



THE ASIAN ESP JOURNAL

The Asian ESP Journal

November 2021
Volume 17, Issue 7.1





Published by ELE Publishing
(Division of the TESOL Asia Group)

TESOL Asia Group is wholly owned by SITE SKILL TRAINING Pty Ltd (Australia)

All rights reserved. No part of this book may be reproduced, stored in a retrieval system or transmitted in any form or by any means, electronic, mechanical, photocopying or otherwise, without the prior written permission of ELE Publishing or the Chief Editor of Asian ESP.

No unauthorized photocopying

Publisher: ELE Publishing

Managing Editor of ELE Publishing: Dr. John Adamson

Chief Editor of the Asian ESP Journal: Professor Roger Nunn

Associate Production Editor: Ramon Medriano, Jr.

Production Editor: Eva Guzman

ISSN. 2206-0979



Table of Contents

1. Purnama NF Lumban Batu.....	5 - 21
<i>Maritime English in the Expanding Circle: Indonesian Teachers' Perception and Practice</i>	
2. Nimfa G. Dimaculangan and Ma. Cezanne D. Dimaculangan.....	22 - 44
<i>Grapolexi analysis of Memoranda of Agreement (MOAs) across Englishes</i>	
3. Jonar T. Martin, Mary Sheena G. Cruzado and Danica N. Marcelo.....	45 - 55
<i>Needs Analysis on English Skills of Physical Education Major Students</i>	
4. Listyani.....	56 - 74
<i>Mystery Stories: An Instrument to Enhance Critical Thinking and Problem Solving Ability</i>	
5. Rinarose Bugaoisan Budeng and Cristina Bacani Baliton.....	75 - 94
<i>Comprehensibility Strategies of Filipino Technology Teachers</i>	
6. Maisa, Bachrudin Musthafa and Didi Suherdi.....	95 - 116
<i>Preservice-Teachers' Empowerment through Multiliteracy Pedagogy Approach in the EFL Context during the Covid-19 Pandemic and the New Normal Era</i>	
7. Sterling M. Plata	117 - 137
<i>Interdisciplinary Syllabus Design Collaboration: Lessons from College English for SDGs</i>	
8. Aurizia D. Siraji.....	138 - 160
<i>Common Challenges in Teaching and Learning English in Sulu State College as Perceived by Students and teachers</i>	
9. Maulina, Asdar and Andi Hamsiah.....	161 - 179
<i>Virtual Learning in the Crisis Era: Undergraduate Students' Challenges and Strategies Using E-Learning Platforms Reasons of ESL Teachers</i>	

10. Caren Casama Orlanda-Ventayen and Randy Joy Magno Ventayen	180 - 199
<i>Stress and Depression in the Workplace of Educators in the Philippines</i>	
11. Nimfa G. Dimaculangan	200 - 225
<i>“Instagrammable? Yesssss ‘n throwbackable!” Coinages in Philippine English FB convos</i>	
12. Dwi Sloria Suharti, Syaadiyah Arifin and Ihsana El Khuluqo.....	226 - 245
<i>Employing Technology Integration on Teaching EFL Grammar</i>	
13. Ida Ayu Made Sri Widiastuti	246 - 264
<i>EFL Teachers’ Perception of Classroom Assessment and Their Effective Practices to Improve Students’ Learning</i>	



Maritime English in the Expanding Circle: Indonesian Teachers' Perception and Practice

Purnama NF Lumban Batu

Sekolah Tinggi Ilmu Pelayaran Jakarta, Indonesia

Biodata:

Purnama NF Lumban Batu is a lecturer of Maritime English in Sekolah Tinggi Ilmu Pelayaran, a maritime institute based in Jakarta, under the Ministry of Transport. She is currently pursuing a doctoral degree in Applied English Linguistics at Atma Jaya Catholic University, Jakarta. E-mail: nancy.lumbanbatu@gmail.com

Abstract

Maritime English (ME) plays a crucial role in maritime safety. It has been agreed and regulated by the International Maritime Organization (IMO) as the official contact language at sea, the lingua franca (ELF). At that juncture, IMO organized and published Model Course 3.17 Maritime English, the guiding principle for teaching ME across the world. This study investigates how teachers perceive the status of ME in the Indonesian context and if they incorporate ELF knowledge into their pedagogy and classroom practices. Data are collected by distributing an online questionnaire comprising both closed-ended and open-ended questions. This study finds that despite agreeing that ELF is preferable, but in practice, they prefer teaching in accordance with the native-speaker norms.

Keyword: *Maritime English, lingua franca, Indonesian context.*

Introduction

The term Maritime English (ME) refers to the English language used by seafarers both at sea and in the harbor and for people working in shipbuilding and shipping. Maritime Language is the origin of English in the workplace. Merchant ships (and auxiliary craft) are used to facilitate global freight transport among distant locations and passenger movements in the name of today's global trade in areas in which other modes of transport are inappropriate, workable, or even economical. It requires ship crews and shipping personnel to safely drive a ship (and passengers on board) to the destination and efficiently deliver the goods while protecting the marine environment and preserving the financial interests of all the relevant parties. In its very nature, shipping is a global phenomenon emerging under a globalized economic and political climate, and the involvement in only a single operation of many countries, languages, and cultures is a common practice. A rather extreme example is a cargo vessel with a crew of 36 people, made up of 13 nationalities. The master is Russian; the chief officer is Greek, the second officer comes from Pakistan, the third officer is from Indonesia, the stewards were Indian and Ceylonese, while among the ratings Nigerians together with Burmese, Malaysian, Indonesian, Bangladeshi, Iranian and Somali seafarers. A situation in which 4 to 5 languages are spoken on an international trading ship is a common sight nowadays. Maritime English is recognized and institutionalized (by the UN) as the lingua franca of the maritime trade with internationally oriented people who need to be fluent in English to communicate successfully onboard and offshore.

Effective communication is in the interest of everyone involved in shipping. In a study conducted on causes of miscommunication between ships and Japanese Vessel Traffic Service (VTS) officers, it was found that poor communication between ships and VTS officers in Japan results not necessarily from lack of English language skills, but from varying accents spoken by seafarers communicating with VTS officers. Contrary to the belief that native speaker English is 'authentic' and thus more natural to understand compared to non-native speakers who speak with accents, many of the study informants considered English spoken by Korean, Indonesian and Thai seafarers more precise than English spoken by British seafarers (Uchida & Tagaki, 2012).

The latest updates and improvement to the Maritime English Model Course 3.17 in 2015 is discussed by Zhang & Cole, (2018), emphasizing ME as ESP, specifically a coded-ESP. ME is a branch of ESP. In contrast, Dissanayake (2017) argues that applying the ESP framework on ME gives prominence to native-like English competence, where the proficiency is measured with the native's standard of competence. The usage of ME is characterized by the presence of

over one variety of English, which makes it has its own nativized variety, a lingua franca English (Canagarajah, 2007). Another character of ME is the usage of English as a lingua franca, a contact language between seafarers with different L1 backgrounds. Therefore, Dissanayake suggests that Maritime English pedagogy should be approached from the perspective of ELF, which has not been discussed in any part, even the latest revision of Model Course 3.17 Maritime English.

As a method to achieve a standardized language competence, International Maritime Organization (IMO) systematized and published Model Course 3.17 Maritime English (IMC 3.17). It comprises the guiding principles for teaching ME in all state members of IMO, mostly worldwide. The model course provides a rigid teaching package. It ranges from the course framework down to a detailed teaching syllabus (an earlier edition even provided the lesson plans). However, despite being particular and detailed in the presentation, the model course asserts that teachers are not expected to follow it 'blindly' (*Model Course 3.17 Maritime English*, 2015, p. 1). Instead, it allows teachers to exercise their expertise and knowledge to put into their teaching practices. This study will look into how the teachers perceive the status of ME in the Indonesian context and if they incorporate ELF knowledge into their pedagogy and classroom practices.

English as a Lingua Franca

Lingua franca is a language adopted as a common language between speakers whose native languages are different. English is one and the most widely used lingua franca. English as Lingua Franca (ELF) is used in contexts that are not necessarily located geographically, though traditionally linked with the expanding circle countries. ELF can be virtual and transitory and can also involve speakers from the native and post-colonial contexts (Cogo, 2012) and either of the two, the expanding circle. Jenkins (2018) describes that with its fluidity, ELF needs more empirical studies, not only in speaking but also in writing (John et al., 2017; McKay, 2011; Seidlhofer, 2016). Therefore, the term 'lingua franca' in ELF does not refer to a robust, inflexible language. It is important to note that ELF communication usually takes place in highly variable social and linguistic groups or networks where members come from a variety of language cultures, as opposed to more easily definable societies. Such a set of features in the maritime industry, shared by varieties of English, is constructive when people from various cultural and linguistic contexts come into contact.

The Lingua Franca Core (LFC) is one of the research projects conducted into the use of ELF. The LFC is the peak of the research by Jenkins, assessing which phonological characteristics

are and are not essential for comprehensible pronunciation in the context of lingua franca (Choi & Park, 2016). What was identified as 'errors' leading to misunderstandings between speakers had been identified as belonging to the LFC. On the other hand, what would be regarded as 'errors' by native speakers, but would not interfere with mutual intelligibility, was considered 'non-core' and thus not a problem with mutual understanding in ELF interactions. The LFC, therefore, contains errors that students must be instructed to avoid, and if ELF interactions are to be meaningful and successful, they should be taught to students. The VOICE is a corpus of ELF interactions based on which further research can be conducted. Some findings yielded by examinations into ELF data provided by this corpus point to several ELF communication features, which would typically be considered 'errors' by English language teachers but do not necessarily trigger communication breakdown between the speakers. Therefore, both the LFC and the VOICE pave the way for a redefinition of what accurate pronunciation and grammar are in the modern world where English is widely used as a lingua franca even in prominent networks such as global business, politics, science, technology, and media discourse (Dissanayake, 2017).

ELF interactions are inevitable in today's world. People from different linguistic backgrounds interact through various media and purposes. Research has found that speakers adapt to English innovatively and creatively to construct meaning and certify mutual understanding. Cogo & Dewey (2012) explored the strategies and processes that make ELF communication, naturally occurring conversations at the workplace, possible.

Maritime English (ME)

ME is described as the tool for communication within the international shipping community. It is purposed to the safety of navigation and facilitates seaborne business. Nowadays, ME is taught in Maritime Education and Training (MET) institutes as English for Specific Purposes or English for Special Purposes (ESP). As a type of English for Specific Purposes (ESP) (Model Course 3.17 Maritime English, 2015, p. 180), Maritime English (ME) is, to some extent, different that its instruction and research are founded on specific international legal procedures. Therefore, it is essential to define an ESP framework that connects the code-tailored ME curriculum development with the communicative language teaching approach (Zhang & Cole, 2018). Hence, the International Maritime Organization (IMO)'s Model Course 3.17 is established. It is an elaboration and standardization of the ME curriculum and meets the requirements of the STCW 1978 as amended in 1995 and 2010 (Čulić-Viskotski & Kalebota, 2013).

International Maritime Organization (IMO)'s Model Course 3.17, Maritime English, is intended to guide and to assist administrations in developing their own instruction programs to achieve the standards of English competence as prescribed in the amended STCW. Therefore, it is expected that instructors will change it to their learners' needs and levels by including the relevant parts from the course as applicable. Zhang & Cole (2018) reported the latest revision of the International Maritime Organization (IMO)'s Model Course 3.17, Maritime English, in which an integrated genre-based ESP framework helps to achieve the balance between language learning's wide-angled (as compared to narrow-angled) quality and ME's legal consistency. Zhang & Cole elaborated further that Model Course 3.17 has been developed and designed as per the terms of competencies regarding the English language in the STCW Code, as amended, emphasizing that ME is a code-tailored ESP.

In the 2010 Manila Amendments to the STCW Convention, the minimum "Knowledge, Understanding & Proficiency" (KUP) requirements of English competence for seafarers have been updated as prescribed in the tables of the Code's two Parts (where Part A is mandatory and Part B recommendatory). For officers in charge of the navigational watch, for example, the general requirement of English competence is to "use the IMO Standard Marine Communication Phrases and use English in the written and oral form." As specified in Table Part A-II/1, STCW (IMO, 2011), relevant English KUPs for officers in charge of a navigational watch include: 1) using charts and other nautical publications; 2) understanding meteorological information and messages concerning ship's safety and operation; 3) communicating with other ships, coast stations, and VTS centers; 4) performing the officer's duties also with a multilingual crew; 5) using and understanding the IMO Standard Marine Communication Phrases (SMCP). In 1973, the Maritime Safety Community concluded that when language difficulties arose in seafaring, "it should use a common language for navigational purposes," and this language should be English (IMO Standard Maritime Communication Phrases, 2002). Since then, several attempts have been made to form a standardized language that could be used onboard. The Standard Marine Navigational Vocabulary (SMNV) and its sequel, the Standard Maritime Communication Phrases (SMCP), along with the research project named Seaspeak, are examples of endeavors made to address the issues of communication in the maritime industry (Schriever, 2009). The stress laid on seafarers' ME proficiency caused the instruction of this subject to receive much attention.

Dissanayake (2017) argues that the model course still seems to be caught in the native/non-native speaker dichotomy. The Instructor Manual displays the section that focuses on pronunciation advises teachers of ME to "minimize first language interference with English."

The phrase "first language interference" suggests a variety of English that is not desirable and, therefore, should not be allowed to interfere with a more desirable variety of English, i.e., Standard English. The Model Course seems to have navigated away from the fact that both seafarers and teachers of ME are multilingual and multicultural. Therefore, they will be at a loss about the type of English that should be aspired to and the variety that should be considered 'interfering.'

While the emphasis in the Model Course on minimizing interference with the first language encourages the teaching of English language pronunciation, the 'Teaching Listening' portion focuses on the ability of students to understand non-native English language speakers. In addition, this section calls for students to be prepared for the international world of maritime transport so they can understand "non-native English speakers from many countries. Hence, it was proposed that students be exposed to a wide range of accents and practice recognizing and establishing common characteristics of informal language.

Maritime English as a Lingua Franca

The encouragement for seafarers to have a repertoire of typical features of the English language varieties in the Model Course calls for an incorporation of ELF theory into the ME teaching-learning process. Unlike accent neutralization and the development of a universal language that has been suggested as solutions to the issues of pronunciation and miscommunication in the maritime industry, ELF does not refer to English as a single language (Cogo, 2012). Instead, ELF researchers believe that those who participate in international communication should be familiar with specific phonological and lexicogrammatical structures of English, which are used and understood by English speakers for whom English is not the first language. Seafarers, too, should ideally possess knowledge of such structures that would help them communicate with their colleagues in ELF interactions.

It has been found how, in maritime contexts where many Englishes are spoken, the several varieties of English merge and common words and expressions enter into the discourse of stable and long-established crews. Indian and Bangladeshi officers and Filipino ratings have been observed sharing several expressions that they had borrowed from each other. The Filipino ratings then picked up speech patterns frequently used by Hindi speakers. Phrases used by Hindi speakers had been translated into Tagalog by the Filipino crew and used in communication. Besides, the Hindi word for 'small' and 'less' is the same, causing the Hindi speakers to use the English word 'less' to express both meanings. The Filipino seafarers had followed suit (Sampson & Zhao, 2003). Therefore, not only is maritime ELF characterized by

features of English spoken by non-natives, but they are also inclusive of features of first languages spoken by the ELF speakers.

The significance of incorporating ELF research findings into ME pedagogy has also been highlighted by Choi and Park (2016). The writers suggest the usage of the LFC in ME teaching and then emphasize that, before including ELF in the ME classroom, several issues should be solved. These questions are regarding (i) the critical phonological factors that would enhance intelligibility in a global context; (ii) the number of accents tolerable in general; (iii) how speakers can be assisted to make themselves be understood despite their accents; (iv) how this can be achieved through classroom activities or self-study. The above are questions that an ME instructor has to grapple with while deciding what the common characteristics of informal speech" mentioned in the Model Course are. This study is an attempt to research the perception of the ME teachers towards EFL and if approaches have been applied concerning the ELF status.

Many studies have been conducted concerning EFL teachers' perceptions and attitudes towards English as Lingua Franca. Decke-Cornill (2003) surveyed English instructors in two types of schools in Germany to assess their attitudes toward ELF. The results showed that teachers preferred teaching proper English over ELF characteristics. Argentinean learners aspired to "native-like command of the language," according to Friedrich (2003). (ibid.: 180). This goal was vital during uncertain economic times. Matsuda (2003) studied 33 Japanese high school students' views on English as an international language. According to Matsuda's survey, interviews and observations, students stated that "the closer they match the native speakers' use, the better," according to Matsuda's survey interviews and observations.

Sifakis and Sougari (2005) surveyed 421 Greek teachers from three levels of schools about their attitudes toward teaching English (primary, lower secondary, upper-secondary). The statistics showed that teachers thought students should learn native-speaker norms and conventional pronunciation. According to Coskun (2011: 46), "native-speaker English is regarded as the correct model." Kaypak and Ortactepe (2014) observed that 53 Turkish study-abroad students had favorable attitudes towards native-speaker norms while acknowledging the need for intelligibility. Concerning the role of English as a Lingua Franca, Inceçay and Akyel (2014) interviewed 100 Turkish EFL teachers from two universities. Using a questionnaire and semi-structured interviews, they discovered that many teachers are "resistive" to using ELF in their classes, yet they tolerate students using similar characteristics. Accents from native speakers are favored 'in every way,' says Jenkins. These accents were prized for their perceived accuracy and clarity. Goh (2009) revealed that 87 percent of Chinese

teachers deemed ENL rules useful and vital. Although less in favor of native-speaker norms than the Chinese teachers, Singaporean teachers also preferred ENL criteria. Recently in Finland, Reko (2019) performed a study of EFL and ESL teachers in Finland and the United States and concluded that ELF is more relevant to EFL learners than ESL learners, as EFL learners primarily use English as a lingua franca to connect with other non-native English speakers. ESL students learn English in order to adapt to the standards of a native-speaking society. As a result of this study, planners of EFL curricula should consider including ELF. Within this framework, Maritime English in Indonesia could also be seen as a lingua franca and approached as is. How do the teachers see Maritime English?

Method

As this study is conducted amidst the Covid-19 pandemic, it is more feasible for this study to gather the data through online questionnaires. Therefore, the questionnaire is distributed to teachers of ME from different parts of Indonesia through networks of the author's colleagues. The questionnaire comprises 3 sections. The first two sections are closed-ended statements and questions purposed to acquire data about teachers' applying ELF knowledge in their teaching practice and their perception about ELF. The last section was initially planned as interview questions. However, due to the current circumstances, the questions are put in the questionnaire. The questionnaire is constructed in light of Seidlhofer's and Jenkin's identification of English grammar and pronunciation that do not significantly interfere with understanding or communication.

The questionnaire was constructed based on the list of 'typical 'errors' that most English teachers would consider in urgent need of correction and remediation' as identified by Seidlhofer (2004, 2016). In order to achieve a short survey that would hopefully reduce the risk of participant resistance, the item on pronunciation was limited to one typical case, specifically in the Indonesian setting. Therefore, the questionnaire used in the study had seven items, each of which involved a grammatical usage commonly found among Indonesian EFL learners. Participants were asked to rate these items according to how often they correct or emphasize the 'incorrect use' of the items from 1=never or almost never to 4=always or almost always (see Table 1 and appendix). It is then followed by three multiple-choice and open-ended questions to gain insights into participants' perceptions towards ELF.

The author distributed the questionnaires to many possible participants. However, as participation must be voluntary, only ten were available to complete the questionnaire. Furthermore, it is without the author's intention that all the participants were female, with

experience in teaching Maritime English ranging from 1-5 years (2 persons), 5-10 years (3 persons), and above ten years (5 persons).

Findings and Discussion

As seen from Table 1, the tendency of the participants in this study was towards an almost never use of ELF features in their communication. Instead, they generally emphasize or correct their students on some of the identified features of ELF while teaching Maritime English in classes. The total percentages of 'usually and 'almost always' categories revealed that a majority of respondents corrected and emphasized the common errors, even though they would not interfere with the message conveyed in communication. The overall score of the seven features of ELF is 55.7%.

1. Non-use of 3rd person –s (70%)
2. Misuse of relative pronouns (70%)
3. Misused articles (30%)
4. All-purpose question tag (50%)
5. Redundancy (70%)
6. 'That' clause to replace to-infinitive (10%)
7. L1 interfered pronunciation (90%)

The highest tendency to correct and emphasize was found in the pronunciation feature. 7 out of 10 teachers usually and two teachers almost always correct the students to emphasize pronunciation, to sound native-like. This finding is in contrast with their response to the multiple-choice questions that all believe that it is reasonable to carry local accents (Table 2) while speaking English. Some of these grammatical errors have also been identified in a small study conducted on students of STIP Jakarta (Lumban Batu et al., 2018).

Table 1: Frequency of Use of ELF Features by Teachers

<i>ELF Feature</i>	<i>(Almost) Never (%)</i>	<i>Occasionally (%)</i>	<i>Usually (%)</i>	<i>(Almost) Always (%)</i>	<i>Total (%)</i>
<i>Non-use of 3rd person –s</i>	10	20	50	20	100

<i>Misuse of relative pronouns</i>	20	10	40	30	100
<i>Misused articles</i>	20	50	10	20	100
<i>All-purpose question tag</i>	30	20	50	0	100
<i>Redundancy</i>	30	0	60	10	100
<i>'That' clause to replace to infinitive</i>	20	70	10	0	100
<i>L1 interfered pronunciation</i>	0	10	70	20	100
<i>Overall</i>	18.6	25.7	41.4	14.3	100

1. Teachers' perception of English as a Lingua Franca (ELF)

In getting information for the teachers' perception of ELF, participants were given a few multiple-choice questions and open-ended questions to give them the space to elaborate their perspectives on the matter. Table 2 is the summary of their responses categorized in specific themes.

Table 2: Summary of Participants' Responses

Responses	Participants									
	1	2	3	4	5	6	7	8	9	10
The goal of teaching ME is effective communication	x		x	x	x	x	x	x	x	

competencies through the application of the English language (*Model Course 3.17 Maritime English*, 2015, p. 2).

However, the Model Course weighed much on the distinctive vocabularies of the subject matter that it has directed the teachers and instructors to view ME merely under the lens of ESP, while language learning activities should not be restricted to textbooks (Raof et al., 2006) and should be viewed as fundamentally social and derived from authentic engagement with others in a community of practice (Nguyen, 2010). Studies have found that in many cases, language issues during a voyage mainly occurred due to communication concerning language use and rarely about the IMO SMCP (John et al., 2017; Schrieffer, 2009). The imposing of the Model Course into the curriculum, hence the syllabus, has affected how the instructors approach and perceive maritime English, also primarily as an ESP subject. However, they are aware that the objective of teaching the students is to make them able to communicate effectively. ELF interactions are situations where different linguistic backgrounds encounter each other. Therefore, second language learners need to be prepared to process and understand variable uses of English and maintain mutual intelligibility. Besides developing communicative competence, learners need to be provided with the opportunity to improve their intercultural skills, which, for its part, prepares learners to encounter and tolerate different ways of communication that are unavoidable in ELF interaction. In other words, learners need to be made aware of the variation that is encountered in the real use of English, which has proven to have caused problems in voyages (Fan et al., 2017; Sampson & Zhao, 2003; Schrieffer, 2009).

There are some contradictory findings in the teachers' responses to the questionnaire. A noticeable case is that all of them agreed that it is reasonable to have local accents interfering in speaking English. However, nine out of ten would usually correct their students for pronouncing the initial [θ] sound as [t] (as in thank you pronounced [tengkyu]). Another contradiction is that most of them have a favorable view, prefer, and are willing to use ELF features in their classes but still insist on 'Standard English,' as deduced from Table 1. The only ELF feature they were more lenient was the misuse of articles. This weak practice of ELF could be possible due to a lack of knowledge and framework of ELF, as Sifakis (2007) pointed out as he proposed a five-phase framework for ELF teachers' education. The changes in the ESOL paradigm should align with the transformation of the teachers' worldview of English.

Conclusion

This study accords with the findings of several previous studies from the expanding circle and clearly shows that native-speaker norms are still preferred here. The participants reported 'almost never' or 'occasionally' using a range of grammatical features, often considered typical of English as a lingua franca (ELF). They reported to prefer ELF, but in practice, they imposed the features of English as a native language (ENL) instead. They reasoned that ENL is the standard, and it helps to maintain communication and intelligibility. ELF is challenging to teach because there is no standard. Although Cogo & Dewey (2012) questioned the importance of 'correct' English, the teachers in this study were certain that standards were of importance. Almost certainly, those who advocate ELF have the best of intentions and are quite right when they suggest that many ELF features (such as omitting third person –s or misusing relative pronouns or articles even some cases in pronunciation) have minimal effect on intelligibility (De Meerleer & Simon, 2011; Kaur, 2014; Sampson & Zhao, 2003). Furthermore, it is difficult to argue with the common sense of simplifying and regularizing some of the problematic areas of English (such as the complicated question tag conventions). There is also no doubt that ELF is used to good effect to achieve understanding in a wide variety of situations. However, the fact that ELF is used in real sea-life communicative contexts (John et al., 2017; Schrieffer, 2009) should have been taken into consideration. It is possible that these negative attitudes towards ELF are changing and that they may continue to change, as Jenkins (2012: 493) suggests the case when she claims there is 'a growing receptivity towards ELF.' However, judging by previous research evidence and the recent study reported in this article, this is far from the current situation. Expanding circle respondents were emphatically in favor of ENL norms, which are seen as aiding communication.

The Model Course is intended for EFL learners. ELF is logically relevant to EFL learners. For EFL learners, the reality of interactions where they use English mainly, although not limited, to communicate with other non-native speakers of English. Indonesian cadets and future seafarers are EFL learners. They will mainly use English in its lingua franca form, either at sea or on land, with non-native speakers of English, mostly Chinese, Filipino, Russian, and Ukrainian (Unctad, 2019, p. 98). Thus, incorporating ELF into EFL teaching in practice is an issue that needs to be considered by curriculum designers in the future.

Pedagogical Implications

Jenkins and Leung (2017) argue for a shift away from a monolithic understanding of language competence regarding native-speaker norms and practices. In today's linguistic context, the

old-fashioned monolingual approach cannot meet students' needs to utilize language to build communities of practice (Wenger, 1998), especially in a multilingual setting. The reality that language is complex, and lingua franca use even much more complex, renders the attempt to impose a current template on contingent use in varied English contexts pointless (Jenkins & Leung, 2017). It leads to the claim that traditional approaches to English teaching and assessment cannot be applied to contextual language use. We must address how traditional English assessment can be adapted to actual language use. Conventional standardized testing can only assess basic English proficiency. The ELF paradigm should focus on performance-related tasks and communication methods (Pennycook, 2004) instead of measuring language in a vacuum. The planners, designers, and teachers of EFL curricula should consider including ELF in their approach.

Limitation of the Study

This study is a small-scale study that I believe needs to elaborate more on in a validated questionnaire. Also, further study will need to involve more participants. Moreover, in-depth interviews should be conducted in perception studies to have better and more reliable insights into the teachers' and instructors' ELF perceptions and practices, especially in Maritime English.

References

- Canagarajah, S. (2007). Lingua Franca English, multilingual communities, and language acquisition. *Modern Language Journal*, 91(SUPPL. 1), 923–939. <https://doi.org/10.1111/j.1540-4781.2007.00678.x>
- Choi, S.-H., & Park, J.-S. (2016). The Comparisons of Pronunciation Teaching in Lingua Franca Core and IMO Maritime English Model Course 3.17 for Global Communication at Sea. *Journal of Navigation and Port Research*, 40(5), 279–284. <https://doi.org/10.5394/kinpr.2016.40.5.279>
- Cogo, A. (2012). English as a Lingua Franca: Concepts, use, and implications. *ELT Journal*, 66(1), 97–105. <https://doi.org/10.1093/elt/ccr069>
- Cogo, A., & Dewey, M. (2012). *Analysing English as a lingua franca: a corpus-driven investigation*. Continuum.
- Čulić-Viskota, A., & Kalebota, S. (2013). Maritime English – What does it communicate? *Transactions on Maritime Science*, 2(2), 109–114. <https://doi.org/10.7225/toms.v02.n02.003>

- Davies, A., Hamp-Lyons, L., & Kemp, C. (2003). Whose norms? International proficiency tests in English. *World Englishes*, 22(4), 571-584
- De Meerleer, M., & Simon, E. (2011). *Beliefs and attitudes towards English as a lingua franca: native and non-native pronunciation a Flemish and Walloon perspective*.
- Decke-Cornill, H. (2003). 'We Would Have to Invent the Language we are Supposed to Teach': The Issue of English as Lingua Franca in Language Education in Germany. In M. Byram & P. Grundy (Ed.), *Context and Culture in Language Teaching and Learning* (pp. 59-71). Bristol, Blue Ridge Summit: Multilingual Matters. <https://doi.org/10.21832/9781853596728-007>
- Dissanayake, A. K. (2017). A Case for Domain-Specific Research into Seafarers' Use of English as a Lingua Franca. *CINEC Academic Journal*, October.
- Fan, L., Fei, J., Schriever, U., & Fan, S. (2017). A critical examination of the seafaring English education and training in China. *Marine Policy*, 86, 56–63. <https://doi.org/10.1016/j.marpol.2017.09.013>
- Friedrich, P. (2003). English in Argentina: attitudes of MBA students. *World Englishes*, 22(2), 173-184. doi: 10.1111/1467-971x.00286
- Goh Yeng Seng. 2009. Bilingual education policy in Singapore: challenges and opportunities. In Chris Ward (ed.) *Language teaching in a multilingual world*, 171–190. Singapore: SEAMEO Regional Language Centre (RELC).
- (18) (PDF) English as an Asian Lingua Franca: the 'Lingua Franca Approach' and implications for language education policy. Available from: https://www.researchgate.net/publication/274497417_English_as_an_Asian_Lingua_Franca_the_'Lingua_Franca_Approach'_and_implications_for_language_education_policy [accessed Nov 12 2021].
- IMO *Standard Maritime Communication Phrases*. (2002). International Maritime Organization.
- İnceçay, G., & Akyel, A. (2014). Turkish EFL Teachers' Perceptions of English as a Lingua Franca. *Turkish Online Journal Of Qualitative Inquiry*, 5(1). doi: 10.17569/tojqi.84118
- Jenkins J., Leung C. (2017) Assessing English as a Lingua Franca. In: Shohamy E., Or I., May S. (eds) *Language Testing and Assessment*. *Encyclopedia of Language and Education* (3rd ed.). Springer, Cham. https://doi.org/10.1007/978-3-319-02261-1_7
- Jenkins, J. (2018). English as a Lingua Franca in the Expanding Circle. In M. Filppula, J. Klemola, & D. Sharma (Eds.), *The Oxford Handbook of World Englishes* (pp. 1–21).

Oxford University Press. <https://doi.org/10.4324/9780203798157>

- John, P., Brooks, B., & Schriever, U. (2017). Profiling maritime communication by non-native speakers: A quantitative comparison between the baseline and standard marine communication phraseology. *English for Specific Purposes*, 47, 1–14. <https://doi.org/10.1016/j.esp.2017.03.002>
- Kaur, P. (2014). Attitudes towards English as a Lingua Franca. *Procedia - Social and Behavioral Sciences*, 118, 214–221. <https://doi.org/10.1016/j.sbspro.2014.02.029>
- Kaypak, E., & Ortaçtepe, D. (2014). Language learner beliefs and study abroad: A study on English as a lingua franca (ELF). *System*, 42, 355–367. doi: 10.1016/j.system.2014.01.005
- Lumban Batu, P. N. F., Barasa, L. P. L., & Sitepu, V. T. (2018). Grammatical errors in students speaking English: An error analysis on Indonesian maritime students. *Asian EFL Journal*, 20(7).
- Matsuda, A. (2003). The Ownership of English in Japanese Secondary Schools. *World Englishes*, 22(4), 483–496. doi: 10.1111/j.1467-971x.2003.00314.x
- McKay, S. L. (2011). English as an international lingua franca pedagogy. In *Handbook of Research in Second Language Teaching and Learning* (Vol. 2, pp. 122–139).
- Model Course 3.17 Maritime English* (2015th ed.). (2015). International Maritime Organization.
- Nguyen, L. (2010). Computer Mediated Collaborative Learning within a Communicative Language Teaching Approach: A Sociocultural Perspective. *Asian EFL Journal*, 12(1), 226.
- Pennycook, A. (2004). Performativity and Language Studies. *Critical Inquiry In Language Studies*, 1(1), 1–19. doi: 10.1207/s15427595cils0101_1
- Raof, A. H. A., Alauyah, M., & Yusof, M. (2006). ESP Project Work: Preparing Learners for the Workplace. *Asian EFL Journal*, 8(1), 1–14.
- Reko, R. (2019). *Attitudes towards English as a Lingua Franca A Comparative Case Study of ESL/EFL Teachers in Finland and the USA*.
- Sampson, H., & Zhao, M. (2003). Multilingual crews: Communication and the operation of ships. *World Englishes*, 22(1), 31–43. <https://doi.org/10.1111/1467-971X.00270>
- Schriever, U. (2009). *Maritime Communication in an International and Intercultural Discourse* (Issue June). University of Tasmania.
- Seidlhofer, B. (2016). Research Perspectives on English as a Lingua Franca. In S. Coelsch-Foisner & H. Schendl (Eds.), *Contact and Conflict in English Studies* (Issue 1992, pp.

- 209–240). Peter Lang. <https://doi.org/10.3726/978-3-653-05338-8/12>
- Sifakis, N., & Sougari, A. (2005). Pronunciation Issues and EIL Pedagogy in the Periphery: A Survey of Greek State School Teachers' Beliefs. *TESOL Quarterly*, 39(3), 467. doi: 10.2307/3588490
- Sifakis, N. (2007). The education of teachers of English as a lingua franca: A transformative perspective. *International Journal of Applied Linguistics*, 17(3), 355–375. <https://doi.org/10.1111/j.1473-4192.2007.00174.x>
- Uchida, Y., & Tagaki, N. (2012). What did you say? - Why communication failures occur on the radio in The International Maritime English Conference, 2012, paper 17. Pp. 170-179. *The International Maritime Conference Proceedings*, 170–179.
- Unctad. (2019). *Review of Maritime Transport 2019*.
- Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511803932>
- Zhang, Y., & Cole, C. (2018). Maritime English as a code-tailored esp: Genre-based curriculum development as a way out. *Iberica*, 35, 145–170.



Grapolexi analysis of Memoranda of Agreement (MOAs) across Englishes

Nimfa G. Dimaculangan, PhD

Laguna State Polytechnic University, Philippines

E-mail: nimfadimaculangan@lspu.edu.ph

Ma. Cezanne D. Dimaculangan

Laguna State Polytechnic University, Philippines

E-mail: cezannedg@gmail.com

Biodata:

Nimfa G. Dimaculangan, Ph.D. Associate Professor 3 is a member of Laguna State Polytechnic University College of Teacher Education. She is a graduate of Applied Linguistics courses from Philippine Normal University and De La Salle University, Manila. Her research interest includes Language Teaching, Semantics, Pragmatics, and World Englishes.

Ma. Cezanne D. Dimaculangan is a faculty member of the same University, LSPU's College of Arts and Sciences where she teaches Communication and Broadcasting courses. She obtained her bachelor's and master's degrees in Broadcasting from Lyceum of the Philippines University, Manila. She has presented papers at international conferences held in the Philippines.

Abstract

This is a pioneer study on the stylistic variations of Memoranda of Agreement (MoAs) across Englishes. It argues that readers need to understand the language of MoA; since it is an important document that has become part of people's social lives. It employs the descriptive and qualitative approach in describing the foregrounded graphological and lexical features of MoAs. The analysis is limited to Carter's (2012) qualification of Practical Stylistics with Leech

and Short's (1981, 1997) and Simpson's (2004) frameworks of levels of styles. Analysis reveals that MoA has its distinct linguistic features which fulfill different functions such as: These linguistic features are linguistic devices used to fulfill different roles such as: emphasizing salient points, information, and important persons/parties involved in the agreement; helping the readers attain the documents' appropriate meaning; ensuring smooth flow of information cohesively and coherently, and creating stylistic norms for the genre. Recommendations and implications for language teaching are advanced as the paper's humble contribution to ESP pedagogy.

Keywords: *World Englishes, Memorandum of Agreement, Stylistics Analysis, Linguistic approach to text analysis*

Introduction

A language is a tool for transmitting information; however, if the style of a specific genre is not understood, it becomes a barrier to communication. One way of comprehending a written or oral discourse is through the descriptive study of its language features. This branch of linguistics is called Stylistics-the language-centered approach to understanding a discourse. Literary texts, conversations, academic discussions, and political discourse have been the subjects of stylistic analysis (e.g., Bhatia, 1993; Hyland, 1999; Quinto, 2014; Zarei & Mansoori, 2007). On the contrary, legal language specifically, of Memorandum of Agreement (MoA) or Memorandum of Understanding (MOU) has scarcely been explored.

This gap needs to be filled; since, MoA/MoU is an important legal document that has become part of professionals' and ordinary citizens' social lives, especially in this era of globalization that academic and business collaborations keep growing. Stylistic analysis of MoA may help users understand the document better to comply with the mutual agreement provisions and limitations religiously. A Memorandum of Agreement, also known as a Memorandum of Understanding, is a legal business document used to outline an agreement made between two separate entities, groups, or individuals. It is used by the two parties concerned to cooperatively work together on an agreed-upon purpose or meet an agreed objective and outline the discussed terms of a new relationship (<https://definitions.uslegal.com/m/memorandum-of-agreement/>).

MoA is pro forma, i.e., it has a simple but valid format. The term pro forma is a Latin term for *as a matter of form* which is used to describe a document that satisfies minimum requirements. Relatively, MoA has its distinct physical form; it uses a specialized vocabulary of legal English, which may be incomprehensible not only for non-specialists but also for

professionals. Because of its particular features, it requires an objective and explicit interpretation which may be arrived at through stylistics analysis.

Leech and Short (1981, p.13), as well as Wales (1989, p. 437), define stylistics as the study of style. One of Webster's (2016) new definitions of style, the manner of expression in writing or speaking jibes with Leech (1969) old qualification of the term. According to Halliday (1978), style can range from formal to informal, depending on social context, relationship of the participants, social class, sex, age, physical environment, and topic. Widdowson (1975), Candlin (1988, 1989), and Short (1996) are in agreement that stylistics is the marriage of language and literature, i.e., it is the linguistic approach to the study and understanding of literary texts.

While early stylisticians limit the scope of stylistics to literary texts, Carter (2012) states that a greater variety of texts and text types like advertisements, newspaper reports, and other multi-modal texts across discourse types have become subjects of stylistic analysis when methodologies for the analysis of texts have evolved. Likewise, Short (1996) states that the object of a stylistic study is literature; however, not exclusively, the stylistic analysis method can also be used to explain other types of texts.

Carter (2012) explains that methodologies for the analysis of texts have evolved, and one of them is stylistics itself and asserts that stylistics has contributed in diverse ways in the teaching of literature and that by turns developments in pedagogy in both L₁ and L₂ contexts have become embedded in stylistics. He (2012) further suggests that stylistics guides learners through the processes of reading and engaging them with what the process reveals for understanding the meanings of texts, not to disclose a single universal meaning but for meanings in different social and cultural contexts in and out of the classroom.

Style or stylistic variation may be explored within Leech and Short's (1981) levels of style: graphological, phonological, lexical, semantic, and syntactic, which are near synonymous with Simpson's (2004) seven levels of language analysis to help readers interpret texts. These include: 1) phonology or the study of the spoken language sounds; 2) graphology which focuses on the patterns and shape of written language; 3) morphology that explains word and their constituent structures; 4) syntax/grammar or the examination of how words combine with other words to form phrases and sentences; 5) lexicon or the study of vocabulary; 6) semantics or the study of decontextualized meaning; and 7) pragmatics or the study of extended contextualized meaning.

According to Short (1981), the core task of a critic is the job of interpreting (explicating) literary texts and judging them. To him, Criticism has three significant parts: description,

interpretation, and evaluation, where the description is equivalent to stylistic analysis. Likewise, Short (1996 p.) posits that stylistic analysis is done in three stages: description, interpretation, and evaluation. Language description means the exploration of linguistic features, which are most evident in a text. This level of stylistic analysis serves as a method of analysis that is aimed at helping readers better understand both the language and content of the text. In other words, stylistics is not after the meaning of a text but more of how this meaning is achieved.

The graphological properties of MoA make it different from other genres of academic texts. Graphology is viewed as a linguistic level of analysis that concerns the study of visual aspects of language (Jimenez, 2015). She explains that the concept was first introduced in linguistic studies by McIntosh in 1961. McIntosh's was mainly developed in UK stylistics and generally applied to the study of literary texts, although this was not always the case (Crystal & Davy 1969). This concept is extended into the whole writing system, i.e., special symbols like capitalization of varying sizes, punctuation marks, paragraphing, and spacing (Leech, 1969; Crystal, 2003). In other words, graphology reflects the physical form of writing, the size or shape of words, and all other orthographical features that mark linguistic effect to the text meaning and reader's reception.

As regards lexicon, Blake (1990) claims that words are items on printed materials that most readers focus on immediately because they carry the material's meaning. He and other linguists (e.g., Malicsi, 2003) explain that words are grouped into 1) close-set or grammatical or function words with less referential and associative meaning, and 2) content or lexical words which carry the major meanings, hence are deemed to be more significant than the prior. Relatively, Hoey (1991) says that the classical theory of the word is well reflected in the two central compendia of the linguistic scholarship of the eighteen and nineteenth centuries-the Dictionary and the Thesaurus. Both these repositories of words show that vocabularies have pronunciation, grammar(s), meaning(s), etymology, and relationships with terms of closely related meanings.

Mashuri (2013) analyzed the social function, schematic structure, and linguistic features of the five Memoranda of Understanding (MoUs) by Dian Nuswantoro University Semarang from 2007 to 2011. He did it by: reading the MoU, segmenting the texts into clauses, describing the social functions of the MoU, classifying the schematic structure, and describing linguistics features. The results showed that the social function of MoU is to inform the parties involved and to describe the agreement terms conditions. The schematic structures are similar, i.e., title,

date of the agreement, parties, parties' identities, content, and signatures; the difference lies in the scope of the program. The occurrences of the simple future dominate in the texts.

Mwinwelle and Adukpo (2019) conducted a lexical stylistic analysis of the 1957 Independence Declaration speech of Nkrumah using the linguistic and stylistic checklist by Leech and Short (2007) and the ideational meta-function by Halliday and Matthiessen (2014). Their lexical analysis showed the use of diverse lexical items: nouns, verbs, and adjectives to recount the struggles that the colonial people had to go through in order to attain independence and adverbs to reveal the relevance and the time and venue where the speech was delivered. The analysis also revealed that Nkrumah would direct his speech to an immediate audience, the Ghanaians, and an extended audience, the Africans and the entire world. He stylistically used simple and general vocabulary in order to reach both groups. The speaker's dominant use of action verbs presents him as an action-driven man who wants the people to speak less and act more in their quest to progress.

The present study concerns analysis of a legal document prepared by users of English from Kachru's (2012) concentric circles signifying different parts of the world. Among the numerous models of World Englishes, Kachru's seems to be most widely acknowledged. His (2012) framework divides English speakers and assigns them places within the three-concentric circles: 1) the inner circle which includes the native English speaking countries which are the norm providers and the sources of English vocabulary, word-formation, semantic shift, and everything related to its grammaticality; 2) the outer circle which includes former colonies of Great Britain and the USA where English has become part of countries' chief institutions and is used as a second language in a multilingual setting; and 3) the expanding circle that recognizes the importance of English as the language of business, science and technology, and education but has no history of colonization by English speaking countries.

Englishes in the outer and expanding circles are unconsciously localized to meet the speakers' international and domestic needs, while consequently crystallizing their culture and values. These localized varieties are evident in both spoken and written texts and corpora of World Englishes. The World Englishes paradigm respects all the varieties from L1 Englishes to ESL and EFL, and see them as equally unique and standard. No English is more prestigious or less prestigious than the others.

Arguing that a text meaning can be explored through a language-centered approach, the authors considered analysis of three Memoranda of Agreement for ESP learners to understand MOAs across Englishes and for individuals and organizations who are into local and international collaborations to have better rapport and smooth implementation of agreements. Stylistic

analysis of MOA will help the users understand and comply with the mutual agreement provisions. Unfortunately, no stylistic studies of MoAs, even in the Philippines and across Englishes have been found, and this gap establishes the significance of the present paper. This paper then attempts to describe the foregrounded graphological features and lexical choices in MoAs across Englishes and provides interpretation from the features.

Methodology

Research Design

This stylistic analysis of three MoAs across Englishes followed a descriptive approach and used the qualitative research design. Qualitative inquiry is the process of understanding a social or human problem through describing, explaining, and interpreting collected data; however, Leedy and Ormrod (2001 as cited in Williams, 2007) propose that qualitative research is less structured in the description because it formulates and builds new theories. The qualitative method allows the researcher to explore and better understand the complexity of a phenomenon (Williams, 2007) and provides him/her a better understanding of the problems posed (Cresswell, 2003).

Data Collection Procedures

The texts used for this study are three MOAs across Englishes, i.e., one from the United States of America to represent Kachru's (2012) Inner Circle English, one from the Office of a former high official in the Philippines to represent the Outer Circle English, and another one from a university in Vietnam to represent the expanding Circle English.

The U.S.A MoA, a 2011 Memorandum of Agreement between the United States of America and a Judicial Department of Justice was downloaded from the internet; whereas, the other two 2011 MoAs: 1) Memorandum of Agreement between a Philippine state university and a national office regarding the implementation of a scholarship program, and 2) Memorandum of Agreement on academic and cultural collaboration between the same Philippine state university and one of its partner universities in Vietnam were from the principal researcher's former office. Originally, fifteen MoAs, five to represent each English variety, were proposed; however, during the in-house review of the faculty research proposals, the panel of evaluators reminded the researchers that MoAs are pro forma and therefore recommended only three samples for the present study.

Stratified random sampling was applied in selecting the three MoAs from 15 MoAs across Englishes through the fishbowl strategy. Five EFL MoA titles and five ESL MoA titles used

from 2009 to 2019 were written in small pieces of paper, rolled in, and put in two small jars. The principal researcher's office assistant was requested to draw a sheet of rolled paper from each of the jars, which resulted in the above-identified ESL/EFL MoAs for the study. Likewise, one MoA was drawn from five electronically published U.S.A MoAs which were randomly surfed and downloaded. To ensure respect for and confidentiality of the partnerships involved, the MoAs were named EFL, ESL, and L₁ MoAs, respectively.

Data Analysis Procedures

Before the authors started reading, the principal author numbered the items in the MoAs per line, i.e., from the titles, headings, and subheadings, paragraphs, and sub-paragraphs to the last item in the documents for easy reference. McIntyre (n.d.) posits that it is good to start with the analysts' initial thoughts and feelings about the text they are to analyze; thus, the researchers did the first reading of the three MoAs to recollect their thoughts and attitude toward the documents' discourse. Despite a shallow understanding of the legal texts, they repeatedly tried to familiarize themselves with the three MoAs, and then the principal author proceeded to do an analysis using the practical approach to stylistics.

The order of analysis corresponded with the treatment of the problems earlier presented. The scrutiny focused first on graphology or the visual language shape. After the graphological analysis, the features of prominent lexical items used were examined. The lexical items which are not commonly used in everyday read texts were identified, described, and then analyzed to see how they contribute to the meaning of the MoAs and how they create effects on the texts and to the readers.

The overall analysis of the MoAs was anchored on Carter's (2012) qualification of practical stylistics and the similar frameworks on levels of language analysis presented by Leech and Short (1981, 2007), Short (1996), and Simpson (2004) which has been discussed in the earlier section with Levenston's (1992) elucidation of graphology. According to Carter (2012), stylistics itself is a methodology, and its pedagogic value resides in the explication of how texts are understood in terms of their interaction with their linguistic structure. Practical Stylistics involves close reading of the verbal texture of texts (Carter, 2012).

When the analysis was completed, a light review of literature on grammaticality of graphological and lexical features of writing was done to compare the correspondences and differences between the stylistic analysis results and grammar rules. The abbreviations: MoA, L₁, L₂, and EFL MoAs are used in the discussion of the results to refer to Memorandum of

Agreement, U.S.A, or Inner Circle MoA, Philippine/ESL, or Outer Circle MoA, and Vietnam/EFL or Expanding Circle MoA respectively.

Results and Discussion

General Description

The MoAs analyzed show unique physical structures or layouts. The L₁ MoA has a slightly different overall structure from the L₂ and EFL MoAs, as shown in Table 1.

Table 1
Macro-structure of the MoAs across Englishes

L₁ MoA	L₂ MoA	EFL MoA
A. Title	Title	Title
B. Scope of the investigation	Introduction	Scope and coverage
C. Jurisdiction	Whereas clauses	Field of cooperation
D. Remedial action	Duties and responsibilities	Duties/responsibilities/obligations
E. Monitoring	Miscellaneous Important parts	Program committee
F. General terms	Force majeure	
G. Effective date and termination	Term of Agreement Separability	Duration and termination
H. Signatures of Representatives	Signatures of Representatives and witnesses	Signatures of Representatives and witnesses

Table 1 shows the similarities and slight dissimilarities of the parts of the MoAs under study. As to their length, L₂ MoA appears longer, having nine major sections or headings with six subheadings; not far different is L₁ English MoA with eight parts. The shortest and most straightforward is the EFL MoA, with seven parts. Nonetheless, the slight difference in the macro-structure of the documents does not seem to affect the contents because, as can be observed, the three MoAs have similar major sections, although sections B, C, E, and G are distinctly worded. These coherent parts that compose the MoAs reflect Berūkštienė's (2016) claim that the author of the paper understands the structure of legal texts (e.g., legislation, contracts, judgments, last will, power of attorney) as the format of a text, the organizational plan, the arrangement of and relationship between different parts and elements of any legal text.

The physical layout of the parts looks similar to Mashuri's (2013) schematic structure of five Memoranda of Understanding (MoUs) by Dian Nuswantoro University Semarang from 2007-2011, i.e., title, date of the agreement, parties, parties' identities, content, and signatures. Mashuri's *parties* and *parties' identities* are reflected in the present documents' title and

introduction part, which is sub-headed with *Know all men by these presents*; whereas, the sections marked with letters B to G constitute his *content*. Noticeably, L₁ MoA includes footnotes in which terms are defined. EFL and L₂ MoA samples, on the other hand, do not reflect such a part. Further, the latter uses the adverb, *whereas* in the introductory part of the MoAs, where the parties involved are qualified, while L₁ MoA does the introduction of the parties involved while presenting the scope of the investigation/agreement.

Table 2

Graphological Features of the MoAs across Englishes

Foregrounded Features	L ₁ MoA	L ₂ MoA	EFL MoA
Bold Uppercase entries			
a) All major headings shown in Table 1	/	/	/
b) All subheadings	no subheadings	/	no subheadings
c) Signatories, offices, titles, and degrees	/	/	/
d) Parties' names in the signature page	uppercased only	/	/
2. Non-bold uppercase			
a) Parties' names within the text	/	/	/
b) Signatories	/	bold too	bold too
3. Bold lowercase entries			
a) Important details	no evidence	/	/
b) Address of the institution (last page)	not in bold font	uppercased bold	CLC
4. Italics			
a) Important details	no evidence	/	no evidence
5. Extra spaces			
	2 spaces in bet sections	wider spaces	wider spaces
6. Punctuation marks used			
a. Full stop, comma	/	/	/
b. Colon, Semi colon	/	/	/
c. Parenthesis/bracket	/	/	/
d. Hyphen, dash, slash	/	/	/

The sample MoAs have distinct visual layouts from other genres; all the three documents are regularly divided from the start to the end. The L₁ MoA is dissected into paragraphs and complex sentences under the earlier identified major headings, which are explicated in detail by either short paragraphs or complex sentences. The L₂ and EFL MoAs, on the other hand, are also divided into short paragraphs, along with simple, compound, and complex sentences under the main headings, sub-headings, subheadings' units, and their subunits depending upon the presented information.

As can be noted from Table 2, the divisions are foregrounded through graphological strategies such as: capitalizing, bolding, italicizing, or bracketing headings, intext salient information, as well as explanatory information, and providing wider spaces. Short (1996) elucidates foregrounding as a deliberate use of devices such as: repetition, contrast, strange collocation, parallelism, or deviation from the norms, which may be graphological, lexical, semantic, or

linguistic. Deviation from the norm foregrounds a part of a text because it brings the message to the readers' attention.

L₁ MoA's major headings are flush left; while, the L₂ and EFL MoAs' major headings are centered. The three MoAs across Englishes would foreground the title of the document and its major headings through the same graphological style, i.e., bold uppercased texts. However, the sample L₁ and EFL MoAs are a bit different because they appear more straightforward; they do not have sub-headings. The signatories that reappear at the acknowledgment page, *Signatures of Representatives* in L₁ MoA, is uppercased but is no longer in bold font, while the signatories' names in L₁ and EFL MoAs are uppercased and bold. However, the signatories' along with their offices, titles, and degrees in the three MoAs are no longer in bold font and regular upper and lowercased orthography.

On the other hand, the L₂ MoA is divided into sections and subsections under headings, sub-headings, paragraphs, and units and sub-units for other matters like: priority programs, notices, or amendments, etc. After the title or name of the document follows the introductory eye-catching imperative clause, **KNOW ALL MEN BY THESE PRESENTS** that seems to serve as an attention-getter. The introductory verb, **WITNESSETH** that presents the rationale of the partnership; the introductory adjunct, **WHEREAS** of each paragraph that qualifies the earlier mentioned premises; the temporal adverbial, **NOW THEREFORE** that ends the *whereas paragraphs* and introduces collaborative tasks and responsibilities; the concluding adjunct, **IN WITNESS WHEREFORE** that presents the signatories and their signatures; the introductory fragment for the witnesses, **SIGNED IN THE PRESENCE OF**, and the **ACKNOWLEDGEMENT** heading of the contract authentication page is obviously foregrounded by bold uppercased fonts.

All bold uppercased lexical items in the three MoAs create a good effect on the documents and the corresponding offices. They communicate the importance and prominence of the involved institutions or organizations, and they seem to suggest the power and dignity of the heads involved. Aside from functioning as distinguishing marks of this legal document, they also sound like a command of the necessity of both parties' respect for the MoAs' contents. The bold uppercased words also foreground the common MoA lexical items, which are presented in the latter part of this section, to signal the beginning of equally important parameters. In the same manner, all the other vital details within the text body are emphasized through the use of bold lowercased fonts. Uppercased and bold fonts are attracting and informing graphological devices; inasmuch, as they help trigger the readers' curiosity and interest to read on, and establish the significance of the document.

Punctuations

Punctuations are utilized regularly throughout the three MoAs. The conventional use of punctuation marks was observed in the MoAs under study; for instance, periods frequently appear where there is the necessity to emphasize the beginning or end of clauses or sentences. Commas flow upon the surface when additional items of information are inserted; whereas, colons move when there is a need to separate units from enumerated pieces of information that immediately follow.

The introductory adverb, *whereas*, in L₂, MoA is separated from the agreement premises by commas which signify the importance of the clauses that explain the logic behind the Agreement as suggested by the following extract:

WHEREAS, *through and by virtue of the shared ideas and vision, OVP, CHED, and SUCs have agreed to jointly implement and/or administer a study grant program entitled "_____."*

In addition, the commas in this place seem to function as an intensifier, which, if compared to oral discourse, may be tantamount to the imperative *listen/take notes*, or *this is important*. All the three MoAs use semicolons in presenting and connecting a series of independent clauses which are closely related in meaning and value to allow the readers to have a logical and smooth flow of understanding.

The colons that punctuate the series of related clauses on facts, parties' duties, and related legal matters may silently hold the readers' attention, and may mentally require the readers to continue reading because there are more essential clauses that need to be understood. In addition to these uses, colon seems to have a special function in the present documents, i.e., to present the VIPs, the representatives of the parties involved, specifically in the end part of the documents. In L₂ MoA, it suggests the glory of the *byline* as illustrated by the following extracts:

L₁ MoA -- *For the Colorado Judicial Department:*

L₂ MoA – *OFFICE OF _____ COMMISSION ON HIGHER EDUCATION*

By:

By:

Further, in L₂ MoA, the colon is used to separate the introductory imperative *KNOW ALL MEN BY THESE PRESENTS*: from *This Memorandum of Agreement made and...*: which in turn separates it from the information about the collaborating parties who with their missions are

described in the *WHEREAS* clauses. In EFL MoA, the colon is also used to present the section heading as in, *Article I: SCOPE AND COVERAGE*

Parentheses or brackets, hyphens, dashes, slashes, and quotation marks appear to have been used in the three MoAs for nearly similar communicative purposes as shown by the following extracts:

L₁ MoA

- A. *This Memorandum of Agreement (MOA) does not constitute an admission with...
... has issued the attached Chief Justice Directive 06-03, as amended, (Directive) on...*
- B. *in complying with the requirements of paragraph C.1 – C.6 above,*
- C. *any other potential violations of Title VI and/or the Safe Streets Act...*
- D. *The term "review and approval" refers to the following process that the parties
shall use...*

L₂ MoA

- A. *...Priority Development Assistance Fund (PDAF),
Pay for the tuition fee (as billed) and miscellaneous expenses of the scholar.*
- B. *...for his/her educational expenses for Academic Year 2011-2012...*
- C. *...grant program "The _____ Program."*
- D. *REPUBLIC OF THE PHILIPPINES}
_____} S. S.*

EFL MoA

- A. *The memorandum of Agreement (MoA) provides opportunity ...
University (in cooperation with University of _____) as the receiving institution...*
- B. *enjoy free accommodation/dormitory only...*

As can be noted from the extracts above, parentheses or round brackets which are used to add extra and not really necessary information to a sentence, embed the acronyms or alphabetic abbreviations of the documents' title as well as proper names of institutions or information. A distinct function of the mark, i.e., adding information to or within a sentence that clarifies the information presented for emphasis purposes, is also conveyed in the three MoAs. It appears that this use of parenthesis resembles the use of commas in the middle of sentences, setting off related thought units which are significant in clarifying the meaning of the earlier words, phrases, and clauses. Only the L₂ MoA shows the use of curly brackets which foregrounds the words and lines in the Acknowledgment page that makes the mutual agreement binding.

L₁ and L₂ MoAs show similar instances of hyphen and dash uses; while, the sample EFL MoA does not reflect the use of the punctuations probably because there is no mention of a numerical range. Webster's (2016) describes hyphen as punctuation used to divide or compound words, word elements, or numbers as in *Directive 06-03* and in *Academic Year 2011-2012*. However, Webster's (2016) defines dash as a punctuation mark that is used to indicate a break in the thought or structure of a sentence that is not communicated in L₁ MoA's *paragraph C.1 – C.6*. It appears that dash in the sample L₁ MoA is used to show a range of paragraph numbers; however, it is more emphatic, aside from the fact that it is longer than a hyphen, it has a space on both sides, which suggest that the information is more important than the hyphenated ones. Slash [/] may communicate uncertainty on the part of the writer, and it is not recommended for formal writing; nonetheless, it is used in the three sample MoAs. It redundantly communicates and foregrounds the same meaning of *and* and *or*; the slash means "*and* and *or*, or *and* or *or*". The slash in EFL MoA's *complaint/s or grievance/s* communicates the same meaning, a complaint and/or more than a complaint. In short, slash can be used even in formal writing for emphasis purposes. Its use does not necessarily suggest the writer's uncertainty but the writer's cognizance of its function in the effective conveyance of ideas. Aside from presenting readers options separated by a slanting line, it engages readers into thinking through the small details.

Instances of quotation mark employment were observed in L₁ and L₂ MoAs; however, zero use was noted in EFL MoA. While quotation marks are customary for components, such as chapter titles in a book, individual episodes of a TV series, songs on a music album, and titles of articles or essays in print or online (GrammarBook.com), in the representative L₁ and L₂ MoAs, they are employed to underscore salient terms and titles of government programs.

Spaces and Italics

Spaces express the meaning behind words. The representative L₂ and EFL MoAs extravagantly foreground their introductory parts through the wide spaces between the institutions which are linked by the connector *and*. The huge spaces communicate a similar linguistic function accomplished by earlier analyzed graphological devices. In addition, these foregrounded spaces communicate respect and importance to the officials involved in the Agreement. Italics appear to have similar usage as the other graphological devices in L₂ and EFL MoAs--to make salient details like the amount of money stand out from the rest of the text.

All the graphological deviations found seem to speak of the consistency of emphasizing significant persons, information, and facts in all parts of the MoAs. Indeed, according to Adeyanju and Adegoju (2008), as cited in (Yeibo & Acerele, 2014), discourses contain salient

graphological features that appeal to the reader's visual imagination and assist his understanding of the writer's message. In some cases, the meaning generated at the graphological level could be more significant than that generated by verbal signifiers.

Lexical Features

The choice of words in any piece of writing is critical because words express the thoughts effectively across the intended message of the writer. Moreover, stylistic differences can also be reflected in this vocabulary choice. Analysis of the lexical choices in the sample MoAs revealed that they contribute to the distinct feature of MoA. It was noted that the lexicon of MoAs is very formal and impersonal; the MoAs under study show some: nominal technical terms referring to the parties' nature of professions, verbs common to MoAs, borrowed or foreign words, collocated expressions, and archaic words some of which may be difficult to understand.

Because L₁ MoA concerns a Judicial Department, the technical terms are judicial operations related like: *Civil Rights Act*, *judicial power*, and *civil suit*, among others. Inasmuch as L₂ and EFL MoAs are on students' financial aid, the MoAs use the register of the domain, such as: *disbursement reports*, *statement of account*, and *liquidation reports*. It was notable that the majority of the sample technical expressions are either compounds, binomials, and collocations. Apart from nouns, performatives or action verbs like: *amend*, *accept*, *administer*, *require*, *grant*, *agree*, *recognize*, *present*, *constitute*, *perform*, *comply*, *enter*, *remain*, *direct*, *request*, *conduct*, *receive*, *monitor*, and *obtain* were also found to be part of the MoAs' register.

Closer examination revealed the frequent use of the modal verb *shall* which appears versatile and problematic in the three MoAs because it suggests either different or unclear meaning as shown in the following extracts:

1) *Shall* that impose legal duty or obligation:

L₁ MoA - *Within thirty days, the Chief Justice **shall** appoint at least eight additional consultative members to the CJD Court Interpreter Oversight Committee*

L₂ MoA - *Amendments or any modification to this Agreement **shall** be made in writing and signed by all Parties.*

2) *Shall* that express futurity:

L₁ MoA - CJD **shall** release the Directive to court personnel and to the public and post it

on the CJD website promptly upon its issuance by the Chief Justice and before its effective date.

L₂ MoA - ...or any other causes beyond the control of either Parties, this Agreement **shall** be

deemed suspended during the existence of any of the foregoing.

EFL MoA - _____ students **shall** study at _____ and _____ students study at _____.
Both

Universities agree to accept credits of each other.

3) Shall that express commitment

L₁ MoA - CJD **shall** ensure that the districts take such actions as are necessary to implement their DLAPs and the state LAP.

L₂ MoA - Allocate and transfer to the State Universities and Colleges through the CHED

Regional Offices as directed by the Office of _____ the sum of **PhP90,000.00** which **shall** be given directly to the grantees enrolling in this Higher Education

Institution, for his/her educational expenses for Academic Year 2011-2012.

4) Shall that announce the speaker's intentions

L₁ MoA - The plan shall set forth the management actions needed to implement the Directive

and ensure compliance with Title VI, including thae...

L₂ MoA - Upon termination or cessation of the force majeure condition, this Agreement **shall** be deemed effective and its duration extended...

The above sample extracts reveal the verb's flexibility, versatility, and ambiguity at the same time. *Shall* suggests multiple semantic meanings as shown by the excerpts; nevertheless, closer scrutiny of those meanings of *shall* in the identified categories also bared that they are overlapping, and they may cause difficulties for readers in giving the accurate interpretation. *Shall* in all the sample extracts also expresses futurity and obligation. In fact, Krapivkina (2017) states that most researchers emphasize the ambiguity of *shall* in a legal

setting. Wydick (1998 in Krapivkina, 2017), for instance, named *shall* as the biggest troublemaker for legal experts and courts; hence, a more comprehensive study of modals in MoAs using a clear framework promises significant contribution to literature.

It is interesting to note that *shall* is not abundantly used in the 2012 EFL MoA. *May*, *must*, *will*, and *be* are used instead to communicate the more forceful meanings as can be observed in the following:

- 1) Applicant **must** comply with the...
- 2) This Agreement **will** come into force/take effect upon signing...
- 3) Students who **are** awarded full scholarship enjoy...
- 5) Students under the Advanced Program **may** complete ...

This finding is justified by Krapivkina's (2017) synthesis that *shall* in legal discourse may be replaced by other modal verbs: *may*, *must*, *should*, *be* with less ambiguous meanings.

The analysis also revealed the use of two-word adverbs like *hereinafter*, *hereunto*, *thereafter*, *herein*, *hereunto*, *hereinafter*, *hereby*, *hereunder*, and *hereto*. They make the language look serious and very formal; they create the impression that law and legal documents are for the affluent and well-read. On the other hand, the serious tone may trigger the concerned parties' responsibilities that it serves as a warning for them to do as directed by the MOAs.

Compounds, binomials, and collocations flow upon the surface of the MoAs. Samples of such lexical items are presented in Table 3.

Table 3*Sample Compounds and Binomial Collocations in the MoAs across Englishes*

Compounds	Binomials	Collocations
liquidation report	war and civil commotion	statement of account
disbursement reports	duties, functions and responsibilities	acts of Gods
constitutional mandate	strike and labor disputes	come into force/take effect
notarial seal	strike and labor disputes	duties, responsibilities, obligation
notary public	amendments and modification	guidelines, policies
force majeure	projects and program	set my hand/affix my signature
judicial power	legality and enforceability	
civil rights	made and entered, burdens and expenses	
crime control	by and among, investigation and litigation	
court proceedings	establish and maintain, illegal, invalid or unenforceable	
consultative members	subsidies and incentives	
court interpreter	through and by, review and approval	
Legal Services	ideas and vision, policies and procedures,	
effective date	implement or administer	

As Table 3 shows, another noticeable lexical feature of the sample MoAs is the use of compounds, binomials, and collocations. Binomials are expressions composed of two words joined by a conjunction, whereas collocations are words that go together. Gustafsson (1975:19) in Dámová (2007) states that when a binomial becomes popular in language and reaches a formulaic stage, the sequence of members tends to become fixed, and the binomial is virtually irreversible and becomes collocation. It is evident that binomials outnumber the sample extracted compounds and collocations. Binomials that outnumbered the other two groups are composed of 18 noun-noun binomials, five verb-verb combinations, three adjective pairs, and two preposition binomials. According to Dámová (2007), Yakov Malkiel coined the term binomial and defined it as a sequence of two words of the same form-class, placed on the same level of the syntactic hierarchy, and ordinarily connected by some lexical link.

The common denominator among the groups of lexical items can be noted well; that is- most of them are synonymous words or at least near-synonyms, which are joined by connectors for binomials and by prepositions for collocations. It can also be noted that repetition and enumeration are attributes of MoA's lexicon. More words like *qualifications/requirements*, *parents/guardians*, *subjects/courses*, *scholars/students* and *free domestic travel*, *free tuition fee*, and *free accommodation* are repeated. These repetitions and enumeration of words reveal essential functions- to emphasize the communicated ideas and to make them cohesive. Common words are repeated within the collocation to emphasize what is to be done explicitly (acts, verbs), whom to perform (doers, nouns), or what should be remembered to ensure harmonious working relationships within the duration of the program. The antonymous

pairs, *public* and *private underprivileged* but *deserving* also create an emphatic effect on the meaning. A few foreign technical terms like *force majeure* and *et. Seq.* are used perhaps to add color to the documents directly.

Conclusion

In sum, this paper tries to deal with an objective explanation of the meaning conveyed by the sample MoAs under study, by focusing on language, specifically, the graphological and lexical levels. Memoranda of Agreement, in general, do not only convey information nor regulate collaboration but also prescribe responsibilities, obligations, and limitations. Graphological and lexical features show that this legal document has its own distinct linguistic features. These linguistic features are linguistic devices used to fulfill different roles such as: emphasizing salient points, information, and important persons/parties involved in the agreement; helping the readers attain the documents' appropriate meaning; keeping the thoughts cohesive and coherent; and creating stylistic norms for the genre.

Pedagogical Implications

The paper proves that stylistics helps explain a text which readers might not otherwise understand. Stylistic analysis proves that this method is a useful and valid approach for textual interpretation. Indeed, meaning can be unraveled by the surface language; hence EFL/ESL teachers should not be concerned with the teaching of grammar per se only. The teaching of grammar and meaning should be done simultaneously. Students specializing in different fields of studies should be made familiar with the language of their specific fields of concentration for them to understand better and manipulate available information. When they are implicitly or explicitly taught to read, they must also be taught to analyze language structures at various levels intuitively.

Tocaimaza-Hatch's (2018) investigation of the formal register in the speech of Spanish high school students and L₂ students during a formal exchange bared that the L₂ students made better lexical choices than high school students. In taking an ecological approach to language learning, factors that afforded or constrained vocabulary learning associated with high register should be discussed (Tocaimaza-Hatch's, 2018). Thus, she recommended language-learning instruction that is founded upon an understanding of learners' unique language-learning histories. This research finding and recommendation imply that as early as in the high school level, students should be presented with materials that use formal register apart from narratives that use colloquial language. The present paper recommends the use of expository texts that

focus on factual information and the skills of evaluating them in the teaching of comprehension.

Relatively, Pascual (2019) determined the reading comprehension performance of ESL learners at Cagayan State University, and concluded that 1) the ESL learners reading skill was not fully developed; 2) they had not developed the habit and love for reading, and 3) they had less exposure to the English language that resulted in their inability to acquire passive and active vocabulary. To this end, she advanced that English teachers should design activities that would enhance the reading skills of students from their first year to their last year in college. This paper recommends the indirect teaching of comprehension skills through stylistic analysis activities.

Low achieving readers should be helped improve their interpretation, comprehension, and thinking skills, not only thru deliberate teaching of metacognitive strategies but also of this language approach to meaning. Language teachers from elementary to tertiary levels must use realia and authentic materials like this MOA as a springboard for content-based grammar lessons. This MOA, for instance, can be used in grammar English (preposition, nouns, simple present and/or modals *will* and *shall*) to Law students the content-based approach can be enriched by the stylistic analysis done on various language levels proposed by stylisticians. Legal language is a complex language that may be incomprehensible for laymen; hence, stylistic analysis of legal texts is a recommended comprehension task because, according to Berūkštienė (2016), it contributes to the overall understanding and construction of legal discourse in general and legal texts in particular.

This approach will make grammar teaching enjoyable and cognitively demanding. This teaching style is wise and timely, especially now that young people should be taught higher level and critical thinking skills. Teaching them the first step to understanding will help a lot. This stylistic approach must be used in any content area, but more so in Reading and Literature classes where comprehension skills are deliberately and implicitly taught.

References

- Algeo, J., & Butcher, C. A. (2014). *The Origins and Development of the English Language*. Based on the original work of Thomas Pyles Wadsworth. Cenage Learning.
- Bauer, L. (2002). *Introduction to International Varieties of English*. Edinburgh: Edinburgh University Press George Square.

- Biermeier, T. (2011). Lexical Trends in Philippine English. In M.L.S Bautista (Ed.), *Studies of Philippine English: Exploring the Philippine component of the International Corpus of English*, 223-247. Manila: Anvil Publishing, Inc.
- Blake, N. F. (1990). *An Introduction to the Language of Literature*. London: Macmillan.
- Berūkštienė, D. (2016). Legal Discourse Reconsidered: Genres of Legal Texts. *Comparative Legistics*, 28, 89-119. <https://doi.org/10.14746/cl.2016.28.5>.
- Caras, M. S. et al. (2009). *Statistics and Probability A Simplified Approach*. Mandaluyong: National Book Store, 195-197.
- Carrie, W. (2007). Research Methods. *Journal of Business & Economic Research* Vol 5, No 3 [www.clutejournals.com › index.php › JBER › article › dow](http://www.clutejournals.com/index.php/JBER/article/dow)
- Crystal, D. (2005). *How Language Works*. Oxford: Oxford University Press.
- Crystal, D. & Davy, D. (1969). *Investigating English Style*. London: Longman.
- Dámová, Petra. (2007). *The Language of Law-A Stylistic Analysis with a Focus on Lexical Binomial* Unpublished Thesis. Expressions Masaryk University in Brno Faculty of Education Department of English Language and Literature <https://is.muni.cz/th/f8kxn/THESIS.pdf>
- Doing Stylistics Analysis-General Instruction. *Ling 131: Language & Style*. Retrieved from <https://www.lancaster.ac.uk/fass/projects/stylistics/sal/example.htm>
- Fromkin, V. et al. (2011). *Introduction to Linguistics*. Philippines: Cenage Learning, ESP Printers.
- Gramley, S. (2001). *The Vocabulary of World English*. London: Arnold.
- GrammarBook.com (n.d.) Retrieved from <https://data.grammarbook.com/blog/quotation-marks/italics-vs-quotation-marks/>
- Hoey, M. (1991). *Patterns of Lexis in Text*. Oxford: OUP.
- Kachru, B.B. (1985). Standards, codification, and sociolinguistic realism: The English language in the outer circle. In R. Quirk and H. G. Widdowson, (Eds.), *English in the World: Teaching and Learning the Language and Literatures*, 11-30. Cambridge: Cambridge University Press and the British Council.
- Kachru, B.B. (1997). English is an Asian Language. In M. L. S. Bautista (Ed.), *English is an Asian Language: The Philippine context (Proceedings of the Conference held in Manila on August 2-3, 1996)*, pp.1-23. NSW, Australia: The Macquarie Library Pty Ltd.

- Kachru, B.B. (2005). English is an Asian language. In M. L. S. Bautista (Ed.), *English is an Asian Language: The Philippine context (Proceedings of the conference held in the Manila on August 2-3, 1996)*, 1-23. NSW, Australia: The Macquaire Library Pty. Ltd.
- Kachru, B.B. (2005). *Asian Englishes: Beyond the Canon in Asian Englishes Today*. Hong Kong: Hong Kong University Press.
- Kirkpatrick, A. (2007). *World Englishes: Implications for international communication and English language teaching*. Cambridge: Cambridge University Press.
- Kyriacopoulou, T., Tsaknaki, O., Tziafa, E. (2013). (Mis)understanding Memoranda of Understanding Retrieved from <https://www.sciencedirect.com/journal/procedia-social-and-behavioral-sciences>. <https://doi.org/10.1016/j.sbspro.2013.10.693>
- Halliday, M.A.K. (1978). *Language as Social Semiotic: The Social Interpretation of Language and Meaning* London: Arnold
- Halliday, M.A.K & Hasan, R. (1976). *Cohesion in English*. London: Longman.
- How to Use a Bracket in Grammar. Your Dictionary.com. Retrieved from <https://grammar.yourdictionary.com/punctuation/how-to-use-brackets-in-grammar.html>
- Jimenez, E.G. (2015). An Introduction to Graphology: Definition, Theoretical Background and Levels of Analysis. *Miscelánea: A Journal of English and American Studies* (Vol. 51)<https://go.gale.com/ps/anonymouse?id=GALE%7CA451000116&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=11376368&p=AONE&sw=w>
- Krapivkina, O.A. (2017). Semantics of the verb shall in legal discourse. *Jezikoslovlje* Vol. 18. No.2. Retrieved from hrcak.srce.hr ›
- Leech, G., & Short, M. (2007). *Style in Fiction: A Linguistic Introduction to English Fictional Prose*, 2nd ed. London: Longman.
- Leech, G., & Short, M. (1981). *Style in Fiction: A linguistic Introduction to English Fictional Prose*. London and New York: Longman.
- Leech, G. (1969). *A linguistic guide to English Poetry* London: Longman.
- Luna F. (2019). Literacy group blames Philippines' reading comprehension rank on study materials.Retrievedfrom<https://www.philstar.com/headlines/2019/12/05/1974505/literacy-group-blames-philippines-reading-comprehension-rank-study-materials>
- Lisina, N. (2013). Stylistic Features of Legal Discourse: A Comparative Study of English and Norwegian Legal Vocabulary Retrieved from [https://www.duo.uio.no/bitstream/handle/10852/37033/Lisina_master.pdf?sequence=](https://www.duo.uio.no/bitstream/handle/10852/37033/Lisina_master.pdf?sequence=3)

- McIntyre, D. (n.d.) Doing Stylistics: An Analysis of '(listen)' by E. E. Cummings. Retrieved from <https://www.lancaster.ac.uk/fass/projects/stylistics/sa1/example.htm>
- Malicsi, J. (2003). *The ELP English Manual*, 6th edition. Manila, Philippines: University of the Philippines.
- Mashuri, M. (2013). Genre Analysis of Memorandum of Understanding. Retrieved from [https://www.semanticscholar.org/paper/GENRE-ANALYSIS-OF-MEMORANDUM-OF-UNDERSTANDING-\(MOU\)-Muhammad/f855fee0392086f6104f0ae6d7c4a650f2cb6bb](https://www.semanticscholar.org/paper/GENRE-ANALYSIS-OF-MEMORANDUM-OF-UNDERSTANDING-(MOU)-Muhammad/f855fee0392086f6104f0ae6d7c4a650f2cb6bb)
- Memorandum of Agreement Law and Legal Definition Retrieved on October 10, 2019 from <https://definitions.uslegal.com/m/memorandum-of-agreement/>
- Memorandum of Agreement Between the United States of America and the Colorado Judicial Department of Justice Number 171-13-63. Retrieved from https://www.justice.gov/sites/default/files/crt/legacy/2011/06/30/Colorado_MOA_6_28_11.pdf
- Mwinwelle, P. & Adukpo, J. (2019). A Lexical Stylistic Analysis of Nkrumah's 1957 Independence Declaration Speech. *International Journal of Art, Language & Linguistics*. Vol. 1, Issue 2, pp. 85-96. Retrieved from <https://zambrut.com/food-inflation/>
- Online Merriam-Webster's Dictionary. (2014). Retrieved from <https://www.merriam-webster.com/>
- Pascual, G. (2019). Metacognitive Reading Comprehension Performance of English as a Second Language Learners. *Asian EFL Journal Research Articles*. Vol. 24 Issue No. 4.2 June 2019 <https://www.asian-efl-journal.com/wp-content/uploads/AEFL-JUNE-2019-Volume-24-Issue-4.2.pdf>
- Ropero, G. (2019). *Why Pinoy students ranked last in reading comprehension survey*. Retrieved at <https://news.abs-cbn.com/news/12/05/19/why-pinoy-students-ranked-last-in-reading-comprehension-survey>
- Scargill, M.H. (1982). The Background of English. *The Changing Language* (pp. 3-17). Sono Nis Pr.
- Swales, J. M. (2001). *Genre Analysis: English in Academic and Research Settings*. Cambridge: Cambridge University Press.
- Tocaimaza-Hatch, C. (2018). A comparison of formal register through lexical choices in heritage and second language speakers of Spanish. *The Linguistics Journal*. Vol 12, NO. 1 ISSN

1718-2301. Retrieved from <https://www.linguistics-journal.com/2018/09/20/volume-12-issue-1-2018/>

- Trudgill, P. (2000). *Sociolinguistics, An introduction to language and society*, 4th Edition
- Wales, K. (2001). *Dictionary of Stylistics*. (2nd Ed.). Pearson Education Ltd
- Wales, K. A. (1989). *Dictionary of Stylistics*. London: Longman
- Widdowson, H.G. (1975). *Stylistics and the teaching of literature*, London: Longman Group Ltd.
- Yeibo, E. and Acerele, C. (2014). Graphological Foregrounding in Chimamanda Adichie's *Purple Hibiscus* *International Journal of Language and Linguistics* Vol. 1, No. Retrieved from http://ijllnet.com/journals/Vol_1_No_2_December_2014/2.pdf
- Yule, G. (2010). *The Study of Language*, 4th Edition. Cambridge: Cambridge University Press. doi: bibliothek.univie.ac.at/fb-anglistik/george_yule_2010_the_stud.html



Needs Analysis on English Skills of Physical Education Major Students

Jonar T. Martin

Mary Sheena G. Cruzado

Danica N. Marcelo

College of Education

Pampanga State Agricultural University, Philippines

Correspondence: jonarmartin@psau.edu.ph

Biodata:

Dr. Jonar T. Martin is a faculty member of the College of Education at Pampanga State Agricultural University, Magalang, Pampanga, Philippines. He finished his Bachelor's degree in Secondary Education major in Physical Education at Angeles University Foundation (AUF). He completed his Master of Arts in Teaching Physical Education and his Ph. D. in Educational Management at the same university. He is a prolific researcher and became a lead author of multidisciplinary articles published in international refereed journals such as Web of Science and Scopus-indexed journals. He has also been a research presenter in international research conferences in the field of education.

Ms. Mary Sheena G. Cruzado is a faculty member of the College of Education at Pampanga State Agricultural University, Magalang, Pampanga, Philippines. She finished Bachelor of Arts in English at Pampanga State Agricultural University. She is currently taking Master of Arts in Education major in English at Angeles University Foundation.

Ms. Danica N. Marcelo is a faculty member of the College of Education a Pampanga State Agricultural University (PSAU), Philippines. She finished her degree in Bachelor of Arts in English at PSAU. She completed Master of Arts in Education major in English at Angeles University Foundation (AUF). Currently, she is pursuing her Doctor of Philosophy in Applied Linguistics at the Philippine Normal University (PNU).

Abstract

The proficiency in English language skills can greatly help Physical Education teachers to deliver and execute the lessons effectively. It is an important skill that must be enhanced through analysis and assessment. However, despite the importance attached to needs analysis worldwide as probably one of the most important phases of English as a second language education, research is scarce to adequately address the needs of students in the Philippines, particularly, in the Physical Education discipline. This study, therefore, determines the needs of teacher education students taking Bachelor of Physical Education (BPEd) in terms of English skills. BPEd students and teachers in two higher education institutions participated in the study. Survey and interview were used to gather these needs. Findings showed the needs and suggestions of the respondents in terms of English skills to better prepare them for future professional life as PE teachers. Pedagogical implications are presented to initiate steps to develop teaching materials for English skills and review their integration into the BPEd curriculum.

Keywords: *BPEd, communication, English skills, needs analysis*

Introduction

In the modern world, English is one of the most common and dominant languages spoken and used both at the national and international arenas. It also plays a significant role in many fields such as medicine, engineering, politics, economics, international relations, and higher education. Particularly, it has become the language of instruction in a large number of countries and means in accessing wide arrays of information (AL-Khalil, 2017).

Being the universal language, English has also been given much attention by educators and researchers. To obtain the goals of learning the language, educators across disciplines persist to aid the learners through focusing on the English skills they need. English macro skills refer to listening, speaking, reading, and writing. The other areas of concern are grammar, pronunciation, vocabulary, and mechanics (i.e., spelling, punctuation and capitalization), each playing respective roles in English communication. The amount of attention given to each skill and area is dependent on the needs of the learners (Colorado State University, n.d.).

The four macro skills, if mastered, evidence the pinnacle of language learning which will take learners into greater heights. Moreover, they give the learners support, opportunities to create, contexts in which to use the language for exchanges of real information, evidence of their own

ability and confidence (Sadiku, 2015). However, the English skills of the learners could only be in full use if they are suited to their needs and purpose.

English within the context of a profession is an example of English for Specific Purposes (ESP). Hutchinson and Waters (1987) describe ESP as a type of program that concentrates on language learning in general while keeping to a specific purpose and meeting the specific needs of the learners. Thus, a needs analysis should be the first step in tailoring the curriculum to meet the intended English skill of the learners.

“Needs analysis has been regarded as one of the key stages in ESP” (Dudley-Evans & St John, 1998, p 125). A needs analysis of ESP course is usually referring to not only an integral method of gathering information on the requirement of the students but also a basis of a curriculum development for general English courses or ESP to satisfy the needs of a particular group of students (Lee, 2016).

Studies of needs assessment in different courses have been conducted such as in the fields of dentistry (Rodis et al., 2011), nursing (Medlin, 2009), medicine (Lodhi et al., 2018), midwifery (Mazdayasna & Tahririan, 2008), and engineering (Kim, 2013). However, despite the importance attached to needs analysis worldwide as probably one of the most important phases of ESP education, research is scarce to adequately address the needs of students in the Philippines, particularly, in the Physical Education discipline.

The importance of the English skills is also evident among the Physical Education (PE) teachers for they use the English language to communicate with the learners, particularly in giving them instructions. The proficiency in language skills, therefore, can greatly help teachers to deliver and execute the lessons effectively. In addition, the concept of Mateu’s (2013) Content and Language Integrated Learning (CLIL) to Physical Education suggests that the subject may also be a venue for students to further develop their English language skills. Hence, this could only be possible to be integrated if the Physical Education teachers are skilled themselves in terms of the English language. However, in a study by Martin (2019), it was reported that a sample of PE majors were found to have English speaking anxiety during oral presentations. Being required to present in English is a top situation causing anxiety.

Meanwhile, in the study of Khan, Khan, Zia, and Khan (2017), empirical data regarding the role of teacher communication skills in students were obtained from 418 samples from 14 universities offering Sports Sciences and Physical Education programs. It was revealed in this study that teachers’ communication skills have significant role in the academic achievement of the students. This finding affirms the positive perception of students towards learning the English skills even though the English language is not their specialization.

The purpose of the study, therefore, is to analyze the needs of the Bachelor of Physical Education (BPEd) pre-service teachers in terms of English skills. The results could initiate steps to develop teaching materials for English skills and review their integration into the BPEd curriculum, which could be instrumental in preparing the pre-service PE teachers for their future professional life. Thus, this study aims to answer the following questions:

How may the needs of the BPEd pre-service teachers in terms of English skills be described?
Is there a significant difference between teachers' viewpoint and BPEd pre-service teachers' perception of needs?

What English Language skills are perceived to be most important by BPEd pre-service teachers and teachers?

What suggestions do the respondents offer for the enhancement of the English skills of the BPEd pre-service teachers?

Methods

Study design and participants

A total of 87 participants from two higher education institutions filled out the questionnaire in this study, out of whom were 73 first year and second year pre-service teachers and 14 were university instructors teaching various Physical Education professional education courses to the said students. Students, male and female, volunteered to participate. The teacher-participants of the study, male and female, with majority of them being male.

Furthermore, for validation purpose on the data gained through the questionnaire and to mix the research methodology, the researchers used a semi-structured interview guide. Before the start of the study, the informed consent of both students and teachers was obtained.

Instruments

The main instrument used in collecting the data was a questionnaire. The needs assessment questionnaire suited to the objective of the current study was adopted from Mazdayasna and Tahririan (2008). Two versions of this questionnaire were made, namely the version for the students and the version for the teachers. The items focused on listening, writing, speaking, reading, and grammar and vocabulary, which were all considered skills. In both versions, the items were the same so that the opinions of students and teachers on needs could be compared and contrasted. The instructions ask students to indicate the degree of agreement or disagreement with the items, collecting responses on a Likert scale ranging from 1 (strongly

disagree) to 5 (strongly agree). To account for the internal consistency of the questionnaire, the researchers computed the Cronbach's alpha reliability which was 0.833.

The second instrument was a semi-structured interview guide which two open-ended questions. It was used to crosscheck the data gained from the questionnaire.

Statistical Analysis

Mean (+standard deviation, SD) was used to summarize the participants' perceived English skills needs of students and teachers. Independent samples *t*-test was used to compare students and teachers in terms of their perceived English skills needs. A $p\text{-value} \leq 0.05$ was set as the criterion of statistical significance. Qualitative data were analyzed and summarized using conventional and inductive approaches.

Results and Discussion

Perceived English Skill Needs

Perceived Needs of Students

The result of the analysis of the first question is presented in Table 1. The mean scores of the perceived English skill need of the students are 4.62, 4.23, 4.14, 4.11, and 4.09, respectively in terms of grammar and vocabulary, listening, writing, speaking, and reading. Grammar and vocabulary skill was the most needed skill to be geared up with, which might also show the lack of the students' proficiency in English grammar and vocabulary. These results suggest that the students are fully conscious of the importance of grammar and vocabulary in their education since most requirements in the courses in the program require correct grammar and vocabulary. The high mean scores of the other perceived English skills indicate that the students believed that there is a need for the enhancement of the five English skills. The findings on perceived English skill need are similar to the study of Afshar and Movassagh (2016) in which students scored high in agreement to the need for the English skills in listening, writing, speaking, reading, and grammar and vocabulary.

Table 1. Descriptive Statistics on Perceived English Skill Needs of Students

	N	Mean	Std. Deviation
Listening	73	4.24	.585
Speaking	73	4.12	.663
Reading	73	4.10	.511
Writing	73	4.15	.621
Grammar and Vocabulary	73	4.62	.512

Perceived English Skill Needs of Teachers

Table 2 shows the perceived English skill needs according to the teachers. The mean scores of the perceived English skill needs are 4.96, 4.89, 4.86, 4.85, and 4.73, respectively pertaining to grammar and vocabulary, listening, writing, speaking, and reading. The high mean scores of the other perceived English skills indicate that the teachers believed that students need enhancement as regards to the five English skills. Grammar and vocabulary skill scored very high, which implies that teachers strongly agree that grammar and vocabulary skill is essential for the students' education. This skill might also be viewed as lacking in the students, impacting the other English skills such as speaking and writing which are important skills as future teachers.

On the contrary, Afshar and Movassagh (2016) found out that reading comprehension was viewed by teachers as the most needed English skill; however, the participants belong in other fields such as engineering, agriculture, nursing and medicine in which reading skill is much needed in understanding specialized book. This result only shows that the English skills to be developed should be specific for their purpose and relevant to the field of study.

Table 2. Descriptive Statistics on Perceived English Skill Needs of Teachers

	N	Mean	Std. Deviation
Listening	14	4.89	.155
Speaking	14	4.87	.176
Reading	14	4.86	.272
Writing	14	4.74	.267
Grammar and Vocabulary	14	4.96	.134
Valid N (listwise)	14		

Difference between Students and Teachers Perceived English Skill Needs

An independent-samples t-test was conducted to compare the perceived English skill need of students and teachers. Table 3 shows the difference between students' and teachers' perceived English skill needs. As shown in the table, results indicated that there was a significant difference in the scores according to the students ($M=4.24$, $SD=0.58$) and the teachers ($M=4.89$, $SD=0.154$) conditions; $t(85)=-4.13$, $p=0.00$. For speaking skills, results indicated that there was a significant difference in the ratings of the students ($M=4.12$, $SD=0.66$) and of the teachers ($M=4.87$, $SD=0.18$) conditions; $t(85)=-4.79$, $p=0.00$. In terms of reading skills,

there was a significant difference in the scores given by the students ($M=4.10$, $SD=0.51$) and the teachers ($M=4.86$, $SD=0.27$) conditions; $t(85)=-5.38$, $p = 0.00$. For writing skills, there was a significant difference in the scores from students ($M=4.15$, $SD=0.62$) and from teachers ($M=4.74$, $SD=0.27$) conditions; $t(85)=-3.49$, $p = 0.01$. As regards to grammar and vocabulary skill, there was a significant difference in the scores identified by students ($M=4.62$, $SD=0.51$) and by teachers ($M=4.96$, $SD=0.13$) conditions; $t(85)=-2.46$, $p = 0.16$.

The findings above are in line with those of the study carried out by Afshar and Movassagh (2016) in the Iranian context, which also found substantial differences in their perceptions of needs between teachers and students.

In all the perceived English skill needs, teachers' responses scored higher as compared to students' responses. These results suggest that teachers believed that there is a meaningful and apparent need for students to enhance their English skills which might be based on their observation and assessment of the classroom activities and requirements which require English skills.

Table 3. Difference between Students' and Teachers' Perceived English Skill Needs

		Independent Samples Test								
		Levene's Test for Equality of Variances				t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Listening	Equal variances assumed	9.786	.002	-4.128	85	.000	-.65255	.15808	-.96685	-.33826
	Equal variances not assumed			-8.157	77.176	.000	-.65255	.08000	-.81185	-.49326
Speaking	Equal variances assumed	7.869	.006	-4.190	85	.000	-.75070	.17917	-1.10694	-.39447
	Equal variances not assumed			-8.269	76.946	.000	-.75070	.09078	-.93148	-.56993
Reading	Equal variances assumed	4.472	.037	-5.381	85	.000	-.75783	.14084	-1.03786	-.47780
	Equal variances not assumed			-8.041	33.754	.000	-.75783	.09425	-.94942	-.56624

Writing	Equal variances assumed	7.750	.007	-3.492	85	.001	-.59198	.16955	-.92908	-.25487
	Equal variances not assumed			-5.809	45.133	.000	-.59198	.10191	-.79722	-.38673
	Equal variances assumed	47.746	.000	-2.464	85	.016	-.34100	.13839	-.61615	-.06585
Grammar and Vocabulary	Equal variances not assumed			-4.887	77.860	.000	-.34100	.06978	-.47993	-.20207

What English Language skills do you perceive BPED majors need the most in their future work?

Majority of the respondents answered oral communication with good pronunciation skills as one of the most important skills in teaching using the global language with confidence and fluency in accent. It is perceived that future educators need to be trained in speaking which they will use in their oral and written instructions and communication. Also, strategic teaching skills are needed in their future work.

The four macro skills are also mentioned as essential in in-service teaching. Speaking and writing involve the accurate use of grammar and vocabulary. Grammar and vocabulary skill is crucial in constructing clear and effective sentences in their discussions and when accomplishing paper works. Listening and reading with comprehension and deep analysis were also emphasized. Listening skills were also mentioned as a great need especially in building up the leadership skills of future educators and in getting the opinion of others.

Other skills that were identified by the respondents are notetaking from textbooks, analyzing and application, and the value of professionalism.

What suggestions do the respondents offer for the enhancement of the English skills of the BPED pre-service teachers?

The respondents suggest that there must be an intensive coverage of English grammar in English courses and other extra classes in English including practices on actual listening, speaking, and reading. Requiring students to communicate in English in class especially during class presentations should be consistently practiced. Teachers must also encourage the pre-service teachers to use English every day. English speaking policies should also be established and implemented. Also, the improvement in the volume of the voice in speaking is suggested.

Reading English textbooks and newspapers to enhance vocabulary is suggested. Continuous study by requiring the reading of researches related to speaking in English and reading English books about grammar and accent is also recommended.

The skills suggested to be enhanced are communication and language skills, analytical thinking skills, and skills in executing techniques and demonstrating rules in sports and dances. English has to be a medium of instruction and communication. Teacher support is an important factor in correcting student mistakes and not forcing the students by initially letting them speak in Taglish (Tagalog and English). Students' needs in speaking and grammar should be a focus. Student participation in different activities connected to English such as competitions like poem making and public speaking is suggested. Vocabulary words, essay writing, and watching movies in English subtitles would help in the enhancement of students' English skills. Seminars and conferences about English and jargons in BPED should be conducted in support to their needs.

Conclusion

The present study aimed to measure the perceived English skill needs of BPED students and teachers from two higher education institutions. The findings showed that the perceived English skills needs of students and teachers were at a very high level, suggesting that students and teachers understood that the five English skills are all important as an employment advantage and for potential job success. Grammar and vocabulary, however, was perceived by both groups to be the main need of the students.

It has been found that there have been major gaps between students and teachers in the perceived demands for English skills. The teachers have higher mean scores in perceived English skill needs in terms of all the five English skills.

The English language skills that students and teachers believed as most needed in their future work as PE teachers were: oral communication with accurate pronunciation, good English speaking skills that they would use in their instruction, writing papers or text for presentations, writing that requires the correct use of grammar and vocabulary, listening with comprehension, and reading with deep analysis.

In addition, it was proposed that comprehensive coverage of English grammar and other extra-curricular activities in English with actual listening, speaking, writing and reading practices be implemented with the help of teachers and the administration.

Pedagogical Implications

The results of the study suggest that it is important to review the existing structure and quality of courses offered in the teacher education program with regards to English skills. This initiative is to ensure PE teachers are competent in English and prepared to meet the requirements of teaching and learning in the 21st century.

In all classroom discussions and events, it is therefore recommended that teachers require and model the use of English. Also, textbooks chosen for use in class should develop other language skills and components as needed. It is highly recommended that the English curriculum be contextualized to the area of specialization or major. As pointed out by Ha (2005), teachers can generate motivation by combining mutual interests (e.g., what they aim for, what they expect) with dominant groups of interests (e.g., future career, language use target) in the syllabus.

English teachers are likewise encouraged to utilize various techniques and innovative methods to motivate students to learn. As emphasized by Tamayo (2018), learning the English skills depends greatly on the teacher's role as a language facilitator and the quality of interaction in the classroom. In addition, other extra-curricular events such as tournaments, intervention classes, English clubs and tutorials will be of great benefit to improve students' English skills.

References

- Afshar, H. S., & Movassagh, H. (2016). EAP education in Iran: Where does the problem lie? Where are we heading?. *Journal of English for Academic Purposes*, 22, 132-151.
- AL-Khalil, E. A. (2017). The role of English in present day higher education. *International Journal of Social Sciences & Educational Studies*, 4(2).
<https://doi.org/10.23918/ijsses.v4i2sip123>
- Aydin, A. D. (2015). Assessment of communication skills of Physical Education and Sport students in Turkish universities. *Universal Journal of Educational Research*, 3(11), 943–948. <https://doi.org/10.13189/ujer.2015.031125>
- Colorado State University. (n.d.). English Skills. Retrieved from
https://writing.colostate.edu/guides/teaching/esl/eng_skills.cfm
- Dudley-Evans, T., St John, M. J., & Saint John, M. J. (1998). *Developments in English for specific purposes: A multi-disciplinary approach*. Cambridge University Press.
- Han, P. L. (2005). Munby's 'needs analysis' model and ESP. *Asian EFL Journal. Professional Teaching Articles Collection*.

- Hutchinson, T., & Waters, A. (1987). *English for specific purposes*. Cambridge University Press.
- Khan, A., Khan, S., Zia-Ul-Islam, S., & Khan, M. (2017). Communication skills of a teacher and its role in the development of the students' academic success. *Journal of Education and Practice*, 8(1), 18-21. Retrieved from <http://ezproxy.lib.uconn.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1131770&site=ehost-live>
- Lee, C. (2016). Principles and Practices of ESP Course Design — A case study of a University of Science and Technology. *International Journal of Learning, Teaching and Educational Research*, 15(2), 94–105.
- Lodhi, M. A., Shamim, M., Robab, M., Shahzad, S. K., & Ashraf, A. (2018). English for Doctors: An ESP approach to needs analysis and course design for medical students. *International Journal of English Linguistics*, 8(5), p205.
- Kim, H. H. (2013). Needs analysis for English for specific purpose course development for engineering students in Korea. *International Journal of Multimedia and Ubiquitous Engineering*, 8(6), 279-288.
- Martin, J.T. (2019). English speaking anxiety of Physical Education majors. *Asian EFL Journal Research Articles*, 23, (3.2).
- Mateu, J.C. (2013). Physical Education and English integrated learning: How school teachers can develop PE-in-CLIL programmes. *Temps d'Educació*, 45, 41-64.
- Mazdayasna, G., & Tahririan, M. H. (2008). Developing a profile of the ESP needs of Iranian students: The case of students of nursing and midwifery. *Journal of English for Academic purposes*, 7(4), 277-289.
- Medlin, L. (2009). *English for specific purposes (ESP): Nursing in the US hospital*.
- Rodis, O. M.M., Kariya, N., Nishimura, M., Matsumura, S., & Tamamura, R. (2011). Needs analysis: Dental English for Japanese dental students. *The Asian EFL Journal Professional Teaching Articles*, 55, 1-20.
- Sadiku, L. M. (2015). The importance of four skills: Reading, speaking, writing, listening in a lesson hour. *European Journal of Language and Literature*, 1(1), 29. <https://doi.org/10.26417/ejls.v1i1.p29-31>



Mystery Stories: An Instrument to Enhance Critical Thinking and Problem Solving Ability

Listyani

listyani.listyani@uksw.edu

Universitas Kristen Satya Wacana, Indonesia

Biodata:

Listyani graduated from the English Department, Faculty of Education and Teacher Training (FKIP) UKSW Salatiga in 1995. She pursued her Master's degree from Universitas Sanata Dharma Yogyakarta in 2006. She is now an associate professor at the English Language Education Program (ELEP), Faculty of Language and Arts (FLA), Universitas Kristen Satya Wacana (UKSW) Salatiga, Indonesia. She has been teaching there since March 1999. In August 2017, She got her Doctorate Degree from State University of Semarang (UNNES) Indonesia, majoring in English Language Education.

Abstract

Writing is a skill that is essential in learning English. Among the four skills in English, speaking, reading, writing, and listening, writing is often overlooked. In fact, it is an important skill that needs developing and polishing, so that students can write well in terms of organization, content, and language. One type of writing is narrative writing, which oftentimes requires students to think imaginatively. Writing a narrative essay, students may be free to create their own story based on the order of time or chronology. For students who are rich in imagination and fantasy, this may not be a big problem. However, for those who do not have an adequate imaginative mind and are not creative in creating stories, narrative writing can be a difficult task, if not a big problem. Teachers need to think about methods and media to help these students expand their imagination and creativity. One of the media is mystery series. Given guiding questions along with the mystery stories, students will be helped to develop

their imagination and creativity in narrative writing. This paper discusses how students should be led to think critically and solve problems well using mystery stories. The research problem to be answered in this study is: *How can mystery stories be used to improve students' critical thinking and problem-solving ability?* Participants in this study were five high school students who attended a simulation class during an Open House event conducted by the Faculty of Language and Arts in a private university in Central Java Indonesia in May 2018. The student participants were given mystery problems and were asked to solve them. They had to create stories about what happened behind the mysterious scenes and present the results of their writing in front of others. Results showed that these senior high school student participants enjoyed learning to write in English through mystery stories.

Introduction

“The mystery story is two stories in one: the story of what happened and the story of what appeared to happen,” Mary Roberts Rinehart, an American writer once stated. The statement shows that reading mystery stories can make the readers think about what really happened and what might happen. There are several possibilities in one story; readers need to figure out what had happened, what would happen next, or what might have happened. In other words, readers need to think critically while reading mystery stories. Good readers will use their critical thinking as well as problem-solving ability to solve the mystery inside the story.

In the world of language learning, there are various media that EFL teachers can use to help their students to write or speak English well. Teachers can use songs, poems, videos, short stories, testimonies, vlogs, and some other media. One of the media that can be used is mystery stories. Teachers can ask their students to guess the ending of the story or to retell the story in their own writing. Mystery stories are stories that deal with unsolved problems. According to Literary Terms (2015), mystery is a genre of literature that focuses on a puzzling crime, situation, or circumstance that needs solving. The term comes from a Latin word, “*mysterium*”. It means “a secret thing”. The stories can be either fictional or nonfictional. They can also focus on supernatural or non-supernatural topics. Many mystery stories involve “whodunit” scenarios. It means that the mystery centers around revealing a culprit or criminal. In general, mystery stories always contain circumstances that need to be solved. Just like the original Latin word, which means secret, in mystery stories, the secret must be revealed. The stories can be supernatural, real, imaginative, or based on reality.

Teaching English using mystery stories can enhance students’ critical thinking and problem-solving abilities, which are in line with twenty-first-century skills. Citing from Beers (2012),

Sembiring (2014) stated that the 21st-century skills are categorized into eight perspectives namely creativity and innovation, critical thinking and problem solving, communication, collaboration, Information management, effective use of technology, career and life skills, and cultural awareness. In line with Beers, Saavedra & Opfer (2012), as cited in Redhana (2019), also introduced seven categories of twenty-first-century skills. They are *critical thinking and problem solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, and curiosity and imagination*. This is also supported by Ubay dan Rosdiana (2014).

AT21CS (The Assessment and Teaching of 21st Century Skills), as quoted by Sembiring (2014), also launched the twenty-first-century skills model. It has four main elements: creativity, critical thinking, problem-solving ability, and decision making & learning which are also called ways of thinking. Another scientist, Watts (2012), stated that 21st-century skills are skills expected of students to compete in this global economic era. Binkley, Erstad, Herman, and Raizen (2012) also stated that developing creativity and critical thinking skills are two 21st century skills besides communicating clearly, collaborating with others, thinking critically, solving problems, and being innovative.

From the elaboration above, one conclusion can be drawn. Mystery stories have a function to trigger students to think creatively and imaginatively. Once they can create their own solutions and report their findings or discussion results in form of spoken and written English. It means that they have improved their speaking and writing skills. To answer the research question, *How can mystery stories be used to improve students' critical thinking and problem-solving ability?* some data were needed. Data for this research were derived from artifacts or documents, that is, students' writing, also video-recorded speech, and direct observation which took place during students' writing sessions. The literature review will be discussed in the following section.

Review of literature

The integration of the four skills

English language teaching and learning involve four aspects of skills namely speaking, reading, writing, and listening. These four skills are the fundamental skills that one should master if they want to achieve good proficiency in English. In some cases, those skills are taught separately, and there is little opportunity for students to practice all the skills in integrated activities interactively. Hedge (2003) even mentioned listening and writing are often

neglected and taken for granted. Writing is often assigned as homework, and students learn to write in unsupported conditions of learning. This condition may result in some unexpected things like losing the spirit to learn to write, missing opportunities to collaborate, and discuss with peer students. The ideal condition is the four skills are taught integratively. This will help learners reach good target language competence. In this research, all the skills are given in one unison so that students can learn the four skills, and practice both their receptive and productive skills.

Mystery stories

The use of mystery stories in EFL learning is not something new. We can find many examples in which English teachers use stories to teach their students. This research will focus on the use of mystery stories in English language teaching. According to Pollock & Hye (2008), almost everybody loves a mystery story. They assume that people love mystery stories because of two reasons. The first is that the mystery story is the only literary genre that is written for the readers to follow and match their intellectual sharpness with the protagonist character. The genre of mystery stories invites readers into its world, and they have a role as active participants, not only as passersby.

The second reason is that mystery stories instill readers with enjoyment to read and find the end of the story. In written work, dialogs are the driving force. By reading dialogs, students can gain lots of perspectives into how the suspects behave. Students are often pushed to seek both the writers and characters further. Pollock & Hye (2008) further claimed that when reading detective fiction, students are exposed to logic, critical thinking, and reasoning skills. Those skills are needed to do well on an exam. The more mystery stories that students read, the better their critical thinking will be. Finally, they will be able to make a judgment of why an answer is correct or incorrect, and why other choices are correct or incorrect.

Other than the two reasons mentioned above, there are also some reasons why mystery or detective stories are good for teachers. Detective fiction is claimed to have a higher *reader participation rate* than other genres. In many novels, it is possible to simply delete the first half of the book and predict find out what would happen next. This is not the case with mystery stories. If we take out one word or character in the mystery story, the entire meaning of the story can be lost. One has to pay close attention the whole way (Pollock & Hye, 2008).

Still, in Pollock & Hye's (2008) opinion, mystery stories can be found for specific demands of literary works. Good mystery writers have special methods to impart an interest in reading for the readers' self-enjoyment. Sometimes, literature teachers take reading for granted. They

assume that students will read everything they assign and like the stories that they discuss. However, the case does not always happen that way. Students often fail to fully appreciate the quality of the works they read merely because the material is something they have to read, not something that they have chosen or like to read. By using detective fiction, students can hopefully have more enjoyable reading time in class and can be exposed to a genre that is much more powerful than other kinds of genres. This reading can enhance both students' academic talent as well as their self-esteem at once.

From reading detective stories and the problems, students are expected to find the solutions to the problems and write them in form of narratives. Narrative writing is a kind of writing which relates a clear sequence of events that occur over time. It is any kind of writing that tells a story. *Narrative* means *story* (Hoffman, 2019). Pollock (2003) is in line with Hoffman. He states that everybody likes mystery stories. These stories provide attractive and enjoyable materials in a language class. They also can create rich environments for both productive and receptive skills. In other words, all skills like speaking, writing, reading as well as listening can be accommodated through the use of mystery stories in a language class.

When teaching narrative writing, language teachers had better give their students mystery or detective stories, since it can trigger the students' critical thinking as well as problem-solving abilities. About critical thinking and problem-solving skills, Milie (2016) mentioned that teaching those two skills in the classroom is crucial for the student's success. Students need to learn those skills since their early education so that they can be academically and professionally successful in the future later on. Thus, it is necessary for teachers to learn different strategies to teach both of these crucial skills both in a general and a special education classroom. Teachers should also combine those strategies and try many of them in the classroom. Research in several educational journals shows that the variety of strategies works the best in both inclusion and general educational classrooms.

Mystery stories are hoped to generate students' critical thinking and problem-solving abilities. These two aspects are two very important skills and they are included as two among other 21st century skills. Unfortunately, these skills are often neglected in public-school curriculums. Miele (2016), citing from Woodward et al., (2012, p. 6) mentioned that these skills should never become uninteresting or inactive within children. It is the teacher's job to sharpen and develop those skills by continually challenging the students and motivating them to achieve their best in their academic studies.

The full meaning of problem-solving has thus become clearer. Still, according to Miele (2016), reasoning and analysis, argument construction, and the development of innovative strategies

are included in the meaning of problem-solving. In this definition, the skills mentioned above are related to various forms of mathematics that are present from kindergarten through high school and college level. Therefore, it is a necessity to teach problem-solving skills to young students. They will use it for the rest of their academic life and even beyond school into their future careers as well.

Critical thinking

Another skill of the twentieth century that is closely related to problem-solving is critical thinking. Stitt-Bergh & Beaulé (2018) claimed that critical thinking is “*Not one thing –it's a set of complex thinking activities that are purposeful, reasoned, and goal-directed Context-dependent; disciplinary-specific.*” Another opinion comes from Snyder & Snyder (2008). The Critical Thinking Community defined critical thinking as “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (citing from Scriven & Paul, 2007, p. 1). Critical thinking has also been referred to as metacognition (Tempelaar, 2006, in Miele, 2016). It is the process of “thinking about thinking” as defined and originally purposed by Flavell (1979). Critical thinking skills are important because they enable students to deal effectively with social, scientific, and practical problems (Shakirova, 2007, p. 42, as cited in Miele, 2016).

Lu (2013) strengthened this idea, saying that in general, critical thinking should be taught to university students. However, it is good to be taught starting from the high school level too. Lu (2013) further claimed that critical thinking, in general, is considered a core competence for tertiary students. Critical thinking is often included in general education courses, including English. It is normally required in the first two years of undergraduate studies to develop students’ personalities.

Halpern (1999), as cited in Lu (2013) also explained that critical thinking is a kind of thinking which is involved in solving problems, making inferences, estimating possibilities, and making decisions. Students who can think critically will be able to solve problems in effective ways. Having knowledge and information only is not enough. Students should be able to solve problems in their workplace and their personal lives. They have to be able to think critically. Critical thinking is a concept that has been known for a long time. It is not something new. Miele (2016), citing from Rothstein, Wilder, & Jacobsen (2007) asserted that for almost 300 years, educators in the United States have promoted eight schooling goals namely basic

academic skills, critical thinking and problem solving, social skills, and work ethic, citizenship, physical health, emotional health, the arts and literature, and preparation for skilled employment. Work ethics, preparation for skilled employees, critical thinking as well as problem-solving become four of the goals of business education in the US. Unfortunately, many teachers are still struggling to involve students in critical thinking activities (Miele, 2016, citing from Tempelaar, 2006). Another sad fact is that students seldom use critical thinking skills to solve complex, real-world problems (citing from Bartlett, 2002; Rippin, Booth, Bowie, & Jordan, 2002)

Another problem as Miele (2016) further stated is that students are not typically taught to think or learn independently. They seldom get these skills on their own. Critical thinking is not an inherent ability that was brought since birth. Some students can be naturally inquisitive. They are curious about anything around them or anything in the world. However, they need to be trained to be analytical, fair, and open-minded in their pursuit of knowledge.

When students are critical and analytical, they will have more self-confidence in reasoning, and be able to apply their critical thinking ability to any content area or discipline (Lundquist, 1999, as cited by Milea, 2016). Just as students learn about the scientific method, they will automatically learn about the process of thinking critically. Four obstacles hinder the integration of critical thinking in education, according to Scriven and Paul (2007), in Milea (2016). The obstacles are lack of training, lack of information, preconceptions, and time limitations. It is the teacher's responsibility to help equip learners so that they can overcome their weaknesses and inadequacies.

Assessing critical thinking

Tasks that require critical thinking can be done in form of activities that require analysis and deep thinking. Examples of these activities are completing data provided in a table, analyzing the causes or roots of something, solving a problem of camping or hiking, finding the doer of a criminal case, and many other activities.

CFSD (2015) claimed that critical thinking and problem-solving processes seem to overlap in many ways. However, CFSD created rubrics for critical thinking and problem solving which were designed as a cross-disciplinary tool to support educators in teaching and assessing the performance areas associated with these proficiencies. Critical thinking rubrics include inquiry consisting of information and discovery. The second point contains interpretation, analysis, and reasoning. The last point consists of self-regulation and reflection. While problem-solving includes framing the problem, solution finding, self-regulation, and reflection.

Still about problem-solving and critical thinking, Williams (2016) mentioned that critical thinking and problem-solving are defined as a set of non-discipline-specific cognitive skills. People use to analyze vast amounts of information and creatively solve problems using these skills. He has also broken those skills down into these five core components. The first is *Schema Development*, which is the ability to learn vast amounts of information and organize it in ways that are useful for understanding. The second is *Metacognition and Evaluation*. It is the ability to think critically about what one is doing and evaluate many potential choices. The next is; the ability to create claims and support them with logical evidence. Fourth is *Problem Solving*; the ability to identify the key questions in a problem, develop possible paths to a solution, and follow through with a solution. The last one is *Creativity and Innovation*: The ability to formulate new ideas that are useful within a particular context.

All these factors are related to twentieth-century skills (Kamehameha schools and Veronica, 2018). The skills include creativity, critical thinking, problem-solving, decision making, & learning, communication, collaboration. Critical thinkers gather information from all senses, verbal/no-verbal, written expression, reflection, observation, experience. In language classrooms, teachers can help enhance students' critical thinking by giving assignments that demand students to think critically like analyzing a text, data, or problems (Critical thinking versus problem-solving, n.d.).

Research Methodology

This piece of research was conducted at an English Language Education Program (ELEP), in a private university, in Central Java, Indonesia. It was conducted on 1 May 2018, during an Open House program, in which five high school students came to the session of integrated skills through mystery stories. One research problem to be answered in this study is: *How can mystery stories be used to improve students' critical thinking and problem-solving ability?* Participants in this study were five high school students, two male, and three female students. They were selected as participants because these five high school students of the eleventh grade attended my session during the Open House at an English Language Education Program in Central Java, Indonesia.

Data were derived from direct observation, video-recorded speech, as well as written documents, that is, students' narratives and reflections. In this session, they were asked to read two mystery problems, with every problem unsolved at the end of the stories. They were then asked to solve them. Together with their team members, they had to create logical stories about what happened behind the mysterious scenes and present the results of their writing in front of

others. In this case, they had to write in form of narratives. After presenting their stories, all students were asked to write down their opinions on the activities.

Research Findings

From the session on integrated skills of the Open House, several findings were derived. The first was the students' narratives which they had to write based on their interpretations and discussions with their group members. Shown below are the two mystery stories with a mystery to be solved at the end of each story.

Excerpt 1: The mystery stories distributed to the participants

Solve these mysteries, Detectives!

Don't be too late...

(Simulation Session, Narrative Writing)

Below are two mystery stories. Choose one, work in groups of two or three. Solve the mystery with your partners in the group 😊

Story 1: Survival Escape

Medieval France. Fourteen-year-old Amy is a servant girl with a genius IQ. She was stuck as a maid in her lord's castle. She leads a lonely life, with plenty of time to think and analyze, though—and this is important—she can't read. But something strange is happening here. The lord keeps bringing new brides home... and within two weeks, those brides disappear. A new one—nearly Amy's age—has just been brought to the castle, and Amy knows the clock for survival has already begun to tick. She has time to figure this out. What should she do before it's too late? Who are the brides? Where did they disappear?

List of Vocabulary:

Words	Meanings
Stuck	Terjebak/ tidak bisa keluar
Maid	Pelayan/ ART
Lord	Tuan rumah
Castle	Kastil / istana kecil

Analyze	Menganalisa
Brides	Pengantin wanita
Disappear	Menghilang
Figure out	Memecahkan (masalah)

Story 2: Mysterious Murder

Mystery writer Don Rodriguez takes the subway every day. Every day, nothing happens. He wears earbuds and a hoodie; he's ignored, and he ignores. Then one evening, on his way home from a stressful meeting with his publisher, Dan is shocked when a panicked Middle-Eastern man knocks him over at a dead run, then races up the stairs—pursued by several other mysterious-looking men. The Middle-Eastern man is shot; and Rodriguez discovers a small, wrapped package in the front pocket of his hoodie. What do you think is inside, and what does he need to do to survive the answer?

List of Vocabulary:

Words	Meanings
Subway	Kereta bawah tanah
Earbuds	Pelindung telinga
Hoodie	Baju hangat dengan penutup kepala
(to be) Ignored / ignores	Tidak dipedulikan dan tidak peduli (<i>cuek</i>)
Stressful	Membuat stress
Publisher	Penerbit
Knock someone over	Memukul sampai jatuh
Dead run	Berlari sekonyong2/ mendadak
Race up the stairs	Bergegas menaiki tangga
(to be) Pursued	Dikejar
Discover	Menemukan
Wrapped	Terbungkus
Package	Paket

Lollymahomie. (n.d.).10 more mystery story ideas. Retrieved from <https://www.wattpad.com/460899082-top-100-short-story-ideas-10-more-mystery-story>

Good Luck!

After reading the detective stories above, students were asked to work in collaboration with two or one other members. They were allowed to choose only one story and had to discuss the answers to the questions in their groups. Displayed below are their narratives as the solution to the problems in the stories. Group 1 chose story number 1, and they gave two possibilities as the answers to the murder.

Working collaboratively in small groups, the student participants had to read the cases of a mystery first, discuss the stories, write their discussion results, and then present their ideas. In this two-hour session, they were trained to read, discuss, write, and present. Extracted below are groups 1 and 2's opinions for the questions in mystery stories.

Excerpt 2: Group 1's answers to Story 1:

The thing inside the package is the book that Don Rodriguez wore. And the Middle-Eastern man inside the package is the doppelganger of Don Rodriguez. And the mysterious-looking man is the police or thug that has been working over the doppelganger. Because this ever happens because of the book. Because the has karma or butterfly effects on the writer. And what does he need to do to survive is change the story inside the book. Because the book has a connection with Don Rodriguez. (Student 1 and Student 2's first possible answer for Story no 1, unedited)

Excerpt 3: Group 1's second possible answers to Story 1:

The thing inside the wrapped package is a bomb because it is wrapped and is being brought by the Eastern man. Why because the Middle-eastern man is doing dead from the mysterious looking men and the mysterious looking man identity is the police chasing the Middle-eastern man. What he needs to do to survive is take the wrapped package and give it to the mysterious men. And let the mysterious men take care of the package. Then, Don Rodriguez will go home. (Student 1 and Student 2's second possible answer for Story no 1, unedited)

Group 1 chose story number 2, about Don Rodriguez. In their imaginative stories, the students proposed that the thing inside the package was a book. In the other story, it was a bomb. Here they tried to develop their imaginations and they used both supernatural and real stories. Each group tried to be as imaginative as possible. The other group, which consisted of three female students, chose story number 1, about Amy, the maid working in a rich man's house. These students made up a story as shown in Excerpt 4.

Excerpt 4: Group 2's (Student C, Student D, and Student E) answer to Story 2:

Amy should get/ make a time tunnel to go back to the past and to arrange her strategy to prevent what can happen in the future. The brides are the Lord's maid itself. They went back to another part of the universe.

Solution: Amy should share some of her intelligence with another bride so they wouldn't disappear.

(Student 3, 4, and 5's possible answer for Story no 2, unedited)

The second group thought that the brides in the first story who were brought to the Lord's house were originally the maids. These students managed to think critically and find the solutions to the problems under discussion, though some ideas still sound vague like sharing intelligence. Though these students in Group 2 still made grammatical errors, they could think logically and find the solutions to the problems offered. When talking about fluency and accuracy, there are always several points of debate. Some teachers agree that fluency of ideas should be given priority first. Secondly, some teachers put priority on the accuracy or the correctness of grammar. Listyani (2016) researched this matter. She interviewed four writing lecturers and found that every writing lecturer had a different preference over fluency and accuracy. Those who prioritize grammar accuracy would say that accuracy is more important, and vice versa.

After presenting their answers to the detective stories, the students were also asked to write their opinions on what they thought of the activities that day as a reflection. In general, all students responded positively to the integrated activities of reading, speaking, and writing.

Extracted below are the students' opinions. Student 1 felt that the series of activities were fun and brainstorming was needed to reveal what happened behind the story.

Excerpt 5: Student 1's opinion on the activities, unedited

This activity is fun and needs brainstorming to reveal the meaning behind the story that has been given, and the lecturer is very nice and has us with a warm welcome. This kind of activity is very needed need to be done in every kind of class because it gives the attendant to give his/her idea throughout the class and has so many interactions in it.

In line with Student 1, Student 2 also thought that the activities were fun. Student B also emphasized that he liked the problem-solving activity because it could develop his logic and imagination.

Excerpt 6: Student 2's opinion on the activities, unedited

My impression is it is fun with the theory given first we can know what is going to do and I like the problem solving because it can develop our logical thing and our imagination. The mentor is okay and friendly. And how she delivers the theory is really understandable. I wish we can have another time again.

In line with the previous two classmates, Student 3 was happy to get a chance to learn about narratives and problem-solving. The activities made her understand how to solve a mystery puzzle with her friends.

Excerpt 8: Student 3's opinion on the activities, unedited

This activity is very good because we can learn about narrative writing and solve some problems. This activity makes me understand that we can solve the mystery with my partner.

In line with the other students, Student 4 also had a similar idea that the activities were fun. She was happy to be able to solve problems from her perceptions. The last student, Student 5 also mentioned something similar to her classmates. She loved the activities and she enjoyed learning speaking, reading, and writing in this way.

Excerpt 9: Student 4's opinion on the activities, unedited

My impression: It is a good activity to know about my English intelligence. I can learn about a narrative text. I had a lot of fun here. I enjoy it. It can help how the

way I think/ imagine something. It can teach me how to solve a problem with my own perception. I hope this program can be better soon.

Excerpt 10: Student 5's opinion on the activities, unedited

Well, I think it's a good activity, I can hear people speaking in English, I can learn how to solve something in English. I got more confidence to speak in English and I love to learn something with the teacher. I love to do something hard like solving problems and the teacher patiently told me to do something carefully.

Discussion

From the findings, it can be clearly seen that mystery stories can help teachers in teaching students about narrative writing, speaking, and reading at the same time. The reading passage can also be given as a listening activity instead of as a reading text. Pollock & Hye (2008)'s opinions have thus been confirmed in this study that *"Detective fiction exposes students to logic, critical thinking, and reasoning skills; skills that are necessary to do well on an AP exam...The more mystery stories they read, the better they will be at establishing why an answer is the correct one and why the other choices, while close to being correct, are not."*

Besides that, students' critical thinking and problem-solving skills can be sharpened through the activities presented in this study. As previously discussed above, this is also in line with the twentieth-century skills, among which are critical thinking and problem-solving. From the two groups' answers, it can be seen that the students managed to find the solutions to the problems offered. The first group, which consisted of two male students, creatively and imaginatively mentioned that,

Excerpt 5: Group 1's imaginative story

"The thing inside the package is the book that Don Rodriguez wore. And the Middle-Eastern man inside the package is the doppelganger of Don Rodriguez. And the mysterious-looking man is the police or thug that has been working over the doppelganger. Because this ever happens because of the book. Because the has karma or butterfly effects on the writer. And what does he need to do to survive is change the story inside the book. Because the book has a connection with Don Rodriguez."

This fact shows that their critical thinking was triggered after reading the mystery story, and therefore, they were urged to find the solution to the mystery. However, It was not the only solution that they offered. They had another solution for the first mystery story. They mentioned that,

Excerpt 6: Group 1's imaginative story (2)

"The thing inside the wrapped package is a bomb because it is wrapped and is being brought by the Eastern man. Why because the Middle-eastern man is doing dead from the mysterious looking men and the mysterious looking man identity is the police chasing the Middle-eastern man. What he needs to do to survive is take the wrapped package and give it to the mysterious men. And let the mysterious men take care of the package. Then, Don Rodriguez will go home."

From these two solutions offered, it can be concluded that the two boys' critical thinking had been sharpened. While the second group, which consisted of three girls of the same grade as the boys, that is, Grade 11, also tried their best to offer solutions to the problems mentioned in Story 2. Even though they were not as creative as the first group, they tried hard to give the solutions to the problems,

Extract 7: Group 2's imaginative story

Amy should get/ make a time tunnel to go back to the past and to arrange her strategy to prevent what can happen in the future. The brides are the Lord's maid itself. They went back to another part of the universe. Solution: Amy should share some of her intelligence with another bride so they wouldn't disappear.

This fact supports the idea that mystery stories help students to think critically and solve problems well. About the benefits of the activity, all participants mentioned positive things about it. They mentioned that the activity was fun, and they could interact with their friends in English and learn about narrative writing, logical thinking, and problem-solving. They were

also happy because they could practice hearing people speak in English, and practice speaking in English as well. Last, they were also happy because their confidence grew.

Nonetheless, there was something that could not be attained perfectly through these activities. That is the debatable issue of fluency and accuracy. Due to time limitations during the Open House, we did not have time to discuss the students' grammatical errors both in the written and spoken works. Listyani (2017) conducted a focus group discussion (FGD) with some writing lecturers about this issue. She concluded that writing teacher has their own choice about which should be given priority. Some prioritize grammar, and others, fluency or content. The second finding was that a bigger portion of the writing assessment rubrics should be given for grammar. Thirty to thirty-five percent of the assessment should be given for grammar or language. The rest 65% should go for the content. This is to say that it does not matter if students still make mistakes in their speech or writing. But, they have to increase their self-awareness of their errors in language.

Conclusion

From this study, several conclusions can be drawn. First, mystery stories can be used to stimulate students' speaking, reading, listening, as well as writing skills. It depends on how teachers adjust the stories according to the class situation and atmosphere. Secondly, mystery stories can incite students' critical thinking and problem-solving skills. Looking at the students' reflections in this study, the researcher can conclude that these activities using mystery stories are useful to evoke these two important skills. Teachers can modify the teaching media and methods according to their creativity.

This research however has its limitations. There were only five student participants in this study. More participants are needed, and involving students from different levels of education will be good. Besides that, more data collection methods and instruments can be used. Future researchers can also conduct similar research with different kinds of stories.

Pedagogical Implications

There are some pedagogical implications that come along with this study. First, writing teachers, especially narrative writing, should make use of various alternative media in teaching. Mystery stories are one of them. This kind of story is very useful to incite students' critical thinking and problem-solving ability.

Secondly, writing teachers can integrate writing with other skills of English, like reading, speaking, and listening. In this way, students can learn the skills integratively. This will help

enhance their comprehension and understanding of the language in a better way. The four skills are interrelated. Asking students to read a case of a mystery story, discuss with their peers in a small group, write their opinions, and present in front of the class can be done.

Finally, teachers can assign students to work in small groups of two or three. This will be good for practicing collaborative learning. Besides learning to interrelate ideas, students also will learn important values which could be learned only when they directly get involved in working with their peer students. As mentioned by Laal and Gdhosi (2011), there are some social benefits from collaborative learning. One of them is collaborative learning can build understanding among students and build a positive situation in which cooperation is practiced.

References

- CSFD. (2015). *Critical thinking and problem-solving rubrics*. Retrieved from https://www.cfsd16.org/application/files/9115/3127/8768/K-12_CRITICAL_THINKING_AND_PROBLEM_SOLVING_2018.pdf
- Finnerty, P. (2010). Why do we need to read detective stories? *Innervate. Undergraduate work in English Language Studies*, 2(2009-2010), 80-86.
- Hedge, T. (2003). *Teaching and learning in the language classroom*. OUP.
- Hoffman, J. (2019). *Narrative writing: Definition and examples*. Retrieved from <https://bookeditor-jessihoffman.com/narrative-writing-definition/>
- Kamehameha Schools Research & Evaluation. (2018). *21st century skills for students and teachers*. Retrieved from http://www.ksbe.edu/assets/spi/pdfs/21_century_skills_full.pdf.
- Laal, M., & Ghodsi, S.M. (2011). Benefits of collaborative learning. *Procedia - Social and Behavioral Sciences*, 31(2012), 486 – 490. Retrieved from: https://www.researchgate.net/publication/224766541_Benefits_of_collaborative_learning
- Listyani. (2017). Fluency or accuracy - Two different 'colours' in writing assessment. *LLT Journal*, 19(2), 71-81. https://www.researchgate.net/publication/315989555_Fluency_or_Accuracy_-_Two_Different_'Colours'_in_Writing_Assessment
- Literary Terms. (2015, June 1). Retrieved November 3, 2015, from <https://literaryterms.net/>
- Lollymahomie. (n.d.). *10 more mystery story ideas*. Retrieved from <https://www.wattpad.com/460899082-top-100-short-story-ideas-10-more-mystery-story>

- Lu, P.Y. (2013). Critical thinking in a university EFL classroom: An intercultural syllabus. *Asian EFL Journal*. 71, 4-30. Retrieved from <http://asian-efl-journal.com/wp-content/uploads/mgm/downloads/65206200.pdf>
- Miele, B. (2016). *Teaching problem solving and critical thinking skills in an inclusion classroom*. A thesis. Liberty University. Retrieved from <https://digitalcommons.liberty.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1690&context=honors>
- Pollock, E.J. (2003). Using mystery stories in the language classroom. *Asian EFL Journal*. Retrieved from http://asian-efl-journal.com/sept_03_sub5ejp.pdf
- Pollock, E.J. & Hye, W.C. (2008). *Why use detective fiction in the AP \mathcal{F} classroom?* A paper presented by Eric J Pollock at the AP Summer Institute Conference in Seoul, Korea, Aug 1, 2008. Retrieved from <https://files.eric.ed.gov/fulltext/ED503224.pdf>
- Redhana, I.W. (2019). Mengembangkan keterampilan abad ke-21 dalam pembelajaran Kimia. *Jurnal Inovasi Pendidikan Kimia*, 13(1), 2239-2253. Retrieved from <https://journal.unnes.ac.id/nju/index.php/%20JIPK/article/download/17824/8934>
- Sembiring, M.G. (2014). *Teacher perception on the 21st-century skills determinants*. Retrieved from <http://simpen.lppm.ut.ac.id/Internasional%20Seminar/023.%20Maximus%20Gorky%20Sembiring%20Teacher%20Perception%20on%20the%2021st%20Century%20Skills%20Determinants.pdf>
- Stitt-Bergh, M. & Beale, C. (2018). *Critical thinking: Teaching, learning, and assessing*. Retrieved from https://manoa.hawaii.edu/assessment/workshops/pdf/critical_thinking_2018-02.pdf
- Snyder, L.G. & Snyder, M.J. (2008). Teaching critical thinking and problem-solving skills. *The Delta Pi Epsilon Journal*, L(2, Spring/Summer), 90-99. Retrieved from <http://reforma.fen.uchile.cl/Papers/Teaching%20Critical%20Thinking%20Skills%20and%20problem%20solving%20skills%20-%20Gueldenzoph,%20Snyder.pdf>
- Ubay, A.N. & Rosdiana, L. (2018). Keterampilan pemecahan masalah siswa kelas VIII SMP. *Pensa E-jurnal*, 06(02) 376-380. Retrieved from <https://ejournal.unesa.ac.id/index.php/pensa/article/download/24435/22358/>
- Veronina, A. (2018). *Some ways of teaching English today and tomorrow*. Retrieved from <https://www.slideshare.net/TeacherTrainingCentre/21st-century-skills-some-ideas-about-teaching-english-today-and-tomorrow-16691998>

Watts, T.C. (2012). *Departmentalisation and twenty-first-century skills*. Retrieved from <https://core.ac.uk/download/pdf/301298409.pdf>

Williams, J.H. (2016). *Reimagining Assessment: Assessing the transfer of critical thinking and problem-solving skills*. Retrieved from <https://www.nextgenlearning.org/articles/assessing-the-transfer-of-critical-thinking-and-problem-solving-skills>

Critical thinking versus problem-solving: A quick guide. (n.d.). Retrieved from <https://www.rollins.edu/student-affairs/images-docs/critical-thinking-vs-problem-solving.pdf>



Comprehensibility Strategies of Filipino Technology Teachers

Rinarose Bugaoisan Budeng

rbudeng@dmmmsu.edu.ph

Cristina Bacani Baliton

cbaliton@dmmmsu.edu.ph

Don Mariano Marcos Memorial State University, Philippines

Biodata:

Rinarose B. Budeng is an Assistant Professor at Don Mariano Marcos Memorial State University. She obtained her Bachelor of Arts in English, Masters of Arts in Education major in Language Education and Doctor of Philosophy in Language Education from Saint Louis University, Baguio City. She teaches major subjects in English and professional education courses at the College of Education, Don Mariano Marcos Memorial State University.

Cristina B. Baliton is an Assistant Professor at Don Mariano Marcos Memorial State University. She finished Bachelor of Secondary Education-major in English at Saint Louis College, Masters of Arts in Technology Education-major in Technical Vocational Schools Management at DMMMSU-Graduate College and Doctor of Philosophy in Language Education-major in English Language at Benguet State University. She teaches Research, language and communication subjects for secondary and tertiary levels at the College of Education, Don Mariano Marcos Memorial State University.

Abstract

There is a dearth of literature regarding the comprehensibility strategies of teachers. To address this gap in research, this study aimed to determine and analyze the comprehensibility strategies employed by Technology teachers. These comprehensibility strategies were correlated to the

students' degree of comprehension using descriptive-correlational method. The results revealed that the Technology teachers employed a variety of comprehensibility strategies such as phonological, lexical, syntactic and discoursal in a varying degree in making their message comprehensible to students. Teachers' employment of these comprehensibility strategies is found very effective (with significant and high correlation values) in transmitting and comprehending messages successfully. A faculty training program entitled Comprehensibility Strategies for Effective Teaching for Technology Teachers was proposed for better instruction.

Keywords: *phonological, lexical, syntactic, discoursal, training program*

Introduction

As the need for highly qualified teachers has become a national priority, it is a fact that teachers are confronted with a rapidly changing instructional environment. The importance of teaching strategies in the workforce is clear. The education sector, consequently, is in a very critical position to assist the Filipino population to acquire skills in English needed in the work place in the local and international arenas. They are vital training grounds for aspiring workforce to be equipped with the basic skills necessary for employment as the competency in English take a huge advantage. Teachers' role in equipping students with the necessary English skills is crucial. Thus, it is essential to improve and develop teachers' professional competencies because of their important role (Jafar & Rahman, 2019).

As increasing numbers of individuals seek a college degree as the means for gaining entrance to a more sophisticated workforce, and as changing technologies and social relationships demand the development of critical thinking and writing skills, the college faculty member may find traditional teaching methods and instructional strategies to be inadequate (<http://regents.ohio.gov/news/plandocs/teaching.html>). Hence, all faculty and teaching staff must have access to resources designed to enhance faculty development in the area of teaching and to equip themselves with various teaching strategies, especially comprehensibility strategies to bring about a successful learning outcome.

The term comprehensibility has been used in a number of different ways in language learning research (Lataille, 2016). Comprehensibility is defined as assigning meaning to utterances (Kachru & Neson, 2006). It also refers to the perception of a listener on how difficult he understands an utterance (Derwing & Munro, 2005) and how easily he understands an utterance (del Rio, et al., 2018). In addition, comprehensibility encapsulates the degree to which speakers have attained a particular level of phonological, lexical, and grammatical

ability needed for conversational partners to successfully understand them (Saito & Isaacs, 2015). Hence, lack of comprehensibility may be influenced by aspects of their pronunciation, such as unclear sentence focus (Hahn, 2004) or intonation (Pickering, 2001; Wennerstrom, 1998), grammatical issues (Tyler, 1994) and incorrect or inadequate discourse structure (Tyler, 1992; Williams, 1992).

Successful communication in academic settings requires comprehensible input (Saito & Isaacs, 2015). Specifically, language teaching is deeply impacted by the comprehensible input hypothesis of Krashen (1988) which posits that a learner improves and progresses along the 'natural order' when he/she receives 'input' that is one step beyond his/her current stage of linguistic competence. Hence, the thrust of this input hypothesis is that in order for language acquisition to take place, the acquirer must receive comprehensible input through reading or hearing language structures that slightly exceed their current ability. Moreover, the interaction hypothesis (Long, 1996) postulates that learning takes place specifically when comprehensibility is compromised throughout the conversational interaction engaging speakers. Thus, there is a need to identify how comprehensibility strategies of teachers are used and to link them on how these help learners make most of the value of comprehension in the classroom. Comprehensibility then is an extensive measure on a teacher's communicative effectiveness which suggests that students understand the lesson.

From the onset, the researchers conducted this study to look into the comprehensibility strategies employed by Technology teachers in their classes at the College of Education of Don Mariano Marcos Memorial State University. Technology subjects in the college are considered environments where students can acquire competence in English which can be facilitated by comprehensibility strategies used by their teachers. All these considerations have the teachers as the common denominator to instigate the learning of the basic knowledge and skills in English.

Teachers' role in equipping students with the necessary English skills is crucial. The study specifically sought to find out whether Technology teachers provide comprehensible input to their students and whether they use comprehensibility strategies in their Technology classes. The results of this study will serve as a guide to the researchers and to their colleagues so that they will provide the students with an adequate exposure to a variety of comprehensibility strategies to help students acquire the essential knowledge, skills and competence in the English language.

To date, there is a very limited literature regarding the comprehensibility strategies of teachers. To address this gap in research, this study aimed to determine and analyze the

comprehensibility strategies employed by the Technology teachers. It sought to answer the following questions:

1. What are the comprehensibility strategies employed by the Technology teachers to render input comprehensible to their students in terms of the following:
 - a. phonology
 - b. lexicon
 - c. syntax
 - d. discourse
2. Which of these strategies employed by the teachers correlate to the students' degree of comprehension in their Technology subjects?
3. What faculty training program can be evolved from the study?

Method

This study used the descriptive-correlational research method design that involves both qualitative and quantitative approaches. In this design, qualitative and quantitative data are collected concurrently in one phase. The data is analyzed separately and then correlated. The data that were gathered and analyzed helped describe classroom interaction proceedings particularly the comprehensibility strategies employed by Technology teachers of the College of Education at Don Mariano Marcos Memorial State University in La Union, Philippines and the strategies that correlated to the students' degree of comprehension. Krashen's aspects of comprehensible input helped determine the comprehensibility strategies of the teacher-respondents. A list of observed modifications which promote comprehension identified by previous studies was used in this study. The list guided the writers to analyze the subjects' comprehensibility strategies. The model resulted to a linguistic analysis of classroom interactions focused on the identification of the teacher's comprehensibility strategies for comprehensible input. The study was conducted at Don Mariano Marcos Memorial State University in San Fernando, La Union, Region I. The study employed the purposive sampling for the teacher subjects. There were eight Technology teachers who were observed as subjects of the study. Furthermore, complete enumeration was employed for the student participants of the study. There were 200 students from these classes and all of them were also used as the subjects of the study. The main tools used in this study were recorders to capture the classroom proceedings of the classes.

The classroom proceedings were transcribed to provide the extended texts or field texts which were utilized for the analysis. The descriptive interpretations in the Likert scale for the extent

of the use of the comprehensibility strategies based on the percentage were as follows: always, often, sometimes, and seldom. Another tool used for the study was a questionnaire to assess the students' degree of comprehension through their teachers' comprehensibility strategies. The teacher-subjects were oriented about the gathering of data in their classes. Dates for trial, final observations and recordings were scheduled. The lessons were not predetermined; whatever lessons taken up on those dates depended on the syllabus of the teacher. The analysis of the transcribed classroom interaction proceedings was done during the school year 2017-2018. Several phases were undertaken for the analysis and description of the data gathered from the classroom interaction proceedings. There were transcriptions of the recorded classroom interactions, linguistic analysis, and identification of comprehensibility strategies. The linguistic analysis and identification of comprehensibility strategies of classroom interaction proceedings using Krashen's Aspects of Comprehensible Input were made after all oral interactions had been transcribed. To answer problem 1, frequency count was used and the extent of the use of the comprehensibility strategies based on the corresponding percentages in which these strategies were employed was determined by using the following Likert scale. The percentages from the other items were based on the total number of words used and the total number of sentences used. Majority of the percentages computed were based on the total number of times the comprehensibility strategy was used. The following is the Likert Scale for the interpretation of the extent of use of the comprehensibility strategies based on the percentage.

Range	Interpretation
0.00% -24.99%	Seldom
25.00% - 49.99%	Sometimes
50.00% - 74.99%	Often
75.00% - 100%	Always

The focus in the treatment of data is the correlational analysis of classroom proceedings or input and students' academic performance in their technology subjects. To answer problem 2, the Friedman's two-way analysis of variance by ranks was used. The data is dependent since the ratings for each item were provided by the same set of respondents; the raw data, that is, the ratings given by every respondent were used in the computation of the test statistic, χ^2 . The analysis was made at alpha 0.05.

Results and Discussion

Comprehensibility Strategies Employed by Technology Teachers to Render Input Comprehensible to their Students

Different comprehensibility strategies were applied by the teacher respondents and these were summarized in the following tables. Table 1 shows the phonological strategies used by the teacher respondents.

Phonological Strategies

Table1. Phonological strategies employed by the Technology teacher respondents

Strategies	Mean	Percentage	Interpretation
Clear articulation*	35.25	26.31%	Sometimes
Exaggerated pronunciation, intonation and stress	11.25	7.25%	Seldom
Extra volume for key words	35.50	26.78%	Sometimes
Reduced rate of speech and longer pauses	52.75	39.66%	Sometimes

The results show that the Technology teacher respondents sometimes employed the most basic strategies for comprehension which is clear articulation. Along this area, the teacher respondents did not fare very well which could have helped largely in the comprehensibility of the students. The percentage used for clear articulation was based on the words uttered by the teacher respondents. The teacher respondents sometimes exhibited clear articulation in their utterances. They occasionally discussed their lessons with clear and smooth pronunciation and enunciation. Technology teachers should have a good command of the English language both in terms of word choice and diction. They should not have any difficulties in expressing themselves or communicating with students. In other words, they should be articulate and confident in speaking English. Clear articulation is a prerequisite for the success of a class. Technology teachers should be able to convey their messages clearly and articulately for better comprehension. Clear articulation is a very important strategy in teaching. It requires the teacher to pronounce every word and sentence in a precise and accurate way - without dropping word endings. Clear articulation is also characterized by pauses between phrases and

sentences. By using the clear articulation method, teachers will find that their voice automatically slows down and becomes louder.

Lexical Strategies

Table 2. Lexical strategies employed by the Technology teacher respondents

Strategies	Mean	Percentage	Interpretation
Use of simple, high-frequency words	1021	75.27%	Always
Restricted use of idiomatic expressions	12	0.87%	Seldom
Use of concrete nouns	421.5	50.16%	Often
Reformulating words	13	0.97%	Seldom
Giving examples	20.25	1.51%	Seldom
Use of confirmation-checking devices, e.g. okay?	13.13	0.97%	Seldom
Providing context information or clues	0.5	0.04%	Seldom
Code switching	36.63	3.44%	Seldom
Repeating words or phrases	10.63	0.78%	Seldom

From all the lexical strategies identified, it is seen that the teacher respondents *always* employed the strategy of using simple high-frequency words. This strategy was observed 75.27% of the time during the classroom observations. The use of concrete nouns with an average of 50.16% of the time was *often* used by the teacher respondents during the course of the observations. The lexical strategies such as restricting the use of idiomatic expressions, using concrete nouns, reformulating words, giving examples, using confirmation checking devices providing context information or clues, code switching and repeating words or phrases were *seldom* used by the teacher respondents. In classroom discussions, it is important to support broad statements and unfamiliar concepts with specific examples. If the lesson includes numerous unsupported claims, it may seem ill-informed or hastily prepared. Appropriate use of examples to support the teachers' argument will make the lesson more persuasive and can lead to better comprehension. Depending on the lesson, examples may take many forms which include personal experiences, concrete objects, abstract ideas, diagrams, graphs, pictures, music, and other illustrations. One way to improve teaching and learning situations is for the teacher to improve the examples they use so that they more effectively communicate difficult

concepts. To a degree, the teacher respondents also used repetition as a useful experience for students. They deliberately used repetition as a comprehension device to give more time to students to process the lesson. Moreover, the teacher respondents employed repetition to promote clarity and emphasis of key ideas because repeated words or phrases were easier for students to understand and remember. Repetition is not necessarily a wasteful practice for the teacher or a useless experience for students, but that prudently selected and carefully placed instructional repetition can, in fact, be effectively used as a valuable classroom teaching strategy. The researchers also identified very few idiomatic expressions from the teachers' utterances because the teacher respondents used plain language and expressions most of the time.

Syntactic Strategies

Along the syntactic strategies employed by the teachers, Table 3 presents the summary of the data based on the conducted observations. Among the different syntactic strategies identified, using simple, short sentences was *always* employed by the teacher respondents with 75.23% percentage and it is the top-ranking syntactic strategy. The syntactic strategies *sometimes* used are repetition or restatement with 27.15%, code switching which was employed 37.24% and summarizing concepts with 33.42%. On the other hand, it was observed that production of well-formed utterances, avoidance of complex, compound sentences and improving ungrammatical utterances were *seldom* used by the teacher respondents.

Table 3. Syntactic strategies employed by the Technology teacher respondents

Strategies	Mean	Percentage	Interpretation
Repetition or restatement	16	27.15%	Sometimes
Code switching	22.25	37.24%	Sometimes
Use of simple/short sentences	43.13	75.23%	Always
Production of well-formed utterances by avoiding false starts, slips of the tongue, interruptions, etc.	0.5	0.60%	Seldom
Avoidance of complex, compound sentences	0.75	1.00%	Seldom
Summarizing concepts	19.5	33.42%	Sometimes

Improving ungrammatical utterances	0.5	0.60%	Seldom
------------------------------------	-----	-------	--------

Using simple, short sentences was the most frequently used syntactic strategy by the teacher respondents. In most cases of language use, this would be the best form of communication. Complex, or long sentences and paragraphs are difficult to read and comprehend. Students do not like listening to large tracts of utterances. Being an eloquent teacher does not necessarily mean that one has to use complex sentences or uncommon and unknown words. It also reveals that code switching was employed 37.24% of the time making it the second most employed syntactic strategy. The teachers use code switching in dealing with particular grammar points by shifting the language to the mother tongue of the students. Code switching was also used by the teachers to express their emotions like giving funny statements or jokes to make the discussion livelier. The teachers also used this strategy to clarify some ideas and concepts discourse as expounded by Milroy & Muisken (1995). In Technology classes, code switching comes into use either in the teachers' or the students' discourse. Although it is not favored by many educators, one should have at least an understanding of the functions of switching between the native language and the foreign language and its underlying reasons. This understanding will provide teachers with a heightened awareness of its usage in classroom discourse and will obviously lead to better instruction by either eliminating it or dominating its use during the foreign language instruction. The teachers used summarizing strategies to allow students to reflect on key ideas they have learned during the lesson and to answer some essential questions posed by the teacher. The summarizing strategy was also used to remind the students about the main ideas and specific facts of the lesson. As for repetition as a syntactic strategy, the result that it is *sometimes* used is good but may mean it can still be strengthened in terms of its use because of its merits. Teachers employ repetition or restatement to emphasize important ideas and concepts and to give more chances for the students to comprehend the lesson. The strategy, improving or correcting students' ungrammatical utterances, was *seldom* employed by the teacher respondents. The main reason for this is that classroom discussions were monopolized by most of the teacher respondents; therefore, there were very few opportunities for student participation. In the same manner, production of well-formed utterances and avoidance of complex sentences were *seldom* used. There were very few instances when the teacher respondents avoided false starts, delays, interruptions, slips of the tongue, etc. to produce well-formed utterances. There were also very few instances when the teacher respondents avoided using complex sentences in their discussion. These strategies

were *seldom* employed because the teachers preferred to use simple, plain, short and direct language in making their messages comprehensible to their students.

Discoursal strategies

Table 4 reveals that modelling was employed 75.35% of the time during the course of observations. This strategy was *always* used by the teacher respondents and is considered to be the most employed discoursal strategy of the Technology teachers of the study. The rest of the discoursal strategies, namely: repetition, using tag questions, restating Wh-questions with Yes-No questions, prompting, prodding, offering corrections, positive reinforcement, exhibiting clear and more frequent boundaries and comprehension check were *seldom* used by the teacher respondents.

Table 4. Discoursal strategies employed by the Technology teacher respondents

Strategies	Mean	Percentage	Interpretation
Repetition	1.25	1.78%	Seldom
Use of tag questions	1.25	1.49%	Seldom
Restating Wh-questions to Yes-No questions	0.5	0.62%	Seldom
Modelling	57	75.35%	Always
Prompting	2	2.53%	Seldom
Prodding	0.5	0.83%	Seldom
Offering corrections	0.25	0.42%	Seldom
Positive reinforcement	0.75	0.89%	Seldom
Exhibiting clear and more frequent boundaries	7.5	9.85%	Sometimes
10. Comprehension check	5	6.23%	Seldom

The most frequently used discoursal strategy is modelling. The teachers used this strategy to show to the students what are expected from them and how they should do a certain task by modelling it. Through teacher modeling, the teacher provides students with a clear example of a skill, a strategy or a concept. It also provides a structure to guide students by clearly describing features of the strategy or steps in performing the skill, breaking the skill into

learnable parts, engaging students in learning through showing enthusiasm, keeping a steady pace, asking good questions and checking for student understanding. The teacher makes sure to clearly describe the concept, and then models the desired outcome by using visual, auditory, tactile, and/or kinaesthetic instructional techniques while thinking aloud. The teacher can provide examples and non-examples to show students the expectations and stop frequently to get student input or ask questions. This technique of modelling provides high levels of student-teacher interaction.

Exhibiting clear and more frequent boundaries and comprehension check as a discorsal strategy which were seldom used should be increased as a teaching strategy as teachers should use questions which involve meaning, involve students personally about the topic and encourage discussion on meaning. Prodding, prompting, offering corrections and giving positive reinforcement were the less employed discorsal strategies because the observed Technology classroom teaching of the teacher subjects took up “the teacher-centered” teaching mode. This can mean that the Technology teachers at the College of Technical Education can try to discover students’ varied learning phase and make them take more part in their discussions.

Relationship between Students’ Degree of Comprehension in Technology and the Comprehensibility Strategies

Aside from determining the different comprehensibility strategies used by the Technology teacher respondents, the researchers also determined the degree to which the students were able to understand the lesson through the teacher’s comprehensibility strategies as well as the relationship between the two variables. Table 5 shows the degree of comprehension of the students considering their teachers use of the identified Phonological strategies and the result of the Friedman’s analysis of variance to determine if the students’ degree of comprehension significantly differs among the identified phonological strategies which also determines if the students’ degree of comprehension is related to these strategies, that is, if there is a significant correlation between the two variables.

Comprehension through Phonological Strategies

Table 5 shows that the students were able to understand the lesson when the teacher employs clear articulation, exaggerated pronunciation, intonation and stress, extra volume for key words and reduced rate of speech and longer pauses. These items obtained weighted mean values of 3.06, 2.87, 3.24 and 3.03 respectively. On the average, the students were able to understand

the lesson with the use of these phonological strategies as shown by the overall numerical weighted mean of 3.05.

Table 5. Student's degree of comprehension in Technology through phonological strategies

Phonological	Weighted Mean	Interpretation
1. Clear articulation	3.06	Understood
2. Exaggerated pronunciation, intonation and stress	2.87	Understood
3. Extra volume for key words	3.24	Understood
4. Reduced rate of speech and longer pauses	3.03	Understood
Overall Weighted Mean	3.05	Understood
Level of Significance = 0.05		
Friedman $X_r^2 = 36.245$		
Tabular $X^2 = 7.82$		
Degree of Freedom = 3		
Significance: 0.000		
Interpretation: Significant		

Considering the result of the Friedman's analysis of variance, the computed Friedman's Chi-Square value, X_r^2 , is 36.245 while the tabular value is 7.82. Since the computed value is greater than the tabular value, the test result is significant implying that there is a significant difference in the degree of comprehension of the students in their Technology classes among the identified phonological strategies. Since there is a significant difference in the degree of comprehension among the phonological strategies, this can also mean that the student's degree of comprehension in their Technology classes is related to the phonological strategy employed, that is, the phonological strategies affect the students' degree of comprehension. A teacher's voice plays an important role in employing phonological strategies. The voice can affect the effectiveness of the teacher. The voice projected by a teacher when delivering information to the students, must possess clarity and an appropriate tone to convey force to his/her students. In the event that the tone was inappropriate, then the teacher may lose his/her students' attention.

Comprehension through Lexical Strategies

Table 6 shows that students were able to understand the lesson very well if the teacher uses the strategies of giving examples and code switching. These lexical strategies obtained weighted mean values of 3.33 and 3.26, respectively. As for the use of the other lexical strategies, the students were still able to understand the lesson but not very well. The overall weighted mean is 3.16 and this implies that, on the average, the students were able to understand the lesson but not very well.

Table 6. Student's degree of comprehension in Technology through lexical strategies

Lexical	Weighted Mean	Interpretation
1. Use of simple, high frequency words	3.08	Understood
2. Restricted use of idiomatic expression	2.97	Understood
3. Use of concrete nouns	3.09	Understood
4. Reformulating words	3.24	Understood
Giving examples	3.33	Understood very well
Use of confirmation-checking devices, e.g. okay?	3.18	Understood
Providing context information or clues	3.13	Understood
Code switching	3.26	Understood very well
Repeating words or phrases	3.18	Understood
Overall Weighted Mean	3.16	Understood
Level of Significance = 0.05		
Friedman X_r^2 = 51.196		
Tabular X^2 = 15.51		
Degree of Freedom = 8		
Significance: 0.000		
Interpretation: Significant		

The result of the Friedman's analysis indicates that there is a significant difference in the level of comprehension of the students among the different lexical strategies employed by the

teachers since the computed X_r^2 value 51.196 is greater than the tabular value of 15.51. The analysis result also means that the students' degree of comprehension in English is affected by the lexical strategies employed. Language teachers can contribute to their learners' linguistic development depicting impossibility to overstate the power of words. Words literally have changed and will continue to change the course of world history. In this premise, the greatest tools that teachers can give students to succeed not only in their education but more generally in life is a large, rich vocabulary and the skills for using those words. The ability to function in today's complex social and economic worlds is mightily affected by one's language skills and word knowledge.

Syntactic Strategies

Along the syntactic strategies used, the students were able to understand the lesson very well when the teacher employed summarizing ideas or concepts with a weighted mean value of 3.31. The use of the other syntactic strategies indicates that the students were able to understand the lesson. The syntactic strategies such as repetition or restatement, code switching, use of simple short sentences, production of well-formed utterances by avoiding false starts, slips of the tongue, interruptions, etc., avoidance of complex and compound sentences and improving ungrammatical utterances obtained weighted mean values of 3.22, 3.15, 3.01, 3.01, 3.10, 3.11 respectively. On the average, based on the overall weighted mean of 3.13, the students were able to understand the lesson with their teacher's use of the identified syntactic strategies. The Friedman's analysis of variance shows that there is a significant difference in the level of comprehension of the students in their Technology subjects considering the different syntactical strategies used. Hence, it can be stated that the degree of comprehension of the student's is likewise affected by the syntactical strategies.

Table 7. Students' degree of comprehension in Technology through syntactic strategies

Syntactic	Weighted Mean	Interpretation
1. Repetition or restatement	3.22	Understood
2. Code switching	3.15	Understood
3. Use of simple short sentences	3.01	Understood
4. Production of well-formed utterances by avoiding false starts, slips of the tongue, interruptions, etc.	3.01	Understood

5. Avoidance of complex and compound sentences	3.10	Understood
6. Summarizing concepts	3.31	Understood very well
7. Improving ungrammatical utterances	3.11	Understood
Overall Weighted Mean	3.13	Understood
Level of Significance = 0.05		
Friedman $X_r^2 = 43.899$		
Tabular $X^2 = 12.59$		
Degree of Freedom = 6		
Significance: 0.000		
Interpretation: Significant		

The table reveals that students' understanding is enhanced by the teachers' syntactic strategies. One major goal in teaching is to help students learn the rules governing the way words can be combined to form sentences. Through the teachers' syntactic strategies, students not only learn syntactic concepts but also how to engage them in a more advance step of application – to perceive, identify and produce grammatical sentences. The syntactic strategies of the teacher are tools for students to understand how sentences are put together and the relationship between words. It is more likely to be the case that a teacher with a rich knowledge of grammatical constructions and a more general awareness of the forms and varieties of the language will be in a better position to help students when they are “shaping at the point of utterance” than one who does not have such knowledge. How the teacher uses that knowledge – for example, whether he or she uses a grammatical term or a syntactic strategy in helping students construct a better sentence – is a matter for pedagogical and professional judgement (Briton, 1983).

Discoursal Strategies

Table 8. Students' degree of comprehension in Technology through discoursal strategies

Discoursal	Weighted Mean	Interpretation
1. Repetition	3.27	Understood very well
2. Use of tag questions	3.16	Understood
3. Restating WH-questions to Yes-No questions	3.22	Understood

4. Modeling	3.22	Understood
5. Prompting	3.24	Understood
6. Prodding	3.32	Understood very well
7. Offering corrections	3.19	Understood
8. Positive reinforcement	3.33	Understood very well
9. Exhibiting clear and more frequent boundaries	3.33	Understood very well
10. Comprehension check	3.43	Understood very well
Overall Weighted Mean	3.27	Understood very well

Level of Significance = **0.05**

Friedman $X_r^2 = 41.243$

Tabular $X^2 = 16.92$

Degree of Freedom = **9**

Significance: **0.000**

Interpretation: **Significant**

In Table 8, it is seen that when the teacher employed repetition, prodding, positive reinforcement, exhibiting clear and more frequent boundaries and comprehension check, the students were able to understand the lesson very well with these discoursal strategies having weighted means of 3.27, 3.32, 3.33, 3.33, and 3.43, respectively. The students understood the lesson when the teacher employed the use of tag questions, restating WH-questions to Yes-No questions, modelling, prompting and offering corrections. It reveals that the students can understand the lesson better if they are exposed to the different types of discourse through the strategies of the teachers. It should be noted well that essential to students' success in language learning is interaction, in both written and spoken forms. In addition, students' failures in communication which result in negotiation of meaning, requests for explanation or reorganization of message contribute to language acquisition. One of the major concerns of discourse analysts has been the manner in which students ought to be involved in the learning process, in controlling turn-taking, in providing feedback, and in learning different skills most effectively on the grounds of discourse analysis' offerings (Scollon, 2001).

One problem for second language learners is limited experience with a variety of interactive practices in the target language in the classroom. Therefore, one of the goals of second language teaching is to expose learners to different discourse patterns in different texts and

interactions. By exploring natural language use in authentic environments, learners gain a greater appreciation and understanding of the discourse patterns.

Faculty Training Program for the Technology Teachers of the College of Technical Education

Teachers are responsible for providing adequate language input in class and students' exposure to English can be maximized through comprehensibility strategies to enhance the teaching and learning interactions. The Input Hypothesis is a well-developed linguistic theory, and it is the most deeply and broadly researched approach to second language acquisition. Particularly, the faculty member who teaches Technology subjects at the College of Education can enhance their teaching through the comprehensibility strategies especially after the results of this study reveal that teachers' comprehensibility strategies affect students' comprehension. A relevant action for the Technology teachers is a faculty training program aligned with this study. Instructional improvement training programs are concerned with the interaction of teacher, learner, content of the material to be learned, and the environment in which the learning is to take place (Diaz-Maggioli, 2004). The training program should focus on teaching strategies or specific skills in teaching that best meet the students' needs especially in understanding lessons in Technology which use English as a medium of instruction. The fundamental importance of teaching strategies is to make it easier to implement a variety of teaching methods and techniques. The proposed faculty training program will find a variety of teaching strategies to help teachers take more responsibility for students' learning and enhance the process of teaching for learning.

Conclusions and Recommendations

This study aimed to identify the comprehensibility strategies employed by the Technology teachers and to determine the relationship between the teacher's comprehensibility strategies and the students' degree of comprehension. Furthermore, it also intended to design a faculty training program for the Technology teachers to facilitate better comprehensibility among learners.

In conclusion, the Technology teachers employed a variety of comprehensibility strategies in teaching such as phonological, lexical, syntactic, and discoursal in a varying degree in making their message comprehensible to students so as to make classroom teaching more meaningful, relevant, and effective. Teachers' employment of these comprehensibility strategies are found very effective (with significant and high correlation values) in transmitting and comprehending

messages successfully. In order to develop English competency of students, the improvement of the quality of teachers of Technology is needed. For this purpose, teacher training needs greater attention and more effective solutions. An effective and realistic system of teacher training should be set up, organized, and sustained by school administration and if possible, this training program can be in collaboration with various relevant agencies and organizations.

Pedagogical Implication

Filipino students come from various minority languages with their own beliefs and identities and this may influence their interactions using the target language (Budeng, 2019). To meet the different needs of students, a variety of teaching strategies should be employed by the teacher in their teaching especially in the areas of Technology. To provide positive experience in the classroom, teachers should identify the strategies that best meet their learners' immediate needs and they should explore students' reaction to their teaching approaches. To develop competency of students, a faculty training program that focuses on teaching strategies that best meet the students' immediate needs is needed. The more highly skilled, motivated and effective Technology teachers are; the more effective learning outcomes will be for students in the classrooms. Enrichment programs for Technology teachers should be a sustained effort and cater to the group, not just selected individuals from the group to make all classes rich environments for language acquisition. It will be most helpful to teachers which eventually will ripple through the learners if institutions conduct faculty training programs or seminar-workshops and make it as part of the school calendar.

References

- Britton, J. (1983). *Shaping at the point of utterance*. London: Longman.
- Brown, D. H. (2000). *Principles of language learning and teaching*. New York: Longman.
- Brown, H. D. (2007). *Principles of language learning and teaching*. USA: Pearson Education.
- Budeng, R. (2019). Assessing pragmatic competence: A case of Filipino ESL learners. *The Asian EFL Journal Quarterly*, 23 (4.1), 130-189.
- Del Río, C., Juan-Garau, M. & Pérez-Vidal, C. (2018). Teachers' assessment of perceived foreign accent and comprehensibility in adolescent EFL oral production in Study Abroad and Formal Instruction contexts: A mixed-method study. In *learning context effects* (pp. 181–213). Berlin: Language Science Press. <http://doi.org/10.5281/zenodo.1300632>
- Derwing, T., & Munro, M. (2005). *Second Language Accent and Pronunciation Teaching*:

- A Research-Based Approach. *TESOL Quarterly*, Volume 39: 380-396. Teachers of English to Speakers of Other Languages, Inc. (TESOL).
- Diaz-Maggioli, G. (2004). *A passion for learning: Teacher-centered professional development*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Hahn, L. (2004). Primary stress and intelligibility: Research to motivate the teaching of suprasegmentals. *TESOL Quarterly*, 38(2), 201-223.
- Jafar, M., & Rahman A. (2019). Exploring teachers' perception of professional development in Indonesian EFL Classroom. *The Asian EFL Journal*, 25 (5.2), 5-25.
- Kachru, Y., & Neson, C. 2006. *World Englishes in Asian Contexts*. The 5 Parameters of intelligibility. Hong Kong University Press.
- Krashen, S. D. (1988). *Second language acquisition and second language learning*. London: Prentice Hall International.
- Lataille, Sophia G. A., (2016). "A Study of Arabic-Speaking English Language Learner's Spoken Comprehensibility" Honors College. 390.
- Long, M. H. (1996). The role of the linguistic environment in second language W. C. acquisition. In Ritchie & T. K. Bhatia (Eds.), *Handbook of language acquisition: Second language acquisition* (pp. 413–468). New York: Academic Press.
- Milroy M. & Muisken P. (1995) *One speaker, two languages. Cross-disciplinary perspectives on code-switching*. Cambridge. Cambridge University Press.
- Pickering, L. (2001). The Role of Tone Choice in Improving ITA Communication in the Classroom. *TESOL Quarterly*, 35(2), 233-255.
- Saito, K., Trofimovich, P., & Isaacs, T. (2015). Second language speech production: Investigating linguistic correlates of comprehensibility and accentedness for learners at different ability levels. *Applied Psycholinguistics*. 10.1017 / S0142716414000502
- Scollon, R. 2001. *Mediated Discourse. The nexus of practice*. London: Routledge.
- Tyler, A. (1992). Discourse structure and the perception of incoherence in international teaching assistants' spoken discourse. *TESOL Quarterly*, 26, 713-730.
- Tyler, A. (1994). The Role of syntactic structure in discourse structure: Signaling logical and prominence relations. *Applied Linguistics*, 15(3), 243- 262.
- Wennerstrom, A. (1998). Intonation as cohesion in academic discourse. *Studies in Second Language Acquisition*, 20, 1-25.

Williams, J. (1992). Planning, discourse marking, and the comprehensibility of International teaching assistants. *TESOL Quarterly*, 23(4), 693-711.

**Preservice-Teachers' Empowerment through Multiliteracy Pedagogy
Approach in the EFL Context during the Covid-19 Pandemic
and the New Normal Era**

Maisa

Universitas Swadaya Gunung Djati, Jawa Barat Indonesia

Bachrudin Musthafa

Universitas Pendidikan Indonesia (UPI), Bandung-West Java, Indonesia

Didi Suherdi

Universitas Pendidikan Indonesia (UPI), Bandung-West Java, Indonesia

Biodata:

Maisa is a lecturer at English Education Department of Universitas Swadaya Gunung Djati and a student of the English Education Doctoral Program of Sekolah Pascasarjana Universitas Her research interests are Teacher Education, Students Empowerment, Teacher Professional Development. Email: Maisa22230@upi.edu and maisa@unswagati.ac.id

Bacrudin Musthafa is a professor and senior lecturer at the English Education Program of Universitas Pendidikan Indonesia (UPI), Bandung-West Java, Indonesia. His research interests are Literacy of Education, English as Lingua Franca. Email dinmusthafa@upi.edu

Didi Suherdi is a professor and senior lecturer at the English Education Program of Universitas Pendidikan Indonesia (UPI), Bandung-West Java, Indonesia. His research interests are teacher Education, Discourse Analysis, Technology, and Students Engagement in English Classroom. Email: suherdi_d@upi.edu

Abstract

Pandemic Covid-19 has provoked the teacher and teacher educator to transform the education system from conventional/ traditional learning platforms into new digital ones. The new digital learning platform promotes several concepts of literacies as known as multiliteracies. Becoming a single literate person will not be enough to be teachers and teacher-educators in the current condition. The study aims to identify what kind of multiliteracies are urgent and emergent to learn for the Preservice teachers and how they empower their capacity through the Multiliteracy Pedagogy approach in teaching practice. The participants of the research are 40 Preservice teachers of the English Education Program in Indonesia. The result shows that most preservice teachers agree that becoming a multiliterate educator is urgent and emergent. Almost all participants perceive ICT literacy, media literacy, technology/digital literacy, environment literacy, and health literacy as the main literacies that an educator must recognize during the Pandemic Covid-19. Meanwhile, most participants have shown positively and creatively for becoming multiliterate-educator by implementing multiliteracy pedagogy approach in the Indonesian cultural context, which provides iterative processes such as experiencing, conceptualizing, analyzing, and applying in the English teaching practice. In conclusion, implementing multiliteracy pedagogy in teaching English at EFL context with Indonesian cultural context could give an alternative to support preservice teachers to be a multiliterate educators and empower Preservice teachers' knowledge and competence quality as well during the learning process in the Pandemic Covid-19 and New Era

Keywords: *Empowerment, Digital literacy, Health Literacy, ICT-literacy, Multiliteracies, Multiliteracy pedagogy.*

Introduction

The Covid-19 Pandemic in Indonesia is piece of the ongoing worldwide Pandemic around the world. United Nation. Freshly, the Pandemic Covid-19 has caused the most considerable distraction of education systems in history, influencing nearly 1.6 billion learners in more than 190 countries and all continents (United Nation, 2020). The first case of Covid-19 in Indonesia was confirmed on March 2nd, 2020. In August 2020, the Indonesian government conducted more than 118.000 confirmed cases, 91.000 suspected cases, 37.000 active cases, 75.000 recovered cases, and 5.000 death cases (Health Ministry, 2020). The policy of the Education Ministry suggested by the government to the closures of schools and other learning spaces has impacted 68 million students from pre-primary to secondary schools, technical and vocational

education to the higher education in Indonesia. Around 10 percent of the population are pre-schoolers. Meanwhile, about 13 million people have turned into "home-school teachers" during the Pandemic. Under the Study from Home (SfH) scheme, parents take 75 percent of learning responsibility for their children, the rest 25 percent undertaken by the teachers' role. (Education Ministry, 2020).

The adverse effects of the policy of the Education Ministry (the school closure) are more dominant than the positive effects. It has triggered the powerless and meaningless condition of the teaching and learning process. The educators and the educational institution are vulnerable and have more power to take the responsibility to set the students' learning goals. Meanwhile, the meaningless condition is indicated when the government does not support the support system of distance learning. The negative effect of distance learning is the rising number of resigned students, learning loss, lost generation, powerless educators (Nadim Makarim, 2021). The loss of learning occurs when the students cannot get distance learning because they have limited time and budget for distance learning. This condition is indicated to arise the other crisis, lost generation. The lost generation provokes discriminatory treatment between the middle & high economy-level family and the low-level economy family. They mainly come from low and middle-income families who cannot enjoy distance learning because of economic problems.

The other emergent psychological problem is arising both for the parents and the students as well. The parents feel less trust of the educator and the school institution. Meanwhile, the students feel bored quickly during the learning from home. The parents argue that the teachers are doing less on the learning process, mainly as evaluators. In the meantime, the parents take more roles as knowledge resources, supervisors, facilitators, and even motivators for their children. Temporarily, the students feel unmotivated to learn alone from home. They lose the fun and joyful learning during distance learning. The study will explore how preservice teachers empower their teaching practice during the Post Pandemic Covid-19? What is the new concept of literacies that could empower preservice teachers' capacity in their teaching practice during and the post-pandemic Covid-19?

The Theory of the New Literacy and Multiliteracies at the New Normal

The new concept of literacy has shifted from traditional literacy into the new concept of literacy and multiliteracies. What are they? And how do they empower education and training programs? And how they cooperate in teaching and learning practices, especially language teaching. Traditionally, teaching literacy has meant teaching and learning to read and write a

page bound of the official standard form of the national and international language. Still, the world is changing, and therefore, how we define literacy is changing now to be fully functioning during the Pandemic Covid-19 and the New Normal. It requires using new literacies to navigate students in the digital and multicultural era. As educators, we are now preparing our students for a complex, radically unknowable world. Yesterday's education is not sufficient for today's learners, so it is our responsibility to evolve and embrace the literacies of the future.

Multiliteracy represents a dynamic form of literacy that aims to create meaning for all regardless of cultural, social, or domain-specific contexts (Cope et al., 2013). It means that communication could represent meeting today requires that learners be able to figure out differences in patterns in one context to another. These differences could include culture, gender, life experiences, or social demand (Cope & Kalantzis, 2013). Meaning is made in increasingly multimodal ways. Multimodality is written linguistic modes of meaning combined with oral visual, audio, gestural, spatial, and tactile patterns of meaning (Martinez, 2012). The process of shifting between these modes and representing the same theme from one method to another is called synaesthesia (Martinez; Soleibe K.J.; Mora R, n.d.). It allows for powerful learning in several ways (Cope et al., 2013; Jacoby et al., 2019). According to Martinez (2012), some learners may be more comfortable in one mode than another. For example, one person may express meaning through drawing a diagram, while another may express sense through words in a song. One mode may be the starting point for purpose; other modes allow for a more complex, more profound understanding. For example, a diagram mode allows the terms to make sense/meaning if words don't make sense. Multiple modes together will have a greater purpose than only one alone.

Technology plays a big portion in multimodal writing; however, the new literacy is not about incorporating technology just for its sake (Cope et al., 2013). We need to consider the pedagogical reasons for controlling all these technologies in all classrooms. To conclude, the new concept of Multiliteracy reflects social worlds, cultural and linguistic diversity, technology, and multimodality of learning to create meaning and develop critical thinkers of our students (Jacobson-Lundeberg 2016). The social world refers to gender, education, age, socioeconomic and, religion. The cultural and linguistic diversity are multicultural, political, language, globalization, and localization. The technology used are tablets, smartphones, ICT, communication, and computers/laptops. Multimodalities are oral, visual, audio, gestural, and spatial.

Finally, we are now officially demanding the high-pressure job of teachers. How do we implement a pedagogy of multiliteracies? It is not just about adding technology or multimedia to our lesson. It requires us to rethink why we teach? What do we teach? And how do we teach it?

Preservice-teachers' Empowerment Program

A French Philosopher stated that sharing the power does not mean the other would get less than others. Empowerment has philosophical meaning due to the conception of learning, gaining knowledge, and personal development as an outcome of community interaction (Brunton & Jeffrey, 2014; Cattaneo & Chapman, 2010; Cheng & Cheng, 2016; Duhon-Haynes, 1996). The process of empowerment, which mainly comes from the powerless becoming powerful (Broom, 2015; Cattaneo & Chapman, 2010; Kivunja, 2014b; Van Roekel, 2014), is suitable for the case of preservice teachers who are just beginning the teaching practice during their teaching and training program. Empowering philosophy has several important outcomes, such as the conception of learning, knowledge and personal development, and classroom as the communities (Duhon-Haynes, 1996). However, The teacher education training, as the community, where the preservice teachers are prepared, takes a great challenge to create a sophisticated program to empower both the preservice teachers and the teacher educators (De & Suherdi, 2019; Maisa, Nenden Sri Lengkanawati, 2019; Maisa & Sukyadi, 2019). The empowerment program can be motivation-based, students' choice, desire, goodwill, effort, and self-trust to learn as part of self-efficacy (Altynay Zhaitapova, Ulserik Orynbayeva, Aida Ussenova, Aiman Kamzina, Gulsan Mamyrbekova, 2021; Bandura, 1989; Broom, 2015; Guntern et al., 2017; Nichols & Zhang, 2011). On the other side, it also provides the iterative process to evolve, gaining the knowledge process and competence related to the self-regulated learning process on and on to empower the preservice teachers, in-service teachers, and teacher educators at the education training program. (Broom V, 2015; Brutton M & Lynn J, 2014; Cattaneo L B & Chapman A R, 2010; Murray J, (Brunton & Jeffrey, 2014; Cattaneo & Chapman, 2010; De & Suherdi, 2019; Duhon-Haynes, 1996). Then, empowering preservice teachers means empowering their conception of learning and the knowledge process of learning during the training program. The teaching programs which are provided at the teaching and training program in the form of Teaching Practice Program I (TPP1) and Teaching Practice Program (TPP 2) have led the preservice teachers to focus on developing the personal development at TPP1 and mainly practice dan developing knowledge and competence at TPP2. During the TPP1, the preservice teachers are doing School and classroom

observation, which challenges them to develop their personal development such as flexibility and adaptability, initiative and self-direction, productivity, accountability, responsibility, and leadership. TPP 2 is the second teaching practice program where the preservice teachers are required to develop their competence and process of knowledge. They require to rethink why they teach, what they are going to teach and, how they are going to teach (Jacobs, 2006; Jacobson-lundeberg, 2016). Preservice teachers are still fresh in their minds; their entry into the classroom can challenge what they understand from their prior experiences and what they practice in a professional setting in the Education and Training Programme, especially English Education Programme.

There are a couple of main reasons for transferring learning objectives from four language skills such as listening, speaking, reading, and writing ability to multimodality reading and writing ability (Cope et al., 2013; Gu, 2018; Gut, 2011). *First*, diversification and globalization have affected the diversification of meaning, which makes the existing way of meaning expression using language as a medium-difficult to be over-whelmed. *Second*, progressive technology and contemporary network technology have required people to learn to use new media to convey and understand meanings. On the surface, this revolution requires students to learn how to communicate with innovative multimedia technology, including choosing applicable media and combining media to express and interpret meanings. Preservice teachers need to develop their language reading and writing skills and their media literacy and technology literacy. As the demand for multimedia literacy capability has expanded, its related competencies have also emphasized.

As the candidate of teachers who must meet the demand of the rapidly changing era need to empower the capacity with several literacies such as ICT literacy, Media literacy, Digital/technology literacy, Environment literacy, economic & Business literacy, Health literacy, Environment literacy, Entrepreneurship literacy, civic literacy, etc (ANQEP, 2015; Gut, 2011; Partnership for 21st Century Skills, 2011; Tsisana et al., 2019). ICT proficiency is the ability to use digital technology, communication tools, and networks to define an information need, access, manage, integrate, and evaluate information, create current information or knowledge and be able to communicate this information to others (Maisa, Nenden Sri Lengkanawati, 2019; Maisa, Suherdi D, 2021; OECD, 2019; Van Roekel, 2014). Media Literacy is a 21st-century approach to education (Partnership For 21st Century Skills, 2009). It provides a framework to access, analyze, evaluate, create, and participate with messages in various forms — from print to video to the Internet. Media literacy builds an understanding of the role of media in society and essential skills of inquiry and self-expression

necessary for citizens of a democracy. Technology literacy is the ability to use, manage, understand, and assess technology (Partnership for 21st Century Learning Skills, 2011; Scott, 2015). Health literacy is "the degree to which individuals can obtain, process, and understand basic health information needed to make appropriate health decisions". Environment Literacy is the desired outcome of environmental education, which strives to provide learners with Sound scientific information—skills for critical thinking, creative and strategic problem solving, decision-making (Partnership for 21st century Skills, 2007; The National Science Foundation's Advisory Committee for Environmental Research and Education, 2020; Tsisana et al., 2019).

Multiliteracies during Pandemic Covid-19 and the New Normal

The term multiliteracies replicate how literacy has been influenced by "social, cultural, and technological transformation". Consequently, a "pedagogy of multiliteracies involves a broader representation and multimodal communication (Cope et al., 2013; Towndrow, Nelson, & Yusuf, 2013; Towndrow, Nelson, Fareed, et al., 2013). Multiliteracy pedagogical approach means "text" is often non-linear, as linear text is often cohesive with multimodal text including audio, images, sound, graphics, and film through technology (Cope & Kalantzis, 2013). This approach empowers teachers to be creative in the literacy classroom by integrating movies, the Internet, music, art, photos, and a range of other digital resources. Multiliteracies increase teachers' creativity.

The iterative process and mixed steps are arranged into four dynamic steps: situated practice or experiencing, over instruction or conceptualizing, critical framing or analysing, and applying or transformative practice. **The first** is *Experiencing the known* encompasses reflecting on own experiences, interests, perspectives, recognizable forms of expression, and ways of representing the world in one's understanding (Cope et al., 2013; Cope & Kalantzis, 2013). **The second** step is *Conceptualizing*: Specialized, disciplinary, and deep bits of knowledge based on the excellently tuned dissimilarities of concept and theory typical of those developed by expert communities of practice. It is a knowledge process in which the learners become active conceptualizers, by naming involves or draws distinctions of similarity and difference, categorizing and naming. In this step, learners give abstract names to things and develop concepts (Cope & Kalantzis, 2013; Kivunja, 2014a). **The third** one is *analysing*: Powerful learning also requires a certain kind of critical capacity. "Critical" means two things in a pedagogical context and to be functionally analytical or to be evaluative concerning relationships of power (Cattaneo & Chapman, 2010; Cheng & Cheng, 2016; Duhon-Haynes,

1996; Maisa, Suherdi D, 2021; Sullivan, 1996). Analysing involves both kinds of knowledge processes; analysing functionally and critically includes reasoning processes, drawing inferential and deductive conclusions, establishing functional relations between cause and effect, and exploring logical and textual connections (Cope & Kalantzis, 2013). This critical weaving works bi-directionally between known and new experiences and prior and new conceptualizations. *The fourth is applying* appropriately and creatively: Applying involves the application of knowledge and understandings to the complex diversity of real-world situations and testing their validity. By these means, learners do something predictable and expected in a "real world" situation or a case that simulates the "real world." Applying involves interfering in the genuinely innovative and creative world and conveys to bear the learner's interests, experiences, and aspirations.

Expanding literacy into multiliteracies that promote multimodality fastening techniques alongside traditional literacy activities is urgent and emergent at the beginning of the Teacher education and training programme during the Pandemic. English teaching and learning complexity entail constantly evolving knowledge surrounding literacy, beginning English teachers, and English teacher education. Therefore, English teachers must have the proper skills, strategies, and insight to successfully navigate the rapidly changing views of literacy and support their student's achievement in the same areas. A more extensive view of literacy calls for English teachers to continually redefine what it means to be literate and multiliterate to respond to their student's needs and the requirements of a rapidly changing world. The study aims to capture pedagogy, what multiliteracies they should learn to empower their capacity as preservice teachers, and how they empower their abilities with Multiliteracy during Pandemic Covid-19.

Method

This study constitutes a naturalistic inquiry in that it attempts to investigate the process of student empowerment at the English education program in their natural settings without any manipulation or control of any aspects of the research objects. It is also employed the characteristics – emergent design flexibility – as the researcher was open to any issues emerging during the research and responded to them abandoning any irrelevant predetermined plans as the research continued. At the beginning, the researcher made digital survey throughout google form to all the third-grade students at English Education Department at University in Indonesia to preview the basic understanding of the students related to the concept of Multiliteracy. It is to figure out the first research question: (1) what multiliteracies

do the preservice teachers prefer to empower their capacity as the English teachers? (2) how do the preservice teachers empower the knowledge process using multiliteracy pedagogy? Meanwhile, the preservice teachers' documents in this case in lesson plan were collected to response to the research question (2). The collected documents were the students' final assignment at the coursed during one academic year. The courses are Instructional design (ID) course to answer research question (2) and English Material Design (EMD) course. In addition, the observation is conducted during the online course and document observation before and during the Pandemic Covid-19 and New Era. The setting of the research is taken at the third-year students of Teacher Education at English Education Program, Teacher Education Faculty- Universitas Swadaya Gunung Jati, Cirebon-West Java. The number respondents who submit the questionnaire were forty respondents and to get more specific and detail data of study cases, the documents were chosen from the four best final project documents taken from the students' worksheets. The data of the research were analysed through qualitative data analysis. The data analysis was immediately conducted after the data from questionnaires, observation checklist and document analysis.

Result

The results of the study come from the couple data collection, digital survey, and the document of lesson plan of the preservice teachers. The questionnaire is given trough google form to the third grade of preservice teachers. The presentation of results and discussion are arranged at the same parts based on the research questions; what multiliteracies should the preservice teachers have to empower their capacity as the English teachers during the Pandemic Covid-19 and the New Normal Era? and How the preservice teacher empower their knowledge quality as the English teachers by implanting the multiliteracy pedagogy approach?

What multiliteracies should the preservice teacher have to empower their capacity as the English teachers during the Pandemic and New Normal Era.

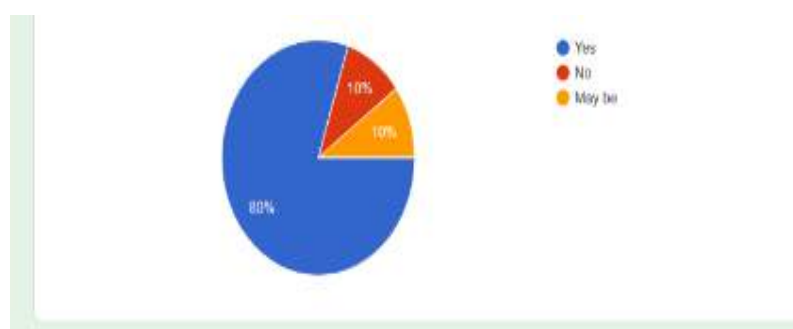


Figure 1. Preservice teachers' perception on the new literacy concept

The preservice teachers' perception on the new concept of Literacy and Multiliteracies.

Almost 85 percent of the preservice teachers respond strongly agree to the new concept of Multiliteracies which required them to be multiliterate person who are able to know, use, manage, access the knowledge under the use of various multimodality such as audio, visual, spatial, gesture, symbol, aural.

Table. 1. The percentages of Multiliteracies from the respondents

No	Literacy	Percentages of Respondents (%)		
		Agree	Disagree	Neutral
1	Media Literacy	76	0	24
2	Technology Literacy	81	5	14
3	ICT literacy	85	14	5
4	Health Literacy	57	0	43
5	Environment literacy	75	0	25

The result of the survey is presented in table 1. *Media literacy*- More than 76 percent of preservice teachers argue that media literacy is the literacy that preservice teachers should learn, unlearn, and relearn in the sophisticated media evolution at the disruption era. There is less than 30 percent of preservice teachers are refrain. *Technology literacy*- the ability to use, manage, understand, and assess technology gets 81 percent responses from the preservice teachers. Less than 10 percent perceive that technology literacy is not the priority for becoming preservice teachers.

Meanwhile, *ICT literacy* - More than 85 percent of preservice teachers argue that ICT literacy is the most needed by those with teaching practice and a job future. Less than 14 percent of preservice teachers think that ICT is not the primary competence to have for them. *Health literacy*- More than 57 percent of preservice teachers believe that Health literacy is essential and could support preservice teachers during and the post-pandemic Covid-19. And there is less than 43 percent of preservice teachers perceive that health literacy is not necessary for them too during the school closure and study from home. *Environment literacy* - Less than 30 percent of preservice teachers perceive that environmental literacy is not entirely essential for them. In contrast, more than 75 percent of preservice teachers are aware of environment literacy, which could support their teaching practice as well.

What are the most emergent and urgent literacy for the preservice teachers during and the Post Pandemic Covid-19?

The most emergent literacy to acquire for the preservice teachers during and the Post Pandemic Covid-19 is ICT literacy (see figure 8). Meanwhile, the other literacies that are urgent to acquire for the preservice teachers during and after the Post Pandemic Covid-19 include religion / spiritual literacy, global awareness issues, financial literacy, civic literacy, economic & Business literacy, entrepreneurial literacy, and assessment literacy, and the other literacies. (See figure 9)

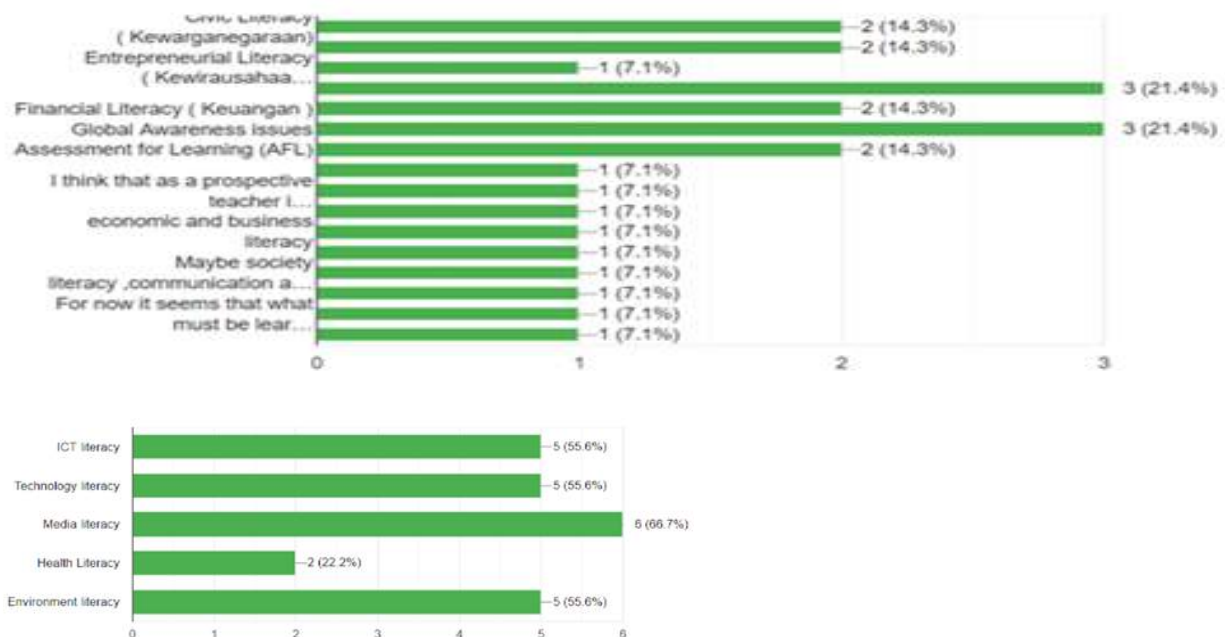


Figure 9. the urgent and emergent literacies e for the preservice teachers

How the preservice teachers empower the knowledge process as the English Teachers based on Multiliteracy Pedagogy Approach during the Pandemic and The New Normal Era

The implementation of multiliteracy pedagogy approach: step- experiencing or situated situation

The five preservice teachers implement a situated situation and experience a creative model in the English Classroom. PS1 led the students to participate in having the traditional event at Cirebon called Nadran (fisherman festival). Meanwhile, PS2 created the situated situation with serving Cirebonese Culinary such as Empal Gentong, Nasi Jamblang, Sego Lengko, and Tahu Gejrot. In addition, PS3 established the experience of having storytelling with Cirebonese Folklore. And PS4 relates the students to enjoy the performance of traditional dance from Indonesia.

Table 1. The activities of Preservice teachers in implementing the step of experiencing or situated situation of Multiliteracy Pedagogy Approach

<i>Participants</i>	<i>Activities at the step Experiencing or situated Situation</i>
<i>PS1</i>	<i>Students relate cultural traditional events at Cirebon "Nadran" as fisherman festival, Sedekah Bumi as farmer festival, Trusmi festival as the welcoming raining season festival</i>
<i>PS2</i>	<i>Students relate to the traditional culinary of Cirebon such as Nasi Jamblang, Tahu Gejrot, Nasi Lengko, Empal Gentong, etc</i>
<i>PS3</i>	<i>Students relate cultural traditional folklore from Cirebon such as Jaka Tarub, Damar Wulan, Kian Santang, Ki Kuwu Cirebon, Sunan Gunung Jati, etc</i>
<i>PS4</i>	<i>Students relate to the culture of traditional dance from Indonesia such as Tari Topeng, Tari Jaipong, Tari Piring, Tari Saman, Tari Kecak, etc</i>

The implementation of multiliteracy pedagogy approach: Step- conceptualizing or Overt Instruction

PS1 gives students instructions to make a concept about formal events in Cirebon using Canva as a graphic organizer for android. On the other side, PS1 leads the students to write descriptive text on traditional culinary from Cirebon. And PS3 instructs the students to make the concept of writing folklore from Cirebon, and PS4 guides the students to make the concept of writing a descriptive text about traditional dance.

Table 2. Preservice teachers' activities in Step: Conceptualizing or Overt Instruction

<i>Participants</i>	<i>Activities at the step of conceptualizing or over instruction</i>
<i>PS1</i>	<i>Use graphic organizer, explicit instruction in writing a recount with focus on personal experience on having fisherman festival, Sedekah Bumi as farmer festival, Trusmi Festival as the welcoming raining season festival</i>
<i>PS2</i>	<i>Use graphic organizer, explicit instruction in writing descriptive texts focus on personal experience on having traditional culinary from Cirebon such as Nasi Jamblang, Tahu Gejrot, Nasi Lengko, Empal Gentong, etc</i>
<i>PS3</i>	<i>Use graphic organizer, explicit instruction in writing a narrative with a focus on the traditional folklore from Cirebon such as Jaka Tarub and Damar Wulan, Kian Santang, Ki Kuwu Cirebon, Sunan Gunung Jati, etc</i>
<i>PS4</i>	<i>Use graphic organizer, explicit instruction in writing a descriptive text with a focus on a description of traditional dance from Indonesia such as Tari Topeng, Tari Jaipong, Tari Piring, Tari Saman, Tari Kecak, etc</i>

The implementation of multiliteracy pedagogy approach: Step-Analysing or critical framing

PS1 lead the students to the critical framing for group discussion about any discrimination they may face due to their religion, district, and other Pros& Cons about the festival occurring in the society. PS2 challenge the students to the critical framing for group discussion about any discrimination they may face due to their religion, district, and other Pros& Cons about the nutrition and ingredient of the traditional culinary from Cirebon. PS3 provoke the students to the critical framing for group discussion about any discrimination they may face due to their religion, district, and other Pros& Cons about the Cirebonese Folklore that occurs in the society. PS4 confront the students to the critical framing for group discussion about any discrimination they may face due to their religion, district, and other Pros& Cons about the traditional dance that occurs in the society

Table 3. The activities of Preservice teachers in implementing the step of Analysing or critical framing of Multiliteracy Pedagogy Approach

<i>Participants</i>	<i>Activities at the step of analyzing or critical framing</i>
<i>PS1</i>	<i>Discuss any discrimination they may have faced due to their ethnicity, religion, and district deal with fisherman festival, Sedekah Bumi as farmer festival, Trusmi festival as the welcoming raining season festival</i>

PS2	<i>Discuss any discrimination they may have faced due to the ingredient, the calories and the health literacy deal with traditional culinary from Cirebon such as Nasi Jamblang, Tahu Gejrot, Nasi Lengko, Empal Gentong, etc</i>
PS3	<i>Discuss any moral value to the Cirebonese Folklore they may get from their ethnicity, religion, and district</i>
PS4	<i>Discuss any differences they may find due to the costume, the place, and the movement of traditional dance from Indonesia such as Tari Topeng, Tari Jaipong, Tari Piring, Tari Saman, Tari Kecak, etc</i>

The implementation of multiliteracy pedagogy approach: Step- Applying or transformative practice

PS1 guides the students to create iMovie about traditional events in Cirebon based on their creativity. PS2 directs the students to create iMovie about traditional Culinary from Cirebon based on their creativity. PS3 assists the students to create iMovie about traditional folklore from Cirebon based on their creativity. PS4 supports the students to create iMovie about traditional dances based on their creativity

Table 4. The activities of Preservice teachers in implementing the step of Applying or transformative practice of Multiliteracy Pedagogy Approach

<i>Participants</i>	<i>Activities at the step of applying or transformative Practice</i>
PS1	<i>design, produce, and direct and iMovie of their own identity regarding to fisherman festival, sedekah bumi as farmer festival, Trusmi festival as the welcoming raining season festival</i>
PS2	<i>design, produce, and direct and iMovie of their own identity due to having traditional culinary from Cirebon such as Nasi Jamblang, Tahu Gejrot, Nasi Lengko, Empal Gentong, etc</i>
PS3	<i>design, produce, and direct and iMovie of modern folklore which are modified into the current situation of Cirebon</i>
PS4	<i>design, produce, and direct and iMovie of their own description of traditional dance from Indonesia such as Tari Topeng, Tari Jaipong, Tari Piring, Tari Saman, Tari Kecak, etc</i>

Discussion

The discussion would be presented to the descriptive analysis based on the research questions and data collection at the subject course. There are two major issues to discuss: the preservice teacher's emergent and urgent literacy, and the implementation of multiliteracy pedagogy in the EFL classroom during the Pandemic Covid-19 and New Era.

Empowering preservice teachers to become Multiliterate-preservice teachers

What is becoming a multiliterate person? A technologically literate teacher who can use, access, manage all about technology, is not enough. The teacher also must acquire other literacy such as media literacy and ICT literacy, Health Literacy, Environment literacy at the same time to develop and expand the capacity in teaching practice, especially during the Pandemic Covid-19 and the New Normal era. This condition will lead the preservice teacher to be a long-life learner (Cope & Kalantzis, 2013; Notten & Becker, 2017; Partnership for 21st Century Learning Skills, 2011)

Becoming a multiliterate preservice teacher would not be enough to be able to read and write using various technology (Kivunja, 2014b). Multiliterate persons need to understand, comprehend, interpret, and communicate with the world around them. The contemporary teachers need to be more than just literate (Trilling & Fadel, 2009). They need to be a multiliterate person (Cope & Kalantzis, 2013). The multiliterate person also must be able to make any meaning under the multimodality (Gu, 2018). It is not enough for someone to access the new knowledge, but also, he/she can share the understanding to others using multimodality texts and integrate it into the technology as well. The multiliterate preservice teachers equip themselves and their students to create purpose not only becoming consumer and passive learners but also being inspired to become members of a participatory culture in which they are producers and designers of the social future. It means that almost preservice teachers argue that by becoming multiliterate persons, they could empower their capacity as the English teachers who can deliver the knowledge process with multiliteracies to the students during the Pandemic Covid-19 the New Normal Era.

The most emergent and urgent literacy for the preservice teachers in designing English Material during and the Post Pandemic Covid-19

The most emergent and urgent literacy to acquire for the preservice teachers is ICT literacy. It is shown in table 1. What does it mean? It means that the ability to use digital technology to define an information need, to access, to manage, to integrate and to evaluate information, to

create new information or knowledge and to be able to communicate the information to others are becoming the crucial skill to master to support their learning and teaching practicum as it has suggested by (Van Roekel, 2014) and the International ICT Literacy (OECD, 2019). To meet the demand of the unpredictable world during Pandemic Covid-19, the use of technology as a tool to communicate and access the information, the preservice teachers need to integrate ICT into the learning and the teaching practicum. Moreover, it could be much better for the preservice teachers can think critically and do the evaluation to the use of ICT integration. Not only become the ICT user who has a good ICT cognitive proficiency, but the preservice teachers also need to learn how to be a creator who has a good ICT technical proficiency of ICT to support the learning and the teaching practicum(Gut, 2011; Kivunja, 2014b).

The less urgent literacy to acquire is health literacy. A large number of suspected cases of the Covid-19 Pandemic does not influence the preservice teachers to become health literate people. There are some reasons for this condition; first, the preservice teachers are productive and have low suspected cases. Second, the high pressure of the demand at the study, which requires the increased productivity of doing the school and course subjects during the training and the teaching practicum. Finally, the belief that Covid-19 would not bother and influence their life. Meanwhile, regular literacies, media literacy, technology literacy, and environmental literacy are the preservice teachers usually do in everyday life. The ability to access, analyze, evaluate, create, and participate with messages in various forms — from print to video to the Internet, technology & environment. Although, Media literacy builds an understanding of the role of media in society and essential skills of inquiry and self-expression necessary for citizens of a democracy. The literacies have been introduced since they were in primary education and extra-curricular during secondary and high schools(ANQEP, 2015; Partnership for 21st Century Learning Skills, 2011; The National Science Foundation’s Advisory Committee for Environmental Research and Education, 2020; Tsisana et al., 2019). In addition, Environment Literacy, which is the desired outcome of environmental education, strives to provide learners with Sound scientific information(Skills, 2015). The preservice teachers need to integrate those literacies to during the training and the teaching practicum.

Empowering preservice teachers by implementing multiliteracy pedagogy approach in designing instruction of EFL

Implementing the multiliteracy pedagogy could empower the preservice teachers from the first step to the last step(Cope & Kalantzis, 2013; Gu, 2018; Malm, 2009). Besides, the students are also collaborating in groups and integrating technology in the learning process.

The implementation of multiliteracy pedagogy approach: step- experiencing or situated situation

The first step leads the preservice teachers to experience the cultural diversity of Indonesia. Most of the preservice teachers have creativity in sharing the experience of attending the traditional events in Indonesia. PS1, PS2, PS3, and PS3 could express in detail the feeling, situation, and condition clearly. Thus, it could assist them in designing instruction of English lesson plan. The preservice teachers integrate media, ICT, and technology literacy to engage more with the culture during the training. To sum up, the ICT and the technology literate person would significantly empower the preservice teachers(OECD, 2019).

The implementation of multiliteracy pedagogy approach: Step- conceptualizing or Overt Instruction

The second step is doing conceptualization, where the preservice teachers need to create the specific concept of the topic. All the preservice teachers show the activities by categorizing the items, ingredients, the type of folklore, and the types of traditional dance. They do the concept by integrating technology and media to make it more credible and exciting. PS1 and PS3 make a concept using Canva apps. And PS2 and PS4 make a concept using Publisher graphic organizer. At this step, the preservice teacher processes the knowledge using the seven multimodal with multicultural and multi-dimensional.

The implementation of multiliteracy pedagogy approach: Step-Analysing or critical framing

In this step, all the preservice teachers are activating the critical framing based on the conflicting interest that might occur based on the topic. PS1 creates critical framing based on the religious aspect, the gender, and the social aspect that is usually found during the traditional event. PS2 builds the critical framing on the health effect of the ingredient the of the traditional culinary. PS3 provides the session on developing critical thinking on the moral value of the traditional folklore in Indonesia. Meanwhile, PS4 raises the critical framing on the message of the movement of the traditional dance.

The implementation of multiliteracy pedagogy approach: Step- Applying or transformative practice

The last step is the essential activity that leads the preservice teachers to be creative and innovative people. After finishing all the steps successfully, all the preservice teachers are required to present the product in the form of written and oral/monolog presentations as well.

PS1 and PS3 created the content of YouTube about the traditional event and culinary based on the new version to encounter the manageable conflict interest. PS2 and PS4 create descriptive text about traditional folklore and dance published on social media, which has been modified and exposed the best point of the culinary and the moral value of the folklore.

Conclusion and Recommendation

To conclude, empowering preservice teachers to be multiliterate persons could positively enrich the preservice teachers' knowledge. By implementing the Multiliteracy, pedagogy using multimodality with technology integration would significantly empower the preservice teacher's capacity. Besides, the multiliteracy pedagogy approach could promote the other knowledge content of diverse cultures and social contexts worldwide. Thus, the solid knowledge process and content are indicated to be the effective strategy to empower the preservice teacher during the Pandemic Covid-19 and the New Era. However, although the study's result shows positively to the participants, it cannot be generalized. Thus, the author recommends doing further research which could be done in the larger setting and participants.

Pedagogical Implication

Across academic experience and research report that has been presented in this paper, there are four pedagogical implications. First, the multiliteracy could make the students and teacher have learning experience in different situation. Second, it also could make the students and teacher to conceptualize of the language learning by combining the theory and practice into the reality. Third, it could make the students and teacher to analyse the new concept and compare to the existing theory across academic discipline and in popular press. Last, it could make the students and teacher apply the new concept into the real life during the Covid-19 Pandemic and New Era

Acknowledgement

The research is funded by Universitas Swadaya Gunung Jati where the first author is associated and teaching the students of English Education Program at the Teaching Faculty. The authors dedicate the publication to the institutions, UPI and UGJ, places where she is taking the doctorate program Universitas Pendidikan Indonesia (UPI) and where she teaches.

References

Altynay Zhaitapova, Ulserik Orynbayeva, Aida Ussenova, Aiman Kamzina, Gulsan

- Mamyrbekova, A. R. and A. S. (2021). Model of enhancing reflexive competence of the pre-service FL teachers in universities. *Asian ESP Journal*, 17(2).
<https://www.elejournals.com/asian-esp-journal/volume-17-issue-2-february-2021/>
- ANQEP. (2015). P21 Partnership for 21st Century Learning. *21st Century Skills*.
- Bandura, A. (1989). This Week's Citation Classic - Bandura A. Self-efficacy: toward a unifying theory of behavioral change. *Current Contents*, 20.
- Broom, C. (2015). Empowering students: Pedagogy that benefits educators and learners. *Citizenship, Social and Economics Education*, 14(2), 79–86.
<https://doi.org/10.1177/2047173415597142>
- Brunton, M., & Jeffrey, L. (2014). Identifying factors that influence the learner empowerment of international students. *International Journal of Intercultural Relations*, 43(PB), 321–334. <https://doi.org/10.1016/j.ijintrel.2014.10.003>
- Cattaneo, L. B., & Chapman, A. R. (2010). The Process of Empowerment: A Model for Use in Research and Practice. *American Psychologist*, 65(7), 646–659.
<https://doi.org/10.1037/a0018854>
- Cheng, M., & Cheng, M. (2016). Student Empowerment and Transformative Quality. *Quality in Higher Education*, 11–23. https://doi.org/10.1007/978-94-6300-666-8_2
- Cope, B., & Kalantzis, M. (2013). “Multiliteracies”: New literacies, new learning. In *Framing Languages and Literacies: Socially Situated Views and Perspectives* (Issue August 2009). <https://doi.org/10.4324/9780203070895>
- Cope, B., Kalantzis, M., Heron-Hruby, A., Wood, K. D., Mraz, M. E., Keefe, E. B., & Copeland, S. R. (2013). “Multiliteracies”: New literacies, new learning. *Research and Practice for Persons with Severe Disabilities*, 24(3–4), 259–263.
<https://doi.org/10.2511/027494811800824507>
- De, S. I., & Suherdi, D. (2019). *disruption era*. 253(Aes 2018), 439–445.
- Duhon-Haynes, G. M. (1996). Student Empowerment: Definition, Implication and Strategies for Implementation. *Third World Symposium*, 8.
- Gu, Z. (2018). *Study of Multiliteracy Pedagogy in College English Teaching*. 283(Cesses), 102–107. <https://doi.org/10.2991/cesses-18.2018.23>
- Guntern, S., Korpershoek, H., & van der Werf, G. (2017). Benefits of personality characteristics and self-efficacy in the perceived academic achievement of medical students. *Educational Psychology*, 37(6).
<https://doi.org/10.1080/01443410.2016.1223277>
- Gut, D. M. (2011). *Bringing Schools into the 21st Century*. 137–157.

- <https://doi.org/10.1007/978-94-007-0268-4>
- Jacobs, G. E. (2006). *Fast Times and Digital Literacy: Participation Roles and Portfolio Construction Within Instant Messaging*.
- Jacobson-lundeberg, V. (2016). Pedagogical Implementation of 21 st Century Skills. *Educational Leadership and Administration: Teaching and Program Development*.
<https://doi.org/10.1126/science.317.5834.28a>
- Jacoby, D., Ralph, R., Preston, N., & Coady, Y. (2019). Immersive and collaborative classroom experiences in virtual reality. *Advances in Intelligent Systems and Computing*.
https://doi.org/10.1007/978-3-030-02686-8_79
- Kivunja, C. (2014a). Do You Want Your Students to Be Job-Ready with 21st Century Skills? Change Pedagogies: A Pedagogical Paradigm Shift from Vygotskyian Social Constructivism to Critical Thinking, Problem Solving and Siemens' Digital Connectivism. *International Journal of Higher Education*.
<https://doi.org/10.5430/ijhe.v3n3p81>
- Kivunja, C. (2014b). Innovative Pedagogies in Higher Education to Become Effective Teachers of 21st Century Skills: Unpacking the Learning and Innovations Skills Domain of the New Learning Paradigm. *International Journal of Higher Education*, 3(4), 37–48. <https://doi.org/10.5430/ijhe.v3n4p37>
- Maisa, Nenden Sri Lengkanawati, D. S. (2019). SCRUTINIZING THE EFFECT OF E-LEARNING TO THE STUDENTS' ATTITUDE: AFFECTIVE, COGNITIVE AND BEHAVIOUR IN THE CLASSROOM AT EFL CONTEXT A case study of five students in University Level . *Asian EFL Journal*, 25(5.2), 245.
<https://doi.org/https://www.asian-efl-journal.com/wp-content/uploads/AEJ-VOL.25-ISSUE-5.2-OCTOBER-2019.pdf>
- Maisa, Suherdi D, & M. B. (2021). *Why Preservice Teacher Empowerment with Five Dimension Matters in Language Pedagogy Context*.
- Maisa, M., & Sukyadi, D. (2019). *Paradigm Shift on Language Planning and Policy in Great Britain in the 21 st Century*.
- Malm, B. (2009). Towards a new professionalism: Enhancing personal and professional development in teacher education. *Journal of Education for Teaching*, 35(1), 77–91.
<https://doi.org/10.1080/02607470802587160>
- Martinez; Soleibe K.J.;Mora R. (n.d.). *No Title*.
<https://ml2secondlanguageliteracies.wordpress.com/2016/09/29/literacies-a-call-for-teaching-and-learning-in-the-21st-century/>

- Nadim Makarim, M. (2021, January). Learning Loss. *CNN Indonesia*.
- Nichols, J. D., & Zhang, G. (2011). Classroom environments and student empowerment: An analysis of elementary and secondary teacher beliefs. *Learning Environments Research*, 14(3), 229–239. <https://doi.org/10.1007/s10984-011-9091-1>
- Notten, N., & Becker, B. (2017). Early home literacy and adolescents' online reading behavior in comparative perspective. *International Journal of Comparative Sociology*. <https://doi.org/10.1177/0020715217735362>
- OECD. (2019). *PISA 2021 ICT FRAMEWORK* (p. 59). OECD.
- Partnership for 21st Century Learning Skills. (2011). Framework for 21st Century Learning. *P21 Framework Definitions*. https://doi.org/http://www.21stcenturyskills.org/documents/framework_flyer_updated_jan_09_final-1.pdf
- Partnership for 21st century Skills. (2007). 21st Century Skills Assessment. *Partnership for 21st Century Learning*. <https://doi.org/10.1007/978-94-007-2324-5>
- Partnership for 21st Century Skills. (2011). P21 Common Core toolkit: A guide to aligning the Common Core State Standards with the Framework for 21st Century Skills. *Framework*. <https://doi.org/10.1016/j.cam.2012.02.038>
- Partnership For 21st Century Skills. (2009). P21 Framework Definitions. In *Partnership For 21st Century Skills*. [https://doi.org/10.1016/S0006-291X\(02\)00578-8](https://doi.org/10.1016/S0006-291X(02)00578-8)
- Scott, C. L. (2015). The Futures of Learning 3: What Kind of Pedagogies for the 21st Century? In *UNESCO*. <https://doi.org/10.1016/j.pse.2015.08.005>
- Skills, T. P. F. 21St C. (2015). P21 Framework For 21st Century Learning. *Framework*.
- Sullivan, A. M. (1996). The Nature of Student Empowerment. *Self-Concept Research: Driving International Research Agendas The, February*, 1–11.
- The National Science Foundation's Advisory Committee for Environmental Research and Education. (2020). *No Title*.
- Towndrow, P. A., Nelson, M. E., Fareed, W., & Mohamed, B. (2013). *Squaring Literacy Assessment With Multimodal Design : An Analytic Case for Semiotic Awareness*. <https://doi.org/10.1177/1086296X13504155>
- Towndrow, P. A., Nelson, M. E., & Yusuf, W. F. B. M. (2013). Squaring literacy assessment with multimodal design: An analytic case for semiotic awareness. *Journal of Literacy Research*. <https://doi.org/10.1177/1086296X13504155>
- Trilling, B., & Fadel, C. (2009). 21st Century Learning Skills. In *Jossey-Bass*. <https://doi.org/10.1145/1719292.1730970>

- Tsisana, P., Honolulu:Kamehameha Schools, Garba, S. A., Byabazaire, Y., Busthami, A. H., Wijaya, E. Y., Sudjimat, D. A., Nyoto, A., Education, T., Skills, C., Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., Rumble, M., Grover, S., Pea, R., Insa, L., ... Jati, A. G. (2019). 21ST CENTURY LEARNING FOR EARLY CHILDHOOD - Guide. *International Journal of Emerging Technologies in Learning*, 14(1), 1–12. <https://doi.org/10.1007/978-3-642-33263-0>
- United Nation. (2020). *No Title*. <https://unsdg.un.org/resources/policy-brief-education-during-covid-19-and-beyond>
- Van Roekel, D. (2014). Preparing 21st Century Students for a Global Society: An Educator 's Guide to the “ Four Cs .” In *National Education Association*.



Interdisciplinary Syllabus Design Collaboration: Lessons from College English for SDGs

Dr. Sterling M. Plata

De La Salle University, Philippines

Biodata:

Dr. Sterling M. Plata is the coordinator of Purposive Communication in De La Salle University. Her research interests include education for sustainable development, mental health leadership, wellbeing leadership, and assessment reform policy and implementation.

Email address: sterling.plata@dlsu.edu.ph

Office Address: Department of English and Applied Linguistics, De La Salle University. 2401 Taft Avenue, 1004, Manila, Philippines

Abstract

This paper describes the six-year process of collaboration to develop and implement a new College English course entitled “Purposive Communication” following the interdisciplinary approach in De La Salle University. This process was part of the major curriculum reform brought about by the change in educational system in the Philippines. It is of benefit to global teachers in higher education interested in SLA to develop communication with a mission, service learning, and SDGs (Sustainable Development Goals). This paper is divided into four parts. The first part describes the context while the second part describes the process of forming interdisciplinary teams. The next part describes the collaborative approach to syllabus design that took six years, while the last part describes the structure of the course.

Keywords: *interdisciplinary approach, College English; SDGs; syllabus design; service learning; collaboration; Purposive Communication*

Introduction

There is an increasing interest in interdisciplinary education and collaboration in higher education as the world is becoming more complex. Interdisciplinary education is “an approach to curriculum integration that generates an understanding of themes and ideas that cut across disciplines and of the connections between different disciplines and their relationship to the real world. It normally emphasizes process and meaning rather than product and content by combining contents, theories, methodologies and perspectives from two or more disciplines” (UNESCO IBE, 2020). This approach improves student learning as it helps learners “recognize bias, think critically, tolerate ambiguity, and acknowledge and appreciate ethical concerns” (Starting Point, 2019). In addition, Annan-Diab and Molinari (2017) highlight the importance of an interdisciplinary approach to sustainable development because most problems are complex and participation of multiple disciplines and sectors is critical.

Consequently, interdisciplinary education hinges on collaboration. Studies on interdisciplinary collaboration focus on perceptions of students and faculty (Collins, 2017; Wellmon, Gilin, Knauss, & Linn, 2009; Bronstein, Mizrahi, Korazim-Körösy, & McPhee, 2010; Leibowitz, Bozalek, Carolissen, Nicholls, Rohleder, Smolders, & Swartz, 2011), on issues in integrative studies (Newell, Doty, & Klein, 1990), and on teaching (Francis, Henderson, Martin, Saul, & Joshi, 2018; Nissen & Goetz, 2008). What seems to be missing is a study on the process of collaboration to design an interdisciplinary syllabus.

In addition, universities are also embarking on localizing the 17 Sustainable Development Goals (SDGs) because of the potential to develop authentic communication together with civic responsibility while ensuring the sustainability of the planet and its people. SDGs, also called the 2030 Agenda for Sustainable Development, were adopted by all UN member states in 2015 as “a shared blueprint for peace and prosperity for people and the planet, now and into the future” (United Nations, n.d.) These goals include: No Poverty, Zero Hunger, Good Health and Wellbeing, Quality Education, Gender Equality, Clean Water and Sanitation, Affordable and Clean Energy, Decent Work and Economic Growth, Industry, Innovation, and Infrastructure, Reducing Inequality, Sustainable Cities and Communities, Responsible Consumption and Production, Climate Action, Life Below Water, Life On Land, Peace, Justice, and Strong Institutions, Partnerships for the Goals.

One way of localizing the SDGs in higher education is through service-learning (SL). Service-Learning is “a teaching and learning strategy (pedagogy) that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (Corporation for National and Community

Service, Learn and Serve America, National Service-Learning Clearinghouse, 2005). Research shows that SL has the potential to improve student learning (Yorio & Ye, 2012; Kovaric, 2010; Ryan, 2012), social responsibility (Nnakwe, 1999), social skills, and communication skills (Tacelosky, 2008). Service-learning is a way to authentic dialogue of students, vocabulary learning (Tocaimaza-Hatch & Walls, 2016). However, what seems to be missing from these studies is an exploration of service-learning and authentic communication in College English focusing on Sustainable Development Goals.

The gap in research on a collaborative interdisciplinary approach to syllabus design and the gap in research on SDGs in College English through service learning are some of the impetus for this paper. This article is divided into four parts. The first part describes the process of an interdisciplinary approach to syllabus design that took four years, while the second part explains the theoretical underpinnings of the implemented version of the syllabus. The third part describes the syllabus and its implementation. The last part examines students' reflections on their experience with service learning.

Context

The Philippines shifted from a 10-year to a 12-year basic education in 2013. It was also the year when the Commission on Higher Education (CHED) created a new General Education (GE) curriculum because most courses previously taught in universities and colleges will be taught in senior high school.

CHED Memorandum Order (CMO) 20 series 2013. This CMO defines the goals of the new GEC (General Education Curriculum), the new courses that should be implemented in 2018-2019, and the course descriptions. The goals of the new GEC are divided into three:

Intellectual competencies: Critical, analytical, and creative thinking, higher levels of comprehension, effective communication, application of different analytical modes.

Personal and civic responsibilities: Respect for human rights, appreciation of the human condition, ability to contribute personally and meaningfully to the country's development.

Practical skills: Collaboration, problem-solving skills, application of ICT, negotiation skills, and basic work-related skills.

Purposive Communication. This is the new College English that replaces three English courses previously taught in universities and colleges (CMO 20 s. 2013). In the CMO, the course description states, "writing, speaking, and presenting to different audiences for various

purposes” (CHED, 2013, p. 6). The CMO also provides a brief explanation of each course. Below is the explanation for Purposive Communication.

The five skills of communication (listening, speaking, reading, writing, viewing) are studied and simulated in advanced academic settings, such as conversing intelligently on a subject of import, reporting on group work and/or assignments, writing and delivering a formal speech, writing minutes of meetings, and similar documents, preparing research or technical paper and making an audio-visual or web-based presentation. In the process, the criteria for effective communication are discussed and used as the basis for peer evaluation of communication exercises in the class as well as for judging communication techniques used by public officials, educators, industry leaders, churches, and private individuals. The purpose of these combined activities is to enable students to practice strategies of communication with a clear purpose and audience in mind, guided by the criteria of effective communication and the appropriate language. (pages 13-14)

Purposive Communication sample syllabus course description (CHED, 2016): “Purposive Communication is a three-unit course that develops students’ communicative competence and enhances their cultural and intercultural awareness through multimodal tasks that provide them opportunities for communicating effectively.” Some universities started planning their GE curriculum during the same year.

DLSU New GE Outcomes: It is worth noting that the expected graduate attributes of De La Salle University (DLSU) New GE seem to align with those of CHED. “The Expected Lasallian Graduate Attributes (ELGAs) focus on the knowledge, skills, and attributes that graduates should acquire and demonstrate in their course of studies and internships as evidence of accomplishing the school’s vision-mission. These ELGAs also reflected the graduate’s capacity for lifelong learning and transfer of knowledge in the workplace” (DLSU, n.d). The attributes are critical and creative thinker, effective communicator, reflective lifelong learner, and service-driven citizen.

Important role of a syllabus. A syllabus in higher education is a learning tool, a contract between students and teachers, and a permanent record (Parkes & Harris, 2002). A syllabus is also critical in curriculum reform in higher education because it serves as a communication tool among decision-makers such as university administrators and teachers. A syllabus in GEC also serves as a professional development tool because it provides a common language for all teachers teaching the same subject. It is used for orienting old and new faculty members about the new curriculum and the new course. Consequently, the development of a syllabus for GEC is a collaborative process to ensure ownership of the document. Finally, a syllabus is a tool for

the evaluation of teachers. The contents of a syllabus should be reflected in the classroom especially for a new course under a new curriculum. Therefore, the syllabus outcomes and contents are reflected in both the peer evaluation and in student evaluation. Syllabi differ but common contents include the title of the course, the name of the instructor, course description, learning outcomes, course plan or calendar, grading system, references, and policies.

Synthesis

This section shows the important role of a syllabus in the context of major educational reform in higher education in the Philippines. It shows that the process of syllabus design is contextualized in the whole ecosystem from national to school to the classroom context. It also highlights the importance of aligning national student outcomes with school learning outcomes. The next section describes the collaborative process in the design of an interdisciplinary course under the New GE in DLSU. This section is for the benefit of those who will lead an interdisciplinary syllabus development.

Process of Interdisciplinary Approach to Syllabus Design

This section is divided into three parts. The first part describes the process of forming interdisciplinary teams. The second part describes the process of collaborative syllabus design and revision, and the last part enumerates the lessons learned based on the process.

Formation of interdisciplinary teams (IDT). There are three levels of IDT.

The first level was created in the school year 2013-2014 to plan the New Lasallian Core Curriculum or New General Education. It started with the formation of an interdisciplinary lead team composed of university fellows from different colleges. This nine-member team called the NLCC Framework Committee was given the task to create a document entitled “De La Salle University New Lasallian Core Curriculum (NLCC) Framework.” This team was important, especially during the first year of collaborative syllabus planning as they were tasked to review initial course descriptions and learning outcomes.

The second level was the Course Design Committees (CDC). Each CDC was composed of a coordinator and five or more representatives from different disciplines or departments. For example, Purposive Communication (Freshman English) CDC was composed of myself as the coordinator from the Department of English Language and Applied Linguistics (DEAL) as the lead department, and five members from the Department of Communication, the Department of Filipino, College of Business, College of Computer Studies, and the Department of Theology. Each CDC member was nominated by college deans based on three criteria: the

faculty member is established in the discipline, is familiar with interdisciplinary and multidisciplinary collaboration, and is committed to the Lasallian mission.

The third level comprised faculty members in the lead department who will teach the new course. In the case of Purposive Communication, faculty members are from the Department of English and Applied Linguistics (DEAL) both full-time and part-time faculty members.

The Collaborative Process of Interdisciplinary Syllabus Design

Interdisciplinary collaboration is a messy process because universities have been divided into colleges and departments for the longest time. The tendency is to protect turf and specializations. This was felt in DLSU because GE courses were reduced to 36 units from 50 plus units. For example, Purposive Communication was initially designed to be taught by both the Filipino Department and the English Department. The English Department used to teach three courses with one course with a six-unit credit. The reduction of courses taught had a huge implication on faculty loading and the sustainability of the department as a whole. The table below shows the timeline of the process. This is followed by lessons learned.

Table 1

Purposive Communication Interdisciplinary Syllabus Design Timeline

Year 1 School year 2013-2014	<p>Formation of the NLCC Framework Committee with a Chairperson</p> <p>Development of the NLCC Framework, including sample course description and learning outcome of each new GE course</p> <p>Formation of the NLCC Design Committee and preliminary work on the NLCC Design,</p> <p>Town Hall</p> <p>Initial Training of CDC members</p> <p>CDC Lead review of the proposed course description and learning outcomes and revision for presentation to the interdisciplinary committee</p> <p>Purposive Communication CDC collaboration on revision</p> <p>NLCC review of draft 1 of Purposive Communication course description and learning outcomes.</p>
Year 2 The school year	<p>Design of the NLCC, including the syllabi</p> <p>Seminar on Preparing for the New General Education Curriculum (March</p>

2014-2015	<p>2014)</p> <p>Revision of Purposive Communication syllabus based on the seminar</p> <p>Addition of service-learning in the course</p> <p>Revision of the syllabus to embed service-learning through CDC</p>
<p>Year 3</p> <p>School year</p> <p>2015-2016</p>	<p>Training of faculty and creation of support structures for the implementation of NLCC</p> <p>Meeting of all CDC to present and to critique the latest syllabi version</p> <p>Purposive Communication CDC revision of the syllabus based on the feedback</p>
<p>Year 4</p> <p>School year</p> <p>2016-2017</p>	<p>Meeting of the new NLCC team (Aug 25, 2016)</p> <p>Review of the accomplishments and syllabi in the past three years.</p> <p>Formation of the new NLCC with the new director. New members who reviewed the accomplishments and syllabi.</p> <p>Agenda</p> <p>Timeline and target accomplishments for two Academic Years (2016-2018)</p> <p>Review of the report of the Technical Working Group (TWG) on NLCC</p> <p>Organizational structure</p> <p>Review of the courses</p> <p>Updates on the heads of the Curriculum Design Committees (CDC)</p> <p>Filipino courses and university electives</p> <p>Syllabus Issues</p> <p>Syllabus format</p> <p>The preferred medium of instruction</p> <p>Contributions to the attainment of University ELGAs and CMO learning outcomes</p> <p>Interdisciplinary issues</p>

	<p>Service-learning component</p> <p>Administrative issues</p> <p>The mandate of the NLCC Committee</p> <p>Duties, Responsibilities, and benefits of NLCC Committee members</p> <p>Duties, Responsibilities, and benefits of CDC members</p> <p>Faculty of NLCC courses</p> <p>Administrators of the NLCC courses</p> <p>Schedule of meetings for AY 2016-2017</p> <p>CHED released a detailed syllabus (October 3, 2016)</p> <p>June 2017 new template for the syllabus from the NLCC</p> <p>Creation of a new syllabus template by DLSU NLCC (June 8, 2017)</p> <p>Revision of Purposive Communication based on the new template based on several consultations with CDC, Department of English and Applied Linguistics (DEAL), and presentation to NLCC.</p> <p>November 18, 2016 email from the new NLCC to revise the course description and learning outcomes based on the intended learning outcomes stated in CHED CMO No. 20 s 2013 and the University ELGA of DLSU.</p> <p>Revision of Purposive Communication course description and learning outcomes and consultations with CDC members and DEAL faculty members</p> <p>Presentation of the revised syllabus to the NLCC for critiquing.</p> <p>Revision of Purposive Communication syllabus based on NLCC feedback</p>
<p>Year 5</p> <p>The school year 2017-2018</p>	<p>Teacher training (Feb 5, 12, 19, 2018)</p> <p>Presentation of the Updated Lasallian Curriculum Framework: “Lifelong learners engaged in interdisciplinary inquiry for social development and innovation” (DLSU Curriculum Framework Technical Working Group, unpublished document). Pillars: Outcomes-based education (OBE) and interdisciplinarity</p> <p>Training topics</p>

	<p>Introduction to OBE</p> <p>Course syllabus requirements: interdisciplinary framework/output, outside classroom activities, references, and rubric for each major output</p> <p>Introduction to material development framework</p> <p>Workshop on materials development plan and proposal</p> <p>Revision of the syllabus and presentation to all participants for critiquing</p> <p>February-May: Revision of syllabus and presentation to Deans and to the curriculum consultant</p> <p>May 2018 training on designing and teaching interdisciplinary courses.</p> <p>Demonstration of exemplars in innovative teaching</p> <p>Pilot-testing the course</p>
<p>Year 6</p> <p>The school year 2018-2019</p>	<p>First-year of implementation</p> <p>Purposive Communication partnership with the social action office (COSCA) for service learning</p> <p>Advocacy Forum</p> <p>Reflection framework</p> <p>Consultation with DEAL faculty members to review the implemented syllabus</p> <p>Term break strategic planning to revise the syllabus</p> <p>Revision of the course description</p> <p>Revision of the learning outcomes</p> <p>Revision of the grading system</p> <p>Revision of the learning plan</p> <p>Revision and addition of rubrics</p>

As can be seen in Table 1, there were several levels of collaboration to plan, create, review, and revise the syllabus of Purposive Communication in the past six years:

Collaboration of NLCC and CDC

Collaboration among CDC heads

Collaboration between Purposive Communication team leader and members

Collaboration between Purposive Communication team leader and the curriculum consultant

Collaboration between Purposive Communication team leader and faculty members of the lead department (DEAL)

The next section enumerates the lessons learned through the lens of Nancarrow, Booth, Ariss, Smith, Enderby, and Roots (2013) list of 10 factors leading to a successful interdisciplinary collaboration.

Lessons Learned during the Six-year Interdisciplinary Collaboration

The timeline above shows the complexity of the collaboration through a six-year process with hundreds of hours of meetings, drafting, consulting, reviewing feedback, revising, editing, and training. This section enumerates the lessons learned to help those who wish to embark on the same journey to avoid some of the setbacks we had encountered.

Bronstein (2003) defines interdisciplinary collaboration as “an interpersonal process that facilitates the achievement of goals that cannot be reached when professionals act on their own” (p. 299). She defines five components of this type of collaboration such as interdependence, newly-created activities, flexibility, collective ownership of goals, and reflection on the process. A more recent framework enumerates 10 components of successful interdisciplinary teamwork (Nancarrow, Booth, Ariss, Smith, Enderby, & Roots; 2013). This list will be used to frame the analysis of the collaborative process of developing an interdisciplinary syllabus.

Leadership and management. Leading for curricular change according to Jorgensen (2016) requires a combination of curriculum leadership and distributed leadership. First, the timeline of the collaborative process in Table 1 shows that during the first year, there was a team that was tasked to develop the New Lasallian Core Curriculum (NLCC) Framework, and this was headed by a Chairperson. This framework became the roadmap in the curricular change journey to the unknown with uncharted territory. The NLCC Framework draft was composed of three major parts: Part 1 enumerates the rationale, goals, principles of components of the NLCC; Part 2 includes principles and guidelines in the design and implementation of the NLCC; and Appendices showing the proposed course descriptions and learning outcomes for each course under the NLCC. It can also be seen in Table 1 that in Year 4 another leadership team was organized. This was because of the change in administration in DLSU. This team was tasked to finalize the curriculum and syllabi. This team together with the new Vice-Chancellor collaborated with a curriculum reform consultant who was a former DLSU administrator to update the NLCC Framework based on international national, and internal changes happening in higher education in the Philippines. The new NLCC Framework set two pillars: OBE or outcomes-based education and interdisciplinarity. This new NLCC lead team

was responsible for the training on CDCs and faculty members based on the NLCC Framework. Second, the interdisciplinary collaborative process also adopted distributed leadership through the CDCs or Course Design Committee. This facilitated interdisciplinary consultations and sharing to improve drafts of the Purposive Communication syllabus. The lead person under each CDC was the link between the NLCC and faculty members. In my experience as the CDC lead, I had to balance the input of the faculty and the mandates of the NLCC. In summary, if I could turn back time, I would shorten the process from six years to three years. The clarity of interdisciplinarity only became clear when a curriculum consultant in Year 4 prepared a detailed document and training on this approach. Universities who wish to embark on the process could learn from our experience.

Effective communication. The lessons learned will be based on the two key areas in the professional learning communities of Auslander, Meyers, Schafer, Kavanagh, and Haardoerfer (2018). The first factor is a process. Interdisciplinary collaboration is difficult because team members come from different colleges, and finding a common time is a challenge. However, the NLCC scheduled meetings for each Course Design Committee. The calendar of meetings helped the participants to block their time for face-to-face meetings that allowed the CDC leader and members to analyze, give feedback, and respond to the contribution during the discussion on aspects of the syllabus. Another important lesson was the establishment of protocols and norms for these meetings. Team-building activities were facilitated by the NLCC, and this built a relationship of trust even if members did not know each other prior to the formation of CDCs. In addition, norming stage was done during the first meeting of Purposive Communication CDC where each member was given time to describe how they work. The curriculum framework created by the NLCC also created a shared language and a common vision for the members.

The second factor is sustainability. Despite the six-year period of the syllabus development process, the mission was sustained despite changes in administration and changes in CDC members. The key was continuous training and professional development. Intensive teacher training and hands-on workshops on an interdisciplinary approach to education played important roles in creating a common understanding of its role in every part of the syllabus. This was the topic that was new to the university, and so it was the most difficult to integrate. The newness of the topic also helped sustain communication as it provided opportunities to learn more and to clarify its integration in syllabus creation and revision. Lastly, a culture of respect was also critical in sustainability. There were three layers of respect. The first layer is

the respect for the NLCC and its leadership role. The second layer is respect for the common vision of the New Lasallian Core Curriculum, and the last layer is respect within CDC teams.

Personal rewards, training, and development opportunities. It is worth noting that the CDC leader was not given monetary rewards nor deloading during the first five years of the process. However, there were training and development opportunities. The NLCC provided training for all CDC leaders and teachers. CDC leads also provided additional training and updates to teachers. NLCC also provided a budget for the annual team-building of teachers assigned to Purposive Communication.

Appropriate resources and procedures. The key resources were the curriculum framework, training handouts, online resources, and budget for meetings, team building, and training. Another key resource was the syllabus template. This provided a common language for NLCC and CDC. The procedure for feedback was more complicated. During the first year, feedback came for the NLCC lead person assigned to Purposive Communication and from the members of CDC. During the last two years, there were more people giving feedback such as during Year 5 when all CDCs presented to all college deans and to the Vice-Chancellor for Academic Affairs. The revision was also presented to this group after one month. Within the same month, there were several consultations with Purposive Communication faculty members. Next, the Purposive Communication syllabus was submitted to the curriculum consultant in the same year. The focus was on interdisciplinarity and its presence in every part of the syllabus. There were about four cycles of feedback from the consultant, consultation with CDCs, and revisions. The next stage was a presentation of the revised draft to all CDC leads and to the Vice-Chancellor. There were additional parts that were required such as the number of hours required for out-of-class activities that should be in the learning plan. The revision process was continuous, and it was a balancing act to ensure that those teaching Purposive Communication approve the version of the syllabus and the required content of other stakeholders.

Appropriate skills mix. Collaboration was manageable because of the balance of leadership skills and people skills. In Purposive Communication CDC, there was a member from the Communication Arts Department who played an important role in identifying outcomes related to communication. Those from Philosophy, Marketing, and Filipino Departments also shared topics from their disciplines to ensure the interdisciplinarity of the outcomes.

Positive and enabling climate. Interdisciplinary collaboration hinges on creating a positive and enabling climate. During the six-year process, there was a constant reminder to listen and to respect opinions and suggestions. It was up to the CDC lead to balance those suggestions to reflect both the top administration's suggestions and those from teachers.

Individual characteristics. Each NLCC leader and member as well as those in CDC had different characteristics, but the common goals for the New General Education were the bond shared by everyone.

Clarity of a shared vision. This was a very critical aspect of an interdisciplinary approach to collaboration. This shared vision was reflected in the curriculum framework in Year 1 and in Year 5.

Quality and outcomes. A template for the syllabus, a checklist for self-assessment, and the feedback process ensured the quality required of each syllabus.

Respecting and understanding roles. The distributed leadership model paved the way for respecting and understanding roles. The team-building activities also helped in this aspect.

Synthesis. An interdisciplinary syllabus design and revision process were like putting together pieces of a giant jigsaw puzzle where collaborators would look for missing pieces that were scattered in different parts of a building. Sometimes the parts were in different colleges. Sometimes the puzzle was expanded. There were parts that came from the Commission on Higher Education (CHED). There were new pieces from the new curriculum consultant. There were pieces that teachers wanted to put in. There were pieces that should be discarded, but it was difficult to figure out. The process took six years, and yet it continues as a work in progress. The most important aspect was the common vision of what the puzzle should look like.

Interdisciplinary Collaboration and Purposive Communication Syllabus Versions

This section shows the product of interdisciplinary collaboration in order to demonstrate how different levels of collaboration affect the content of the course description. The first level of collaboration was among the NLCC Framework Committee composed of DLSU Fellows from different colleges. The first draft of the course description was created to start the process of creating a syllabus. This draft is shown below.

Purposive Communication

The course will give students the opportunity to enhance their listening, speaking, reading, writing, and viewing skills and apply those skills in academic settings. Course activities will enable students to practice communication strategies with a clear purpose and audience in mind. They will give feedback and listen to feedback and build on it for discussion and dialogue. They will be exposed to sensitive or conflict situations where they have to engage opponents in a constructive and reasoned manner. They will get first-hand experience in public speaking to develop self-confidence and critical thinking in addressing

relevant social issues. They will apply reading and writing skills in conducting research in a particular area depending on their major field. In using the prewriting – writing – rewriting approach to presentations, they will exercise creative thinking and active writing that will serve them well throughout their academic and professional life.

This version shows that it focuses on the five macro-skills like a College English course. It is also worth noting that the approach to the course was not yet indicated. As the CDC coordinator for this course, I was given the task to review it based on the NLCC Curriculum Framework. This document adopted the interdisciplinary education “a model of curriculum design and instruction in which individual faculty teams identify, evaluate, and integrate information, data, techniques, tools, perspectives, concepts, and/or theories from two or more disciplines...to advance students’ capacity to understand the issues, address problems, appraise explanations and create new approaches and solutions that extend beyond the scope of a single discipline or area of instruction” (Rhoten, Boix-Mansilla, Chan, & Klein, 2006). Based on this, I revised the course description in order to facilitate problem-solving that lends to interdisciplinary thinking. The revised course description is shown below:

Purposive Communication is a foundation course that aims to enhance students’ critical listening, speaking, reading, writing, and viewing skills as they analyze urgent social issues. It also aims to hone the learners’ academic literacy and media literacy. It is anchored on problem-based learning, transformative learning, outcomes-based education, and service learning. The students will be exposed to sensitive or conflict situations where they have to engage opponents in a constructive and reasoned manner. They will get first-hand experience in public speaking to develop self-confidence and critical thinking in addressing relevant social issues. They will apply reading and writing skills in conducting research in a particular area depending on their major field. In using the prewriting – writing – rewriting approach to presentations, they will exercise creative thinking and active writing that will serve them well throughout their academic and professional life.

This draft was presented to the second level of collaboration-among CDC members. They were given a few days to review this, and only one sent a revision. This is shown below. This version was shortened. It removed the application of research in their field because it is disciplinary rather than interdisciplinary.

Purposive Communication is a foundation course that aims to enhance students’ critical listening, speaking, reading, writing, and viewing skills as they analyze urgent social issues. It also aims to hone the learners’ academic literacy and media literacy. It is anchored on problem-

based learning, transformative learning, outcomes-based education, and service-learning. The students will be exposed to sensitive or conflict situations where they have to engage opponents in a constructive and reasoned manner. They will get first-hand experience in public speaking to develop self-confidence and critical thinking in addressing relevant social issues.

Another level of collaboration was between the Commission on Higher Education (CHED) Technical Panel and CDC. In 2016, CHED released a detailed syllabus with a course description different from the 2013 version. In the 2016 version, the focus is on intercultural awareness and multi-modal communication. This is shown below:

Purposive Communication is a three-unit course that develops students' communicative competence and enhances their cultural and intercultural awareness through multimodal tasks that provide them opportunities for communicating effectively and appropriately to a multicultural audience in a local or global context. It equips students with tools for critical evaluation of a variety of texts and focuses on the power of language and the impact of images to emphasize the importance of conveying messages responsibly. The knowledge, skills and insights that students gain from this course may be used in their other academic endeavours, their future careers as they compose and produce relevant oral, written, audio-visual and/or web-based output for various purposes.

This development put the DLSU version of Purposive Communication back to the drawing board. The new focal points of the syllabus had to be in the new version according to the NLCC. The process of drafting, consulting, and revision in collaboration with the CDC members continued for several terms until 2018 when the Revised Curriculum Framework was presented during a seminar. The new level of collaboration was between the CDC coordinator and the new curriculum consultant. In addition, it was only in 2018 when teacher training was organized by the NLCC. Consequently, the fourth level of collaboration was between the CDC coordinator and faculty members assigned to teach it. However, there was another level of collaboration: CDC coordinators and college deans together with the Vice Chancellor. The coordinator had to present the revised syllabus to these administrators for feedback.

Purposive Communication Course Structure.

The implemented syllabus of Purposive Communication (course code: GEPCOMM) is a three-unit course that every freshman has to take in DLSU. Each class meets two times a week for

1.5 hours per session for a total of 13 weeks. The course consists of interconnected major parts. The first part introduces purposive communication, advocacy, SDGs, and service learning. Students form a team of three members, and they choose an SDG to focus on for the first learning outcome, writing a library-research paper localizing an SDG by analyzing problems and interdisciplinary solutions. The paper should end with a critical evaluation of each solution and should conclude with a viable and practical interdisciplinary solution and call to action. The final PSE (problem-solution-evaluation) paper is around five to seven pages excluding the references. The PSE hones students' research skills, critical thinking, planning, writing, revising, and editing skills. The process also deepens their understanding of the SDG they chose.

The second part builds on the PSE and expands it to a panel discussion. The goal is to help the audience or their classmates to see how the SDGs are interconnected. The panel discussion hones students' oral communication skills. The panel discussion is divided into three parts. The first part gives an introduction about the SDG and why it is important. One member introduces the "panel members." Some panel members take on roles as doctors or educators or WHO representatives. The teacher serves as the moderator. Next, each panel member is given 3-5 minutes to discuss a specific problem, interdisciplinary solutions, and evaluation of these solutions. This is followed by a question-and-answer portion. The panel discussion is video-recorded. Students watch their video and they write a one-page self-evaluation. The panel discussion is graded by the teacher (80%) and peers (20%).

The third part of the course is devoted to advocacy communication which builds on the first two parts and is the service-learning (SL) component of the course. It is worth noting the important role of partnership with DLSU Center for Social Concern and Action (COSCA). This office has service-learning officers who help faculty members plan, implement, and evaluate SL. COSCA organizes an Advocacy Forum by inviting partner communities representing the SDGs. For example, there are partners representing the urban poor (SDG 1 and 2), education for the marginalized (SDG 4), fisherfolk (SDG 14), and other sectors. There are also groups representing the elderly, people with disabilities, indigenous people, people deprived of liberty among others. The Advocacy Forum has two parts. In the first part, each partner organization is given 15 minutes to talk about the mission of their organization and their beneficiaries. They also talk about their advocacy communication needs. In the second part, students choose which partner organization they wish to help. Their grouping is still based on the PSE and panel. A room is assigned to each partner organization, so the representatives

can collaborate with the students. The latter is given an advocacy communication planning sheet which they complete and is approved by the representative of the partner organization. After the Advocacy Forum, the class continues with a discussion on advocacy communication with a focus on social media campaigns. Students analyze the social media presence of their partner organization, and they suggest ways to improve this. This is the needs analysis portion of the advocacy communication. All in all, there are three outputs in this part of the course: the advocacy campaign plan, advocacy campaign materials (infographics, calendar of social media posts, vlogs, Powerpoint presentations), and an advocacy letter. It is worth noting that students choose what advocacy campaign materials they wish to create. All the outputs for this part of the course are sent to a dedicated GoogleDrive that COSCA created. In turn, COSCA gives these materials to the partner organizations. Nanni and Pusey (2020) claim that digital projects for a real audience develop communication as well as 21st-century skills.

The last part of the course is reflection and portfolio preparation. GEPCOMM does not have examinations. Students are assessed based on their outputs, including their reflection and their portfolio. The reflection follows the DLSU framework that COSCA created. The framework divides the prompts into three parts: see-experience, analysis reflection, and commitment action. Examples of prompts are shown below:

How is my service-learning activity (Advocacy Plan/ Project/Activity) with the partner organization related to the GEPCOMM course I am taking?

Was I able to apply the theories I learned in GEPCOMM to the Advocacy Plan/ Project/Activity I did for the partner organization? How?

After this experience, what did I learn about myself?

Is the project I did with the community sustainable? Can this be replicated by the community on their own?

Portfolio assessment was chosen because of its value in developing students' ability to assess themselves, an important skill in the real world (Sharifi & Hassaskhah, 2011). In addition, providing prompts for reflection also develops students' metacognition and learning-how-to-learn skills. Lastly, reflection is an essential part of service-learning.

Conclusions

This paper has shown the process of collaboration to develop Purposive Communication for those who are moving towards the direction of interdisciplinarity in higher education. It enumerates lessons learned and factors that led to a successful collaboration. Further research using qualitative and quantitative data from interdisciplinary collaborations focusing on

communication would contribute to the thin literature on the topic. In addition, research on the impact of SDGs in service-learning would help higher education institutions to design courses that would help localize these goals.

Pedagogical Implications

The following are the pedagogical implications of the study. First, embedding the Sustainable Development Goals (SDGs) encourages collaboration among different departments. Schools that wish to take the first step may start by encouraging faculty members to form teams of three faculty members coming from different colleges. Second, the SDGs enrich the College English course while helping students develop a deeper understanding of local problems while developing their communication skills. Finally, service-learning is an approach that will tie the SDGs, course outcomes, and the interdisciplinary approach. A simple way to start is for teachers to collaborate with the social action department in their institution. In our experience, the Center for Social Action and Concern (COSCA) provided the framework for the service-learning and reflection. COSCA also organized the Advocacy Fora that made the service-learning (SL) easier to implement for faculty members who had very little or no training on SL.

References

- Annan-Diab, F., & Molinari, C. (2017). Interdisciplinarity: Practical approach to advancing education for sustainability and for the Sustainable Development Goals. *The International Journal of Management Education*, 15(2), 73-83.
- Auslander, S. S., Meyers, B., Schafer, N., Kavanagh, K., & Haardoerfer, R. (2018). Becoming Critical Friends: Developmental Portraits of Three Professional Learning Communities. *National Teacher Education Journal*, 11(2), 23-40.
- Bronstein, L., Mizrahi, T., Korazim-Körösy, Y., & McPhee, D. (2010). Interdisciplinary collaboration in social work education in the USA, Israel and Canada: Deans' and directors' perspectives. *International Social Work*, 53(4), 457-473.
- Bronstein, L. R. (2003). A model for interdisciplinary collaboration. *Social work*, 48(3), 297-306.
- Commission on Higher Education. (2013). CMO 20 series of 2013 General education curriculum: Holistic understandings, intellectual and civic competencies. Retrieved from: <https://ched.gov.ph/wp-content/uploads/2017/10/CMO-No.20-s2013.pdf>.
- Commission on Higher Education. (2016). Sample or suggested syllabi for the new GEC

- courses. Retrieved from: <https://ched.gov.ph/wp-content/uploads/2017/10/Sample-or-Suggested-Syllabi-for-the-New-General-Education-GEC-Core-Courses.pdf>.
- Collins, S. (2017). Examining interdisciplinary education and collaboration in higher education. Retrieved from Sophia, the St. Catherine University repository website: <https://sophia.stkate.edu/dsw/5>. Corporation for National and Community Service, Learn and Serve America, National Service-Learning Clearinghouse. (2005). What is Service-Learning? Retrieved from: www.servicelearning.org/what-service-learning.
- Davis, D. R. (2013). Cognitive and affective outcomes of short-term service-learning experiences: An exploratory study. *International Journal for the Scholarship of Teaching and Learning*, 7(2). <https://doi.org/10.20429/ijsofl.2013.070215>
- De La Salle University. (n.d.) Expected Lasallian graduate attributes. Retrieved from: <https://www.dlsu.edu.ph/wp-content/uploads/pdf/qao/expected-lasallian-graduate-attributes-for-dlsu-ge-curriculum.pdf>.
- Francis, K., Henderson, M., Martin, E., Saul, K., & Joshi, S. (2018). Collaborative teaching and interdisciplinary learning in graduate environmental studies. *Journal of Environmental Studies and Sciences*, 8(3), 343-350.
- Jorgensen, R. (2016). Curriculum leadership: Reforming and reshaping successful practice in remote and regional Indigenous education. In G. Johnson & N. Dempster (Eds.). *Leadership in diverse learning contexts: Studies in educational leadership*. (pp. 275-288). Switzerland: Springer International Publishing.
- Kovarik, M. (2010). The effect of service-learning on interdisciplinary learning and curriculum reinforcement, and its application to public school environments. *International Journal for the Scholarship of Teaching and Learning*, 4(1). <https://doi.org/10.20429/ijsofl.2010.040111>
- Leibowitz, B., Bozalek, V., Carolissen, R., Nicholls, L., Rohleder, P., Smolders, T., & Swartz, L. (2011). Learning together: Lessons from a collaborative curriculum design project. *Across the Disciplines*, 8(3). Retrieved from <https://wac.colostate.edu/docs/atd/clil/leibowitzetal.pdf>.
- Liu, Y. C. (2014). Incorporating service learning with EFL academic writing: Transfer of experience for topic invention. *Taiwan Journal of TESOL*, 9(1), 27-52.
- Mikolchak, M. (2006). Service learning in English composition: A case study. *Journal of Scholarship of Teaching and Learning*, 6(2), 93-100.

- Nancarrow, S. A., Booth, A., Ariss, S., Smith, T., Enderby, P., & Roots, A. (2013). Ten principles of good interdisciplinary team work. *Human resources for Health*, 11(19). <https://doi.org/10.1186/1478-4491-11-19>
- Nanni, A., & Pusey, K. (2020). Leveraging students' digital literacy through project-based learning. *Asian EFL Journal*, 24(1), 141-164.
- Newel, W. H. (1990). Interdisciplinary curriculum development. *Issues in Integrative Studies*, 8, 69-86.
- Nissen, H., & Goetz, M. A. (2008). Interdisciplinary collaboration in teaching. *Academic Exchange Quarterly*, 12(2), 101.
- Nnakwe, N. E. (1999). Implementation and impact of college community service and its effect on the social responsibility of undergraduate students. *Journal of Family and Consumer Science*, 92. 57–61.
- Oppe, E. (2001). Service learning: Discovering effective communication strategies by emphasizing the community's perspective. Dissertation and Thesis. 20. Retrieved from <https://digitalcommons.unomaha.edu/slcedt/20>.
- Parkes, J., & Harris, M. (2002). The purposes of a syllabus. Retrieved from: https://jan.ucc.nau.edu/~coesyl-p/syllabus_cline_article_2.pdf.
- Ryan, M. (2012). Service-learning after Learn and Serve America: How five states are moving forward. Retrieved from <https://www.ecs.org/clearinghouse/01/02/87/10287.pdf>
- Sharifi, A., & Hassaskhah, J. (2011). The role of portfolio assessment and reflection on process writing. *Asian EFL Journal*, 13(1), 192-229.
- Starting Point. (2019). Why teach with an interdisciplinary approach? Retrieved from: <https://serc.carleton.edu/econ/interdisciplinary/why.html>.
- Tacelosky, K. (2008). Service-learning as a way to authentic dialogue. *Hispania*, 91(4). 877-886. Retrieved from <https://www.jstor.org/stable/40648237>
- Tocaimaza-Hatch, C., & Walls, L. (2016). Service-Learning as a means of vocabulary learning for second language and heritage language learners of Spanish. *Hispania*, 99(4), 650-665. Retrieved from www.jstor.org/stable/44114650
- United Nations (n.d). Sustainable development goals. Retrieved from: <https://sustainabledevelopment.un.org/sdgs>.
- UNESCO International Bureau of Education. (2020). Interdisciplinary approach. Retrieved From: <http://www.ibe.unesco.org/en/glossary-curriculum-terminology/i/interdisciplinary-approach>.
- Wellmon, R., Gilin, B., Knauss, L., & Linn, M. (2009). The benefits of an interdisciplinary

collaborative learning experience: The student perspective on outcomes. *International Journal of Interdisciplinary Social Sciences*, 4(8), 15-27.

Yorio, P. L., & Ye, F. (2012). A meta-analysis on the effects of service-learning on the social, personal, and cognitive outcomes of learning. *Academy of Management Learning & Education*, 11(1), 9-27.

Common Challenges in Teaching and Learning English in Sulu State College as Perceived by Students and teachers

Dr. Aurizia D. Siraji

Sulu State College, Philippines

sirajiaurizia@gmail.com

Biodata:

Dr. Aurizia Duhah Siraji, LPT, obtained her Bachelor of Arts major in English and obtained her secondary Education units at Sulu State College. Earned her Master of Arts in Education Major in Educational Management, 2003-2006 and Master of Arts in Language Teaching English. She finished Doctor of Education major in Educational Management minor in Extension Education from Sulu. A licensed professional teacher in Secondary Education major in English. She has been teaching various language and literature subjects from 2004 to present.

Most of her researches focus on experiential learning, educational pedagogy and teaching effectiveness. She received various awards as Best paper presenter in the International conference. Recently, her paper on extra ordinary challenges faced by parents with autistic child was recognized as 3rd best paper in the International conference, organized by ASEAN intellect. She has attended both national and International conference as paper presenter and a resource speaker.

Abstract

This study identified the Challenges in teaching and learning English as perceived by teachers and students in English Language classroom in Sulu State College to recommend possible solutions for effective teaching of English as foreign Language. The population of this study consisted of 20 teachers and 235 students from Sulu State College, from the School year 2019-

2020. To achieve the fundamental thrust of the study, descriptive research design supported with documentary analysis. To obtain the needed data, the researcher employed the self-made survey questionnaire validated and by professors from Mindanao State University Sulu and Sulu State College. The questionnaire checklist was personally distributed the researcher to the faculty and students in the Higher Education Institutions (HEI's) in Sulu. Generally, the analysis and interpretation of data using statistical computation provide the following significant findings: Common Classroom Problems as perceived by teachers with the main of 4.6, rank first was Students become overly dependent on the teacher, while as, strong student dominance with the main of 2.9, rank last. While, Common Classroom Problems as perceived by students with the main of 4.6, rank first was Lack of confidence while as, Lack of speaking activities with the main of 2.9, rank last Finally, the researcher recommended further study on appropriate teaching strategies and styles to address the different challenges faced both by teachers and students in Teaching English.

Keywords: *Challenges, Teaching, English language, Sulu State College*

Introduction

The English language plays a vital role as an international language in the world. In South America, it is widely used in schools. In the United Arab Emirates, the Abu Dhabi Education Council (ADEC) implemented a policy that answers the need for English proficiency, known as the “new school model in 2010” as part of the government initiative called “Vision 2030”. They hired thousands of English language teachers to teach English in schools to prepare students to be globally competitive in commerce, science, technology and education by the year 2030.

In the Philippines, it is a language used by many Filipinos to communicate in various sectors, including government, religious group, law and education, and many parents with their children at home. In fact, estimated 350 million native speakers and 1.9 billion competent speakers, the spread of the English language worldwide over the last few decades has been swift and steady (Morrison 2020).

English is the most dominant language *as it* is widely spoken globally and becomes the world's number one business language. Especially nowadays, many students who finished college were dreaming to work abroad because of poverty. Indeed, English is a vehicle for international communication in which pronunciation is a key element to learning oral skill in a second

language (ESL) and foreign language (EFL). In general, pronunciation plays a significant role in helping workers become intelligible speakers (Morley, 1998).

Undoubtedly, knowledge in English language contributes a great impact in learning all subject areas such as mathematics, science, history and so on. However, teaching and learning English in a place like Sulu province where there is no avenue where the English language is spoken is quite challenging for both teachers and learners. Despite great challenges often faced by the teachers in Sulu State College, teachers are very optimistic and dedicated to coping with all these challenges by providing a positive learning atmosphere for students and encouraging them to practice with confidence in reading and speaking and understanding of written or written or spoken English language.

Ocoye, et al. (2020), proposes an Educational Process and Data Mining (EPDM) model that leverages the perspectives or opinions of the students to provide useful information that can be used to enhance the end-to-end processes within the educational domain. The researcher believed that students have their own way of learning while a teacher has many ways to teach. With this in mind, the ultimate aim of this study is to identify the Common Classroom Problems as perceived by teachers and students in English Language classroom in Sulu State College as part of its mission to develop academic stalwart and globally competent professionals Tausug. Specifically, this research attempts to answer the following questions:

1. What are Common Challenges in Teaching English as perceived by teachers?
2. What are the common Challenges in Teaching English as perceived by students?

Literature Review

Deocampo, (2020) indicated that, teacher's voice, classroom management, teaching strategies, learning strategies, English communication barriers, vocabulary knowledge, lesson planning, teaching appraisal and classroom motivation were among the issues and challenges the trainees encountered. The indication is that, by looking back, teacher-trainees would understand the essence of a good language (English) teacher and reflect, self-critique, assess, and improve part of their teaching. Being aware of the issues and challenges in a real teaching environment can shape teacher-trainees personal and professional growth and can be a good resource for going forward and to be successful in their teaching profession.

Swandewi (2020). Give emphasis on pedagogical implications. He stated that both students' lexical competence and enthusiasm had tremendously given mutual feedback in students' cognitive and their emotional contagion (i.e. enthusiasm). The more innovative the strategies and the methods used by the teacher, the more students enjoyed, focused, and motivated

themselves in managing their own learning. He also concluded that by creating various activities outside the classroom relevant to students' daily lives and connecting the projects school or homework with the current technology (i.e. internet and social media), it will improve students' self-awareness in learning English outside the classroom or school and eventually contribute the students' vocabulary. Further research is expected to consider the subject of research more miscellaneous in term of intervening variables (i.e. students who have other English courses and students who have no other English courses). The future research will also lead to research emphasizing the instrumental tests, especially for measuring the lexical competence to student's articulation and how students can relate the words into practice.

Julhamid (2019) described the Language Learning Attitudes (LLA), Language Learning Strategies (LLS) and Language Proficiency (LP) of 120 college students from 4 courses. It employed Lunsford's Standardized LLA Questionnaire, Oxford's (1994) Strategy Inventory of Language Learning (SILL); and Reading Proficiency Test. It used mean, standard deviation, Pearson r, Multiple Regressions, t-Test of significant difference, and One-Way ANOVA for treatment of data. This study found out that students are Average in LLA; "Somewhat true of me" in LLS and Poor in reading proficiency. No significant relationship between respondents' LLA and reading proficiency; Very low correlation between respondents' LLS and reading proficiency; Sex and course do not affect students' LLA and do not influence the latter's contribution on reading proficiency except for the inferential level; and Sex does not influence respondents' LLS and reading proficiency except course.

Methodology

Data Gathering Procedure

The following procedure will be employed in the course of data gathering:

A permit to administer the questionnaire will be sought from the Office of the Dean

The launching and administering as well as the retrieval of the questionnaire was conducted personally by the researcher.

Research Instrument

A survey questionnaire was self-made and went through content validity by the two professors Sulu State College was employed to gather data on Common Challenges in Teaching and Learning English in Sulu State College to 250 Students and 20 teachers.

Results and Discussions

Teaching journey in a place where there is no avenue where the language is speaking like Sulu can certainly be a challenging one, as you continually dig deeply into the root causes to deal with issues that can be burden if arise every day. Not only do you have to keep your learners motivated, but you also have to find solutions for students who learn at different rates. With this in mind, the researcher believed that the teacher can utilize method, meaningful instruction and create assessments accordingly to better understand students' learning styles, background, and interests.

The Table 1 below show the common problems in teaching English as perceived by teachers.

Table 1

Common Challenges in Teaching English as perceived by teachers

COMMON CHALLENGES BY TEACHERS	MEAN	RANK
Students become overly dependent on the teacher	4.6	1st
Persistent use of first-language	4.3	2nd
Students are bored, inattentive, or unmotivated	4.4	3rd
Grammar difficulties	3.8	4th
Student are using cell phone during the clash hour	3.7	5th
pronunciation difficulties	3.5	6th
Tardiness	3.4	7th
Lack of confidence	3.2	8th
Students cheat on assignment	3.0	9th
Strong student dominance	2.9	10th

Students Become Overly Dependent on the Teacher

Students don't always learn the way the teacher want them to learn, but they always earn and learn something new every day in the classroom. Aside from the content knowledge, they may learn how to learn and collaborate with other students. Sometimes, the worst thing to happen is that students learn even how to get the teacher mad and may learn to fight with the teachers and classmates.

Evidently, in the present study, the most common classroom problem ranked first with a mean of 4.6 is students becoming overly dependent on the teacher. Students' excessive dependency

should not be tolerated in the classroom and if this happens, never mind the student. Teachers should give the student more attention when he or she behaves appropriately. Encourage the students to have self-confidence in his own judgment and let him think critically and gradually develop his own solving problem ability. If they continue to struggle answering question, do not give a correct answer instead give them a chance to try their best and if they still fails, that's the right time for you to give a clue that can activate self-correction..

Persistent Use of First Language

The second in rank common classroom problems is Persistent use of first- language. Many students want to learn English language and use it effectively in a conversation. However, they are shy to speak. The tendency is to just give up and resort to the language they are most comfortable with, while others regress to their mother tongue because they are afraid to commit mistakes and be criticized.

Some researchers maintained that naturally, the second language will always activate first language associations, no matter what level of proficiency the person has (Spivey & Marian, as cited in Horst, White & Bell, 2010). Even if teachers avoid and forbid the use of the mother tongue in the classroom, the connection and links between both languages will always exist in the learners' minds (Cohen, as cited in Horst et. al, 2010). In the early stages of second language acquisition, learners process the new language, making connections with their mother tongue. The links between both languages can make learning contexts even richer (Horst et al. 2010).

In addition, recently various researchers have argued that the L1 can actually be an important tool in second language learning (Macaro, 2005, 2001; Storch & Wigglesworth, 2003; Nation, 2003; Turnbull, 2001). Even the ACTFL 90%+ recommendation allows room for some L1 use in the classroom. Perhaps if that other 10% were used wisely to clarify metalinguistic information, information about language itself (Gass, Behney, & Plonsky, 2013, p. 482), students would be able to learn the TL more effectively.

Students are Bored, Inattentive, or Unmotivated

The third in rank is that students are bored, inattentive, or unmotivated. Learning English language as many people said, is not an easy process, it requires time, effort and most specially motivation. Daggol, (2013) describes Motivation as centre of attention among teachers throughout the years because it constitutes the backbone of learning process. Gardner in Nunan (1999) elaborates the causes of the students 'lack of motivation e.g. uninspired teaching,

boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program. As he further says, these four very often become source of students' motivation. Uninspired teaching, for example, affects students' motivation to learn. In this context, monotonous teaching, in many cases, reduces the students' motivation due to their feeling of boredom. Babu (2010) argues that lack of motivation in learning causes students' hesitation to speak English in the classroom. He says that the background of this situation is that students are not motivated by the teachers towards the communication in English. He (2009) found that goal-oriented motivation is an effective teaching strategy 46 for the students who participate in an ESL program, indicating that teachers should better understand learners' needs and learning goals to increase learners' motivation for learning a foreign language. Clearly, a teacher should focus on reaching a specific objective or accomplishing a task regardless of the challenges.

Difficulty in Grammar

Fourth challenge is difficulty in grammar. Grammar plays a vital role in making both oral and writing communication more effective. As stated by Mr. Kalend O. "Having a good grammar system of a language, learners will help deliver their ideas, messages and feelings either to the listeners or readers; language without grammar would be disorganized and causes some communicative problems, for example we cannot say something in passive sentence using English if we do not know the grammar concept of passive voice".

This is supported by the study of (Yusob, Khairul, 2018). Who have found that, Grammar overall, is a challenging language skill. Even experienced English lecturers may face difficulties in explaining grammar to students. This can be the result of different students' needs in learning. Hence, it is crucial for English lecturers to figure out their students' proficiency and issues in learning English grammar.

Van Patten (2002) argues that the use of inappropriate psycholinguistic processing strategies in L2 learning may also result in increased grammatical difficulty.

The communicative force of a grammar form is also related to the issue of salience and thus to the discussion of grammatical difficulty. According to VanPatten (2002), a form has communicative force if it contributes to the meaning of an utterance (VanPatten, 1996, 2007). In VanPatten's view (1996, 2004), the communicative force of a form depends on whether the form itself is semantically self-contained, and whether the form is semantically redundant⁴ at the sentence level. In other words, a form is less communicatively valuable if its meaning can be retrieved from elsewhere in the sentence. However, a form may have different levels of

semantic redundancy depending on the context in which it is used and the other forms it is used with (Harrington, 2004).

Students' Use of Cell Phone during Class Hour

At this age of technologies, cell phones are great technical device and using cell phone during the class hour has an advantages and disadvantages. In some other country like India, most of the institutions don't allow students to bring cell phones. In the Philippines, students are allowed to use cell phones with proper usage and should be in the silent mode. and its' importance cannot be denying, Cell phones are very important for most of us, not just for the students nowadays. We use cell phones in different ways. Machmud, (2020) found that the use of smartphone can minimize the students' need of teachers or instructors, because by using smartphone they can access any resources they need in learning English as a foreign language. Even though the respondent chose reading as the skill that is most likely to be learned by using smartphone, the results also show that other English skills can also be taught and learned with smartphone use.

Similarly, Fernandes, (2018) in his study on University Student's Perspectives on using Cell Phones in Classrooms - Are They Dialing up Disaster? Shows that students were motivated by the cell phone's use in learning. Even though cell phones, when used rarely for personnel use, are causing distraction to the classmates, most of the students believed that mobile phone usage in learning is very effective. The lecturers discourage students from using mobile phones in classrooms; however, students still use them to enhance their studies. The researcher concluded that the university students are matured enough to understand that the mobile phones should be used for boons rather than letting themselves into disaster.

Pronunciation Difficulties

Naturally, second language learner of English language will experience difficulty in pronunciation and having trouble communicating. This challenges encountered when second language learners commonly encounter learning pronunciation. Wei, (2006) in his study on A Literature Review on Strategies for Teaching Pronunciation have emphasized that English pronunciation is still neglected in EFL/ESL classrooms throughout the world including Asia today. One of the reasons it is neglected or ignored is that not many English pronunciation teaching strategies or techniques are available to teachers in the classroom.

Lear, E. (2013) stressed, the use of reflective journals is one intervention strategy that may address the problems inherent in large classes in Japan and allow both learners and teachers to

position themselves better within the context of learning and teaching intelligible pronunciation and recommended that teachers should use of reflective journal as a cognitive tool of student reflection as an effective strategy to increase self-efficacy, focus learning objectives and develop motivational behaviour when teaching pronunciation.

Tardiness

Another issue rank number seven (7) is tardiness. A tardy student presents a lack of responsibility. Being tardy all the time to class is a sign of carelessness and a waste of time. Being on time is a duty for students and a part of good manners, respect, and reputation. Hence, student should know how to value their time and do their best not to be tardy at all times. (Fullo, et. al 2017). Lauby (2009) defined tardiness as when people not showing upon time. Weade (2004) contributed by citing tardiness as being late for an amount of time past the stated or scheduled start time for work. James, (2011) have concluded that understanding student motivation and desired government policy offers a goal for instructors to strive for, understanding that social norms and the practical reality of the Asian education system allow for change but only gradually and within the social context if the goal is to be met.

Benion (2018) stressed that student attendance is one of the most common predictors of academic achievement. Students who consistently miss school hours develop habits that will lead into their adult life, affecting their education, career, and social connections. In contrast, students who participate fully in school activities will have more opportunities to achieve academically, make healthy and informed lifestyle choices, and develop Performance Character traits. Hence, a good practice, such as arriving early and leaving on time must be maintained by the students.

Lack of Confidence

John and Srivastava (1999) highlighted self-confidence relating it to the Big Five personality dimension of extraversion, which, among other things, an energetic focus toward the social and material world, sociability and positive emotionality can be projected.

Affective factors greatly influence students' learning process, above all in the learning of a foreign language. At the same time, the language learning process can be influenced by different factors, such as educational systems, teaching and learning approaches, classroom conditions, educational technology, socio-cultural, students' backgrounds, and emotional conditions of students and teachers (Eldred et al., 2004). Krashen (1985) claims that the

foreign language learning process involves four different affective domains: motivation, anxiety, attitude, and self-confidence; the latter is the core concept in developing this research. Similarly, Clement and Kruidenier (1985) stated that confidence, motivation and language ability are related learning dimensions in the field of the second language. Thus, analyzing these mentioned domains and factors involved in the process of second or foreign language learning, it can be observed that self-confidence plays a central role and has a strong relationship with motivation since students may sometimes feel anxious and experience some problems when communicating with others.

Glenda and Anstey (1990), Pierce et al. (1989), Brockner (1988) and Bandura (1982) mentioned that some factors to build general self-confidence points to self-confidence being derived from several features. The most important features are: 1) typical personal experiences; positive experiences increase self-confidence, while the negative experiences have the opposite effect and 2) social and friendly messages received from others, such as school, community, peers and home are important for self-confidence improvement. Sending positive messages for others is thought to be detrimental to the development of high self-confidence, whereas, exposure to negative messages decreases the level of self-confidence. For sending messages, students need to interact with their peers.

Students Cheat on Assignment

Students should have the copy of school handbook of school policy where penalty for cheating is clearly stated. Finn and Frone (2004) conducted a study to examine whether students with low self-efficacy were more likely to cheat than those with a higher self-efficacy. Additionally, they were interested in the impact of school identification (attachment to institution; sense of belonging to school) and cheating. Participants between the ages of 16 and 19 completed a questionnaire based on four constructs; cheating, academic performance, academic self-efficacy, and school identification. Finn and Frone (2004) concluded that learners with low self-efficacy were more likely to cheat than those with 10 higher self-efficacy; unless, the higher self-efficacy learners had concerns regarding beliefs about their abilities to maintain grades. Moreover, students who did not identify with their school and had low self-efficacy were most likely to cheat. Finn and Frone (2004) stated that future research should consider the impact of the classroom environment on academic dishonest behaviors. They also recommend facilitators focusing on learning and hard work as one method for reducing cheating (Finn & Frone, 2004).

Additionally, Rettinger et al. (2004) determined that students who were more likely to cheat themselves also indicated the male learner from the vignette as more likely to cheat. Moreover, extrinsically motivated students were also more likely to cheat and indicated a greater likelihood of cheating than those intrinsically motivated.

Holleque (1982) in her study on Cheating Behaviours of College students recommends the following: I. Since research has demonstrated that some students cheat when they are allowed to correct their own examinations, teachers, rather than students, should grade course tests. If faculty

Strong Student Dominance

All classroom has students dominating the conversations and/or the teacher's attention, and these problems often become more serious when being tolerated by the teachers. In school, teachers always play a great role in winning the heart of the students to be motivated to learn despite the challenges. To effectively manage it, teachers need a better understanding of students' background, such as family and school previously attended, including the challenges he has been through. This way, teachers will have a clear direction to make English language learning more meaningful for learners that made him responsible and successful. Because English language is believed to be part important part and play an important role in the success of everyone in the world of business and technologies. findings call for teachers' stress and emphasis on other effective factors in classroom as well and develop creative approach to adjust such strategies with classroom conditions. The findings have implications for Iranian educational administrators, especially given the in-service training programs for EFL teachers to efficiently practice classroom management strategies.

Moreover, every classroom should encourage discussions about diversity as an opportunity for students from different backgrounds to interact and talk in settings conducive to thoughtful exchange and share topic about their individual differences.

Table 2 below shows Common Problems in Learning English as perceived by students.

Table 2

Common Problems in Learning English as perceived by students

	MEAN	RANK
Lack of confidence	4.6	1st
inadequate vocabulary	4.3	2nd

Lack of exposure to English language	4.4	3rd
Grammar difficulties	3.8	4th
Fear to be criticized by other students when speaking the English language	3.7	5th
pronunciation difficulties	3.5	6th
Lack of parents support in learning the english language	3.4	7th
Learning English is boring	3.2	8th
Hesitation in speaking	3.0	9th
Lack of speaking activities	2.9	10th

Table 2, shows lack of confidence with the mean 4.6 rank first. self-confidence is a combination of perceived competence and a lack of anxiety (MacIntyre et al. 1998). Moreover, self-confidence is necessary for students to develop social skills, become more resilient, and embrace her full potential inside and outside the classroom to be more active and participative in class activity. Akbari, (2021) in his study on Students' Self-Confidence and Its Impacts on Their Learning Process, revealed that only some of the students were low self-confident and most students were highly self-confident. He added that students' self-confidence effected their learning in areas of students' participation, in seeking goal, developing interest in lessons, in decreasing students' anxiety, they are being comfortable with their instructors and classmates and also in sharing their opinions related to lessons in class.

The next in rank is inadequate vocabulary with the main of 4.3, inadequate oral and written vocabularies will affect the students' abilities to actively participate in class both in oral or written presentation. Makrami, (2020) in his study on English Vocabulary Learning Strategies Used by EFL Arab Learners, pointed out that learning of words is an activity that begins the day a learner enters the language classroom and continues throughout the lifetime. This fact sufficiently underlines the place of vocabulary building in the language, and even more, in the EFL and L2 classroom. A 'good' language user is invariably the one who can use words well. However, as in the case of any other language skill, the knowledge and facility with learning strategies can make all the difference between successful or otherwise language learners. Makrami, (2020). English Vocabulary Learning Strategies Used by EFL Arab Learners. Asian EFL Journal Research Articles. Vol. 27 Issue No. 1 February 2020

Dehkordi et al. (2015), *Impact of Explicit Vocabulary Instruction on Writing Achievement of Upper-Intermediate EFL Learners*, suggested that for L2 instructors: 1) productive use of words is not guaranteed by word comprehension per se, 2) learners are not only able to increase the active vocabulary under their control but also use the words they just learned, 3) in a writing task which was immediately fulfilled through explicit vocabulary instruction, vocabulary recognition is converted into a productive one, improving retention and leading to productive use of newly learned vocabulary at the same time.

The third in rank is Lack of exposure to English language with the main of 4.4. The importance of learning English language through exposure really matters. Thus, learning language, requires a lot of exposure to the target language, a lot, means exposure at home, in the community and in the entire school. However, most of the time the scenario as what stipulated Cummins (2006), the teacher of English is left with the sole burden of helping learners develop competence in English within a 35-min lesson because the language outside the classroom and at home is majorly Kiswahili in towns and other local languages in rural areas. It is recommended that students should be continually exposed to the English language through watching English movies and program, surfing the internet, listening to radio, reading English books ,magazines ,newspapers, and practicing English language with native speakers on a daily basis to encourage them overcoming their weaknesses and improving their fluency as well as proficiency in acquiring English language. It is recommended that students should be continually exposed to the English language through watching English movies and program, surfing the internet, listening to radio, reading English books ,magazines ,newspapers, and practicing English language with native speakers on a daily basis to encourage them overcoming their weaknesses and improving their fluency as well as proficiency in acquiring English language.

Magno, (2009) in his study on *Assessing the Level of English Language Exposure of Taiwanese College Students in Taiwan and the Philippines*, revealed that the Taiwanese in the Philippines significantly showed higher levels of English language exposure than their counterpart in Taiwan $t(180)=8.99$, $p<.05$. A large effect size on exposure ($d=1.34$) was observed for that difference. It implied that English learners within an English-speaking context are more exposed to the language, which enables them to imbibe and internalize the English language through communication. metacognitive strategies, such as disciplined approach to language learning and monitoring of progress, and cognitive strategies, such as reading aloud and text analysis, were frequently mentioned as effective strategies. Moreover, Lee, et al. in his study on *English Language Learning Strategies Reported by Advanced*

Language Learners (2016) shows that number of participants emphasized the importance of conscious attention to language input during language learning activities. Testimonies of advanced English language learners in an English as a Foreign Language (EFL) context suggest that learner autonomy manifested in self-regulated learning activities may be crucial for successful foreign language learning. These and other findings are discussed with respect to their pedagogical implications for strategy-based instruction in English education.

The fourth rank is Grammar difficulties with a mean of 3.8. In the teaching of English as a second language, grammar is considered as Grammar a huge challenge. Ameliani, (2019) in his study on Students' Difficulties in Grammar of Seventh Grade Junior High School 1 Magelang, found that students have difficulties in grammar involves tenses, plurality, article, preposition and pronoun. Besides that, some factors cause students' grammar difficulties, such as negative interlanguage and intralingual transfers in the forms of adverb interference, copulative verb interference, word-order interference, tense-form interference overgeneralization, ignorance of rule restriction, and incomplete application of rules. Schütz, (2019) emphasized that the only instance in which the teaching of grammar can result in language acquisition (and proficiency) is when the students are interested in the subject and the target language is used as a medium of instruction.

The fifth rank with the mean of 3.7 is fear of being criticized by other students when speaking English. In other words, anxiety and this factor reduce students' motivation and achievement. Overcoming these challenges, Von Worde (2003) emphasized that a relaxed classroom atmosphere or environment significantly reduces anxiety. This might include the teacher's individual personality as well as attitude toward both the language and the students.

The sixth in rank is pronunciation difficulties with the mean of 3.5. Having difficulty pronouncing the English words is common problems for many second language learners. Because English language has many difficult sounds to pronounce.

Mohammad and Al-Ahdal, (2020) emphasized that pronunciation is a major hurdle in the language competence of a non-native language user. The Saudi EFL learners are particularly concerned about picking the right pronunciation as natural inhibition acts as a limiting factor in the trial and error method which can otherwise be used to learn the correct pronunciation of English. Identifying the causes of pronunciation difficulties is vital. For example, in Japan, Ohata (2004) in his study entitled Phonological Differences between Japanese and English: Several Potentially Problematic Areas of Pronunciation for Japanese ESL/EFL Learners. Identified some of the characteristic phonological differences between the two languages. Pronunciation difficulties for Japanese learners of English may arise; 1) When they encounter

sounds in English that are not part of the sound inventory of Japanese. 2) When the rules of combining sounds into words in Japanese are different from those in English (i.e., different syllable types). 3) When the characteristic patterns of stress and intonation in English, which determine the overall rhythm or melody of the language, are different from those in Japanese (i.e., pitch accent vs. stress accent and syllable-timed vs. stress-timed). Ribahan (2018) in his study on students' Perceptions of the Characteristics of Effective English Teachers revealed that accuracy of pronunciation (70%), asking oral question at the beginning of each session (69%), and using appropriate teaching techniques (68%) were three most important characteristics of effective English teachers at Mataram State Institute of Islamic Studies, Lombok.

Learning English is boring rank 8th with a mean of 3.2. Teaching English for 15 years, a researcher herself believed that a teacher should be good in teaching and acting like best actor or actress with a powerful voice. According to Martin and Darnley (1999), Voice articulation is vital for communicating the lesson to students as the tone of 'voice' can send a clear message. Indeed, the voice matter added to the language accuracy and correct pronunciation to catch students' attention for the whole period of time while learning. Willis (1996) who investigated also about students' motivation argues that success and satisfaction are key factors in sustaining motivation.

Hesitation in speaking rank 9th with the mean of 3.0. Having hesitation in speaking in English in class suggests that the students are afraid of making mistakes and lack speaking skills is one of the problems why students are experiencing hesitation in speaking and the key is teaching them step by step the skills needed to become a good speaker in the English language. Rumulus, (2020) concluded that audio-visual and simple learning techniques were very enjoyable and increased the speaking activity in one of high school students at grade X in Bekasi.

Lack of speaking activities rank 10th with a mean of 2.9. Bashir, et.al. (2011) says that speaking is a productive skill in the oral mode that is purposed to communicate and share ideas or opinions. To help students improve speaking skills, Teacher should think of more speaking activity and see to it that all students are actively participating. Boonkit (2010) indicated that confidence, creativity of topics, and speaking competence were the key aspects of improvement when speaking to the audience.

Pedagogical Implication

Every teacher usually has a student in class who is challenging to manage and work with. Their behavior is usually hard to control and it can be extra work to get them to pay attention and

stop distracting others. Students spending time studying to become a teacher, their courses will help them learn classroom management techniques that will prepare them to the world of teaching. Similarly, learning about effective teaching methodologies is also vital.

The intended audience of the present study are English language teachers, Deans and Departmental chair and education policymakers. The study identified common challenges faced by teachers and students in Sulu State College may serve as a basis for improving the teaching strategies and making more avenues for English language students in schools to the extent they will become fluent in speaking as a preparation for their future career. Mohammed and Al-Ahdal (2020), recommended that learner needs and available technology to fulfil those needs should be adequately inventoried before recommending any pedagogical changes in the EFL classroom. He also added that technology ought to be a fun tool for both teachers and learners, and it is this moot idea that needs to be promoted across educational environments for optimum development and growth of the learner.

To promote the use of English language in the classroom, *Teachers* in all levels being *role models* should be fluent in speaking the English language.

Teachers have to require students to speak the English language most of the times and teach the English language through conversation for the students to be more exposed and used to speaking the English language.

All English language teachers should continue to master their field of specialization to the extent acquires Doctor of Philosophy in language (Ph D.).

To increase cooperation and collaboration between English language teachers, dean and departmental chair to plan how to possible cope with the problems and learn together the two important method such as Grammar translation method and direct method. Aqel, (2013), recommend that after exhibiting the language skills and the grammatical rules, the usefulness of translation is decreasing. Therefore, applying grammatical structure or practicing the language skills in general should be in the target language to confirm the needed forms that the learners must develop to achieve the best results they are looking for.

The government in turn, should support the Higher education like Sulu State College to grant teachers with scholarship, send them for schooling and conduct more in-service training to the extend send teacher to national and international conference to equip them with trends in English language and become effective teacher and a role model of speaking language in the classrooms or everywhere. Moreover, English club and different activities in writing and speaking the English language is highly recommended. Finally, from the result of the present

study, understanding other factors including developmental stages to create lessons and activities that provide an appropriate level of challenges to help facilitate English language learning is highly recommended for further study.

Conclusion

One of the major problems in Sulu is the students don't have the capacity to express themselves in the English language after studying English at junior and senior high school for seven years especially majority of students who graduated from the conflict zone areas where teachers seldom meet classes because of the critical situations in the area. As a result, Students become overly dependent on the teacher when they reach tertiary level. Persistent use of first-language, bored, inattentive, or unmotivated, difficulty in grammar, Student are using cell phone during the class hour, pronunciation difficulties, tardiness, lack of confidence, student cheat on assignment, student dominant.

Moreover, the study revealed that students were facing challenges such as Lack of confidence, inadequate vocabulary, Lack of the exposure to English language, Grammar difficulties, Fear to be criticized by other students when speaking the English language, pronunciation difficulties, Lack of parents' support in learning the English language, Teachers are boring, I feel nervous while speaking the English language, Lack of speaking activities. Ewie (2015), noted that the use of English at the Upper primary and JHS can be improved by strict enforcement of the language policy of education, improvement in the teaching of English, extension of the use of L1 as MoI, and creation of a classroom atmosphere that is conducive to the use of English. Finally, according to behaviorist theory, teachers in a classroom can utilize positive reinforcement to help students better learn a concept. Students who receive positive reinforcement are more likely to retain information moving forward, a direct result of the behaviorism theory.

Acknowledgements

The author gratefully acknowledges the motivation and support of Professor Charisma S. Ututalum, CESE, President of Sulu State College. Also the researcher would like to express her appreciation to Assoc. Prof. Nelson U. Julhamid, Ph D. Vice President for Research and Extension for the encouragement. Lastly, this research could not have been conducted without the cooperation of the participants, the English language professors and instructors as well as the selected first year college students. And to her family, her husband Dr. Isnaji S. Siraji and their beautiful daughters and son. Above all, the Almighty Allah for all the blessings given us.

References

- Ameliani, (2019) Students' Difficulties in Grammar of Seventh Grade Junior High School 1 Magelang . Innovative Teaching of Language and Literature in Digital Era, English Department, Tidar University, Magelang and 56195, Indonesia.
- Aliakbari, (2015) Assertive classroom management strategies and students' performance: The case of EFL classroom. Cogent Education. Volume 2.
- Akbari, O., & Sahibzada, J. (2020). Students' Self-Confidence and Its Impacts on Their Learning Process. *American International Journal of Social Science Research*, 5(1), 1-15. <https://doi.org/10.46281/aijssr.v5i1.462>
- Babu, Ramesh, (2010), Teaching Spoken English for Non-native Students: Problems, Solutions and Techniques.[Online]Available:<http://www.elweekly.com/elt-newsletter/2010/06/60-article-teaching-spoken-English-for-nonnative-students-problems-solutions-and-techniques-by-a-ramesh-babu/>. (March 15, 2011)
- Bandura A (1982). Self-Efficacy mechanism in human agency. *American Psychologist*, 37 (2): 122–147.
- Bennion (2018) Attendance Matters: The Impact of Tardiness on Student Success. <https://athlosacademies.org/the-impact-of-tardiness-on-student-success>.
- Boonkit, (2010) Enhancing the development of speaking skills for non-native speakers of English. *Procedia - Social and Behavioral Sciences* Volume 2, Issue 2, 2010, Pages 1305-1309.
- Brockner J (1988). *Self-Esteem at Work: Theory, Research, and Practice*. Lexington, MA: Lexington Books.
- Cummins, C. (2006). *Understanding and Implementing Reading First Initiatives: The Changing Role of Administrators*. Newark, DE: International Reading Association.
- Chartrand, R. (2007). Language Learning through Asynchronous Podcasting Bulletin of the Institute of Foreign Language Education, Kurume University, 14(March 2007), 121-132.
- Daggol, (2013) the reasons of lack of motivation from the students' and teachers' voices. the *Journal of Academic Social Sciences*. DOI:10.16992/ASOS.13.
- Dehkordi et al (2015), Impact of Explicit Vocabulary Instruction on Writing Achievement of Upper-Intermediate EFL Learners. *International Education Studies*; Vol. 9, No. 4; 2016 ISSN 1913-9020 E-ISSN 1913-9039 Published by Canadian Center of Science and Education. doi:10.5539/ies.v9n4p14.

- Deocampo, (2020) Issues and Challenges of English Language Teacher-Trainees' Teaching Practicum Performance: Looking Back and Going Forward. LEARN Journal: Language Education and Acquisition Research Network Journal, Volume 13, Issue 2, July 2020
- Eldred J, Ward J, Dutton Y, Snowdon K (2004). *Catching confidence*. England: NIACE. Retrieved from www.niace.org.uk.
- Finn, K. V. & Frone, M. R. (2004). Academic performance and cheating: Moderating role of school identification and self-efficacy. *Journal of Educational Research*, 97(3), 115-122. Retrieved from ERIC database.
- Fullo, et al. (2017) Causes And Effects of Tardiness of the Senior High School Students of Southern de Oro Philippine. .
- Gass, S., Behney, J., & Plonsky, L. (2013). *Second Language Acquisition: An Introductory Course* (4th ed.). New York, NY: Routledge.
- Georgii-Hemming, E., & Westvall, M. (2010). Music education- a personal matter? Examining the current discourses of music education in Sweden. *British Journal of Music Education*, 27(1), 21-33. doi:10.1017/S0265051709990179.
- Glenda L, Anstey B (1990). *The Relationship of Self-Esteem and Classroom Communicative Potential in Early French Immersion*. Master Thesis. Memorial University of Newfoundland.
- GradesFixer. (2018, October, 08) Tardiness and Lateness as School Problems. Retrived May 25, 2019, from <https://gradesfixer.com/free-essay-examples/tardiness-and-lateness-as-school-problems>.
- He (2009) *Motivational Strategies: Students' and Teachers' Perspectives* https://etd.ohiolink.edu/apexprod/rws_etd/send_file/send?accession=kent1255706519&disposition=inline.
- Ewie (2015) *The Use of English as Medium of Instruction at the Upper Basic Level (Primary four to Junior High School) in Ghana: From Theory to Practice*. *Journal of Education and Practice* www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.3.
- Macaro, E. (2005). Codeswitching in the L2 Classroom: A Communication and Learning Strategy. In E. Llurda (Ed.) *Non-Native Language Teachers*. (pp. 63-84). Boston, MA: Springer.

- Mohammed and Al-Ahdal (2020) Overcoming Pronunciation Hurdles in EFL Settings: An Evaluation of Podcasts as a Learning Tool at Qassim University Saudi Arabia. *Asian EFL Journal Research Articles*. Vol. 27 Issue No. 1.
- Harrington, M. (2004). Commentary: Input processing as a theory of processing input. In B. VanPatten (Ed.), *Processing instruction: Theory, research, and commentary* (pp. 79-92). Mahwah, NJ: Lawrence Erlbaum.
- Heuser, F., & Thompson, B. L. (2010, September). The formal/informal music learning continuum. Session presented at the meeting of the College Music Society, Minneapolis, Minnesota.
- Horst, et al. (2010). First and second language knowledge in the language classroom. *International Journal of Bilingualism*, 14(3), 331-349.
- Holleque 1982. cheating behaviors of college students. <https://scholarworks.montana.edu/xmlui/bitstream/handle/1/3620/31762001062684.pdf?sequence=1>
- Huitt, W. 2001. Motivation to Learn: an overview. <http://chiron.valdosta.edu/~whuitt/col/motivation/motivate.html> (accessed January 7, 2009).
- Jahan, N. (2011). Teaching and learning pronunciation in ESL/EFL classes of Bangladesh. *Journal of Education and Practice*, 2, 36-45.
- James, (2011) Motivation and EFL University Students in North-East Asia. *The Asian EFL Journal Quarterly* September 2011 Volume 13 Issue 3.
- Julhamid (2019) An Assessment of the Language Learning Attitudes, Learning Strategies, Language Proficiency of First Year College Students. *JPAIR Multidisciplinary Research* 36(1) DOI:10.7719/jpair.v36i1.680
- Kalend (2006). Grammar in use (speech presented at seminar farewell at BASIC ENGLISH COURSE /BEC pare Kediri,Indonesia.
- Kimbrough et al. (2017) . Students' Perception of Cell Phones in the Classroom *International Journal of Humanities Social Sciences and Education (IJHSSE)* Volume 4, Issue 11, November 2017, PP 147-152 ISSN 2349-0373 (Print) & ISSN 2349-0381 (Online).
- Lear, E. (2013). Using guided reflective journals in large classes: Motivating students to independently improve pronunciation. *Asian EFL Journal*, 15(3), 113-137.
- Magno, (2009). Assessing the Level of English Language Exposure of Taiwanese College Students in Taiwan and the Philippines *Asian EFL Journal*.

- Machmud, (2020). Learning English as a Foreign Language in the Disruptive Digital Era: The Smartphone Use in EFL Instructions. *Asian EFL Journal Research Articles*. Vol. 27 Issue No. 1.
- Morley, J. (1991). Pronunciation component in teaching English to speakers of other languages. *TESOL Quarterly*, 25 (1), 51-74.
- Morrison, B. (2002). Mind, world and language: McDowell and Kovesi. *Ratio*, 15, 293-308. Retrieved October 28, 2017, from: <https://www.jstor.org/>
- Nakamura, R.M. 2000. Healthy classroom management. United States of America: Wadsworth.
- O'Connor, J. D. (1980). *Better English Pronunciation* (2nd ed.). Cambridge: Cambridge University Press.
- Ocoye, et al. (2020) Impact of students' evaluation of teaching: a text analysis of the teachers' qualities by gender. *International Journal of Educational Technology in Higher Education* volume 17.
- Ohata, (2004) Phonological Differences between Japanese and English: Several Potentially Problematic Areas of Pronunciation for Japanese ESL/EFL Learners. *Asian EFL Journal*
://asian-efl-journal.com/Dec_04_ko.pdf.
- Qaisar, et al. (2017) Problematic Mobile Phone Use, Academic Procrastination and Academic Performance of College Students.
- Raja, (2011) Causes of problems in learning English as a second language as perceived by higher secondary students. -manager's Journal on English Language Teaching, Vol. 11No. 4, <https://files.eric.ed.gov/fulltext/EJ1071073.pdf>
- Rettinger, D. A. & Kramer, Y. (2009, May). Situational and personal causes of student cheating. *Research Higher Education*, 50, 293-313. doi: 10.1007/s11162-008-9116- 5.
- Ribahan (2018), Students' Perceptions of the Characteristics of Effective English Teachers at Mataram State Institute of Islamic Studies, Lombok. *The Asian EFL Journal* November 2018 Volume 20, Issue 11.
- Roberts, J. & Davids, M. (2016). My life has become a major distraction from my cell phone: Partner phubbing and relationship satisfaction among romantic partners. *Computers in Human Behavior*. Vol. 54. Pp134-141.
- Rumlus, (2020) have concluded that the Way to Overcome Students' Hesitation In Speaking English At The 10 Th Grade of Senior High School In Bekasi

- Sadia Khatun Sara (2015) English Pronunciation Difficulties of Students in the Sub-Urban Areas of Sylhet: A Secondary Scenario.
- Schütz, (2019) Stephen Krashen's Theory of Second Language Acquisition. <https://www.sk.com.br/sk-krash-english.html>.
- Shuchi, S. (2013). The effect of Bangla dialect on English language teaching: Teachers' perspectives and attitudes (Unpublished doctoral dissertation). BRAC University, Dhaka.
- Simon Fernandes (2018) University Student's Perspectives on Using Cell Phones in Classrooms - Are They Dialing up Disaster? The Turkish Online Journal of Educational Technology – January 2018, volume 17 issue <https://files.eric.ed.gov/fulltext/EJ1165729.pdf>.
- Stage, S. A., & Quiroz, D. R. (1997). A meta-analysis of interventions to decrease disruptive classroom behavior in public education settings. *School Psychology Review*, 26(3), 333–368.
- Storch, N. & Wigglesworth, G. (2003). Is There a Role for the Use of the L1 in an L2 Setting? *TESOL Quarterly*, 37(4), 760-770.
- Swandewi (2020). The Effect of 'Out-of-Class' Activity on Students' Lexical Competence and Enthusiasm in Learning EFL at Ampenan Primary School. *Asian EFL Journal Research Articles*. Vol. 27 Issue No. 1 February 2020.
- Turnbull, M. (2001). There is a role for L1 in second and foreign language teaching, but. . . *Canadian Modern Language Review*, 57, 531-540.
- Ur, P. (2010). A course in language teaching: practice and theory. Retrieved from <http://ebooks.cambridge.org/ebook.jsf?bid=CBO9780511732928> (Original work published 1999)
- Van Patten, B. (2002). Processing instruction: An update. *Language Learning*, 52(4), 755-803.
- VanPatten, B. (1996). Input processing and grammar instruction. New York, NY: Ablex.
- Varga Meagan (2017) The Effect of Teacher-Student Relationships on the Academic Engagement of Students . Master of Education Graduate Programs in Education Goucher College.
- Wei, (2006) in his study on A Literature Review on Strategies for Teaching Pronunciation. <https://files.eric.ed.gov/fulltext/ED491566.pdf>.
- Yusob, Khairul, (2018) challenges of teaching grammar at tertiary level: learning from English lecturers' insights. https://www.educationworld.com/a_curr/shore/shore047.shtml

<https://owlcation.com/academia/Teaching-ESL-10-Common-Classroom-Problems-and-Solutions>

https://secure.onlinelearningconsortium.org/effective_practices/cell-phones-classroom-collaborative-or-calamitous

<https://www.researchgate.net/deref/https%3A%2F%2Fwww.adec.ac.ae%2Fen%2FEducation%2FKeyInitiatives%2FCurriculum-Improvement%2FPages%2Fdefault.aspx>

Virtual Learning in the Crisis Era: Undergraduate Students' Challenges and Strategies Using E-Learning Platforms

¹Maulina, ²Asdar, ³Andi Hamsiah

¹*Muhammadiyah University of Kendari, Indonesia*

^{2&3}*Bosowa University, Indonesia*

Corresponding Author: lina821431@yahoo.com

Biodata:

Maulina is an assistant professor in the English Education Study Program at the Muhammadiyah University of Kendari. She has been teaching English at the University since 2015. She teaches English subjects such as Basic Speaking to Advance Speaking, Vocabulary and Pronunciation Practice, Listening, Reading, Writing, and Teaching English as a Foreign Language (TEFL), Research Methods in ELT, Research Proposal Writing, Microteaching, and Cross Cultural Understanding (CCU). Her research interests include materials development, teaching English skills, EFL teaching methodologies, mobile learning, social media in ELT, and new technology use in foreign language teaching. Her email is lina821431@yahoo.com.

Asdar is a lecturer and the Dean of Teacher Training and Education Faculty in Bosowa University, Makassar, Indonesia. His teaching expertise includes Pragmatics, Discourse Analysis, Educational Research Methods, and Evaluation of Learning. He has also published few books, such as the quantitative approach of educational research methods, learning strategy, evaluation of learning, and some publications in international and national journals. He can be contacted through adam.asdar@yahoo.co.id.

Andi Hamsiah is a lecturer and the Vice Dean of the Teacher Training and Education Faculty in Bosowa University, Makassar, Indonesia. She teaches Sociolinguistics, Poetry Writing, Teaching Profession, Teaching Literature Appreciation, and General Basic Subjects

integrating the technology. She has also published some articles in international and national journals. She can be reached at HamsiahMtg@yahoo.com.

Abstract

The physical classroom learning (PCL) during the health crisis era of coronavirus (Covid-19) pandemic is no longer applicable in all education levels in Indonesia, particularly for the undergraduates in tertiary institutions. Virtual learning is happening in massive ways using the E-learning platforms, as the media for lecturers and students to conduct the teaching and learning process. It is undeniable that virtual learning provides ample benefits to undergraduate students. Nevertheless, there are also many negative implications of virtual learning using technological platforms. This study investigates undergraduate students' learning challenges (LC) and their learning strategies (LS) using e-learning platforms during the pandemic, from 10 representative tertiary institutions in the Sulawesi region, Indonesia. The collected data were through online surveys and online forum group discussion (OFGD). This study reveals various severe issues regarding the problems and strategies using e-learning platforms in virtual learning. There are three kinds of e-learning platforms utilizing in virtual learning from home, namely video conferencing platforms (Zoom and Google Meet), management system-based platforms (Google classroom and Schoology), and social media (WhatsApp). Besides, this study reveals internal and external factors of students' LC and their LS. These issues have to be fully-concerned to sustain the quality of today and future education in higher education. Furthermore, there should include a formulation of the standard policy, implementation monitoring, evaluation, and review of the e-learning platforms used in teaching to maintain virtual learning quality in higher education institutions in Indonesia.

Keywords: *e-learning platforms, learning challenges, learning strategies, learning English, virtual learning*

Introduction

The physical classroom interaction between undergraduate students and lecturers in 2020, from the beginning to the end of the year, all around the globe, particularly in Indonesia, is not like it used to be. Undergraduate students undergo the rapid situation of requiring them to virtually study from home using e-learning platforms caused by coronavirus health crisis (COVID-19). As a result, the teaching and learning forced to use educational platforms of e-learning platforms worldwide and especially in Indonesia tertiary institutions (Adedoyin & Soykan,

2020; Gunawan et al., 2020; Sulisworo et al., 2020; Irfan et al., 2020). The e-learning platforms within the university environment have been recognized well worldwide, especially in many Asia Pacific higher education institutions, and have been widely utilized by higher education students since the beginning of the 21st century (Lee et al., 2020; Passey & Higgins, 2011, Palumbo & Verga, 2015).

Virtual learning in the integration with educational platforms is currently prevalent among undergraduate students. It is an alternative solution in the health crisis era (Basilaia & Kvavadze, 2020; Alghammas, 2020, Alahdal et al., 2020; Jacinto & Alieto, 2020). One of the significant reasons virtual learning is so familiar in practice is that they offer far more possible opportunities for students to practice verbal communication skills such as interpersonal communication, intrapersonal communication, small group communication, and public communication. According to Means (2010), Özyurt et al. (2013), and Maulina et al. (2019), virtual learning can happen anytime and anywhere. Students can log into the virtual classroom via the e-learning platforms flexibly, with and without having to wait for the scheduled class time from the lecturers. The virtual classroom is a cloud-based that provides communication platforms in highly interactive features such as video chat, audio chat, instant messaging, and home learning resources and training exercises. The cloud platforms allow students to use the learning services using laptops, tablets, and smartphones. Virtual learning that is linked with that e-learning platforms can support many educational activities such as formal and informal learning, inside and beyond the classroom, on-campus teaching, and distance learning in order to increase opportunities for independent and personalized learning (Jin et al., 2010; Jewitt et al., 2011; Maulina, et al., 2019; Maulina et al., 2021; Saputra et al., 2021; and Rasyiid et al., 2021).

E-learning and the platforms used are management systems (LMS) that the learning delivery occurs online. According to Passey and Higgins (2011), the learning platform is a collection of tools integrated with the computer and other devices to enhance educational aspects like teaching and learning. Carroll (2013) argues that e-learning is one of the most considered academic literature phenomena in recent years. The e-learning platforms genuinely promise the process of learning, but these days, only a few studies explore students' requests for such platforms used and the consequences of learning challenges (LC) and learning strategies (LS) that occurred in the technologies use and interaction. According to Richards (2006), e-learning platforms are often used to substitute for classroom interaction to support the learning environments, particularly for educational purposes, contents, contexts, and pedagogical senses.

Much previous research has been conducted in the application of learning platforms in virtual learning in non-pandemic situations (Ali & Magalhaes, 2008; and Beetham & Sharpe, 2007). However, research on identifying students' LC and their LS to use e-platforms during the health crisis era in pandemic situations is still not widely researched. Meanwhile, as higher education institutions increasingly move towards fully online teaching and learning modes, there is much discussion about what this means for pedagogy and practice (Gregory & Salmon, 2013; Jaques & Salmon, 2007; Kirkwood & Price, 2014; Salmon 2011, 2014).

This current study will help advance the insight into learning challenges and strategies to overcome the issues in using e-learning platforms in virtual learning in higher education in developing countries. In addition, this study also has valuable, critical information about virtual learning literature and provides suggestions for enhancing virtual learning practices. Therefore, this current study is to address the following questions:

What kind of e-learning platforms do undergraduate students favorably use in virtual learning during the health crisis era?

Are there any challenges in learning using the e-platforms?

What are the proposed strategies in overcoming such obstacles?

Methods

Research Design

This study is a type of case study. The cases studied were the LC and LS face using e-platforms in virtual learning during the health crisis era in tertiary institutions in the Sulawesi region, Indonesia. This case study explores and helps researchers determine the mentioned research purposes. Therefore, this study did not generalize the result to other parts of the Indonesian islands' higher education institutions.

Participants

Three hundred seventy-five (375) English majors accumulated from ten universities in the eastern part of Sulawesi, Indonesia, filling out the online survey. Convenience sampling was applied as the possible sampling procedure available for the researchers. The respondents voluntarily agreed to fulfill the survey through the Google Form and join the online forum group discussion (OFGD).

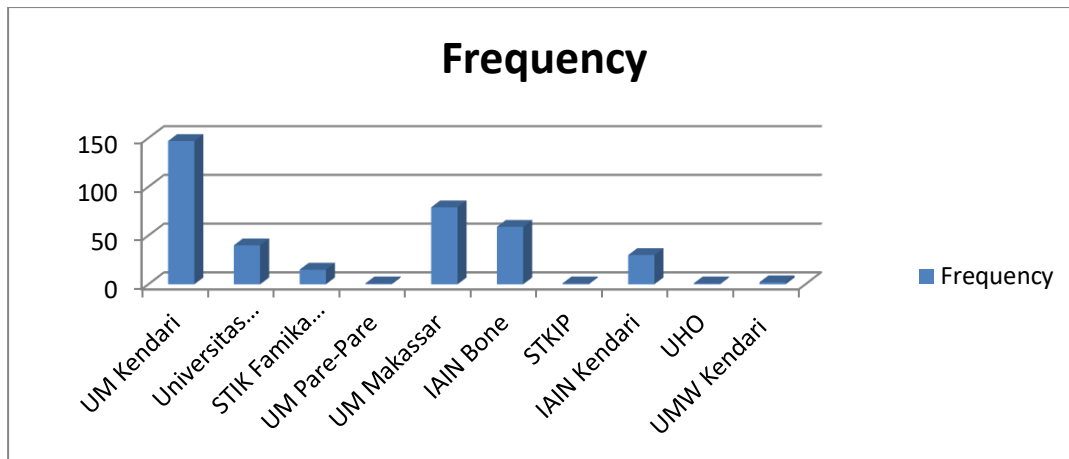


Fig. 1 *Number of Representative Respondents from Universities*

Female students were the majority of respondents in this study. The respondents of this study were from the first level to the seventh level at the universities.

Table 1 *Gender and Level at the University*

A	Gender	Frequency	Percentages (%)
	Male	61	16.26
	Female	314	83.73
	Total	375	100
B	Semester		
	1st	74	19.73
	3rd	137	36.53
	5th	130	34.66
	7th	34	9.06
	Total	375	100

Instrument

An online survey administered in a Google Form had a mixture of closed-ended and open-ended questionnaires. Closed-ended questions were about researching respondents' demographic backgrounds. Meanwhile, the measured dimensions were in the open-ended questions such as e-learning platform types used, LC, and LS in overcoming the problems. Besides, OFGD was conducted to support and clarify data obtained from the survey. Moreover, researchers helped gather respondents in the OFGD since they could be reached through their WhatsApp numbers provided in the demographic surveys.

Data Collection and Analysis

Since this conducted study was during the health crisis era of COVID-19, researchers distributed the Google Form surveys through the WhatsApp group. Member of the WhatsApp group is the association of lecturers who teach the English language in the Eastern part of Indonesia, Sulawesi region. Lecturers sent the Google Form link to their students. In the Google Form, researchers had stated the intention of collecting the information clearly regarding this research purpose. Students filled out the online survey, and data were automatically recorded and displayed in the individual result and recapitulated the results. Fraenkel et al. (2012) stated that online surveys enable researchers to manage and access data researched using various devices easily. The Google Form was the platform used because of its ease of use. Data obtained was captured, categorized, interpreted, and described by researchers.

Results and Discussion

Results

E-Learning Platforms Used

Participants listed twenty-six (26) kinds of e-platforms they used during the health crisis era of COVID-19. The listed e-learning platforms included Zoom, WhatsApp, Google Meet, Google Classroom, Edmodo, Telegram, Microsoft Teams, Webex, Schoology, E-Lumak, Youtube, CloudX, Moodle, Kahoot, E-Learning IAIN Kendari, Ruang Guru, Spada UHO, Padlet, E-Learning UMW, Pahamify, Brainly, Quizizz, IlmuPedia, Discord, Facebook, Instagram. It revealed three categories of e-learning platforms obtained and the most frequently used from the online survey. First, the most favorably used was video conferencing, namely Zoom meeting and Google meet. Second, the options tool used was the management system-based platforms, namely Google Classroom and Schoology. Third, the social media platform, WhatsApp, was also one of the most utilized in the teaching and learning process conducted from home and anyplace, anytime. The rest e-learning platforms identified were less frequently used. There was only a maximum of three times used in a semester for the mentioned less frequently used e-platforms.

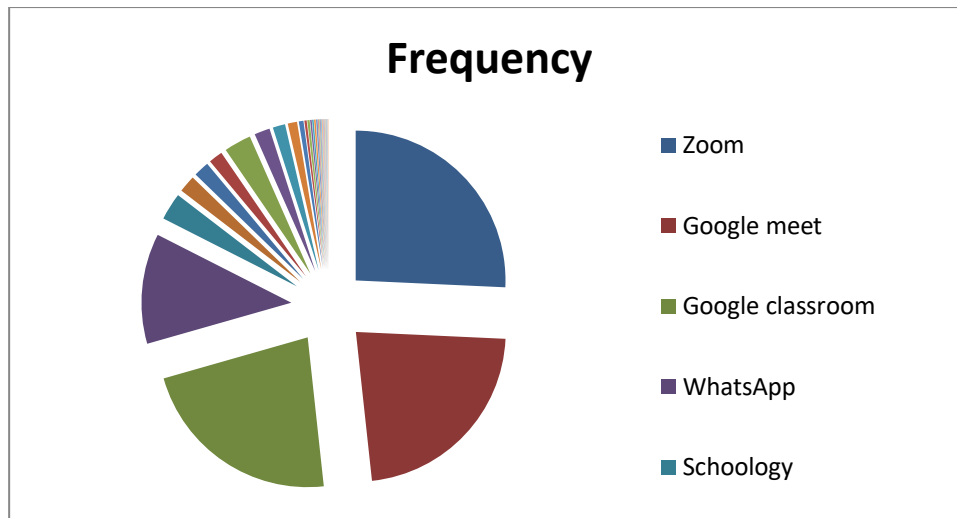


Fig. 2 Platforms Used during the Virtual Learning

LC in Using the E-Platforms

In this study, two LC faced using the e-learning platforms in virtual learning, namely internal and external factors. Internal factors consisted of platform error, monotonous display, confusing features, and wasteful internet data.

Table 2 LC Internal Factors

No	Internal LC Aspects	OFGD Statements
1	Error	<p>For Google classroom, the application usually has an error notification when we are sending the task.</p> <p>Platforms are often slow in the process of sending tasks.</p> <p>The list of attendees in e-learning is often lost. For example, when we were in speaking class. In the first week, we were able to attend, and automatically our name appeared in the platform attendant list. However, the following week when we submitted our attendance for the second week, the information about our attendance in the first week was lost.</p> <p>Quizzes, learning activities, and tasks in the platform sometimes cannot be opened.</p>
2	Monotonous Display	<p>Not all applications can be run from our mobile phones.</p> <p>We often press the wrong button in the application so we cannot hear the audio.</p>

No	Internal LC Aspects	OFGD Statements
		The use of video calls in e-learning is a little bit confusing.
		The material presented in the platform is sometimes monotonous and less attractive.
3	Confusing Features	We are not entirely familiar with the learning platform features. Microsoft Teams application is challenging to use.
4	Wasteful Internet Data	Google meet and zoom applications usually require a fast internet network that is difficult to access in the village. In addition, Zoom meetings can consume at least more than 500 MB of internet quota in the one-course meeting. We often go in and out during meetings via zoom/Google meet, consuming a lot of internet quota.

This study reveals that LC external factors use the E-learning platforms during the health crisis era. Challenges found were internet connection, isolated area, limited mobile data, time management, and overload tasks. The online survey revealed that almost all students who live in urban and rural areas sometimes had an unstable internet connection, and they tended to run the internet data quickly. In addition, students faced problems about lack of abilities in managing time with the overloaded assignments. The presented frequencies of the problems are:

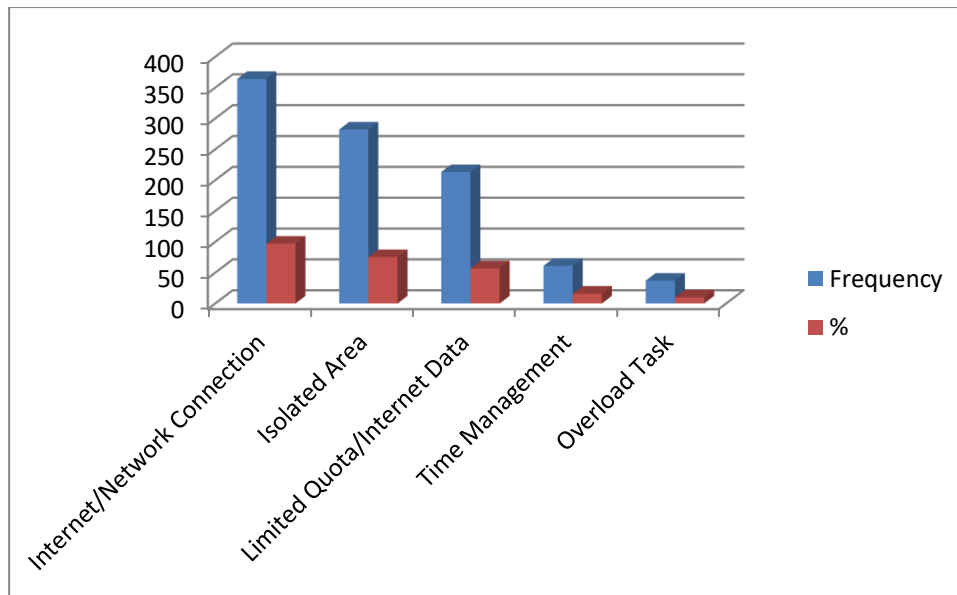


Fig. 3 LC External Factors in Virtual learning

Data summary illustrated from OFGD about the external factor challenges in terms of internet/network connection are as follows:

Table 3 *Internet/Network Connection*

No	OFGD Statements
1	There are various obstacles in the online learning process, one of which is when using Zoom meetings. The obstacle is a network problem. Sometimes, the network becomes terrible when studying at Zoom, so we sometimes have to go in and out of meetings. That makes us miss the lesson explained, and also when we want to say something/communicate, our voice cannot be heard, so we feel disappointed because we cannot convey the lesson.
2	The problem is not in the application, but in the network, which is sometimes very difficult to access the learning material in the particular platform, especially when the lights blackout, sometimes the network is wholly lost, which makes it difficult for us to do assignments or join virtual classes using the application.
3	The problem that usually occurs is interference with the network being used. Furthermore, that is a matter of being out of control.
4	Networks often constrain us, so we sometimes do not follow the lessons well.
5	We have no obstacles in using e-learning applications because it is easy to use. What complicates matters is only the network problem.

No	OFGD Statements
6	We have a problem with the network where the network is sometimes low. As a result, the learning process suddenly comes out of the room, the speaker's voice also falters.
7	The obstacle we experienced in learning using the E-learning application was that the network connection was usually less stable. If it is the rainy season like now, the internet connection usually gets disconnected, which causes the learning process to be less than optimal.
8	The network is sometimes bad even though we have used Wi-Fi. The application is open for a long time, and often forces close, especially zooming.
9	Learning to use e-learning in virtual class is hampered by the limited internet connection.

Further, in this study, 75% of students are from rural. Almost all have stayed in their hometown since the government in March 2020 announced to study from home. Therefore, virtual learning using various platforms during the health crisis-era were internally was not quite challenging. However, concerning internet connection challenges, participants in this study stated their thought and feeling as follows:

Table 4 *Isolated Area*

No	OFGD Statements
1	Unable to master the learning material because it is limited by time and the network, especially when we are in a village. We sometimes have to go to a place with excellent network quality.
2	The network in the village is intricate; the learning quota obtained from the government is still insufficient and slow.
3	The village network is less able to access the application.
4	The problem we face is that there is no network in the village. Our obstacle is that we sometimes submit assignments late, cannot take online classes, and cannot fill in the online presence list because of network constraints. The challenge is finding a network from one village to another to get a good network.

Besides, another external factor was the limited internet data. All students have mobile devices to access the learning material through downloaded and installed learning platforms or even

register to a particular university learning platform. Limited internet data/quota was one of the problems connecting to the learning platforms.

Table 5 *Limited Quota*

No	OFGD Statements
1	Data packages/internet quota runs out quickly due to significant quota usage, primarily via Zoom and Google classroom.
2	Some students still do not get internet data from the government.
3	Cellphone internet quota sometimes cannot access the telegram application.
4	Particular platforms consume too much quota that needs a high-quality network.
5	In virtual learning using the e-learning application, data packages are still limited to download and use e-learning applications (prior to the Ministry of Education and Culture's learning quota).

Time management was other kind of obstacles that students faced during the virtual learning in the health crisis era. It reveals that students were difficult in submitting their task on time. The difficulties are sometimes in terms of slow response and the limited time set for submitting or doing the assignment.

Table 6 *Time Management*

No	OFGD Statements
1	It is pretty tricky to manage time to follow the lesson dealing with the result from the bad connection.
2	It is tricky to send fast responses during learning using the learning platforms.
3	Limited time set in doing and submitting assignments is the concern.

The last external factor was the overload assignments. In this study, students have listed twenty-six kinds of learning platforms. During the teaching and learning, students faced problems as follows:

Table 7 *Overload Task*

No	OFGD Statements
1	We often get stressed because each lecturer uses particular learning platforms and gives one to two assignments every meeting.
2	The lecturer did not monitor well the submitted tasks.

LS in Facing and Solving the Problems

This study reveals that students could solve the internal and external learning challenges they faced in virtual learning using the various platforms mentioned. Moreover, the presented ways of overcoming the challenges are in Table 8 and Table 9.

Table 8 *Internal Factors*

No	Internal Factors	Problems Solving
		Regarding the notifications in the e-learning application, regularly checking the platform is the way to make sure nothing is urgent, as new tasks and deadlines.
		We are trying to adapt to make e-learning more comfortable than offline learning.
		In overcoming problems with learning applications, we usually double-check the application in the play store; sometimes, it is slow because it needs to be re-updated.
		We are making variations in the learning process to make it enjoyable.

Table 8 deals with students' strategies in overcoming problems of internal factors using e-learning platforms in virtual learning in the pandemic era. Students proposed some strategies to overcome the obstacles of platform error, monotonous platform display, platform confusing features, and platform internet data-consuming by adapting to virtual learning. Also, with the platforms, they liked to use such as adapting all features to be familiar with and being active in signing in to see new notification of tasks and materials for exciting and comfortable collaborative learning and independent study.

Meanwhile, students have some proposed and done strategies dealing with the external factors. First, when the internet connection was distracted using a particular virtual learning platform,

students only used one specific feature like audio to prevent the bad connection. Since 75% of students in Sulawesi region tertiary education are from the rural area, most of them could only get internet access when they are at a higher place like the top of the hill or tree. Other proposed strategies were like providing more than one SIM data card in one mobile phone and using only one application during the virtual learning process so that the performance of the e-learning application remains stable.

Table 9 *External Factors*

No	External Factors	Problems Solving
1	Internet Connection	<p>We usually look for a place that provides and connection to the network.</p> <p>Using hotspots and Wi-Fi from neighbors could help open e-learning applications for studying.</p> <p>Telling the lecturer that every time we use the application, it is enough just to activate it via voice and turn the video off to prevent network distraction because when we activate all features, it requires excellent network intensity.</p>
2	Data/Quota	<p>Using card data that has good network quality that supports and saves on quota usage.</p> <p>Supporting internet data are from the University.</p> <p>We usually run the application on mobile phones with two different data cards.</p>
3	Time management	<p>Before starting the meeting, we first check the application.</p> <p>We usually set the weekly schedule.</p> <p>We switch the learning application that is being used by using other learning applications.</p> <p>We usually ask for the soft file and the website link from the lecturers to repeat the lesson.</p>
4	Isolated area	<p>We learn the material and explore the platform features independently.</p> <p>We get internet connection in the high place.</p>
5	Overload task	<p>Updating/downloading the latest version of the e-learning application for smooth performance.</p>

No	External Factors	Problems Solving
		We usually delete junk files on the device used so that performance does not slow down.
		We usually close other applications that are not used during the virtual learning process so that the performance of the e-learning application remains stable.

Discussion

Three important points are discussed in this study. First, this study shows that undergraduate students in the Sulawesi region mostly use video conferencing e-learning platforms like zoom and Google Meet to talk and share their routines and ideas from home to colleagues and, most of the time, learning context. Other learning platforms called management system-based platforms like Google Classroom and Schoology is also favorably used to practice quizzes and other assignments. It is similar to Irfan et al. (2020) that learning management systems are publicly used and available rather than platforms developed by the universities. Third, social media learning platforms like WhatsApp also attract undergraduate students to write, talk, and share learning material for collaboration (Maulina et al., 2019; Maulina et al., 2020; and Maulina et al., 2021). Through the e-learning platforms used in virtual learning, undergraduate students can open the studying environment for handling material and performing their practical activities (Palumbo & Verga, 2015).

Second, this research confirms that undergraduate students face limitations in the virtual space of specific learning platforms that slow down interaction and cater to advanced functionality while also adding to the time limitations and frustrations experienced. Platform error, monotonous display, confusing features, and wasteful internet data are internal LC that undergraduate students undergo, both those who live in the urban and the rural area. Some confusing learning platform features are also other kinds of LC they encounter. Meanwhile, user-friendly platforms for students to quickly learn independently and collaborate with peers in the context of virtual learning are highly needed. The user-friendly and interactive learning environment can positively engage students in asking and answering questions in oral and writing tasks in written form. This study has also figured out that network connection is the most challenging factor in virtual learning. Moreover, students who are in the village find it quite challenging to perform virtual learning experiences. Simultaneously, the virtual learning environment provides opportunities for the ways education is accessed and conveyed.

Last, undergraduate students in this study have proposed some possible strategies. Having more than one internet data card is one way to overcome 75% of undergraduate students who cannot get a high and stable internet connection in rural areas. To get easy access to the e-learning platforms anytime and anywhere, being aware and updated with the learning platform to create and engage in the learning space is one of the strategies done. Besides, providing effective time management and self-establishing learning content varieties are for a collaborative and autonomous learning environment. The instructional lecturer's activities also become more hybrid, provided the challenges experienced during this pandemic are well explored and transformed into opportunities.

Conclusion

During the health crisis era, higher education institutions in Indonesia, in the Sulawesi region, have implemented virtual teaching and learning to accommodate students from urban and rural areas. It is a fast response to maximize COVID-19 transmission from the Indonesian Ministry of Education and Culture. However, this situation and policy still provide some problems that arise, especially from undergraduate students. Three kinds of e-learning platforms utilizing virtual learning from home include video conferencing platforms (Zoom and Google Meet), management system-based platforms (Google classroom and Schoology), and social media (WhatsApp). Students' LC consists of internal and external aspects. Internal aspects include platform error, monotonous display, confusing features, and wasteful internet data. Besides, external aspects comprise internet connection, isolated area, limited mobile data, time management, and overload tasks. Students propose some strategies in overcoming both internal and external aspects by being able to adapt to the learning platforms and familiar with the features also by getting well-maintained internet connection and providing more than one data card in one mobile phone, and using only one application during the virtual learning process so that the performance of the e-learning application remains stable. This study justifies that there should be simultaneous concern regarding data and internet sustainability support from the Indonesian government in the Ministry of Education and Culture and higher education, particularly in the Sulawesi region. This research can be a reference for exploring the obstacles and strategies students face in using e-learning platforms in non-limited regions, locally and globally.

Pedagogical Implication

Successful virtual learning in higher education in developing countries is determined by the presence or absence of success factors ensuring undergraduate students learn virtually during the health crisis era. This current study reveals that challenges can be the cause of failure, while the proposed strategies can be the cause of success. Therefore, it is essential to ensure that teaching staff and students have comprehensive training in E-learning skills. Besides, it is crucial to adopt an E-learning approach at the beginning of the implementation of full-scale E-learning. Also, it is essential to introduce compulsory E-learning courses in the curricula for all students, mainly undergraduate students in developed cities or countries, to equip them with E-learning skills and improve accessibility to E-learning platforms.

Moreover, training on E-learning skills is considered a successful implementation of E-learning. Therefore, it is hoped that such proposed, most favorably e-learning platforms and strategies in overcoming such obstacles or challenges can positively affect the practitioners' overall work satisfaction and motivation. Hence, it is crucial to ensure the exchange and sharing of ideas and practices utilizing friendly-user e-learning platforms, particularly for undergraduate students, to meet the demands of massive education change in the era of global mobility.

References

- Adedoyin, O. B., & Soykan, E. (2020). Covid-19 pandemic and online learning: The challenges and opportunities. *Interactive Learning Environments*, DOI: 10.1080/10494820.2020.1813180.
- Alahdal, A., Aldhali, F. I. A., & Bahari, A. (2020). Coronavirus (Covid-19) and mental health concerns of university students in KSA: An empirical study at Qassim University. *The Asian EFL Journal*, 27(4.4), 338-359. Retrieved from <https://www.asian-efl-journal.com/monthly-editions-new/2020-monthly-editions/volume-27-issue-4-4-october-2020/>
- Alghammas, A. (2020). Online language assessment during the COVID-19 pandemic: University faculty members' perceptions and practices. *The Asian EFL Journal*, 27(4.4), 167-195. Retrieved from <https://www.asian-efl-journal.com/monthly-editions-new/2020-monthly-editions/volume-27-issue-4-4-october-2020/>
- Ali, S., Uppal, M.A. and Gulliver, S.R. (2018), "A conceptual framework highlighting e-learning implementation barriers", *Information Technology & People*, 31(1), 156-180. <https://doi.org/10.1108/ITP-10-2016-0246>.

- Basilaia, G., & Kvavadze, D. (2020). Transition to online education in schools during a SARS-CoV-2 Coronavirus (COVID-19) pandemic in Georgia. *Pedagogical Research*, 5(4), 1-9.
- Beetham, H., & Sharpe, R. (2007). *Rethinking Pedagogy for a Digital Age: Designing and Delivering E-Learning*. London: Routledge. <https://doi.org/10.4324/9780203961681>.
- Carroll, N. (2013). E-learning – the McDonaldization of education. *European Journal of Higher Education*, 3(4), 342-356, DOI: 10.1080/21568235.2013.833405.
- Gregory, J., & Salmon, G. (2013). Professional development for online university teaching. *Distance Education*, 34(3), 256–270. DOI: 10.1080/01587919.2013.835771.
- Gunawan, G., Suranti, N. M. Y., & Fathoroni, F. (2020). Variations of models and learning platforms for prospective teachers during the COVID-19 pandemic period. *Indonesian Journal of Teacher Education*, 1(2), 61-70. Retrieved from <https://journal.publication-center.com/index.php/ijte/article/view/95>
- Irfan, M., Kusumaningrum, B., Yulia, Y., & Widodo, S.A. (2020) Challenging during the pandemic: Use of E-learning in Mathematics learning in Higher Education. *Journal of Mathematics Education*, 9(20), 147-158.
- Jacinto, M. J. & Alieto, E. (2020). Virtual teaching attitude and technological competence among English as second language (ESL) teachers: Implications for the management of learning. *The Asian EFL Journal*, 27(4.4), 403-432. Retrieved from <https://www.asian-efl-journal.com/monthly-editions-new/2020-monthly-editions/volume-27-issue-4-4-october-2020/>
- Jaques, D., & Salmon, G. (2007). *Learning in groups: A handbook for face-to-face and online environments*. Abingdon, UK: Routledge.
- Jewitt, C., Clark, W., & Hadjithoma-Garstka, C. (2011). The use of learning platforms to organise learning in English primary and secondary schools. *Learning, Media and Technology*, 36(4), 335-348, DOI: 10.1080/17439884.2011.621955.
- Jin, L., Wen, Z., & Gough, N. (2010). Social virtual worlds for technology-enhanced learning on an augmented learning platform. *Learning, Media and Technology*, 35(2), 139-153, DOI: 10.1080/17439884.2010.494424.
- Kirkwood, A., & Price, L. (2014). Technology-enhanced learning and teaching in higher education: What is ‘enhanced’ and how do we know? A critical literature review. *Learning, Media and Technology*, 39(1), 6-36. DOI:10.1080/17439884.2013.770404.

- Lee, R., Looi, K.H., Faulkner, M., & Neale, L. (2020). The moderating influence of environment factors in an extended community of inquiry model of e-learning. *Asia Pacific Journal of Education*, 41(1), 1-15, DOI: 10.1080/02188791.2020.1758032.
- Maulina, Noni, N., & Basri, M. (2019). WhatsApp audio and video chat-based in stimulating students' self-confidence and motivation to speak English. *The Asian EFL Journal*, 23 (6.3), 181-203. Retrieved from <https://www.asian-efl-journal.com/main-editions-new/2019-main-journal/volume-23-issue-6-3-november-2019/>
- Maulina, Noni, N., & Basri, M. (2020). *Basic Speaking: WhatsApp-Based Daily Conversation*. Yogyakarta: Deepublish.
- Maulina, Geelan, D., Basri, M., & Noni, N. (2021). Constructing WhatsApp-based speaking instructional material (WABSIM) for EFL teaching and learning: A need analysis. *The Asian EFL Journal*, 28(1.2), 89-110. Retrieved from <https://www.asian-efl-journal.com/wp-content/uploads/AEJ-Volume-28-Issue-1.2-February-2021.pdf>
- Means, B. (2010). Technology and education change: Focus on student learning. *Journal of Research on Technology in Education*, 42(3), 285-307, DOI: 10.1080/15391523.2010.10782552.
- Özyurt, Ö., Özyurt, H., Baki, A., & Güven, B. (2013). Integration into mathematics classrooms of an adaptive and intelligent individualized e-learning environment: Implementation and evaluation of UZWEBMAT. *Computers in Human Behavior*, 29, 726-738, <https://doi.org/10.1016/j.chb.2012.11.013>.
- Palumbo, E., & Verga, F. (2015). Creation of an integrated environment to supply e-learning platforms with Office Automation features. *Interactive Learning Environments*, 23(6), 766-777, DOI: 10.1080/10494820.2013.815220.
- Passey, D., & Higgins, S. (2011). Learning platforms and learning outcomes-insights from research. *Learning, Media and Technology*, 36(4), 329-333, DOI: 10.1080/17439884.2011.626783.
- Rasyiid, R. N., Maulina, M., Resueño, C. P., Nasrullah, R., & Rusli, T. I. (2021). Instagram usage in learning English: A literature review. *Tell: Teaching of English Language and Literature Journal*, 9(2), 133-146. Doi: <http://dx.doi.org/10.30651/tell.v9i2.9482>.
- Richards, C. (2006). Towards an integrated framework for designing effective ICT-supported learning environments: The challenge to better link technology and pedagogy. *Technology, Pedagogy and Education*, 15(2), 239-255, DOI: 10.1080/14759390600769771

- Salmon, G. (2014). Learning innovation: A framework for transformation. *European Journal of Open, Distance and e-Learning*, 17(1), 219–235.
- Saputra, U. R., Maulina, M., Nasrullah, R., & Sakkir, G. (2021). Students' Sentence Errors on WhatsApp Daily Status: A Literature Review. *Celebes Journal of Language Studies*, 1(1), 23-31. Retrieved from <http://www.harpressid.com/index.php/CJLS/article/view/31>
- Sulisworo, D., Rohmadheny, P.S., Fatimah, N., & Arif, D. B. (2020). Learning analytics to predict students achievement in online learning during covid-19 mitigation. *International Journal of Psychosocial Rehabilitation*, 24(10), 1844-1861.



Stress and Depression in the Workplace of Educators in the Philippines

Caren Casama Orlanda-Ventayen

Pangasinan State University, Alaminos City Campus

Randy Joy Magno Ventayen

Pangasinan State University, Lingayen Campus

Biodata:

Caren Casama Orlanda-Ventayen is currently the Department Chairperson of Elementary and General Education Department of Pangasinan State University, Alaminos City Campus. Formerly, she is the Planning Coordinator of the said campus and formerly from the Senior High School Department of Pangasinan State University, Lingayen Campus. A graduate of Master of Arts in Education major in Educational Management. She finished her Bachelor's degree in Elementary Education at the Adelphi College in Lingayen, Pangasinan, and Bachelor of Secondary Education major in Technology and Livelihood Education at Pangasinan State University, Lingayen Campus. Currently, she is writing her dissertation leading to the Doctor of Education, major in Educational Management in Pangasinan State University, Open University Systems. Email: cventayen@psu.edu.ph

Randy Joy Magno Ventayen is the current Acting Campus Executive Director of Pangasinan State University, Lingayen Campus. Prior to the current designation, he is the University Director for Public Relations, Publication and Information of Pangasinan State University. He is also a faculty of PSU Open University Systems, PSU Lingayen Campus and a mobile faculty of PSU Binmaley Campus, PSU Bayambang Campus and PSU Asingan Campus. He Graduated his Doctoral Degree in Business Administration in 2010 and Doctor in Information Technology at the University of the Cordilleras in consortium with Ateneo de Manila University in 2019. He also served as the University Web Administrator of Pangasinan State

University in 2016 to 2018, and the former Dean of the College of Business and Public Administration of PSU Lingayen Campus. Email: dayjx@yahoo.com

Abstract

Workplace Stress and depression should be treated properly in order to maintain productive teaching as the noblest profession. Unmanaged stress and depression could lead to a serious outcome that affects the happy environment in the classroom. Thus, managing stress and avoiding depression in the workplace is one of the important situations that a teacher should aim in order to succeed. This study aims to determine the level of workplace stress and depression of the educators in the Philippines by gathering their profile, workplace stress, and the state of depression. A correlation was investigated if there is a significant difference in the profile to the workplace stress and state of depression. Based on the result of the study, teachers sometimes experience stress in the workplace, while some experience depression at some point in time. It is recommended that teachers should understand how to practice stress management and avoiding depression.

Keywords: *English, academic performance*

Introduction and Background of the Study

Teaching is the noblest profession because it is the source of all professionals in the world. Without teachers, there will be no knowledge that was imparted and transferred. In order to continuously improved the educational system, healthy teachers are needed to maintain a happy environment in the classroom. Thus, managing stress in the workplace is one of the important situations that a teacher should aim in order to succeed. Academic Workload should also be manageable to maximize the productivity of the teachers.

Several news regarding the suicide of teachers in the Philippines shocked the education sector in the Philippines (BusinessMirror, 2018). Based on several media reports, the Department of Education is mourning over the death of a teacher and say that they will look into it and it is non-work related. The Department also clarifies that the workload should not be blamed for the teacher's suicide because there are other factors that may contribute (Mateo, 2018; Reyes, 2018). While The Teachers' Dignity Coalition (TDC) met with DepEd officials to discuss concerns over the supposed workload, it cited that the heavy burden of paperwork is one of the reasons for the teacher who hanged herself in one case teachers' suicide in 2018. (Mateo, 2018).

While the education sector refuses to correlate workload with the suicides, they still emphasize that it is a wake-up call for public school teachers to learn how to manage work pressures that reacting to news circulating on social media that heavy paperwork had prompted one multi-grade teacher to commit suicide. The Department of Education urged to lighten teacher workloads (Hernando-Malipot, 2018). Due to the numerous reports, the secretary of the Department of Education said that they have already reduced the workload of teachers, which includes clerical and paper works. Based on the news report, the secretary added that they are currently studying how to unload further teachers (Terrazola, 2018).

The Objective of the Study

This study aims to determine primary and secondary school sentiments by gathering the teacher's profile, Workplace Stress, and the State of Depression. A correlation will be investigated if there is a significant difference in the profile to the workplace stress and state of depression. This study also aims to ask teachers all over the country on their workloads and perception about teacher's depression.

Statement of the Problem

What is the profile of the respondents in terms of:

Age

Sex

Employment Status

Employment Type

Teaching Level

Level of Education

Salary Range

Length of Service

Region

What is the level of workplace stress?

What is the level of Depression Assessment?

Is there a significant difference between the profile of the respondents and workplace stress?

Is there a significant difference between the profile of the respondents and the depression assessment?

Literature Review

Teachers are the ones who teach the students to be the best they can be; they should also be a role model for the student. In most cases, teachers are helping the students to avoid wrong thinking such as depression (Shilubane et al., 2015). One result of the study shows that teachers overwhelmingly agreed that they should have a role in suicide prevention (Hatton et al., 2017). Teachers' suicide is not new; there have been reported cases in the past such as the 3 Chinese teachers in Hong Kong in 1994, which were preceded by the suicides of several students. In the investigated study, teachers are said to have a greater workload in addressing the needs of more troubled students, which may increase their stress levels. (Leung, 1994).

Non-teaching career is not excluded from the historical problems of suicide. Several studies conducted linked workload in depression and suicidal thoughts. One study shows a review of studies of stress and occupational difficulties experienced by veterinary surgeons. The results show that Occupational stressors included long working hours, heavy workload, poor work-life balance, difficult client relations are stressors that contribute to depression and suicidal thoughts. (Mendoza, 2019a, 2019b; Platt et al., 2012).

Despite the reported cases in the Philippines, the result of the study is different from the United States of America, where teachers have the lowest suicide rate of any profession. While Workers in farming, fishing, and forestry jobs had the highest rate: 84.5 per 100,000 workers, the suicide rate among people in education, training and library jobs was 7.5 per 100,000 workers (McIntosh et al., 2016; Tiesman et al., 2015). Comparing the workload in the United States teachers, predictably, U.S. teachers also spend more time teaching in the classroom than their international one study shows that U.S. teachers in grades 10 through 12 spent an average of 1,076 hours teaching students each year, while the global average is just 655 hours (Organisation for Economic Co-operation and Development, 2007, 2012, 2014). Based on the study, the working hours of teachers outside the Philippines are 3 to 5 hours a day. The report covers all 34 OECD member countries as well as ten partner countries (Moeny, 2014).

The workload of Educators in the Philippines

When we say Educators in the Philippines, we are referring to all with a teaching career that includes teachers, instructors, and professors. Elementary teachers teach from Grade 1 to 8, junior high school teachers teach Grade 9 to 10, and senior high school teachers teach Grade 11 and 12 (Department of Education, 2009). Those teaching in the Vocational Programs and Higher Educational Institutions are called Instructors or Professors depending on the rank (Department of Budget Management, 2012). The regular workload for Teachers is 6 hours a

day or 30 hours a week for a full-time teacher, which still excludes other functions as a teacher (Department of Education, 2009). While in State University and Colleges, a typical full-time Instructor or Professor is handling 18 hours teaching load per week with full time teaching time excluding designation, research, and extension function. SUC professors are de-loaded by corresponding other functions such as research, extension (Tarlac State University, 2008) and privilege in ongoing graduate education. There are some faculties in the State University that has a maximum of 3 to 6 hours a week teaching load because of full-time Graduate Schooling (Commission on Higher Education, 2016) due to the K to 12 Transition in the Philippines.

Synthesis of Literature Review

Based on the brief literature review, it can be seen that a heavy academic workload can cause stress and depression in the workplace. Despite this, there are other factors that affect the actions, stress and depression can be a triggering factor. In the United States, the teacher has the lowest suicidal rate. A workload of teachers in the United States is higher than other OECD countries which are around 3 to 5 hours a day, while in the Philippines the regular workload of a teacher is 6 to 8 hours a day for Elementary and Secondary teachers and 3 to 4 hours a day for State University Instructors or Professors excluding research and extension function.

Methodology

The target respondents of this study are all the educators in the Philippines. All teachers are invited to participate in the survey by answering an online form that was distributed in CHED K to 12 Program Scholars group, TESDA Teachers group, and DepEd Tambayan Facebook Group. Purposive and convenience sampling was used in order to gather the respondents. Participants were requested to complete the survey by posting the link in the three Facebook groups. The researcher shortens the link using bit.ly. The survey questionnaire was floated using Google Forms, and extracted in CSV format for analysis.

Statistical Treatment Used

Frequency and Percentage were used in the primary objectives such as the profile of the respondents. Average weighted mean was also used in determining the interpretation based on the Likert rating scale used.

Table 1 Likert Scale Used

Range	Descriptive Equivalent	Descriptive Equivalent
3.25 to 4.00	Strongly Agree	Often
2.50 to 3.24	Agree	Sometimes
1.75 to 2.49	Disagree	Seldom
1.00 to 1.74	Strongly Disagree	Never

For the last problem, A Pearson correlation was also used and measured Correlation that is significant at the 0.05 level (2-tailed). In order to simplify statistical computation, all data was inputted into the software SPSS for faster analysis of data.

The result of the study

The result part of the study determines primary and secondary school sentiments by gathering the teacher's profile, Workplace Stress, and the State of Depression. A Correlation will be investigated if there is a significant difference in the profile to the workplace stress and state of depression.

Profile of Respondents

The majority of the respondents are female with 74 percent of the total respondents. This implies that there are more female educators in the Philippines compared to male educators.

Table 2 Frequency and Percentage distribution of respondents in terms of sex

Sex	Frequency	Percentage
Male	106	26
Female	301	74
TOTAL	407	100

As shown in the table, the majority of the respondents with a 92.1 percent have the security of tenure.

Table 3 Frequency and Percentage Distribution of Respondents according to Employment

Status

Employment Status	Frequency	Percentage
--------------------------	------------------	-------------------

Regular/Permanent	375	92.1
Probationary/Temporary	13	3.2
Contractual/Contract of Service/Part-Time	19	4.7
TOTAL	407	100

As shown in Table 4, the Majority of the respondents are working in the government sector.

*Table 4 Frequency and Percentage Distribution of Respondents in terms of Length
Employment Type*

Employment Type	Frequency	Percentage
Government	369	90.7
Private	38	9.3
TOTAL	407	100

The teaching level of educators in the Philippines is distributed from the kindergarten level to the tertiary level.

Table 5 Frequency and Percentage Distribution of Respondents in terms of Teaching Level

Teaching Level	Frequency	Percentage
Kindergarten	6	1.5
Elementary (Grade 1 to 3)	55	13.5
Elementary (Grade 4 to 8)	96	23.6
Junior High School (Grade 9 and 10)	89	21.9
Senior High School (Grade 11 and 12)	77	18.9
Vocational Level	45	11.1
Undergraduate / College	39	9.6
TOTAL	407	100

As shown in Table 6, the majority of the respondents have ongoing Master's units.

Table 6 Frequency and Percentage Distribution of Respondents in terms of Level of Education

Level of Education	Frequency	Percentage
Vocational or Bachelor's Level	1	2
Bachelor's Graduate	102	25.1
Master Level	150	36.9
Masteral Graduate	69	17
Doctoral Level	71	17
Doctoral Graduate	14	3.4
TOTAL	407	100

Table 7 shows the salary range of Teachers in the Philippines, where the majority of the respondents have 10,000 to 20,000, followed by 20,000 to 30,000.

Table 7 Frequency and Percentage Distribution of Respondents in terms of Salary Range

Salary Range	Frequency	Percentage
Less than 10,000	53	13
10,001 to 20,000	271	66.6
20,001 to 30,000	37	9.1
30,001 to 40,000	18	4.4
40,001 to 50,000	6	1.5
50,001 to 75,000	16	3.9
75,001 to 100,000	4	1.0
TOTAL	405	99.5

The majority of the respondents are engaged in teaching from 2 to 5 years.

Table 8 Frequency and Percentage Distribution of Respondents in terms of Preference of Length of Service

Length of Service	Frequency	Percentage
Less than a year	24	5.9

1 to 2 years	41	10.1
2 to 5 years	107	26.4
6 to 10 years	104	25.6
11 to 15 years	67	16.5
16 to 20 years	25	6.2
21 to 30 years	32	7.9
30 years and above	6	1.5
TOTAL	406	100

The distribution of respondents shows that all regions are distributed.

Table 9 Frequency and Percentage Distribution of Respondents in terms of Region

Highest Academic Qualification	Frequency	Percentage
Region 1	71	17.4
CAR	13	3.2
NCR	33	8.1
Region 2	18	4.4
Region 3	38	9.3
Region 4A	67	16.5
Region 4B	6	1.5
Region 5	9	2.2
Region 6	21	5.2
Region 7	56	13.8
Region 8	41	10.1
Region 9	27	6.6
CARAGA	4	1.0
ARMM	1	0.2
TOTAL	406	100

The workplace stress of teachers is shown in the table, where most of the teachers need more time in order to finish the required task given to them. As stated in the literature review, the regular workload for elementary and secondary level teachers is 6 hours a day or 30 hours a

week, which still excludes other functions as a teacher (Department of Education, 2009). This implies that the workload of educators in the Philippines is overloaded and teachers need more time to finish the task assigned to them. Most of the educators agree that work is continuous as a teacher and does not practice their authority over their work where lack of acknowledgment and appreciation is also an issue as there is an impact of autocratic and democratic leadership style on their job satisfaction (Bhatti et al., 2012).

Workload also interferes with the family and social obligations of the teachers, where some of the teachers are bringing their paperwork at home. 75 percent of school hours are consumed in teaching and the remaining 25 percent of school hours are dedicated to paper works.

Table 10 Level of Workplace Stress of Teachers

Indicators on Workplace Stress	Mean	Descriptive Equivalent
I can't honestly say what I really think or get things off my chest at work.	2.55	Agree
My job has a lot of responsibility, but I don't have very much authority	2.77	Agree
I could usually do a much better job if I were given more time	3.18	Agree
I seldom receive adequate acknowledgment or appreciation when my work is really good	2.74	Agree
In general, I am not particularly proud or satisfied with my job	2.22	Disagree
I have the impression that I am repeatedly picked on or discriminated against at work	2.13	Disagree
My workplace environment is not very pleasant or safe	2.22	Disagree
My job often interferes with my family and social obligations, or personal needs	2.64	Agree

I tend to have frequent arguments with superiors, coworkers or customers	2.00	Disagree
Most of the time I feel I have very little control over my life at work	2.40	Disagree
Weighted Mean	2.49	Disagree

Workplace depression of teachers is shown in table 11, where teachers are bothered by feeling tired or having little energy over the last two weeks. It is also shown that teachers do not have a severe depression towards work since most of them are educated and may be able to handle the situation even in hard times.

The number of suicide cases of educators is alarming to the education sector of the Philippines (BusinessMirror, 2018). The Department of Education clarifies that the workload should not be blamed for the teacher's suicide because there are other factors that may contribute (Mateo, 2018; Reyes, 2018). While The Teachers' Dignity Coalition (TDC) met with DepEd officials to discuss concerns over the supposed workload, the department was urged to lighten teacher workloads (Hernando-Malipot, 2018). The result of the study does not support that workload should be blamed in the depression of the teachers who committed suicides. There is no direct effect of the workload, though it may be a contributory factor that a teacher might end his or her life due to workload.

Table 11 Level of Depression of the Teachers

Depression Assessment	Mean	Descriptive Equivalent
How often have you been bothered by feeling down, depressed, irritable, or hopeless over the last two weeks?	2.18	Seldom
How often have you been bothered that you have little interest or pleasure in doing things over the last two weeks?	2.18	Seldom
How often have you been bothered by trouble falling asleep, staying asleep,	2.25	Seldom

or sleeping too much over the last two weeks?		
How often have you been bothered that you have poor appetite, weight loss, or overeating over the last two weeks?	2.12	Seldom
How often have you been bothered by feeling tired, or having little energy over the last two weeks?	2.50	Sometimes
How often have you been bothered by feeling bad about yourself – or feeling that you are a failure, or that you have let yourself or your family down over the last two weeks?	2.07	Seldom
How often have you been bothered that you have trouble concentrating on things like school work, reading, or watching TV over the last two weeks?	2.19	Seldom
How often have you been bothered that you have trouble concentrating on things like school work, reading, or watching TV over the last two weeks?	1.87	Seldom
How often have you been bothered by thoughts that you would be better off dead, or of hurting yourself in some way over the last two weeks?	1.64	Never
How often have you been feel that you want to give up?	1.93	Seldom
Weighted Mean	2.09	Seldom

The table shows that there is a significant difference between the level of workplace stress across teaching level, educational attainment and salary range.

Based on the result of the study, the level of stress is high for the teachers teaching in Kindergarten, followed by the Junior and Senior levels compared to the elementary grade. It was also shown that Workplace stress is lower in vocational and college level compared to any other educational level. A typical full-time Instructor or Professor is handling 18 hours and are de-loaded by corresponding other functions such as research, extension (Tarlac State University, 2008), while the teacher in the kindergarten up to the senior high school are teaching 30 hours per week with an average of 6 hours a day.

Bachelor's graduate and master's level teachers have a higher level of workplace stress than those who graduate with a master's degree and doctoral degree. Likewise, those earning below 20,000 has a higher level of stress compared to those who are earning 20,000 and above. The result of the study agrees with several studies that salary has a contribution to the level of stress of workers (Muhammad Shahzad Chaudhry; Hazoor Muhammad Sabir; Rafi, 2011; Parvin & Karbin, 2011; Teck-Hong & Waheed, 2011).

Table 12 Significant Difference between Level of Workplace Stress and profile variables

Profile Variables	Groups	Mean	Result	F-value	Sig. Level	Interpretation
Sex	Male	2.42	Disagree	1.187	0.277	Not Significant
	Female	2.51	Agree			
Employment Status	Regular/Permanent	2.49	Disagree	0.118	0.889	Not Significant
	Probationary/Temporary	2.40	Disagree			
	Contractual/Contract of Service/Part-Time	2.48	Disagree			
Employment Type	Government	2.50	Agree	3.210	0.074	Not Significant
	Private	2.30	Disagree			
Teaching Level	Kindergarten	2.85	Agree	5.016	0.00	Significant
	Elementary (Grade 1 to 3)	2.46	Disagree			
	Elementary (Grade 4 to 8)	2.49	Disagree			

	Junior High School (Grade 9 and 10)	2.63	Agree			
	Senior High School (Grade 11 and 12)	2.62	Agree			
	Vocational Level	2.22	Disagree			
	Undergraduate / College	2.14	Disagree			
Level of Education	Vocational or Bachelor's Level	2.60	Agree	3.185	0.008	Significant
	Bachelor's Graduate	2.62	Agree			
	Masteral Level	2.55	Agree			
	Masteral Graduate	2.33	Disagree			
	Doctoral Level	2.31	Disagree			
	Doctoral Graduate	2.34	Disagree			
Salary Range	Less than 10,000	2.50	Agree	2.192	0.043	Significant
	10,001 to 20,000	2.52	Agree			
	20,001 to 30,000	2.25	Disagree			
	30,001 to 40,000	2.13	Disagree			
	40,001 to 50,000	2.05	Disagree			
	50,001 to 75,000	2.61	Agree			
	75,001 to 100,000	2.98	Agree			
Length of Service	Less than a year	2.38	Disagree	1.197	0.303	Not Significant
	1 to 2 years	2.53	Agree			
	2 to 5 years	2.47	Disagree			
	6 to 10 years	2.57	Agree			
	11 to 15 years	2.55	Agree			
	16 to 20 years	2.38	Disagree			
	21 to 30 years	2.32	Disagree			
	30 years and above	2.05	Disagree			
Region	Region 1	2.40	Disagree	0.632	0.827	Not Significant
	CAR	2.49	Disagree			
	NCR	2.63	Agree			

	Region 2	2.56	Agree			
	Region 3	2.52	Agree			
	Region 4A	2.44	Disagree			
	Region 4B	2.13	Disagree			
	Region 5	2.21	Disagree			
	Region 6	2.52	Agree			
	Region 7	2.49	Disagree			
	Region 8	2.54	Agree			
	Region 9	2.62	Agree			
	CARAGA	2.38	Disagree			
	ARMM	2.70	Agree			

The table shows that there is a significant difference between the level of workplace depression across employment type, teaching level, educational attainment, and salary range.

Based on the result of the study, the level of depression is high for the teachers teaching in the government sector than in the private institutions. It was also presented that Junior and elementary grade levels are more depressed than other educators. It was also shown that Workplace depression is lower in vocational and college level compared to any other educational level. A workload and stress may contribute to the level of depression, especially among those working full time (Caspi et al., 2003; Kubo, 2007; Van Praag, 2004).

Bachelor's graduate and master's level teachers have a higher level of depression than those who graduate in a master's degree and doctoral degree. Likewise, those earning below 20,000 have a higher level of depression than those earning 20,000 and above. Despite the result of the study shows that those earning 50,000 and above have a higher level of depression compared to the other range, the limitation of this research is very limited to the few numbers of respondents that may not represent the overall population.

Table 13 Significant Difference between Frequency of Depression and profile variables

Profile Variables	Groups	Mean		F-value	Sig. Level	Interpretation
Sex	Male	2.09	Seldom	0.011	0.915	Not Significant
	Female	2.10	Seldom			
	Regular/Permanent	2.08	Seldom	1.57	0.21	

Employment Status	Probationary/ Temporary	2.08	Seldom			Not Significant
	Contractual/ Contract of Service/Part-Time	2.40	Seldom			
Employment Type	Government	2.17	Seldom	4.46	0.035	Significant
	Private	1.84	Seldom			
Teaching Level	Kindergarden	2.17	Seldom	6.44	0.000	Significant
	Elementary (Grade 1 to 3)	2.27	Seldom			
	Elementary (Grade 4 to 8)	2.22	Seldom			
	Junior High School (Grade 9 and 10)	2.33	Seldom			
	Senior High School (Grade 11 and 12)	2.05	Seldom			
	Vocational Level	1.72	Never			
	Undergraduate / College	1.61	Never			
Level of Education	Vocational or Bachelor's Level	2.60	Sometimes	7.90	0.000	Significant
	Bachelor's Graduate	2.62	Sometimes			
	Masteral Level	2.55	Sometimes			
	Masteral Graduate	2.33	Seldom			
	Doctoral Level	2.31	Seldom			
	Doctoral Graduate	2.34	Seldom			
Salary Range	Less than 10,000	2.09	Seldom	4.29	0.000	Significant
	10,001 to 20,000	2.14	Seldom			
	20,001 to 30,000	1.83	Seldom			
	30,001 to 40,000	1.66	Never			
	40,001 to 50,000	1.31	Never			
	50,001 to 75,000	2.52	Sometimes			
	75,001 to 100,000	2.78	Sometimes			

Length of Service	Less than a year	2.25	Seldom	1.28	0.257	Not Significant
	1 to 2 years	2.25	Seldom			
	2 to 5 years	2.14	Seldom			
	6 to 10 years	2.08	Seldom			
	11 to 15 years	2.09	Seldom			
	16 to 20 years	1.74	Never			
	21 to 30 years	2.0	Seldom			
	30 years and above	1.95	Seldom			
Region	Region 1	2.23	Seldom	0.951	0.50	Not Significant
	CAR	2.24	Seldom			
	NCR	2.17	Seldom			
	Region 2	2.09	Seldom			
	Region 3	2.13	Seldom			
	Region 4A	1.90	Seldom			
	Region 4B	1.95	Seldom			
	Region 5	1.61	Never			
	Region 6	2.01	Seldom			
	Region 7	2.18	Seldom			
	Region 8	2.11	Seldom			
	Region 9	1.99	Seldom			
	CARAGA	2.22	Seldom			
	ARMM	2.30	Seldom			

Based on the overall result of the study, stress and depression of teachers are connected to each other, but as a limitation of this study, causes are not identified. Stress is the body's response to physical or emotional demands and emotional stress can play a role in causing depression or being a symptom. A stressful situation, especially in the workload of the teachers, can trigger feelings of depression, and these feelings can make it more difficult to deal with stress.

Conclusions, Pedagogical Implications and Recommendations

Teaching is the noblest profession because it is the source of all professionals in the world. Without teachers, there will be no knowledge that was imparted and transferred. As a conclusion of this study, the level of stress and depression is high for the teachers teaching at

lower levels such as kindergarten, elementary and high school. It was also shown that Workplace stress and depression is lower in vocational and college level.

The study's findings have several pedagogical implications to maintain the positive mindset of our educators to have a definite attitude towards workload. Firstly, teachers must increase their awareness regarding mental health. They need to develop a mindset that mental health is essential for productivity in the workplace. Secondly, teachers also need to supplement their knowledge with spirituality which helps them to become closer to the creator. Thirdly, the administration must also support to avoid mental stress and excessive workload. It is recommended that the government and administrator look at the possible intervention to minimize educators' stress and depression.

References

- Bhatti, N., Maitlo, G. M., Shaikh, N., Hashmi, M. A., & Shaikh, F. M. (2012). The Impact of Autocratic and Democratic Leadership Style on Job Satisfaction. *International Business Research*. <https://doi.org/10.5539/ibr.v5n2p192>
- BusinessMirror. (2018). *Suicide of teachers, children prompts call for govt action / BusinessMirror*. <https://businessmirror.com.ph/suicide-of-teachers-children-prompts-call-for-govt-action/>
- Caspi, A., Sugden, K., Moffitt, T. E., Taylor, A., Craig, I. W., Harrington, H. L., McClay, J., Mill, J., Martin, J., Braithwaite, A., & Poulton, R. (2003). Influence of life stress on depression: Moderation by a polymorphism in the 5-HTT gene. *Science*. <https://doi.org/10.1126/science.1083968>
- Commission on Higher Education. (2016). *CHED K to 12 Transition Program*. CHED K to 12 Transition Unit. <https://chedk12.wordpress.com/sgs/>
- Department of Budget Management. (2012). *Chapter 7 Position Classification and Compensation Scheme for Faculty Positions in State Universities and Colleges*. <https://www.dbm.gov.ph/wp-content/uploads/2012/03/Manual-on-PCC-Chapter-7.pdf>
- Department of Education. (2009). *February 24, 2009 DO 16, s. 2009 – Addendum to DepEd Memorandum No. 291, s. 2008 (Guidelines for the Implementation of CSC Resolution No. 080096 on Working Hours for Public School Teachers)*. DepEd Memorandum. <http://www.deped.gov.ph/2009/02/24/do-16-s-2009-addendum-to-deped-memorandum-no-291-s-2008-guidelines-for-the-implementation-of-csc-resolution-no-080096-on-working-hours-for-public-school-teachers/>
- Hatton, V., Heath, M. A., Gibb, G. S., Coyne, S., Hudnall, G., & Bledsoe, C. (2017). Secondary

- Teachers' Perceptions of their Role in Suicide Prevention and Intervention. *School Mental Health*. <https://doi.org/10.1007/s12310-015-9173-9>
- Hernando-Malipot, M. (2018). *DepEd urged to reduce teachers' workload* » *Manila Bulletin News*. Manila Bulletin. <https://news.mb.com.ph/2018/08/02/depd-urged-to-reduce-teachers-workload/>
- Kubo, C. (2007). Stress and depression. In *Nippon rinsho. Japanese journal of clinical medicine*. <https://doi.org/10.1146/annurev.clinpsy.1.102803.143938>
- Leung, J. P. (1994). Teacher suicide in Hong Kong: Causes and prevention. In *Bulletin of the Hong Kong Psychological Society*. https://doi.org/10.1007/978-3-319-23766-4_66
- Mateo, J. (2018). *DepEd probes teacher suicides*. The Philippine Star. <https://www.philstar.com/other-sections/education-and-home/2018/08/30/1846977/depd-probes-teacher-suicides>
- McIntosh, W. L., Spies, E., Stone, D. M., Lokey, C. N., Trudeau, A.-R. T., & Bartholow, B. (2016). Suicide Rates by Occupational Group — 17 States, 2012. *MMWR. Morbidity and Mortality Weekly Report*, 65(25), 641–645. <https://doi.org/10.15585/mmwr.mm6525a1>
- Mendoza, R. D. (2019a). The variation between public and private secondary school teachers in Sulu: Evidence from verbal English fluency, workplace stress, coping mechanism and job performance. *Asian EFL Journal*, 21(2.5).
- Mendoza, R. D. (2019b). Verbal english fluency, workplace stress, and coping mechanism of secondary school faculty in Sulu. *Asian EFL Journal*, 21(2).
- Moeny, J. (2014). *Global Study: U.S. Teachers Work More Hours, With Less Financial Return - Teaching Now - Education Week Teacher*. Education Week. https://blogs.edweek.org/teachers/teaching_now/2014/09/international_report_us_teachers_work_more_earn_less.html
- Muhammad Shahzad Chaudhry; Hazoor Muhammad Sabir; Rafi, N. M. N. K. (2011). Exploring The Relationship Between Salary Satisfaction And Job Satisfaction: A Comparison Of Public And Private Sector Organizations. *The Journal of Commerce*.
- Organisation for Economic Co-operation and Development. (2007). *Education at a Glance*. <https://doi.org/10.1787/068521306487>
- Organisation for Economic Co-operation and Development. (2012). Education at a Glance : OECD Indicators. *Organisation for Economic Co-Operation and Development, 2010(Pisa 2009)*, 1–10. <https://doi.org/10.1787/eag-2009-en>
- Organisation for Economic Co-operation and Development. (2014). *OECD Education at a*

- glance. October. <https://doi.org/10.1787/edu-data-en>
- Parvin, M. M., & Karbin, M. M. N. (2011). Factors Affecting Employee Job Satisfaction of Pharmaceutical Sector. *Journal of Business and Management Research*.
- Platt, B., Hawton, K., Simkin, S., & Mellanby, R. J. (2012). Suicidal behaviour and psychosocial problems in veterinary surgeons: A systematic review. In *Social Psychiatry and Psychiatric Epidemiology*. <https://doi.org/10.1007/s00127-010-0328-6>
- Reyes, R. (2018). *DepEd mourns teacher who killed self* - SUNSTAR. Sun Star Tacloban. <https://www.sunstar.com.ph/article/1753361>
- Shilubane, H. N., Bos, A. E., Ruiter, R. A., van den Borne, B., & Reddy, P. S. (2015). High school suicide in South Africa: teachers' knowledge, views and training needs. *BMC Public Health*. <https://doi.org/10.1186/s12889-015-1599-3>
- Tarlac State University. (2008). *Research Manual*. Tarlac State University. <https://www.tsu.edu.ph/media/300274/Operations-Manual-Research-Extension-Production-and-VP-Academic-Affairs.pdf>
- Teck-Hong, T., & Waheed, A. (2011). Herzberg's motivation-hygiene theory and job satisfaction in the Malaysian retail sector: The mediating effect of love of money. *Asian Academy of Management Journal*. <https://doi.org/10.5897/JAERD12.088>
- Terrazola, V. E. (2018). *DepEd, DOH to address teacher suicides*. Manila Bulletin News. <https://news.mb.com.ph/2018/09/19/depd-doh-to-address-teacher-suicides/>
- Tiesman, H. M., Konda, S., Hartley, D., Menéndez, C. C., Ridenour, M., & Hendricks, S. (2015). Suicide in U.S. Workplaces, 2003–2010. *American Journal of Preventive Medicine*, 48(6), 674–682. <https://doi.org/10.1016/j.amepre.2014.12.011>
- Van Praag, H. M. (2004). Can stress cause depression? In *Progress in Neuro-Psychopharmacology and Biological Psychiatry*. <https://doi.org/10.1016/j.pnpbp.2004.05.031>

“Instagrammable? Yesssss ‘n throwbackable!”

Coinages in Philippine English FB convos

Nimfa G. Dimaculangan

Laguna State Polytechnic University, Philippines

E-mail: nimfadimaculangan@lspu.edu.ph

Biodata:

Nimfa G. Dimaculangan is member of LSPU College of Teacher Education. She is a graduate of Applied Linguistics courses from Philippine Normal University and De La Salle University. She teaches Applied Linguistics related courses and Qualitative Language Research.

Abstract

This paper is a pioneer study of Applied Linguistics professors, scholars, and students' newly coined Facebook (FB) lexical items and expressions. It argues that in terms of lexicon, FB English in the country is a variety of Internet Philippine English (IPE), which should be taught in the classroom and be added to the types of Gonzales' (2017) Philippine Englishes. The lexical items are culled from the researcher-built 50,000-word corpus of FB and FB Messenger conversations posted and sent by the mentioned texts' contributors from 2015 to the first quarter of 2019. The PhilE neologisms are identified from their surrounding English lexical items and analyzed based on the reviewed literature on word-formation processes and on Bambose's (1998) first two measures of ESL Englishes well-motivated innovations with D' Souza's (1998) first three criteria in standardizing usages in new Englishes. Analysis of data reveals 105 PhilE lexical items which are coined through the L₁ English processes and the participants' rule-bending linguistic creativity. The lexical items, in general, are colloquial that mark the informality of the FB PhilE register.

Keywords: *Philippine Englishes, Facebook Philippine English, word-formation processes*

Introduction

English, the language of globalization, has been at the forefront of digitalization. It cannot be denied that digitalization quickens the globalization of the mother English, which has gradually produced children Englishes, one of which is the dynamic tool for international communication, the International English Language (IEL). Advocates of World Englishes sociolinguistic phenomenon (e.g., Kachru, 2005; Jenkins, 2006; Kirkpatrick, 2010) suggest that IEL is not the British (BrE) or American (AmE) but the English as Second Language or English as a Foreign Language (ESL/EFL) which is spoken and understood by non-native speakers of the language. It is hybridized by its new ecology and its speakers' needs and keep on changing it. Likewise, the spread of English in the Philippines is tied to the languages and cultures of its environment in various domains.

Emerging Englishes evolve with the changing modes of communication, from the digital mail, SMS, Friendster, Twitter, Instagram to Facebook. Philippine English (henceforth PhilE) has become one of the official registers of the Filipinos to communicate with fellow interlocutors and express social, cultural, or even political happiness and sentiments through the most commonly used social media application, Facebook through either computer or mobile phone. Indeed, FB or FB messenger has become the most comfortable and fastest mode of distant communication in the Philippines. Tech in Asia (2014) records 94% of Filipino social media users through Facebook Application only (slideshare.net/OnDevice/philippines-mobile-internet-trends).

The Facebook posts and conversations between educated Filipino speakers of English are scribed relatively in English, nonetheless, not the L2 variety but the distinct localized English as described, for instance by Kachru, 1985; Bautista, 1997, 2002; Kirkpatrick, 2010. Likewise, the vocabulary of an L2 English is inevitably hybridized, and thus become distinct from L1 Englishes vocabulary (e.g., Kirkpatrick, 2010; Melchers and Shaw, 2003; or Mesthrie and Bhatt, 2008). L2 English words in the Philippines, as well as their forms, are results of changes occurring in local communities in the different regions within its three significant archipelagos. Several studies on PhilE lexicon of educated speakers have been done for decades now (e.g., Dar, 1973; Bautista, 1997; Bolton & Butler, 2009; Biermeier, 2011; Dimaculangan & Gustilo, 2017); nevertheless, no study has been done to illustrate the interesting PhilE vocabulary of Filipino Applied Linguists in Facebook (henceforth FB) conversation. FB is the most widely used communication platform in and outside the ESL classroom. There are limited studies on

Internet PhilE (e.g., Gustilo & Dino, 2017; Gustilo et al., 2019). Besides, not one has comprehensively described the lexicon of this sub-variety of Internet Philippine English (IPE). The past studies focused not on the lexicon of Internet chat but looked into the broader language variations in such a domain, or determined the educated Filipino's attitude towards PhilE grammar and lexicon.

Gustilo and Dino (2017) explored the linguistic features of what they called *Filipino Digitalk* across different genres of Social Networking Sites: Facebook, Instagram, Online Gaming, Twitter, Edmodo, and Blogs. They defined *Filipino Digitalkers* as a community of Filipino internet users who use and produce new linguistic forms in online communication and used the term *Linguistic features* to refer to the creative use of electronic language variety via electronic or technology-based communication. They identified a total of thirty different linguistic features from a corpus of about 500 thousand words from the online interaction of sixty-three Filipino Digitalkers. Among these 30 linguistic features are seven products of lexicon-building processes, which include: acronymy, collocations, punning, affixation, borrowing, blending, and conversion. Gustilo and Dino (2017) recommended the production of a compilation of digitalk expressions and a model of digitalk to facilitate successful Internet communication and understanding among Digitalkers.

A related study was conducted to measure the acceptability and intelligibility of IPE words and expressions in online news. Gustilo, Tocalo, and Calingasan (2019) identified IPE lexical items in online showbiz news and determined the Filipino English ESL teachers' understanding of the IPE words as well as their acceptance of these words in different domains of communication. Their 50,000-word corpus revealed forty-seven newly-formed IPE words which were generally understood by their ESL teacher participants; hence, the researchers described the items as highly intelligible. Moreover, their data revealed that the ESL instructors who belong to the younger generation were more open to accepting local, new words in Philippine English.

Torres (2019) conducted a similar study with that of Gustilo et al., (2019); however, his data were not all internet discourse, and his scope covered acceptability, not just of PhilE lexicon but also of PhilE grammar. He adapted and modified Torres and Alieto's (2019) Grammatical and Lexical Items Acceptability Questionnaire in determining the acceptable PhilE in four discourse quadrants to 135 pre-service English teachers in a state university in Central Luzon. His four quadrants consist of discourse types such as face to face conversation for informal spoken discourse; oral presentation in seminar and conferences, business meetings, classroom lecture-discussion, recitation, and thesis defense for formal spoken; chat, blogs, email, text

messages for informal written texts; and academic papers for formal written discourse. His analysis revealed that PhilE grammar and lexicon are widely accepted in both informal and formal conversations and are starting to gain full acceptance in informal written discourse but not yet in the formal written one.

The preceding limited studies validate the significance of the present study. The FB lexicon of ESL teachers and students deserves scholarship not only because it is the building block of the emerging variety of IPE but also because the FB application is now used as a platform for language learning. FB PhilE is an emerging variety of IPE, which can be an addition to Gonzales' (2017) types of Philippine Englishes. His model of PhilE plurality reflects major types of the variety such as 1) *Regional substrate-influenced Philippine Englishes* which cover indigenous-language-based and Foreign-language-based PhilE; 2) *Social and Lactal PhilE* which include acrolectal and occupation-based, fractalized Englishes like urban upper acrolectal Philippine Chinese Business PhilE; and 3) Hybrid PhilE such as Taglish and Conyo English.

This paper supports Gonzales' (2017) theory of Philippine Englishes (henceforth PhilEs) after his observation that variation is happening within PhilE itself. It deals with the lexicon of FB PhilE and claims that it reflects the educated Filipino English speakers' innate lexicological knowledge to communicate and become legitimate members of the online speech community of English speakers. The findings will be a contribution to the limited literature on IPE which is deemed applicable to the global SLA readers; since, SLA learners from the different parts of the globe connect through FB online communication using the dynamic International English Language (IEL), the hybridized Englishes spoken and understood by non-native speakers of the language. The FB social groups need to be updated about the lexicon development of various varieties that they use for smooth and clear communication of messages across cultural boundaries.

Methodology

Corpus and Data Collection Procedures

The present paper aims to produce an initial wordlist of the Philippine English lexical items found in the FB posts and conversations among Applied Linguistics teachers and scholars, i.e., ESL teachers and students, and determine the word-formation processes evident in the identified lexical items. In addition, it followed the qualitative research design and methods in analyzing the data. Qualitative data were used to obtain a short, tentative list of FB PhilE lexical items and describe the lexical formations' lexical patterns.

The data were collected from a 50,000-word corpus of publicly posted messages on the Facebook Walls of educated users of PhilE. The Applied linguists' permission for the researcher to use specific texts from their posts and conversations with the likers and reactors was first sought before the collection of data was done in the first half of the year 2019. Only those texts from friends, colleagues, and classmates from all parts of the Philippines who granted permission were included in the study. These covered the texts which were posted from 2015 to the first quarter of 2019 by Filipino graduate and undergraduate Applied Linguists, 18 years old and over, and who had formal education in the country through the medium of English.

Data Analysis Procedures

The accessed posts and exchanges requested from the participants were manually collected, copied in Word, and set in plain text format. When the copying was completed and ready for analysis, it was fed into the WordSmith toolset to generate the wordlist of PhilE lexical items. The Application presents all the words used in the analyzed texts, frequencies of the words that occurred, the percentage of the running words in the texts from which the wordlist was made, the number of texts that contained the specified words, and the percentage of the corpus of texts. The words and expressions were set out in alphabetical order through the alphabetical tab for easier identification of the target words.

The lexical items gathered were analyzed using the framework adapted from both L1 English and ESL variety word-formation frameworks specifically of Bauer (2002), Bautista (1997), Algeo and Butcher's (2014), Fromkin et al.'s (2008), Salazar's (2013), and Yule's (2006, 2010) qualification of clipping which has a slight difference from the models. Likewise, criteria were set to help the researcher identify PhilE neologisms from the list and their surrounding L1 English lexical items. The characterizing marks were based on Bambose's (as cited in Li, 2009) first two measures of ESL Englishes well-motivated innovations and D' Souza's (as cited in Bautista, 2000) first three criteria in standardizing usages in new Englishes.

Therefore, the coinages were counted PhilE expressions when: 1) they do not have L1 dictionary citations; 2) they are used by Applied linguist teachers and students who are 18 years old and above and who had formal English instruction in the Philippines; 3) they are diffused by educated speakers from Luzon, Visayas, Mindanao, and National Capital Region (NCR); 4) the formation appears to be rule-governed; 5) when the words are creatively coined outside the word-building frameworks but communicate meanings, and 6) they appeared in the

gathered data at least five times. The fifth criterion was suggested by Dr. Shirley Dita during the author's oral defense of her dissertation proposal on the early 20th-century PhilE lexicon. After the groupings and classification, the items were provided with localized definitions based on the contexts in which they were used. Repeated manual readings of the texts were done in order to provide appropriate contextual definitions. The lexical items whose semantic meanings were different from L1 varieties' meanings were given American or British variety equivalents for clarity of the provided meanings. The words' congruity or incongruity with British and American English varieties was checked against the 2016 online version of Merriam Webster's dictionary and 2016 online version of Oxford Dictionaries. Finally, simple quantitative statistics through frequency were also used to determine the productivity of the word-formation mechanisms involved.

Results

This chapter presents the results and data gathered from FB posts and conversations from 2015 to the first quarter of 2019. The answers to both the research questions, i.e., the lexical items and the word-formation processes, are presented together. The lexical items which had the frequency of at least five are presented per word-formation process, from the most productive to the least productive. They are arranged alphabetically for easy reference; however, if two or more lexical items were found in a sentence or a paragraph, they are presented in a group and not as individual items for the readers' more explicit understanding of the word meanings. Table 1 presents the lexical items that recorded more than five frequencies.

Data analysis revealed that the most productive word-building process in FB and FB Messenger conversations is borrowing from Philippine and foreign languages spoken in the country, as shown in this section.

Table 1.

List of Facebook Philippine English Lexicon per Word-building Process

I. Borrowing and Suffixing Borrowed Items with English Markers	
A. Lexical items	Definitions
(1) ate, kuya	(n.) the female or male oldest child Mothers' address their children, <i>ate</i> or <i>kuya</i> in their posts of their good work or achievements
(2) bakod	(n.) fence

(3) chika/chikahan	(n.) stories; account of interlocutors' latest experience; light gossips/ the act of exchanging personal stories
(4) din, pa, saka	(part.) discourse particles which are particles used as markers of addition; carry the semantic meaning of <i>and</i> , <i>too</i> or <i>in addition to</i>
(5) este	(part.) a colloquial particle that carries the phrasal meaning, <i>I mean...</i> ; <i>I'm sorry, I mean...</i> ; <i>I was to say...</i>
(6) kilig	(n.) giggle; tickling sensation
The word is PhilE addition in the Oxford English Dictionary.	
(7) kumpares, pards and mars	(n.) personal assistants, buddies, or close friends attached by the tradition of the Catholic Church baptism, confirmation, or wedding sponsorship, i.e., being godparents (ninong or ninang) to their friends' children.
(8) hurados	(n.) members of the panel of judges in skills and literary/musical competitions
(9) inaanaks, ninongs/ninangs	(n.) godchildren, godfathers/godmothers
(10) kababayans	(n.) fellow Filipinos
(11) Kare-kare	(n.) pork, chicken, or buffalo's skin stewed in peanut soup with mixtures of vegetables
(12) lambing	(n.) sweetness
(13) Lanzonez, Mangosteen, Malungay	(n.) Philippine tropical fruits and vegetable
(14) lola's/lolo's	(n.) grandmother's/grandfather's
(15) manongs	(n.) brothers
(16) na	(part.) a deictic temporal particle which means <i>after a while</i> or <i>already</i>
(17) pero	(conj.) but; anyway
(18) Pinoys	(n. slang) Filipino citizens
(19) po	Filipinos' discourse particle of respect

(20) salubong dinner	(n.) welcome dinner
(21) tatay	(n.) This Tagalog equivalent of <i>father</i> is used by wives as a vocative of endearment for their husbands.

B. Phrases and Clauses

(22) Kakamiss, nakakaproud	These two entries are clauses that express complete thoughts <i>I miss (something or someone).</i> The Tagalog prefix <i>kaka</i> which is the short form of <i>nakaka</i> expresses the state or tense of the action communicated by the verb <i>miss</i> and turns the adjective <i>proud</i> into a verb in the present form.
(23) Kita kits	It is the shortened form of <i>kita kita</i> , the Filipino expression for <i>see you</i> .
24) Maraming salamat Thank you very much.	Salamat, Salamat kayo Thank you Daghang salamat

Bauer (2002) implies that borrowing is not a word-formation process; nevertheless, it is a way by which the vocabulary of a language grows. The 30 lexical and grammatical items revealed the productivity of borrowing and code-switching of Tagalog and English in the FB register. This may be due to the informality of the domain; although FB communication is through the written medium, it is an informal conversation. This finding jibes with Gustilo et al.'s (2019) finding on the Filipinos' use of informal and borrowed items in Internet English. Further, the present data show the FB communicants' borrowing of Tagalog expressions and morphologically treating them as English lexicon, as shown by the samples numbered 7-10, 14, 15, and 18. Borrowing from local languages, compounding of English and borrowed word as in Item no. 20 as well as affixing Tagalog words with English particles localize FB PhilE. PhilE borrowing from Philippine languages and codeswitching confirms Kirkpatrick's (2010) proposition that varieties of English adapt words that suit the culture in which they are used. The data seemed to prove true his conviction that a variety of English will not survive without words that reflect cultures and contexts. The codeswitched posts (e.g., *Before this day ends, I would like to greet my two inaanaks, a happy birthday; Happy birthday pards and mars;* and

The gorgeous hurados) implicitly reflect the colorful culture of the Filipinos. Most of the borrowed expressions support Salazar's (2013) observation that English in the Philippines, as in many parts of the world, is continually changing, and its distinctive vocabulary reflects the colorful culture and history of the Filipinos.

Worthy of attention is the FB users' way of shortening words and phrases through forming initials, i.e., abbreviations and acronyms. Lexicologists (e.g., Algeo & Butcher, 2014; Andrews, 2001; Fromkin et al. 2011; Gramley, 2001) name abbreviation and acronym as independent ways of word-formation processes from initial letters of a set of words. An abbreviation is an expression consisting of the initial letters of a phrase which is read letter by letter; thus, Fromkin et al. (2011) call it an *alphabetic abbreviation*. An acronym also consists of initial letters of multiple lexemes; however, the output is pronounced as a word.

II. Initialisms

A. *Alphabetic Abbreviations*

(1) ATM	At this moment
(2) FYI	For your information
(3) GM	Group message, i.e., a mobile message sent to more than two recipients
	The L ₁ English equivalents are: general manager, genetically modified, the guided missile, and grandmaster
(4) HB	Happy birthday
(5) HM	How much?
(6) LOL	Laugh out loud
(7) MBTC	More birthdays to come
(8) PM	<i>Personal Message</i> which is used as a noun or a verb

B. *Non-English sounding acronyms*

(9) ARAL	Action Research Action Learning
(10) LIDER	Lasallian Institute for Development and Education

C. *Agentive Initials*

(11) MOOCers	Teachers and students who engage themselves in and enroll in the Massive Open Online Courses (MOOC) from American Universities' which are offered through the Regional English Language Office (RELO) under the Public Affairs Section of the U.S. Embassy in Manila.
(12) STIers	Faculty and students of STI

The Filipinos seem familiar with this type of word-formation; they unconsciously form abbreviations and acronyms from the names of buildings around them, their universities (e.g., DLSU for De La Salle University), offices (e.g., CTE for College of Teacher Education), designations (e.g., CD from Campus Director) and titles of television shows (e.g., MMK which is an English abbreviation from the Tagalog title *Maalaala Mo Kaya* (Can you remember?). FB PhilE users seem to extend the process of initialism by coining Tagalog-sounding acronyms, Items 9-10, with English, spelled out expansions, and personifying both abbreviation and acronym through the agentive suffix *er* as shown by the samples 11-12. Further, the acronym MOOC from Massive Open Online Courses is verbalized either by conversion or affixation as in MOOC/MOOCing to mean, do/doing the massive open online courses, e.g., *MOOCing forward; Let's MOOC a difference*.

Another way by which new FB PhilE lexical items are born is through the shortening of existing words through clipping. Yule (2006, 2010) explains that when a word of more than one syllable is reduced to a shorter form, it becomes a new word from the process called clipping.

VII. Clipped Forms/Clippings

(1) aftie	(n.) afternoon
(2) bora	(n.) Boracay Island which is famous for its beaches
(3) breaky, brekki	(n.) breakfast
(4) celebs	(n.) celebration Celeb is AmE and BriE's clipped form of <i>celebrity</i> .
(5) Cong	(n.) congressman

	The L ₁ English <i>cong</i> is the abbreviation of <i>congress</i> and <i>congressional</i> .
(6) convo	(n.) conversation Convo has no citation in both the Webster's and Oxford Dictionaries.
(7) prepping	(v.) preparing
(8) resto	(n.) restaurant
(9) sissy, sissies	(n.) sister/s
(10) vacay	(n.) vacation
(11) tricy	(n.) tricycle, motorcycle attached to a passenger cab that is common means of transportation among the commoners in rural areas

The above clipped items that repeatedly appeared in the data sound informal yet catchy, and they make the communication of the messages lively. Although limited, they show the FB users' flexibility in adapting to language change. Items 1,3, and 9 illustrate Yule's (2006, 2010) hypocoristic clipping, i.e., the words are truncated into one-syllable lexical items, and then added the syllable *ie* or *y*. This morphological change appears to communicate the closeness and festive mood of the FB communicants. *Pix* for picture or photo, *sesh* for session, *xperience* or *expi* for experience, and *accre* for accreditation were among the clipped forms used more than once. *Sesh* in *Karaoke sesh*, which means *session*, is another impressive clipped form due to the addition of the [sh]sound. The informality and colloquialism of these clipped forms may cause their short life span.

The educated FB PhilE users' playfulness and creativity in changing L1 English words' orthographic structures or in giving them Tagalog spelling is not a part of the frameworks used for this study; however, they were found in the corpus.

III. Orthographic Deviations/Respelling

(1) freny	(n.) friend
(2) fudhaus/hauz	(n.) a small eatery It is the pronunciation-based spelling of food-house which is a PhilE endocentric compound.
(3) fudtrip	(n.) food trip, a coined Filipino English excocentric compound. The one-word text post is defined by the pictures of salivating meal or food

	the digitalker would satisfy his gastronomic desire.
(4) luv yeah, luv u, labyu	(clause) I love you
(5) mamsh, mumshie popsky/papcy	(n.) colloquial light terms for mama and papa (mother and father)
(6) tenk u, thnx, tenchu	(clause) Thank you

The data divulged nine colloquial expressions used at least five times by digitalkers. In addition to the above items that carry original L1 semantic meanings, two simple sentences are transformed into deviant one-word items that still communicate the complete sentences' original meanings: 6) *lezzgo* from *Let's go* and 7) *mishu* from *I miss you*/ '*miss you*. The new spelling reflects the exaggerated pronunciation of the items, which gave the messages a more personal festive tone.

Apart from the frequently used expressions, three slangs appeared four times and once respectively. *Gurlash* or *gurl*, which is slang for girl, however, refers to a lady or woman friend appeared four times in the corpus; whereas, *quite* a variation of guys, and *mudrakeli* which sounds like a gay jargon yet used by an ESL teacher to refer a mother were used once. In addition, the spelling calques and instances of pronunciation spelling do not just emphasize the words' correct pronunciation but also inject humor required by the contexts.

Bauer (1983) qualifies a compound as a combination of two or more stems that form a potential new stem. He states that compound nouns are the most frequent types; thus, many new nouns are formed by putting two nouns together. Relatively, Murcia and Freeman (2008) suggest that any noun can modify any other noun in English.

IV. Compounds/Compounding

A (1) <i>bornday</i>	(n.) variation of birthday
(2) <i>classhome</i>	(n.) classroom that radiates a home ambiance
(3) <i>sunkissed</i>	(adj.) lightly bitten by sunlight or is directly exposed under the sun
(4) <i>writeshop</i>	(n.) a practical seminar or workshop in writing
B. (5) <i>gulatmuch</i>	(adj.) caught unaware or terribly surprised
(6) <i>pagodmuch</i>	(adj.) very tired

The data revealed limited but interesting compounds, as seen above. More noticeable are light-sounding code-switched compounds made up of Tagalog words, blended with the adjunct many's superlative degree and are all graphologically written as one one-word compound, Items 5-7. Bolton and Butler (2008) and Biermeier (2011) found compounding as a productive word-formation process and asserted that it had been a constant feature of PhilE vocabulary; the present data communicates a similar trend in online speech. It can be noted that there are compounds in other parts of Table 1, e.g., the pun *vitaminsea* (vitamin C) below is a compound. The corpus further revealed coinages that illustrate the FB messengers' intentional punning which is not part of the frameworks used. Nordquist (2015) qualifies pun as a figure of speech in the form of wordplay that deliberately exploits ambiguity between similar-sounding words for humorous or rhetorical effect. The play on words is done to produce more than one meaning from the same words or expressions.

V. Punned Lexes/Punning

(1) congratulations	(interj.) Congratulations on your graduation. It is the blend of the first syllable of the interjection, congratulations and the word <i>graduation</i> ; the phoneme <i>t</i> in congratulations is omitted after which the first syllable of the noun <i>graduation</i> is inserted.
(2) Fridate, Saturdate, Sundate Holidate, yesterdate	(n.) lovers' or friends' date on a specific day; a meeting for bonding and pleasure. The morpheme <i>date</i> seems to be forcefully made to rhyme with the end syllable of the days of the week.
(5) gradwaiting	(n.) a student who has completed the academic requirements and is waiting for graduation rites
(6) Tues(tolove); Tues(tobehappy)	(v.) decide to be in love and happy on a Tuesday The punning is on the near similar sounds of <i>choose</i> and <i>Tues</i> .
(7) vitaminsea	(n.) the natural physical and emotional nourishment one gets from the sea breeze or sunlight when going swimming or sunbathing in the sea

The compound is created through punning of the sound C in *Vitamin C* and *sea* in the new coinage.

Although the data revealed only seven instances of repeated puns, the ELT teachers' punning cannot be disregarded. These delightful puns illustrated their intelligent play with words to communicate specific meanings. The coined fancy words and the word choices fit the contexts in which they were used quite rightly that readers could effortlessly infer what the puns mean. Punning seemed to be done not only to inject humor but to enliven the thoughts and make the communication of meanings a little thought-provoking. The samples reflect the punsters' knowledge of homonyms, good sense of diction, and brilliance in playing with words for intended effects and contextual meanings. It is not surprising that the ESL punsters know the right words to create at the right time and the right place.

The puns found used less than five times include: 1) *actista* from the acronym, ACTS Computer College which is blended with the truncated form of the Tagalog *artista* (movie actor) to describe the male punster as one good looking movie actor; 2) *mush* in which the coiner stylistically changed *much* into *mush* in *Thank you very mush; yummy*, after she was sent mushroom crackling. The syllable *mush* from mushroom is deliberately punned with the slightly rhyming *much*; and 3) *seasd*, punned with *seized* is a participle which means *spending the day in the sea* or *enjoying the waters*.

Another word-formation mechanism that marks the growth of FB PhilE vocabularies is derivation, which, according to Yule (2006, 2010), is the most common word-formation process in the production of new English words. It is accomplished employing particles called affixes Gramley (2001), i.e., combining free morphemes with bound morphemes: prefix, suffix, and circumfix (Fromkin et al. 2008).

VI. Derivation/Affixation

(1) checkables	(n.) students' short tests which are for teachers' feedback
(2) Dean's lister	(n.) dean's list The <i>lister</i> in dean's lister is probably formed in analogy with <i>er</i> ending nouns
(3) Googleable	(adj.) something which can be found or explained by Google search engine

(4) instagrammable	(adj.) photo or video which can be displayed on one's Instagram's profile.
(5) masteral	(n.) a master's degree It is an old PhilE word which is analogically constructed with <i>al</i> adjectives
(6) monthsary, weeksary	(n.) weekly or monthly celebration or anniversary of a special or an important event
(7) throwbackable	(adj.) memorable

This section on derivation shows the ESL scholars' deliberate forming of familiar-sounding *able* adjectives, items 3, 4, and 7, and noun, item 1. Other interesting derivations which did not reach the paper frequency requirement to be considered lexicon of FB were: 1) the exaggerated superlative form of best, *bestest*, 2) the conversion of the nominal *life* to the adjective in the comparative degree *lifer*, and 3) the deliberate overgeneralization of pluralizing guy to *guyses* for impact and humor. The coiners knew that they were playing with word-formation, as suggested by the laughing emoticons attached to the text. Further, data show three instances of transforming the nouns *memorandum* and *revolution* into the verbs *memorandize* and *revolutionalize*, the latter of which is not accepted in BriE in AmE but not AmE.

Blending is another feature of FB PhilE. As advanced by Biermeier (2008), it is a modern type of word-formation. Plag's (2003) proposes that most blends are formed by 1) adding the beginning of one word to the end of another; 2) combining the beginnings of two words; 3) blending two words' typical sequence of sounds; and 4) blending multiple sounds of two-component words.

VIII. Blends

(1) condotel	a transient cozy room of a <i>condominium</i> that appears like a <i>hotel</i> room
(2) fambam	(n.) <i>family bonding</i>
(3) famvacay	(n.) <i>family vacation</i>
(4) friendversary	(n.) anniversary of <i>friendship</i>

(5) Edukcircle	(n.) a group of educators, teachers, scholars, and students sharing the same interest; This form is blended from the back-clipped form of <i>Edukasyon</i> , the Tagalog word for education, <i>Eduk</i> and the English word <i>circle</i> .
----------------	---

As can be gleaned above, three commonly used blends are made up of words that are clipped simultaneously: *fambam*, *condotel*, *famvacay*. Four more blends: *churchfam* from church family referring to *brethen*, *enjoycational* from *enjoyable* and *educational*, and *shortcation* from short vacation, which show unclipped initial constituents appeared in the corpus. One exciting item *stratplan* which appeared in the 2019 corpus is a blend from the truncated form of *strategic planning*. One Taglish blend, *salamuch*, which has high frequency, is made up of the first two syllables of the Tagalog expression of gratitude, [*sala*]*mat*, and the English adverb, *much*. The coinage is also punned with *salamat*, since the final syllable [*mat*] slightly rhymes with the adverb *much*.

The corpus also revealed vocal segregates such as the following, which are used as common fillers in spoken discourse. These are ubiquitous onomatopoeic items that recorded very high frequency since 2015. The verbalization of these fillers in FB platform may be due to the informal nature of FB communication.

X. Vocal Segregates

(1) ha ha ha/hu hu hu	orthographic representation of man's laugh and cry
(2) mwahh	perceived sound of an electronic kiss
(3) Tsk tsk tsk	a paralinguistic unit communicating a feeling of regret over someone or something which could have been well done or treated
(4) Zzzzz	state of sleeping

The present data reflected instances of semantic shift. Gramley's (2001, p. 99; 2014, p. 239) discussion of semantic shift includes semantic broadening and narrowing. Unlike Bautista's (1997) model that only concerns the extension of meaning, Gramley has both denotative widening and narrowing. Five samples of semantic shifts were found in the present corpus.

IX. Semantic Shift

(1) gets, copied	(adj.) The message is understood by the recipient.
(2) unlimited/ unli	(adj.) specific measures or restrictions; duration or extension of networks' services The denotation of the word <i>unlimited</i> which is <i>no bounds or limits</i> is narrowed into 1) <i>specific measure or restrictions</i> , and 2) <i>duration or extension of networks' services</i> . The free calls and text messages, for instance, can be done in two days, one week, or one month and expires thereafter.
(3) educators	(n.) BriE teachers AmE English meaning covers the students of the theory and practice of education, teachers, and administrators in Education.
(4) groupie	(adj.) to be or come in group; (v) take a group photo Webster's <i>groupie</i> is singular referring to <i>a fan of a rock group</i> who follows the group around on concert, or to <i>an enthusiastic supporter of a celebrity or something</i> . The word <i>groupie</i> which is given new semantic meaning is not a case of amelioration or pejoration but merely a new meaning.

In the text message, *please send me your OPCR asap; I will consolidate our data and send it back to you*, with the reply, *Copied po ma'am*. (Yes, ma'am/ I understand ma'am) in which *po*, the Tagalog particle of respect is inserted, the word *copied* communicates the specified meaning. The semantic shifting in Item 2 might have been brought by repeated similar communications that registered such local denotations in the users' mental lexicon. Their reception of the telecommunication networks' and fast-food chains' advertisements and promotions, which are tagged with the expression *unlimited* (e.g., unlimited rice, unlimited drinks, unlimited texting), registered the above-given definitions in their mental lexicon.

Anagrammatic transposition or backward spelling was observed, too; thus, although they are limited, they are presented due to their high frequency. An anagram is defined as a word or phrase made by transposing the letters of another word or phrase (Webster's, 2016). The

inverted and backwardly spelled words retained the same semantic meanings and confirmed the personal and informal tone of FB PhilE.

XI. Anagrammatic Transposition

lodi	idol
typar	party
werpa	power
4) SsimNly	Miss Lyn

VIII. Hypocoristic extension

1) besty, bestie	(n. informal) variation of best friend
2) hottie	(adj.) hot or humid weather
3) Thankie	Thank you
4) twinnie	twin

The four splashy items, marked by the addition of *ie* or *y* final syllable become more eye-catching not only because they are formed by doubling the syllable of their original L1 English forms through the suffix *ie* or *y*, but also because this Philippine word-building process is the opposite of Yule's (2006, 2010) hypocoristic clipping. The present researcher borrows Yule's (2006) hypocoristic clipping, however changes clipping into [*hypocoristic*] *extension*. Yule's (2006) hypocoristic clipping called hypocorism (p.55) is the reduction of a long word or expression into a single syllable word, and addition of *y* or *ie* to its end (e.g. moving pictures to movie and handkerchief to hankie). The present paper's *hypocoristic extension* extends short words into a two-syllable word by adding the *ie* or *y* final morpheme. Like hypocoristically clipped forms, they reflect the FB dialog participants' closeness, jolliness, and lightheartedness. For a quicker look at the processes found in 2015-2019 FB PhilE expressions, this section is concluded with Table 2 that summarizes the preceding discussion. The processes with their frequencies are presented from highest to lowest.

Table 2.

Summary of FB PhilE Lexicon Frequencies

Formation Mechanisms	Frequencies
----------------------	-------------

(1) Borrowing and Hybridizing Borrowed Words with English Suffixes	30
(2) Forming Initialism	12
(3) Clipping	11
(4) Orthographic Deviation/Respelling	9
(5) Compounding	7
Punning	7
Derivation	7
(6) Blending	6
(7) Spelling out Vocal Segregates	5
Semantic Shifting	5
(8) Anagrammatic Transposition/Backward Spelling	4
(9) Hypocoristic Extension	4

Table 2 reveals that borrowing and affixing borrowed lexemes with English particles and treating them as English vocabularies was the most common way Applied Linguist participants increase the lexicon of FB PhilE. Like L1 English, FB PhilE borrows words more than creates new ones. Coining particular types of initialisms and clipping are the second and third productive processes involved in the production of words for online communication. The other processes are not far behind.

A closer examination of the 108 lexical innovations in Table 2 shows 67 products of the existing word-formation mechanisms such as those printed in black. These results confirmed Beirmeier's (2008) observation that PhilE, like Singapore English, which is described as a quasi-native variety, is characterized by nearly all relevant word-formation types. Thirty-eight of the new coinages are from the FB interlocutors' skillful linguistic creativity, such as those highlighted in red. They are the present paper's contribution to the literature on the FB PhilE lexicon. Biermeier (2011) suggests that new words may not be all products of established morphological rules but of rule-bending creativity, too. Nonetheless, the wordlist confirms part of Gustilo et al.'s (2018) findings that among the lexicon-building processes in IPE include the existing ones: acronymy, affixation, borrowing, blending as well as additional ones like punning.

Conclusion

The present study shows that FB language resembles spoken language due to the use of a colloquial lexicon. The conversational style brought by the everyday lexical items seems to indicate the participants' membership to that social group of educated speakers of both L1 and L2 Englishes, the prescriptive grammarians inside the classrooms but celebrators of language growth and change outside the classrooms. FB PhilE lexicon then is not a product of poor ESL instruction but of the educated Filipinos' innate and learned linguistic competence. Inventing or coining words display linguistic creativity as well as preferences. Indeed, FB PhilE has emerged and continues to undergo lexical changes. Thus, lexicon per se, it is advanced that Facebook English is an emerging sub-variety of Internet PhilE, which may be counted as a type of (Gonzales, 2017) Philippine Englishes.

The gathered data confirm that the Filipino Applied Linguists are reshaping the English lexicon through their innate and learned linguistic flexibility, which they consciously display in the widely used media platform where interlocutors use the authentic language of the real world. They handily and creatively coin words to communicate life's events, statuses, and announcements in engaging and exciting ways. The modes of word development appear appealing because they reflect the ELT practitioners' deliberate disregard of the exonormative standards or non-adherence to the prescriptive word-formation rules as well as their bubbly openness to rule-bending word coining mechanisms; hence, they have produced stylistic, linguistic items. Indeed, Llamzon (1997) suggests that speakers of only AmE and BriE varieties become prisoners of their sociolects; whereas, those using new varieties of English use the full range of acrolectal, mesolectal, and basilectal English at their disposal.

Pedagogical Implication

Young ESL learners need to be exposed to real language in diverse and complex linguistic and social contexts because authentic discourse, like authentic materials, makes the language easier to comprehend, and makes language learning easy and enjoyable. FB conversation may be used as a springboard for vocabulary lessons to show learners how word forms operate in the real world. This use of FB lexicon allows PhilE student speakers of the language to encounter, understand, and shape the language according to their communicative needs, the first stage of which is lexicon development. In any way, the lexical items, apart from being linguistically acceptable, are appropriate for use in the Philippines and other ESL/EFL contexts.

PhilE lexicology must be taught to the Filipino students who are a big portion of PhilE speakers. They will have to be educated about the domains, the time, and the interlocutors with

whom the lexicon should be used. They should be aware of the word-building phenomena in FB PhilE and variations in other language levels. The words and expressions which are intelligible to other speakers of English should be taught; while, those that may cause unintelligibility in lingua franca communication may be discarded. This teaching of FB PhilE lexicon and language awareness may assure learners that they speak a legitimate FB language convention understood by English speakers in the country. This may help Philippine English gain recognition from other circles of English speakers/Facebookers across the globe. In addition, in this globalization era, when English is the lingua franca of the multilingual world, teaching FB PhilE lexicon may facilitate the intelligibility of the written PhilE and promote smooth communication among World Englishes FB interlocutors.

Regarding the findings' implication for research, word-formation in World Englishes should merit thorough investigation because English varieties and sub-varieties continuously change. The creative and dynamic word processes are a variable causing language variation. Besides, the extinction or productivity of words may also establish and define the life of a language. Philippine English lexicon study is significant since its findings may suggest either the death or the growth of the language. Whichever is the case, linguists, non-linguists, teachers, and students may enjoy the richness of words or clarify dimensions to specific problems on vocabulary and communication. Studies on specific word-formation in PhilE are recommended. Since some word-formation mechanisms have overlapping features (e.g., Blending is clipping and compounding) and many times multiple processes are at work in building particular words, one may fully explore the word-formation process that operates in specific items. It is suggested that studies on particular word-creation processes (i.e., one word-formation process per study) be done to address ambiguity and confusion in identifying the process at work in particular lexical items.

References

- Algeo, J., & Butcher, C. A. (2014). *The Origins and Development of the English Language*. Based on the original work of Thomas Pyles Wadsworth. Cengage Learning.
- Bauer, L. (1983). *English Word Formation*. Cambridge: Cambridge University Press.
- Bauer, L. (2002). *Introduction to International Varieties of English*. Edinburgh: Edinburgh University Press George Square.
- Bauer, L., & Huddleston, R. (2002). Lexical word-formation. Huddleston & G.K. Pullum (eds), *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.

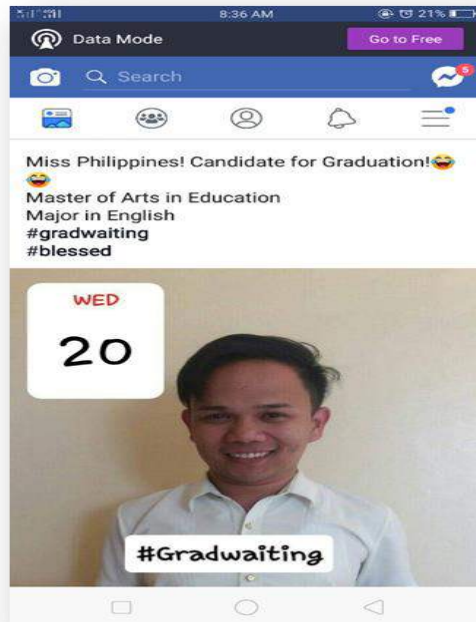
- Bautista, M. L. S. (1997). The lexicon of Philippine English. *English is an Asian Language: The Philippine Context* (Proceedings of the Conference held in Manila on August 2-3, 1996), Bautista, M.L.S, (ed.), 49-72. Manila: Macquarie Library Pty Ltd.
- Biermeier, T. (2008). *Word-Formation in New Englishes: A Corpus-based Analysis*. Regensburg, Univ., Diss.
- Biermeier, T. (2011). Lexical Trends in Philippine English. In M.L.S Bautista (ed.), *Studies of Philippine English: Exploring the Philippine component of the International Corpus of English*. 223-247.
- Bolton, K., & Butler, S. (2009). Lexicography and the description of Philippine English Vocabulary. M.L.S. Bautista & K. Bolton (eds.) *Philippine English: Linguistic and literary perspectives*. 174-200. Hong Kong: Hong Kong University Press.
- Dar, R. A. (1973). *A study on the nature of Filipinisms* (Unpublished Master's Thesis). Ateneo de Manila University, Quezon City.
- Dimaculangan, N., & Gustilo, L. (2017). Lexical patterns in the early 21st century Philippine English writing. *Advanced Science Letter*, American Scientific Publishers 23(2), 1094-1098(5).
- Fromkin, V., Rodman, R., & Hyams, N. (2011). *Introduction to Linguistics*. Philippines: Cenage Learning, ESP Printers.
- Gonzales, W. D. W. (2017). Philippine Englishes. *Asian Englishes*, 19(1), 79-95, DOI: 10.1080/13488678.2016.127457
- Gramley, S. (2001). *The Vocabulary of World English*. London: Arnold.
- Gustilo, L. & Dino, C. (2017). Digitalk: An Analysis of Linguistic Features and Their Functions in Filipino Computer-Mediated Communication. *Advanced Science Letters*. American Scientific Publishers 23(2), 1055-1059 (5).
- Gustilo, L. E., Tocalo, A.W., & Calingasan, K. A. (2019). The Intelligibility and Acceptability of Internet Philippine English (IPE): Their Implications to English Language Teaching in the New English Varieties. *Asian EFL Journal* 21(2.5) 83-104. Retrieved from <https://www.elejournals.com/asian-efl-journal/asian-efl-journal-volume-21-issue-2-5-march-2019/>
- ISLE 6, (2020). Evolving English and the Digital Era at <https://www.isle-linguistics.org/activities/isle-conference/>
- Jenkins, J. (2006). Current Perspectives on Teaching World Englishes and English as Lingua Franca. *TESOL Quarterly*. (40)1, 157-181.

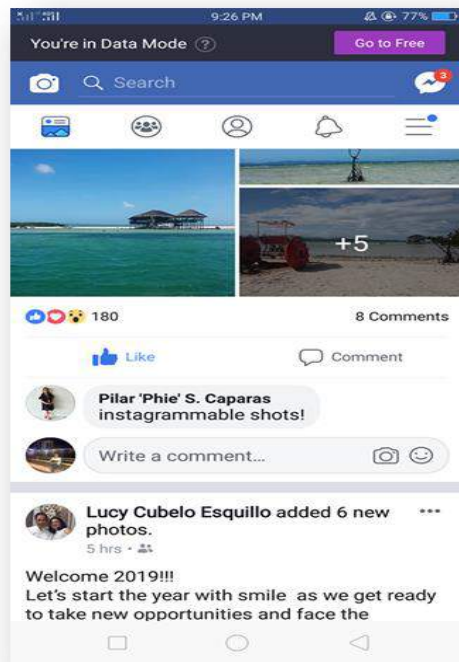
- Kachru, B.B. (1985). Standards, codification, and sociolinguistic realism: The English language in the outer circle. *English in the World: Teaching and Learning the Language and Literatures*. 11-30. Cambridge: Cambridge University Press and the British Council.
- Kachru, B.B. (2005). English is an Asian language. In M. L. S. Bautista (Ed.), *English is an Asian Language: The Philippine context (Proceedings of the conference held in the Manila on August 2-3, 1996)*, 1-23. NSW, Australia: The Macquarie Library Pty. Ltd.
- Kachru, Y. & Nelson, C. L. (2006). *World Englishes in Asian Contexts*. Hong Kong: HongKong University Press
- Kirkpatrick, A. (ed.) (2010). *The Routledge Handbook of World Englishes*. London: Routledge.
- Kirkpatrick, A. (2010). English as an Asian lingua franca and the multilingual model of ELT. *Lang. Teach.* 1-13 Cambridge University Press. doi:10.1017/S0261444810000145
http://www98.griffith.edu.au/dspace/bitstream/handle/10072/42297/73943_1.pdf
- Lee, J. (2009). The effect of computer-mediated communication (CMC) interaction on L2 vocabulary acquisition: A comparison study of CMC interaction and face to-face interaction. Retrieved from <https://lib.dr.iastate.edu/cgi/viewcontent.cgi?referer=https://p.h.search.yahoo.com/&httpsredir=1&article=1802&context=etd>
- Li, D.S. (2010). When does an unconventional form become an innovation? In A. Kirkpatrick (Ed.), *The Routledge Handbook of World Englishes*. London: Routledge.
- Lieber, R. (2004). *Morphology and lexical semantics*. Cambridge: Cambridge University Press.
- Llamzon, T. A. (1997). The phonology of Philippine English. In M. L. S. Bautista (Ed.), *English is an Asian language: The Philippines context (Proceedings of the Conference held in Manila on August 2-3, 1996)*, 41-48. NSW, Australia: The Macquarie Library Pty. Ltd.
- Malicsi, J. (2010). Philippine English: A Case of Language Drift. *Ritsumeikan Studies in Languages and Culture* 22(1), 29-58. ir-cube.ritsuei.ac.jp/bitstream/10367/4131/1/LCS-22.1pp29-58-MALICS1.pdf.
- Melchers, G., & Shaw, P. (2003). *World Englishes: An Introduction*. Oxford: Oxford University Press.
- Mesthrie, R., & Bhatt, R. (2008). *World Englishes: The study of new linguistic varieties*. Cambridge: Cambridge University Press.

- Norquist, R. (2015). Top 20 Figures of speech. Retrieved from <http://grammar.about.com/od/rhetoricstyle/a/20figures.htm>
- 2016 Online Merriam Webster's Dictionary
- Philippines mobile internet trends (2014). <https://www.slideshare.net/OnDevice/philippines-mobile-internet-trends>
- Plag, I. (2002). *Word-formation in English*. Siegen, DE: Cambridge University Press., <http://www2.uni-siegen.de/~engspra/plag-in-press.pdf>. (May 15, 2017.)
- Plag, I. (2003). *Word-formation in English*. Cambridge: Cambridge University Press.
- Salazar, D. (2013a). Beyond Boondooks: Pinoy words in the Oxford English Dictionary. [http://pinoywordpress.com./2013/04/04/beyond bundooks-pinoy-words-in-the-oxford-english-dictionary](http://pinoywordpress.com./2013/04/04/beyond_bundooks-pinoy-words-in-the-oxford-english-dictionary).
- Salazar, D. (2013b). From batchmates to siestas: Philippine English. *Oxford Dictionaries Language Matters*. [Web log post]. blog, oxforddictionaries.com/2013/09/Philippine-English.
- Salazar, D. (2013). Philippine English and the Oxford English Dictionary. users.ox.ac.uk/engf0914research/subsection/html.
- Seidlhofer, B. (2004). Research perspectives on teaching English as a lingua franca. *Annual Review of Applied Linguistics*. 24, 209-239. Cambridge: Cambridge University Press. doi: 10.1017/50267/90504000145
- Torres, J.M. (2019). Positioning Philippine English Grammar and Lexicon in Four Discourse Quadrants *Asian EFL Journal Research Articles*. 22(2) Retrieved from <https://www.asian-efl-journal.com/wp-content/uploads/AEFL-APRIL-2019-VOLUME-22-ISSUE-2.pdf>
- Yule, G. (2006). *The Study of Language*. 53-69. Cambridge: Cambridge University Press.
- Yule, G. (2010). *The Study of Language*. 4th Edition. Cambridge: Cambridge University Press. doi:bibliothek.univie.ac.at/fb-anglistik/george_yule_2010_the

Appendix

Sample Facebook Posts





Employing Technology Integration on Teaching EFL Grammar

Dwi Sloria Suharti

Universitas Muhammadiyah Tangerang

Universitas Pendidikan Indonesia

Syaadiah Arifin

Universitas Muhammadiyah Prof. Dr. Hamka

Ihsana El Khuluqo

Universitas Muhammadiyah Prof. Dr. Hamka

Biodata:

Dwi Sloria Suharti (dwislوريا@umt.ac.id; dwislوريا@upi.edu) is a faculty member at Universitas Muhammadiyah Tangerang. Her research interests include technology-assisted TEFL instruction, EFL reading comprehension, and EFL writing. Additionally, she is a doctorate student at Universitas Pendidikan Indonesia in Bandung.

Syaadiah Arifin obtained her Doctorate from the University of Atmajaya-Indonesia, majoring in Applied Linguistics. She works at Universitas Muhammadiyah Prof. Dr Hamka as an assistant professor of the English education department. Her main research areas are teaching methods, writing strategies, and curriculum and material development (CMD).

Ihsana El Khuluqo is a head of a study program of education administration at Pascasarjana UHAMKA. She is also a lecturer administrator of an educational institution, a researcher who has published various education administration studies, an education evaluator, a commissioner, and an educational foundation leader.

Abstract

Emerging technology presents a favourable condition for learners in various fields of subjects, including EFL Grammar. Conversely, technology integration in teaching EFL grammar is scarce. It requires more study of how EFL grammar lecturers and students perceive technology in grammar instruction. This research is aimed to recognise the perception of Indonesian tertiary level EFL grammar lecturers and students on the technology used in their teaching-learning. The researchers recruited one hundred seven students and two English lecturers from a university in Indonesia. Questionnaires and interviews were used to gather data on what applications they apply to smartphones, how they perceive and use smartphone-assisted EFL grammar teaching-learning, and how they reflect themselves in EFL grammar teaching-learning technology. The findings showed that EFL grammar students positively applied technology in their learning. The technologies used were webbing, word processing (Microsoft Word), and social media such as Instagram. Moreover, the EFL grammar lecturers were often obtained using the technology in the teaching, mainly used online classes such as google classroom and the like, and few applications on the smartphone. More in-depth investigation of the impact of a particular technology on students' learning can also be investigated.

Keywords: *EFL grammar, teaching EFL grammar, technology integration*

Introduction

Despite significant developments in language teaching methods in past years, language teachers also face the challenge of determining the status of teaching grammar (Ellis, 2003, 2006). Grammar should be taught or create a situation where language learners can naturally learn grammar (Ellis, 2006). In this view, teachers should be well aware of the differences between grammar knowledge and grammar competence. Grammar may be described as the comprehension of sentence structure patterns and grammar as a tool in producing spoken and written texts (Richards & Reppen, 2014). Teachers use recognisable technology for teaching purposes, despite the difficulty of this factor.

The technology used for teaching grammar has been the prominent subject of classical and contemporary language teaching studies. Luckily, a wide range of technologies ranging from low-tech, interactive technologies, high-tech options, and increasingly intelligent future options can adapt to meet the learning goals. Many of the problems are associated with teaching grammar from a meaning-based and communicative viewpoint and teaching English. They are more reliably and effectively, including the technology use (Bikowski, 2018).

Over the last few decades, numerous studies have uncovered essential data on technology usage in education. Initially, the US Department of Education emphasised the value of utilising technology and the internet for educational purposes (Smerdon et al., 2000). However, the increasing issue in grammar instruction by computer-assisted language learning (CALL) is focused on the teacher's, learner's, or both's underlying learning and methodological expectations and the state of technology at the moment (Bikowski, 2018). The trend's evidence is the numerous studies investigating the teachers' perspectives and beliefs (Deng & Lin, 2016; Nurusus et al., 2017; Rijt et al., 2019; Watson, 2015). Some studies also focus on teaching grammar methods, approaches, and models for various education levels (Mammadova, 2016; Matkasimova & Makhmudov, 2020; Mufanti et al., 2019; Nugraha et al., 2016). Despite that, some researchers investigate grammar teaching from specific educational, technological tools such as animated sitcoms (Saeedi & Biri, 2016), grammar checkers (Vernon, 2000), pop culture (Werner, 2020), and games (Hedberg, 2010).

Although extensive research has been carried out on the given theme, only a few (if any) studies exist that highlight the technology for teaching grammar in tertiary education in Indonesia. English teaching in Indonesia provides an interesting context on how students and teachers perceive technology in grammar classes, which remains unknown. The teacher's and students' viewpoints on using technology in grammar class are investigated in this article. This study aims to ascertain the attitudes of Indonesian tertiary level EFL grammar instructors and students about the use of technology in their teaching-learning processes. This study addresses the following research questions.

What kinds of technologies do teachers use to teach EFL grammar and their consideration for using the technology?

What kinds of technologies do students use to learn EFL grammar and their consideration for using the technology?

Literature Review

Teachers and technology integration

Within the umbrella term 'ICT,' the word that one can understand applies to instructional technologies. The teacher typically uses One-to-many technology in front of the classroom. It may include school-specific technology (e.g., digital whiteboards), as well as technologies that are used throughout formal and informal lines (e.g., games), and it may include stand-alone and online, interconnected technologies (Livingstone, 2012). Teachers are expected to

recognise that the facets of technology-facilitated learning, if any, are helpful in any given situation in this scenario.

ICT or stated as 'technology,' offers various benefits. For example, it improves students' learning outcomes (Livingstone, 2012). Students' learning improvement is possible through the improvement of learning engagement. A model of technology roles in learning is stated below (McKnight et al., 2016).

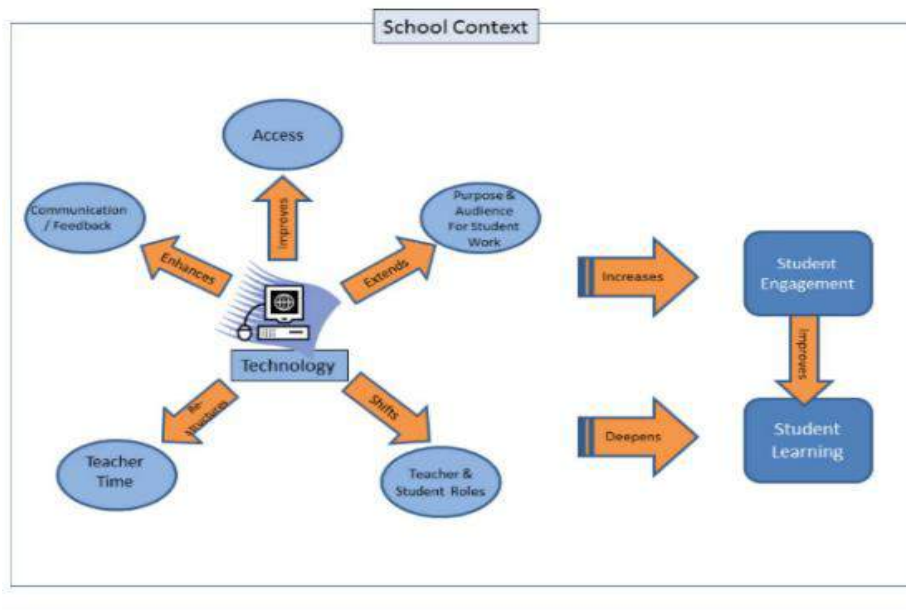


Figure 1. The Role of Technology in Learning

The term "technology-enhanced learning" (TEL) refers to the educational application of technology. It applies to particular places where teachers can use technologies to improve things. It tackles (1) the technology usage, (2) developing the contexts where its instructional programs are done, (3) optimising teaching methods, and (4) enhancing student learning outcomes (quantitatively and qualitatively) (Kirkwood & Price, 2014). TEL's demonstrated advantages are focused on the fact that educators who have trained to incorporate technology into current curricula educate better than others that never have. In addition, teachers' and students' perceptions about digital technologies can improve due to the differences in classroom practice and the increased use of technology (Christensen, 2002).

Most teachers who had access to and knowledge of technology did not use it in their courses. Teachers are classified into two groups when it comes to technology use. The first group would result in more successful and productive instruction and increased student motivation when teachers have an optimistic outlook toward technology incorporation and believe in incorporating technology into teaching (see Beeland, 2002; Reiser, 2002). On the other hand,

the second group argues that using technology will distract and interfere with students' learning attention (Lavie, 2005). The majority of teachers think integrating technology into their classrooms would benefit their students (McKnight et al., 2016). However, teachers' ability to use technology effectively is limited by a dearth of productive interactions.

Teacher consideration in integrating technology into EFL grammar teaching

Chai and Koh (2017) suggest a two-phase TPACK learning design model (STLDM) with scaffolded TPACK learning design. Teachers' insight into the design of technology-integrated lessons is the first phase. Teachers will help students determine targets, evaluate learners, prepare to learn tasks, and select media/creating ICT-based tools. The critical concern in technology tools is whether technology tools can interpret the subject to build a more effective pedagogy. The issues could include common misunderstandings and the benefits and limitations of current teaching approaches. The application of technological solutions should be dependent on whether or not the use of technology can improve current methods of teaching particular subjects.

The second phase enables instructors to create ICT-based resources for lesson planning by creating instructional activities and selecting media. To begin, the teacher should research the most effective student-centred learning strategies. Additionally, teachers must anticipate potential difficulties and provide critical support to their students' learning processes. In summary, designing instructional activities and selecting media/creating ICT-based resources may be used to develop student-centred teaching and learning activities facilitated by technology and decide how to assess students' learning and learning processes (Chai & Koh, 2017).

In terms of grammar teaching, Richards and Reppend (2014) assert that teachers and students may use technologies and the internet to introduce various language usage into the classroom, enabling them to be introduced to and communicate with various spoken and written texts. The teacher may introduce students to a range of speakers and regional English styles through the internet. The internet can offer an authentic audience for student literature and be a solid motivator to produce correct texts. Audio on the internet is a rich outlet for entertaining, practical events.

Grammar in integration is often used in educational contexts to emphasise form (Celce-Murcia, 1991). Grammar instruction may include elements of practice and awareness-raising. The teacher may teach grammar by assisting students in comprehending and clarifying grammatical issues rather than pushing them to participate in repetitive structure building (Ellis, 2002). The

term "Focus on Form" refers to collecting methods designed to implicitly and explicitly attract students' attention to form. The phrase "meaning-centred communication" refers to the practice of paying close attention to language components and stressing meaning during communication activities (Ellis, 2006). The former refers to a situation in which a single grammatical component is taught explicitly and subsequently widely exercised.

On the other hand, inductive and deductive techniques provide the potential to go beyond the limitations of earlier methods. A discussion about grammar teaching is closely related to traditional (deductive) or modernist (inductive) approaches. Hammerly (1975) asserted that teachers should adopt deductive or inductive approaches remains controversial. Recent findings have stated the benefits of each solution, while others have conflated the two theories by suggesting little difference between the two.

Krashen insisted that deductive teaching seemed to be much more reasonable. He wondered why teachers have to make students guess the rule. He believed that giving students a concise explanation and learning before the concept was 'internalised' was crucial (Krashen, 1982). Nunan (1991) discovered that deductive reasoning occurs when language students are taught basic principles and specific knowledge about a language. Concurrently, students learn language rules by subconscious exposure to the language as part of the habits design process. Essential parts of a system are studied before it is part of the routine to use the structure. Language acquisition is an integral part of this operation. It indicates that teachers do not explain the fundamental principles of the structure and that students do not entirely comprehend what they are studying until the lecturer announces the course's objective (Hammerly, 1975; Shaffer, 1989). At the same time, the learners' profiles determine efficacy. As a result, the quest for realistic solutions would focus on different instruction modes tailored to specific learner profiles. The most important thing is to tailor grammar courses to the student's profile, language learning goals, and learning types (Hammerly, 1975).

The controversy about teaching EFL grammar to students using the deductive or inductive approach is one of the most contentious topics around successful language learning (Benitez-Correa et al., 2019). The issue has always been whether grammar should be introduced openly through thorough explanations of grammatical rules or indirectly through exposure to real-world language usage (Nassaji & Fotos, 2011). Deductive rather than inductive teaching seemed to be the more logical choice (Krashen, 1982). He wondered why teachers have to make students guess the rule. He believed in the importance of clearly explaining the rule and having students repeatedly practise it until they internalise the rule.

Moreover, Hendriani's (2018) study revealed that Indonesian students prefer a deductive approach to English grammar teaching over an inductive one. Inductive and deductive techniques have the potential to address the limitations of both preceding methodologies. Her research confirmed the critical role of teachers in developing curricula and making instructional decisions. And she suggested that educators should develop grammar teaching with students' needs, attitudes, and perspectives.

Nunan (1991) further states that deductive reasoning happens when language learners/students are taught fundamental principles and provided detailed information about a language. Simultaneously, students utilise the inductive method to acquire language principles via cold exposure to the target language as a habit-forming process. As a result, the structure's usage of many instances of a structure seems to be routine. Language learning is fundamental in this scenario. It implies that instructors do not explicitly explain the structure's rules, and students may not completely grasp what they are attempting to learn until the course's conclusion when the teacher announces the goal (Hammerly, 1975; Shaffer, 1989). However, the efficacy of such teachings is contingent upon the pupils' profiles. As a result, the search for practical ways will focus on various instructional techniques appropriate for specific learner profiles. The critical element is to tailor grammar classes to each student's profile, the goal for learning a language, and learning style (Hammerly, 1975).

Teaching grammar is strongly tied to either traditional (deductive) or modern (inductive) approaches (see Hammerly, 1975). Both inductive and deductive approaches can solve their limits. However, this study focused on explicitly presenting the grammar rules and getting students to practice them frequently until they internalised the rules (Krashen, 1982). Moreover, as technology is integrated into the curriculum, sessions, and classes, it is most successful in teaching grammar (see Bikowski, 2018).

English grammar teaching in Indonesia provides an intriguing context for understanding what technology integration (tools) students and teachers use in grammar classes, which is relatively insufficient. Thus, the study aims to learn about the perceptions of tertiary-level EFL grammar teachers and students in Indonesia toward using technology in their teaching-learning processes.

Method

Participant

The researchers recruited 109 participants: 107 students and 2 English lecturers from one private university in Indonesia. As many as 87 students were willing to attend short online

interviews. The participants were selected since they attended the grammar classes, and the two lecturers were responsible for teaching the classes. Both lecturers have a necessary background in English language education and have been teaching for more than twenty years. They reported having been able to use the standard educational technology for teaching.

Research Design

This study utilises a case-study approach (Yin, 2014). This study design enables the researcher to examine and comprehend the phenomenon in the existing context drawing from the classroom practice for teaching EFL grammar. The case was bound to teachers' consideration in applying technology in teaching EFL grammar with a deductive method. The researchers also highlighted the students' selection of technological tools for learning grammar.

Data Collection and Instrumentation

Before conducting the study, the researchers obtained approval from the university's research council to undertake it with students. They presented the project's goal to the students at the start of the semester and recruited them to engage willingly, anonymously, and non-academically.

Grammar instruction is closely related to either traditional (deductive) or modernist (inductive) approaches. Both inductive and deductive techniques have the potential to overcome their limitations (see Hammerly, 1975). In this study, however, the researchers emphasised clearly explaining the Grammar rules and having students practice them repeatedly until they internalised the rules [deductive approach] (Krashen, 1982). Then, when technology is integrated into curricula, courses, and lessons, it is most effective in teaching grammar (see Bikowski, 2018).

Then the researchers constructed self-constructed instruments in the form of closed-ended questionnaires and interviews, drawing upon Krashen [deductive approach] (1982) and Bikowski (2018) on what technology integration (tools) lecturers and students used in their EFL Grammar teaching-learning processes.

The researchers gained data on lecturers' and students' perceptions of technology integration in EFL grammar teaching-learning. The researchers developed online questionnaires. A-three Likert scale is used to investigate students' frequency of using the technology and their considerations. Due to face-to-face restrictions, the survey questionnaires were distributed online among 107 participants purposely selected for this study. Then, the researchers interviewed the two teachers for what technological tools are used in teaching EFL grammar

and their considerations. By interviewing select survey participants, the researchers were able to triangulate the survey data. The deployment of technology integration in English grammar teaching-learning processes necessitates the triangulation of numerous data sources (Moran-Ellis et al., 2006). The researchers then did a qualitative investigation. The researchers chose the subjects through WhatsApp messages sent to each of them. Two processes kept credibility sustained. The two researchers served as teachers throughout data collecting and analysis (Moustakas, 1994). Constant self-reflection reduces the power of previous views. As per Moustakas (2001), validity is subjective. The data is double-checked for reliability by the researchers through peer review. Collected data and topic formulation are followed by discussion.

Data Analysis

The researchers analysed the questionnaires' quantitative with a statistical tool (JASP) for descriptive statistics showing each response's frequency and percentage. The results were then presented in tables for further analysis. As for the interview data, it went into transcription, content checking from the interviewee. Afterwards, a three-step process is performed: data reduction, data visualisation, and conclusion verification (Miles et al., 2014). Finally, using the qualitative data analysis tool (NVivo), word clouds of the most frequently occurring terms in text documents are produced as a fast and straightforward way of visually conveying the most often occurring keywords in text documents (Lohmann et al., 2015).

Data from each instance were compiled and displayed in a matrix format in the second step. The researchers can then synthesise this matrix by looking at specific aspects that each teacher considers when incorporating technology into their lessons. The third stage involved drawing and verifying a conclusion. The researchers utilised three schemes to generate meaning from the data obtained (Miles et al., 2014). The instruments for questionnaires and interviews were based on the deductive teaching method, which is generally used in Basic English Grammar class.

Table 3.3. Data Analysis Categories for Qualitative Data

Deductive Steps in Grammar Teaching	The Use Of Technology Yes/No	List of Technology Used	Considerations
Introducing The Concept of Grammar Parts of Speech			
Internalising The Concept, Giving Examples			
Internalising The Concept, Practicing			
Identifying the concept			
Exposure to grammar parts of speech			
Sufficient practise & peer feedback.			
Teachers' review			

Findings

This section answers the research questions regarding students' and lecturers' perceptions of technology integration in EFL grammar classrooms. In addition, findings disclose how teachers combine their primary concerns and their design of technology integration lessons. Finally, the findings are addressed to answer the research questions.

The technology used for teaching EFL grammar and its consideration

The researchers conducted interviews with the two lecturers. As stated earlier, the framework is the deductive method of grammar teaching. All teachers indicated using technology in all aspects of their instruction. The results are discussed in more detail below.

Table 4.1. The technology used for teaching EFL grammar

No	Lecturers' Use of Technological Tools	Frequency/ Valid Percent		
		Often	Sometimes	Never
1	Learn grammar from E-books	100	0	0
2	Learn from Webbing/ Internet surfing	50	50	0
3	Use Gaming Application	100	0	0

4	Use Short Video/YouTube	100	0	0
5	Learn Microsoft offices (Ms.): PPT/Slides	100	0	0
6	Learn from Google Classroom	50	50	0
7	Learn Grammar lesson model on Instagram	100	0	0
8	Learn Grammar exercises on Instagram	50	50	0
9	Do grammar exercises on Instagram	50	50	0
10	Study grammar exam from Quiz Apps	100	0	0

Source: Statistical Data Analysis

The table confirmed using technological tools such as e-books, gaming, short video, PowerPoint, and quiz apps to deliver the teaching-learning process. Those applications were more popular and quickly integrated into the lesson for every stage of a grammar lesson. Also, webbing on the internet to a surf-related data source, Google Classroom, and Instagram is becoming popular. Teachers reported social media selection to boost students' engagement as they can post their idea in grammatically correct sentences in their posts. Posting on social media can also invite peer-feedbacks to improve their understanding.

Lecturer 1

Teacher 1 reported using the deductive method in teaching grammar due to the students' inadequate grammar knowledge. The Basic English Grammar class is believed to provide the necessary foundation for students' grammar knowledge. In this case, the deductive method's use is thought to provide a solution for students' low English skills in general and inadequate grammar knowledge in specific. She reported using technology for all teaching steps, starting with Microsoft PowerPoint, e-books, and sometimes YouTube to introduce grammar. The second step is to internalise the concept by giving examples. WhatsApp and Instagram are used. The next step is practising. Then teacher reported using Google Classroom for examples and feedback. To identify the concept, The teacher used Instagram to teach steps by writing a caption. The next step is exposing the grammar parts of speech. The teacher created the assignment in Google Classroom for students' feedback. The feedback is given with; WhatsApp's instruction as the topic under discussion. Students are later required to post it on their Instagram. The teacher conducted sufficient peer feedback in Google classroom as

students were asked to check with their peers before submission. After this, the teacher reviewed the tasks in Google Classroom.

Regarding using technology for teaching EFL grammar, she reported using technology for teaching and the challenge.

I use technology for teaching, as it offers many advantages. For example, the teaching-learning EFL Grammar became interesting. Students could study EFL grammar pleasantly. Both teacher and the students could execute the teaching-learning at any time and from any location. It assisted them in teaching and learning EFL grammar intensively. Thus, the teacher will reach the aim of the teaching-learning easily. However, no internet connection and less knowledge about the usage of technology sometimes challenge them.

Lecturer 2

The deductive method is also employed by teacher 2. She also reported the use of technology for all steps of grammar teaching. The class started by introducing the grammar parts of speech using YouTube. She selected some videos that best match the topic under discussion. The second step is to internalise the concepts by giving examples. She used Google classroom and sometimes Vlogs. After this, students can practice from the exercise uploaded in Google Classroom. Finally, students analyse their Vlog or YouTube videos for some classification under discussion to identify the concept. For the sake of efficiency, the students uploaded the videos to Google Classroom. This learning platform can be used for grammar exposure, practice, and peer feedback and review. Instead of Google Classroom, Microsoft PowerPoint was reported to be used in those sequences.

The most important use of the technology is to facilitate teacher-directed synchronous and asynchronous learning. Technology offers versatility for learning, but teachers may do the opposite and trigger increased student engagement. As a result, the focus is shifted to the students throughout the teaching and learning process.

The technology used for learning EFL grammar and its consideration

A three-Likert scale is developed to investigate the students' use of technology. Students were required to select how often they used the technology. The available options are often, sometimes, and never. Data results are as follows.

Table 4.2. Students' Use of Technology for Learning EFL Grammar

No	Technological Tools	Frequency/ Valid Percent
----	---------------------	--------------------------

		Often	Sometimes	Never
1	Learn grammar from E-books	33.645	59.813	6.542
2	Learn from Webbing/ Internet surfing	56.075	37.383	6.542
3	Use Gaming Application	19.626	57.009	23.364
4	Use Short Video/YouTube	45.794	48.598	5.607
5	Learn Ms. PPT/Slides	40.187	48.598	11.215
6	Learn from Google Classroom	29.907	58.879	11.215
7	Learn Grammar lesson model on Instagram	39.252	55.140	5.607
8	Learn Grammar exercises on Instagram	44.860	44.860	10.280
9	Do grammar exercises on Instagram	36.449	55.140	8.411
10	Learn grammar exam from Quiz Apps	24.299	64.486	11.215

Given the table above, the students often use webbing, short videos from YouTube and Instagram to study grammar exercises, each with 56.075%, 45.764%, and 44.860%. In this case, students easily find every information under discussion through the internet. Then they can quickly adopt all the information they find. Compared with the previous table, the lecturers mostly find information for reference from e-books. In this case, lecturers should guide the students to navigate some recommended websites to learn grammar. They tend to pick whatever source they first found on the web without considering the information's validity.

One interesting finding is the use of gaming that lecturers often use. It is proved that students do not learn much from gaming applications since only 19.626% frequently use these. Even around 23.364% of the students never use these apps. It implies that the lecturers should focus on other applications that can motivate students' learning. Games are entertaining, yet it does not promote students' learning. Similar findings occur for the use of Google Classroom and PowerPoint slides. As much as 11.215% of the students reported that they never learned from both technological tools.



Figure 2. Students' Use of Technology for Learning EFL Grammar

Source: Qualitative Data Visualization

The researchers then analysed the interview transcript with a qualitative processing tool. The word cloud portrays the most frequently used words mentioned by the students. The bigger the font size, the bigger the frequency of the students who stated the words in the interview. The word cloud stated that students heavily rely on Google for learning grammar, and they also mentioned the use of Instagram and their gadget to learn. Most students use technology for every stage of grammar learning, from the initial stage, i.e., getting to know the concept, until the last step. As for the first step, internalising the concept, the researchers could retrieve a wide range of responses from the students' perspectives. They used technology such as Google search, Google-translate, Grammarly into conventional learning methods such as memorisation. However, lecturers' PowerPoint still references before coming to other resources: comprehension, practice, or enrichment.

"Yes, sometimes I use a projector to see the PowerPoint, and I am usually using my handphone to find some information and learn English grammar."

In the second stage, internalising the concept by giving examples, one student mentioned using technology to learn grammar.

"I try to watch a short video of EFL grammar on YouTube first. Then I will learn EFL grammar more and write the important things in my notebook."

It is interesting to know that a student relies on his style to internalise the grammar concept. He reported:

"I make a sentence with basic English grammar. Then I do a presentation in front of the class, and I question what I don't understand about the course." Another student mentioned similar information in the second stage of learning grammar:

"I started with learning the basic one and keep memorising the structure. My strategy is composing sentences first, and then I was using a dictionary or the like."

It is evident that some students still use necessary memorisation to learn grammar.

The third stage is internalising the concept by practising. Here, almost all students utilise technological tools widely available in their smartphones and netbooks. In addition, they search for applications and the web to facilitate their learning. At the same time, some students reported a different way to practice their grammar:

"I use social media, like chatting with friends, use the English language."

Chatting in English not only assists them to learn grammar knowledge but also grammar competence. In the fourth step, identifying the concept, some students reported not adopting any technology at all. In contrast, another student stated that to identify the part of speech in writing the caption, she used Canva and Twibbon. This media can help her with grammar exposure.

In the last three steps; exposure to grammar parts of speech, acceptable practice & peer feedback, and teachers' review, students mainly stated some standard tools for learning, but few mentioned how they use them for learning, but one student stated the following:

"To get grammar exposure and practice as well, I use questioning techniques for myself and practice playing games, sometimes playing games on the phone."

Regarding how the students apply their grammar knowledge, almost half of the participants reported some productive activities using English, such as posting on social media, making comments, making captions on Instagram, and chatting with friends from another country. In contrast, other students enjoyed listening to and watching some English programs and writing and reading English books and novels. Below is the visualisation of students' responses to the crucial roles of technology for learning grammar.



Figure 3. The Necessity of Technology Integration in Learning Grammar

Source: Qualitative Data Visualization

The data visualization reported that all students approved of the essence of technology integration for learning grammar. They confirmed that technology helps them learn the lesson better and enables them to make language development.

Discussion

As English language teachers in Indonesia confront unique challenges, teachers have been unsure about conflicting government regulations and curriculum revisions. Thus, EFL teachers develop coping mechanisms to assist their students in "overlearning" and absorbing the material. Recommends enhancements to systemic supports for teacher professional development (Musthafa & Hamied, 2014). The study investigated teachers' and students' use of technology in EFL classes, EFL grammar, and their consideration of particular technology. Teachers nowadays can benefit a lot from many technology tools available today from the teachers' perspectives. And the teachers also can obtain the expectation of technology integration, including; or performance, development, or achievement in learning as believed by Yang, S., and Walker, V. (2015) and also by (Dewi et al., 2019), and it provides a contextual setting, motivating, and promotes engagement (Richards & Reppen, 2014). To integrate technology into basic EFL grammar classes, teachers need to know the appropriate technology and deliver content knowledge with its integration in pedagogy (Chai & Koh, 2017). Furthermore, instructors should consider regional curriculum, students' learning requirements, technological convenience, and school and classroom environment (Harris & Hofer, 2011).

Conclusion

This present study explored how teachers and students interpret technology for instructional and educational purposes. Data is displayed according to the levels of technical tools used in each learning stage (deductive). For example, Google is widely used, but educational technologies (e.g., interactive whiteboards) are not found. Games can include stand-alone applications and networked applications commonly used for education for additional information. Despite the positive attitude towards technology integration, data from teachers' interviews does not state the technology used for each grammar teaching stage. Further research can focus on teachers' efforts to evaluate the learning goals, develop teaching plans, and determine the suitable technology tools for their classroom. In addition, a thorough analysis of the implications of the specific piece of technology integration use is necessary.

Pedagogical Implication

Teachers of English in Indonesia face a unique set of difficulties. Due to contradictory government rules and curricular changes, teachers have been uncertain. As a result, EFL instructors create coping strategies to aid pupils with real-world solutions and absorb the information. The government and institutions should also improve systemic support for a teacher's professional development. And this research adds to the pedagogical implications, namely integrating technology into grammar education and reformulating the approach/technique of teaching grammar in language teaching could be a solution to enhancing grammar instruction.

Acknowledgement

The first author wishes to convey her genuine appreciation to the LPDP, the Indonesian Ministry of Finance, for funding this research. Additionally, we want to convey our sincere thanks to the English lecturers and students that made this study possible.

References

- Beeland, W. D. (2002). *Student Engagement, Visual Learning, and Technology: Can Interactive Whiteboards Help?* In Paper Presented at the Annual Conference of the Association of Information Technology for Teaching Education. Trinity College.
- Bikowski, D. (2018). Technology for Teaching Grammar. *The TESOL Encyclopedia of English Language Teaching*, July, 1–7.
- Celce-Murcia, M. (1991). Grammar Pedagogy in Second and Foreign Language Teaching.

- TESOL Quarterly*, 25(3), 459–480.
- Chai, C. S., & Koh, J. H. L. (2017). Changing teachers' TPACK and design beliefs through the Scaffolded TPACK Lesson Design Model (STLDM). *Learning: Research and Practice*, 3(2), 114–129.
- Christensen, R. (2002). Effects of technology integration education on the attitudes of teachers and students. *Journal of Research on Technology in Education*, 34(4), 411–433.
- Deng, F., & Lin, Y. (2016). A Comparative Study on Beliefs of Grammar Teaching between High School English Teachers and Students in China. *English Language Teaching*.
- Dewi, F., Lengkanawati, N. S., & Purnawarman, P. (2019). Teachers' consideration in technology-integrated lesson design. *International Journal of Emerging Technologies in Learning*, 14(18), 92–107.
- Ellis, R. (2002). *Grammar Teaching Practice or Consciousness Raising?* in *Methodology in Language Teaching: An Anthology of Current Practice*. Jack C. Richards and Willy A. Renandya. Cambridge: Cambridge University Press.
- Ellis, R. (2003). *Task-based language learning and teaching* (First ed.). Oxford University Press (OUP).
- Ellis, R. (2006). Current Issues in the Teaching of Grammar : An SLA Perspective. *TESOL Quarterly*, 40(1), 83–107.
- Hammerly, H. (1975). The Deduction/Induction Controversy. *Modern Language Journal*, 59(1–2), 15–18.
- Harris, J. B., & Hofer, M. J. (2011). Technological pedagogical content knowledge (TPACK) in action: A descriptive study of secondary teachers' curriculum-based, technology-related instructional planning. *Journal of Research on Technology in Education*, 43(3), 211–229.
- Hedberg, K. (2010). *Authentic Games in the Classroom : An Approach to Teaching Grammar to Young Learners* (Issue HEDBERG, K. 2010).
- Hendriani, S. (2018). Grammar teaching method preferred by Indonesian students author. *Asian EFL Journal*, 20(11), 83–96.
- Kirkwood, A., & Price, L. (2014). Technology-enhanced learning and teaching in higher education: what is “enhanced” and how do we know? A critical literature review. *Learning, Media and Technology*, 39(1), 6–36.
- Krashen, S. (1982). *Principles and Practice in Second Language Acquisition* (Vol. 46).
- Lavie, N. (2005). Distracted and confused?: Selective attention under load. *Trends in Cognitive Sciences*, 9(2), 75–82.

- Livingstone, S. (2012). Critical reflections on the benefits of ICT in education. *Oxford Review of Education*, 38(1), 9–24.
- Lohmann, S., Heimerl, F., Bopp, F., Burch, M., & Ertl, T. (2015). Concentric cloud: Word cloud visualisation for multiple text documents. *Proceedings of the International Conference on Information Visualisation, 2015-Sept*, 114–120.
- Mammadova, T. (2016). Two approaches to the teaching of grammar and their implications. *International Journal of Language Studies*.
- Matkasimova, D. B. K., & Makhmudov, K. S. U. (2020). Importance of interactive methods in English language grammar teaching. In *Science and Education*. cyberleninka.ru.
- McKnight, K., O'Malley, K., Ruzic, R., Horsley, M., Franey, J. J., & Bassett, K. (2016). Teaching in a digital age: How educators use technology to improve student learning. *Journal of Research on Technology in Education*, 48(3), 194–211.
- Miles, M. B., Huberman, A. M., & Saldana, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook* (Third ed.). Sage Publication Inc.
- Moran-Ellis, J., Alexander, V. D., Cronin, A., Dickinson, M., Fielding, J., Sleney, J., & Thomas, H. (2006). Triangulation and integration: Processes, claims and implications. *Qualitative Research*, 6(1), 45–59.
- Moustakas, C. (2001). *Heuristic research: Design and methodology*. In K. J. Schneider, J. F. T. Bugental, & J. F. Pierson (Eds.). *The handbook of humanistic psychology* (pp. 263–274). SAGE.
- Moustakas, C. (1994). *Phenomenological research methods*. SAGE.
- Mufanti, R., Susilo, A., Gestanti, R. A., & Nimasari, E. P. (2019). A constructing and analysing model for the teaching of grammar. *Asian EFL Journal*, 23(3), 159–169.
- Musthafa, B., & Hamied, F. A. (2014). Teaching English As a Foreign the Reform Era : What Do Teachers Have To Say? *The New English Teachers*, 8(2), 1–14.
- Nassaji, H., & Fotos, S. (2011). *Teaching grammar in second language classrooms: Integrating form-focused instruction in communicative context* (Vol. 1). New York and London: Routledge.
- Nugraha, S. I., Miftakh, F., & Wachyudi, K. (2017). *Teaching Grammar through Data-Driven Learning (DDL) Approach*. 82(Conaplin 9), 300–303.
- Nunan, D. (1991). *Language Teaching Methodology: A textbook for teachers* (p. 264). p. 264.
- Nurusus, E., Samad, A. A., Zainab, S., Abdul, S., Noordin, N., & Rashid, J. (2015). Exploring Teachers ' Beliefs in Teaching Grammar. *The English Teacher*, XLIV(1), 23–32.
- Reiser, L. J. (2002). Professional Development and other Factors That Contribute to the Ability

- to Integrate Technology into Curriculum. *Journal of Educational Technology Systems*, 30(4), 437–460.
- Richards, J. C., & Reppen, R. (2014). Towards a pedagogy of grammar instruction. *RELC Journal*, 45(1), 5–25.
- Saeedi, Z., & Biri, A. (2016). The application of technology in teaching grammar to EFL learners : The role of animated sitcoms. *Teaching English with Technology*, 16(2), 18–39.
- Shaffer, C. (1989). A comparison of inductive and deductive approaches to teaching foreign languages. *The Modern Language Journal*, 73(4), 395–403.
- Smerdon, B. B., Cronen, S., Lanahan, L., Anderson, J., Iannotti, N., & Angeles, J. (2000). *Teachers ' Tools for the 21st Century : A Report on Teachers ' Use of Technology*.
- Van Rijt, J., Wijnands, A., & Coppen, P. A. (2019). Dutch teachers' beliefs on linguistic concepts and reflective judgement in Grammar teaching. *L1 Educational Studies in Language and Literature*, 19(April), 1–28.
- Vernon, A. (2000). Computerised grammar checkers 2000 : Capabilities, limitations, and pedagogical possibilities. *Computers and Composition*, 17, 329–349.
- Watson, A. (2015). The problem of grammar teaching: A case study of the relationship between a teacher's beliefs and pedagogical practice. *Language and Education*.
- Werner, V., & Tegge, F. (2020). *Pop culture in language education: Theory, research, practice* (1st ed.). Routledge.
- Yin, R. K. (2014). *Case Study Research: Design and Methods* (Fifth ed.). SAGE Publications, Inc.

EFL Teachers' Perception of Classroom Assessment and Their Effective Practices to Improve Students' Learning

Ida Ayu Made Sri Widiastuti

Universitas Mahasaraswati Denpasar

idaayuwidia@unmas.ac.id

Biodata:

Ida Ayu Made Sri Widiastuti holds a Doctorate degree in English Language Education from Malang State University. She has dedicated herself to studying various issues in language teaching and assessment and her academic papers have been published worldwide.

Abstract

Successful teaching and learning process depends on how teachers conduct assessment in the classroom. Successful classroom assessment enables teachers to improve the students' learning achievement and the refinement of upcoming teaching strategies. This study explored teachers' perceptions of classroom assessment and established a useful solution to effective classroom assessment practices. To obtain information about the teachers' perceptions and practices of assessment, a multiple case study was carried out by employing semi-structured interviews and direct classroom observation. The study showed that teachers who have positive perceptions towards classroom assessment tend to administer the assessment properly and utilized the assessment results to improve students' learning achievement. Meanwhile, teachers who have negative perceptions of classroom assessment conducted the classroom assessment inappropriately. The findings suggested that teachers should continually build up their knowledge about effective classroom assessment practices. Moreover, further intensive training on classroom assessment should be handled by authorities to ensure teachers have high practical knowledge and have the ability to perform classroom assessments.

Keywords: *teacher; Perceptions; classroom; assessment; Practices*

Introduction

Classroom assessment is currently becoming a serious issue in the education sector. Successful teaching and learning processes depend on how teachers conduct classroom assessments and improve student learning achievement. It has been known that there are always two main inseparable activities during the teaching and learning processes, namely: teaching and assessment. Assessment is intended to measure students' achievement and is also used to optimize teaching-learning processes (Yahiji et al., 2019). Teachers may utilize the information gained from students' assessment results to modify their teaching strategies. Through continual development of teaching strategies to meet students' needs, students feel comfortable learning. Moreover, effective assessment must be carried out by the teachers (Morgan & Alfehaid, 2019).

Effective classroom assessment is not easy to do in the real classroom. There are many factors may hindrance teachers to implement it properly, these factors may internal factors which come from the teachers themselves and also external factors that come from outside school environment (Clark, 2012). Internally, teachers may have various perceptions of how classroom assessment should be conducted due to their different understanding of classroom assessment (Alkharusi, 2015). Additionally, the implementation of classroom assessment may also be influenced by the classroom condition. Externally, there is high pressure from school stakeholders to teachers to focus on practicing students to pass the national exam. This pressure certainly burdens teachers in conducting the learning process. Sometimes, teachers are reluctant to administer the classroom assessment, they prefer teaching students how to pass the national exam. This becomes a dilemmatic problem, meanwhile, teachers are urged by the authority to teach and carry out classroom assessment professionally to attain the learning objectives (Gan et al., 2019).

Classroom assessment should be conducted properly (Yamtim & Wongwanich, 2014). High-quality classroom assessment is essential to be carried out to enhance students' learning progress and develop themselves to professional educators (Birenbaum et al., 2011). Therefore, classroom assessment should carry out based on the following purposes, namely; (1) to determine students' learning achievement, and (b) select the suitable strategy for learning activities, (3) provide feedback for both students and teachers concerning how the learning processes have implemented, (4) figure out the strengths and weaknesses of the learning

strategy being implemented, and (5) obtain better learning solutions to meet the students' need. It is necessary to note down that classroom assessment is conducted inappropriately because it may benefit both students and teachers (Ahmad, 2018). Consequently, teachers should constantly make serious efforts to plan and carry out the classroom assessment properly in the highest standard of assessment procedures and feedback for the students' improvement should be always given to the students (Hill, 2017; Ma, 2019).

High standards of classroom assessment should be developed based on the learning competencies as suggested by the curriculum (Volante, 2006). Therefore starting from planning and designing the assessment formats, a teacher should always first thoroughly study the curriculum to ensure that the assessment forms being developed are relevant to the learning competencies to be achieved (Borg, 2011). This also indicated that teachers with a different understanding may have different perceptions and implement the classroom assessment according to their understanding (Zhang & Burry-Stock, 2003). Consequently, a good understanding of the curriculum is a starting point of a good classroom assessment designer. Although there is training on the curriculum, many teachers still have a poor understanding of it. It needs more intensive training and supervision from the school principal and authorities to ensure all components of learning are well mastered and implemented properly (Birenbaum et al., 2011).

In every teaching-learning process, two main types of assessments are carried out by the teachers: formative and summative assessment. Formative assessment is nowadays expected to maximize their use in the classroom as it has many advantages for both teachers and students to promote learning (Clark, 2012). Formative assessment is a progressive assessment conducted during the learning process. It is usually fulfilled at every end of the lesson to see the students' achievement for a particular unit and to know how effective the teacher implements the learning strategy. Through implementing formative assessment, teachers are able to provide feedback for students, improvement (Xie & Lei, 2019). However, teachers should be aware of the obstacles that are occurred in the implementation of formative assessment (Quyen & Khairani, 2016). Meanwhile, summative assessment is tended to see students' achievement at the end of the semester. The benefit of implementing the summative assessment is merely to see the students' competency achievement (Alkharusi, 2015; Gan et al., 2019).

Concerning the objective of classroom assessment, the Indonesian government enforced a new curriculum which has a reform of the assessment system (Ahmad, 2018). That is an Education Curriculum 2013. According to Education Curriculum 2013 of Indonesia, the main objectives

of implementing classroom assessment are: a) knowing student progress and learning difficulties, and helping students optimize the learning process, b) obtaining feedback to improve the teaching and learning process, c) activating student participation in the assessment so students can know progress and learning difficulties and d) developing ways of learning and motivation for achievement. In this curriculum, assessments are intended to help students achieve the learning competence both basic dan core competence and enable teachers to provide feedback to improve learning activities (Singh, 2018). The curriculum is implemented not merely to prepare students to be successful during national examination but also to improve education quality (Sulistyo, 2015). Therefore, so that classroom assessment to effectively conducted, teachers should understand the objectives of assessment properly (Karimi & Shafiee, 2014; Newton, 2007).

Therefore, considering the importance of classroom assessment, teachers in Indonesia are suggested to practice classroom assessment using more productive and authentic assessment (Akbar & Sulistyo, 2019). This new perspective of classroom assessment is in line with the objectives of the current education curriculum implemented in Indonesia. Productive and authentic assessment are more suitable for students' condition and allow students to maximize their knowledge. What they acquire in the classroom will be useful for their daily lives (Ahmad, 2018). However, due to the lack of classroom assessment knowledge, Many teachers still use assignments from students' workbooks as an assessment instrument. The phenomenon of relying on students' workbook become common practices among teachers as it is much easier for the teachers to do. This indicates that teachers have a low understanding and poor perception of classroom assessment practices. Ideally, classroom assessment should be conducted according to the standard set by the government. A study conducted by Widiastuti (2018) revealed that appropriate assessment conducted by the teacher in the classroom can promote students' learning. Additionally, Birenbaum et al. (2011) found that appropriate classroom assessment allows teachers to provide appropriate feedback on the students' learning progress. However, only a few teachers provide appropriate feedback for the students' learning improvement. Feedback is an important components of successful assessment practices (Coffey et al., 2011).

In actual classroom practices, based on the observation conducted to the teachers in the classroom, many teachers prefer conducting summative assessments rather than formative assessments. This is because they perceived that summative assessment is more important. After all, the assessment results are directly presented to the academic report book where parents and students can see their score. This teachers' perception certainly beyond good

practices of classroom assessment. Teachers should heavily practice formative assessment because knowing the students' progress for each learning material unit is important as direct remedial and enrichment programs can be programmed immediately once the assessment results are finished to analyzed. This is in line with studies conducted by many researchers who revealed that formative assessment is advantageous to students and teachers. Students can use the information for their further learning, meanwhile, teachers can use it for designing better learning activities (Akbar & Sulisty, 2019; Borg, 2011).

This study is considered important because the appropriate classroom assessment practice is the most influential solution for the improved quality of education in Indonesia. Moreover, the implementation of classroom assessment properly both formative and summative assessment supports the implementation of the Curriculum 2013 as it has been believed to be an appropriate curriculum for the development of education in Indonesia. Although some challenges may become obstacles in enforcing appropriate assessments, teachers should continually find the best way to do it for the sake of better learning conditions and higher quality of learning (Kuze & Shumba, 2011).

Moreover, this study is vividly essential to carry out because some previous studies showed a serious impact on teachers' perceptions of the implementation of classroom assessment. The different perceptions are influenced by different beliefs of classroom assessment practices (Box et al., 2015). The phenomenon above is interesting to be studied more thoroughly, especially in Indonesian education institutions. The results certainly help the government determine how teachers perceived the classroom assessment practices. Through knowing the actual teachers' perception, the findings enable the Indonesian government to undertake immediate action to enhance the assessment system within the education units and schools throughout Indonesia. Therefore, good policies are required for the improvement of the quality of the assessment (Leung & Scott, 2009).

Many studies have been thoroughly studied concerning the importance of classroom assessment (e.g; Box et al., 2015; Coffey et al., 2011; Kuze & Shumba, 2011), however, there are only a few studies conducted to reveal teachers' perception of classroom assessment for the sake of better quality of assessment practices Therefore this study is beneficial because it not merely to discover teachers' perception but it also tried to reveal solutions based on teachers' perception for the improvement of classroom assessment practices. The importance of teachers' positive perception of an appropriate assessment is key for successful teaching. The study results mentioned above indicate that teachers' perceptions play an important role in successfully implementing the learning process and assessment in the classroom.

Teachers' perceptions can be influenced by situations embodied in classroom learning practices (Ounis, 2017). Thus, understanding the factors that influence the implementation of classroom assessment is important to create a higher quality of learning. For example, teachers should have positive perceptions of classroom assessment to improve student learning. The phenomenon as described above strongly indicated that teachers' perception that influences their assessment practices was not in line with the curriculum's expectations currently implemented in Indonesia (Ahmad, 2018). Therefore, the education curriculum is important to comprehended properly as all essential components of teaching and learning are described in the curriculum including how the assessment should be conducted in the classroom. Nowadays, alternative assessment or more authentic assessment should be carried in every teaching and learning (Sulaiman et al., 2019).

Moreover, The expectation of the Minister of Education as stated in the education curriculum of Indonesia is persistent that classroom assessment should be conducted properly though ongoing basis and by utilizing various productive and authentic assessment models (Akbar & Sulisty, 2019). However, this expectation is practiced appropriately in the real classroom in most educational units in Indonesia. Therefore, this study becomes an urgent study to be conducted as an effort to provide solutions to the problematic phenomena in the education system in Indonesia. the findings concerning teachers' perceptions and appropriate solutions obtained from this study can guide teachers and authorities to provide improvement programs. This study certainly has paramount significance in all educational institutions in Indonesia. The findings of this study can be used to improve classroom assessment implementation in Indonesia. This research is also valuable to other educators who are interested in professional development. Furthermore, the findings of this study may provide a new horizon for education stakeholders to develop better educational programs to enhance teachers' competence in implementing classroom assessment.

Method

Research Design

This study was carried to explore teachers' perceptions of classroom assessment practices and practical solutions to the obstacles found in the implementation of classroom assessment. This study was conducted to investigate the selected cases occurred in the classroom assessment implementation in real classroom settings. All cases are described argumentatively and then interpreted to establish valid and reliable findings of the situational existence of the phenomena viewed from different perspectives (Borg, 2011). A qualitative research design was used to

reveal teachers' perceptions of classroom assessment practices and practical solutions to the obstacles of classroom assessment practices. Through employing qualitative research, teachers' perceptions of classroom assessment practices and their practical solutions to the obstacles of classroom assessment practices can then be adequately collected as the findings of this study.

Participants

The participants of this study were selected based on some criteria, such as teaching qualification, teaching experiences and teachers certification. Teachers who participated in this study should be certified EFL teachers with at least five years of teaching experience and a minimum bachelor's degree in English language Education. Due to the big numbers of teachers in Bali who were eligible for the present study, prior open questionnaires were conducted to the teachers to select appropriate teachers for the study. Based on the results of the questionnaires, teachers' profiles and then were categorized accordingly, finally, 15 English teachers at different high schools were nominated to be the participants of the study. Based on the selection criteria, three teachers were selected as representative teachers. Therefore, these three teachers were chosen as the participants of this study. The selected participants were EFL high school teachers with significant differences in teaching experiences. This is done to attain the objective of this study: to reveal teachers' perceptions of classroom assessment practices and practical solutions to overcome the obstacles of classroom assessment practices.

Data collection

This study made use of several valid and reliable instruments to collect the required data concerning the teachers' perceptions of classroom assessment practices and practical solutions to the obstacles of classroom assessment practices. The instruments were designed to collect the data and then validated by three experts. Semi-structured interviews, observation, and document studies are utilized to collect the data. Semi-structured interviews were conducted with the teachers to find out the teachers' perceptions of classroom assessment practices and practical solutions to the obstacles of classroom assessment practices. There were three main interviews conducted in this study. All the interviews were recorded to ensure all data were well-stored and categorize according to data specification. The first interview was intended to determine the teachers' perceptions and practical solutions to the obstacles of classroom assessment practices. The teachers conducted the second interview to triangulate their perceptions with their actual assessment practice. After class classroom observations, this

interview was carried out to see how the implementation of classroom assessment in the classroom confirms their perception of their practices. The third interview was conducted with the teachers to reveal the suggestive solutions proposed by the teachers.

Data analysis

All collected data were thoroughly and critically analyzed to establish valid and reliable findings. First, the data collected from interviews were transcribed. Then all data were carefully checked to ensure all data were transcribed correctly. Interview and observation data were then coded and categorized using the specific way, reflecting their beliefs and understanding, which was then critically analyzed and presented descriptively. In analyzing the data, a detailed description of each interview results of teachers' perceptions of classroom assessment practices and practical solutions to the obstacles of classroom assessment practices were made thoroughly. The data collected from the interviews were triangulated with all data obtained from the classroom observations and validated and then the data are presented argumentatively and interpretatively.

Results and Discussion

Teachers' perceptions of classroom assessment and solutions to overcome obstacles that occurred during the implementation of classroom assessment become the major attention of this study. The data were collected through conducting semi-structured interviews with the selected participants as the study representatives. The results of the interviews were confronted with the data collected from the direct observation to the teachers in implementing their assessment perceptions in the classroom. Understanding these teachers' perceptions is very essential because it is found that teachers' perceptions contribute to the implementation of assessment in the classroom. This study was carried out to reveal evidence of fundamental concepts of teachers' perception of classroom assessment. Some important points are discussed concerning different views on solutions to overcome obstacles in implementing classroom assessment.

Teachers' Perception of The Objectives of Classroom Assessment Implementation.

Teachers' perceptions on the objectives of classroom assessment were collected through conducting a series of semi-structured interviews. Teachers were interviewed based on questions listed in the interview guide and teachers are allowed freely to provide their answers

and opinions to the best of their knowledge and their experiences in conducting classroom assessment.

"oh... I understand that classroom assessment is important to be properly carried out in the classroom. It allows me to see my students' ability and also enable me to provide feedback for the improvement of learning. For me, formative assessment is to see students' improvement in each learning unit. Summative assessment is to see students' academic achievement for each semester." (Teacher A)

"I think.... classroom assessment is very important to be conducted because it provides the opportunity for me to check students' achievement. Formative assessment is intended to improve learning as it is conducted at every end of the learning unit. Meanwhile, summative assessment is to score the students' achievement for one particular learning semester." (Teacher B)

"for me, classroom assessment is certainly important. It is not only for my students but also for me as a teacher to be more professional. I can get information about my students' learning progress by conducting classroom assessment. I conducted a formative assessment to find out my students' learning achievement for one learning unit and to provide feedback. A summative assessment is conducted to check students' learning achievement for one learning semester." (Teacher C)

The excerpt from the interview showed that all teachers have a good understanding of the objectives of classroom assessment practice. Teachers A, B and C sufficiently showed their understanding of the objectives of classroom assessment. All of them described clearly the main objectives of formative and summative assessment although they have different discourses in describing but their descriptions are showed that they have a good understanding. They stated that formative assessment is merely intended to improve learning. Meanwhile, summative assessment is to provide the final score of the students' achievement for a particular learning semester.

Teachers' Perceptions of The Implementation of Classroom Assessment

The teachers' perception of how classroom assessment should be conducted is collected through semi-structured interviews. Teachers' were asked a series of questions related to how classroom assessment should be conducted. Teachers are put in a relaxed interview situation

in an air-conditioned room and refreshments are also provided to ensure that teachers provide genuine answers.

"I think every teacher should implement classroom assessment properly both formative and summative assessment. I usually conducted formative assessments at every end of the learning unit to see the attainment of learning objectives. Summative assessment, I always conducted every end of the learning semester to provide a final score for the students to be written in the report book" (Teacher A)

"classroom assessment is important to be implemented properly. I give my students formative assessments every end of the learning unit. The tests were taken from my students' workbooks. Summative test, I administered at the end of the semester and the test form is usually in the form of multiple-choice test so it is easier for me to score" (Teacher B)

"well, classroom assessment is something that every teacher should do to measure students' achievement. I conducted a formative assessment at every end of the learning unit by giving them an extra assignment to do to check their understanding. Most of the tests are in the form of objective tests because it is easier for me to score. For summative tests, I usually give my students multiple-choice tests which I took from the internet. This makes me easier because I have a very limited time for writing proper tests"

The excerpts of the interviews showed that teachers perceived that classroom assessment is important to be conducted. Most teachers, however, made use of various types of tests. Teachers tend to utilize exercises from students' workbooks as formative assessment and obtaining multiple-choice tests widely available on the internet. These different forms of assessment are due to limited time and their understanding of assessment preparation.

Teachers' Classroom Assessment Practices

The data related to teachers' assessment were collected through direct observation of the classroom during the implementation of classroom assessment. The data are necessary to match the data on teachers' perceptions and their implementation in the classroom. The main data can be presented as follows:

Table 1. Formative Assessment

	Test type	Content	Implementation
Teacher A	Short questions and answer, completion and essay	The assessment contents are relevant to the objectives of learning	Conducted every end of the learning unit. Tests were designed by the teacher
Teacher B	Multiple choice, completion, short question and answer, matching, essay	The assessment contents are only slightly matched with the learning objectives	Occasionally conducted at the end of learning activities. Tests are mostly taken from the students' coursebook
Teacher C	Multiple choice test, completion, true false	The assessment contents are not relevant to learning objectives	Conducted when teachers feel it necessary and time permitting

The table of the observation results of the teachers' formative assessment practices showed that teachers conducted the formative assessment, however, the tests they use are mostly in the forms of objective tests, such as multiple-choice, completion, and matching. The teachers hardly used any productive and authentic assessment. The teachers utilize the essay tests mainly to ask students to write a short paragraph with very limited topics to be described and

occasionally carried out in the classroom. The implementation of formative assessment was also conducted varieties according to the teachers' capability and when their time is permitting.

Table 2. Summative assessment

	Test type	Content	Implementation
Teacher A	Multiple choices, completion	Relevant with learning objectives and learning competencies to be achieved	Conducted at the end of the semester and supervision provided. Tests were constructed by the teacher.
Teacher B	Multiple choice and completion	Minor relevant to the learning objectives and learning competences	Conducted at the end of the academic semester and supervision provided. Tests were taken from students' coursebook.
Teacher C	Multiple choices	Nearly relevant to learning objectives and learning competences	Conducted at the end of the semester and supervised by the teacher. Tests were taken from the internet.

The table showed that teachers conducted a summative assessment in the form of multiple-choice tests and sentence completion. The content of the tests was matched with the learning objectives to be achieved, however, there only one teacher constructed their tests and made them relevant to the learning objective. Meanwhile, other teachers are taken from the students' coursebooks and the internet and the contents were not strictly matched with the learning objectives. Moreover, the administration of the tests was not strictly supervised.

Problems Encountered in Conducting Classroom Assessment and Proposed Solutions

The teachers conducted interviews to find out their problems in conducting classroom assessment and to find out what solutions they proposed to the school principals, education authorities, and other education stakeholders. This is done because, during the observation, it was found teachers implemented the classroom assessment inappropriately and also irrelevant

to their perceptions as found in the first interviews. The teachers' problems in conducting classroom assessments and their proposed solutions can be tabulated as follows.

Table 3. Problems and Proposed Solutions

	Problems	Proposed solutions
Teacher A	Lack of time allocation, Lack of knowledge of authentic assessment	More time should be allocated for conducting classroom assessment, training of authentic assessment
Teacher B	Lack of time allocation, lack of knowledge of constructing authentic assessment	More time should be allocated for conducting classroom assessment, training of authentic assessment
Teacher C	Lack of time allocation, lack of knowledge of constructing authentic assessment, lack of knowledge of understanding learning objectives and learning competency	More time should be allocated for conducting classroom assessment, training of authentic assessment, and training of learning curriculum

The table above showed that most teachers have problems in conducting the classroom assessment properly due to the lack of time allocated by the authority. It is not merely a lack of time for administering the tests but also the allocated time for constructing the test. All teachers still have problems in designing authentic assessments. It is understood that authentic assessment is an assessment form that is suggested by the curriculum. There is a teacher who found problems in understanding learning objectives and learning competency, consequently, the teacher prefers making use of the tests available on the internet. The proposed solution forwarded by teachers is mainly in the forms of training that should be given and more time allocated for test construction and administration.

Discussion

This study focused on investigating teachers' perceptions of classroom assessment conducted to junior high schools in Bali. This is teachers had various perceptions on classroom assessment in terms of its importance, how it should be conducted in a classroom and what can be done based on the result of the assessment. The different perceptions were due to the different understanding and lengths of teaching experiences that influence teachers' views on classroom assessment. These distinguished views were important to be discussed in this section.

The first interviews were conducted to find out the teachers' perceptions of the objectives of classroom assessment. A series of questions were asked to the teachers and they are allowed to answer based on their knowledge and experiences during conducting the classroom assessment. The excerpt from the interview indicated that teachers have sufficient knowledge about classroom assessment objectives. They described clearly that it is important to conduct classroom assessment both formative and summative assessment. They understand that the main objectives of conducting the formative assessment are to improve learning. By conducting the formative assessment, teachers can provide feedback for the students' improvement and modify their teaching strategy (Box et al., 2015; Clark, 2012). However, teachers sometimes reluctant to administer the formative assessment properly due to limited time allocated and lack of knowledge on how to administer it properly.

All teachers also understand that the main objectives of giving summative assessments are to see the students' academic achievement at the end of the semester. They all understand that the summative assessment should be conducted at every end of the semester to score the students' achievement. Feedback and enrichment are not programmed as it is merely to provide a report on the students' achievement. The interviews indicated that all teachers conducted the summative assessment according to their perception of how it should be conducted. This also indicated that teachers have a variety of understanding of the proper assessment practices.

It can be said that all teachers in this study have a good understanding of the objectives of classroom assessment practice for both formative and summative assessment. However, they all practiced it the real classroom differently, besides a lack of practical knowledge on how to implement the classroom assessment properly, they also argued that they have a lack of time as there many other duties they should do as certified teachers. It has been understood that there are many paper works should be done to be eligible for professional financial support. The workloads become a burden and somehow affect their classroom teaching duties. Therefore, a good understanding of classroom assessment is not enough unless other contributing factors are also overcome by all educational stakeholders (Gan et al., 2019).

The second interviews were conducted to reveal teachers' perception of how classroom assessment should be conducted in the classroom. Semi-structured interviews were carried out to all teachers in this study. Teacher A described that he implemented a classroom assessment properly in the forms of formative and summative assessment. Formative assessment was conducted at each end of the learning unit and summative assessment was implemented at the end of the semester. The summative assessment is intended to score the students' achievement for the academic semester. meanwhile, formative assessment is intended to improve students' learning achievement for every unit. This teacher constructed his tests but the tests are mainly in the form of objective tests. Again, these types of tests are not relevant to the assessment objectives, in which the curriculum has suggested that authentic assessment should be implemented (Akbar & Sulisty, 2019). Moreover, when he was asked how he knew that the assessment was appropriately implemented, he simply said that he had already conducted what other teachers did in the classroom. It seemed that this teacher has no certain guidelines on properly conducting classroom assessment.

Teacher B described that he considered that a proper classroom assessment administration is really important. He explained that formative assessment is important to be carried out at every learning unit to see the students' progress in learning. However, when he was asked about the tests he used, he simply answered that he made use of exercises from students' workbooks as the formative tasks. This is against the principle of assessment because students' workbooks merely contain exercises for the students' learning activities. It is not suitable for assessing the students. It will cover all the learning competencies to be measured for that particular learning unit. The exercises in the coursebooks are mainly to make students engage in learning. Concerning summative assessment, teacher B made use of multiple-choice tests. This selection due to the limitation of time in scoring. Multiple-choice test items require less time in scoring rather than an essay test item.

Teacher C also described that classroom assessment should be conducted properly. According to him, that formative assessment is usually conducted at every end of the learning unit. However, the tests for formative assessment are not constructed by himself. The formative assessment is given by giving extra exercises to check his students' understanding. The tests are usually in the form of an objective test because the tests enable the teacher to score his students quicker in a short period. The summative assessment was usually carried out at the end of the semester by utilizing tests taken from the internet. Using ready use tests from the internet is usually not suitable to measure students' achievement as they are not constructed for a particular group of students. They tend to be general tests and lack of reliability and validity.

These findings from the interviews were confirmed through direct classroom observation, it was found that teachers conducted classroom assessment poorly which are not relevant with their description during the interviews. Moreover, they seemed to have a lack of understanding of the assessment standard and also lack of curriculum understanding on how the tests should be constructed for both formative and summative assessment. There is hardly any teacher made use of authentic assessment for both formative and summative assessment. The findings indicated that teachers are reluctant to construct their tests for the classroom assessment in teachers prefer using assignment form student course books and tests form the internet. These findings can be seen from the table of observation results that most teachers used objective in the forms of multiple-choice, completion, and matching and authentic assessment is hardly been carried out by the teachers in assessing their students. Similarly, the summative assessment was mainly in the form of multiple-choice tests

The third interviews were conducted to the teachers to reveal their problems in conducting classroom assessment and to find out what solutions they proposed to the school principals, education authorities and other education stakeholders. This is also done to reconfirmed all collected data for validation. The teachers encounter several core problems, such as lack of time allocation, lack of knowledge of constructing authentic assessment, lack of knowledge of understanding learning objectives and learning competency. Most teachers described that they have very limited time to construct their tests for formative and summative assessments. Most of the time was dedicated to teaching all the learning topics as suggested by the curriculum (Ahmad, 2018). They also lack knowledge on how to design authentic assessment, they said that it is not easy to construct a test. First, they should have a good understanding of learning objectives and learning competency and also enough resources for the content of the tests. Additionally, administering and scoring the authentic assessment requires special knowledge in scoring (Akbar & Sulisty, 2019).

Based on the problems they encountered, teachers were asked some questions concerning the solutions they considered beneficial for them to propose the education authority and stakeholders. The solutions are mainly so that they are provided with more time to construct and administering the classroom assessment, intensive training on how to design authentic assessment, and further training on curriculum understanding. These findings become useful information for the education authorities in Indonesia as these are beyond their beliefs that most teachers can conduct classroom assessment.

Conclusion

Appropriate implementation of classroom assessment is important to be conducted by the teachers. Formative assessment is an essential assessment to be conducted at every end of the learning to enable teachers to provide corrective feedback for the students to improve their achievement. Moreover, teachers can use the information from formative assessment results to be more professional in teaching by modifying their teaching strategies. Meanwhile, summative assessment is important to see the students' learning progress for a certain period of the academic semester. Teachers in this study mostly have a good perception of the objectives of classroom assessment but their perceptions and their understanding are not relevant to the actual implementation of the classroom. Formative assessment and summative were not always implemented based on the assessment standard in which many teachers still made use of tests taken students' coursebooks and the internet. Moreover, teachers merely used objective tests rather than authentic assessment. Additionally, teachers still have many problems in conducting classroom assessments, such as limited-time allocation, lack of authentic assessment understanding and lack of curriculum understanding. Therefore this study suggests that more time should be allocated to ensure the implementation of classroom assessment is properly conducted and further intensive training should be carried out to ensure all teachers have high knowledge of classroom assessment.

References

- Ahmad, D. (2018). Exploring Policymakers' and English Teachers' Perceptions and Interpretations in Makassar towards Curriculum 2013 (A Mixed-Design Study). *The Asian EFL Journal*, 20(11), 261–271.
- Akbar, A. A. N. M., & Sulisty, G. H. (2019). Authentic Assessment and Its Use in K-13 Context: EFL Teachers' Conceptions. *The International Seminar on Language, Education, and Culture (ISoLEC 2019)*. <http://isolec.um.ac.id>
- Alkharusi, H. (2015). An evaluation of the measurement of perceived classroom assessment environment. *International Journal of Instruction*, 8(2), 45–54. <https://doi.org/10.12973/iji.2015.824a>
- Birenbaum, M., Kimron, H., & Shilton, H. (2011). Nested contexts that shape assessment for learning: School-based professional learning community and classroom culture. *Studies in Educational Evaluation*, 37(1), 35–48. <https://doi.org/10.1016/j.stueduc.2011.04.001>
- Borg, S. (2011). The Impact of in-Service Teacher Education on Language Teachers' Beliefs. *System*, 39(3), 370–380. <https://doi.org/10.1016/j.system.2011.07.009>

- Box, C., Skoog, G., & Dabbs, J. M. (2015). A Case Study of Teacher Personal Practice Assessment Theories and Complexities of Implementing Formative Assessment. *American Educational Research Journal*, 52(5), 956–983. <https://doi.org/10.3102/0002831215587754>
- Clark, I. (2012). Formative Assessment : A Systematic and Artistic Process of Instruction for Supporting School and Lifelong Learning. *Canadian Journal of Education*, 35(2), 24–40. <https://doi.org/10.1007/s10648-011-9191-6>
- Coffey, J. E., Hammer, D., Levin, D. M., & Grant, T. (2011). The Missing Disciplinary Substance of Formative Assessment. *Journal of Research in Science Teaching*, 48(10), 1109–1136. <https://doi.org/10.1002/tea.20440>
- Gan, Z., He, J., & Liu, F. (2019). Understanding Classroom Assessment Practices and Learning Motivation in Secondary EFL Students. *Journal of Asia TEFL*, 16(3), 783–800. <https://doi.org/10.18823/asiatefl.2019.16.3.2.783>
- Hill, K. (2017). *Understanding classroom-based assessment practices : a precondition for teacher assessment literacy*. 6(1), 1–17.
- Karimi, M. N., & Shafiee, Z. (2014). Iranian EFL teachers' perceptions of dynamic assessment: Exploring the role of education and length of service. *Australian Journal of Teacher Education*, 39(8), 143–162. <https://doi.org/10.14221/ajte.2014v39n8.10>
- Kuze, M. W., & Shumba, A. (2011). An Investigation into Formative Assessment Practices of Teachers in Selected Schools in Fort Beaufort in South Africa. *Journal of Social Sciences*, 29(2), 159–170. <https://doi.org/10.1080/09718923.2011.11892966>
- Leung, C., & Scott, C. (2009). Formative assessment in language education policies: Emerging lessons from Wales and Scotland. *Annual Review of Applied Linguistics*, 29(April), 64–79. <https://doi.org/10.1017/S0267190509090060>
- Ma, J. (2019). Classroom Writing Assessment and Feedback in L2 School Contexts. *The Asian EFL Journal Special Edition*, 23(5), 216–220.
- Morgan, G., Imam A. B. F. U., & Alfahaid, A. (2019). The Evaluation of an English for Specific Purposes Course Taught to Pre- Sessional Undergraduate Students in Tandem with General English. *The Asian ESP Journal*, 15(3), 56–98. <https://www.elejournals.com/asian-esp-journal/asian-esp-journal-volume-15-issue-3-december-2019/>
- Newton, P. E. (2007). Clarifying the purposes of educational assessment. *Assessment in Education: Principles, Policy & Practice*, 14(2), 149–170. <https://doi.org/10.1080/09695940701478321>

- Ounis, T. (2017). Exploring Secondary Teachers' Perceptions of Classroom Assessment in a Tunisian Context. *International Journal of Language and Linguistics*, 4(2), 116–124. www.ijllnet.com
- Quyen, N. T. Do, & Khairani, A. Z. (2016). Reviewing the Challenges of Implementing Formative Assessment in Asia: The Need for a Professional Development Program. *Journal of Social Science Studies*, 4(1), 160. <https://doi.org/10.5296/jsss.v4i1.9728>
- Singh, S. (2018). Using Self-Assessment Tasks in Foreign Language Classrooms. *The Asian EFL Journal*, 20(11), 52–60.
- Sulaiman, T., Rahim, S. S. A., Hakim, M. N., & Omar, R. (2019). Teachers' Perspectives of Assessment and Alternative Assessment in the Classroom. *International Journal of Innovative Technology and Exploring Engineering*, 8(7), 426–431.
- Sulistyo, G. H. (2015). English As a Measurement Standard in the National Examination: Some Grassroots' Voice. *TEFLIN Journal*, 20(1), 1–24. <https://doi.org/10.15639/teflinjournal.v20i1/1-24>
- Volante, L. (2006). Principles for Effective Classroom Assessment. *Brock Education Journal*, 15(2), 134–147. <https://doi.org/10.26522/brocked.v15i2.74>
- Widiastuti, I. A. M. S. (2018). EFL Teachers' Beliefs and Practices of Formative Assessment to Promote Active Learning. *Asian EFL Journal*, 20(5), 96–112. <https://www.tesol.id/2016conference/2016/06/17/efl-teachers-beliefs-and-practices-of-formative-assessment-to-promote-active-learning/>
- Xie, Q. (Education U. of H. K.), & Lei, Y. (Education U. of H. K. (2019). Formative Assessment in Primary English Writing Classes: A Case Study from Hong Kong. *The Asian EFL Journal Special Edition*, 23(5), 55–95.
- Yahiji, K., Otaya, L. G., & Anwar, H. (2019). Assessment Model of Student Field Practice at Faculty of Tarbiyah and Teaching Training in Indonesia: A Reality and Expectation. *International Journal of Instruction*, 12(1), 251–268. <https://doi.org/10.29333/iji.2019.12117a>
- Yamtim, V., & Wongwanich, S. (2014). A Study of Classroom Assessment Literacy of Primary School Teachers. *Procedia - Social and Behavioral Sciences*, 116, 2998–3004. <https://doi.org/10.1016/j.sbspro.2014.01.696>
- Zhang, Z., & Burry-Stock, J. A. (2003). Classroom Assessment Practices and Teachers' Self-Perceived Assessment Skills. *Applied Measurement in Education*, 16(4), 323–342. https://doi.org/10.1207/S15324818AME1604_4