topic.

In another study on the pedagogies that are associated with the development of critical thinking skills among students from four American colleges, Tsui (2002), using the Institutional Growth in Critical Thinking (IGCT) Scale to measure their critical thinking level, found that the two institutions scoring higher on the IGCT scale had writing in their curricula and incorporated the practice of peer reviewing, rewriting, and resubmitting of assignments in every course. On the other hand, the other two institutions scoring lower on the IGCT scale did not have a writing component in their curricula. The same was found by Varelas, Wolfe, and Lalongo (2015),

where the use of repetitive, short, low-stakes writing assignments worked as a scaffold to improve students' thinking ability; Leggette, McKim, Homeyer, and Rutherford (2015), that having regular writing tasks throughout the four years of undergraduate life is a key factor in developing critical thinking among students; and Caropreso, Haggerty, and Ladenheim (2016), where both the teachers and students felt that not only is writing a good medium to foster critical thinking but that "written feedback to students", "oral feedback", "the act of writing" and "revising papers" (p.266) are the four most effective instructional strategies for doing so. However, it should be stressed that while writing is an important means of fostering critical thinking ability among students, their language proficiency may prevent them from doing so, as found in Alagozlu's (2007) on Turkish EFL students, where they wanted to express their opinions in academic essays, but were not able to do so when they were given an argumentative essay topic to write on.

Given the substantial body of literature on how the writing classroom can be used as a means to develop critical thinking among students, our search for a strategy to develop this skill led us to the use of focused freewriting, which we will discuss in the next section.

Focused Freewriting and Critical Thinking
Focused freewriting originated from the concept of "freewriting" where students are asked to write non-stop, about "anything" that comes to their minds for five to ten minutes. This strategy arose from the observation that often, students have "plenty" to say before and after the writing class. But whenever they begin to write, they become "paralysed" and cannot write on paper (Southwell, 1977, p.676). Freewriting was thus proposed as a means to push the students to write and come out of this paralysis. Peter Elbow (1998), the popular advocate of this teaching approach, says that freewriting is like "writing something and putting it in a bottle and throwing it in the sea" (p.3) as the students are not required to submit their writing to their teachers for feedback. Elbow (1983) contends that this teaching strategy helps students to relax and get rid of the anxiety of getting a good grade for the task. He also asserts that because students are told not to edit their work as it may hamper their flow of writing, it becomes easier for them to hop over the speed breaker that is often referred to as writers' block.

However, despite its usefulness, many researchers also believe that freewriting has its demerits. Firstly, they argue that it cannot be considered as a part of academic writing as a student may choose to write a personal, instead of an academic essay when doing freewriting. Secondly, as the teacher does not check the students' work for grammatical accuracy and logical arguments, Bartholomae (1995) doubts that they will be able to learn how to write well. Hilgers and Marsella (1991) also believe that freewriting does not hold much "promise" other than being a type of personal writing (p.93). This type of writing, they argue, gives students a "powerless" voice because they use colloquial language instead of the appropriate academic register. It also does not let them go beyond the realm of personal thinking to explore the ways of thinking academically (Bizzell, 1982). Indeed, Fawcett (2018) remarks that freewriting is a powerful way of expressing thoughts into writing that sometimes may produce "only nonsense" (p.10).

Such criticisms of freewriting paved the way for focused freewriting as a more acceptable form of freewriting (Fawcett, 2018), where a student chooses a specific topic and writes non-stop about "only" that topic for five to ten minutes, and later looks at the writing to exclude the irrelevant ideas that would not support the main argument. Similarly, Wallack (2009) states that any writing that has a particular point of focus and that helps the writer to "discover" (p.29) more about a topic can be considered as focused freewriting.

The literature provides ample evidence for the benefits of focused freewriting. Vilardi and Chang (2009), for instance, believe that the writing prompts or questions posed during focused freewriting allow students to think silently and critically about the issues concerned. This silence, according to the researchers, is essential in giving shape to their discovered ideas and perspectives. Similarly, Rosenwasser and Stephen (2012) propose a passage-based focused freewriting (PBFF) strategy that asks students to read a passage and write freely on its key points. It helps readers to comprehend the meaning of the passage well and develop their critical

thinking. Shaarawy (2014), in a study on focused freewriting involving Egyptian undergraduate students, also found that the students who were asked to write weekly journals on the topics they had studied were able to think more critically than the group without the journal writing task. Likewise, Munday, Cartwright, and Windham (1990), in a study on the effects of using focused freewriting activities in a class of pre-service teachers, found that the 22 teachers who went through eight sessions of focused freewriting believed that the activities contributed toward enhancing their critical thinking.

As emphasised by Combs (2016), focused freewriting has an "extraordinary impact" (p. 70) on independent writers. It teaches them how to think critically on a topic and write early sentences that they can rewrite in the final drafts. On this note, Hammond (1991) states that focused freewriting fosters critical thinking by giving students the opportunity to identify "all the available arguments", looking at "issues or images in all of their complexity", and thinking "inductively from first thoughts to new insights" (p.89). In her study, focused freewriting was in the form of writing memos at different stages of thinking on an issue. The process of focused freewriting, revising, and finally rewriting, helped them to understand the issues well and write critically about them. Indeed, this is precisely how, as Castle (2017) argues, focused freewriting enables students to make connections between ideas; and that is, through logical reasoning.

The benefits of using focused freewriting motivated us to write this paper, which aims at exploring how the focused freewriting sessions and discussions during the prewriting stage can help the students to stimulate ideas and think critically.

Research Design and Methodology
To address the questions we had in mind, we chose to conduct a case study because it is the most appropriate approach for this study as it addresses the "how" and "why" dimensions of the issue (Yin, 2002, p.14). It helped us to determine "how" students can come up with various ideas through the practice of freewriting and later shape them into well-argued essays. Moreover, the case study approach is "wholistic", "empirical", "interpretive", and "emphatic" (Stake, 1995). Our study adopted a "wholistic" perspective of research to find the relationship between focused freewriting sessions, discussions, and students' critical thinking output. The study was "empirical" as we observed the participants in the classroom; and "interpretive" because we interpreted their free writing. Also, the study had fulfilled the requirement of being "emphatic" in the sense that we had the emic view of the classroom experience to some extent—where the researchers were a part of the setting and insiders in some way.

To support our study and to allow for triangulation, we used multiple sources of data such as classroom observations, field notes, and students' focused freewriting work—all of which are aimed at contributing toward the credibility or trustworthiness of the findings (Denzin, 1978; Patton, 1999, Gillham, 2000). The focused free-written pieces by students were analysed with Facione's (2015) core critical thinking skills (see Appendix A).

The Participants
The participants of the study were nine students of a pre-university writing class at a tertiary institution in Malaysia, whom we chose using the purposive sampling technique. The main criterion for selecting the participants was that they had completed the full series of free writing tasks. The second criterion was that they had written sufficient amount information in the essays that we could analyse for tracing their generated ideas.

Lesson Procedure
The students had been taught the basic structure of academic writing by their teacher in the initial weeks of the semester. We joined the course around the sixth week of the semester to take four sessions on focused freewriting.

In the first session, we showed them a movie clip from Charlie Chaplin's *Modern Times*. Then we asked them

to write non-stop for 10 minutes on anything that came into their minds regarding the movie. As the designated time came to an end, we asked the students to share the ideas they had written in a whole-group discussion. Each student read his or her writing aloud and summarised the key ideas. As facilitators of the session, we encouraged all the other students to ask us questions. Moreover, we listed all their ideas on the board, so that everyone could keep track of the themes that emerged from this activity. We considered the focused freewriting task and discussion as part of the prewriting activities because right after completing them, the students were asked to choose a single recurring theme from the focused free-written pieces as a topic for a full-fledged argumentative essay.

Choosing Writing Prompts
We decided on which materials to use as writing prompts based on Brookhart's (2010) principles of assessing higher order thinking skills. These principles ask teachers to: a) know exactly what they want to assess, b) design activities in such a way that requires students to use their knowledge and skill, c) determine which evidence will be considered for measuring the degree of students' knowledge and skill, d) present students with something that stimulates thinking; e.g. a text, scenarios, visuals, resource materials, or problems e) use a new material that has not been discussed before and f) differentiate between the difficulty levels, such as easy or difficult and lower order or higher order.

The materials that we chose were thought-provoking visual images (downloaded from online ESL forums) and a short film (selected from the *British Academy of Films and Television Awards* archive). We presented the more "easy to interpret" images in the beginning weeks and moved towards more difficult ones to maintain motivation and active learning.

Results
In the following sub-sections, we will first describe the visual prompts in detail. This will be followed by selected, unedited examples of critical thinking skills from the nine students' focused free-written pieces.

I Cannot Walk, but I can Dream
In the first session on focused freewriting, we showed two images, out of which students chose only one to write about. The first picture showed a handicapped woman without arms, sitting in a wheelchair, in a dark room, facing the bright light coming from an open window. The wheelchair has colourful balloons tied to its handle as if they are trying to float the wheelchair up. The second picture showed two happy children hugging each other by the sea. One is a Caucasian while the other, an African.

The students looked at the first picture and wrote about it for ten minutes. Then we opened the floor for discussion. The students read their writing aloud and discussed the salient ideas that emerged. Some of the students analysed the picture by saying that the different colours of the balloons signified happiness, while some others commented that they found the woman to be sad because she was sitting in a dark room (Hadi). Khalid used binary oppositions, such as darkness or light, to write his free-written essay. The following is an excerpt, which we have left unedited.

> *Every human's heart is looking for happiness, and a point of hope makes us positive and happy. Without the darkness, we cannot appreciate the importance of light in isolation.*

When we asked him to explain what he meant, he opined that for us to know how it feels to be happy, we must go through the path of sorrow once in a while.

Another student, Jamil, stated in the discussion that the balloons were facing upward which showed that, even though she was handicapped, she wanted to fly high and reach her goal in life, like any other normal human being. In his free-written text he wrote:

> *Disability girl have emotions, dark room, nothing inside. She is weak but positive, she is facing the bright window.*

Even though Jamil's free-written essay consisted of incomplete sentences, we could trace the central idea that she wanted to convey.

These examples show how the students re able to both interpret and analyse the pictures with well-reasoned, logical arguments. This is also exemplified by Sahal's comment, which indicates his depth of thinking: "We should look for hope in darkness." His utterance reflects another facet of critical thinking skills, which is to evaluate a context using one's own opinions.

You are Black, I am White…Are You White or Am I Black?

The class was a mixed group of students from India, Palestine, Bangladesh, China, Somalia and Malaysia. We noticed that almost all the students wrote about racial discrimination when they looked at the second image. Perhaps, their being in a multicultural country such as Malaysia enhanced their connectedness to the theme of racial differences.

In the discussion session, the students shared the ideas they had written. They analysed the pictures by saying that the two children are symbols of innocence. Hadi and Sahal said that the children made friends without thinking of each other's colour or race. Yang was also of the opinion that the picture inspired her and their friends to look forward to building a better world without discrimination among people. These views are also reflected in Amirah's free-written text:

> *As a human being, how hateful you became, there will be pieces of your heart that you have the kindness. Skin colour, religion does not matter. A hug can make a person who is struggling."*

The excerpt shows how Amirah interpreted the image of the two little children as reflecting the need for the world to have less racial discrimination.

Some of the students, like Azyanie, used evaluative judgments in their writing; that we should not be racists and that we need to be friends with everyone. Once again, lack of proper words was a difficulty that the students faced while writing about this picture. The word "racism" did not appear in their written work. Instead, they were trying to define it through binary oppositions such as rich or poor, or black and white. While listening to their comments, we helped them to come up with the appropriate term.

We extended this discussion by asking the students to think about the current happenings in the world that they could relate to the picture. They took some time, and came up with the example of the USA president Donald Trump as being a racist as he has set particularly strict immigration policies for Muslims and other foreigners in the country. The tragic situation of Muslims in Syria and Myanmar also came up as reflecting not only racial and religious discrimination, but also hatred toward people who are not from one's religion or culture. We were pleased to see how the students were applying their existing knowledge to analyse the picture and think critically about what it signified.

A Rose vs a Rifle

The following week, students seemed much more relaxed as they were already familiar with what they ought to do; and we, as guest teachers, had become somewhat known to them as well. In fact, we began the second session with an icebreaking game and changed the seating arrangement from the typical classroom rows to a horseshoe so that everyone could see and hear each other. As stated by Forsyth (2006) and Falout (2013), the semi-circular seating arrangement is best suited for discussions as the students are visible to one another, and are able to listen to and interact with one another.

This session revolved around a PowerPoint slide of a series of images. The first image showed an American

soldier on duty sitting in the middle of the battleground with a small seven-year-old girl. The face of the soldier reflects his humility and bewilderment. The second image showed a little boy putting a red rose into a rifle, while the final image is a picture of the earth circled by several human palms. Each palm symbolises the different ethnicities that make up the human race. The students analysed the images and wrote that even a soldier has the humility to care for an injured person—as was the case in Amirah's and Jamil's writing, while Yang expressed the following in her free-written piece:

> *War makes people homeless and a father hug his daughter maybe his daughter was die, but he can't let her go. War take human damage. Nowadays the war always happen so many people die of war, we all need people, we should use the flower instead of gun.*

Even though Yang mistook the American soldier for the father of the small girl, her main ideas, as seen from her writing, are about the adverse effects of war that we see around us. The last line of the excerpt shows her evaluative comment on the issue.

The picture of rose in the rifle and the earth held all the hands of people of various races reminded the students of how much this world craves for "peace", a sentiment shared by Baraqo, and how all of us can stop war if we become united, as expressed by Hadi, Sahal, and Azyanie.

A unique point related to war was pointed out by Baraquo in her brief essay. She wrote: *TV and newspaper inform us about protests and wars which is not always good for us.*

When we asked her to elaborate on this idea during the discussion, she said that the media contributes toward hostility between countries by showing the atrocities of the war around the world. Her idea on the media's role in projecting war news is quite unique as she was thinking beyond the image shown in the classroom and expressed her own opinion.

The Grass is Always Greener on the Other Side

In the final focused freewriting session, we took the students to the university library to show a short film on a big screen. The change of venue was readily welcomed by the students as they felt happy to get out of their usual classroom.

As the students settled in small groups, we played an eight-minute short film titled "Room 8", created by James W. Griffiths and produced by the Independent Films Gravity Production. This movie, a winner of the British Academy of Films and Television Awards (BAFTA) 2014, was one of the short films of the Bombay Sapphire Imagination series 2012. The film is set in a Russian prison where a prisoner, with his hands tied behind him, is seen being pushed by two soldiers to walk forward. After a while, the prisoner enters a prison cell where a man is sitting at a table and reading a book by the only window in the room. The room has a box placed on the only bed on one side of the room. The prisoner looks at the box and touches it. The other man forbids him to do that. However, out of curiosity, he opens it and realises that the box is the tiny prison cell that both of them are in. He then finds out that whenever he opens its lid and puts his pointer finger in, the ceiling of his prison cell opens up and a hand appears, just like his. He excitedly keeps the box on the floor and asks the other man to open the lid for him. He puts a stool at the corner of the prison cell, and when the other man opens the lid of the box, the ceiling of the room is opened in the same way. The prisoner happily jumps over the wall to have his freedom. Unfortunately, however, a gigantic hand comes from behind and puts him into the small matchbox. The camera pans to the same prison cell viewers saw a while ago, and shows "the other man" putting the matchbox into a drawer of the reading table, which is full of matchboxes trembling; as if the prisoners trapped in them are trying to get out.

Our students were surprised, and were silent for a few moments to see the strange ending of the film. After the 10-minute focused freewriting practice, we asked them to share their writing with the whole class. The students,

such as Azyanie, Baraqo, and Amirah pointed out the fact that every human being wants to have freedom, which, unfortunately, is sometimes being infringed upon by the powerful agencies of the political powers or government. The "other man" sitting at the desk represents such a power; one that that runs people's lives by imposing unwelcomed laws. If the public does not follow the law, said Sahal and Hadi, they are taken into prison like the prisoner. In his brief essay, Khalid wrote:

> *We are in Renaissance time. Many human rights organisation are there to help in getting freedom.*

The word, "Renaissance", was used by him to show that people know how to revolt for their freedom. On the other hand, the stubborn prisoner's curiosity to want to know the unknown, as said by Baraquo and Amirah, and the temptation to escape to freedom, as added by Azyanie, was rewarded with something unforeseen. He thought that the grass would be greener on "the other side", that is, outside the prison cell he was in; but unfortunately, he came to be imprisoned in a tiny matchbox instead. Yang and Pramano mulled over the message of the film and said that the movie reminds us of the fact that we should be careful before taking any action, and to be content with what we have in our lives.

Jamil, however, responded differently to the film, as shown in his freewriting essay:

> *Punishment is the way to correct a person to be obedient and bring safety in the region. In Japan, punishment is strict, and crime is low. So punishment should be made stricter.*

His analysis of the video was slightly different from that of the others because he thought of the prisoners as criminals who should have been put under stricter surveillance.

We were pleased to see that the students did not require much support from us and could carry on with inferring, interpreting, and analysing the video on their own. The practice of doing focused freewriting had raised their confidence in thinking beyond the literal meaning of the prompts or topics.

The Epiphany

We analysed students' focused free-written texts to discern their ability to generate ideas and think critically. However, there were some other incidental revelations that came out of the analysis. For instance, we noticed that the length of their writing gradually increased. We remember the first session, where their writing was very brief. However, by the third session, they were able to write longer essays. This finding corresponds with Herder and Clement's (2012) study, where the students' fluency in writing increased through the practice of focused freewriting. Given this improvement, we believe that with practice, our students will be able to think more effectively about a topic and generate various ideas for their essays. We observed how they had analysed and evaluated various aspects related to the prompt as well as the main issue and tried to tie the ideas together with logical reasoning and evidence (Roche, 2015), which is considered as one of the prominent features of critical thinking.

Finally, another observation we made that is worthy of mention is that when we asked the students to share their ideas from their freewriting pieces, some of the students opted not to respond to our questions. As some students may have shy personalities, we knew that if a student did not speak up, that did not mean that he or she is not thinking (Coplan and Evans, 2009; Rosheim, 2018). Indeed, they may have come from cultural and educational environments in schools that did not encourage them to question the teacher as a means of showing respect (Oh-Hwang, 1993; Kim, 2012; Murphy, 1987, Chan, 1999; Yang, 2006; Zhao, 2007; Sit, 2013, Kelly, 1978). The technique of focused freewriting is a good way of providing such students with an opportunity to write their own critical opinions on paper.

Discussion

In the initial two sessions, we noticed that it took a bit of time for all the students to be accustomed to the new

way of writing. But by the third and fourth week, they broke out of their reticence and wrote more confidently. At this point, it is pertinent to mention Young's (2003) view that one cannot judge a person's critical thinking ability from a single task of a written essay as the skill comes with continuous practice over a reasonably long period of time. The skill is enhanced when many opportunities are provided to learners for writing (Allen, 2006), and for them to reflect on the topic or writing Lo (2010). Hence, although our students were at first not accustomed to the activity of freewriting, we were quite confident that as we gradually exposed them to various prompts for writing, they would be able to think more deeply about a topic.

In this class, we tried to introduce the freewriting task paired with thought-provoking questions in the discussion sessions so that the students could both write and think about the prompt independently. We found that their free-written essays contained various ideas that they could organise and rationalise during the discussion sessions. While the free writing sessions helped them to generate ideas, the discussion sessions facilitated their refining of those ideas into logical arguments. It is important to mention that quite a few studies have found that learners can be helped to think critically when teachers ask the appropriate questions (DeWaelsche, 2015; Vilardi and Chang, 2010).

Indeed, the focused freewriting sessions we conducted helped our students to think critically about the visual prompts. This is reflected in their scripts, where we found a great deal of evidence of Facione's (2015) analytical, interpretive, evaluative, and explanatory critical thinking skills, which is congruent with the findings of previous research on focused freewriting (Munday, Cartwright, and Windham, 1990; Hammond, 1991; Rosenwasser & Stephen, 2012; Shaarawy, 2014; Combs, 2016; Castle, 2017). In the final freewriting session, all the students could interpret a prompt (video) confidently and provide the appropriate evidence for their views. As Li (2007) attests, focused freewriting builds students' confidence in understanding a concept well.

Pedagogical Implications
The findings of this study have a number of pedagogical implications for the writing teacher. Since using focused freewriting during the prewriting stage provides students with the scope to generate ideas for their academic essays and helps them think critically about a topic when refining their freewritten drafts, teachers can use this strategy to remove writers' block, which is very common among writers in the ESOL/ESL/EFL contexts. Writers in such these contexts generally struggle with not only the issue or topic given but also the language needed to express their thoughts. Teachers can also use focused freewriting tasks to solve their problem ofstudents' apprehension of having to think critically through writing, which often hinders them from completing their writing tasks. Thus, focused freewriting can motivate students to write in composition courses and to get used to the practice of writing. A further implication is that teachers should use scaffolding by asking pertinent questions and using the appropriate prompts to help students move progressively in their ability to think and use the more complex thinking skills. The teacher's role in guiding the students and providing feedback is essential and cannot be ignored.

Conclusion

The findings provide convincing evidence that the strategy of focused freewriting is effective in stimulating ideas for writing among students and in helping them to think critically. This is apparent even among students who are not very proficient in the language. The findings also show that focused freewriting helps to build a student's confidence in writing. Hence, teachers should provide feedback on the students' free-written essays to motivate them further and to enhance their capacity for generating ideas.

Although the concept of focused freewriting is relatively new in Asian ESOL classrooms, it is expected that with the right approach when using focused freewriting, students' ability to think critically will continue to improve. This technique is indeed very useful for teachers of English academic writing in fostering critical thinking among students in ESOL tertiary contexts. In fact, the technique of focusing on a single topic and writing on it can be implemented not only in the writing classroom but also in other subjects to deepen students' understanding of a

topic. It inculcates the practice of thinking critically through asking the right questions, a universally essential skill for both teachers and students.

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Appendix

Appendix A
Facione's Core Critical Thinking Skills

Skill	Experts Consensus Description	Subskill
Interpretation	"To comprehend and express the meaning or significance of a wide variety of experiences, situations, data, events, judgments, conventions, beliefs, rules, procedures, or criteria."	Categorise Decode significance Clarify Meaning
Analysis	"To identify the intended and actual inferential relationships among statement, questions, concepts, descriptions or other forms of representation intended to express belief, judgment, experiences, reasons, information, or opinions."	Examine ideas Identify arguments Identify reasons and claims
Inference	"To identify and secure elements needed to draw reasonable conclusions; to form conjectures and hypotheses; to consider relevant information and to reduce the consequences flowing from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of representation".	Query evidence Conjecture alternatives Draw logically valid or justified conclusions
Evaluation	"To assess the credibility of statements or other representations that are accounts or descriptions of a person's perceptions, experience, situation, judgment, belief, or opinion; and to assess the logical strength of the actual or intended inferential relationships among statement, descriptions, questions, or other forms of representation."	Assess the credibility of claims Assess the quality of arguments that were made using inductive or deductive reasoning
Explanation	"To state and to justify that reasoning in terms of the evidential, conceptual, methodological, criteriological, and contextual considerations upon which one's results were based; and to present one's reasoning in the form of cogent arguments."	State results Justify procedures Present arguments
Self-Regulation	"Self-consciously to monitor one's cognitive activities, the elements used in those activities, and the results educed, particularly by applying skills in analysis, questioning, confirming, validating, or correcting either one's reasoning or one's results."	Self-monitor Self-correct

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Gricean Maxims Revisited in FB Conversation Posts:
Its Pedagogical Implications

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Abstract

Grice's Cooperative Principle has remained in the limelight especially when it comes to analyzing utterances in a conversation. Although numerous studies have looked into the violation of conversations, real or imagined, on the Gricean maxims, none has explored conversations that are posted on Facebook. This paper then attempted to revisit the observance or violation of the Gricean maxims in FB conversation posts. FB nowadays is a good source of data for linguistic analysis and exploration. The author intends to investigate FB conversation posts and how participants in the conversations of this generation violate the Gricean maxims and the possible implicatures generated from the utterances.

The analysis clearly reflected speakers' attempts to cooperate in the conversation by providing answers that observe the maxims of quantity, quality, relevance and manner. In the same manner, evidence also suggests that the interlocutors in most cases tend to violate Grice's maxims. Of the four maxims, the maxim of quantity was frequently violated. However, it must be stressed that speakers disobey the maxims in order to achieve certain purposes. Among the purposes identified was to inject humor in the conversation and blend sarcasm in their statements.

The analysis of the FB conversations posts clearly shows that the message people intend to convey is not wholly contained in the words they use but may depend on the hearer's interpretation inconsideration of the context and implicated meaning. Generation of implicature comes out smoothly when interlocutors share a common background assumption. When this background assumption does not come into play, this may result to an implicature failure.

While the data used in this study are real conversations, the posting was done by the sharers; hence the researcher didn't have any hand in transforming the real conversations into a written conversation. Analysis was focused only on the utterances that were already posted on Facebook by random sharers. Further studies may look into actual conversations of people from various ages to see if violation varies depending on the age and sex of interlocutors, or maybe some other factors.

Keywords: Gricean maxim, facebook conversation, cooperative principle

Introduction

Conversations allow the exchange of information between a speaker and a hearer. When one engages in a conversation, he or she is expected to respond by giving the needed information in order to make a meaningful conversation. The major aim of communication is considered the exchange of information. The cooperation extended by speakers and hearers in a communication process may be attributed to their need to convey their intentions and implicit import of their utterances. Therefore, it can be said that things being equal, conversations are cooperative attempts based on a common ground and pursuing a shared purpose. This is encapsulated in Grice's (1975) Cooperative Principle which advances the assumption that participants in a conversation normally attempt to be informative, truthful, relevant, and clear.

The CP is primarily concerned with the distinction between 'saying' and 'meaning', trying to answer the question 'how do speakers know how to generate implicit meanings and how can they assume that their addressees will reliably understand their intended meaning?' Therefore, as Davies (2000) stressed, CP is the basic underlying assumption speakers make when they speak to one another, that they are trying to cooperate with one another to engage in a meaningful conversation. The CP is designed to deal with situations like the one below:

A: *Is there another pint of milk?*
B: *I'm going to the supermarket in five minutes*

A speaker who may have read the above conversation will have little trouble in inferring that at the moment there is no milk and that some milk will be bought from the supermarket in a short while. Such instances in conversation prompted Grice to propose the Cooperative Principle and its attendant maxims as a way of explaining the implication process. Grice (1975) argued the generation and perception of these implicatures are based on the following principle: "*Make your conversational contribution such as is required, at the stage at which is occurs, by the accepted purpose or direction of the talk exchange in which you are engaged.*" This means that when we communicate, we assume, that we, and the people we are talking to, will be conversationally cooperative - we will cooperate to achieve mutual conversational ends. This is primarily because as human beings, we communicate with each other in a logical and rational way, and cooperation is embedded into people's conversations.

Gricean maxims was never an unquestioned theory. There were several criticisms on this theory. Hadi (2013) in his paper cited some critical challenges to Grice's theory by naming that of Thomas (1998), Davies (2007), Taillard (2004) and others. Thomas (1998, as cited by Hadi 2013) argued that the proponents of Grice theory have neglected to explore the ambiguous term "cooperation" and have not interpreted and used this concept in their works. Ladegaard (2008) made it clear that because of the ambiguity and inconsistency within Grice's own definition of cooperation, those who adopt this theory tended to define the term to suit their own purposes. Davies (2007) also argued that opposing interpretations of the "cooperation" notion originated from the conflict between Grice's use of the term with the general meaning of the word. Moreover, some researchers claimed that Grice's CP and its maxims are universal. Thomas (1988) criticized the work of Grice for three misinterpretations: viewing human nature optimistically, proposing a series of rules for effective conversation and believing that his suggested maxims would always be taken into consideration. Taillard (2004) also attacked Grice's claim that people normally cooperate and follow the maxims and mentioned that human communication rests on a tension between the goals of communicators and audiences. Sarangi and Slembrouck (1992) also criticized the Gricean claim for the normality of cooperation. They suggested that Grice's framework should be extended to include societal factors such as the social position of the communicators. Hadi (2013) concluded that Grice's theory is flawed because of several reasons. First, it is too biased towards cooperation. Grice neglected the fact that there are instances when the purpose of speakers is to intentionally miscommunicate. Second, his theory is fundamentally asocial for failing to explain how people actually communicate concerning sophisticated social contexts. Moreover, the Hadi (2013) concluded that Grice's theory is inflexible because it does not consider the fact that human communication is a complicated, diverse and rich phenomenon. It disregards the situations where the goal of the speaker is to miscommunicate. As Jin (1999) argued, the Cooperative Principle is not a rule to control ordinary conversation but rather a law observed in research on social talk. In the end, Hadi (2013) said that despite Grice's work's limitations, it still remains to be the center of the disciplines of pragmatics and the important role it plays in this field cannot be denied.

Despite these critical challenges, the use of Grice's Cooperative Principle remains in the limelight especially when it comes to analyzing utterances in a conversation. Mukaro (2013) looked at the infringement of conversational maxim in public conversations in Shona: daily chats, talks and discussions. Armed with the maxims and enough background information on implicature, the researchers explored how the maxims were violated in their gathered data. They cited Yang (2008) who noted that there are cases of failure of conversational implicature because of different reasons that include linguistic nature or failure to understand the speaker's real intentions or the misunderstanding of idioms of the language. Thus in their paper, the researchers pointed out that the most common form of implicature failure noted in Shona is the failure of the hearer to interpret idioms of the language. The violations of maxims in Shona were classified into three categories: maxim clash, opting out and flouting. In the same manner, Jin (1999) also explored the possibility of violating the maxims in order to better achieve cooperation in doctor-patient interaction. The discourse in doctor-patient interviews was analyzed to assess the way Leech's (1983) four maxims for cooperation play out in the medical context. A total of 200 complete conversations between doctors and patients in the clinic of 6 hospitals in China were audio-recorded and analyzed. The researcher found some violations of the maxim of quantity and that violations of the maxim of quality were common for both doctors and patients. However, the author stressed that there was no evidence that the violation of these maxims undermined the cooperativeness of doctor and patient. The paper concluded that

contrary to Leech's argument, occasional violations in the medical context seem to produce a higher level of cooperation.

Another interesting study was conducted by Tupan (2008) where she explored the conversations in the American movie series entitled *Desperate Housewives,* an interesting film that combines elements of drama, comedy, mystery, thriller, farce, soap opera and satire (Desperate Housewives, n.d.) The housewives are desperate in their life because of love, betrayals, scandals, and conflicts among themselves which led them to lying to each other. This means that they often violate the maxims in their lies and do multiple violations to smooth them in which each lie seems to have purposes behind. Based on the data, the characters lied for different reasons such as hiding the truth, saving the speaker's or the hearer's face, satisfying the hearer by giving an appropriate utterance or responses that might cheer the hearer or avoid to hurt the hearer. Besides, the characters also wanted to build someone's belief so that they could convince the interlocutor with no doubt. Jakaza, E. (2013) employed a pragmatic approach to the study of newspaper discourse, predicting the results of the harmonized elections in Zimbabwe in 2008. The researcher's focus was to examine how journalists observed or flouted the cooperative principle and its maxims in their reports on the run-up to the harmonized election in 2008. He worked on the hypothesis that news reporters are expected to observe the maxims and cooperative principle in communicating with their audience. Results revealed that of the four maxims, two maxims were mostly violated or flouted: the maxim of quality was flouted as political-party candidates and newspaper reporters were overwhelmed by the goal of winning the electorate vote rather than telling the truth. The maxim of quantity on the other hand was infringed when politicians and news reporters provide insufficient information to support their claims.

Ngenget, S. (2017) also endeavored to revisit Gricean maxims in Manado Malay language, a language used by the people who live in Manado and its surroundings. The study aimed to find out how the Cooperative Principle is violated in Manado Malay language, and determine the purpose of the generated implicature. Findings revealed that the violation of Gricean maxims is observable in Manado Malay language. This means that Cooperative Principle is defied due to violation of the four maxims of Grice. This further indicated that the users of Manado Malay language have the tendency to use implicature in their daily lives. They also stressed that the implicatures were usually generated as a response to a question asked by the interlocutor. Therefore, the purpose of implicature generated in Manado Malay language is mostly for giving information. Jafari (2013) also attempted to investigate the conversations in Wilde's comedy, *The Importance of being earnest,* and focused on the dyads that create triggers for particular implications. It applied Grice's CP to explore which conversational maxims deliberately, unostentatiously or unconsciously. It also illustrated the implicature behind the violated maxims.

Although numerous studies have looked into the violation of conversations, real or imagined, on the Gricean maxims, none has explored conversations that are posted on Facebook. This paper then attempts to revisit the observance or violation of the Gricean maxims in FB conversation posts. FB, nowadays is a good source of data for linguistic analysis and exploration. Based on experience, people normally post quotations, statements, and their conversation with a family member, a friend, a teacher and even strangers. The author intends to investigate FB conversation posts and how participants in the conversations of this generation violate the Gricean maxims and the possible implicatures generated from the utterances. Further, the paper shall also offer implications of the findings of the study to the teaching and learning process.

Research Questions

Following Grice's Cooperative Principle, this paper aims to explore how conversations posted on Facebook adhere to the maxims forwarded by Grice. Specifically, it aims to provide answers to the following questions:

1. How may the utterances be described in terms of the following Gricean maxims:
   a. Quantity
   b. Quality
   c. Relevance
   d. Manner
2. How are the Gricean maxims violated in the FB conversation posts?
3. Using the classical Gricean notion of implicature, what implicatures are generated resulting from the violation of these maxims? What seems to be the purpose of the participants in violating a maxim?

4. How are the findings relevant to classroom teaching and learning?

Theoretical Framework

Grice (1975) proposes that conversation is based on a shared principle of cooperation and his work on the Cooperative Principle (CP) led to the development of pragmatics as a distinct discipline within linguistics. It was argued that the major aim of communication in pragmatics is to give and receive information; hence, people always try to adopt a cooperative behavior in conveying their concerns and intentions and in transferring their utterances implicitly.

Grice (1975) claimed that the process of producing and perceiving of these implicatures is based on the following principle: *"Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged."* His theory rests on the assumption that there is a distinction between saying and meaning. This means that speakers can produce implicit meaning and their listeners are able to perceive intended meaning from their conversations. Moreover, he argues that participants unconsciously follow certain rules and patterns in their conversations.

Under the general umbrella of the "cooperative principle," Grice (1975) distinguishes more specific maxims:

1. Quantity. Speaker's contribution is as informative as required.
2. Quality. Speaker tells the truth or provides adequate evidence for his/her statement.
3. Relation. Speaker's response is relevant to the topic of conversation.
4. Manner. Speaker speaks straightforwardly and clearly and avoids ambiguity and obscurity.

These maxims identify a particular set of patterns in interaction and speakers are expected to make their utterances informative, truthful, clear and relevant.

Grandy (1989) cited Grice's argument that each step in a conversational exchange can be analyzed in terms of whether it conforms to the maxims or not. There are four possibilities: in the most straightforward case, all maxims are obeyed; in the most devious case, a maxim is disobeyed but without the knowledge of the other participant. A different case is one where a participant overtly opts. Another case is when a maxim is flouted, that is, it is disobeyed not secretly but by a clearly nonconforming performance.

At the heart of the classical Gricean notion of conversational implicature is a certain assumption concerning the phenomenon that essentially, conversational implicatures are cases of speaker-meaning. More specifically, according to the Gricean notion of implicature, a speaker implicates *p* only if she means, or intend to communicate *p* by saying something else. This, according to Buchanan (2013) is called *meaning intention assumption.* This means that if meaning-intention assumption is correct, in order for a speaker to conversationally implicate *p*, she must mean, or intent to communicate *p*.

Grice defined conversational implicatures as a variety of implicatures, which is a concept that he apparently expected could be grasped independently. Presumably, there is a connection between Grice's general concept of implicature and his theory of speaker's meaning. In a broad sense, one might be said to implicate that *q if and only if one means that q* by doing something, where the pertinent kind of meaning is that which Grice called utterer's occasion-meaning and defined in terms of the speaker's intentions toward the hearer. Alternatively, implicature might be defined more narrowly so that one may be said to implicate that *q only if one means that q* in this sense but the proposition that q is not what is said (Grice 1989).

With the Cooperative Principle and the general concept of implicature in the background, Grice defines conversational implicature as follows:

> *A man who, by (in, when) saying (or making as if to say) that p has implicated that q, may be said to have conversationally implicated that q, provided that (1) he is presumed to be observing the conversational maxims, or at least the Cooperative Principle; (2) the supposition that he is aware that, or thinks that, q is required in order to make his saying or making as if to say p (or doing so in those terms) consistent with this presumption; and (3) the speaker thinks (and would expect the hearer to think that the speaker thinks) that it is within the competence of the hearer to work out, or grasp intuitively, that the supposition mentioned in (2) is required.* (Grice, 1989).

Conversational implicature then reveals an implicit meaning, which can only be uncovered by participants

who share the same background assumptions. In the classical Gricean notion of implicature, it is divided into the particularized implicature and the generalized implicature. The first one refers to the implicature that requires a specific context, while the latter refers to implicature that arises without any particular contexts.

Methodology

Research Design

The present paper employed a qualitative research methodology in analyzing the utterances found on the conversations posted on Facebook. Qualitative research methodology allows the researcher to stay close to the empirical world. By observing people in their everyday lives, listening to them talk about what is on their minds, and looking at the documents they produce, the qualitative researcher obtains first-hand knowledge of social life that is unfiltered (Taylor, 2016). In this paper, the conversations are real conversations of Facebook users and are shared by them in their respective FB accounts.

Data Collection

The paper concentrated on conversations as posted by Facebook users which, are themselves naturally occurring because they are natural conversations, but have been shared via the perspective of the one who posted the conversation. There is a little twist on the data that this paper has concentrated on as these have already been written as a sharing on FB. Still, this data was derived from situations that exist minus the researchers' interventions.

Hence in the gathering of data, the researcher had to do the following: 1) access Facebook and scroll on her wall and look for posted conversations; 2) since minimal data were derived using step no.1, the researcher had to visit the walls of her friends to see if there are conversations that were posted from December 1, 2017 until the month of February 2018, which was the gathering of data. Once conversations are spotted, the researcher screenshot the conversation and are made part of the data.

Participants

It must be understood that sources of the screenshot conversation posts are friends of the author in Facebook. The 50 conversations posts were shared by 37 individuals comprising of 25 females and 12 males. There is a variation of participants in the conversations posted and the one who posted it may not necessarily be part of the actual conversation at all. Consent of the sharers of the conversation was considered by asking them via a private message from the researcher asking permission to use the posted conversation as part of the study. It must be noted that, since the conversations were naturally occurring, the utterances shared were a mixture of several languages: Ilocano, Ybanag, Tagalog and English. These are the languages generally spoken by the people in the locality.

Inter-coding and Inter-rater Reliability

The author deemed it important to ask for the help of an inter-coder in coding the data gathered. The inter coder is a holder of the Masters in Education major in English and has finished academic requirements of Ph.D. in Language Education at Cagayan State University. She was the campus paper adviser in the campus for two years. To arrive at a common ground, the intercoder underwent an orientation and practice facilitated by the author following the criteria set by Grice (1975). All the 50 conversation posts under study was given to the intercoder. There were discrepancies in the coding when the author and the intercoder compared their coding; however, whenever there was a discrepancy, they discuss the sentences by looking at the content of the conversation post and finally agree as to what is the most appropriate way of coding the exchanges. Out of the 50 conversations subjected for the inter-coder's analysis, agreement was seen in 46 instances with four instances of discrepancy; hence, the inter-rater reliability is 92% which is relatively high.

Data Gathering Procedures

The gathering of the FB conversation posts during the specified time generated a total of 50 conversation posts from 37 FB friends. Upon closer scrutiny of the gathered conversation posts, the author noticed a discrepancy in terms of the length of the posts. However, length of the conversation was disregarded because the unit of analysis in this study is the utterance unit. The paper then considered 50 conversation posts enough to answer the objectives of this paper. Cameron (2001) stressed that the number of data depends on the researcher's goals, resources and the kinds of claims the researcher is hoping to be able to make. In fact, according to Cameron

(2001) some highly respected researcher, like the linguist Deborah Tannen, have worked on very small and specific data samples. Hence, the researcher dwelt on 50 conversation posts and explored the observance and violation of the utterances on the Gricean maxims.

Data Analysis Procedures

After the conversations were screenshot and were made part of the data, the exchanges were then analyzed to see whether the utterances as posted, violate any of the Gricean Maxims: Quality, Quantity, Relevance and Manner. Hence, all utterances were explored noting the criteria set by Grice (1975) as seen below.

Maxim	Violating the Maxims
QUANTITY	• If the speaker does the circumlocution or not to the point • If the speaker is uninformative • If the speaker talks too short • If the speaker talks too much • If the speaker repeats certain words
QUALITY	• If the speaker lies or says something that is believed to be false • If the speaker does irony or makes ironic and sarcastic statements • If the speaker denies something • If the speaker distorts information
RELEVANCE	• If the speaker makes the conversation unmatched with the topic • If the speaker changes conversation topic abruptly • If the speaker avoids talking about something • If the speaker hides something or hides a fact • If the speaker does the wrong causality
MANNER	• If the speaker uses ambiguous language • If the speaker exaggerates things • if the speaker uses slang in front of people who do not understand it • If the speaker's voice is not loud enough

Results and Discussion

Observance of the Maxims

Armed with the maxims and enough information on implicature, the paper shall first present how the utterances may be described in terms of its observance of the Gricean maxims. Observance of the maxims, as Grice explained, reflect the interlocutors' attempt to follow the rules in a conversation in order to understand each other on a direct and basic level.

Maxim of Quantity

This category relates to the quantity of information provided such that the speaker ensures that his contribution is as informative as required for the current purposes of the exchange and his contribution should not be more informative than is required. The following conversations illustrate responses that observe the maxim of quantity:

> *(from Conversation 1)*
> *Pa: Where are you na?*
> *   (Where are you now?)*
> *Me: Casa Angela pa lang Pa.*
> *   (Here in Casa Angela, Pa.)*

(from Conversation 29)
Question: Magkano naman kikitain ko, every bottle?
        (How much will I earn per bottle?)
Answer : You can earn as much as 1,500 every bottle kasi kapag member ka may 50% off discount ka sa
     lahat ng products 😊 🤭
     (You can earn as much as 1,500 every bottle because if you are a member, you are entitled of
50%
     discount on all the products.)

(from Conversation 35)
Flea: Mommy, why is daddy using the vacuum?
Me: to get the dirt

The response of the speaker in Conversation 1 is just exactly what was needed by the father as he was just asking where he was. The speaker did not mention too much nor too little to answer the question of the father. In Conversation 29, the provided response to the question how much will he earn for every bottle sold is just enough to satisfy the given question. In Conversation 35, the mother answered just enough to the question why the father was using the vacuum and that was to get the dirt. Notice that in the above conversations, the speakers were all trying to cooperate in the conversations by giving the brief responses and included information that was needed in order for a meaningful conversation to transpire.

Maxim of Quality
Under this category, conversations are expected to be truthful such as information that is delivered should not be false, and that speakers should not say something which lacks adequate evidence. The following conversations manifest the speakers' attempt to be truthful by saying things which are truthful:

(form Conversation 13)
Me: anak bakit letter A sagot mo? (Pic 1)
        (Child, why did you answer letter A?)
Y: Hindi ko naman kasi trabaho mag repair.
        (Because it is not my job to repair)

(from Conversation 38)
Me: hindi na. Graduate na ako nun. Nakasama ka ba nun sa WOW pinas? Teka... sino ka na
kasi????
        (No. I already graduated then. Were you part of the WOW Pinas? Wait, tell me who you are.)
Her: ate.. ako si SANDY.
        (Big sister, I am SANDY.)

(from Conversation 24)
Her: You're really cute for a guy!
Me: (chuckle to myself) thank you but I'm the same gender as you

In Conversation 13, the mother was asking her child why he chose letter A as his answer and the child's answer was truthful because it is true that as a child, it is not his work to repair appliances. In Conversation 38, the question was asking who the speaker was, and she answered it truthfully by saying that she was Sandy. In the last conversation, the speaker admitted very honestly first by thanking the addressee and then saying that they have the same gender. The speaker. Her admission of her gender is a truthful act because if she wanted to deceive, she could have just gone with ride and pretend that she was a man. It was obvious that following the

maxim of quality requires the speakers to say the truth and something that is evident-driven.

Maxim of Relevance

The Maxim of Relevance requires the speakers to provide information that is relevant to the present interaction. Everything that is provided should be something that has a relation to the issue on hand. This is evident in the following conversations:

(from Conversation 46
Atenista: I have a question, do you only hire graduates from Ateneo and the top schools?
Me: No, we also hire graduates from PLM, PUP, etc.

(from Conversation 30)
Driver: Bababa na kayo?
  (Are you going down?)
Girl Passenger: oo kuya, bababa na (paos talaga)
  (Yes, I am.)

In the first conversation, the student was asking if they only hire graduates from Ateneo and other top schools and the response provided is relevant to the question. In the same manner, the response of the passenger is relevant to the question of the driver. The above conversations do not contain responses that are not related to the questions posed. This way, the speakers are cooperating in the conversations.

Maxim of Manner

The maxim of Manner, Grice notes that speakers should be perspicuous by avoiding obscurity, avoiding ambiguity and being brief and orderly in delivering information.

(from Conversation 35)
Flea: Why is daddy using the vacuum to get the rat poops
Me: Because it will suck all the rat poop so that daddy does not have to sweep it anymore.

(from Conversation 44)
Mama: (at the office-on the phone) Xy, Are you going to school now?
Xy: No.

In Conversation 35, the mother provided a clear answer to the child's question why daddy is using the vacuum to get the rat poops. In the next conversation, the child clearly mentioned that she is not yet going to school, a clear response to the mother's question. In these instances, the responses were delivered in a clear manner and made use of terms that not ambiguous, thus observing the maxim of manner.

It is clear in the above instances that speakers, in their attempt to cooperate in the respective conversations they are engaged in, provided answers and responses that directly observe the four maxims under study.

Violation of the Maxims

The conversations also give clear instances of how the maxims were violated. The objective of the identification of violations is to see the effects of violations and relate them to the principle of cooperation in conversation.

Violation, according to Grice (1975), takes place when speakers intentionally forget to apply certain maxims in their conversations to cause misunderstanding on the participants or to achieve some other purposes. From the 50 posted conversations, the following table summarizes the violations reflected in the gathered data.

Table 1. Maxim Non-Observances Distribution Table

Maxim of Cooperative Principle	Total Instances Found	Percentage
Quantity	16	45.7%

Relevance	10	28.57%
Quality	6	17.14%
Manner	3	8.57%

The table clearly shows that the maxim of quantity appears to be the most commonly violated maxim in the 50 conversations posted on FB resulting to 16 instances of violation with a percentage of 45.7%. Generally, the participants who violated the maxim of quantity were observed to be saying too much when it is not required. Saying too much may be the result when a speaker wants to convey the message that he knows what he means. The following instances are examples from the gathered data that violate the maxim of quantity:

(from Conversation 48)
Me: *kasanu diay utang mun nabayagen*
        (How about your debt?It's been a long while since you got that amount)
She: *kasanu ket saan ku met nasingir. Awan garud pagbayad ko ta saan ku garud nasingir madi da met*

        agbayad. Ket kunak nga singsingirendak ket kuna met agidiay nangala kaniak ti item ket bay am a ta singiren daka awan pagbayad mi.
        (My debtors are not paying me too. I don't have money to pay you because I haven't collected any amount from my debtors too. I told them you are asking me to pay my debt already but they told me they don't have money to pay me.)

In the above conversation, the female sharer saw her debtor in the market and asked her about her debt. The response of the woman debtor is too lengthy saying a lot of reasons but does not mention anything as to when is she going to pay the amount she got from the sharer. The woman debtor obviously was doing a circumlocution and does not directly answer the question of the speaker. The obvious reason for violating the maxim was the woman's attempt to gain sympathy from her. Another instance of violating the maxim of quantity is as follows:

(from Conversation 14)
KFC: *(I supposed she's asking Toffi's number)*
Toffi: *Why are you asking my number again? You go you ask the other crew who asked my number don't ask me again.*

(from Conversation 16)
Child1:   *mom, tumaas grades ko sa geometry…*
         (mom, my grade in Geometry increased)
Mom: *good… u see, pag nag-a outline ka ng notes, mas maganda, mas madaling magreview….. blah blah blah….*
         (Good! You see, when you outline your notes, it's easier to review.. blah blah blah)

(from Conversation 38)
Her: *u look familiar*
        (You look familiar)
Me: *(lumuwag dibdib at naexcite) alam mo, ikaw din! Hahahaha kanina pa kita inaalala kung kilala ba kita. CSU ka din ba? Ambassador ka din ba? Anong batch ka???*
        (Felt excited) You know, you too look familiar! I've been trying to recall if I knew you. Are you also from CSU?Are you also part of the Ambassador? What batch do you belong?)

It is clear from the above conversations that the response of Toffi, Mom and the female are too lengthy but not necessary. In the first instance, Toffi is supposed to just provide his number but gave a lengthy question. In the second instance, the mother appreciated the increase in her son's Geometry grade but mentions other thigs

like outlining notes will facilitate reviewing and will yield to a better result. In the third instance, the female sharer gave a lengthy response to a trigger statement. Their violations of the maxim of quantity was triggered by certain reasons like to show that the speaker has become impatient, to give emphasis, and to help recall information between the speaker and the addressee. Indeed, violating a maxim is triggered by certain causes and instances. As demonstrated in the study of Khosravizadeh & Sadehvandi (2011), Barry, an ordinary man with a simplistic view of life, violated the maxim of quantity mostly through redundancy, talkativeness, and circumlocution. The constant violation of the maxim of quantity by Barry seems to place the character in a higher position in terms of verbal humor.

This is followed by non-observance of the maxim of relevance resulting to 10 instances in the entire gathered data with a percentage of 28.6%. Maxim of Relevance is violated when

(from Conversation 5)
PROF: Class are you done?
ME: Nope sir. I'm Kim.

(from Conversation 8)
Friend: Bakit kokonti lang mga pictures mo sa phone mo?
(Why do you only have few photos in you cellphone?)
ME: Mahal ko kasi sarili ko
(Because I love myself.).

(from Conversation 20)
Tita: Neng, ba't ka naka-sleeveless? Hindi ka nilalamig?
(Why are you wearing sleeveless? Don't you feel cold?)
Ako: Matagal nang malamig ang puso ko.
(My heart has been cold for so long)
Tita:
Ako: The cold never bothered me anyway. Let it go. ☺

The above sets of conversations are reflective of the unmatched answers of the speakers to questions like "*Class are you done?, Bakit kokonti ang pictures mo sa phone mo?, and Bakit ka nakasleeveless?"* It is observed that their responses to these questions seem to be unmatched with the questions given. It is not clear though if these responses are intentionally designed by them to be irrelevant to the questions asked from them. But looking deeper in to the posted conversation, the utterance of Kim is irrelevant because the teacher was asking them if they are done with their task in the classroom. Kim was obviously wanting to inject humor in the conversation. In the second instance, the utterance of the male sharer "*mahal ko kasi sarili ko*" does not have anything to do with the question why does he have very few pictures in his phone. In the conversation, the sharer obviously wanted to be humorous as justified in his saying he loves himself too much that he gets jealous everytime people say he is handsome. This is the same case with the third instance where the woman sharer wanted to be funny by saying that her heart has been cold for sometime and that the cold never bothered her anyway, lines she lifted from the song *Frozen*.

Further, the result shows that the maxim of manner was the least maxim that is violated. This runs counter to the findings in the study of Parasta (nd) where the maxim of manner was the most frequent maxim to be flouted by all characters. Maxim of manner flouting occurred when a character gives indistinct or unclear statements or comments. Those non-observances too the maxim of manner generally happen when a character delivers sarcasm, irony, tease or banter. Maxim of manner is violated when the speaker's utterance is ambiguous or does not have a clear meaning. In the present study, occurrence of the violation of the maxim of manner can be seen in the following example:

(from Conversation 4)
Male friend: Nu adda uncle iti masikugan ni Max eh ni M---- agpakasar da

> *(Uncle, if M--- will be made pregnant, they will get married)*
> Father: *Kayat ku ajay ah uray kastuy yak eh haan ku papanawen ajay babain*
>   *(I'd love that. Even if I'm like this, I will accept the woman)*
> Me: *Halla Papa ni J---- ajay. You know nman the love*
>   *(Pa, that's J---. You lnow that's love.)*

Just to set the context in the above conversation, the male friend is teasing the sharer of the post, who obviously is a homosexual, with the possibility of impregnating a woman. The father, expressed his desire for that to happen and welcomed the idea; however, the male sharer insinuates that he loves another one. Instead of mentioning the name, the sharer made the person anonymous by just giving an initials of the name. This is clearly a violation of the maxim of relevance because the speaker spoke in an unclear manner. This is again observed in the following conversation where the customer, as affected by his accent, sounded so unclear to the speaker, thus violating the maxim of manner.

> *(from Conversation 23)*
> *Me: Hi this is Abigail from ***** Customer Service. May I have your name please.*
> *Cx: R-U-N-D-U-S*
> *Me: So it is RUNDUS*
> *Cx: I mean are you in the United States*

Generation of Implicature

Grice clearly pointed out that not all people observe the maxims. When people fail to observe the maxims, it might lead to the creation of an implicature. Implicature therefore arises as a result of non-observance of the maxims. In this case, speakers choose not to observe one or more maxims with the deliberate intention of creating an implicature. When violating the cooperative maxims, the speaker so innately desires his/her recipient to understand and uncover the hidden meaning behind the utterances. This means that when a speaker violates the maxims, he/she is not trying to mislead, deceive or be uncooperative but rather prompting the listener to look for meaning beyond the semantic level. To recall, in one of Grice's famous examples on conversational implicature, a motorist has run out of gas and is approached by a passerby who informs him that there is a gas station around the corner. Looking at the statement of the passerby, and upon the assumption that he is speaking cooperatively, the motorist might conclude that what was in the mind of the passerby is that the gas station is open and has gas to sell. This way, the passerby can be said to have *conversationally implicated* that the gas station around the corner is open and since it is open, it has gas to sell. As Grice defined it, a speaker conversationally implicates that *p* only if the speaker expects the hearer to recognize that the speaker thinks that *p*. The following conversation is an example of a violation of a maxim and the conversational implicature generated:

> *(from Conversation -01)*
> *Conversations with Papa (over the phone, he is worried that I am not yet at home)*
> Pa: *Where are you na?*
>   *(Where are you now?)*
> Me: *Casa Angela pa lang Pa.*
>   *(im here at Casa Angela Pa.)*
> Pa: *Debut or Wedding?*
>   *(Is it a debut or a wedding?)*
> Me: *Miss Gay Pa.*
>   *(It's Miss Gay, Pa.)*
> Pa: *Nabartek ka manin anakku, kasanu Miss gay ata nagdakkel tyan mu.*
>   *(You are drunk again, how can you be in a Ms. Gay pageant, you have a big tummy)*

In the above conversation, the father was asking if the son is on a wedding or debut as that has always

been the preoccupation of the son who happens to be an event organizer. The son violated the maxim of quality by saying an untrue statement that he is attending Ms. Gay. The conversational implicature here is that the speaker intends to say that he is not just into debuts and weddings, but also on pageants. Considering context now, the speaker here is open to everything about his sexuality and he was like telling his father, in a jokingly manner, that he can also join gay pageants or watch gay pageants. The father, who seem to know the son really well, took the joke lightly and answered back in a humorous way too.

      Clearly, the interlocutors violate the maxims with certain purposes in mind. After having a look at the FB conversation posts, this paper summarizes the reasons of their violation of the maxim based on the context of their respective conversations.

Table 2. Purposes in Violating the Maxims

Purpose of the Violation	Frequency	
To inject humor in the conversation		16
To reflect sarcasm in the statement		9
To emphasize a point		6
To hide identity	1	
To convince buyers to purchase	1	
To elicit sympathy		1
To impress		1
Total Instances of Violation		35

      The table clearly shows that the speakers involved in the gathered conversations violate the maxims with a purpose. And as shown on the table, the speakers who violated the maxims in general wanted to inject humor in the conversations. It must be noted that this is also reflective of speakers who obviously are characterized as funny and wanting of light humorous conversations, instead of heavy dramatic scenarios. There is also an attempt of the speakers to inject sarcasm. In the study of Szczepanski (2014), sarcastic remarks always flouted the maxim of quality, which led the authors to conclude that the maxim of quality is closely connected to sarcasm. In the present data, sarcasm was found not only in the violation of the maxim of quality but also maxims of quantity and relevance.

Conclusions

The analysis clearly reflected speakers' attempts to cooperate in the conversation by providing answers that observe the maxims of quantity, quality, relevance and manner. In the same manner, evidence also suggests that the interlocutors in most cases tend to violate Grice's maxims. Indeed, several cases have been identified where speakers violate the maxims. Of the four maxims, the maxim of quantity was frequently violated. However, it must be stressed that speakers disobey the maxims in order to achieve certain purposes. Among the purposes identified was to inject humor in the conversation and blend sarcasm in their statements.

      The analysis of the FB conversations posts clearly shows that the message people intend to convey is not wholly contained in the words they use but may depend on the hearer's interpretation inconsideration of the context and implicated meaning. Generation of implicature comes out smoothly when interlocutors share a common background assumption. When this background assumption does not come into play, this may result to an implicature failure. When seen now in the classroom scenario, language teachers all over the world, should be aware that when students engage in certain conversations inside the classroom, there may be instances where they communicate implied meaning. And since the classroom teacher facilitates learning in the classroom, or as Idrus (2018) puts it, the teachers play a big role in determining the success or failure in the classroom. In other words, the responsibility for a successful and meaningful communication to take place is passed on heavily among the teachers who should be able to deduce these meanings from the students' utterances.

Pedagogical Implications

The findings of this study clearly reveal that participants in a conversation still adhere to the maxims set forth by Grice (1975) and they, too, may violate the maxims with a purpose in mind. When seen in the classroom scenario, where formal and informal conversations between students and teachers transpire, these findings may find themselves useful among language teachers. In teaching the language to our students, exposure to the target language has always been considered important because the greater the exposure to the target language, the more abundant input is accorded among our learners. As Liu (2003) explains, language is a vehicle for the expression or exchanging of thoughts, concepts, knowledge and information as well as the fixing and transmission of experience and knowledge. Hence, he said that communication is the most fundamental social function of language. So as students continue to exchange thoughts and ideas in the classroom, the language teacher has to have the ability to extract implicatures from the students' statements; hence, this would give them a better understanding of whatever meaning is expressed in the conversations they are engaged in.

Gricean pragmatics should therefore find its place in the classroom and language teachers all over the world should realize that it is important for them to understand both what they are teaching and what is happening in their classrooms. Since teachers are dealing with students, their language and language use, it is imperative that they know how to properly deal with messages that circulate in the classroom, whether they be directly stated or implied. The Gricean maxims then should serve as guiding principle for the 21st century teachers. They should be aware when certain maxims are violated, and thus be able to uncover the hidden meanings or implicatures from their students' statements.

Gricean Pragmatics or Pragmatics in general, is then important in classroom language teaching where language is used in social context to promote the teaching and learning of language for use in social contexts. It is of high value that we arm our students with pragmatic competence which they can use as they go outside the classroom after their formative years. This pragmatic competence is what they will need to negotiate understanding in the specific contexts where they will find themselves in.

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Content Analysis of Sexist Language Occurrence on Written Discourse of Junior Pre-Service Teachers

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Abstract

Thoughts, perceptions and attitudes are dramatically influenced by language thus, the need for linguistic sensitivity. Language may create either opportunities or boundaries. Thus, this study endeavored to determine the occurrence of sexism on the written discourse of pre-service teachers through content analysis. Specifically, the study evaluated the specific forms of sexist language that are evident in the written discourse of the junior pre-service English teachers along the categories of generic pronouns, generic term man and occupational roles. Thirteen descriptive essays served as corpus of the analysis. Results of the study showed that the most occurred sexist language on the written discourses of the pre-service teachers are generic pronoun he and she, generic word man used as a noun and verb and occupational titles.

Keywords: content analysis, generic pronouns, sexist language, written discourse, occupational roles

Introduction

Thoughts, perceptions and attitudes are powerfully influenced by language and, thus, plays a very crucial role in promoting gender awareness and consciousness. Moreover, language creates categories for thought, as words can create either make or break a relationship in specific and the society in general. Boundaries exist when the words and phrases demean, ignore or stereotype members of either sex or that needlessly call attention to gender.

Accordingly, sexist language is described as the situation when care is taken to express gender-fairness in the language and people nevertheless seem to create biased perceptions where they associate the non-sexist expressions with either a masculine or a feminine gender. Sexist language excludes, trivializes or diminishes either gender.

The sad truth, however, shows that despite efforts made by many professional bodies in sparingly decade to encourage the use of non-sexist language, sexist language use persists across many languages. There already exists a large body of empirical, quantitative and qualitative evidences, showing that the masculine form used as generic yields a cognitive male bias as argued by Stahlberg et al., (2007). Scholars, linguists and researchers reason that sexist language preserves the existing patriarchy. They argue that adoption of non-sexist language advance equality of the sexes, (Kleinman, 2002). Further, sexist language deconstructs unequal power relationships, as posited by Shaw & Hoeber, (2003) as it gives superiority to one sex over the other. Linguists who ventured on sexist and non-sexist language usage revealed that although sexist language could also be used to diminish, trivialize or exclude men, it is women who predominantly bear the brunt of its effects.

While there has been a number of researches validating the fact that sexist language is said to be decreasing in English academic writing, sexist language is still widely used in the popular press and other media and empirical observations reveal that even in classroom settings, the use of sexist language is still prevalent. To note, empirical data shows that junior pre-service English teachers in their written discourses predominantly uses masculine generics to describe people in general.

Sexism does not only materialize through people's actions and behaviors. The language that is widely

used in everyday discourse carries different instances of sexism, and the English language is a prime example of such language. Several forms of linguistic sexism have appeared in a number of instances in the English language, and feminists have been striving to address these traces of linguistic sexism for decades. Irrespective of the forms, language components and the levels in which linguistic sexism surfaces, attempts to address and remedy gender stereotypes in language should be taken seriously to bring about changes in the society to one that affords both genders an equal playing field. This study is therefore intended to investigate if sexist language is evident among junior pre-service English teachers' written language.

Conceptual Framework

Dobrić N. (2018) in the paper, Language as a Window into Discrimination: A Corpus Linguistic Analysis of Hatred emphasized that the best way to gain an insight into a society is to observe its language. Discrimination is argued to be present when someone is treated unfavorably due to certain unfounded beliefs, prejudices, and stereotypes. Thus, emphasizing the global need for restructuring language so as not to belittle or denigrate a particular gender is imperative. Societal discrimination is reflected in the amount of discriminatory expressions used in linguistic discourse. The modern society calls for a deviation from these traditional discriminative writing where gender imposes a dichotomy.

The present study is grounded on the Theory of Linguistic Relativity which posits that language is a construct attempt to signify abstract meaning, and any construct will be lacking. The language people use therefore affects not just the messages communicated, but the fundamental ways that people think and act as it embodies interpretation of reality and that these interpretations can influence thought about reality. The interpretation arises from the selection of substantive aspects of experience and their formal arrangement into systems of referential meaning in the verbal code. The study assumes that language does not always act as a natural vehicle as it is one of the most powerful means through which sexist language is perpetrated and reproduced.

Within the academic environment, the use or tolerance of sexist language is a potentially discriminatory practice. While sexist language can affect either men or women, academics generally agree that in English speaking cultures, women suffer most from its deleterious effect. In a previous study conducted by Talosa, 2018, students are generally aware of the use of non-sexist language. The present study therefore assumes that since students are already aware of gender inclusive terms, incidences of sexist language should be controlled in their written discourses. Knowing this ground is better assessed through content analysis. According to Mills (1995) sexism could be analyzed at three levels in a text: at word-level, sentence-level and at discourse-level. For this particular study, features at word-level was chosen for the investigation. While the study only chose word level, investigation of sexist language occurrence looked into how the words are used generically in the sentence level.

Objective of the Study

The study aimed to determine the occurrence of sexism on the written discourse of pre-service teachers.

Specifically, the study sought to find answers on the forms of sexist language that are evident in the written discourse of the junior pre-service English teachers.

Scope and Delimitation of the Study

The study was limited to the determination of the occurrence of sexism on the written discourse of junior pre-service teachers at word and sentence level. Only the third year Bachelor of Secondary Education major in English were selected as the respondents of the study.

Related Literature
Sexist language

Language is an indispensable tool for expressing feelings, attitudes and dispositions. Language being the core of humanity can be used to establish relationships or solidarity, even as it can also be make or break a society. It is, therefore, the obligation and responsibility of a linguist to champion the phatic function of language. This point is better appreciated if one considers the words of Teri and Gamble (2002) that "in building relationships, one cannot be overly concerned with himself or herself but must consider the needs and wants of others, since it

is through effective interpersonal, small group, public media and computer-based systems that basic physical and social needs are met".

In studies on language and gender, Carmen Pérez-Sabater (2013) in her study concluded that English language is sexist as they use lexical choices from a masculine viewpoint. Linguistic representation in this line of thought, is no longer neutral and transparent means of representing reality, but androcentric. The portrayal of men as the norm and women as the appendage or as the exception in language makes the English language sexist. This is importantly deemed true as males in almost all English language is deemed superior over males acting as generic representative of both genders. Nguyễn Văn Khang (2000) argued that sex discrimination in language is evident on categories with male factor showing male dominance in society, where the common example is on the usage of pronouns he/his.

Since the old English period in the history of English literature,' man' has long been used as a term meant to signify "person" or "human being. Empirical evidences as evident on academic writing reveal that up to this date, the term remained unchanged as it is still used for generalizations for both sexes. The habitual use of "Man" referring to include male and female while Miller and Swift (2001) said that this is time-testedly used, the modern days call for intercultural competence where sensitivity of language now becomes a dire need.

According to the Feminist Toolkit of Mills, sexism could be analyzed at three levels in a text namely at word-level, sentence-level and at discourse-level. She argues for the importance of analyzing texts at a word-level by stating that certain word-uses reflect gender differences. The view of men as the norm in language is evident at word-level by the use of generic words. Pauwels (2003) argues that this kind of language-use makes women invisible. It is more common to visualize a male person when interpreting a word that includes "man" and this might lead to stereotypes of certain occupations (Mills 1995). When masculine words are used generically, they are interpreted as describing a man. effort targeted at making language gender neutral or gender inclusive is therefore of a dire need.

Methodology

Research Design

This study employed the qualitative research design. Qualitative research according to Hsieh and Shannon (2005) is a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns. The concept adopted in the context of the study is that of Mills. According to Mills (1995) sexism could be analyzed at three levels in a text: at word-level, sentence-level and at discourse-level. For this particular study, features at word-level have been chosen for the investigation. Yet while word levels were only chosen, the study looked into the usage of the words in a sentence to investigate whether it is used generically.

Locale of the study

The study was conducted at the College of Teacher Education (CTE) of the Cagayan State University, Maura, Aparri, Cagayan for the School year 2017-2018. Cagayan State University-Aparri is one of the satellite campuses of the Cagayan State University situated 2-3 kilometer east of the town proper.

Sources of Data

The study had the sources of the data taken from the written discourse of the junior pre-service teachers. Complete enumeration was used to ensure the reliability and validity of the data gathered. A total of 13 Junior Pre-service English teachers in the College of Teacher Education at Cagayan State University at Aparri Campus as of the present academic year were selected.

Data Gathering Procedure

To gather data, the researchers asked the respondents to write a five paragraph composition about a teacher. Choice of title is open. The theme of analysis is Sexist Language. After which, the researchers coded the form of sexist language that were evident on the pre-service teachers' written discourse and drew inferences on the basis of codes and categories generated. The qualitative elements of the study depended on the investigation

of how these lexical terms are used generically in a sentence.

Data Analysis

The data collected were analyzed with selected features from the toolkit of feminist stylistics. This toolkit was provided by Mills and it can be directed at any text to discover the way gender is represented. Only a few features were selected from feminist stylistics because of the limited size of the study. The features that have been analyzed in the written discourses are the gendered generic pronouns, generic nouns, and occupational nouns in word level.

Result and Discussion

Results of the abstraction apparently revealed that there are evidences of sexist language   occurrences on the written discourse of the junior pre-service teachers.

Word level analysis

Gendered Generic Pronoun

The 13 written discourses analyzed showed use of gendered generic words. The pronouns he, his and him were used as referents to noun of no specific gender. Among the gendered generic pronouns, his was found the most reoccurring sexist antecedent to the noun, teacher.

The following are excerpts from the written discourses: *(1) A teacher is expected to be a good role model in all areas of his life. (2)* Teachers should be innovative and creative in delivering his instruction. *(2) A good teacher possesses skills necessary to the realization of his work. (3) A teacher provides a way to show his students the right path for their bright future. (4) A teacher serves as the second parent who gives pieces of advice when he notices changes in his class. Hence, respect is accounted to him. (5) He who teaches not from the book but from the heart is an effective teacher; (6) he who is a competent teacher exercises students mind to think beyond their knowledge (7) The greatest achievement of a teacher is to see his students conquer the world with their own wings and to be a witness of their success that may even surpass his own achievement;(8) a teacher is always ready to listen to the noise, ready to comfort the one in despair ready to set aside his personal problems and emotions just to fulfill the promises he oath to accomplish and (9) A teacher - he who creates the future and the future of futures, and cultivates the land which will be planted with seeds of professionals.*

Excerpts 1 to 10 made use of masculine pronouns. Excerpt 1, (A teacher…his life) 2 (Teachers…his instruction), 3 (Teacher…his students), 4 (A teacher…he notices..his class), 7, (teacher… his students…his own achievement), 8 (A teacher…his personal problems… he oath) and 9 A teacher…He) used those pronouns to modify teacher.

Excerpt 5 (He… teacher) and 6 (he...teacher) made use of the pronoun He as a subject. His and he were the pronoun-referents to the antecedent-Teacher. Such sentences assume that all teachers are male. Nguyễn Văn Khang (2000) argued that sex discrimination in language might be found in such categories as words with male factor showing male dominance in society, common example is on the use of he/his. If generic pronouns such as he, his, himself and him are used to refer to everyone, this can be seen as the manifestation of sexist language, Nguyen (2016).

It is noteworthy to mention that the usual pattern that makes the pre-service teachers commit generic he is when the subject is stated in the singular and active voice. Following the initial pronoun he, preservice teachers also employed pronouns his and him. This is accounted to pronoun consistency.

Generic She

While the study only categorizes generic he as the usual form of sexist language, generic she was also excessively evident in one written discourse.

Following below are the excerpts:

She is a mother. We spent most of our time with her. (3) She loves us and cares for us. She manages the classroom. She sees to it that every student is safe, comfortable and happy. And above all, she is more than willing to sacrifice her time, effort, money or food, just to make sure we are well and good. She is a friend. She can be a

companion we can be with, a shoulder we can lean on. A clown to cheer us up, a playmate we can play with. She can be a hand to help us stand, she is a friend. She is a role model. She does only what is nice. She shows only the proper way. She speaks only the nicest words. She teaches only the best. She does only what is right for she wants us to see and imitate what is upright.

She is a guide. She redirects us when we are astray. She presents us diverge ways, but she lets us choose our path. She unlocks the door, but she lets us enter it on our own. She gives us opportunities, but she lets us discover it. She presents us with challenges, but she never leaves us alone.

She is an inspiration. She is the reason we go to school. She is the one who encourages us to study. She smiles at us even we did wrong. She still accepts us despite our shortcomings. She is proud of our achievements. She is our inspiration.

She brings change. She is the reason why we understood the Laws of Motion. She is the reason why we have solved the Mathematics problems. She is the one who taught us that the plural of ox is oxen. She is the reason of our being patriotic. She taught us cleanliness. She is the reason why we are physically fit. She is the reason why I can read and speak English. She brought us change in our lives

She is a hero. She is not in her suit. She doesn't have any superpowers. She cannot become invisible nor can fly. She doesn't have swords nor spears, but she has a weapon called chalk. She is our hero.

My teacher is my mother. She is also my friend. I look at her as a role model. She guides me to the right path. She inspires me. She has change in my life. She built me my future. She is my hero. She is my teacher.

In the given discourse, *she* was used generically thus, is sexist. The written discourse assumed that all teachers are females. This may be accounted to frequent research findings of feminization in teaching however while there is dominance of female in the education sector, it is still sexist to use she and exclude "he" as there are also male teachers. This is because a non-sexist pronoun is a pronoun that does not refer either to women or men. It is not connected with any gender. As far as all English personal pronouns are concerned, the gender is not marked in the following pronouns: I, you (singular and plural), it, we, they, so they can be all used with antecedents of any sex. It follows that the only English personal pronouns which are marked for gender are the third person singular pronouns.

Gendered Generic Man

Gendered generic man was also evident on the written discourses of pre-service teachers. Man was used as a masculine noun representative of the two genders. Surprisingly man was also used not only as a noun but also as a verb. Two respondents wrote (1) "*Good teachers know how **to man** the classroom*". Excerpt 1 is sexist as man was used to mean "to operate". *Man* here recognize the masculine. (2) "*Effective teachers lead or **man** the students well*"; Excerpt 2 is likewise sexist as the verb leads could have already made the sentence gender neutral yet the word "man" is still used as a synonym for lead.

Meanwhile, a discourse mentioned that "*It is even more fulfilling when a teacher sees a once stubborn child who became a **man of success and responsibilities** crown with various achievements*" such is sexist as man is used to mean "person". The sentence has a hidden meaning that only those successful and responsible are men. Man used as a person is in the same case evident on these excerpts, (4) Teachers are the most selfless man that ever lived. (5) No one in this world can take away **man's** persistence to become a hero in their own way and (6) They reconstruct our wrecked life, shields us from unwanted **manmade phenomena** and light us from our dim path. (7)"*all men born for a reason*" and (8) "*A teacher is an ordinary man with extraordinary roles*". *T*he usage of man as a generic noun in Excerpt 7 and 8 makes people think that this reason and role is of male human beings only and that women are not involved in the event, so they seem to be excluded. These lexical choices are sexist as man was applied to both sexes but is generally in the masculine form.

Surprisingly, man was also used for "hero" in the excerpt (7) A teacher is indeed a blessing- a cape for every **superman.** Pauwells, 2003 argued in her study that when masculine words are used generically, they are interpreted as describing a man. In the excerpts man, is always representative of person.

Occupational Nouns/ Job Titles

Additionally, words describing occupations traditionally held by males—such as examples of success defined in terms of occupational achievement in traditional male jobs. Occupational references at word-level are

doctor, policeman, businessman and engineer. the following statements are lifted from the pre-service teachers written discourses: *(1) Without teachers, there are no **doctors, policeman, businessman and engineers.** 2. Teachers are the reasons behind successful **doctors, businessman** and etc. (3). Teachers being the profession that teaches the other profession create the best **engineers and policemen**. (4) Even the sun cannot outshine the sparkles every time she sees the **policeman, fireman, businessman and lawyers;** (5) A **captain** on a ship filled with **seamen** whose safety lies in his hands and whose happiness depends in his decisions; (6) A **pilot** in a plane with passengers whose destination lies ahead; (7) They create **policemen** who are in charge of protecting the people, **doctors** who tirelessly work to save lives**, firemen** who keep our houses fire-free**, engineers and carpenters** who make sure our houses are well-built, and **businessmen** who supply goods and services in the market.(8)* A teacher is a **repairman** of a classroom. *(9) They cannot be too expressive of their emotions in the public like dance in the disco bar, kiss their dates in the park, nor shout at that annoying waiter in the restaurant and (10) Teachers are expected to be good actors.*

The highlighted occupational terms are sexist as they are written in a grammatical gender of masculine form. Such was analyzed because of male-specificity as indicated in the different job titles (Excerpt 1: *doctors, policeman, businessman and engineers*; (Excerpt 2 *doctors, businessman*); (Excerpt 3. *Engineers, policemen*); Excerpt 4 (*policeman, fireman, businessman and lawyers*); (Excerpt 5. *Captain, seamen*); (Excerpt 6. *Pilot*); (Excerpt 7. *Policemen, doctors, engineers and carpenters, businessmen)* and (Excerpt 8. *Repairman*); (Excerpt 9. *Waiter*) and (Excerpt 10. *Actors*). It can be noted that the word choices for occupations are usually gender-marked with man, thus, are sexist.

The non-sexist equivalent of the said words should be medical practitioner (doctors); police officer (policeman); business person (businessman), fire fighter (fireman), sea fairer or sailor (seaman); maintenance specialist (repairman), police officer (policeman), business person (businessman), server (waiter), sea fairer/ sailor (Seaman), maintenance specialist (repairman, carpenter), server (waiter) and law practitioner (lawyer). Actor, pilot and captain are occupational nouns which are already in the non-sexist form. The sexist term for actor is showman; airman for pilot or flight crew and the sexist term for captain is shipmaster. However, while these occupational titles are already in its non-sexist equivalent, it can be assumed that it referred to males considering the initial choices of words with man following thoughts of parallelism.

Women are no longer excluded from the various working fields that were reserved for males but have entered them and thus need to be considered when referred to as being part of the working force. Said words should be neutralized to make it non-sexist in form. Sczesny, (2015) posited that one strategy to treat men and women symmetrically is through neutralization.

Neutralization is achieved for example by changing or replacing male-masculine form (Policeman) with gender unmarked form (Police Officer). In the framework of neutralization, gender marked terms is replaced by gender indefinite nouns. On the study of Hellinger and Bubman, 2001, neutralization has been recommended especially for natural gender languages and genderless language. Engelberg, 2002 pointed out that it is fairly easy to avoid gender markings in these languages.

Other Findings

It is noteworthy to mention that from the 13 written discourses, there were 4 instances where written discourses avoided the use of generic masculine pronouns and nouns. No incidence of generic pronouns, generic term man and gender markedness in occupational roles were found on the written discourses of 11 Junior Pre-Service teachers. 'he/she' he or she and 'him/her' were used by the Junior Pre-Service teachers. This therefore insinuates that there is indeed an awareness of the problem of sexist language in the College of Teacher Education yet to a minimal extent. It is interesting to note that these written discourses were written by journalist in the campus who employed less occurrence of sexist language. What might account for this? The methodology of the study does not give a definitive answer to this question yet one possible answer is that some of the writers have local training in nonsexist language.

Meanwhile, while the data indicate that the pre-service teachers used two pronouns to represent the gender of a noun, the idea that men are superior and women are secondary is conveyed through the firstness and markedness of word phrases utilized in their written discourses. Looking at the order of feminine and masculine pronouns, there is no evidence of female-before-male orders: her/him and she/ he. The exceeding number of male-

before female orders is 12: his/her, he/she, him/her, his or her, his or hers, him or her, his/her, he/ she, he or she. Findings find support in Hasan and Babaii (2003) where their data revealed that, based on the frequency of occurrence, women suffered most obviously from low visibility. The ratio of females to males in texts was, in fact, 1:1.4 and in illustrations 1:1.6. Obviously making men seem to enjoy a bigger slice of the pie.

The publication manual by American Psychological Association (APA) includes guidelines against sexist language stating that '…combination forms such as *he/she* or *(s)he* are awkward and distracting and are not ideal' (APA, 2012). APA recommends the use of 'neutral' words such as *they* as noted by Garnham et al., 2012.

Conclusion

There are manifestations that generic pronouns, generic man and masculine gender marked occupation roles in the pre-service teachers' written discourse. It is then apparent that pre-service teachers evidently portray through their written discourse the tradition of viewing men as the norm in word level. While actions toward gender-fair languages have primarily focused on making women more salient and reducing the so-called male bias, males can also be stereotyped in language. Cognizant of the veracity that English language is the international language, most widely used in the global arena, it is therefore imperative for language users to demonstrate sensitivity to sexist language. More so, as the modern world calls for intercultural communicative intelligence, so is the need to exhibit critical cognition to linguistic bias terms most specially in the academic setting. The need to de-gender the English language targeted at making language gender neutral or gender inclusive is quite of imminent importance. Teachers around the globe who reinforce students' learning of English language to make them competent intercultural speakers or skilled language users, should work on giving deliberate reinforcement on the deviation of these stereotypes or sexist structures in the field of language discourse.

Recommendations

1. The Gender and Development (GAD) focal persons should promote awareness-raising campaigns as the preliminary action to establish a good practice in combatting sexist utterances and choices on spoken or written discourses for the advancement of realistic and non-discriminatory portrayal of either sex.
2. Initiatives are highly and urgently needed from teachers to model and encourage students to write, speak, and act without prejudice for better linguistic habit.
3. Future research may attempt to venture on the phenomenological case of "he or she" or "she or he" on students' written discourses.
4. Another research study on the pre-service teachers' usage of sexist language on written discourses using larger sampling may be embarked on to validate the findings of the present study.

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Students' Perceptual Learning Styles and Attitudes Toward Communicative Language Teaching

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Abstract

This study investigated the perceptual learning styles and attitudes of students towards the communicative language teaching approach of Isabela State University freshmen as ESL students. This was done to probe the following subjects' data: profiles (age, gender, course and ethnicity); their perceptual learning styles and attitudes in line with their profiles; the significant differences of their styles and attitudes across profiles, and; the significant relationship among different perceptual learning styles such as visual, tactile and auditory, among others. Results of the study revealed that late adolescents preferred auditory, kinesthetic, group, tactile and visual, whereas the early adulthood subjects favored auditory; that gender played a role in determining their learning styles; that there is a variety of preferences across courses; that learning styles vary across ethnic groups; that Filipino learners learn best through spoken language; that grammar is not a preferred subject of study and CLT, favored, and, among others; that students learn best by using the six sensory modes.

Keywords: perceptual learning styles, communicative language teaching approach

Introduction

Learning styles and attitude play an important role in language teaching and learning process**.** This is especially true for ESL learners. It has been pointed out in the study of Mulalic, et. al (2009) that the contemporary practices in education are very often idealized from the administrative and pedagogical perspective. It must also be taken note, however, that a majority of lecturers and teachers are not aware of their students' learning styles. This often leads to lack of sensitivity to the learners' needs and state of mind. Due to such insensitivity to the frame of mind of the learners, adverse and unanticipated consequences may ensue and undesirable results may obstruct the teaching-learning process and the process of language acquisition.

Apparently, students' learning styles have been ignored and have been considered as an insignificant component of the pedagogical process. As a consequence, language learning has been regarded as uninteresting, mundane and dry. In line with this, Dunn (1993) held that teachers cannot identify student's styles without using a multidimensional instrument (that is, an instrument for the measure of cognitive style).

These are but a few of the reasons why Caneo (2001) and Savignon and Wang (2011), among others, took steps in probing into questions of perceptual learning styles and attitudes and their relationship and impact on the teaching-learning process. These authors, among many others, have laid down scaffolds of this study.

On Effective Language Teaching

According to Caneo (2001), a large body of empirical literature on educational approaches deals on constructs of effective teaching that offer options for learning in individually satisfying ways. In this context, teachers present

content through a variety of teaching strategies to attract individual students' interests and to respond to their learning preferences. The usual focus of attention in such studies is the process that takes place between the teacher and the students within and outside the classroom. Teachers are expected to possess excellent knowledge of content and of pedagogy; however, expertise goes beyond the competencies grounded on an effective teaching style.

A teacher's predominant teaching style affects the way he or she presents information and how he or she interacts with students. The manner and pattern of those interactions with students clearly shows his or her effectiveness in promoting student learning and self – esteem (Caneo, 2001, p. 1). The crucial question is how teachers make sense of the teaching – learning process; how well they deliver the message, based on their understanding of how the brain works. Educational philosophies of teachers encompass an abstract level of knowledge, a belief system, which forms their choice of teaching style. Furthermore, this pedagogical knowledge and belief system include when to use different techniques, when to choose particular materials, and when to vary the pace of teaching.

On Communicative Language Teaching

On a broader subject connected to that of Caneo (2001), Savignon and Wang (2011) discussed whether communicative language teaching is seen to be difficult, effective, or is rejected as inappropriate, reports on its implementation have been based mainly on teachers' perceptions of communicative language teaching (Li, 1998). Only a few studies have investigated learners' views (for example, (Schulz, 1996), and fewer still, learner views of communicative practices in the classroom. And yet, as Savignon (1997: 107) asserts, "if all the variables in L2 acquisition could be identified and the many intricate patterns of interaction between learner and learning context described, ultimate success in learning to use a second language most likely would be seen to depend on the attitude of the learner". Learner views of learning cannot be ignored, in particular, when there is a mismatch between teacher beliefs and learner beliefs (Schulz, 1996).

Richards (2006) also drew attention to the goal of language learning with an emphasis on communicative competence. For him, the goal of language learning is to know how to use this language for a range of different purposes and functions. Relevant questions are how to vary the use of language according to setting and participants, how to produce and understand different text types and how to maintain communication despite the limitations occurring in the speaker's knowledge of the foreign language. With a major focus on developing learner ability to use language appropriately in context, communicative language teaching (CLT) contrasts sharply with established traditions that emphasize learner knowledge of formal features. Not surprisingly, innovations in various English as Foreign Language (EFL) and English as Second Language (ESL) contexts developed in consonance with the underpinnings of communicative language teaching have faced major challenges (see, for example, Anderson 1993; Bhatia 2003; Cheng 2002; Dam and Gabrielsen 1988; Li 1998; LoCastro 1996; Nunan 1993; Sato and Kleinsasser 1999; Savignon 2002, 2003; Yano 2003).

The personal reflection on how one acquires language, could serve as a key to an academic mastering of the native tongue, and the learning of the second language. This study, consequently, is premised to identify student's perceptual learning styles (PLS) and attitudes of ESL students toward communicative language teaching. This study, therefore, considering the foregoing discussions, the researchers has decided to set this study into motion. This is not only to investigate the perceptual learning styles and attitudes towards communicative language teaching of learners within a smaller scale and in a different context but also to demonstrate the importance of the perceptual learning styles of ESL students as well as the need for additional research on potential impact of different factors.

In order to achieve its ends, the main issues to be solved are:

1. whether or not learners' ages, sexes, courses and ethnicities reveal something about their perceptual learning styles and their attitudes toward communicative language teaching;
2. whether or not there are significance differences or relationships among these learning styles and attitudes across ages, sexes, courses and ethnicities, and;
3. whether or not these profiles reveal any significant relationship across different learning styles such as visual, tactile and auditory, among others.

Methods

The Research: Its Design and Subjects

This study employed a descriptive-correlational method of research that attempted to characterize the perceptual learning styles and attitudes of ESL students toward communicative language teaching. Particularly, comparative type was utilized to compare the perceptual learning styles and attitudes toward communicative language teaching of ESL students by age, gender, course, and ethnicity while correlation type was used to determine the relationship among the following perceptual learning styles. Proportionate Allocation sampling was utilized in selecting the freshmen subjects in the study. A total of 163 subjects were taken from the total population of which 5% from each of the total population in the different clustered programs at the Isabela State University Cauayan Campus namely: education, arts and sciences, business, mechanical, and agriculture.

The Instrument

A modified 30-item Perceptual Learning Styles Preference Questionnaire Inventory (PLSPQI) was utilized in the study. It was patterned after the scale developed by Reid (1987), Salem (2001) and Soliven (2001). The questionnaire assessed the preferred learning styles of the students based on how students learn best using their perceptions: *visual, auditory, kinesthetic,* and *tactile* preferences, and two social aspects of learning: *group* and *individual* preferences. On the other hand, a 24 items inventory was used to determine the subjects' attitudes toward communicative language teaching. It was adapted from Karavas-Doukas in 1996 and Chang 2011 with five-point scale in the likert format.

Data Gathering

Arrangement of the schedule in administering personally the questionnaires was made so that they can explain well the content of the two questionnaires to the different identified students who were enrolled in the clustered courses in the Isabela State University, Cauayan Campus, Cauayan, Isabela. The researchers also sought some assistance from the English lecturers who have been teaching or handling freshmen students for at least five years to validate the adapted instruments. During the administration of the questionnaires, a time for orientation and proper instructions were allotted to the respondents on how to answer the questionnaires.

Statistical Tools

The data were treated using the following statistical tools/ measures: Simple frequency count and percentage were utilized to describe the profile of the subjects relative to their age, gender, course, and ethnicity. On the other hand, weighted mean and standard deviation were used to measure the perceptual learning styles and attitudes of ESL students toward communicative language teaching when they are classified according to age, gender, course and ethnicity. Likewise, independent samples t-test was utilized to determine the difference between the perceptual learning styles of ESL students by age and gender.

Moreover, one-way analysis of variance was used to measure the difference between the perceptual learning styles of ESL students by course, and ethnicity, and difference in the attitudes toward communicative language teaching of students by age, gender, course, and ethnicity. Furthermore, Tukey HSD was used as the post hoc analysis to find comparison of a combination of means; and finally, Pearson Product Moment Correlation Coefficient was used to determine the significant relationship among the following perceptual learning styles: visual, tactile, auditory, group, kinesthetic, and individual.

Results and Discussion

After exhausting all possible scientific and statistical strategies in gather pieces of information to answer the problems intended to solve, or at least define, the researchers has finally arrived with pertinent data. These are discussed below.

Profile of the Subjects

A majority of the subjects were on the late adolescent stage (142 or 87.1%) and there were more males than females. This can be attributed to the Philippines having one of the most numbers of children and the current prevalent system of education (Basic Education Curriculum). In terms of their majorship, most were enrolled in business courses

(65 or 39.9%) while relatively few students enrolled in agriculture with the lowest frequency (10 or 6.1%). This may be appreciated in light of the fact that there are four departments under "business courses" while the agriculture course only has two.

Majority of the subjects in the study were Ilocanos (119 or 72.6%) and only few were Gaddangs (4 or 2.5%). This could be based on the fact that most people in the northern Luzon were Ilocanos. As reflected in the Geographic Names Standardization Policy for the Philippines (2013), one of the five major ethnic groups of the Philippines is Ilocano who are the inhabitants of lowlands, and coastal areas of northern Luzon. This was also proven as stated by the Philippine Census that there is 68.71% Ilocano settlers in Cagayan Valley.

Students' Perceptual Learning Style

In general, it can be observed that the students enrolled in various courses have the tendency to learn concepts in a different manner. These findings are supported by Csapo and Hayen (2006) when they mentioned that patterns in learning style type have been identified in select occupations and academic programs. In addition, their research has shown that individuals have adopted the learning style characteristics of those they work closely with, also contributing to an occupational pattern of learning style types.

Table 1.0 shows that, as a whole, as a whole, the freshmen students' were auditory (mean = 39.35), kinesthetic (mean = 38.96), group (mean = 38.17) and visual (mean = 38) learners. This implies that Filipino learners learn best through spoken language. This could be attributed from the fact English is a language subject and the students can participate successfully in a language task through listening to the spoken language.

Another factor that contributes to the result that college students are basically auditory learners could be the fact that most of the teachers in the Philippines are still traditional and focus mainly on rote memorization and teachers' lectures in teaching concepts. Southeast Asian students in general as stressed by Park (2000) tend to be passive and nonverbal in class because the classrooms were highly structured. The students would usually listen to a teacher's lecture, take notes copiously, and answer teachers' questions. The teachers do not have adequate instructional materials or training for diverse teaching and learning strategies.

According to Age

Findings relative to age(s) show that that late adolescent students can learn best through the use of spoken language actual experience, by working in groups, hands-on activities and seeing visual materials. On the other hand, they have the tendency not to learn well by working alone. Furthermore, as students grow old, they tend to learn much through hearing the concepts taught by the teacher. This finding is consistent with the study of Ghada et al. (2011) that82.4% of the students between the age of 16 and 18 prefer for the auditory learning style while this percentage is higher (88.0%) for students in the 19-21 year old group who are older. The third group, (22-24 years old), has preference for auditory (90.9%). The results indicate that the auditory learning style is more dominant with older students. They also show that the percentage of the students who exhibited a preference for auditory is increasing as the age group increases.

According to Sex

Data gathered regarding perceptual learning styles relative to sex are in line with the study of Peacock (2001) who found out that learners favored kinesthetic and auditory styles and disfavored individual and group styles. Male students can learn concepts best through hearing oral explanations but they do not function well when they are doing hands-on activities or working alone. Although gender has been identified as one of the characteristics that differentiates learning styles of individuals (Dunn and Honigsfeld, 2003), it appeared that in the present study both the female and the male students can learn concepts best through the information that they hear and direct involvement in what they are learning. The present study supported the study of Ghada (2011) which revealed that both Lebanese males and females favored auditory, kinesthetic and tactile learning styles.

According to Course

It can be observed that the students enrolled in various courses have the tendency to learn concepts in a different manner. These findings are supported by Csapo and Hayen (2006) when they mentioned that patterns in learning style type have been identified in select occupations and academic programs. In addition, their research has

shown that individuals have adopted the learning style characteristics of those they work closely with, also contributing to an occupational pattern of learning style types.

According to Ethnicity

As a whole, it can be observed that Ibanag, Ilocano and Tagalog students have the tendency to respond well to lecture and discussion while the Gaddang students learn best through working alone. In her article on learning styles and culture published in Kleinfield (2001) purported that the concept of cultural reaming styles is also helpful when it reminds teachers to pay attention to the ways of life in the communities in which they teach, especially when these are culturally distinctive communities. Based on the results, students in different cultural or ethnic background may not have the same perceptual learning in communicative learning.

Table 1.0 Students' Perceptual Learning Styles According to Courses

Data relative to		Findings
AGES	15-18-year old subjects	Auditory (mean = 39.55), kinesthetic (mean = 39.28), group (mean = 38.48), tactile (mean = 38.17), and visual (mean 38.10)
	19-24-year-old subjects	Auditory (mean = 38)
SEXES	Female Subjects	Auditory (mean = 38.94) and kinesthetic (mean = 38.68) than visual (mean = 37.55), tactile (mean = 37.52), group (mean = 37.35), and kinesthetic (mean = 37.844)
	Male Subjects	Auditory (mean = 39.35), kinesthetic (mean = 39.08), group (mean = 38.61), and visual (mean = 38.27)
COURSES		
	Agriculture	Auditory (mean = 41.80), tactile (mean = 40.80), individual (mean = 40.20), visual (mean = 39.60), and kinesthetic (mean = 38.20) Note: Difficulties when in groups (mean = 37.60).
	Education	Working auditory (mean = 38) Note: Difficulties with hands-on activities (mean = 33.18) and working in groups (mean = 33.18)
	IT	Group (mean = 39.55), auditory (mean = 39.45), and kinesthetic (mean – 38.36) styles. Note: Difficulties with individual tasks.
	Arts and Sciences	Tactile (mean = 41.75), auditory (mean = 41.67), kinesthetic (mean = 41.58), visual (mean = 41.42), individual (mean = 41.33), and group (mean = 39.67)
	Mechanics	Hearing (mean = 38.56).

	Business	Kinesthetic (mean = 39.26), auditory (mean = 38.74), and group (mean = 38.68)
ETHNICITY	**Ibanag**	Auditory (mean = 39.67), using kinesthetic style (mean = 38.33), and by working in a group (mean = 38)
	Ilocano	Auditory (mean = 39.33), kinesthetic (mean = 38.92), and group (mean = 38.12)
	Gaddang	Individual (mean = 41.50), tactile (mean = 40.50), kinesthetic (mean = 40.50), auditory (mean = 39.50), and group (mean = 39)
	Tagalog	Visual (mean = 38.24), auditory (mean = 39.35), by working in groups (mean = 38.39), and experiential (mean = 39.00).

Students' Attitude toward Communicative Language Teaching
In General

Table 2.0 show that students have favorable attitudes particularly on the statements that group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students (mean = 4.15), learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential (mean = 4.14), and textbook alone is not able to cater to all the needs and interests of the students because the teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students (mean = 4.03). Meanwhile, they manifested unfavorable attitudes on the statements that grammatical correctness is the most important criterion by which language performance should be judged (mean = 1.89), teacher should correct all the grammatical errors students make because if errors are ignored, this will result in imperfect learning (mean = 1.90), and the role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example (mean = 1.91). In general, it can be said that the first year college students have moderately favorable attitudes toward CLT (mean = 2.98). This implies that the learners are generally in favor with CLT because activities or tasks are designed to engage them in making meaning orally or in writing offers an opportunity to learn English by using the language in context rather but they do not support the idea that learning should simply focus on recognizing or memorizing grammatical rules.

According to Age

The late adolescent students are in favor that group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students (mean = 4.18), the learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential (mean = 4.14), group work allows students to explore problems for themselves and thus have some measure of control over their own learning (mean = 4.03), and textbook alone is not able to cater to all the needs and interests of the students because the teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students (mean = 4.03).

On the other hand, they are unfavorable that grammatical correctness is the most important criterion by which language performance should be judged (mean = 1.86), the role of the teacher in the language classroom is to impart

knowledge through activities such as explanation, writing, and example (mean = 1.89), and the teacher should correct all the grammatical errors students make because if errors are ignored, this will result in imperfect learning (mean = 1.92). In general, the late adolescent students have moderately favorable attitudes toward CLT (mean = 2.98). This implies that the students have favorable attitudes toward CLT because it advocates group activities and it is learner-centered but they dislike using traditional grammar teaching that requires the students to memorize numerous grammar rules.

On the part of the early adulthood students, they are in favor that the learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential (mean = 4.14), textbook alone is not able to cater to all the needs and interests of the students because the teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students (mean = 4.05), and group work allows students to explore problems for themselves and thus have some measure of control over their own learning (mean = 4.00). However, the subjects have unfavorable attitudes on the statements that the teacher should correct all the grammatical errors students make because if errors are ignored, this will result in imperfect learning (mean = 1.76), direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively (mean = 1.90), and the role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example (mean = 2.00). Thus, the early adulthood students have moderately favorable attitudes toward CLT (mean = 2.95). This means that the early adulthood students support CLT because it acknowledges the role and contribution of learners in the learning process but they are not in favor on putting much emphasis on checking grammatical errors.

In general, it can be inferred that both the late adolescent and early adulthood subjects have moderately favorable attitudes toward CLT.

According to Sex

Female subjects are in favor that the learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential (mean = 4.23), textbook alone is not able to cater to all the needs and interests of the students because the teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students (mean = 4.23), and group work activities are essential in providing opportunities for cooperative relationships to emerge and in promoting genuine interaction among students (mean = 4.21). But they are not in favor that the teacher should correct all the grammatical errors students make because if errors are ignored, this will result in imperfect learning (mean = 1.77), the role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example (mean = 1.77), and it is impossible in a large class of students to organize your teaching so as to suit the needs of all (mean = 1.92). Thus, females have moderately favorable attitudes toward CLT (mean = 2.98). This indicates that the female students have favorable attitudes toward placing importance on the role and contribution of learners in the learning process but they have unfavorable attitudes on the importance of grammar.

On the part of the male subjects, they are in favor that group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students (mean = 4.11), the learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential (mean = 4.09), and group work allows students to explore problems for themselves and thus have some measure of control over their own learning (mean = 3.99). However, they have unfavorable attitudes on the statements that grammatical correctness is the most important criterion by which language performance should be judged (mean = 1.86), direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively (mean = 1.95), and the teacher should correct all the grammatical errors students make because if errors are ignored, this will result in imperfect learning (mean = 1.98). Hence, the male students also have moderately favorable attitudes toward CLT (mean = 2.98). This denotes that the male students support CLT because it focuses on the development of the students' abilities to use the target language while they are not in favor that grammatical correctness should be given much importance.

According to Course

Agriculture students are in favor that group work activities are essential in providing opportunities for cooperative relationships to emerge and in promoting genuine interaction among students (mean = 4.20), knowledge

of the rules of a language does not guarantee ability to use the language (mean = 4.20), tasks and activities should be negotiated and adapted to suit the students' needs rather than imposed on them (mean = 4.20), and textbook alone is not able to cater to all the needs and interests of the students because the teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students (mean = 4.20). Meanwhile, they are unfavorable thatthe communicative approach to language teaching produces fluent but inaccurate learners (mean = 1.60), the role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example (mean = 1.60), and grammatical correctness is the most important criterion by which language performance should be judged (mean = 1.70). Hence, the agriculture students have moderately favorable attitudes toward CLT (mean = 2.99). This means that the agriculture students are in favor with CLT because it advocates group or pair work activities which are designed to promote communication in the classrooms but they are not in favor in placing much importance to grammatical correctness.

On the part of the education students, they are in favor that textbook alone is not able to cater to all the needs and interests of the students that is why the teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students (mean = 4.29), learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential (mean = 4.12), and group work allows students to explore problems for themselves and thus have some measure of control over their own learning (mean = 4.06). But they are not in favor that the role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example (mean = 1.65), grammatical correctness is the most important criterion by which language performance should be judged (mean = 1.71), and teacher should correct all the grammatical errors students make because if errors are ignored, this will result in imperfect learning (mean = 1.76). Thus, the education students have moderately favorable attitudes toward CLT (mean = 2.92). This indicates that the education students have favorable attitudes toward CLT because the teachers expose the students to the target language in order to acquire the language that is why they are not in favor that the role of the teacher is just to impart knowledge.

Likewise, the information technology students are highly in favor that the learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential (mean = 4.50), they are also in favor that group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students (mean = 4.27), group work allows students to explore problems for themselves and thus have some measure of control over their own learning (mean = 4.05), and textbook alone is not able to cater to all the needs and interests of the students because the teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students (mean = 4.05). However, they are not in favor that grammatical correctness is the most important criterion by which language performance should be judged (mean = 1.59), teacher should correct all the grammatical errors students make because if errors are ignored, this will result in imperfect learning (mean = 1.64), and training learners to take responsibility for their own learning is futile since learners are not used to such an approach (mean = 1.91). Thus, information technology students manifested moderately favorable attitudes toward CLT (mean = 2.96). This indicates that the information technology students are in favor with CLT because it can help develop learner-autonomy while their attitudes are unfavorable on putting much emphasis on grammatical correctness.

Meanwhile, the arts and sciences students are in favor that group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students (mean = 4.25), learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential (mean = 4.08), and group work allows students to explore problems for themselves and thus have some measure of control over their own learning (mean = 4.08). Although, they are not in favor that grammatical correctness is the most important criterion by which language performance should be judged (mean = 1.67), direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively (mean = 1.67), and training learners to take responsibility for their own learning is futile since learners are not used to such an approach (mean = 1.75). Therefore, the arts and sciences students had shown moderately favorable attitudes toward CLT (mean = 2.97). This means that the arts and sciences students have favorable attitudes on group works but unfavorable attitudes on importance of grammar.

In terms of the attitudes toward CLT of the mechanical students, they are in favor that group work allows students to explore problems for themselves and thus have some measure of control over their own learning (mean =

4.12), group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students (mean = 4.08), and learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential (mean = 4.00). Nonetheless, they are not in favor that the teacher should correct all the grammatical errors students make (mean = 1.96), grammatical correctness is the most important criterion by which language performance should be judged (mean = 2.00), and students do their best when taught as a whole class by the teacher since small group work may occasionally be useful to vary the routine, but it can never replace sound formal instruction by a competent teacher (mean = 2.16).Hence, the mechanical students have moderately favorable attitudes toward CLT (mean = 3.02). This implies that the mechanical students are in favor with group works but they are not in favor that grammatical correctness should be given much emphasis.

Lastly, the business students are in favor that group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students (mean = 4.14), learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential (mean = 4.12), and teacher as transmitter of knowledge is only one of the many different roles he/she must perform during the course of a lesson (mean = 4.09). But they are not in favor that it is impossible in a large class of students to organize the teachers' teaching so as to suit the needs of all (mean = 1.88), the role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example (mean = 1.89), and direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively (mean = 1.89). Hence, they demonstrated moderately favorable attitudes toward CLT (mean = 2.99). This means that the business students have favorable attitudes toward CLT because it does not only enhance the learners' English proficiency, but creates a classroom atmosphere that encourages risk-taking and cooperative relationship in group while they do not support the role of the teacher in the classroom.

According to Ethnicity

Ibanag students are in favor that group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students (mean = 4.00), learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential (mean = 4.00), group work allows students to explore problems for themselves and thus have some measure of control over their own learning (mean = 3.83), and textbook alone is not able to cater to all the needs and interests of the students because the teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students (mean = 3.83). However, they are not in favor that students become fully capable of communicating with a native speaker by mastering the rules of grammar (mean = 1.83), it is impossible in a large class of students to organize your teaching so as to suit the needs of all (mean = 2.00), and direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively (mean = 2.00). Hence, they demonstrated moderately favorable attitudes toward CLT (mean = 2.90). This implies that the Ibanag students like CLT because the students are involved in different kinds of group activities that require practicing various skills to understand their peers and make themselves understood by others but they dislike the idea that mastering grammar should be the focus.

On the part of the Ilocano learners, they are in favor that learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential (mean = 4.13), group work activities are essential in providing opportunities for cooperative relationships to emerge and in promoting genuine interaction among students (mean = 4.10), and group work allows students to explore problems for themselves and thus have some measure of control over their own learning (mean = 4.01). However, they are not in favor that grammatical correctness is the most important criterion by which language performance should be judged (mean = 1.82), teacher should correct all the grammatical errors students make becauseif errors are ignored, this will result in imperfect learning (mean = 1.88), and the role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example (mean = 1.89). Thus, the Ilocano learners have moderately favorable attitudes toward CLT (mean = 2.96). This indicates that the students support CLT for the reason that the students can develop their language as well as social skills when they work together with their group members to achieve a common goal. However, they do not like the idea that much emphasis should be given to grammatical correctness.

On the other hand, the Gaddang learners have very favorable attitude that group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students (mean = 4.50), and learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential (mean = 4.50). However, they are not in favor that it is impossible in a large class of students to organize the teaching of the teacher so as to suit the needs of all (mean = 1.50), students become fully capable of communicating with a native speaker by mastering the rules of grammar (mean = 1.50), and group work activities have little use since it is very difficult for the teacher to monitor the students' performance and prevent them from using their mother tongue (mean = 1.50). Therefore, the Gaddang learners have moderately favorable attitudes toward CLT (mean = 2.94). This indicates that the Gaddang students support CLT because it places importance on group works and the students can explore knowledge themselves and find their own answer instead of being spoon-fed by the teacher.

Finally, the Tagalog learners are in favor that group work activities are essential in providing opportunities for co-operative relationships to emerge and in promoting genuine interaction among students (mean = 4.29), learner-centered approach to language teaching encourages responsibility and self-discipline and allows each student to develop his/her full potential (mean = 4.18), teacher as transmitter of knowledge is only one of the many different roles he/she must perform during the course of a lesson (mean = 4.18), and textbook alone is not able to cater to all the needs and interests of the students because the teacher must supplement the textbook with other materials and tasks so as to satisfy the widely differing needs of the students (mean = 4.18). But they demonstrated unfavorable attitudes particularly on the statements that the role of the teacher in the language classroom is to impart knowledge through activities such as explanation, writing, and example (mean = 1.82), the teacher should correct all the grammatical errors students make because if errors are ignored, this will result in imperfect learning (mean = 1.85), and direct instruction in the rules and terminology of grammar is essential if students are to learn to communicate effectively (mean = 1.85). Hence, the Tagalog students have moderately favorable attitudes toward CLT (mean = 3.06).

Table 2.0 Students' attitudes toward communicative language teaching

Data relative to		Findings
AGES	**15-18-year old subjects**	Moderately favorable attitudes towards Communicative Language Teaching (mean = 2.98)
	19-24-year-old subjects	Moderately favorable attitudes towards Communicative Language Teaching (mean = 2.95)
SEXES	**Female Subjects**	Moderately favorable attitudes towards Communicative Language Teaching (mean = 2.98)
	Male Subjects	Moderately favorable attitudes towards Communicative Language Teaching (mean = 2.98)
COURSES		
	Agriculture	Moderately favorable attitudes towards Communicative Language Teaching (mean = 2.99)
	Education	Moderately favorable attitudes towards Communicative Language Teaching (mean = 2.92)
	IT	Moderately favorable attitudes towards Communicative Language Teaching (mean = 2.96)

	Arts and Sciences	Moderately favorable attitudes towards Communicative Language Teaching (mean = 2.97)
	Mechanics	Moderately favorable attitudes towards Communicative Language Teaching (mean = 3.02)
	Business	Moderately favorable attitudes towards Communicative Language Teaching (mean = 2.99)
ETHNICITY	**Ibanag**	Moderately favorable attitudes towards Communicative Language Teaching (mean = 2.90)
	Ilocano	Moderately favorable attitudes towards Communicative Language Teaching (mean = 2.96)
	Gaddang	Moderately favorable attitudes towards Communicative Language Teaching (mean = 2.94)
	Tagalog	Moderately favorable attitudes towards Communicative Language Teaching (mean = 3.06)

Significant Differences in the Perceptual Learning Styles of students across ages, sexes, courses and ethnicities
According to Age

As can be seen from the table, there is a significant difference between the tactile learning style of the students when grouped according to their age (t = 2.478, p-value = 0.014). In particular, the 15-18 years old (mean = 38.17) can learn better by hands-on experiences with materials than the 19 – 24 years old subjects (mean = 34.76). In the same manner, the 15 – 18 years old students (mean = 39.28) have the tendency to learn concepts better through actual experience than the 19 – 24 years old students (mean = 36.76); t = 1.999, p-value = 0.047. Thus, the younger students can learn English better through hands-on activities. This could be attributed to the fact that the younger students have the tendency to be more manipulative. This is in line with the study of Kinsella as cited by Ghada et al.(2011) that age is an affective variable that can alter or modify the learning style of the learner. Furthermore, she stressed that children have a strong preference for kinesthetic and tactile learning styles, but they develop a preference for auditory and visual as they grow older.

On the other hand, there is no significant difference between the learning of students in terms of visual when classified according to their ages. These results, although not statistically significant, are similar to the results Reid as cited by Ghada (2011) who found no significant differences resulting from statistical analysis for age; however, age is a variable that needs to be considered. The above results indicate that students can learn by using visual learning styles regardless of their age

According to Sex

The table shows that there is no significant difference between the learning styles when classified according to gender. Studies have documented that males and females learn in different ways due to their distinct emotional, environmental, sociological, perceptual and physiological attributes (Dunn & Honigsfeld, 2003) but the present study claims otherwise. The perceptual learning styles of female students are statistically the same with that of the male students. This means that the students have the capability to acquire information in the same manner regardless of their

gender. The result is similar with the finding of Obralić and Azamat (2012) that there was no significant difference between male and female students regarding their study preferences.

According to Courses

Furthermore, there is a significant difference between the learning style of the subjects who can learn by seeing (F = 3.589, p-value = 0.004), through hands-on experiences (F = 5.538, p-value< 0.005), by working with a group (F = 3.368, p-value = 0.006), and working individually (F = 2.849, p-value = 0.017) relative to their course. On the other hand, the subjects can learn from hearing (F = 2.089, p-value = 0.070) and in using kinesthetic style (F = 1.987, p-value = 0.083) regardless of their course. This implies that students who are enrolled in various courses have the same possibility to acquire information successfully through listening to lectures and discussion and through direct involvement of what they are learning.

According to Ethnicity

Finally, it is also shown that there is no significant difference between the learning styles of auditory (F = 0.010, p-value =0.999), group (F = 0.036, p-value = 0.991), visual (F = 0.073, p-value = 0.974), kinesthetic (F = 0.133, p-value = 0.940), tactile (F = 0.363, p-value = 0.780), and individual (F = 0.930, p-value = 0.428) learners from different ethnic groups. Thus, students with different ethnicity have the tendency to learn concepts in the same manner.

Table 3.0   Means and p-values of the subjects' perceptual learning styles across ages, sexes, courses and ethnicities

Data relative to	Findings
AGES	Significant differences between tactile learning style and ages (t = 1.999, p-value = 0.047) Significant differences between kinesthetic styles and ages (t = 2.478, p-value = 0.014)
SEXES	No significant difference between any perceptual learning styles and sexes
COURSES	Significant differences between visual learning styles and courses (F = 3.589, p-value = 0.004) Significant differences between tactile visual learning styles and courses (F = 5.538, p-value = 0.000) Significant differences between group learning styles and courses (F = 3.368, p-value = 0.006) Significant differences between individual learning styles and courses (F = 2.849, p-value = 0.017)
ETHNICITY	No significant difference between perceptual learning styles and ethnicities

Significant differences in Attitudes toward ommunicative language teaching across ages, sexes, courses and ethnicities

Data gathered also showed that there exists a significant difference between the attitudes toward CLT of the students when grouped according to their ethnicity; F = 5.368, p = 0.002. This implies that the students from different ethnic groups have different attitudes toward communicative language teaching.

On the other hand, no significant differences exists between the attitudes toward communicative language teaching of the subjects relative to their age (F = 0.824, p-value = 0.365), gender (F = 0.007, p-value = 0.935), and courses (F = 1.327, p-value = 0.256). This indicates that teachers may disregard the subjects' age, gender and course in implementing CLT.

These are shown in Table 4.0 below.

Table 4.0   Means and p-values of the students' attitudes toward CLT relative to their profile variables

	Profile Variables	Mean	Descriptive Interpretation	F	p-value
Age	15-18	2.99	Moderately Favorable	0.824[ns]	0.365
	19-24	2.95	Moderately Favorable		
Gender	Female	2.98	Moderately Favorable	0.007[ns]	0.935
	Male	2.98	Moderately Favorable		
Courses	Agriculture	2.99	Moderately Favorable	1.327[ns]	0.256
	Education	2.92	Moderately Favorable		
	Information Technology	2.96	Moderately Favorable		
	Arts and Sciences	2.97	Moderately Favorable		
	Mechanical	3.02	Moderately Favorable		
	Business	2.99	Moderately Favorable		
Ethnicity	Ibanag	2.90	Moderately Favorable	5.368*	0.002
	Ilocano	2.96	Moderately Favorable		
	Gaddang	2.94	Moderately Favorable		
	Tagalog	3.06	Moderately Favorable		

Further statistical investigation also shows, as reflected by Table 5.0, that the significant difference that exists between the attitudes toward CLT of the subjects relative to their ethnicity can be attributed to the fact that the Tagalog students appear to have significantly better attitude toward communicative language teaching than the Ibanag (mean difference = 0.158, p-value = 0.048) and Ilocano students (mean difference = 0.098, p-value = 0.002). This implies that the Tagalog students are more supportive to CLT than the students from other ethnic groups.

Table 5.0   Mean differences and p-values of the students' attitudes toward CLT relative to their ethnicity

	Ethnicity	Mean Difference	p-value
Ibanag	Ilocano	-0.060[ns]	0.721
	Gaddang	-0.034[ns]	0.980
	Tagalog	-0.158*	0.048
Ilocano	Gaddang	0.026[ns]	0.982
	Tagalog	-0.098*	0.002
Gaddang	Tagalog	-0.124[ns]	0.319

Relationship among the following perceptual learning styles: visual, tactile, auditory, group, kinesthetic and individual

As can be gleaned from the next table, multiple correlations revealed that all the six learning styles are interrelated. In particular, the individual and tactile learning styles have the strongest correlation (r = 0.696, p-value< 0.005). This implies that the individual learners have a moderately high tendency to learn well using hands-on experiences. On the other hand, weakest relationship exists between individual and group learning styles (r = 0.242, p-value = 0.002). The moderately low correlation between the two variables implies that those who can learn well by themselves can less likely learn with group.

As cited by Renou (2008) in Nilson (2003) he said that "all learners learn more and better from multiple-sense, multiple-method instruction". Hence, it seems reasonable to claim that if a teacher teach employing the six sensory modes—visual, tactile, auditory, group, kinesthetic, and individual it would help the students retain and retrieve far more information than they would if they are exposed to only one sensory mode of learning.

Table 6.0   Pearson r- values and p-values of the perceptual learning styles

Perceptual Learning Styles		Visual	Tactile	Auditory	Group	Kinesthetic
Tactile	Pearson r	0.646*				
	p – value	0.000				
Auditory	Pearson r	0.602*	0.580*			
	p – value	0.000	0.000			
Group	Pearson r	0.524*	0.502*	0.518*		
	p – value	0.000	0.000	0.000		
Kinesthetic	Pearson r	0.586*	0.680*	0.648*	0.588*	
	p – value	0.000	0.000	0.000	0.000	
Individual	Pearson r	0.635*	0.696*	0.490*	0.242*	0.450*
	p – value	0.000	0.000	0.000	0.002	0.000

Conclusion

The study was able to establish the perceptual learning styles and attitudes toward communicative language teaching of Isabela State University Freshmen as English second language students (ESL) who are enrolled in the second semester of school year 2013-2014. It can be concluded therefore that learning style varies in every learner. It is important that that the teacher may not only know and understand that the students have individual learning styles. They must be adept in various methods as well as addressing the learning styles of the students. By doing so, the student's capability will be harnessed to the fullest and the transfer of learning will be a success.

As a result, the teacher may also impart the lessons in a manner that will match the learning styles of the students. She might need to tailor her methods according to the needs of the students. Similarly, the teacher can use her knowledge about her students to adjust or multiply strategies; though a learning style is unique to every learner, it doesn't mean that they have to stick with it all the time. The teacher may encourage them to broaden their abilities by accommodating other learning style. The teacher may familiarize students about communicative learning approach and its feature since many of the subjects seem to be uncertain about some questionnaire items about this approach.

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Code-Switching in Television Advertisements

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Abstract

Students' preferences are being shaped by what they view in advertisements. Hence, this study examined the occurrence of code-switching in Philippine TV advertisements. Particularly, it analyzed syntactic patterns of code-switching, pragmatic/discourse functions and motivations present in the code-switched ads aired from the country's giant TV networks: GMA and ABS-CBN. The lexical and syntactical patterns of code-switching were analyzed following Poplack's three types of code-switching. The discourse functions of the ads were identified following Dayag's (1999) modified version of Searle's (1979). The same data were matched to the six motivations for code-switching identified by Lin (2000). Results show that intrasentential switches are more extensively used at the syntactic level, with a typical combination of Filipino-with-English. Functionally, code-switched ads are used for advising/prescribing, describing, explaining, and illustrating. Motivations in code-switching are generally anchored on language facility, language economy, euphemism, stylistic purposes in communication and expression of multiple identities. Relative to constructing identities, audience and consumers are persuaded, convinced and influenced to attain the image the products convey with emphasis on the longing of the consumers to achieve their image of being hygienic, presentable and attractive young men, knowledgeable, equipped and mature individuals, healthy, active, educated and lifestyle-conscious persons and gentle, chivalrous, and respectful young men.

Keywords: Philippine television advertisements, code-switched ads, syntactic patterns, discourse function, motivations

Introduction

Philippine Educational System with its goal to produce globally competitive graduates opened its horizon for learning a second language thus incorporating English specifically in the curriculum which is not just a second language rather it is also used as a medium of instruction. With this event, hence the rise of bilingualism and bilingual education is evident, which is enacted in the 1987 Philippine Constitution under the Language Policy Article XIV Sections 6 and 7. Bilingual communities, like Philippines, use certain phenomena to make communication more effective and meaningful. One of these phenomena is code- switching which speakers can observe mostly in second or foreign language classrooms. It refers to the use of two languages within a sentence or discourse. It is a natural process that often occurs between multilingual speakers who share two or more languages in common. It is from this exposure that interlocutors mix first language with the terms of the second language which is seen by researchers as a part of being bilingual. In this sense, code- switching is broadly discussed and used in linguistics and in a variety of related fields.

Observably, code switching dominates different media in the Philippines. One of which is the television advertisements. Students' preferences are being shaped by what they view in these advertisements. Premised on this view, the Grade 8 K-12 Curriculum offers avenues for the use of propaganda techniques under viewing competency which enables learners not only in watching or be entertained with the varied television advertisements but also in identifying the types of propaganda technique/s employed in the TV ads. This also allows learners to be critical thinkers and wise consumers considering the purpose, mode and context of the

situation.

Code- switching Defined

Communication is a process of information exchange in varied forms. In oral communication, speakers use words which can either be from more than one language. This is referred to as code- switching. This is defined as the use of the first language and other language/s, kind or locution within statements or conversations by different participants in any condition (Romaine, 1992 in Nilep, 2006). Accordingly, bilinguals or multilinguals have such competency during communication. This shows that code- switching between languages is a communicative necessity for bilinguals/ multilinguals in a speech community to effectively and efficiently reach out what they wish to express without inhibitions.

Poplack (2001) also defines code- switching as the integration of more than two languages in discourse by bilinguals or multilinguals between and among persons involved in a particular conversation, within a particular group of people or even in a specific subject or theme. This particular feature of code- switching enthralled researchers and linguist for its prominent feature that switching may occur within words elements or even sentences.

Crystal (1987, cited in Nilep, 2006) provided grounds for the use of code –switching. First, it is for effective expression of a speaker who is not yet proficient in the other language or languages. Second, it is used by an individual to be able to fit in with certain group in the society. As Skiba (1997) comments, due to one's inability to express continuously in one language, code- switching is used to augment speech and not to impede expression. Lastly, it is utilized to underscore degrees or levels of people within a conversation in different cases.

Television is also dominated by codeswitching which is seen from commercials or advertisements being played regularly. Television advertisements purport to: a) solicit or persuade consumers to purchase the products or services of a company or organization, b) advance the purpose or image of individual, entities or program and c) increase the level of awareness, educate and inform the public about diverse concerns. With such purposes, code- switching is used in order to reach out consumers of varied status, backgrounds and orientations. TV reaches a much larger audience than local newspapers and radio stations, and it does with a short period of time. It reaches viewers when they are the most attentive. It allows conveying message with sight, sound, and motion, which is a n avenue for business, product, or service instant integrity. Likewise, creativity is also at its best giving more opportunities for small enterprises to expand due to promotional styles.

Syntactic Patterns of Code- switching

Abuhakema (2013) in his study Code switching and code mixing in Arabic written advertisements: Patterns, aspects, and the question of prestige and standardization found out that in the pattern of code switching, Standard Arabic is used throughout the ad and the name of the product is written in a foreign language, mainly English. He determined that English is used due to lack of equivalence or either these are brand names. Therefore, the use of another language is a linguistic demand to fill a lexical gap for meeting pragmatic requirements. Also, he found out the dominance of the use of intersentential code- switching wherein Standard Arabic is the dominant language. His study also shows that copywriters are required to use such pattern due to considerations in type of goods advertised, target audience and familiarity with products and services.

Billones (2012, p. 68) examined identifiable patterns of code-switched lexical items from Tagalog/Cebuano, two of the largest spoken languages in the Philippines, in English news articles from Philippines' printed newspapers. He concluded that the presence of code-switching is not just confined to function as "bilingual substitutional tool but as a creative linguistic process that reinforces a growing global language identity out of multiple language speakers in a world of shifting nationalities and boundaries."

Looking into the types of code- switching, according to Abdeli (2016) the frequency of occurrence of code- switching was high as there was at least one instance of CS in every conversation when he looked into Types and Functions of Code-Switching in the English Language used by Iraqi Doctors in formal settings. However, such vary considerably in terms of frequency of occurrence wherein intra-sentential CS was the most frequent type recorded in the data analyzed, intersentential was the second and tag-switching was the least frequent.

Pragmatic/Discourse Functions of Code-switching

Dayag (1999) modified Searle's (1979) version of pragmatic or discourse functions and came up with ten (10) classification of functions viz: (1) advising/naming, (2) describing/explaining, (3) illustrating, (4) informing, (5) promising/ assuring, (6) asserting, (7) naming/identifying, (8) thanking, (9) asking rhetorical question, and (10) exemplifying.

Tajolosa (2013) in her study Motivations for Code-switching in Advertising and the Construction of Consumers' Multiple Identities: The Case of Philippine TV Commercials, found out that the ads may perform any of the eight discourse functions of ads namely: (1) advising, (2) describing, (3) illustrating, (4) informing, (5) promising, (6) asserting, (7) naming, (8) thanking and (9) asking rhetorical question. Whatever discourse function or functions an ad may perform, this function is deliberately chosen by the advertiser to achieve desirable outcomes in favour of the products.

Chens' (2006) investigation revealed that the people's reaction toward the use of English- Chinese magazine advertisement is positive in Taiwanese ads. The result supports the idea that basic English words should be chosen carefully and regularly by copywriters for intelligible conveyance of intended message. This also brings into the main motivation of advertisers to attract readers' attention. Bulakwa (2006) in his study on linguistic properties of code-mixing drawn from Polish magazine advertising conveyed that the inclusion of English in promotional text is mainly because of its pragmatic functions as the global language of advertising and the social and attitudinal motives underlying Westernization and Internationalization among Polish. She further espoused that "the visible similarity in structure and promotional techniques used to create interest in advertised commodity points to a growing influence of the Western discourse on the rhetoric of Polish advertising" (p. 39) and noted "the important position of English as the most widely used language in the non-anglophone code-mixed advertising" (p.3) based on the results of studies previously conducted.

Dayag (1999) examined print ads with code-switching and found that Filipino has greater dominance in broadcast media while English dominated the print media. His analysis in 2002 involving the syntactic-pragmatic feature of code-switching in print ads with particularly three national newspapers, showed that: (i) ads for the product category such as food, drinks, and condiments contain much code-switching; (ii) code-switched ads are dominant in the lifestyle section of the Philippine newspaper; (iii) intrasentential code-switching is prevalently used in ads, Tagalog-with-English-elements and the distinctive blend; (iv) assertion is the primary discourse function played by code-switching in the Philippine print ads, followed by description/ illustration and identification/ naming/referring.

Code-switching Motivations

In related studies by Lin 2000 in Chen 2006and Bishop 2006, there are six motivations for code-switching in naturally-occurring conversations identified. These are (1) language facility, (2) language economy, (3) euphemisms/ communication distance, (4) stylistic purposes in communication, (5) making requests and (6) construction/ expression of multiple identities. Language facility insinuates that code- switching is used for ease of expression than just sticking with one language (Bishop, 2006). There are terms for specific purposes which are in the second language and by which there is no equivalent in the first language therefore it is better expressed in the second language

Language economy refers to a word or phrase that is able to be expressed more succinctly in another language than in one's native tongue (Bishop, 2006, p. 18). Euphemism is the use of English equivalent to maintain politeness in speech to infer to the same referent so as to give a mild or pleasant word avoiding embarrassing ideas. As to the stylistic purposes in communication "bilinguals use code-switching as a way to emphasize a particular message by creating situations that force the addressee to interpret their language switch" (Becker 1997, p. 12). Becker also intensifies that code-switching may be utilized purposefully by bilinguals to "indicate a shift in discourse modes, e.g. from narration to comment or from assertion to question" (p. 13). As to the fifth motivation, making requests, Becker (1997) asserts that code- switching is used to try to gain something from the person they are in contact with which is a controlling mechanism to make either direct or indirect requests.

The sixth motivation is construction or expression of multiple identities which presumes that the consumer has the features such facts, attitudes, dreams, profits, lifestyle, or belongings, or suggesting that one

should have these. According to Becker (1997), "by consciously switching from one language to another, the bilingual sends a signal to the addressee to search for additional meaning beyond the content of the message" (p.15). Through code- switching, such additional linguistic information may consist of an indicative of prominence, education and influence by conveying compound identities.

Thompson (2003) analyzed 292 Philippine television commercials in 1997 and found that English was the prime language in TV commercials. He further noted that code- switching to English upholded good character and fortune as well as items such as cigarettes, drinks and gambling events. The other study was performed by Gaerlan (2008, in Gocheco, 2013) who found that code-switched advertisements were predominant over those which are solely in English or in Filipino. He also posted three important points. First, code-switching is a strategy of advertisers to attain a high level of information retention through memorability. Second, in code- switching a pair of languages is involved which is the first language of the speech community and English, the global language. Last, code- switching in ads forms a strategy which creates social identities which the audience can relate with or can discover with. When this is achieved, advertisers may easily drive the audience or consumer to act on it such as to visit somewhere, purchase something, agree with an idea, use the highlighted word from the ad to one's terminology and link an affirmative figure with such word.

Conceptual Framework

The study draws on the communicative competence approach that involves knowing not only the language but also what to say to whom, and how to say it appropriately in a given situation. Further, it involves the "social and cultural knowledge speakers are presumed to have which enables them to use and interpret linguistic forms" (Saville-Troike, 2002, p. 18). Therefore, communicative competence includes linguistic knowledge, interaction skills, and cultural knowledge. In order to attain effective communication, copywriters should have the ability to select appropriate language code and level to satisfy the vital goal of advertising such as promoting goods or services to the target audience.

The kinds of syntactic boundaries which occur in the languages used in code- switching is favoured. In here, the equivalence constraint by Poplack (1980) is also another approach in this study which states that switched sentences are made up of concatenated fragments of alternating languages, each of which is grammatical in the language of its derivation. It also ensures linear coherence of sentence structure in both languages since there is the same word order without neglecting or repeating lexical content.

Another functional model for code- switching which is also a basis is proposed by Appel and Muysken (2006) which states that code- switching is used to attain diverse functions in interactions. As Hoffamn (1991) suggested, code- switching is used for effective communication between interlocutors. Code- switching from one language to another is based on the purpose of certain situation.
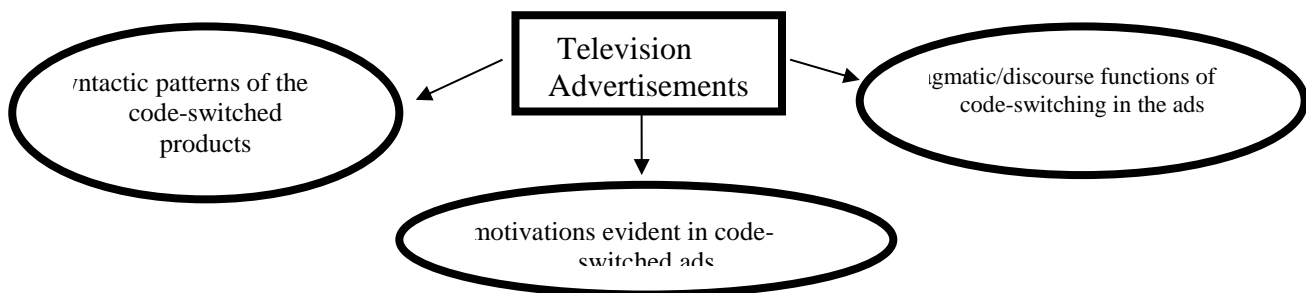

Figure 1. A paradigm showing the conceptual model of the study.

Objectives of the Study

This study analyzed code-switched TV ads aired from both GMA and ABS-CBN, the two giant networks in the Philippine setting and looked into how motivations for code-switching in authentic bilingual conversations fit the television ads. Specifically, it answered the following questions: (1) What are the syntactic patterns of the code-switched products? (2) What are the pragmatic/discourse functions of code-switching in the ads? and (3) What motivations are evident in code-switched ads?

Methodology

Corpus

The study looked into four (4) commercials. These were taken from the country's giant TV networks: GMA and ABS-CBN. The ads were recorded during the prime time which is at 8:00 pm- 10:00 pm which is said to be the moment wherein most people are concentrated in watching their awaited prime time shows. If most people then are focused watching during this time, advertisements are also taking their opportunity to convince viewers to support varied products that come in different propaganda techniques.

Data Analysis

Firstly, ads were classified into the following types: 1) Food 2) Medicine 3) Household supply and 4) Drink. The same data were analyzed for their pattern of code-switching insertions, pragmatic functions and motivations for code- switching.

The study was anchored on Poplack (1988) and Dayag's (2002) frameworks. The lexical and syntactical patterns of code-switching was analyzed following Poplack's three types of code-switching. The types of conversational code-switching are categorized into three: tag switching, intrasentential, and intersentential switching. After the categorization, language experts in both Filipino and English were tapped to help in the translation of the code-switched ads. This is to ensure that the meanings in the original TV ads remain even in the translated versions.

In the analysis of the discourse functions of the ads, Dayag's modified version of Searle's (1979, cited by Dayag 1999) was employed. Data was compared to Dayag"s ten (10) classification of functions namely: (1) advising/naming, (2) describing/explaining, (3) illustrating, (4) informing, (5) promising/ assuring, (6) asserting, (7) naming/identifying, (8) thanking, (9) asking rhetorical question, and (10) exemplifying.

Under code-switching motivations, the six motivations for code-switching in naturally-occurring conversations identified in related studies (Lin 2000 in Chen 2006, Becker 1997, Bishop 2006) were matched with the ads collected. The six motivations are the following: (1) language facility, (2) language economy, (3) euphemisms/ communication distance, (4) making requests, (5) stylistic purposes in communication and (6) construction/ expression of multiple identities. Code-switches were classified under such motivations.

Results and Discussion

This section presents the analyses of the data according to syntactic patterns of code-switched ads in TV ads, the pragmatic functions of the ads, and motivations for code-switching.

Syntactic Structures of Code-switches in Television Advertisements

With the 4 advertisements taken, 100% or all of these ads used code-switching. This suggests that code-switching is dominant in Philippine advertisements. This is due to the fact that Filipino and English are the official languages of the country thus these languages are used either within the sentences or in another form. From the TV commercials analyzed, only two of the three types of code-switching identified by Poplack (1988) which are intersentential and intrasentential types occurred. 3 out of 4 (75%) used intrasentential and 1 out of 4 (25%) used intersentential code-switching. This is similar with Dayag's findings of the types found in print ads.

(1) *Spray*, dapat mag-*spray spray,* mag*perfume everyday*
       Spray, dapat mag-*spray spray,*

Mag*perfume* para araw-araw mabango

[You need to spray, spray, put on perfume everyday
You need to spray, spray
Put on perfume so that you will smell fragrant everyday]

(2) K4: Masarap
K5: *Cruch gives me Tender Juicy. Thank you.*
K3: *Movie Time is TJ time.*
K6: Masarap

[K4: Delicious
K5: Cruch gives me Tender Juicy. Thank you.
K3: Movie Time is TJ time.
K6: Delicious]

In excerpt 1, notice the use of intrasentential code-switching which is from English to Filipino type (e.g. *dapat)* on the first two lines and the use of Filipino to English type (e.g. perfume) in the last line. In excerpt 2, intersentential code-switching occurs wherein it is a switch from Filipino to English in the first two lines then English to Filipino switch in the succeeding lines.

(3) Anne: Ikaw, sinong gusto mong maging happy? Bigyan mo siya ng free Enervon by visiting www.enervon.com.ph. Let's spread happy.

[Anne: You, who would you like to make happy. Give him/her free Enervon by visiting www.enervon.com.ph. Let's spread happy.]

(4) B1: Sana masabi ko na, I love you Yassy.
Parrot: I love you Yassy
S2: Huh? Dude, turuan mo ng iba

In excerpt 3, notice the use of intrasentential code- switching twice which is a switch from Filipino to English (e.g. happy). Excerpt 4 also uses intersentential code switching wherein in the first line, it is from Filipino to English and in the last line, a switch from English (dude) to Filipino.

The findings show that TV ads make use of different types of code-switching and even more than one form of the intrasentential type. This is due to the fact that the heterogeneity of the audience is being taken into account since TV ads do not require specificity in terms of age, sex, religion, educational attainment and the for accessibility of these commercials. This coincides with Abdeli's (2016) findings when he looked into Types And Functions of Code-Switching in the English Language used by Iraqi Doctors in formal settings that Intra-sentential CS was the most frequent type, intersentential was the second and the tag-switching was the least frequent though in the present study, it was not seen used in the Filipino advertisements.

The results also prove that there should be equality in terms of services offered by manufacturers wherein copywriters employ code-switching to efficiently and effectively reach people of varied orientations. Likewise the use of code-switching verifies that it is not a fashion but it is a technique for audience to gain more information and to weigh information about varied products to be critical consumers. This proves Skiba's (1997) comments that code switching code- switching is used to augment speech and not to impede expression.

The results also prove Poplack's (2001) definition of Code-switching (CS) as the integration of more than two languages in discourse by bilinguals or multilinguals between and among persons involved in a particular conversation, within a particular group of people or even in a specific subject or theme. Bautista (1999) supports such result when he found out that education and communicative competence were important factors in code-switching when he analyzed code-switching in email messages of educated bilinguals. Wherein in the present

study, it is evident that copywriters should consider the audience of the ads and must secure communication thus communicative competence should be highly considered since there is no instant and direct interaction that take place. Therefore, to be able to communicate, vocabulary is an important factor to reach the audience and consumers.

Pragmatic/Discourse Functions of Code-switching

Advertisements play a vital role in the business industry and give great impact among the audience and consumers. These reasons call to identify the pragmatic or discourse functions of the code-switched advertisements. Dayag (2002) modified Searle‟s (1979) version and identified 10 pragmatic functions. Below is the table showing the discourse function of the 4 advertisements analyzed.

ADVERTISEMENT	DISCOURSE FUNCTION
Food (Tender Juicy)	Naming/Identifying
Medicine (Enervon)	Advising/Prescribing
Household Supply (Tide)	Informing
Drink (San Miguel Flavored Beer)	Promising/ Assuring

Below are excerpts and explanations from the advertisements analyzed on the discourse functions employed.

(1) K1: Masarap
   K2: 100 million sarap points
   K3: Favoritest ko kaya yun
   K4: Masarap
   K5: Cruch gives me Tender Juicy. Thank you.
   K3: Movie Time is TJ time.
   K6: Masarap
   K7: Sobrang juicy
   K1: Mmmm, I can Eat 100 million times a day
   K8: Laging busog
   K9: Masarap
   K5: Me and crush we share
   K9: I can eat TJ with anything
   K10: Most masarap that mommy cooks! Kaya rin laging finished.

   [K1: Delicious
   K2: 100 million yummy points
   K3: That's my most favorite
   K4: Delicious
   K5: Cruch gives me Tender Juicy. Thank you.
   K3: Movie Time is TJ time.
   K6: Delicious
   K7: So juicy
   K1: Mmmm, I can Eat 100 million times a day
   K8: Always full
   K9: Delicious
   K5: Me and crush we share
   K9: I can eat TJ with anything
   K10: Most delicious when mommy cooks. That's why always finished.]

The above excerpt shows the use of naming or identifying. This is illustrated through the use of the words "*masarap and yummy*" which refer to the product and also with the use of "*favoritest and most delicious*" which exemplify that it is the no. 1 delicious hotdog. The product is also identified due to the use of the line, "Movie Time is TJ time." This suggests that the product name is already considered or identified as an important part of the speaker's schedule. Further, it also shows the authenticity of the function due to the fact that the advertisement made used of children in endorsing the product which verifies the appeal of the product among target age group to establish the name of the product for children and for mothers. With the discourse function used, it also tries to make consumers easily identify a brand to be enjoyed most by the consumers.

(2) Anne: Ikaw, sinong gusto mong maging happy? Bigyan mo siya ng free enervon by visiting www.enervon.com.ph. Let's spread happy.

[Anne: You, who would you like to make happy. Give him/her free enervon by visiting www.enervon.com.ph. Let's spread happy.

Advising/prescribing is one of the effective discourse functions in TV advertisements. In the excerpt above, it started with a question which launches the problem, whereas the next part gives a solution to the problem raised by the ad through mentioning the product's name. Also, this function is achieved through the use of the word "bigyan" which drives the audience or consumers to ask someone to try it. It is also observed that only one word is used to give emphasis on the said function. This implies that in advising or prescribing, only few words are needed to be able to illustrate the intention of the advertisement. As to the effectiveness of the function in terms of the endorsers used, the function is even convincing due to the nature of their work thus it is more realistic for them to utilize such function. In this manner, more people will try the product due to the verisimilitude of the experience.

(3) *Voice Over:* Hmmm, gulat ka no? Bagong Tide with Downy perfume. Pag nag-spray sa Tide parang nakaperfume everyday. Bagong Tide with Downy perfume.

[*Voice Over:* Hmmm, surprised? New tide with Downy perfume. No more spray, with Tide it's like you're wearing perfume everyday. New tide with Downy perfume.]

Informing is another discourse function used in excerpt 3. This is done when a product has been established in the market yet it contains new features which the audience or consumers should know. In the excerpt above, the use of the phrase "*bagong Tide*" wherein the adjective precedes the noun, illustrates that the brand has a new feature which is shown through the use of the words "*with Downy perfume.*" Notice also the line "*Pag nag-spray sa Tide parang nakaperfume everyday,*" which shows that the new product wants to inform that the new feature of the product is economical in form for if you use the product, there is no need for you to spray perfume for it is implied that it has a dual feature, to clean and to scent clothes.

(4) *Voice Over*: You'll love San Miguel Flavored Beer's refreshingly delicious burst of apple and lemon falovors with a light beer buzz.
Yassy: Sinong nagturo? Ay, ang galing naman.
S2: Uuuyyy… He loves you Yassy.
Parrot: Sweet
Voice Over: San Miguel flavoured Beer, the seriously fun beer.

[*Voice Over*: You'll love San Miguel Flavored Beer's refreshingly delicious burst of apple and lemon falovors with a light beer buzz.
Yassy: Who taught it? How wonderful.
S2: Uuuyyy… He loves you Yassy.
Parrot: Sweet

Voice Over: San Miguel flavoured Beer, the seriously fun beer.]

Promising is another function performed by the ads which is illustrated in excerpt 4. In the excerpt, it started with the positive description of the product which shows a promise of the good things it will bring upon using it. This is illustrated through the words "*refreshingly delicious and with a light beer buzz."* This indicates the promise that the product is not strong enough rather it is bearable for the consumers to drink. Aside from this, the last line which is "*San Miguel flavoured Beer, the seriously fun beer*" indicates another promise about the good it will bring the consumers. This is amplified through the use of the adverb "seriously" and the adjective "fun" which are antonymous though they take different parts of speech.

As observed in the excerpts, the English terms used are familiar terms among the audience/ consumers which lead to easy comprehension or understanding of the ads. Such result agrees with Chens' (2006) investigation which revealed that the people's reaction toward the use of English- Chinese magazine advertisement is positive in Taiwanese ads. It is also proven that basic English words should be chosen carefully and regularly by copywriters for intelligible conveyance of intended message. Bulakwa (2006) also supports such result since he concluded that English is used since it is the global language of advertising.

With the result of the ads analyzed, Naming/Identifying, Advising/Prescribing, Informing and Promising/ Assuring are the pragmatic or discourse functions played by the ads. Such result agrees with Tajolosa's (2013) finding that the ads may perform any of the eight discourse functions of ads namely: (1) advising, (2) describing, (3) illustrating, (4) informing, (5) promising, (6) asserting, (7) naming, (8) thanking and (9) asking rhetorical question wherein whatever discourse function or functions an ad may perform, such function is deliberately chosen by the advertiser to achieve desirable outcomes in favour of the products. Along this view, Borlongan (2009) studied instances of code-switching in classes and though the instances of code-switching could be claimed to be significant, one's tendency to codeswitch is more of an individual-specific trait. Tagalog-English code- switching in the data are most in the form of – or strategy – smooth-code-switching, at almost four-fifth of the total number of code-switches in the data.

Dayag (1999) also supports the result when he examined print ads with code-switching and found that Filipino has greater dominance in broadcast media while English dominated the print media. In terms of discourse function, assertion is the primary discourse function played by code-switching in the Philippine print ads, followed by description/ illustration and identification/ naming/referring.

Motivations for Code-switching in TV Commercials
1. *LANGUAGE FACILITY*
Words such as *flavored, buzz, chrush, juicy, spray, and work-out* lack or either do not have exact word equivalence in Filipino so these words are used in the ads. These words facilitate better understanding of the message the ads would like to convey. This implies that it is easier to express oneself using code- switching rather than to stick with one language.

2. *LANGUAGE ECONOMY*
(1) Pag nag-spray sa Tide parang nakaperfume everyday
[with Tide it's like you're wearing perfume everyday]
Excerpt 1 shows that the words *perfume* and *everyday* are used though these words have exact Filipino counterparts. There are probable reasons in using these terms instead of the counterparts. First, the word perfume is more appealing since the term connotes expensiveness and creates the economical effect to the consumers since they will not spend much on expensive perfumes. Second, the term *everyday* is used to convey a more positive impact since this is already an everyday language and it is terse due to its shorter number of syllables making it easier to pronounce than the Filipino counterpart.
(2) K2: 100 million sarap points
[100 million yummy points]
In the above excerpt, notice the use of the terms *100 million* and *points*. These terms are into the principle of economy since these are everyday terms. Also, people from different age groups tend to use 100 million instead of the Filipino counterpart since they are already used to it and it is more comfortable to use such due to the fact

that it is familiar to all. The word points is also an everyday term and it is widely used in different situations rather that the word *"puntos"* as its Filipino counterpart. However, notice that the word "*sarap"* is preferred in the excerpt than its English counterpart. The term is used to illustrate exactly the taste which is understood by all and it is a usual term for food. Most people use "*masarap or sarap"* than "delicious or yummy."

      (3) Anne: Naalala mo nung first time nating magwork- out together? Napansin ko na ang bilis mo kayang mapagod…

          Anne: Ikaw, sinong gusto mong maging happy? Bigyan mo siya ng free enervon by visiting www.enervon.com.ph...

The words *work out together* and *free* are used in the above excerpt which are illustrates the familiarity of the terms. The word work-out is also used since it does not have an exact counterpart in the Filipino language and it is understood by all. The word free appeals to the public since it creates a positive connotation to everyone for it is economical for consumers to buy more of the product. The term also adheres to the principle of economy since it is also terse unlike its Filipino counterpart.

      (4) B1: Sana masabi ko na, I love you Yassy…

          Voice Over: San Miguel flavoured Beer. The seriously fun beer.

Excerpt 4 illustrates the use of familiar terms such as "*I love you and beer".* These terms have Filipino equivalence yet preferred like I love you which is generally understood by all people due to the universality of the term and it is preferred since the Filipino counterpart "*mahal kita"* seems old-fashioned and poetic. The word beer has the Filipino counterpart "*serbetsa*" yet it is not preferred due to its peculiarity in the Filipino language and also because it is made up of more syllables.

3. *EUPHEMISM/COMMUNICATION DISTANCE*

      (5) Spray, dapat mag-spray spray

        Magperfume everyday

The above excerpt used the word *magperfume* instead of the Filipino counterpart *"magpabango"* due to the values we have as Filipinos. The implication of the Filipino term is embarrassing for us since it creates the idea that if a person tells this to you, it means that you smell bad or a fowl smell. But if the word perfume is used, it implies that you already smell good but you need to smell better and the term perfume indicates sophistication and satisfaction. The word choice shows that Filipinos are sensitive of the words they use to maintain respect and politeness. It is also an important issue for Filipinos to talk about hygiene since cleanliness is an important aspect of the everyday life despite.

4. *STYLISTIC PURPOSES IN COMMUNICATION*

      (6) Anne: Ikaw, sinong gusto mong maging happy? Bigyan mo siya ng free enervon by visiting www.enervon.com.ph. Let's spread happy.

Excerpt 6 shows different discourse modes. Notice its shift from questioning to advising to asserting. The excerpt also shows a shift on the use of the intrasentential code-switching in the second sentence. This suggests that discourse modes are used depending on the intended message to be conveyed by the ad considering the use of effective communication strategy.

      (7) **Voice Over:** Hmmm, gulat ka no?

            Bagong Tide with Downy perfume

            Pag nag-spray sa Tide parang nakaperfume everyday

            Bagong Tide with Downy perfume

In excerpt 7, there is a regular recurrence of the use of intrasentential code-switching. Likewise, the excerpt shows a shift from questioning to informing.

5. *EXPRESSION OF MULTIPLE IDENTITIES*

a. *Hygeinic, presentable and attractive young men*

(1) Spray, dapat mag-spray spray

Magperfume everyday
Spray, dapat mag-spray spray
Magperfume para araw-araw mabango

Voice Over:
Hmmm, gulat ka no?
Bagong Tide with Downy perfume
Pag nag-spray sa Tide parang nakaperfume everyday
Bagong Tide with Downy perfume

[You need to spray, spray
Put on perfume everyday
You need to spray, spray
Put on perfume so that you will smell fragrant everyday

Voice Over:
Hmmm, surprised?
With new tide with Downy perfume
No more spray, with Tide it's like you're wearing perfume everyday
New tide with Downy perfume]

The above excerpt contains expressions that show hygeinic, presentable and attractive young men. As to its setting, the ad establishes the target audience between 18- 25 years old who are conscious of their smell since they are trying to hitch the attention of the ladies they want. These young men who are still earning their education are exposed to an environment with a lot of pollutants that cause them to smell awful immediately so they need to something for them to smell good. Notice also the use of intrasentential code-switching throughout the ad which indicates that it does not only cater to those who have means in life yet it also tries to establish that the product can be used by anyone. The use of the expression "*pag nag-spray sa Tide parang nakaperfume everyday*" indicates that everyone can be hygeinic, presentable and attractive without spending much and can stay fitting despite the uncontrollable environment one is with.

b. knowledgeable, equipped and mature individuals

(2) K1: Masarap
K2: 100 million sarap points
K3: Favoritest ko kaya yun
K4: Masarap
K5: Cruch gives me Tender Juicy. Thank you.
K3: Movie Time is TJ time.
K6: Masarap
K7: Sobrang juicy
K1: Mmmm, I can Eat 100 million times a day
K8: Laging busog
K9: Masarap
K5: Me and crush we share
K9: I can eat TJ with anything
K10: Most masarap that mommy cooks! Kaya rin laging finished.

[K1: Delicious
K2: 100 million yummy points
K3: That's my most favorite

K4: Delicious
K5: Cruch gives me Tender Juicy. Thank you.
K3: Movie Time is TJ time.
K6: Delicious
K7: So juicy
K1: Mmmm, I can Eat 100 million times a day
K8: Always full
K9: Delicious
K5: Me and crush we share
K9: I can eat TJ with anything
K10: Most delicious when mommy cooks. That's why always finished.]

The above excerpt shows that the endorsers are knowledgeable of the product specially its taste. They show that despite the very young age, they are already equipped with proper awareness of the things in their surroundings specially in the food they love. Their answers or their lines show how mature the endorsers are in terms of their reaction towards the product. The ad tries to convey that kids who will eat such product will definitely enjoy every moment of their childhood years since hotdog is primarily enjoyed by them. This also tries to get mothers attention to be able to realize that in making their children happy, providing them with the food they enjoy much is of primary consideration. In such case, it is through the product that they can be assured of their children's good appetite. The words used such as "*masarap, favoritest, sobrang juicy, laging busog, and laging finished* indicates the satisfaction of the children endorsing the product and through this, they show that the satisfaction they get from the product can also be enjoyed by them with the condition that they should patronize such. The use of intersentential code- switching holds the idea that children from varied backgrounds can enjoy the product likewise the availability of the product for everyone at a reasonable price.

c. *healthy, active, educated and lifestyle-conscious persons*
Anne: Enervon asked me kung sino sa mga loved ones ko and gusto kong matulungan n a hindi lagging napapagod at magkakasakit at ikaw yun.
Luis: Me?
Anne: Naalala mo nung first time nating magwork- out together? Napansin ko na ang bilis mo kanyang mapagod.
Luis: Sssss
Anne: And Enervon kasi helps me live an exciting life and I wanted to help you.
Luis: Thank you Best Anne
Anne: Ikaw, sinong gusto mong maging happy? Bigyan mo siya ng free evrvon by visiting www.enervon.com.ph. Let's spread happy.

[Anne: Enervon asked me who among my loved ones I'd like to help avoid fatigue and sickness and that's you

Luis: Me?
Anne: Remember the first time we had work- out together? I noticed you easily get tired.

Luis: Sssss
Anne: And Enervon helps me live an exciting life and I wanted to help you.
Luis: Thank you Best Anne
Anne: You, who would you like to make happy. Give him/her free enervon by visiting www.enervon.com.ph. Let's spread happy.]

The excerpt above shows healthy, active, educated and lifestyle-conscious persons. It is a fact that whatever job is connected with someone, fatigue and sickness come even to those who are famous and rich. The

ad above is endorsed by two famous artists who are informing at the beginning the intention of the ad which is to look for someone special who needs the product most. At the end of the ad, one of the endorsers advised the prospective audience, people who are active, to give someone the product to avoid the problems mentioned which are "*laging napapagod*" and *"magkakasakit."* The ad gives the idea that no matter how busy one is, he/she should often consider health as important in life. The ad also made mention of the effect of the product through the line, "*And Enervon kasi helps me live an exciting life."* This supports the proposition that in a fast- paced world where everyone is busy with survival, enjoyment should not be taken for granted so one should be healthy.   Such identity leads to the other since if one is healthy one will definitely be active and to attain such, being lifestyle-conscious is a must as projected in the ad. The ad also creates an educated identity for it brings out awareness of the most important factor in life which is the good condition of the whole being. The intrasentential code-switching used in the ad caters to the fact that the communication is not only effective through the use of the Filipino language instead English is also acknowledged to effectively convey ideas better.

d. gentle, chivalrous, and respectful young men

B1: Sana masabi ko na, I love you Yassy
Parrot: I love you Yassy
S2: Huh? Dude, turuan mo ng iba
S1: I love you lemon.
Parrot: I love you Yassy
S2: I love you apple
Parrot: I love you Yassy
Yassy: Hey guys! I'm here na.
S1 & S2: Si Yassy
Yassy: Oh, what's up?
Parrot: I love you Yassy
Voice Over: You'll love San Miguel Flavored Beer's refreshingly delicious burst of apple and lemon
             falovors with a light beer buzz.
Yassy: Sinong nagturo? Ayy… ang galing naman.
S2: Uuuyyy… He loves you Yassy.
Parrot: Sweet
Voice Over: San Miguel flavoured Beer. The seriously fun beer.

  [B1: I hope I can say, I love you Yassy
   Parrot: I love you Yassy
   S2: Huh? Dude, teach another
   S1: I love you lemon.
   Parrot: I love you Yassy
   S2: I love you apple
   Parrot: I love you Yassy
   Yassy: Hey guys! I'm already here.
   S1 & S2: Si Yassy
   Yassy: Oh, what's up?
   Parrot: I love you Yassy
   Voice Over: You'll love San Miguel Flavored Beer's refreshingly delicious burst of apple and
              lemon falovors with a light beer buzz.
   Yassy: Who taught it?? How wonderful.
   S2: Uuuyyy… He loves you Yassy.
   Parrot: Sweet
   Voice Over: San Miguel flavoured Beer. The seriously fun beer.]

The ad conveys the Filipino values specially in courtship wherein Filipino men are not aggressive in showing or telling their feelings to a woman. Filipino men should take much courage to do this and before such, they should show that they deserve the woman's love. In the first line, it is seen that the man has difficulty confiding his feelings because he knows that in doing this follows a great responsibility specially in having a family. In this sense, he needs to be gentle and it should not be said in any condition or in any instances which is seen by exerting their effort in teaching the parrot another line so as not to spoil his chance to say what he feels. Yet in the concluding lines, the parrot was not taught easily of another line which intensifies the idea that Filipino men are one-woman men and likewise the idea that you should be truthful in what you feel. In turn, the line of the parrot, "*I love you Yassy,*" impressed the woman as shown by her line "*Sinong nagturo? Ayy… ang galing naman*". This satisfies the fact that Filipino women are not easy-to-get and showing them that you deserve their love matters the most. At the end of the ad, the woman embraced the man due to her appreciation of what she heard from the parrot and upon knowing that the man taught the said line to it. However, the man did not take advantage of the woman by embracing her back. This shows that a true Filipino man should respect a woman in all instances. The word "seriously" also drives the idea that courtship among Filipinos should not be taken for granted.

The results revealed under motivations suggest the important points by Gaerlan (2008, in Gocheco, 2013) who found that code-switched advertisements were predominant over those which are solely in English or in Filipino. First, code-switching is a strategy of advertisers to attain a high level of information retention through memorability. Second, in code- switching a pair of languages is involved which is the first language of the speech community and English, the global language. Last, code- switching in ads forms a strategy which creates social identities which the audience can relate with or can discover with. When this is achieved, advertisers may easily drive the audience or consumer to act on it such as to visit somewhere, purchase something, agree with an idea, use the highlighted word from the ad to one's terminology and link an affirmative figure with such word.

Overall, the present study ventured on 4 code-switched ads in Philippine advertisements. Syntactic patterns, Pragmatic/Discourse Functions and Motivations were analyzed from the ads. Code-switching is dominant among the ads analyzed. Syntactically, intrasentential switches are more extensively used. The typical combination is Tagalog-with-English type. The predominant functions played by code-switched ads are advising/prescribing, describing, explaining, and illustrating.

As to motivations in code-switching, the present study found that code-switching is motivated by the following purposes namely, (1) language facility, (2) language economy, (3) euphemism, (4) stylistic purposes in communication and (5) expression of multiple identities. More specifically, code-switching is used due to the lack or either do not have exact word equivalence in Filipino so these words are used in the ads. Language economy as a motivation is employed to fit not only the current status of the speech community yet preferred due to the fact that time limit is given to advertisements' air time. Values has also been carried in order to reduce embarrassment among the audience for greater acceptability of the product so English term is preferred than its Filipino counterpart. Shifting in discourse modes is also evident wherein there is a shift from questioning to advising to asserting and questioning to informing.

The study also found out that as regards constructing identities, audience and consumers are persuaded, convinced and influenced to attain the image the products convey. The ads convey the longing of the consumers to achieve the following identities: Hygienic, presentable and attractive young men, knowledgeable, equipped and mature individuals, healthy, active, educated and lifestyle-conscious persons and gentle, chivalrous, and respectful young men. In totality, the said constructed identities reflect the desire of the Filipinos in this modern time. It shows the need for social inclusion and acceptance, a peculiar status in the society and value-laden member of the society.

Conclusion

The present study confirms the occurrence of code switching in Philippine advertisements as seen from previous findings as one of the characteristics of television advertisements. This study also proved that Syntactic Structures of Code-switches in Television Advertisements are effective way to persuade the audience as its foremost function. Thus, the syntactic structures also prove the acceptability of the English language as one of the official

languages of the country. Copywriters capitalized on the existence of such projecting their creativity on language use for communicative competence since English is used as the second language. Code-switching becomes a strategy wherein it is a vehicle for persuasive purpose.

The Pragmatic/Discourse functions of code-switching prove that advertisements directly address the audience to be able to examine themselves on the action to take after watching the advertisements. Since advertisements do not require an immediate answer or action, these Pragmatic/Discourse Functions enable communication with the audience for purpose of persuasion. In line with Motivations for code-switching in TV commercials, it proves that effective language use by the copywriters is important since there are underlying reasons (e.g. air time, audience) which are considered and code-switching is an effective way to reach the consumers with the presence of these. These motivations also prove that TV advertisements make a connection with the audience in order to persuade.

Pedagogical Implications

The study serves as a reminder that TV advertisements are natural part of TV programming. Through these products, network stations continue to provide the viewers with entertainment. However, these advertisements shape the consumers' views through what they see in the TV. Yet, it is noted that even though these advertisements provide them with information about the products to be convinced on the strengths of such, the decision lies on the audience. They still have the control over their preferences since being rational is expected from the audience also to be wise consumers. Consequently, advertisements should not only be seen as a part of business but it should also be seen as an important material in language teaching. It is an effective material for teaching critical thinking which is a higher order thinking skill. The students are also consumers of varied products so these advertisements play crucial role in creating a wiser consumer in them through a more critical approach in integrating this for the teaching of junior high school students especially on the use of propaganda techniques under viewing competency.

Recommendations

The study reflects the current form, function and motivation of television advertisements. Analyzing such requires much time and space. Since the study only made use of limited advertisements, one for each of the four categories, it is recommended that further study should make use of more samples for more analysis.

The findings of the study must be used as a take- off point in the Grade 8 curriculum for the topic Propaganda Techniques in order to show students that advertisements are not only made to sell products or services. It should also be noted that that there are factors to be considered in analyzing television advertisements which should be included in the curriculum. Thus, these television advertisements shape our students outlook in life, the effects of these ads to should be looked into.

In addition, there should be more product types to be analyzed to achieve comprehensiveness. Structural characteristics of the code-switches should also be analyzed so with the formed consumer's identities from the code-switched ads.

Finally, to assess the contribution of code-switching in the expressiveness of television advertisements, viewers attitudes and thoughts towards these TV ads should also be examined.

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Supervised but not mentored: A survey of experiences of ESL beginning teachers in secondary schools in Central Mindanao

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Abstract

During the first year of teaching, beginning teachers need assistance in the form of support as they traverse the different stages of professional development (Farell, 2002). With this, guidance and tutelage from colleagues and administrators are found to be helpful to alleviate stress in teaching and strengthen retention among teachers (Ingersoll & Kralik, 2004; Johnson et al., 2005; Smith & Ingersoll, 2004 in Hobson, Ashby, Malderez &Tomlinson, 2009). In addition, it was found that mentoring beginning teachers can increase their students' motivation and critical thinking skills (Summers, 1987). Thus, this paper investigates the experiences of ESL beginning teachers in mentoring and supervision in public and private junior and senior high schools in Maguindanao. Using a 17-item survey questionnaire (Liu & Johnson, 2006) and semi-structured interview guide, results revealed that beginning teachers in both school types experienced supervision from administrators in the form of classroom observation. However, these beginning teachers did not experience any formal mentoring from colleagues. Findings suggest that mentoring should precede supervision and that a well-structured formal mentoring programs be organized and implemented in basic education institutions.

Keywords: beginning teachers, mentoring, supervision

Introduction

During the first or second year of teaching of beginning teachers, they need assistance in the form of support as they traverse the different stages of professional development (Farell, 2002). There can be challenges and anxieties that these novices face (see Lee, 2017). In fact, one study found that the majority of teachers wanted help primarily in the area of teaching resources and materials (Ngoh & Tan, 2000). In a similar vein, Odell in 1992 found that beginning teachers identified emotional support, which reduces their sense of isolation, as the most helpful factor in their development. With this, existing studies reveal that one way to help beginning teachers in their transition is through mentoring (McIntyre & Hagger, 1996; Carter & Francis, 2001; Marable & Raimondi, 2007).

In the Philippine context, however, there is a rare case of formal peer mentoring among newly-hired teachers who are only starting their teaching careers in the academe. This might be attributed to more duties expected from the seasoned teachers or lack of technical and practical skills to do peer mentoring. This is in stark contrast to western practice, particularly in Australia. As part of the induction program of beginning teachers, teaching mentors who are more experienced in teaching are assigned to them (New South Wales Department of Education and Training, 2006 in Michael, Kelly, & Carty, 2009).

On the other hand, supervision in schools are common practices not only abroad but also locally. The teachers, whether beginning or tenured, have been supervised and observed, especially the new ones who experience being observed once in a while in their first year of teaching. With the foregoing argument, this paper will try to account for the experiences of beginning English teachers with regard to mentoring from colleagues and supervision from administrators. A number of studies about teacher mentoring have been found by scholars in the field, and this will be discussed in the succeeding paragraphs

Mentoring and effects of mentoring to beginning teachers

Bey (1995) argued that mentoring is a term defined as a collaborative partnership where individuals

partake and cultivate mutual interests. Mentors may assume different roles which include teaching, encouraging, counseling, and role modeling. In as early as 1980's, mentoring has become a strategy of school administrators to lessen attrition rate of starting teachers and provide them with a seamless and efficient transition into a teaching culture of the school environment (Wang & Odell, 2002). Donitsa-Schmidt and Zuzovsky (2016) pointed out that low status of the teaching profession and some attractive job opportunities for English teaching graduates abroad are some of the reasons why there is a shortage on EFL teachers in Israel.

A number of studies have explored beneficial effects of mentoring to teacher retention and development in general. For example, Claycomb in 2000 saw mentoring as one strategy which addresses retention of beginning teachers in their first year of teaching. This is also linked to the development of their professional and personal competence in the field. Whereas, mentoring can be a crucial factor particularly for Filipino ESL emerging teachers in public and private schools.

Boyer (1999 cited in Michael, Kelly, & Carty, 2009) found that special education teacher's considered mentoring as one factor that influence them to stay in the field of teaching. Moreover, Lortie (1975, cited in Boreen, 2009) pointed out that attrition among teachers is heavily caused by isolation where he described beginning teachers as compartmentalized into "egg-crate classrooms." Teachers particularly the new ones tend to be outcast in the group of more seasoned ones. In addition, Ishler (1998) in Boreen (2009) enumerated other problems for the beginning teachers. These include too high self-expectations, lack of encouragement, help and assistance from fellow teachers, and a principal who may give frequent criticism and very little to no support. These factors, together with low salaries, have caused many teachers who are starting in their careers to leave teaching and look for other career opportunities.

In the Philippines, teacher attrition seemed to be a natural phenomenon particularly among private schools particularly in Mindanao. More workload and uncompetitive salary scheme have resulted to turnover of teachers over the years. Beginning teachers most likely stay for a year or two to gain teaching and relevant professional experience and eventually transfer to government schools where higher salary and less working preparations are offered. However, one key factor to keep teachers from leaving, as already mentioned above, is mentoring. In Hobson et al. (2009), scholars such as Ingersoll and Kralik (2004), Johnson et al. (2005), and Smith and Ingersoll (2004) argued that those who are mentored are less likely to leave teaching and less likely to transfer from one school to the other.

Besides addressing the risk of teacher attrition, increased job satisfaction, greater effectiveness with different students, and better instructional problem solving are results of beginning teachers being mentored found in studies of new teachers in the Santa Cruz New Teacher Project (Moir, Gless, & Baron, 1999).

In addition to the aforementioned advantages, Summers (1987) pointed out that mentoring beginning teachers can increase their students' motivation and critical thinking skills. This means that teachers who become more effective in classroom teaching potentially increases student learning. Moreover, a similar finding was revealed in Fletcher and Strong's (2009) study. They found that greater academic achievement was observed in classroom where beginning teachers went through regular mentoring activities.

Similarly, Stanulis and Floden's (2009) findings revealed that emerging teachers who underwent an intensive, structured mentoring activities showed higher levels of student engagement than those who did not. In a similar vein, Mathur, Gehrke, and Kim (2012) concurred that rigorous, well-structured mentoring program and activities will positively impact not only beginning teachers' decision-making and classroom practice but also students' academic achievement. With all the advantages one can benefit from mentoring, Baecher (2012) in his research recommended that beginning teachers be assigned with a faculty member with an extensive and/or current Pre K–12 ESL teaching experience who will serve as their instructors.

Instructional supervision

Classroom observations are part of school administrators' duties to ensure monitoring and classroom delivery of teachers. Observers who may be the dean, program heads, principals and coordinators, and in some cases, colleagues, rate multiple dimensions of teaching based on the established constructs found in the observation sheets.

There is an abundance in definition of the term supervision. One is given by Goldsberry (1988) where he defined it as an organizational accountability and task that focused on the evaluation and improvement of present

practices. In a more contextualized sense, language teaching supervision is defined by Wallace (1991) as the responsibility of monitoring and refining the quality of teaching carried out by other colleagues in an educational situation. In addition, it is seen as a continuing activity of teacher education where the supervisor oversees classroom activities executed by the teacher with an aim to improving classroom instruction (Gebhard, 1990a). Meanwhile, supervisors' roles include visitation and evaluation of teachers where they discuss lessons with them and comment on the strength and weaknesses of the classroom instruction (Bailey, 2006).

Freeman (1982) characterized three different approaches in observing classroom teachers and giving them feedback, and these are the supervisory option, the nondirective option, and the alternatives option. The first one is influenced by the conventional directive model where the supervisor is regarded as the expert and gives regulatory suggestion. The nondirective option, on the other hand, is contrary to the first one. In this approach, the supervisor listens without bias as teachers explain their work and translate their actions in the classroom. In the alternatives option, giving suggestions or offering assistance to teachers to discover a variety of ways of doing things in the classroom are the supervisor's responsibility.

Aside from administrators who usually do supervision and observation, colleagues other than those who hold administrative posts can also do such a task. Scholars such as Grossnickle and Cutter (1984), Hanson (1992), and Singh (1984) pointed out that supervision through peer assessment can improve teachers' performance to which the institutions and faculty can benefit from. This may revive faculty interest in teaching and training. Also, it can arouse teacher motivation and develop the regard and professional growth of the teachers.

One more thing that supervision does is that it can contribute to teachers' classroom improvement. For example, Rahmany, Hasani, and Parhoodeh (2014) explored attitude towards supervision and its influence on Iranian EFL classroom decision making. They found that supervision greatly affected their decision making, classroom improvement, and teaching skills. Moreover, Merç (2015) found that Turkish EFL teachers see classroom observation as a prized basis of feedback about strengths and weaknesses of teachers' classroom teaching skills and it encourages thorough preparation and development of classroom activities in the foreign language classrooms. In the same manner, Lawson (2011) argued that continued classroom observation program is very successful in improving teachers' classroom practices in a constructive way with the help of the feedback received from colleagues. Similarly, in 1998, Wang and Seth posited that such a classroom observation, besides its educational experience, provides a collaborative learning opportunity which allowed teachers and observers to learn from one another.

Theoretical Considerations

This paper is anchored in two approaches to mentoring and supervision. These are Peer Mentoring Model (Kram & Isabella, 1985) and In-service Training and Development Framework (Freeman,1982).

Peer Mentoring Model states that "peer relationships offer an important alternative to conventional mentoring relationships by providing a range of developmental supports for personal and professional growth at each career stage" (Kram & Isabella, 1985: 116). This concept underscores a link among teachers especially the experienced teachers mentoring and assisting the novice ones. When peer mentoring is realized, progress may be expected both in personal and professional aspect of the teachers.

Moreover, In-service Training and Development Framework has three types, but only two models seem to apply to this study: Supervisory option and Alternatives option. The former was inspired by the conventional directive model. This is where the teacher regards the supervisor as the expert and gives directing recommendations. Meanwhile, the alternatives option concerns about the supervisor giving suggestions or proposing assistance to teachers which may be of help to learn various ways of doing routines and practices in the classroom.

Despite the overwhelming foreign literature of teacher mentoring and its positive effects to teacher retention and student achievement, there have been scarce documentation on how ESL teachers particularly those who are starting yet in their professional careers experience mentoring. Moreover, classroom supervision studies despite its assuring and developmental goal, have been less documented for the local context especially for public and private basic education schools in southern Philippines. This study then will be conducted to address such a gap in the body of knowledge. Also, this study will inform academic institutions' standing practice in mentoring and supervision of teaching faculty members who may have been facing challenges brought about by work

demands such as classroom instruction preparation, classroom management, academic policies, and relating with colleagues; therefore, it is very crucial and interesting to know emerging ESL teachers' experience with their colleagues' assistance and administrators' supervision in carrying out classroom instruction on the one hand and adjusting on the professional environment on the other hand.

Research Questions

This study aims to determine the experiences of ESL beginning teachers in mentoring and classroom supervision in public and private high schools in Cotabato City, Maguindanao. Specifically, this paper attempts to answer the following questions:
1. What are the experiences of the English beginning teachers in peer mentoring?
2. How do they perceive supervision through classroom observation by colleagues and administrators?

Methodology

Participants

As shown in Table 1, there are 73 participants who answered the survey questionnaire of this study. They were purposively chosen full-time ESL junior and senior high school teachers who were on their first year or second year of teaching during the school year 2017-2018. They came from eight private schools and ten public schools in Cotabato City, Maguindanao. From this population, there were six ESL teachers who agreed to qualify their experiences in mentoring and supervision in an interview.

Table 1

Profiling of the ESL Beginning Teachers

School Type	F	%
Public	36	49.3
Private	37	50.7
Total	73	100

Department	F	%
Junior High	6	8.2
Senior High	67	91.8
Total	73	100

Date hired	F	%
2016	32	43.8
2017	41	56.2
Total	73	100

Age	F	%
21-25	52	71.2
26-30	20	27.4
31-35	1	1.4
Total	73	100

Gender	F	%
Male	15	20.5
Female	58	79.5

Total	73	100

Graduate studies	F	%
with units	17	23.3
MA degree holder	6	8.2
none	50	68.5
Total	73	100

Research Instrument

The Hiring and Procult survey by Liu and Johnson (2006; *see* Appendix 1) was adapted. Only the Part 3 (Professional Culture) of the said survey questionnaire was specifically utilized for the data gathering. The 17-item survey questionnaire is composed of two parts. The first part describes mentoring activities composed of nine questions, and the second part is about supervision with eight survey questions. In addition, I used a semi-structured interview guide to generate the accounts in mentoring and supervision of the participants (*see* Appendix 2).

Procedure

Before the conduct of the study, research matrix, research questionnaire, consent to participate in the study, and letter to conduct the study duly signed by the research mentor were sent to the schools division superintendent for public schools and school presidents and principals for private basic education institutions in Cotabato City. These schools offer both junior and senior high school education. After seeking the approval of the school authorities, data gathering began. Research assistants explained the objective of the study and the survey questionnaire, together with the consent to participate in the study, to the teacher respondents. Due to busy schedules of the participants, the survey questionnaires and consent were collected after a week. It should be noted that some data were gathered through Google forms. These were sent to the respondents via email, especially for teachers who have been teaching in critical areas that the research assistants were not able to access.

Moreover, since the participants were in Mindanao, a phone interview was done for practicality purposes. The participants gave their consent at the onset of the interview. They were asked to record themselves on the other line while the interview was going on for transcription. All the calls made over the phone were recorded and sent to the researcher via electronic mail.

Data Analysis

The data gathered from the survey were processed using SPSS version 23. The interview transcripts, on the other hand, were analyzed and clustered around themes. Note that I translated some interview transcripts from Filipino to English. These were checked by an intercoder who is an English Language Education graduate student. We reached a 95% agreement. Issues on translation were resolved by agreeing on the common word or phrase to be used for translation.

Results and Discussion

In this section, I will discuss the findings of the study. First, I will present the results of the survey for mentoring followed by the qualitative results. After, I will discuss the numerical results of supervision which will be complemented by the results of the interview.

Mentoring

It is interesting to find out that in Philippine setting, official mentors are not provided for the ESL beginning teachers even in other content areas. This implies that these teachers do not receive formal coaching and mentoring from more experienced colleagues despite the overwhelming empirical evidence of the beneficial aspects of mentoring of emerging teachers (Claycomb, 2000; Moir, Gless, & Baron, 1999; Stanulis & Floden, 2009). I assume that lack of structured mentoring program in our context is attributed to the complex roles and

workloads of teachers in the school.

Table 2
Official Mentoring experience of ESL beginning teachers

	F	%
Yes	0	0
No	73	100
Total	73	100

Upon conducting the interview with some participants, they qualified their answers in the survey. Azan, a private senior high school teacher, shared, "*No. We didn't have any formal mentoring session in our department.*" Moreover, Lyn who teaches in a public senior high school appeared to be quite surprised with my question. She said, *"Ay wow. A big question—a nice question, actually wala. Haha."* (Wow! A big question—a nice question, actually there's none [laughter]). This statement is not only a deliberate expression of non-existence of a mentoring program. She also exclaimed with the expression of *ay wow* which conveys a surprise and the use of rhetoric *a big question—a nice question* which suggests sarcasm.

These findings imply that a formal mentoring program is non-existent in the academic environment of the participants despite the fact that many scholars have already found various beneficial outcomes it has such as decreasing teacher attrition (Claycomb, 2000; Boyer1999 in Michael et al., 2009) and increased student achievement (Mathur et al., 2012).

Although there are no explicit formal mentoring programs, participants concurred that they experienced a sort of 'orientation program' from their colleagues. They pointed out that usually on the first day of class, they would get petty talks from their colleagues.

> *I had one with our colleagues or co-teachers wherein they taught us how to make our daily lesson log… it happened when I first enter the school… My first day in school, but after that one I don't really experience any mentoring at all.*

Here, Amy, a junior high school teacher in a public school maintained that she was taught how to make a Daily Lesson Log (DLL), which is used as a lesson plan of the day. However, this initiative from a colleague was rather a one-shot deal. Succeeding sessions no longer took place among them. In addition, a peer teacher would also give advice about proper decorum with students outside the classroom.

> *First one is… is maintaining professionalism inside and outside the classroom. Because, you know, I am a young beginning ESL teacher so uhm… it was also expected that uh uh I would meet students who were older than me. So the very first thing that I could really remember coming from the mouth of my seasoned colleagues, the very first thing is to be professional inside and outside the class. Another thing is, that I could still remember, is uhm uhm the value of punctuality."* (Azan, private SHS teacher)

A beginning teacher might handle students who are older or even much older than him. So, Azan was made aware by a colleague on how to deal with students who were older than him. Also, he added that he was told to come to class on time.

A more practicable advise was given to Jess who handles students in a private junior high school.

> *Sa first day of teaching they provided that I should be more patient in students because yun na nga, inaware nila ako the background ng mga students… They are good but sometimes yung too much na. And of course, ahmm… with the activities sa kanila they said that avoid masyado yung tiring na mga activities… wag masyadong…magbaba sa level nila…*
>
> (During the first day of teaching, I was told that I should be more patient with my students because they may be a little rowdy. I was also advised to make activities that are based on their level and that are not too tiring.)

In this case, Jess was advised by colleagues about the students that they have and that they can be misbehaving anytime. In addition, peers also reminded her to make her classroom activities relevant to her students as they may not do the tasks when they find it too easy or difficult or too tedious for them to do.

In general, these findings would imply that in basic education schools in the region have not looked into coming up with a structured mentoring program that may address work-related encountered by the teachers.

Supervision

With regard to supervision (see Table 3), almost two-thirds of the respondents remarked that they were able to experience to be observed by school personnel during the school year. Classroom observation is a norm in all educational systems where beginning teachers are starting their early professional careers. Mostly in private schools, every now and then, supervisory rounds and pop-in classroom visitations are conducted by subject coordinators and assistant principals to oversee how newly hired faculty members are doing inside the classroom.

Table 3
Classroom observation experience of ESL beginning teachers from any school personnel

	F	%
Yes	53	72.6
No	20	27.4
Total	73	100

However, it is common that school principals usually spearhead supervision through classroom observation. Wallace in 1991 pointed out that the principal has the responsibility to monitor and refine the quality of teaching carried out by other teachers in an educational setting. Forty-nine out of 73 reported that they had been observed by their school principals in their teaching. This classroom observations would take place twice in a school year usually in a span of 30 minutes to an hour. It was also noted that the teachers were given feedback after the classroom observations. In secondary public schools, the principal would usually conduct announced and unannounced classroom observations not only for the purpose of supervision, but also as a dry-run for future classroom visitations by some Department of Education (DepEd) officials.

Table 4
Experience of ESL teachers in classroom observation by the school principal

	F	%
Yes	49	67.1
No	24	32.9
Total	73	100
Frequency of classroom observation	F	%
once a week	2	2.7
once a year	17	23.3
twice a month	4	5.5
twice a year	26	35.6
Total	49	67.1
Missing	24	
Total	73	100
Length of time	F	%

	F	%
10	2	2.7
15	2	2.7
20	9	12.3
30	12	16.4
40	1	1.4
45	5	6.8
50	2	2.7
60	15	20.5
80	1	1.4
Total	49	67.1
Missing	24	
Total	73	100

Feedback	F	%
Yes	40	54.8
No	9	12.3
Total	49	67.1
Missing	24	
Total	73	100

In Table 5, it can be seen that 49 ESL teachers experienced classroom observation by their subject coordinators and/or assistant principals, and they are monitored as frequent as the principal would observe them. However, coordinators and assistant principals were reported to have observed much more teachers than the principals did where bservations would range from 30 to 60 minutes per classroom visit. Meanwhile, giving feedback in oral or written form seemed to be a part of classroom observation of these school supervisors. This particular finding mirrors the usual context of supervision in Cotabato City particularly in private schools. Subject area coordinators and assistant principals usually observe more frequently than the principals do because they are the ones tasked mainly for the area of instruction while the principals take care of school operations in general.

Table 5
Experience of ESL teachers in classroom observation by the subject coordinator and/or other administrators

	F	%
Yes	49	67.1
No	24	32.9
Total	73	100

Frequency of classroom observation	F	%
once a year	17	23.3

twice a month	1	1.4
twice a year	31	42.5
Total	49	67.1
Missing		24
Total	73	100

Length of time	F	%
10	1	1.4
15	8	11
20	3	4.1
30	12	16.4
40	4	5.5
45	4	5.5
50	3	4.1
60	14	19.2
Total	49	67.1
Missing	24	
Total	73	100

Feedback	F	%
Yes	40	54.8
No	9	12.3
Total	49	67.1
Missing	24	
Total	73	100

Although there were a number of observations by more experienced colleagues to beginning English teachers, the data reveals that peer observation was not a routine for them. As can be obtained in Table 6, 44 out of 73 respondents did not experience such a classroom observation from these colleagues while only 29 were observed by senior faculty members. This implies that both public and private schools have peer observation activities, but this is not strengthened as a feature of their supervision program. Also, lack of time of more experienced faculty members to observe beginners' classes may be attributed to bulk of individual workload. Most full-time teaching faculty members have an average of five hours of teaching load per day in private schools while four hours a day is spent in classroom teaching of most public school teachers. This classroom teaching excludes homeroom guidance sessions, class substitution schedules for absent teachers, other assignments and club advisorship, and school forms among others.

Table 6
Experience of ESL teachers in classroom observation by another more experienced colleague

	F	%

Yes	29	39.7
No	44	60.3
Total	73	100

Frequency of classroom observation	F	%
once a year	10	13.7
twice a month	1	1.4
twice a year	18	24.7
Total	29	39.7
Missing		44
Total	73	100

Length of time	F	%
15	4	5.5
20	2	2.7
30	7	9.6
40	2	2.7
45	1	1.4
50	1	1.4
60	12	16.4
Total	29	39.7
Missing		44
Total	73	100

Feedbacking	F	%
Yes	25	34.2
No	4	5.5
Total	29	39.7
Missing		44
Total	73	100

Unlike in the previous sections, observations conducted by colleagues of the same teaching experience were to a very minimum extent where only 12.3% of 73 teachers where observed by faculty members who are also beginners in the profession. Like classroom observations of more experienced teachers, this is indicative that peer assessment is generally less acknowledged as a means of supervision in the basic education. It can be inferred that supervision is only limited to school administrators such as principals and assistant principals and other people who have supervisory powers such as the academic coordinator or subject area coordinators. Results also show that when peers observed in classes, this would take place very seldom and would last for 30 minutes.

Table 7
Experience of ESL teachers in classroom observation by another colleague of the same experience

	F	%
Yes	9	12.3
No	64	87.7
Total	73	100

Frequency of classroom observation	F	%
once a year	4	5.5
twice a year	5	6.8
Total	9	12.3
Missing		64
Total	73	100

Length of time	F	%
10	1	1.4
15	1	1.4
20	1	1.4
30	4	5.5
60	2	2.7
Total	9	12.3
Missing	System	64
Total	73	100

Feedback	F	%
Yes	7	9.6
No	2	2.7
Total	9	12.3
Missing	System	64
Total	73	100

As regards the frequency of administrators' classroom observation, most ESL teachers preferred to be observed with the same frequency while a considerable number of respondents wanted to be observed more frequently.

Table 8
Frequency of observation by school administrators as determined by the ESL teachers

	F	%
more frequently	25	34.2
with same frequency	27	37
less frequently	21	28.8
Total	73	100

Table 8a
Cross tabulation of school type and frequency of observation by school administrators as determined by the ESL teachers

School type	more frequently	with same frequency	less frequently	Total
Public	8	12	16	36
Private	17	15	5	37
Total	25	27	21	73

In a similar vein, ESL emerging teachers also indicated that they wanted to be observed with the same frequency by colleagues while a similar number of respondents chose to be supervised in the classroom less frequently.

Table 9
Frequency of observation by colleagues as determined by the ESL teachers

	F	%
more frequently	20	27.4
with the same frequency	27	37
less frequently	26	35.6
Total	73	100

The attitudes displayed by ESL teachers from private schools in terms of classroom observations by administrators and colleagues may be attributed to positive perception to classroom observation. These teachers see classroom observations as an opportunity to collaborate with colleagues and gain some insights that may improve classroom instruction (Rahmany, Hasani, & Parhoodeh, 2014; Merç, 2015).

As far as their experience with observing other classroom teachers are concerned, more than half of teacher respondents had not observed any classes at all. On the other hand, only 24 out of 73 had the chance to see other colleagues teaching a class. This result concurs with the findings in previous sections that classroom observation was mostly conducted by school administrators like the principals, assistant principals, and subject area coordinators.

Table 10
Experience of ESL teachers in observing other classroom teachers

	F	%
Yes	24	32.9

No	49	67.1
Total	73	100

While there were a few who experienced peer observation, many were still not able to have the chance to see an actual teaching demonstration of a colleague. This may indicate that despite the idea of peer observation practice in schools, these emerging teachers do not really have the luxury of time to do such a task. It may not be because they do not want to do so, but may be because of diffidence to observe much more experienced colleagues or former mentors turned colleagues and the volume of school work to do.

When the participants answered during the interview, one shared that a feeling of reluctance whenever classroom observation takes place in the class. For example, Leah, a private senior high school teacher remarked:

> *Parang mahiya ako. Mainsecure ako baka ano ang iniisip niya kasi baka against siya. Kasi very subjective siya in my opinion… In diffirent way kami ng pagtuturo then yung nakikita niya sa akin against sa kanya. So ganoon. Nag judge ako sa kanya kahit meron naman criteria pero di natin maiwasan.*
> (I feel shy. I feel insecure because [the observer] might disagree with me. I think [the observer] is too subjective.. because we teach differently. We follow a certain criteria but we cannot avoid to be subjective.)

When she was asked about her experience with supervision, the teacher felt reluctant because she thought that the observer may not agree with her teaching style. She also pointed out that observer's bias towards his personal way of teaching might affect his evaluation as one can be very subjective even if a specific evaluation tool is used during a classroom observation; subjectivity may still come in play.

Further, Leah added that she thinks observation is not effective. In her statement she said:

> *In my opinion I think hindi siya effective… because teachers are capable of doing everything because they are being observed but the real sense kapag nasa scenario kana talaga, wala naman talagang totoong nangyayaring effort na ganun.*
> (In my opinion it is not effective because teachers are capable of doing everything because they are being observed. But the real scenario is that they do not exert effort when no one is observing them.)

She narrated that teachers only prepare everything and play efficient when a classroom visitation is set. This makes this type of supervision less reliable in terms of checking for teachers' efficiency. This implies that cnce observation is done, teachers would not exert much effort as they exemplified during an actual observation of classes.

Moreover, Carlo, a senior high school English teacher in a public school shared his aversion during a classroom visitation.

> *If the person that would observe me is my—would be my program head or you know my superior of course, I would feel first nervous. But I would also feel uhm yeah nervous. Sometimes I wish she forgets my class schedule or she's busy so she will not observe in my class.*

Like other teachers who are starting in their careers, he confessed that he felt very nervous especially when the program head or coordinator visits the class and conducts an observation. This feeling is rather usual because they may feel very conscious and uneasy which may result to unnatural classroom teaching. In addition, he expressed his reluctance by wishing that the observer misses classroom observation schedule. In a similar vein, Jess also felt shy whenever classroom observation takes place. *"If I'm being observed so parang nahihiya ako because i cannot expand. Hindi ko kaya maipakita yung ako kasi there's an eye na nakatingin sa akin."* (If I am being observed, I feel shy because I cannot expand. I cannot do what I really can because there is an eye that watches me.) This remark suggests that observation is not only intimidating but also limiting. Jess believed that an observer is threatening rather than assisting.

Conclusion

The aim of this study is to explore the mentoring and supervision experiences of English as a second language (ESL) beginning teachers in 18 private and public schools in Cotabato City in Central Mindanao. Using one section of Hiring and Procult survey (Liu & Johnson, 2006) and interview, the results revealed that ESL emerging

teachers were not formally assigned with mentors which implies that clear, well-structured mentoring sessions are absent in public and private school systems. This particular finding may not concur with the practices of other countries like Australia and the United States where a more experienced, tenured teaching faculty is assigned to a starting ESL teacher to help them get through the challenges of the academic community. Albeit the beginning teachers did not experience any formal mentoring, they shared during the interview that they received pieces of advice from other peers. These were about professional conduct (e.g. some class routine, punctuality, attitude towards students), but these assistance were rather not enough and erratic. A scenario like this suggests that beginning ESL teachers are on their own and make their way through the different challenges in their teaching.

With regard to supervision, classroom observation was very evident in both public and private schools. School principals, assistant principals, and subject area coordinators are the ones that usually carry out the task of observing classes. This may be due to the fact that these school authorities are the ones who ensure quality classroom delivery of ESL teachers. It can be noted that here in the Philippines, mostly in the private schools, teacher retention especially those that are in contract and those that are not tenured yet have been periodically assessed through classroom observations. Thus, such a supervision of teachers in private schools would likely aim to ensure work retention; hence, supervisors would give regulatory suggestions (Freeman 1982, 1989a in Bailey, 2006). This might account for the teachers' different feelings about supervision. Some would like to be observed more often while others would want less frequently. Some felt intimidated and restrained whenever academic heads visit their classes to conduct observations. These experiences of the ESL novice teachers did not mirror the findings of Wang and Seth (1998) where novice teachers see the importance of supervisory activities that they experience. They argue that aside from educational experience that observation provides, it also offers a collaborative learning opportunity which creates an occasion for teachers and observers to learn from one another. In the case of the participants of the study, partnership seems yet to be developed as the novice teachers are still in the stage where a supposedly constructive experience appears to be a threatening one.

From the foregoing arguments on teachers' experiences in the academe in Central Mindanao, the results of this study relate to a global picture where educators from other countries, especially those that are developing nations in Asia and Africa, may also have lacking support to teacher mentoring and supervision. With this, the teachers' experiences in this study can be a basis to initiate mentoring and supervision practices in localities abroad.

Pedagogical Implication

These findings call for a well-structured mentoring program to be implemented in the academe specifically designed to cater to ESL novice teachers in the basic education. Tenured and more experienced teachers should be trained to learn the principles and practices of mentoring. Then, they will be assigned to mentor novice teachers so that these teachers will be helped in the course of their adjustments in the academic environment. Also, peer observation should be a requirement for all teaching personnel and not only limited to immediate supervisors as peer supervision may restore faculty interest in teaching and training (Hanson, 1992).

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Appendix 1

SURVEY QUESTIONNAIRE (LIU & JOHNSON, 2006)

I. PROFILING

Name of **School**:
_____

Type of School: ____Public ____Private Graduate studies: _____

Department ____JHS ____SHS **Date hired:** ____2016 ____2017

Gender: ____Male ____Female

Age: ____21-25 ____26-30
____31-35

II. PROFESSIONAL CULTURE

A. OFFICIAL AND UNOFFICIAL MENTORING

Questions 1-8 refer specifically to an OFFICIALLY ASSIGNED MENTOR you have (or had) in your FIRST YEAR OF TEACHING. If you have (or had) more than one officially assigned mentor, please answer the questions for the one you consider to be your primary official mentor.

1. Do/Did you have an OFFICIAL mentor assigned to you by your school in?
   ❑ YES
   ❑ NO ➜ GO to Question

2. Approximately how many years of teaching experience does/did this official mentor have?
   _____ years.

3. In your teaching, does/did your official mentor…

   a. …teach at the same school? ❑ Yes ❑ No

   b. …teach the same subject(s)? ❑ Yes ❑ No

   c. …teach the same grade level(s)? ❑ Yes ❑ No

4. On average, how often do/did you meet with your official mentor?

- ❏ Once a day
- ❏ 2 times a week
- ❏ Once a week

- ❏ 3 or 4 times a year
- ❏ 2 times a year
- ❏ Once a year

- ❏ 2 times a month
- ❏ Once a month

- ❏ Never

5. As best you can recall, in your teaching did you and your official mentor discuss the following on <u>three or more</u> occasions?

a. Classroom management/discipline	❏ Yes	❏ No
b. Curriculum and lesson planning	❏ Yes	❏ No
c. Classroom instruction	❏ Yes	❏ No
d. Your own professional growth	❏ Yes	❏ No
e. School rules	❏ Yes	❏ No
f. Administrative tasks/paperwork	❏ Yes	❏ No
g. Your own philosophy of education	❏ Yes	❏ No
h. Personal issues	❏ Yes	❏ No

6. As best you can recall, in your teaching did your official mentor observe you teach?
- ❏ YES ➔ • **How many times? _____**
  - **Approximately how long each time? _____ minutes**
  - • **Did you usually receive oral or written feedback?**
    - ❏ Yes
    - ❏ No
- ❏ NO

7. In your teaching, is there an experienced teacher who serves(ed) as your UNOFFICIAL OR INFORMAL mentor who you can ask or discuss things with? This may be (may have been) instead of, or in addition to, an assigned mentor?
- ❏ YES ➔ **Approximately how many years of teaching experience does (did) your unofficial mentor have? _____ years**
- ❏ NO ➔ GO to Question

---

8. If you are currently a SECOND-YEAR teacher, do you have an UNOFFICIAL mentor this year?
- ❏ Not applicable. I am currently a first-year teacher.
- ❏ YES, I have one or more unofficial mentors in my second year.
- ❏ NO, I do not have an unofficial mentor in my second year.

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9. If you are currently a SECOND-YEAR teacher, do you have an UNOFFICIAL mentor this year?
- ❏ Not applicable. I am currently a first-year teacher.
- ❏ YES, I have one or more unofficial mentors in my second year.
- ❏ NO, I do not have an unofficial mentor in my second year.

B. CLASSROOM OBSERVATIONS

10. Have any school personnel observed you teach for at least 20 minutes since the beginning of this school year?

- ❑ YES
- ❑ NO

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11. Has the PRINCIPAL observed you teach since the beginning of the year?

- ❑ YES ➜ • **How many times?** _____
     Approximately how long each time? _____ minutes
   - • **Did you usually receive oral or written feedback?**
     - ❑ Yes
     - ❑ No
- ❑ NO

12. Has the DEPARTMENT CHAIR/ SUBJECT COORDINATOR or OTHER ADMINISTRATOR observed you teach since the beginning of the year?

- ❑ YES ➜ • **How many times?** _____
     Approximately how long each time? _____ minutes
   - • **Did you usually receive oral or written feedback?**
     - ❑ Yes
     - ❑ No
- ❑ NO

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13. Has ANOTHER MORE EXPERIENCED TEACHER(S) OR A MENTOR observed you teach since the beginning of the year?

- ❑ YES ➜ • **How many times?** _____
     Approximately how long each time? _____ minutes
   - • **Did you usually receive oral or written feedback?**
     - ❑ Yes
     - ❑ No
- ❑ NO

---

14. Has a TEACHER(S) WITH ABOUT THE SAME EXPERIENCE AS YOU observed you teach since the beginning of the year?

- ❑ YES ➜ • **How many times?** _____
     Approximately how long each time? _____ minutes
   - • **Did you usually receive oral or written feedback?**
     - ❑ Yes
     - ❑ No
- ❑ NO

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15. In general, would you like to be observed BY ADMINISTRATORS…?
- ❑ More frequently
- ❑ With the same frequency
- ❑ Less frequently

16. In general, would you like to be observed BY OTHER TEACHERS…?
- ❑ More frequently
- ❑ With the same frequency
- ❑ Less frequently

17. Since the beginning of the school year, have you observed another teacher(s) in your school teach?
- ❑ YES
- ❑ NO

Appendix 2

Interview guide questions:

1. Describe a regular class days of a beginning ESL teacher.

2. How do you feel being a beginning ESL teacher? How has been your experience in your first year of teaching?

3. Describe a formal or informal mentoring session with a colleague or peer. What pieces of advice or mentoring insights do you get from them?

4. How does classroom supervision or observation make you feel? How necessary do you think are classroom observations.

5. Comment on the present mentoring and supervision program in your school. How do you think these should be carried out?

About the Author

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The Impact of Comprehension Instruction on Students' Reading Comprehension with Different Ability Grouping And Self-Efficacy

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Abstract

Among comprehension instructions that encourage collaborative learning, Collaborative Strategic Reading (CSR) and Questioning the Author (QtA) were known for their effectiveness. Both help students on improved comprehension of text and building a positive relationship among themselves. Similarly, Ability Grouping and Self-efficacy were factors that gave a significant impact on students' reading comprehension. Ability grouping affected students' reading by helping them achieve psychological intimacy and integrated involvement. On the other hand, self-efficacy determined students' achievement based on their self-confidence. Many researchers have conducted studies on CSR, QtA, Ability grouping and self-efficacy. However, there was no study that examined the effects of CSR and QtA on students' reading comprehension viewed from students' ability grouping and self-efficacy. For that reason, this study is aimed to explain the impact of two comprehension strategy instructions (CSR and QtA), two kinds of Ability Grouping (Homogeneous and Heterogeneous), and two level of students' self-efficacy beliefs (High and Low) on students' Reading Comprehension by conducting an experimental study which adopted 2x2x2 factorial design. Moreover, the study also described the interaction between those variables. It took one hundred and twenty-one of first semester students in Universitas Dehasen Bengkulu as the participant. The study administered a Reading comprehension of TOEFL test to decide students' ability grouping. A Reading Self-Efficacy Questionnaire developed by Piercey was used to measure students' self-efficacy on reading. Moreover, a reading test was developed for measuring students' Reading comprehension which was analyzed by using t-test, and three-way Anova. The result showed that 1. Comprehension instructions, ability grouping, and self-efficacy gave a positive effect on students' Reading comprehension, 2. There was an interaction between Comprehension Strategy instruction and Ability Grouping, 3. There was an interaction between Comprehension Strategy instruction and self-efficacy, 4. There was not any interaction between ability grouping and self-efficacy, 5. There was an interaction between Comprehension Strategy instructions, ability grouping, and self-efficacy.

Keywords: Comprehension Instruction, Ability Grouping, Self-Efficacy, Reading Comprehension

Introduction

In learning English, reading is an important skill that must be mastered by EFL learners. As they need to interact with written academic text, a good comprehension skill will help them gain a good understanding of it. Indeed**,** many EFL learners find it difficult to read English text. Dreyer and Nell (2003) found that many students who register for undergraduate study are under-prepared for University education. They have a low level of reading strategy which is caused by their ineffective and inefficient selection of strategic intent. Most of them become

passive when faced a reading text because they do not know what to do with the text. They also do not involve actively in class unless they are asked to do so through activities or instruction. Setiyadi,B., Holliday,L.,Lewis,R.(1999) surveyed language learning strategies used by EFL learners in Indonesia. The participants were 29 male and 50 female university students who were taking an English course at the language center. This study found that unsuccessful learners tended to use ineffective strategies in learning English. They also inactive learners who employed the strategies weakly. It suggests that teachers need to provide an opportunity for students to learn how to use an effective reading strategy while they are reading therefore, they can be an autonomous learner and a strategic reader who can independently apply the right strategy in reading an English text.

Collaborative Strategic Reading (CSR) and Questioning the Author are reading comprehension instructions that were known for their effectiveness. CSR is a multiple reading strategy instruction that combines cooperative learning and reciprocal teaching. In this strategy instruction, teacher has a considerable role in the teaching-learning process. It provides students with a model and think a loud insight, gives sufficient examples for students and also gives an overview to make sure all the students are mastering the strategy. The teacher will ask them to form a collaborative learning group to demonstrate the implementation of the strategy in the clas sroom (Klingner, Vaughn, & Schumm, 1998). There are two main objectives of CSR in the teaching and learning process. First, it is used to enhance students' comprehension and to increase their conceptual learning thus students' participation in learning can be maximized. Second, it also developed to help a struggling English language learner to become confident and competent readers. Studies have been conducted to find the effectiveness of CRS in many circumstances. The reviewed studies below showed a mixed result on the findings. Rozak, Ngadiso, and Asib (2012) have examined the effectiveness of Collaborative Strategic Reading for teaching content area reading comprehension. He found out about whether or not Collaborative Strategic Reading (CSR) strategy is more effective than lecturing in teaching content area reading comprehension, whether or not students having high intelligence have better reading comprehension than those having low linguistic intelligence and lastly, whether or not there is an interaction between teaching strategies and students' intelligence in teaching reading.This experimental research was carried out in September to November 2012 at the first semester of the eleventh year Bilingual classes of *Rintisan Madrasah Bertaraf Internasional* (RMBI) MAN 1 Bojonegoro in the academic year of 2012/2013. There were two groups in this experiment study; the class that has been taught by using Collaborative Strategic Reading (CSR) strategy and the class with lecturing strategy. Each student in the classes has been categorized as a high and low ability students based on their intelligence. A Factorial design had been used to extend the number of relationships on those variables. The finding of this study showed that Collaborative Strategic Reading (CSR) was effective in improving students' content area reading comprehension compared to the lecturing strategy. In the correlation with the level of intelligence, it has been found that there was an interaction between teaching strategies and students' intelligence. Students who have high intelligence tend to have better content area reading comprehension than those who have low intelligence. It can be concluded from the study that CSR is an effective strategy for enhancing students' content area reading comprehension. Moreover, CSR has been found successful in keeping the students encouraged and motivated to study. Another research on CSR was conducted by Karabuga and Kaya (2013) which was aimed to investigate the effect of Collaborative Strategic Reading on adult EFL learners' Reading Comprehension and Reading related problems. This study tried to investigate the possible effects of CSR practice on the reading problems and reading comprehension of adult EFL preparatory class students by considering the significance of reading strategies and changes in language education. It was conducted by using descriptive experimental research design to find out the effect of CSR on prep-class of adult EFL learners. The result of minute paper from the students on problems or difficulties they experience with reading in a foreign language indicate that the majority of students have difficulties with reading comprehension. They attribute the failure to the lack of vocabulary, grammar, inability to comprehend the text and the questions, time limit, feeling of incompetency and disliking English language and reading in English text. Following the practice of CSR, the participants account that CSR is effective to improve reading comprehension and to overcome vocabulary related problems and affective factors such as feeling incompetent and uncomfortable. Each strategy employed in CSR approach was observed to contribute to one specific aspect of comprehension.

On the other hand, McCown (2013) wrote another research that investigates CSR. A quasi-experimental

research method was used to examine the effectiveness of CSR on informational text comprehension and metacognitive awareness of a heterogeneous group of fifth-grade students including regular education students and students with learning disabilities. Two assessments were used in this study to measure reading comprehension: the QRI-5 and Georgia's CRCT. While to measure the metacognitive awareness, the writer used the MARSI, a self-report measure. The findings showed a difference in QRI-5 expository reading comprehension scores between fifth-grade students who receive CSR instruction compared to students who do not receive CSR instruction. There was also no significant difference between reading comprehension scores on CRCT total reading comprehension and CRCT reading domain among fifth-grade students who receive CSR instruction compared to students who do not receive CSR instruction. And for the last question about students' metacognitive awareness, it was found that the MARSI MANOVA did not show a statistical difference between the experimental and control groups on any of the three MARSI subscales.

Furthermore, *Questioning the Author* (QtA) is considered as a reading instruction which focuses on the importance of students' active effort to build understanding on the text ideas during reading (Beck&McKeown, 2002). Building understanding on the text as the main goal of QtA is a different process compared to extracting information which was known as an older view of reading. In building understanding, students' need to determine what kind of information they need to pay attention to and then connect it to other information. This process happens through discussion during the reading process. Baleghizadeh(2011) conducted research using Questioning the Author to enhance students' reading comprehension through research entitled "The impact of students' training in Questioning the Author technique on EFL Reading Comprehension."The participants were ninety-eight adult students from three experimental group and one control group. The first experiment group is given a reading text and answer multiple-choice comprehension questions. The second group, read the same text, answer the same questions but before they have been taught with QTA technique. And the last group as a control group were given a simplified version of the text and also the same questions to answer. The result of the study showed that the participant in experiment groups outperformed students from the control group. Nevertheless,students in the experiment group who have been trained with QTA outperformed students in the other groups. This finding indicated that QTA gives a positive effect on students' reading comprehension.Moreover, Bernadowski (2006) researched about the effects of middle school social studies teachers' questioning patterns on learners' outcomes by Using *Questioning the Author* strategy. Two social studies teachers from an inner city middle school in western Pennsylvania were selected as the participants of the study. They were trained in implementing this strategy so that they can improve their classroom questioning and students' responses to the text. Through a case study method, the writer did an observation by audiotaped each lesson. The data was transcribed and categorized by using tables and descriptive narratives. Moreover, Teaching Questioning Survey and interviews were used as additional instruments to gather the data . The survey was distributed before the study and sought-after information about the participants' general knowledge of questioning strategies. The study found that *Questioning the Author* helped learners to engage with the text. It also increased the ability of teachers to ask questions which affects students levels of comprehension.

Many factors give influence to the implementation of CSR and QtA. One of them is the collaborative work between students and peers in enhancing the meaning-making of text. This process embodies through a small group discussion during the implementation of those approaches. As a part of cooperative learning, group discussion is believed to enhance students' language learning including their reading comprehension ability. Henning, J (2008) argues that students who are engaged in meaningful discussion tend to perform a better comprehension of a text. Discussion process on it stimulates their high-level reasoning by allowing them to see many perspectives from their peers (Anderson & Krathwohl, 2001). A meaningful classroom discussion is also significant for the development of students' understanding of a text. It allows students to mix their understandings, questions, hypotheses, and connections to previous knowledge and experiences. Based on these facts, teachers need to pay attention on how they arrange students in the classroom during the implementation of CSR and QtA. According to Thomas and Feng (2014), the decision to group students based on their ability is kind of grouping that takes so much attention from researchers. They have been struggling with finding the answers for its benefits and harms. Research has also found different answers according to their learning outcomes. Some research found ability grouping as something beneficial while others believed it was harmful to the teaching-learning process. Tieso.C(2005) and Heltemees.L(2009) found that A heterogeneous ability grouping can increase students' self-

esteem and motivation to learn, improve their attitudes toward school and peers, give the opportunity to socialize and learn from other students and also develop valuable leadership skills for the students. In another side, it can also give a negative impact on students' achievement, participation, motivation, and self-esteem when applied to a specific subject. Poole (2008) found that in reading class, a heterogeneous ability grouping can suffer the students by decreasing their academic achievement. They are interrupted more by the teacher and read less. It then causes negative self-esteem which leads them to become low motivation students. For high ability students, heterogeneous ability grouping can also give negative effects. Here, students will have slow progress in their academic achievement. They will not show their best performance in the classroom since they are interacting with lower ability students (Rogers,1998). While for average ability students, Saleh and De Jong(2005) found that they do not get any advantages from this kind of grouping since they are not engaged in the classroom interaction. In a homogeneous grouping class, students with average and high ability get the most benefit from it. Rogers (as cited in Heltemes,2009) argues that high ability students show their potential ability and engage more in the class. They process the material intensely since they collaborated with students at the same level of ability. While for low ability students, they get many disadvantages from this grouping. They get little understanding of the material and get less input from peers. In general, students in the homogeneous class are difficult to move on to higher or lower groups since they make an interaction with the same ability peers (Ireson & Hallam, 2001).

Besides ability grouping, affective elements such as motivation and attitudes have influenced the teaching and learning process in the classroom. Many researchers found that those aspects play a crucial role in students learning. Self-efficacy as part of attitudes is known as a key process that affects students' learning and achievement. It is more specific to a particular activity or situation and also can be affected by a more general attitude (Bandura,1997). Self-efficacy can be defined as someone's beliefs about his ability in controlling situation that occurred (Bandura, 1997). As a primary component of someone's motivation, self-efficacy can affect people's learning behavior such as effort and persistence, achievement and also the environment. As it is known that people always try to take control over many aspects of their lives, self-efficacy then becomes one of the most important processes that should be taken into consideration (Bandura,2006). The choice of activities, effort expenditure, persistence, and achievement are another aspects of life that influenced by Self-efficacy (Bandura, 1997). It influences the choices people make and the courses of action they pursue. A student with high self-efficacy tends to work harder in facing obstacles. They put forth more effort and face challenges with persistence (Huang, Gu, Yao, & Zheng,2017). They also look more ready and persistence in performing a task thus their achievement usually better than the students with low self-efficacy who usually doubt with their learning capabilities and experience anxiety and inhibition. Many studies on self-efficacy in foreign language learning contexts have examined the relationship between self-efficacy and foreign language performance, and mostly the research findings have demonstrated that academic performance has a strong linkage with learners' self-efficacy beliefs whether in foreign language courses or proficiency especially for reading and listening comprehension (Huang et al.,2017). It is very challenging to find out the impact of students' self- efficacy beliefs on students' achievement, especially for reading comprehension.

The reviewed studies related to Comprehension instruction (CSR and QtA), Ability Grouping, and Self-Efficacy beliefs have provided information on the impact of each variable on students' Reading Comprehension. However, there were not any previous studies that investigate the interrelation of those variables on students' Reading comprehension, especially in Indonesia. As it has been known that those variables are crucial in teaching-learning process, the writer then interested in examines the topic. Moreover, through this current research, the writer can also provide a new knowledge and information on the impact of Comprehension instructions (CSR and QtA), Ability Grouping (Homogeneous and Heterogeneous), and Self-efficacy (High and Low) on students' Reading Comprehension and also reveals the interaction between them in the teaching- learning process. For those purposes, the following research questions are formulated in this study:

1. What is the impact of Comprehension Instructions (CSR and QtA) on Students' Reading Comprehension
2. What is the impact of Ability Grouping (Homogeneous and Heterogeneous) on Students' Reading Comprehension
3. What is the impact of Self-Efficacy (High and Low) on Students' Reading Comprehension
4. What is the Interaction between Comprehension Instructions and Ability Grouping on Students' Reading Comprehension?

5. What is the Interaction between Comprehension Instructions and Self-Efficacy on Students' Reading Comprehension?
6. What is the Interaction between Ability Grouping and Self-Efficacy on Students' Reading Comprehension?
7. What is the Interaction between Comprehension Instructions, Ability Grouping, and Self-Efficacy on Students' Reading Comprehension?

Methodology

Participants
The study was conducted in English classes at private University in Bengkulu, Indonesia. The research was done in a 16-week course which took 90 minutes/meeting. There were four classes of first semester students with **121** total number of students. Each student in the classroom was labeled based on their scores on TOEFL prediction test. Students whose scores were above 400 were categorized as **High ability**, and students whose scores were below it were categorized as **Low ability**. The students then were divided into several groups based on their category. A learning group consisted of 4 or 5 students with the same category was labeled as **a homogeneous** ability grouping while the other group of students with mix category was named a Heterogeneous ability grouping. There were 121 students that were taken as the sample from 4 English classes; a. 30 students from Accounting A1 class which was then labeled as QtA classroom with heterogeneous ability grouped of students;2. 31 students from Accounting A2 class that were named QtA classroom with homogeneous ability grouping of students; c. 30 students were taken from Management A1 class and named CSR with heterogeneous ability grouping of students; d. and also 30 students from Management A2 class which were labeled as CSR classroom with Homogeneous ability grouped of students. Besides, the students were asked to fill a reading self-efficacy questionnaire to find out their level of reading self-efficacy beliefs.

Instrumentation
Reading comprehension pre-test and post-test
To assess students' reading comprehension, a pre-test and post-test were conducted at the beginning and the end of the semester during the study. The test was adapted from a standardized reading comprehension section of TOEFL test consisting of five types of reading questions**;** getting the main idea, dealing with vocabulary, making inferences and also finding the supporting details with total 30 questions. The type of each question's item is listed below:

Table

Type of Questions	Item's Number
getting the main idea	7,17,35,38,46
dealing with vocabulary	12,14,16, 21, 23,28,32,33,34,40,44,45,48
making inferences	3,5,13,24,25,26,30,39,43,50
finding the supporting details	1,2,4,9,10,11,15,18,19,20,22,27,29,31,36,37,41,42,47,49

Reading comprehension test adapted from reading comprehension section of TOEFL test was given to the students at the beginning and the end of the study. The result of the pre-test and post-test was analyzed by using statistical SPSS software to see the impact of teaching instruction (CSR and QtA), ability grouping (Homogeneous and Heterogeneous grouping) and also reading self-efficacy (high and low) on students Reading Comprehension. Besides, the test is also used to see the interaction between those variables. As a standardized test, reading section of TOEFL test is chosen because of several reasons. First, TOEFL is categorized as a high validity and reliability test (Alderson,2000;Grabe,1991). Second, most of the students in Indonesia are familiar with this kind of standardized test. Last, in the University of Dehasen Bengkulu, TOEFL prediction test is usually used to measure students' ability in English before they enter the university program. Thus, the writer was confidence in choosing this test as one of the instruments.

Reading Self-Efficacy Questionnaire

The writer uses a questionnaire in to find out the level of students' reading self-efficacy. The questionnaire is adopted from Piercey (2013) who had designed the questionnaire based on several reading self-efficacy's measurements. The writer chooses this questionnaire because of several reasons. First, this questionnaire is a recent one and measures a whole aspect of reading self-efficacy compared to the previous ones (Motivation for Reading Questionnaire, Motivated strategies for Learning Questionnaire, Program for International Student Assessment and Self Regulated Learning Questionnaire). It combines several aspects of reading self-efficacy measurement such as general reading self-efficacy, reading test self-efficacy, self-efficacy for self-regulation in reading, self-efficacy for academic reading and self-efficacy for extracurricular reading. It is hoped that by using this questionnaire, the writer can get complete information on all aspects of students' reading-self efficacy in Universitas Dehasen Bengkulu. Second, this instrument is considered as a high validity and reliability questionnaire and the procedure of recording the data also fit with the research question of this study. And last, this instrument also contains an accepted scales for measurement. According to Creswell (2011) an instrument which developed recently, has high validity and reliability, has a clear procedure which matches with the research questions and contains accepted scale of measurement can be categorized as a good instrument to use.

Procedures

Four English classes of economic faculty, Universitas Dehasen Bengkulu were the experimental groups of this study. They are 2 classes with CSR instruction and 2 classes with QtA instruction; Each class consisted of several groups of students that have been categorized as homogeneous or heterogeneous ability grouping. Procedures used for collecting the qualitative data are outlined below.

During the 1st week, students from all classes were informed about the study and were asked to take a reading comprehension test as they pre-test. They were also asked to fill a reading self-efficacy questionnaire adopted from Piercey (2013).This questionnaire was given to all students to find the level of students self-efficacy in Reading. Based on the result of the reading test and reading self- efficacy questionnaire, the writer took 121 students from 4 classes as the subject of the study.

On the next 14 weeks during the 2nd until 15th weeks, students were taught by using CSR and QtA teaching instructions as the treatment. The first class, consisted of students in a homogeneous ability grouping which was taught by using Collaborative Strategic Reading as the treatment. The second class also received Collaborative Strategic Reading Instruction as the treatment, but in heterogeneous ability grouped. In another hand, the third and the fourth classes were taught by using Questioning the Author as the treatment. However, they have formed in different ability grouped. Students in the third class were formed as a homogeneous ability grouped while students in the fourth class were grouped as a heterogeneous ones.

During these weeks, the writer observed the implementation of each comprehension instruction and the group work by using an observation checklist. She and another two observers also made some field notes to describe the activities in the classrooms which cannot be recorded by the observation checklist. Finally, at the end of the fifteen-week meeting, the students were asked to complete a reading comprehension test as the final test. The postest scores were used for the comparison with the previous pre-test scores.

Data Analysis

In order to find out the result of the study, the writer analyzed the data by using SPSS 16 program. Descriptive statistics were used to calculate the frequency distributions, means, and standard deviations for the test scores while the inferential statistics (i.e., t-test and Three-way ANOVA) were used to determine the level of statistical significance ($p < 0.05$) in order to investigate the impact of comprehension instruction, ability grouping and self-efficacy and also the interaction among those variables in enhancing students' reading comprehension.

Results
Descriptive Statistics

Table 1 provides the between-subjects factors of the variables. It presents the value label of the variables and also the sums of each variable. On the other hand, Table 2 provides the descriptive statistics of the variables. It shows

the mean, standard deviation, and sum of Comprehension instruction (CSR and QtA), Ability Grouping (Homogeneous and Heterogeneous), and Self-Efficacy (High and Low) in the detail groups.

Table. 1
Between-Subjects Factors

		Value Label	N
TI	1	CSR	60
	2	QTA	61
A G	1	HOMO	61
	2	HETERO	60
S E	1	HIGH	68
	2	LOW	53

Table. 2
Descriptive Statistics
Dependent Variable:NILAI

TI	AG	SE	Mean	Std. Deviation	N
CSR	HOMO	HIGH	65.31	9.898	16
		LOW	67.86	8.690	14
		Total	66.50	9.284	30
	HETERO	HIGH	79.33	7.844	18
		LOW	76.00	8.442	12
		Total	78.00	8.116	30
	Total	HIGH	72.74	11.255	34
		LOW	71.62	9.368	26
		Total	**72.25**	10.410	60
QTA	HOMO	HIGH	72.63	10.664	16
		LOW	56.60	10.802	15
		Total	64.87	13.326	31
	HETERO	HIGH	70.50	11.991	18
		LOW	65.08	12.094	12
		Total	68.33	12.127	30
	Total	HIGH	71.50	11.266	34
		LOW	60.37	11.965	27
		Total	**66.57**	12.764	61
Total	HOMO	HIGH	68.97	10.781	32
		LOW	62.03	11.233	29
		Total	**65.67**	11.451	61
	HETERO	HIGH	74.92	10.945	36
		LOW	70.54	11.624	24
		Total	**73.17**	11.332	60
	Total	HIGH	**72.12**	11.194	68
		LOW	**65.89**	12.083	53
		Total	69.39	11.952	121

Table 3 shows the Homogeneity level of all variables through Levene's test of equality of Error Variances. The Statistics value of F =0.861 with df 1= 7 and df2=113 with P-value = 0.539 > 0.05. The result infers that all the samples have the same variance and categorized as Homogeneous.

Table.3

Levene's Test of Equality of Error Variances[a]

Dependent Variable:NILAI

F	df1	df2	Sig.
.861	7	113	.539

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + TI + AG + SE + TI * AG + TI * SE + AG * SE + TI * AG * SE

Table 4 is a three-way anova for finding the frequency distribution, mean score, F value and P value of each variable in the study. This table shows the main effects and the interaction effects of each variables.

Table. 4

Tests of Between-Subjects Effects

Dependent Variable:NILAI

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	5468.825[a]	7	781.261	7.562	.000
Intercept	566035.643	1	566035.643	5.479 E3	.000
TI	1038.018	1	1038.018	10.048	.002
AG	1504.061	1	1504.061	14.559	.000
SE	913.687	1	913.687	8.844	.004
TI * AG	461.863	1	461.863	4.471	.037
TI * SE	788.624	1	788.624	7.634	.007
AG * SE	41.371	1	41.371	.400	.528
TI * AG * SE	502.518	1	502.518	4.864	.029
Error	11673.918	113	103.309		
Total	599728.000	121			
Corrected Total	17142.744	120			

a. R Squared = ,319 (Adjusted R Squared = ,277)

Research Question 1: What is the impact of Comprehension Instructions (CSR and QtA) on Students' Reading Comprehension

Based on the result of paired samples test of Collaborative Strategic Reading pre and post-test, it was found that sig(two tailed) (0.000) was lower than α (0.025). Moreover, t obtained 16.525 was higher than t(0.025,59). The result showed that Collaborative Strategic Reading was significant in improving students reading comprehension. Likewise, the result of paired test of pre and post test QtA showed that sig(two tailed) (0.000) was lower than α (0.025). Moreover, t obtained 9.948 was higher than t(0.025,60). The result implied that Questioning the Author was also significant in improving students reading comprehension.

The result from table B shows that the mean score of the students is different. The mean score of the students' reading comprehension who is teached by using CSR is 72.25, while the mean score of the students who are taught by using QtA is 66.57. The ANOVA test for comprehension instruction from table D showed that the result is **Sig. = 0.002< 0.05.** Thus, it is inferred that there is a significant impact of Strategy instructions (CSR and QtA) in increasing students' reading comprehension. It also found that the mean score of students reading comprehension in CSR Classes outperformed the QtA Classes.

Research Question 2 : What is the impact of Ability Grouping (Homogeneous and Heterogeneous) on Students' Reading Comprehension?

Based on the result of the paired samples test of Homogeneous ability grouping pre and post-test, it was found that sig(two-tailed) (0.000) was lower than α (0.025). Moreover, t obtained 9.984 was higher than t(0.025,60). The result showed that Homogeneous ability Grouping was significant in improving students reading comprehension. Likewise, the result of the paired test of pre and post-test of Students' in Heterogeneous ability grouping showed that sig(two-tailed) (0.000) was lower than α (0.025). Moreover, t obtained 19.068 was higher than t(0.025,59). The result implied that Heterogeneous ability grouping was also significant in improving students reading comprehension.

The result from table B above shows that the mean score of the students is different. The mean score of the students' reading comprehension in Homogeneous ability grouping is 65.67, while the mean score of the students in Heterogeneous ability grouping is 73.17. Then, after doing a homogeneity test represented by table C, it can be concluded those data are homogenous because they have the same variance. Moreover, the result from Anova test represented in table D showed that **Sig. = 0.000< 0.05** for Ability grouping**.** Thus,it is inferred that there is a significant impact of Ability grouping (Homogeneous and Heterogeneous) on students Reading Comprehension. It also found that the mean score of students reading comprehension in Heterogeneous ability grouping outperformed the Homogeneous Ability Grouping.

Research Question 3 : What is the impact of Self-Efficacy Beliefs on Students' Reading Comprehension?

The result from table B above shows that the mean score of the students is different. The mean score of the students' reading comprehension who have High Self-Efficacy is 72.12, while the mean score of the students who have low self-efficacy is 65.89. Then, after doing homogeneity test showed in table C, it can be concluded those data are homogenous because they have the same variance. It is proved by **Sig. = 0.539 >α = 0.05**. After that, based on the result of Anova test in Table D, it found that the significancy level of Self-efficacy is **0.004< 0.05.** Thus, it is inferred that there is a significant impact of Self-Efficacy on Students' Reading Comprehension. Moreover, It also found that the mean score of students reading comprehension with High Self-Efficacy outperformed students with Low Self-efficacy beliefs.

Research Question 4 : What is the interaction between Comprehension Strategy instruction and Ability Grouping on Students' Reading Comprehension?

The homogeneity test for all the variables in the study through Levene's test in Table C shows that those data are homogenous because they have the same variance. It is proved by **Sig. 0.539> 0.05**. Moreover, the tests of Between-Subjects Effects through Anova test shows that the F value between Comprehension Instructions and Ability grouping is **F (4.471**) with **Sig. = 0.037< 0.05.** Thus, it is inferred that there is an interaction between teaching instruction and ability grouping on students' Reading Comprehension.

Research Question 5 : What is the interaction between Comprehension instruction and self-efficacy?

The homogeneity test for all the variables in the study through Levene's test in Table C shows that those data are homogenous because they have the same variance. It is proved by **Sig. 0.539> 0.05**. Moreover, the tests of Between-Subjects Effects through Anova test shows that the F value between Comprehension Instructions and Self-Efficacy is **F= 7.634** with **Sig. = 0.007< 0.05.** Thus, it is inferred that there is an interaction between Comprehension Instruction and Self efficacy on students' Reading Comprehension.

Research Question 6 : How is the interaction between ability grouping and self-efficacy?

The homogeneity test for all the variables in the study through Levene's test in Table C shows that those data are homogenous because they have the same variance. It is proved by **Sig. 0.539> 0.05**. Moreover, the tests of Between-Subjects Effects through Anova test shows that the F value between Ability Grouping and Self-Efficacy is **F= 0.400** with **Sig. = 0.528> 0.05.** Thus, it is inferred that there is not any interaction between Ability grouping and Self Efficacy on students' Reading Comprehension.

Research Question 7 : How is the interaction between Comprehension Strategy instruction, Ability Grouping and Self Efficacy on Students' Reading Comprehension?

The homogeneity test for all the variables in the study through Levene's test in Table C shows that those data are homogenous because they have the same variance. It is proved by **Sig. 0.539> 0.05**. Moreover, the tests of Between-Subjects Effects through Anova test shows that the F value between Comprehension Instructions, Ability Grouping, and Self-Efficacy is **F= 4.864** with **Sig. = 0.029< 0.05.** Thus, it is inferred that there is an interaction between Teaching instruction, Ability grouping, and self-efficacy on students' reading comprehension.

Discussion and Implications

The first research question examined and compared the impact of Comprehension Instructions (CSR and QtA) on Students' Reading comprehension. Based on the result of the test, it was known that comprehension strategy instructions (CSR and QtA) give a positive effect on students' reading comprehension. There is a significant difference between students' reading comprehension scores before and after the treatment in both classes. However, students in Collaborative Strategic Reading classes got a higher mean score in their Reading Comprehension test after the treatment compared to students in QtA classes. CSR instruction provides students with an explicit learning model which was easier to be implemented by students. This instruction also facilitates students to have group interaction thus gives them an opportunity to get support from their peers. However, this finding is different from that of McCown (2013), she found that there is not any significant difference between students' reading comprehension scores on standardized reading comprehension test compared to students who do not receive CSR instruction. Moreover, she also found that on MARSI test, there is not any statistical difference between those groups. These findings could be related to several reasons. First, students got a limit exposure to the strategy since the treatment was in a short time. According to Klingner, Vaughn, and Boardman (2007) implementing CSR is time-consuming and is so complicated thus an extra time is needed to get a maximum result. Moreover, the form of a standardized reading comprehension that definitely in form of multiple-choice test makes it more difficult for students since in the classroom practice they usually use an open-ended questions in a learning log.

Indeed, many previous studies supported the current study regarding the effectiveness of CSR in increasing students' Reading Comprehension. Rozak, Ngadiso, and Asib (2012) found that CSR was effective in improving students' reading comprehension. Another studies (Fan,2009; Nosrantini,2013; Karabuga&Kaya, 2013) also found that CSR instruction helps learners in increasing their reading comprehension performance. Students' collaboration and group discussion made the process of comprehension become easier and more comfortable. As Klingner et al (2007) stated that CSR is effective because it combines cooperative learning and reciprocal teaching which provides students with a clear and an explicit learning model. It also facilitates students' learning through procedural strategies and also facilitating interactive group discussion between students. Since CSR provides students with a clear and explicit learning instruction, it helps students in monitoring their learning when they are using variety of strategies and skills before, during and after reading. The idea is supported by

Rupley, Blair, and Nichols (2009) by saying that the reader seems to learn essential reading skills and strategies better if the strategy instruction becomes the part of teachers teaching method. In this situation, students get new information about the strategy through meaningful and explicit explanation from the teacher. When the teacher demonstrates the skill or strategy, it will be easier for the students to practice and apply it and obtain feedback.

Despite the fact that students' in QtA classes got a lower mean score than in CSR classes, the result of t-test showed that it was also effective for improving students' Reading comprehension. In QtA classes, students are provided with the opportunities to engage with a text in a very supportive environment. This teaching method aids students with a sequence of strategies which help them make meaning of a text. It also motivates students' learning by providing a non-threatening, supportive experience. It facilitates students to build an understanding of text ideas. Moreover, it supports students to minimize their anxiety in learning. It also maximizes students' interaction and helps students build meaning rather than recall factual information.

In the second question that asked about the effectiveness of Ability grouping, it was found that both kinds of students' grouping(homogeneous and heterogeneous) give a positive effect on students' Reading comprehension. The test result also showed that students in heterogeneous ability grouping outperformed students in homogeneous ability grouping. In heterogeneous ability grouping, the collaboration among students with different language proficiency can benefit each other. Students who are more proficient helped they friends in improving their reading skill. On the other hand, they get benefit by increasing their self-esteem and attitudes toward their peers and also the assignment itself. According to Saleh&De Jong (2005) and Poole (2008), several benefits lay in a heterogeneous ability grouping both for high and low ability students. For low ability students, being in a heterogeneous ability grouping give them an opportunity to socialize and learn from students with high ability. They can learn how high ability students deal with the problem in doing the task. This process is also believed to increase their motivation in learning which later on can also help them improve their skill in reading. Meanwhile, for a high ability student, this kind of grouping help them to get a deep understanding of the subject and the assignment by verbally reinforcing the material they understand. This process also helps them to develop their leadership skill since they need to lead the lower ability students in the group. Moreover, both high and low ability students get a valuable academic and social lesson from this kind of grouping. They start to build a good attitude toward each other, build good communication and finally it can help them achieve academic success in learning. On the other hand, a homogeneous ability grouping where students at the same ability is grouped, the group productivity was more predictable since most of the member work at the same pace. Robinson (2008) believes that this condition gives some benefits to the group. Students who work with the same ability peers tend to share the same standards, goal and expectations thus help them to work at a faster pace. Moreover, they can work together with confidence since they can ask questions and give explanation on an equal level (Saleh&De Jong,2005).

Self-efficacy is an affective aspect that gives a significant impact on students' learning. It has been defined as someone's belief about his capability in accomplishing a task (Bandura,2006). Researchers have found that students' self-efficacy is a crucial factor that affects their academic success. This current research found that Students with high reading self-efficacy tend to have a higher reading comprehension test score than students with low reading self- efficacy. Their ability in reading is growing fast since they learn the strategy quickly. As Yogurtchu (2012) stated that students who have high self-efficacy develop great reading comprehension, they also perform a richer cognitive interaction, experiences and also able to access an effective, interactive, strategic, quick of reading comprehension. They also stable and persistence in doing the assignment that has been given. Meanwhile, students' with low self-efficacy also got improvement in their reading comprehension test even it not as high as students' with high reading self-efficacy. They tend to have a great amount of stress and high anxiety which make them slow in the learning process. Moreover, students with low self-efficacy beliefs usually have a low motivation to complete the assignment. Chemers, Hu, and Garcia (2001) stated that there is a strong correlation between self-efficacy and academic expectation,thus students with low self-efficacy have a lower academic expectation and show a less academic performance compared to those with high self-efficacy.

Finally, the findings of the current research showed that there is an interaction between comprehension strategy instructions and ability grouping, comprehension strategy instruction and self-efficacy, and among Comprehension strategy instruction, ability grouping and self-efficacy toward students' reading comprehension. The interaction between Comprehension strategy instruction and ability grouping showed that the effect of CSR

and QtA on Students' Reading Comprehension depend on the form of students' ability grouping. Students in both classes got higher scores if they studied in Heterogeneous ability grouping. In this kind of grouping, both high and low ability students got advantages from each other. Students with high ability got advantages by leading, teaching and explaining the knowledge or the material to low ability students. Through these process, they were able to master the material deeply and internalize it better. As stated by Allwright (2014) students can learn material better if they have had a chance to teach or to explain it to others which help them to develop their knowledge and internalize what they have learned before. On the other hand, students' with low ability improved their ability through interaction with more capable peers. Ellis (2013) believed that through communication with peers with higher capability, students could get more benefit in the interactions and exchanges process. This process ensures that learner can get more information and knowledge.

Moreover, there was also an interaction between comprehension instruction and self-efficacy. The effect of the implementation of each instruction was influenced by the students' differences in their self-efficacy level. Students in CSR classroom with high self-efficacy beliefs tend to have better achievement since they were more confident in using the strategies. Likewise, they were also quick learners who gave more effort on their activities.

There was not any interaction between ability grouping and self-efficacy. The level of students' self-efficacy did not give any impact on students' achievement in each ability grouping. This could happen because students in each efficacy level showed consistency in their learning. They were engaged in the meaningful learning process in both kinds of grouping. As research conducted by Liu (2014) who investigated the relationship between Ability grouping and learner anxiety found that the anxiety level between two groups in the form of ability-grouping were insignificant. The low and average performing students remained homogeneous regarding their anxiety level. High-achieving students also continued to have significantly lower anxiety levels than their counterparts. This finding implied that the interaction between ability grouping and the form of affective elements such as self-efficacy and anxiety is not significant.

Nevertheless, there was interaction among comprehension strategy instruction, ability grouping, and self-efficacy on students' reading comprehension. The effect of comprehension strategy instruction on students' reading comprehension depends on students' Ability grouping and self-efficacy. Both variables are predictors that give influence to students' reading achievement. Students who are taught by using CSR instruction in heterogeneous ability grouping who have high self-efficacy belief tend to have a better reading comprehension than the other groups. CSR instruction is an explicit instruction which taught the students how to deal with comprehension question step by step. It then helps the students to master the strategies well. On the other side, heterogeneous ability grouping helps students to interact and get benefits from students with different ability level. This kind of interaction gives students the opportunities to socialize and learn from others. It also can increase their motivation to learn. Finally, students' high self-efficacy belief helps them to develop a great ability in reading since they have a great belief and motivation to be success in finishing the task.

In summary, it has been known that comprehension strategy instruction, ability grouping and self-efficacy gave significant impact on students' reading comprehension. However, Collaborative Strategic Reading, Heterogeneous ability grouping and students' high self-efficacy beliefs outperformed other variables.

These findings reveal a clear need for future research examining the complex interaction between the relevant variables examined and reading comprehension ability among university students of English as a foreign language in Indonesia. The amount of sample size and the characteristics of participants who come from private universities in Bengkulu were considered representative for fulfilling the generalizability of the findings to Indonesian EFL learners.

Moreover, the current study added support to previous research from all over the world that had demonstrated a good impact of Comprehension instruction, ability grouping, and self-efficacy on students' reading comprehension. It also gives additional information and knowledge on how those variables interrelated each other since it was the first study that examined the effect of these instructions on students' reading comprehension with different ability grouping and self-efficacy.

Finally, it was known that this study need further research to make it perfect especially related to the number of the participants, the teaching material and also the instruments. This study took place in one private University in Indonesia covering just two faculty with 121students. The writer just divide them into two ability grouping, high and low because of the limitation on the number of participants. For the next investigation, it would be better

if the researcher add a moderate ability students to see any different in the result. Another factor that need to be considered in the next research is the use of reading material. In this study, the writer used only expository text thus the use of other text genres will be beneficial. Regarding the used of the instruments, the next study can use another reading comprehension test or build their own test which suit with the material that has been given to the students in the classroom. While for assesing students' self-efficacy beliefs, the future study can use another standardized questionnaire to see any different in the result.

Pedagogical Implication

From the result of the study, it was known that implementing collaborative work amongst students, grouping students based on their ability and knowing students' self-efficacy can help students in improving their reading comprehension ability. Considering these facts, teachers can build more comprehensible classroom activities while teaching reading. They can provide students with an effective teaching instruction that suit students' needs, grouping the students for learning and considering students' self-efficacy before teaching. The findings of this study also provide a crucial information for Indonesian EFL teachers in knowing factors that need to be considered before teaching reading in the classroom.

Moreover, this study demonstrates the potential use of Collaborative learning and ability grouping for English language teaching in Indonesia. It shows that a shift from teacher as a center of learning to students center is possible during teaching and learning process in Indonesia. Likewise, considering students' affective factor such as self-efficacy is also important for their learning. The data showed us that by implementing collaborative learning, applying ability grouping, and considering students' self-efficacy can help students maximized their learning and thus, develop their Reading ability. Finally, it was found that the implementation of collaborative learning together with ability grouping and considering students' self-efficacy provided students with an effective teaching instruction, a great communicative opportunities and a supportive environment that stimulate them to improve their reading comprehension.

Acknowledgments

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Evaluation of Second Language Learners' Syntactic Errors in ESL Writing

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Abstract

Writing is considered varied with context and cannot be distilled down to a set of abstract cognitive or technical abilities. It always involve a combination of talent and skill and that makes it complex yet writing becomes more complex for ESL learner when they write using the second language in the academic context. With the growing interest in linguistic accuracy in relation to L2 writing pedagogy, this study generally aimed to evaluate the second language learners' syntactic errors in ESL writing. Data extracted from the fifty-four (54) third year and fourth year ESL students reveal that the ESL learners are seldom exposed in writing. Their predominant errors along syntactic structures are on tense, pronoun-antecedent agreement and faulty parallelism. Those who are in the higher year level tend to commit lesser syntactic errors. Furthermore, year level and writing exposure highly relates to their incidence or occurrence of syntactic errors in ESL writing.

Keywords: Evaluation, Syntactic Errors, Second Language Learners, ESL Writing

Introduction

The current condition in the world have corresponding significance in the issues of bilingualism and the important role of the English language. The fundamental aim of teaching a language is to make the learners proficient in some or all of the basic language skills. Researchers have paid increasing attention to the structural and functional language changes.

Representation of syntactic structure is a core area of research. A text is determined legal by the language of syntax and the disagreements with the syntactic rules are called syntax error. This judgment can easily be detected by one's knowledge of language but one purpose of a theory of syntax is to possess the structural sentence as acceptable or not. As writing is a continuous complex process of expressions. It is not itself a simple process with its native language and rather even more a complicated process if the language is a foreign language. This is especially true to Filipinos who learn English as a second language. A number of studies conclude with the impact or interference of their first language during the process of writing in English.

Syntax complexity is one of the most difficult structural elements for students not to exempt college students. This may be highly regarded to the veracity that English is not the country's first language.

The ability to write effectively is very important in second language acquisition. Good English writing competence is widely recognized as an efficient skill for educational reasons. Writing is a difficult process which demands cognitive analysis and linguistic synthesis. It is twice harder to learn to write in a foreign language, and it takes time and effort to become well competent in the proper and accurate usage of foreign language.

Mohamed and Darus (2012) believe that writing is an indispensable skill. It is in this aspect that learners are able to develop autonomously, promoting themselves towards intellectual maturity especially in the case of language learning. In addition, they claimed that the most difficult of all the macro skills for all language users regardless of whether the language in question is a first, second or foreign language is learning to writing fluently

and expressively.

Competence in Writing can be assessed through one's ability to properly organized thoughts using appropriate structures. Good writing consists not only of a string of varied, correctly-structured sentences. The sentences must also lead from one to the next so that the text is cohesive and the writer's ideas are coherent.

Wang and Wen (2002) on the other hand, professed that L2 writers obviously freeze when writing in the target language because of their mother tongue which directly impedes the use of the second language. Consequently, the transfer of language or syntactic which is merging the schemes of the two languages in their L2 writing, as stated by Watchrapunyawong and Usaha (2013), was found to be an alarming issue. Moreover, Weigle (2002) also states that because of the constraints of limited second-language knowledge, the students see L2 writing as hampered because of the need to focus on language rather than content. She claims that it is impossible for L2 students to write in a second language properly without linguistic knowledge regarding grammar and vocabulary. In research findings, Sattayatham & Honsa (2007) found that less proficient learners had a higher number of grammatical, orthographic and syntactic and lexical errors.

As locals, who are used and exposed of various ethnic dialects being spoken and practices in the daily life means of communication, and as per personal experience, students taking up the discipline of English as secondary language, these students encountered malpractice of the functions and structures of the said foreign language which leads the students to derive errors upon coming up a certain ideas in the outputs or products. These unnoticed confusions were brought by how ethnic dialects being affects the student practices. These were the underlying reasons why the researcher prompt to study the students' errors on syntactic structure.

Therefore, this study aimed to evaluate the syntactic errors of second language learners in ESL writing. Specifically, it aimed to determine the profile of the students with respect to sex, age, mother tongue, year level, available resources at home and frequency of utilization; identify the written exposures of the ESL learners; and examine the syntactic errors committed by the second language learners in their ESL writing. It shall also measure whether there is a significant difference on the syntactic errors committed by the second language learners when grouped according to profile. Finally, it shall examine the significant relationship between the second language learners' syntactic error, their profile and written exposure?

Methodology

The descriptive-correlational method of research employing the survey and correlational techniques was used in this study. Descriptive was used as the study determine the profile of the students and their reading and writing exposure. Correlation method was also employed as the study evaluated if there exist a significant relationship between the students' committed error and their profile variables and writing exposures.

The study was conducted at the College of Teacher Education (CTE) of the Cagayan State University, Maura, Aparri, Cagayan for the School year 2017-2018. Cagayan State University-Aparri is one of the satellite campuses of the University situated 2-3 kilometer east of the town proper. Currently, its total enrollment is approximately 5,332 students. Moreover, CSU is one of the public Higher Education Institutions (HEIs) in Northern part of the Philippines and College of Teacher Education is one among the eight colleges in the campus. CTE offers Bachelor in Secondary Education major in English, Mathematics, and Physical Science. It also offers Bachelor in Elementary Education. It has 14 total numbers of Permanent Teachers

The respondents utilized in this study were the third year English major students of the College of Teacher Education duly enrolled for the school year 2017-2018.

The main tool which was used in gathering the data is a survey questionnaire which was divided into two. Part 1 of the survey dealt with the demographic characteristics of the students. The information included age, sex, Mother tongue, available resources at home and average grade in English. Part II dealt on the exposure of the students on reading and writing. To gauge the syntactic errors of the ESL learners, an essay test was given to them which required the construction of a maximum of 200 words composition on the topics of their choice. Frequency, percentage counts, percentage distribution, means and standard deviations were the descriptive statistics utilized to describe the profile variables and number of syntactic errors committed by the English major students.

Moreover, the inferential statistics, the Pearson Product moment correlation was employed to determine if reading and writing exposure is related to their syntactic errors. Furthermore, t-test was used to determine the

difference between the syntactic errors committed when grouped according to profile. Analysis of Variance (ANOVA) was also used to determine the difference on the syntactic errors when grouped according to age, mother tongue, available resources at home, average grade and reading and writing exposure.

The data gathered were analyzed with the use of Statistical Software (SPSS) at 0.05 level of significance.

Results and Discussion

After careful content investigation of the survey instrument with the written outputs of the ESL learners, the following presents the thorough results and discussion of the analysis of the specific objectives.

Profiling
Sex

Table 1 shows the distribution of the students in terms of sex. The table reveals that 36 or 66.7 percent of the students are females which comprise the majority while only 18 or 33.3 percent of the students are males. This is supported by the enrollment data of the college that there are more female enrollees as compared to males. Moreover, this finding is also supported by the findings of 2008 functional literacy, Education and Mass media Survey (FLEMMS) on the statistics on Filipino women and men's education which reported that school attendance was higher among females than among males.

As exhibited from the data, it can be deduced that the English major ESL students of the College of Teacher Education are predominantly female.

This finding means that majority of those who took teaching course are female. As such, this finding implies that there is feminization in the teaching course as it overwhelmingly attracts female.

Table 1. Distribution of the students in terms of sex

Sex	Frequency (n=54)	Percentage
Female	36	66.7
Male	18	33.3

Age

As per regards to the age of the students, Table 2 evidently shows that majority of the students which constitute a frequency of 44 or 81.5 percent have age ranging from 18 to 20 years old. Seven or 12.9 percent of the students have 21-23 age range while three or 5.56 percent of them are aged 24-26.

This finding indicates that most of the addressed second language learners fall into teenage group as concretized by the mean of 19.72 and a standard deviation of 2.03. This finding means that they are generally youngsters.

Table 2. Distribution of the students in terms of age

Age (in years)	Frequency (54)	Percentage
18-20	44	81.5
21-23	7	12.9
24-26	3	5.56
Mean = 19.72	**S.D. = 2.03**	

Mother Tongue

The distribution of the students in terms of mother tongue is presented in Table 3.for the respondents' first language or mother tongue, Iloco tops two other languages in the list that includes Ibanag and Tagalog. Iloco

is the mother tongue of 42 or 67.7 percent of the students. Eight or14.8 percent of them are tagalogs while only four or 7.40 percent of them are ibanags.

This finding indicates that the population of English majors at the College of Teacher Education is dominated by students whose native language is Iloco. The data in this table insinuates that most of the Ilocano parents still transmit the Iloco language to their children by teaching it as first language. This attitude reflects the loyalty of the parents to their language.

Moreover, this is further attributed to the fact that Cagayan State University at Aparri does not only cater to students from the place but largely with students from the neighboring towns as majority of the English major students are from Allacapan, Buguey, Camalaniugan, Camiquin Lal-lo, and Sta Teresita which are consensusly Iloco speaking towns.

Table 3. Distribution of the students in terms of mother tongue

Mother Tongue	Frequency (n=54)	Percentage
Tagalog	8	14.8
Ibanag	4	7.40
Ilocano	42	67.7

Year level

Apparent in Table 4 is the distribution of the students in terms of year level. The table exposes that 29 or 53.7 percent of the students belong to fourth year class followed by 25 or 46.3 percent who are third year. This finding means that majority of the students belong to fourth year class as attributed to the general observation that they are the year level with the highest populace.

Table 4. Distribution of the students in terms of year level

Year Level	Frequency (n=54)	Percentage
Third	25	46.3
Fourth	29	53.7

Available Resources at Home

Shown in Table 5 is the distribution of the second language learners in terms of available resources at home. The table reveals that dictionary is the most available reading resource at home with complete frequency of 54 followed by English books (49); internet (43); newspapers (36); magazine (34); thesaurus (32); novels (25) and pamphlets (13) which ranked second to eight.

This finding means that the students have enough available resources at home. This finding implies that they have sufficient resource and reference materials at home for language related consultations. This finding further denotes that they have available materials which are considered to be great contributories for language acquisition especially on the correct construction of the structures of English.

Malone (2007) stated that literacy can only be maintained if there is an adequate supply of reading materials. On informal interviews, the learners revealed that some of these materials available at home are built-in installed in their cellular phones. Students specified that they have applications of Webster and Merriam Dictionary. They also have English books in pdf format through WPX application or if not on e-books.

Table 5. Available Resources at home

	Frequency*	Rank
Dictionary	54	1
English books	49	2
Internet	43	3
Newspapers	36	4
Magazine	34	5
Thesaurus	32	6
Novels	25	7
Pamphlets	13	8

*multiple-response

Frequency of Utilization

   Table 6 shows the frequency of utilization of the available resources at home. The table reveals that the students often used internet with a mean of 3.57. They further reported that sometimes, they used their English books with its computed mean of 2.98. Seldom do the students used the newspapers (2.09) and thesaurus (2.01). Meanwhile, magazines (1.77), novels (1.22) and pamphlets (1.12) are never utilized.

        This finding means that while these print educational materials are available at home. The students seldom utilized them as evidenced by its overall weighted mean frequency of 2.25 with a descriptive value of seldom.

        Alvarez (2016) found that the more a student reads in English, the better writer, he or she becomes. This is because reading provides models of English sentence structure that have a positive influence on one's written work.

Table 6. Frequency of Utilization of the available resources at home.

	Mean	Descriptive Value
Dictionary	3.31	Sometimes
English books	2.98	Sometimes
Internet	3.57	Often
Newspapers	2.09	Seldom
Magazine	1.77	Never
Thesaurus	2.01	Seldom
Novels	1.22	Never
Pamphlets	1.12	Never

Legend:

Statistical Limit	Descriptive Value
4.20-5.00	Always
3.40- 4.19	Often
2.60- 3.39	Sometimes
1.80-2.59	Seldom
1.00-1.79	Never

Writing Exposure

The writing exposure of the second language learners is presented in Table 6. The table reveals that as reported, the ESL learners are extremely exposed in reflection making with a computed weighted mean of 4.67. They were found to be very exposed in essay writing obtaining a weighted mean of 3.76; lesson planning (3.50); poem writing (3.50) and journal making (3.40). More so, the learners are moderately exposed in reaction making (2.93) and story making (3.18). This is generally accounted to the fact that such exposures are part of their academic requirements for their course curriculum. The students are slightly exposed with diary with the least mean of 2.01. This may be accounted to the veracity that Diaries are no longer practiced because of social media intervention.

This finding means that the ESL learners are exposed into variety of written tasks responsive to the development of their syntactical applications as concretized by the overall weighted mean exposure of 3.37 with a descriptive value of moderately exposed.

Hyland (2002) states that teaching writing is a process and thus, ESL students should be exposed to write as much as possible. This might help students improve their writing fluency and quality.

Table 7. Writing exposure of ESL learners

Writing Exposure	Weighted Mean	Descriptive Value
Essay	3.76	Very Exposed
Poem writing	3.5	Very exposed
Reflection	4.67	Extremely exposed
Reaction	2.93	Moderately Exposed
Stories	3.18	Moderately Exposed
Lesson Plan	3.5	Very exposed
Journal	3.40	Very Exposed
Diary	2.01	Slightly
Overall Weighted Mean	**3.37**	**Moderately Exposed**

Legend

Statistical Limit	Descriptive Value
4.20-5.00	Extremely Exposed
3.40- 4.19	Very Exposed
2.60- 3.39	Moderately Exposed
1.80-2.59	Slightly Exposed
1.00-1.79	Not at all Exposed

Syntactic Errors

Shown in Table 8 is the syntactic errors of the students that the most committed syntactic error is along tense (35) which ranked first followed by Pronoun-antecedent agreement (27), faulty parallelism (24); subject-verb agreement (20); fragment (18); fused-sentence (5) and three cases of redundancy which ranked second to seventh. Verb tense is the most reoccurred error on the ESL students' written discourse.

To note, the following are excerpts lifted from their ESL writing. Our teachers smile at us even we *done* wrong; we often *have judging* our teachers by merely looking for their bad deeds; *They'll be* deposit long term knowledge that would soon invested by the learners to gain profit. They just don't *go* to school to waste their time but to make time productive and *giving* what they give to others.

As regards pronoun-antecedent agreement, students wrote the following, "Teachers possesses dispositions and skills to approach all aspects of *his or her* work reflectively." Being a teacher is *one of the hardest profession* in the world handling 50 unordinary mischievous learners for a school year half of *your* lifetime.

As to subject verb agreement, ESL learners wrote "the outputs and learnings of their students *depends* on the positivity of their ways of teaching."; "….at the end of the day, we must not forget the ones who stood there 8 hours in front of the class, the one who made us laugh *during* the class starts to get dull, the one who yelled, who got angry and who *shooked* us not because she wanted everyone to know that we are failures but because she *want* our wrong doings *to make it* right and guide us to the right path whenever we tend to make a left turn." "They are *a living proof* of heroism and "Teachers are like *a candle*".

More so, they also used the following sentences in their composition, "Teachers gear towards *everything is the persistence they have*". "Where are the medical practitioners? Without or living heroes?" "We are truly bless to have them to our lives the best things about a teacher is they are act like our best friends. " They reconstruct our wrecked life, *shields* us from unwanted manmade phenomena and *lights* us from our dim path"; "They also give words of wisdom and *teaches* us how to overcome trials in our lives." "They *have'd* to be jailed inside a classroom the whole day explaining everything under the sun and that *would've* worth thanking of, for they never think of quitting"

"Their existence are what learners needed to be more of" "being second parents to the students"; "It's about their wildest dream and being true and kind just to help others and bring change to help the world that is full of bloody realities." Their ability to inspire is not just a just because we cannot label it. Nowadays or currently, in the midst and middle of..; roam around.

Table 8. Syntactic Errors

	Frequency	Rank
Tense	35	1
Pronoun Antecedent	27	2
Faulty Parallelism	24	3
Subject-Verb Agreement	20	4
Fragment	18	5
Fused Sentence	5	6
Redundancy	3	7

Difference on the Syntactic Errors Committed when Grouped according to Profile

The study hypothesized that there is no significant difference on the syntactic errors of the students when grouped according to profile variables.

Table 9 shows that the syntactic errors of the students vary when grouped according to year level as reckoned by the f-value of 4.896 and a probability of 0.00.

This finding means that while second language learners move to higher year level, their knowledge on sentence structure improve differently. This is because as students reach fourth year level, they have more complex curriculum which deals with higher English structures which shapes their thoughts and word and sentence structural perceptions which play a very crucial role in promoting their awareness and consciousness to syntax.

Table 9. Difference on the syntactic errors of the students when grouped according to profile

Groups	Mean	S.D.	F-value	Prob.*
Age (ANOVA)				
18- 20	2.55	2.04		
19 -23	1.43	1.27	1.272	0.289
24- 26	3.33	2.51		
Sex (t-test)				
Male	2.06	1.76		
Female	2.64	2.10	1.012	0.316
Mother tongue (ANOVA)				
Ybanag	3.00	2.16		
Iloco	2.40	2.03	0.163	0.850
Tagalog	2.38	1.92		
Year level (t-test)				
Third Year	**3.84**	**2.41**		
Fourth Year	**1.69**	**1.21**	**4.396**	**0.000**

Correlation of the second language learners' syntactic errors and selected variables

The study theorized that there is no significant relationship between the students' syntactic errors and selected variables. Result of the correlation analysis in Table 10 indicates that year level significantly relates to students' syntactic errors as reckoned by its computed r-value of -0.521 with a probability of 000. The null hypothesis therefore is rejected. This finding means that the lower the year level, the higher the occurrence of syntactic errors.

Moreover, writing exposure also relates with the second language learners' syntactic errors as reckoned by its computed r-value of -0.388 and a probability of 0.00. This finding means that the less exposed the students in writing, the higher the incidence of syntactic errors.

According to Heder and King (2012), giving students extensive writing during the writing course will help students improve their confidence, speed, fluency and interest in learning English.

Table 10. Relationship of the students' syntactic errors and the selected variables

Variables	r-value	Prob.*	Statistical Inference
Profile			
Age	-0.139	0.31	Not significant
Sex	-0.076	0.58	Not significant
Mother tongue	-0.056	0.68	Not significant
Year level	-0.521	0.00	Highly Significant
Educational resources			
Availability	0.134	0.33	Not significant
Frequency of utilization	-0.046	0.74	Not significant
Writing exposure	-0.388	0.00	Highly Significant

tested at 0.05 level of significance

Conclusion and Recommendations

The learners were found to be generally less exposed to ESL writing. More so, the syntactic errors committed by the Second Language learners in ESL writing are significantly related to their year level and writing exposure. These findings underscore the importance of writing activities to bilingual learners at a Higher Education Institution employing English as a medium of Instruction and as a second language.

Pedagogical Implications

In countries specifically, the Philippines where English is considered the medium of instruction and a second language or the foreign language, the need to revisit its educational system is indispensable.

It is important that from its basic method, remediation lessons should be conducted on sentential structures of English to which the learners need reinforcement through differentiated writing tasks and sustain skills integration so as to promote an ideal learning environment.

Second, students should take deliberate effort to improve their competence in language specifically along written compositions with the influence and guidance of the teacher.

In doing so, careful and eclectic teaching methodologies must be employed in global stance giving attention specifically to the countries where English as second or foreign language necessitates learning. On the other hand, sustained interactions between and among the teachers and the learners is suggested to be able to achieve maximum learning and to bring out extreme potentials of student-learners.

At this juncture, it is vital that other researchers in the same field must venture on the study as to whether the system's merging of two languages, the first and second or foreign language, really is a hindrance to target language learning specifically on the learners' writing skills.

Finally, similar research in wider scope and/or pertaining to other disciplines should be conducted to determine other students' syntactic errors across countries.

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Demographic, Psychological Factors and English Proficiency of ESL Students

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Abstract

Difficulty in expressing oneself using the International language is a continuing issue in classroom situations. The descriptive research design using correlational method was employed in this study. Point-biserial correlation was used to determine the degree of relationship between sex and nature of parents' occupation and psychological and English proficiency. Considering the many factors that affect learners especially in the affective and cognitive domains, it is vital to consider researches that may be helpful for the development of instruction. In order to find the significant relationship between respondent's age, sex, nature of curriculum, household average years of schooling, anxiety, motivation and English Proficiency, the relationship between respondents' demographics and psychological factors, and the respondent's age, sex, curriculum and psychological factors, the researcher conducted a study among 95 students.

Results of this study showed that age, sex, curriculum, household average years of schooling, nature of occupation of parents and motivation have no effect on students' English proficiency, but household aggregate income has a significant relationship to students' EP, and household aggregate income affects anxiety of students. Age, gender, curriculum, household average years of schooling, nature of occupation of parents, and motivation to have no effect on respondents English Proficiency, simply because respondents were not engaged in intellectual activities at home which could have fostered their performance. Household aggregate income is related to their English Proficiency. Respondents have divided attention, it is their basic needs not education which was given priorities, since most of them come from low-income groups. Anxiety is a consequence of low-SES. Focused attention to learning is impossible for learners who are trying to make both ends meet

Introduction

The problem on students' low proficiency in English is becoming an immense problem not only among language teachers but among teachers in other disciplines. If English language becomes a great challenge to learners, it is expected that these learners will have difficulty in other subjects using English as the medium of instruction. Learners' ability to comprehend their lessons highly depends on their fluency in English. Better English teachers not only boost students' performance in the short term, but they also raise their students' *Math* and English achievement in future years. Teachers play an important role in students' academic achievement (Rivkin, Hanushek, and Kain, 2005; Goldhaber, 2002). The researcher counted in the literature in a Christian worldview. Brumelem (2002) stated, "Worldview embraces what we believe about the nature and purpose of reality, human beings, knowledge, and life in society. Often, the worldview shapes how we view and conduct schooling. When God lives in the heart of His followers, He guides them into the image He has created. Christ lives in the heart of men":

> He is the image of the invisible God, the firstborn over all creation. For by him all things were created: things in heaven and on earth, visible and invisible, whether thrones or powers or rulers of

authorities; all things were created by him and for him. He is before all things, and in him all things hold together (Colossians 1:15-17, NIV).

Having God and Jesus in our heart helps us to perform the work well amidst all the adversities that can possibly obstruct us.

With the incessant problem on low language proficiency of learners, teachers should continuously work on English language development and development of English instruction. It is important to note other factors that contribute to the low proficiency of learners in English. Factors that are important to consider in this study are the demographic, socio-economic and psychological factors.

The relation of learner's proficiency and his/her age can be viewed when a learner enters schooling without reaching the required age. This happens in kindergarten and grade one levels where parents get too excited sending their children to school. Gender can also be viewed where males are given more tasks to do at home than females, thereby, giving less priorities in their studies. Instances when learners learning foundations such as the nature of curriculum can also be viewed as a factor in this study.

Learners generally have the ability to accomplish task. However, they get interrupted by some social factors. Socio-economic status of a family affects children's learning. In many studies, learners coming from low-SES develop academic skills more slowly compared to learners coming from high-SES (Morgan, Hillemier and Maczuga, 2009). Low-SES of family will have psychological effect on student's classroom performance. In many cases if not most, learners from low-SES have lower academic achievements. Cliché is the statement, "the only constant in this world is change". Curriculum changes so fast, school reforms come and go, and the only thing needed to make the education system strong is for teachers to be responsible enough to deliver quality education to all students.   If quality education is to be achieved, it should therefore be a reciprocal relationship of the classroom and the society. It is clear that teachers' instruction is not confined within the hour inside the classroom but should exceed after the instruction period and outside the classroom.

The learning style of learners is affected by motivations and anxiety. The effect of learners' proficiency in English when English is for enjoyment and when there is a must to learn English is discussed in this research. With these factors as contributors to learners' low English proficiency, educators should take the initiative to address the problem through their instruction.

Generally speaking, in many cases if not most, high poverty rate affects learners in their studies or may even deprive them from studying.

This study may not be able to give direct solutions to problems about students' proficiency in English, but it may in the long run be able to offer indirect solutions to the problem.

This study sought to find the relationships between demographic, psychological factors and English proficiency of learners. The researchers compiles the profile of students in terms of: age; sex; curriculum; household average years of schooling; nature of occupation of parents; and household aggregate income.   The anxiety and motivation level of the students in English were also investigated and the proficiency level of students in English.   Is there a significant relationship between respondent's demographic profile and English language anxiety and motivation level? Are there relationships between respondents' demographic, psychological factors and English proficiency?

Conceptual Framework

The conceptual framework suggests that there exists relationships between age, gender, nature of curriculum, household average years of schooling, nature of occupation of parents, household aggregate monthly income, motivation, anxiety and English proficiency of learners.

Learners get affected by so many social factors in learning. Social factors like socio-economic status of parents, demographic, and psychological factors affect or hamper learning. By just knowing all these to be factors that affect learning may seem possible for anyone to adjust instruction.

The socioeconomic status of the family is grounded on income, education, occupation and its social status in the community. This includes contacts within the community, group associations, and the community's perception of the family (Demarest, Reisner, Anderson, Humphrey, Farquhar, and Stein (1993). The higher the socioeconomic status of families, the higher the success in preparing their children for school. This is because

they characteristically have equity to an extensive variety of means to encourage and sustenance children's growth. From these, they provide superior child care, books, and toys to inspire them in numerous academic exercises at home. Moreover, they have quick access to material regarding their children's wellbeing, as well as social, emotional, and cognitive development. In this regard, families with high socioeconomic status frequently pursue information to help them enhance their children for school. On the contrary, families with low socioeconomic status characterize the absence financial, social, and educational supports compared with families with high socioeconomic status. Furthermore, they have insufficient or inadequate access to community resources that encourage and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children, and they may lack information about childhood immunizations and nutrition. Zill, Collins, West, and Hausken (1995) state that "low maternal education and minority-language status are most consistently associated with fewer signs of emerging literacy and a greater number of difficulties in preschoolers." Having inadequate resources and limited access to available resources can negatively affect families' decisions regarding their young children's development and learning. As a result, children from families with low socioeconomic status are at greater risk of entering kindergarten unprepared than their peers from families with median or high socioeconomic status.

Psychological factor such as high self-esteem and low-esteem is likely to develop on children. Children from high SES will develop high self-esteem and focus on growth and development while children from low SES will develop low self-esteem and focus on their mistakes and get troubled by failure and tend to exaggerate events as being negative.
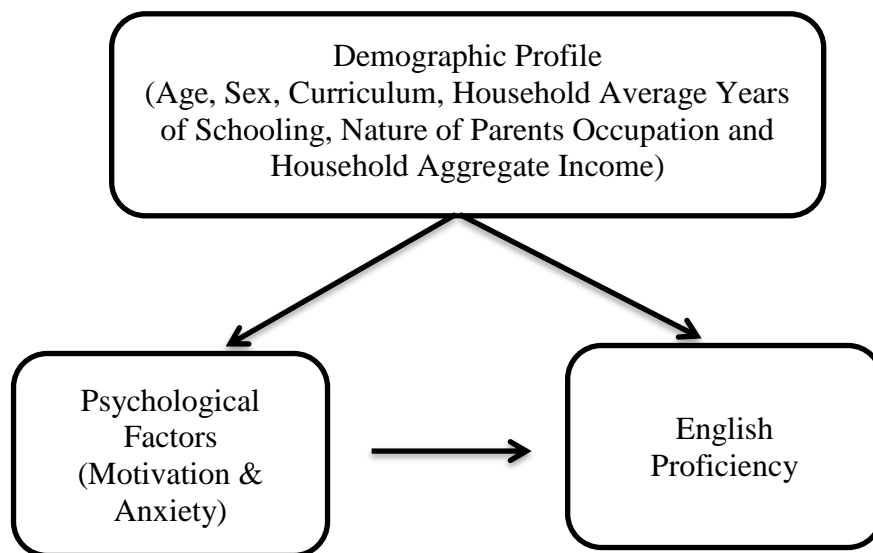

Fig. 1. The Research Paradigm

Research Methodology

Research Design

The descriptive research design using correlational method was employed in this study. Point-biserial correlation was used to determine the degree of relationship between sex and nature of parents' occupation and psychological and English proficiency. The survey questionnaire was used to determine the respondent's

demographic and psychological factors. An English test questionnaire was also used to determine the respondents' English proficiency level.

Respondents of the Study

The participants of the study were 95 students of the School of Arts and Criminology. This population was a total enumeration of two sections of Bachelor of Arts major in English who were enrolled in Philippine Literature. Ages of these students ranged from 15-36, there were 84 females and 11 males, 8 of them graduated from Science Class curriculum while 87 graduated from RBEC in their secondary education.

Research Instruments

Three instruments were used to collect data for this study. A survey questionnaire was used to gather respondents' demographics such as age, sex, curriculum, household average years of schooling, nature of occupation of parents and household aggregate income. To measure student's anxiety level, the researcher adapted an English language anxiety inventory test from FLCAS of Horwitz, Horwitz and Cope (1989). For Motivation Instrument, the researcher developed a 10-item motivation peer-validated English language motivation inventory test. Both instruments used the Likert scale where 1 is the lowest and 5 is the highest. Scales for the anxiety were: 1 – Lowly anxious; 2 – Slightly anxious; 3 – Moderately anxious; 4 – Strongly anxious; and 5 – Very strongly anxious. Scales for the motivation were: 1 – Lowly motivated; 2 – Slightly motivated; 3 – Moderately motivated; 4 – Strongly motivated; and 5 – Very strongly motivated.

Data Gathering Procedure

To get on in this study, the researcher started coming up with needed instruments and survey questionnaires. The researcher made a survey questionnaire for the respondents' demographics. An adapted FLCAS of Horwitz, Horwitz and Cope instrument was developed to measure respondents' anxiety and motivation. The researcher also came up with a Test Question in English to measure respondents' English proficiency level. After having completed the needed questionnaires and instruments, the researcher sought the help of other language teachers for the validation of the EPT instrument to be used for this study. Not long after the instruments had been validated, the researcher sought the approval of the college Dean for the floating of questionnaires and instruments. A letter was also given to each of the respondents regarding their indulgence and participation to accomplish the survey questionnaire. The floating of survey questionnaires and the conduct of English Proficiency Test were done alternately. Gathering of data was done on the same date immediately after the respondents have finished accomplishing the instruments and questionnaires

Data gathered were tabulated and disaggregated and dichotomous coding was used.

Data Analysis

English proficiency, motivation and anxiety, and basic demographics were analyzed. The data were disaggregated, and an analysis was conducted to address each research question.

Data gathered were entered into a Statistical Package Software, a statistical software program. All statistical tests were conducted at $a=.05$. Descriptive statistics were provided for all research variables. Frequencies and percent were calculated for all nominal variables. Mean scores and standard deviations were calculated for all of the continuous variables.

The researcher used a survey questionnaire for the demographics of respondents such as age, sex, curriculum, household average years of schooling, nature of occupation of parents and household aggregate income. A modified Foreign Language Classroom Anxiety Scale was used to determine the motivation and anxiety levels of respondents. A 30-item peer-validated researcher-made test was used to measure respondents' English proficiency using the following scales: 1 – 10 beginning proficiency; 11 - 15 developing proficiency; 16 - 20 approaching proficiency; 21 - 25 proficient; and 26 - 30 advanced.

The questionnaire was composed of 10 items grammar, 10 items correct usage, 5 items vocabulary and 5 items reading comprehension.

Demographics were correlated to the Psychological Factors through the Motivation and Anxiety instruments. Basic Demographics and Psychological Factors through the Motivation and Anxiety instruments were correlated to the respondent's English Proficiency.

Descriptive statistics was used to find the significance of the learner's demographic, psychological factors and English proficiency.

Point bi-serial correlation was used to determine the degree of relationship between sex and nature of occupation of parents and psychological factors and English proficiency.

Descriptive statistics, Pearson correlation was used to address the questions on the relationship of variables. Pearson correlation was used to determine if there were relationships between respondent's Demographics and Psychological Factors, and respondent's Demographics and English Proficiency and respondents' Psychological Factors and English Proficiency.

A two-tailed dependent samples *t*-test was conducted for each research question.

Results and Discussion

Table 1 shows the demographic profile of respondents including (age, sex, nature of curriculum, household average years of schooling, parents' nature of occupation, and household aggregate income.

Majority (65.2%) of the respondents have ages from 17 to 18. Females (88.4%) outnumbered males (11.2).

Most of them (91.6%) graduated from the RBEC curriculum while (8.4%) graduated from Science Class curriculum.

Table 1 *Descriptive Statistics for Respondent Demographics*

Profile	Frequency	Percentage
Age		
15 – 16	3	3.2
17 – 18	62	65.2
19 – 20	21	22.1
21 above	8	8.6
Sex		
Male	11	11.6
Female	84	88.4
Curriculum		
Science Class	8	8.4
RBEC	87	91.6
Household Average Years of Schooling		
1 – 6 yrs.	9	9.5
7 – 10 yrs.	43	45.7
11 – 14 yrs	41	43.9
14 yrs. Above	0	0.0
Nature of Occupation		
Mother		
Blue-collar Job	93	97.9
White-collar Job	2	2.1
Father		
Blue-collar Job	93	97.9
White-collar Job	2	2.1
Household Aggregate Income		
500.00 - 10,000.00	70	74.6

10,001.00 – 20,000.00	19	20.6
20,001.00 – 30,000.00 & above	6	6.4

Most of the respondents (45.7%) reported that members in their households have an average years of schooling of 7-10 years which indicates that their academic achievements are high school levels or high school graduates. It is interesting to note that (0.0%) have undergone graduate studies.

Majority of the respondents also revealed that the nature of occupation of their parents fall under blue-collar jobs particularly farming, housekeeping, and selling. Table 1 also shows that all the respondents belong to low-income groups as shown by their incomes that fall under the poorest decile.

Table 2 shows the Anxiety and Motivation Mean Ratings of the Respondents. The table shows that most of the respondents are Moderately Anxious (2.82 Mean Rating or 1.062 Std. Deviation) and Strongly Motivated (4.07 Mean Rating or .856 Std. Deviation) in using the English language.

Table 2: *Respondents' English Language Anxiety and Motivation Scores*

	Mean	Std. Deviation	Description
Anxiety	2.82	1.062	Moderately Anxious
Motivation	4.07	.856	Strongly Motivated

Table 3 shows the Level of Proficiency of the Respondents.   Majority (53 or 57.7) of the respondents have Approaching Proficiency in English. Considering the educational history and economic status of the respondents where most of them come from low-SES.   It is interesting to note that from among the 95 respondents, one (1.1%) is a Beginning in English Proficiency level and one (1.1%) is an Advanced level.

Table 3: *Descriptive Statistics for Respondents English Proficiency*

Score	Description	Frequency	Percentage
1 – 10	Beginning	1	1.1
11 – 15	Developing	23	24.3
16 – 20	Approaching Proficiency	53	57.7
21 – 25	Proficient	17	17.9
26 – 30	Advance	1	1.1

Table 4 shows the relationship of respondents' demographics and psychological factors (motivation and anxiety) and their corresponding correlation coefficient and *p*-values.

All variables: (age, sex, nature of curriculum, household average years of schooling, nature of occupation of parents, and household aggregate income) whose *p-values* are greater than .05 are not related to respondents' English language motivation level. Age, sex, nature of curriculum, household average years of schooling, and nature of occupation of parents whose *p-values* are greater than .05 are also not related to respondents' English language anxiety level. However, household aggregate income with *p-value* of .05 is related to respondents' English language anxiety level.   This further explains that the lower the income of the family the more anxious the students will be in their language class.

Table 4: *Correlation Coefficient between Demographics and Psychological Factors*

Variable	Motivation		Anxiety	
	r -value	p-value	r -value	p-value
Age	-.105	.312	.053	.613
Sex	.078	.451	.111	.268
Curriculum	-.020	.849	-.049	.639
Household average years of schooling	-.116	.266	-.144	.170
Nature of Parents Occupation				
Father	.005	.965	.077	.459
Mother	-.047	.650	-.075	.469
Household Aggregate Income	.023	.824	-.023	.050*

* Correlation was significant at .05 level (2-tailed)

In most studies, anxiety and motivation are a great deal in learners' achievement. Anxiety is viewed to be detrimental to performance on learning tasks that require attention and deliberate effort (Rocca & Brewer, 2002). On the other hand, motivation is one of the most significant factors that impact the rate and success of language learning (Dornyei, 1998) and it represents the most appealing variable used to explain the differences in learners during language learning (Pintrich and Schunk, 2002). These research findings support the findings of this research.

The table below shows the relationship of respondents' demographics and English proficiency and their corresponding correlation coefficient and *p*-values. Age, sex, nature of curriculum, household average years of schooling, nature of occupation of parents are not related to respondents' English proficiency while household aggregate income with a *p-value* of .024 is related to respondents' English proficiency.

The result of age and gender in relation to English proficiency disprove other studies which explain that as age increases proficiency progresses and that males are more advanced in academic than girls or vice versa. In the study of Dutchworth and Selingman (1997), girls have, in general, received better school grades in all major subjects than boys, and this trend continues through college. This means that girls graduate from high school with overall higher GPA than males. The philosophy of constructivism explains that learning is founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world we live in. Respondents of this study obviously were not engaged in intellectual experiences at home which could have fostered their proficiency. Classroom intervention is not enough for the development and sustainability of learning. It is congruent with the result of age and gender that curriculum and household average years of schooling are also not related to respondent's proficiency in English, this is because, there is not much to expect from the families for intellectual influence since most of the members of the family are not degree holders. The idea of the influence from household years of schooling is that the more household members who are engaged into academics, the more influence the respondents get academically from home.

Nature of occupation of parents is also not related to respondents' English proficiency. However, household aggregate income has a significant relationship to respondents' English proficiency.

Jean Piaget's Brain-based Learning Theory explains that learning is based on the structure and function of the brain. As long as the brain is not prohibited from fulfilling its normal process, learning will occur. Learning involves both focused attention and peripheral perception. Piaget's learning theory best explains the reason on the proficiency of respondents. Focused attention to learning is impossible for someone who is trying to meet

both ends meet in schooling. Looking at the demographics of the respondents, it is too impossible for them to give full attention to studies. Much interruption takes place while learning is in progress. Deprived economically though, still education must be given a chance for them.

The study of Morgan, et. al. (2009) indicated that children from the low socio-economic status households and communities develop academic skills more slowly compared to children from high-SES. Aiken and Babarin (2008), and Coley (2002), state that children from low-SES acquire language more slowly, exhibit delayed recognition and phonological awareness, while children from high-SES background were more likely to be proficient on tasks of addition, subtraction and ordinals sequencing. These related studies are congruent to this study that low-SES respondents displayed lower EP result while those coming from high-SES displayed higher EP result (table 5). SES also affects learners psychologically. The researcher found respondents coming from low-SES to be more anxious than those coming from high-SES.

To sum it up, household aggregate income with an *r=232* and *p=.024* shows significance to respondents' English proficiency.

This further explains that the higher the income of the family where the respondent belongs, the higher is his/her proficiency level in English.

Table 5: *Correlation Between Demographics and English Proficiency*

Variable	English Proficiency	
	r -value	p-value
Age	-.102	.328
Sex	-.025	.814
Curriculum	-.021	.843
Household average years of schooling	.100	.338
Nature of Occupation of Parents		
Father	.122	.924
Mother	.010	.238
Household Aggregate Income	.232	.024*

* Correlation was significant at .05 level (2-tailed)

Table 6 shows the relationship between psychological factors (anxiety and motivation levels) and English Proficiency. Both anxiety and motivation levels do not affect respondents' English proficiency. The Control Theory of Motivation proposed by William Glasser contends that behavior is never caused by a response to an outside stimulus. Instead, the behavior is inspired by what the person wants most at any given time. Glasser further states that if students are not motivated to do their schoolwork, it's because they view schoolwork as irrelevant to their basic human needs. Taking into account the status of the respondents, it can be simply explained that priority is given to most of their basic needs at home (helping parent earn a living, earn for the sustenance of their education, etc.)

Research must be an integral part of an educator's life routine. Well-designed researches are ways for possible solutions to problems. There can be no more effective way of dealing with all issues concerning teaching/learning than knowing the learner's needs. A teacher must always make a reflection on how his/her teaching performance runs every day. Analysis and interpretation of data gathered through a research is a rich source of vast knowledge on learner's concerns and needs. It can then be an avenue for researchers/teachers to address issues concerning students who are in the citadel of learning.

With anxiety's *r=-.141* and *p=.173 and* motivation's *r=.175* and *p=.091,* these show that there is no significant relationship between respondents' English language anxiety level and English proficiency and between

respondents' English language motivation level and English proficiency. This however contradicts the study of Maleki and Zargani (2007) that there is a direct relationship between academic success and language proficiency and that there seems to be a correlation between first and second language proficiency, and academic achievement in the first and second language. Feast (2002) found a significant and positive relationship between English language proficiency as measured by IELTS test scores, and performance at university as measured by Grade Point Average (GPA).

Table 6: *Correlation Between Psychological Factors and English Proficiency*

	English Proficiency	
Variable	r -value	p-value
Motivation	.175	.091
Anxiety	-.141	.173

* Correlation was significant at .05 level (2-tailed)

Conclusions

In summary, the higher the household aggregate income of students does not necessarily mean that they are proficient in English in the context of English as a Second Language in the Philippine context.

Filipino learners regardless of age, sex, curriculum, household average years of schooling, and nature of occupation of parents which is considered to be the bedrock upon which education is founded are learners with natural gift and love of learning only that their low-income impedes their desire to study.

Learners from low income groups lack exposure to books and other learning resources needed to augment and further learning skills.

The higher the level of motivation of students in English does not necessarily imply that they would achieve better.

The lower the anxiety level of students in English does not necessarily mean that the students will achieve better.

Low income household environments can be tumultuous and may bring high anxiety to learners and eventually affect their learning behaviors.

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