



In cooperation with



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UNIVERSITY

Linguistic Society of the Philippines
NATIONAL CONFERENCE & GENERAL MEETING
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"Asianization of English and English Language Teaching"

Silliman University, Dumaguete City, Negros Oriental
April 7-9, 2016

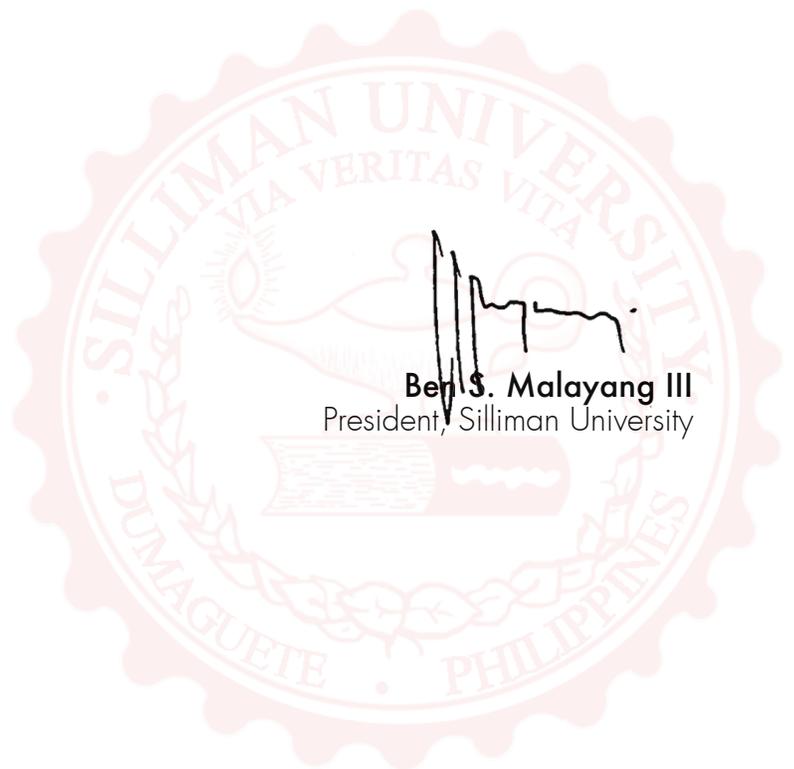
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BROCHURE

Message



On behalf of Silliman University, I welcome all to the National Conference and General Meeting of the Linguistic Society of the Philippines. Linguistics plays a great role in bridging communities. Your conference and general meeting provide a venue where experts and practitioners can examine the English language in relation to our national identity and aspirations. We hope for all of you to have a productive exchange and experience while here in our campus by the sea.



Ben S. Malayang III
President, Silliman University

Message



On behalf of the Linguistic Society of the Philippines, I would like to welcome our distinguished Plenary Speakers, paper and poster presenters, and all linguistics and language education scholars to the 2016 Linguistic Society of the Philippines – National Conference and General Meeting (2016 LSP-NCGM).

As part of the society's vision to hold conferences at the local, regional, national and international levels in matters relating to linguistics, language education and their allied disciplines, LSP-NCGMs are now held outside Metro Manila during even years. Likewise, LSP puts premium in the participation of LSP members and linguistics scholars in seminars/workshops/ meetings/conferences such as this to broaden their insights and promote their professional growth.

I enjoin everyone to take advantage of the four plenary lectures, 3 workshops, more than 50 paper presentations, posters, and the countless opportunities in this three-day academic gathering. At the end of this conference, I sincerely hope that we take with us the insights and the experiences we got here, not just from the numerous research topics we listened to, but from the intellectual discussion we had with co-participants and new acquaintances as we go back to our classrooms or schools.

I would like to thank everyone who made this event a resounding success: Silliman University, for hosting this year's NCGM; the very efficient conference directors, Dr. Bernardo and Ms. Patron, for smoothly running a huge conference such as this; our invited speakers, for agreeing to fly to Dumaguete despite the demands of their profession; the LSP Board, for their support, and the working committee for their hard work! Special thanks go to Mr. Wilkinson Gonzales, the LSP Secretariat, for doing a tremendous job in putting together even the minutest detail of this conference.

A handwritten signature in black ink, appearing to read 'Shirley N. Dita'.

Shirley N. Dita, Ph.D.
President, Linguistic Society of the Philippines

Message

English has not only been colonized by non-native speech territories; this colonizing language has been Philippinized, has been Asianized. This is the very proposition on which this year's national conference is premised.

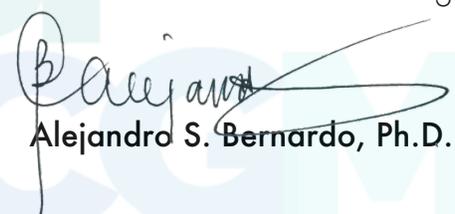
When I was appointed Director for Conferences of the most prestigious organization of linguists and language practitioners in the country, the Linguistic Society of the Philippines (LSP), and was delegated to stage the 2016 LSP National Conference and General Meeting (LSP NCGM), I did not have to think hard about the theme of this year's convention. As an avid follower of the World Englishes paradigm and as an advocate of Philippine English, I immediately resolved that this conference will serve as an important venue for intellectual and critical discussions and dialogues about how the English language has become Asian in character and why its Asianization calls for a (re)thinking, (re)evaluation, and (re)engineering of English language teaching and research practices.

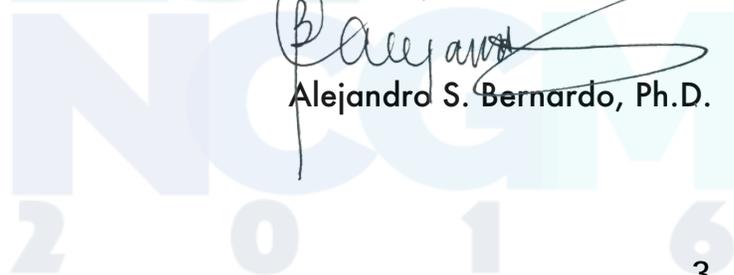
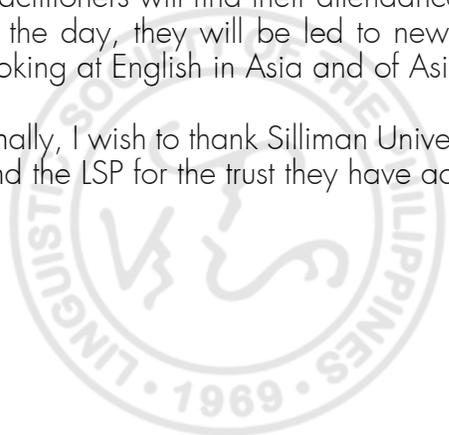


The 2016 LSP-NCGM aims to be a potent venue or platform for a critical discussion on English language as a language of Asia and the ASEAN economic community, a profound discourse on Asian-appropriate English language methodology and pedagogy, and disseminating findings of English Language Teaching (ELT) research that provide valuable insights which can fit into the design and implementation of English language education policies and programs in the Asian region. Thus, *Asianization* in this year's theme has two important implications – that Asians have owned and appropriated English the way they want to and that English plays an important role as a/the language of ASEANization a.k.a. ASEAN Integration. Now that the ASEAN community is more unified and 'more one', a language that bridges Asian economies, cultures, and perspectives will have to be identified and described. To me, it is English that has been Asianized, English that has been *Bruneized, Philippinized, Cambodianized, Koreanized, Indonesianized, Malaysianized, Singaporeanized, Thailanized, Laonized, Myanmarnized* and *Viet Namized*.

I understand and accept that the stance I take is radical and remains unsupported. But I am confident that the 2016 LSP NCGM will be able to explore, examine, negate or support my personal assertion. It is also my fervent hope that teachers, researchers, and language practitioners will find their attendance to this event fruitful and productive. I wish that at the end of the day, they will be led to new paradigms and will be provided with different lenses of looking at English in Asia and of Asia.

Finally, I wish to thank Silliman University for serving as our partner in this herculean undertaking and the LSP for the trust they have accorded me.


Alejandro S. Bernardo, Ph.D.





Linguistic Society of the Philippines -
**NATIONAL CONFERENCE &
 GENERAL MEETING 2016**

PROGRAM			
DAY 1: April 7, 2016 (AM Sessions)			
8:00 ~ 9:00	Registration		
9:00~9:30	<p>Opening Ceremony Invocation National Anthem Welcome Remarks:</p> <p>PROF. JANE ANNETTE L. BELARMINO <i>Silliman University VP for Development</i></p> <p>ASST. PROF. WARLITO S. CATURAY, JR. <i>Chair, English and Literature Department</i></p> <p>DR. ALEJANDRO S. BERNARDO <i>Conference Director</i></p>		
Plenary Session 1 9:30 ~ 10:30	<p>Plenary Session #1 Dr. Christopher Conlan (Formerly of Curtin University) <i>"Transcribing Spoken Data: Implications for Research into Asian Englishes and the Development of ELT Policy in Multilingual Asian Countries"</i> PLS001</p>		
10:30 ~ 11:00	Morning Snacks		
	Room 1	Room 2	Room 3
Session Chairs	Prof. Alana C. Narciso	Prof. Lady Flor Partosa	Prof. Joan C. Generoso
Parallel Session 1 11:00 ~ 11:30	'Where is the CR? The Reflexes of Philippine English in Hawaii' (Rodney C. Jubilado) LIN001	X	'English Proficiency Program for Transnational Students: Localizing the Global Classroom' (Niña C. Endozo & Raymond Peter Ibasco) MCD001
Parallel Session 2 11:30 ~ 12:00	'Codeswitching in Students' Facebook Statuses: Implications to the Teaching of Writing in SHS' (Eduard M. Riparip) LIN002	'English Proficiency of Foreign Students at Cebu Pacific International Language Services (CPILS)' (Maria Eden C. Zarate) EDR001	'Pecha Kucha Presentations: Developing ELL's Public Speaking Skills' (Romualdo A. Mabuan) MCD002
12:00 ~ 1:30	L U N C H		



Linguistic Society of the Philippines -
**NATIONAL CONFERENCE &
 GENERAL MEETING 2016**

PROGRAM			
DAY 1: April 7, 2016 (PM Sessions)			
	Room 1	Room 2	Room 3
Session Chairs	Ms. Hellene Piñero	Ms. Auden Tayko & Ms. Jollyprim Sy	Ms. Vethea Vega & Mr. Steven Credo
Parallel Session 3 1:30 ~ 2:00	'College Freshmen's Sources of Motivation and Academic Performance in English 101' (Zayda S. Asuncion, Mabel D. Mamaoag, Clara M. Gonzales, Ma. Ines R. Minia, & Gina M. Taniza) LIN003	'English Proficiency via Affects and Social Media' (Maria Eden C. Zarate) EDR002	'Enriching Intercultural Language Competence through a Virtual Friend in the ASEAN Countries' (Maria Angeles Dano-Hinosolango) MCD003
Parallel Session 4 2:00 ~ 2:30	'Age and Motivation: The two faces in second language acquisition.' (Fr. Gustavo Aguilera, SVD) LIN004	'Teacher Education Students' Attitudes on their Language Variety Accent' (Ronie G. Guillermo) EDR003	'Communicative Language Teaching in an Expanding Circle Context: Its Challenges and Opportunities' (Ralph A. Cardeno and Rodney C. Jubilado, Ph.D.) MCD004
Parallel Session 5 2:30 ~ 3:00	'Intelligibility of English Varieties to Different Linguistic Groups in the Philippines' (Marites B. Querol, Haydee D. James, Lysel I. Haloc, & Zemaia Sen M. Paulino) LIN005	'Correlation of the Mother Tongue and English Aptitudes of Pangasinan Students' (Florvel Magaway-Leano) EDR004	'Blended Learning Approach to Teaching Writing: Using E-mail in the ESL Classroom' (Romualdo A. Mabuan and Gregorio P. Ebron, Jr.) MCD005
Parallel Session 6 3:00 ~ 3:30	'Usage Patterns of Intensifiers Among Young Filipino Bloggers' (Nomer Navarro Varua) LIN006	'Views and Perspectives on Learning English of a Group of Vietnamese Language Learners' (Felix M. Mercado) EDR005	X
3:30 ~ 4:00	Afternoon Snacks		
Plenary Session 2 4:00 ~ 5:00	Plenary Session #2 Dr. Rodney Jubilado (University of Hawai`i) <i>"Foregrounding Philippine English within ASEAN English Landscape: From the Perspectives of Theoretical Linguistics and Cultural Geography"</i> PLS002		



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Linguistic Society of the Philippines -
**NATIONAL CONFERENCE &
GENERAL MEETING 2016**

PROGRAM			
DAY 2: April 8, 2016 (AM Sessions)			
8:30 ~ 9:00	Registration		
9:00 ~ 9:30	LSP General Meeting President's Report Treasurer's Report		
Plenary Session 2 9:30 ~ 10:30	Plenary Session #3 Dr. Isabel Martin (Ateneo De Manila University) <i>"The social dimension of English language testing in the Philippines"</i> PLS003		
10:30 ~ 11:00	Morning Snacks		
	Room 1	Room 2	Room 3
Session Chairs	Prof. Alice Mae M. Arbon	Prof. Jennifer A. Solitana	Prof. Hermisela Duran
Parallel Session 7 11:00 ~ 11:30	'Semanticity and Function of <i>Although</i> ' (Maria Regina P. Arriero) LIN007	'Domains of Language Use and Attitude: Towards a Theory on Second Language Learning' (Jay D. Telen) EDR006	'Activating Proficient Writing in English Through L1/L2-L2/L3 Translation in Tertiary Instruction' (Rafael Michael O. Paz) MCD006
Parallel Session 8 11:30 ~ 12:00	'World Englishes and the Creative Economy' (V.P. Sagimaynonathan) LIN008	'Teachers' Attitudes towards Three Languages and their Awareness of Philippine English' (Zayda S. Asuncion & Marites B. Querol) EDR007	'Cognitive Landscape: Language Teachers and English as a Subject and as Tool for Learning' (Roderick Motril Aguirre) MCD007
12:00 ~ 1:30	L U N C H		



Linguistic Society of the Philippines -
**NATIONAL CONFERENCE &
 GENERAL MEETING 2016**

PROGRAM			
DAY 2: April 8, 2016 (PM Sessions)			
	Room 1	Room 2	Room 3
Session Chairs	Ms. Hellene Piñero	Ms. Auden Tayko & Ms. Jollyprim Sy	Ms. Vethea Vega & Mr. Steven Credo
Parallel Session 9 1:30 ~ 2:00	'Gender differences in the influence of self-consciousness and assertiveness to discourse competence' (Edward Jay M. Quinto and John Christopher D. Castillo) LIN009	'Resisting JEEP ELT Aid's Joyride Offer: A Fight Against Anglocentricity and Professionalism' (Ersweetcel C. Servano) EDR008	'Readability Level of the K-12 Grade IV Philippine English Learner's Material: An Analysis' (Jacklyn G. Abalos) MCD008
Parallel Session 10 2:00 ~ 2:30	'The Place of Philippine English in Japan' (Yoshiro Kobari) LIN010	'The Language of Establishing the Niche in Research Paper' (Ms. Lormi Rio) EDR009	'Developing Language Materials for Re-Inscription of Cultural Identity: A Case in Caraga' (Myron T. Cubillan) MCD009
Parallel Session 11 2:30 ~ 3:00	'Discourse Okey and You know in Meetings and Mediation Hearings of Jose Rizal Memorial State University Board of Regents (JRMSU-BOR)' (Daylinda Luz R. Laput) LIN011	'Identity in Learning English of Filipino Muslim Students' (Sajed S. Ingilan) EDR010	X
3:00 ~ 3:30	Afternoon Snacks		
Poster Sessions 3:30 ~ 4:00	POSTER PRESENTATIONS		



Linguistic Society of the Philippines -
**NATIONAL CONFERENCE &
 GENERAL MEETING 2016**

PROGRAM			
DAY 3: April 9, 2016 (AM Sessions)			
8:30 ~ 9:00	Registration		
Plenary Session 4 9:00~ 10:00	<p>Plenary Session #4 Prof. Juliet V. Padernal (Silliman University) <i>"Asian Englishes Relative to Communicative Competence and Test Construction: Bane? Boon? Dilemma? Possibilities?"</i></p> <p style="text-align: center;">PLS004</p>		
10:00 ~ 10:30	Morning Snacks		
	Room 1	Room 2	Room 3
Workshop Sessions 10:30 ~ 11:30	Using Corpus in Language Research (Shirley N. Dita, Ph.D. & Wilkinson Daniel Wong Gonzales) WSP001	Teaching Philippine English (Alejandro S. Bernardo, Ph.D) WSP002	Teaching Pragmatics in the L2 Classroom: Raising L2 Learner's Awareness of the Cultural Relativity of the Speech Act of Complaint (Asst. Prof. Myla June T. Patron) WSP003
Closing 11:30 ~ 12:00	<p style="text-align: center;">Closing Ceremony</p> <p style="text-align: center;">DR. SHIRLEY N. DITA <i>LSP President</i></p> <p style="text-align: center;">ASST. PROF. MYLA JUNE T. PATRON <i>Conference Co-Director, Silliman University</i></p>		
12:00 ~ 12:30	Distribution of Certificates		
12:30 ++	LUNCH		

PLENARY SPEAKERS

Dr. Chris Conlan

formerly of Curtin University

Dr. Chris Conlan is a former Senior Lecturer at Curtin University, where he was Coordinator of Research and Postgraduate Studies with the Department (later School) of Language and Intercultural Education and subsequently with the School of Education. He was a long-serving member of the Division of Humanities Graduate Studies Committee, the academic body responsible for approving postgraduate research proposals. He was Director and Chief Examiner (Western Australia) of IELTS for over ten years and has supervised numerous Hons, MPhil, EdD and PhD theses. He has published widely in the field of interlanguage pragmatics and politeness theory, and is Commissioning Editor of *Teaching English Language in Australia: Theoretical Perspectives and Practical Issues*, a volume which was in continual print for nine years and was a set text for programmes offered by eight Australian universities. He is a member of numerous Editorial Boards, and was Co-Editor of the *English Australia Journal (EAJ)*, the national journal of the ELICOS Association of Australia, for a number of years.

ABSTRACT

Transcribing Spoken Data: Implications for Research into Asian Englishes and the Development of ELT Policy in Multilingual Asian Countries

This paper argues for the necessity of using systems of transcription when researching Asian Englishes which both allow a truly accurate representation of the variety being transcribed while at the same time positioning the variety as being self-referential and so independent of the conventions of L1 varieties such as AmE, BrE, or AusE. It argues that this is important for reasons not only associated with research integrity, but also for reasons associated with the perceived status of regional varieties of Asian Englishes; and, further, that such perceptions of status can be an important factor in determining national ELT educational policies.



Dr. Rodney C. Jubilado

University of Hawaii

Dr. Rodney C. Jubilado holds the degree of PhD in Theoretical Linguistics, and is a professor at University of Hawaii. He is a Fulbright grantee through the University of California-Berkeley. He speaks Bahasa Malaysia, Spanish, English, Filipino, and Cebuano. His research includes theoretical linguistics, World Englishes, heritage education, migration, and Southeast Asian cultural studies. He has spoken in various international conferences in countries such as Australia, Malaysia, Vietnam, Japan, Indonesia, the Philippines, Thailand, Singapore, and the United States of America. He has published various

research articles in internationally peer-reviewed journals and with Routledge. His professional society affiliation includes the Linguistic Society of America, Southeast Asian Linguistic Society, Association for Asian Studies, American Council on the Teaching of Foreign Languages, among others.

ABSTRACT

Foregrounding Philippine English within ASEAN English Landscape: From the Perspectives of Theoretical Linguistics and Cultural Geography

English has been transported to Southeast Asia during the colonial period, and it has been contributory to the effectual introduction of the former colonies to the English world and all appurtenances thereto. The value of the eventual spread of English is anchored to and commensurate with the breadth and strength of its supra-economic-political means. From political history, we could easily read in the literatures that, basically, there were only two imperial sources of English: the United Kingdom and the United States. As such, English can be categorized as part of the voluminous vestiges of the colonial past, an intangible part of linguistic heritage. Fast forward, we can see the English language flourishing in the countries where it has either the status of official language like in Singapore and the Philippines or a vibrant working lingua franca like in Malaysia. Considering the current prominence and vitality of World Englishes as a discipline, these three countries are categorized within the norm-developing outer circle per Kachru's concentric circles. Other approaches on the analysis of non-native English may label such dialects of English in many different ways. Departing from that vantage point, this paper presents an analysis of nativized English from the perspective of theoretical linguistics and that of cultural geography as a branch of human geography. It attempts to offer another set of lenses in looking into the interplay between this linguistic variety with other human activities. By extension, cultural diffusion and enhancement can be had in the ever-converging political economies. Suffice to it to say, it can be deductively concluded that the future of English in the ASEAN region is inevitably vibrant as one of the prime catalysts in the development of human capital and in the furtherance of the region.



Dr. Isabel Pefianco Martin

Ateneo de Manila University

Dr. Isabel Pefianco Martin is Associate Professor and incoming Chair of the Department of English, Ateneo de Manila University, Philippines. She has published in various internationally recognized publications on topics ranging from World Englishes, Philippine English, English language education, language policy, to language and law. She also serves in the editorial board of *Asian Englishes* (Routledge), as well as *Multilingual Education* (Springer).

ABSTRACT

The social dimension of English language testing in the Philippines

“What does it mean to know how to use a language?” Bernard Spolsky asks this question in 1985 when he wrote about the theoretical basis of language testing. It is a question that ESL professionals have long grappled with. It is also an important concern of language testing specialists who continue to determine how to best know if a speaker is truly proficient in a second language. Throughout history, tests have been used to control human behavior. Language tests have been and continue to be used for gate-keeping purposes. To what extent are these tests fair to testtakers? This presentation looks at the social dimension of English language testing. Using the Philippines as context, the study explores issues of fairness in English language testing practices and products.

Prof. Juliet V. Padernal
Silliman University

A faculty member of the Department of English and Literature, Prof. Juliet V. Padernal, has served as chair and as language program coordinator for both graduate and undergraduate programs of the department. She is a pre-service fellow of the Philippine-Australia Project in Basic Education (PROBE) and a fellow of the United Board for Christian Higher Education in Asia (UBCHEA) - Leadership Fellowship Program. Her academic interests are in the area of language testing, test moderation, language program/syllabus design/development, instructional materials preparation, teaching-learning strategies, and code switching/code mixing. She is currently the director of the Office of Instruction and Quality Assurance Office of Silliman University.

ABSTRACT

Asian Englishes Relative to Communicative Competence and Test Construction: Bane? Boon? Dilemma? Possibilities?

This paper attempts to critically synthesize the three articles of Bautista and Gonzalez (Southeast Asian Englishes), Berns (World Englishes and Communicative Competence), and Davidson (World Englishes and Test Construction). It is framed within English language curriculum development, specifically the syllabus, and instructional/teaching support and testing materials preparation. Drawing from the three articles and a few additional related readings, it explores a view which many ELT practitioners (at least in the Philippines) may have yet to be clearly ready to embrace. This is Kachru's polymodel approach of Integrating English as international language (EIL, i.e. World Englishes), particularly Philippine English, in deciding about syllabus content, setting goals and objectives of communicative competence, and preparing instructional and testing materials for Gen. Ed. English language and literature courses.



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ABSTRACTS



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PAPER PRESENTATIONS

(LIN) Linguistics: Philippine and World Englishes Strand

LIN001

Where is the CR? The Reflexes of Philippine English in Hawaii

Rodney C. Jubilado

The migration of the Filipinos to Hawaii has brought the Philippine languages and culture into the islands alongside the Philippine variety of English. This linguistic variety of English is the product of the Section 10 of the Education Act of 1901 that explicitly stated, "The English language, gradually, the basis of all public-school instruction. To this end, provision shall be made by law for English instruction in all schools supported by public funds." This legal provision came with financial allotment for the recruitment of English teachers whose ranks included the 530 Thomasites, the English teachers who boarded USAT Thomas on their way to the Philippines arriving on August 21, 1901. Fast forward, the Filipino migrants in Hawaii are one of the direct beneficiaries of such language policy that paved the way for them to speak English and function as either citizens or residents of the State of Hawaii. This paper argues that Philippine English exists in Hawaii, and that this variety of English becomes one of the identity markers of the Filipinos here in Hawaii. This paper offers an analysis on the lexical, phonological, and syntactic levels of Philippine English used in Hawaii. This paper makes use of identity construction theory and generative linguistics in the analysis of the data collected from the informants who are of Filipino ancestry and residents of the Big Island of Hawaii.

LIN002

Codeswitching in students' Facebook statuses: Implication to the teaching of writing in SHS

Eduard M. Riparip & Dr. Mildred B. Go

Because of the dearth of sociolinguistic studies on written codeswitches, the study aimed at identifying the relationship between the prevalent forms of codeswitching in the Facebook statuses of college students and the grammatical errors in their written compositions. It also identified the functions of students' Facebook codeswitching using Thurow's (2003) Typology of Communicative Themes and Functions.

The study found out that intersentential codeswitching is the most prevalent codeswitching among college students followed by intra-word codeswitching, intrasentential codeswitching and tag-switching. Three grammatical error categories were evident in the subjects' formal compositions namely, Error in Word Usage, Error in Mechanics, and Error in Sentence Construction.

In general, there is no significant relationship between the prevalence of the subjects' codeswitching in their Facebook statuses and the grammatical errors in their formal compositions. However, a slight correlation was noted in the case of intra-word codeswitching and word usage.

In addition, majority of the subjects' codeswitches fell under Informational-Relational Orientation (IRO) which means that students use Facebook as their means of asking personal



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NATIONAL CONFERENCE &
GENERAL MEETING 2016

favors from their virtual friends. They also make this tool to build interpersonal relationship in the online world.

Since intra-word codeswitching slightly influences the vocabulary skills of the students, the findings imply that the focus in language use and functions in the academic and professional writing has to be included in the Reading and Writing Skills syllabus of K-12 of the Department of Education; the highlight on teaching of vocabulary should be of prime concern also since the teaching of reading and writing in Senior High School involves primarily different texts from across various disciplines. The teachers should maximize the use of text reading and professional writing to teach the students vocabulary.

LIN003

College Freshmen's Sources of Motivation and Academic Performance in English 101

Zayda S. Asuncion, Mabel D. Mamaoag, Clara M. Gonzales, Ma. Ines R. Minia & Gina M. Taniza

The present study is grounded on the principle that second language learning or acquisition is facilitated when the learner is highly motivated. Studies claim that intrinsic motivation orientation provides more proficient learning opportunities than extrinsic motivation. The study tried to determine the college freshmen's sources of motivation in learning English as a second language, their possible correlation with academic performance in English 101 as well as possible differences when they are grouped according to gender, school enrolled in and academic performance. The study adapted the AMTB designed by Gardner (2004) with some modifications to suit the Philippine context. To ascertain quantitative data, qualitative data was used through a semi-structured interview. Results show that the respondents have strong degree of integrativeness, strong desire to learn English, moderate degree of instrumentality and interest in foreign language, and have slight motivational intensity and parental encouragement. Generally, there is a significant correlation between the sources of motivation and academic performance in English. This strengthens previous findings that motivation is a key determinant of successful language learning. When the respondents are grouped according to gender, college enrolled in and level of academic performance, significant differences in their sources of motivation are shown except in degree of instrumentality. Female respondents are more motivated to learn English than male respondents. The differences in motivation across college vary and the level or degree of the respondents' sources of motivation increase as their academic performance in English 101 increases. Hence, the different sources of motivation to learn English should be strengthened among learners in order for them to be successful academically.

LIN004

Age and Motivation: The two faces in second language acquisition

Fr. Gustavo Aguilera, svd

We are living in a multi-cultural and multi-linguistic world; so many people all over the world are able to speak at least two languages, especially for academic or business matters. There is a common belief that younger learners are better than older learners in second language acquisition. According to Critical Period Hypothesis (CPH), there is one period of time between the birth and somewhere around the age 12 when a child enters puberty where to learn a second language is easier than outside of this period. But there authors who disagreeing with CPH like



Linguistic Society of the Philippines -
**NATIONAL CONFERENCE &
GENERAL MEETING 2016**

Marinova-Todd, Marshall & Snow (2000) among others. In the other hand, Zoltán Dörnyei (1994) considers motivation as one of the main determinants of second/foreign language (L2). This study analyzed age and motivation as the two most important factors, among others, affecting the second Language learning. The researcher considers that Age and Motivation are the two face of the same coin. The second language acquisition framework is taken from Ellis (1994), Nunan (1999); and Mitchel & Myles (2004). This study is a theoretical and comparative research motivated by the researcher's personal experience as a second and third language learner living in a foreign country. Key words: Second language acquisition, second language learner, age, motivation.

LIN005

Intelligibility of English Varieties to Different Linguistic Groups in the Philippines

Marites B. Querol, Haydee D. James, Lysel I. Haloc & Zemaia Sen M. Paulino

The present clamor for Asean integration proposes a greater challenge to language teaching (LT). In language teaching, the trend on World Englishes signify the presence of English varieties in which intelligibility is a relevant issue. As such, this study investigated the intelligibility of English varieties among different linguistic groups in the Philippines. It tried to identify the most intelligible English variety to the participants; to compare the intelligibility of the four English varieties in relation to the profile variables (course, year level, gender, ethnicity of father, ethnicity of mother, and dominant language spoken); and to identify possible predictors of intelligibility of the English varieties. The study followed Larry Smith's concept of intelligibility and used sample speeches of prominent leaders representing the Filipino, Chinese, American and British English speech varieties. The speeches were listened to by 486 college students who were given a cloze test to identify the intelligibility of the speakers and a questionnaire on their profile. Frequencies, percentages, relationships and regression analysis were used. Results showed that the Filipino variety was the most intelligible, followed by the American, and the British, but the Chinese variety was almost unintelligible. In the American variety, the males were likely to be better. The other variables did not yield significant results. In general, the scores of the students in the cloze test identified the intelligibility of the English varieties. Amazingly though, the ethnicity of the father seemed to predict the intelligibility of the British and the Filipino varieties. The year level also predicted the intelligibility of the British variety. There were few specific words used by the speakers that predicted the intelligibility of the English varieties.

LIN006

Usage Patterns of Intensifiers Among Young Filipino Bloggers

Nomer Navarro Varua

This paper reports on a study of the use of intensifiers by the young generation of Filipino Bloggers in English. The study was carried out by making a specialized corpus-based analysis of patterns of using intensifiers – amplifiers and downtoners – in the online blogs. AntConc Version 3.4.3, a text analysis software package, was used to extract intensifiers from the personal blog corpora. In order to identify how intensifiers were used in online personal blogs of young Filipino bloggers, a corpora from 46 online blogs were built. The blog corpus consisted of almost 230,000 words



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Linguistic Society of the Philippines -
NATIONAL CONFERENCE &
GENERAL MEETING 2016

from personal blogs of Filipino teenagers and young adults. The personal blogs are of spanning interests – from fashion to music to foods to travel to politics – but mainly, the blogs consist of personal narratives. Features of overuse and underuse of intensifiers were classified and further examined. Blogs of Filipino young adults generally follow standard usage of English in as far as the American English is concerned. However, the data shows that the young bloggers tend to overuse and underuse intensifiers. Although bloggers utilize their own intensifying strategies at a very minimal level, the study finds that young Filipino bloggers tend to underuse intensifiers predominantly use boosters than maximizers among amplifiers and diminishers among downtoners. In light of the findings, it is recommended that further studies could be conducted using the same data by looking at the sociolinguistic variables, correlating gender with the use of intensification in the blogs. The findings of this study could be corroborated by building a larger corpus of young adult blogs and conducting another analysis.

LIN007

Semanticity and Function of Although

Maria Regina P. Arriero

The study of conjunctions in general has received considerable attention in linguistics. It is in spoken or written communication do people make use of conjunctions. They contribute to a better understanding of the use of discourse and they affect the way how texts are perceived.

In Academic Writing, it is important to create continuity or ‘flow’ in a text, thus, the use of conjunctions is essential. In order to create a specific relationship contrasting two or more pieces of information or evidence, using concessive concessions are necessary. This paper aims to describe the semantic function of although conjunction under study and investigate whether there are features in the use of although in the Philippine context that do not conform to the current usage taught in the textbooks that conform to the American and British usage. The data used were chosen from the larger data bank of the Philippine component of the International Corpus of English (ICE-PHI) compiled by Bautista, Lising and Dayag (1999). The Academic Writing text category, with the four disciplines -Humanities, Social Sciences, Natural Sciences and Technology chosen for analysis belong to the major text category of written printed data. The total number of text analyzed for the present study is 32 (a total of 30,129 words).

LIN008

World Englishes and the Creative Economy

Sagimaynonathan, V.P.

Has the creative economy propelled the development and growth of World Englishes? Does Indian economy jetstream due to Indian English? Or does Indian English flourish due to economic immensity? On the one hand the skeptics argue that global economy has created more divide among the rich and the poor within and among nations. On the other hand, transformationalists claim that globalization has contributed to the social and economic mobility, in particular in the third world countries. This position paper explores how the Indian economic and language policies and Indian English variety contribute and complement each other in the neoliberal market. This paper draws on Richard Florida’s “the Creative Economy” as a theoretical approach to expound



**LSP -
NCGM**
2016

Linguistic Society of the Philippines -
**NATIONAL CONFERENCE &
GENERAL MEETING 2016**

the relationship between World Englishes and creative economy in the Indian context. Indian English is recognized as a variety not only because of Kachru's seminal works published in 1980s, but also of the fact that it negotiated an unacknowledged space in the Indian neoliberal economic paradigm. Therefore, the creative economy accelerated and also fast-tracked the Asianization of Indian English. Hence, this paper is an attempt to analyse the factors that determine the Indianization of English in the light of creative economy paradigm.

LIN009

Gender differences in the influence of self-consciousness and assertiveness to discourse competence

Edward Jay M. Quinto & John Christopher D. Castillo

Studies examining the influence of self-consciousness and assertiveness to L2 oral ability have thus far accrued inconsistent findings as to the relationship between these variables. This paper aimed to throw some light into this phenomenon by drawing insights from gender-based sociolinguistics and examined gender differences on the relationship and predictive power of the two personality variables to L2 discourse competence. In the study, a random sample of 198 (male = 156, female = 42) Filipino ESL university students accomplished Fenigstein, Scheier and Buss's (1975) self-consciousness scale and an adapted assertiveness self-assessment questionnaire and participated in a simulated job interview task. Multiple regression analysis revealed that self-consciousness predicts discourse competence negatively and self-assertiveness, positively. Gender was found to be a moderator to the three variables. The one-way analyses of variance involving self-consciousness [$F(1, 196) = 4.1104, p = .04397$], self-assertiveness [$F(1, 196) = 4.5540, p = .03409$], and discourse and strategic competency [$F(1, 196) = 9.4750, p = .00238$] all showed significant differences according to gender. Males tend to be more self-conscious and have lower levels of discourse competence, while females are more self-assertive and are found to have higher levels of discourse competence. Implications for language teaching are discussed.

LIN010

The Place of Philippine English in Japan

Yoshihiro Kobari

The paper attempts to look into the dynamics of the Philippine ESL industry from a Japanese perspective in consideration of on-going changes in social, political and educational discourses in Japan under the pervasive influence of globalization. In the age of the internet, learning English online has been steadily established to provide inexpensive English lessons in which Filipino instructors teach English conversational skills to Japanese via Skype. The influx of Korean students to the Philippines seeking to improve English skills paved the way for the creation and growth of Japanese-owned ESL schools. Currently, the slogans, "Study Abroad in the Philippines (firipin ryūgaku)" and "Study Abroad in Cebu (sebu ryūgaku)," are gaining widespread popularity and an increasing number of Japanese learners of English flock to major cities in the Philippines. ELT is a major international industry, but the Philippine ESL industry provides unique selling



LSP -
NCGM
2 0 1 6

Linguistic Society of the Philippines -
NATIONAL CONFERENCE &
GENERAL MEETING 2016

propositions, such as visa versatility, affordable prices, personalized tutorials (one-on-one lessons), innovative curriculum, computer-assisted language learning facilities, travel packages and others. In order to grasp the complexities associated with the commodification of service-oriented and knowledge-based language education in the Philippine-Japan bilateral relations, these phenomena are described through interviews at some language schools in Manila and Cebu and situated in the dynamism of driving forces behind global connections. The introduction of Philippine English to Japanese learners of English through cyberspace and study abroad programs has an unknown potential to influence the ideologies of English in Japan and the language learning strategies of Japanese EFL learners.

LIN011

Discourse Okey and You know in Meetings and Mediation Hearings of Jose Rizal Memorial State University Board of Regents (JRMSU-BOR)

Daylinda Luz R. Laput

Cross talks are familiar scenarios in any organizational environment such as that of state universities and colleges' highest governing bodies, the board of regents or board of trustees. This paper replicates the notion of Condon's (2000) discourse ok revisited: default organization in verbal interaction in which she audio recorded discriminating voices of two groups exposed varying tasks, a face-to-face interaction and the computer-mediated interaction. This paper examines five official transcripts of minutes of BOR meetings of a state university, the Jose Rizal Memorial State University wherein discourses Okey and You know were marked. Significant transitions, presequences, and insertion sequences following okey and you know were identified as well as their multifunctionality; their moves, responses, and other uses. This investigation registered 58 occurrences of the discourse okey and 38 in the discourse you know. It found other strong responses in the use of discourse markers practically in meetings and especially in mediation hearings such as reprimanding, justifying and even making a threat. Indeed, processing demands on participants in interaction and asserts that face-to-face interaction favors minimal turn sizes. Therefore, it should not be surprising that interlocutors have a repertoire of strategies which conserve linguistic and cognitive resources. In fact, if all of the shared cultural knowledge and assumptions that come into play in interaction are considered to be part of what is communicated in the discourse, then most conversational practices are devices that package maximal understanding in minimal form with inclusion on verification strategies in order for the conversation to make sense (Condon, 2000). These may simply be effective solutions that have emerged in conversational practices to solve the problems involved in successful interaction.



Linguistic Society of the Philippines -
**NATIONAL CONFERENCE &
GENERAL MEETING 2016**

(MCD) Methodology and Curriculum/Materials Development

MCD001

English Proficiency Program for Transnational Students: Localizing the Global Classroom

Niña C. Endozo & Raymond Peter Ibasco

The mobility of transnational students has become a trend for the past two decades which form part of the global higher education landscape (OECD, 2007). Foreign students in the Philippines need to be acculturated while learning English to engage in cross cultural communication and establish healthy interpersonal relations. As such, transnational education or multicultural education becomes a responsibility of English Language Teachers across the globe. This exploratory-descriptive study focused on selected transnational students currently enrolled in the undergraduate of St. Paul University Manila and De La Salle University-Dasmariñas. It aimed to develop a two-tier English Proficiency Program for transnational students in terms of developing acculturation, interpersonal relations and cross cultural communication skills. Document analysis and researcher-constructed survey on acculturation, interpersonal relations and cross cultural communication were used for data gathering. Results showed that activities on the three areas in the English Proficiency Program were highly regulated by the university instituted activities, grammar lessons provided by the English teachers, classroom immersion observation, activities and cultural shows offered by the students' respective embassies. Hence, a need to develop a two-tier English Proficiency Program with Teacher's Guide supplemented with localized activities would be indispensable to achieving a globalized transnational students equipped with skills on acculturation, interpersonal relations and cross cultural communication in the Philippine context.

MCD002

Pecha Kucha Presentations: Developing ELL's Public Speaking Skills

Romualdo A. Mabuan

Can a 20 x 20 PowerPoint Presentation develop English language learners' (ELL) public speaking skills? This study explored the pedagogical viability of using Pecha Kucha Presentations to develop students' competence and confidence in presenting in the language classroom. Research participants include 200 ESL learners taking Speech Communication classes in a private university in Manila, Philippines during the second semester of the academic year 2014-2015. Research data from students' reflections, interviews, survey and focus group discussions (FGD). Findings suggest that Pecha Kucha Presentations do not only help students develop their speaking skills, they can also boost students' confidence, improve their speech writing skills, and encourage learners' autonomy. In the light of these findings, pedagogical insights and implications are provided for English language educators and researchers.



**LSP -
NCGM**
2 0 1 6

Linguistic Society of the Philippines -
**NATIONAL CONFERENCE &
GENERAL MEETING 2016**

MCD003

Enriching Intercultural Language Competence through a Virtual Friend in the ASEAN Countries

Maria Angeles Dano-Hinosolango

Immersing oneself to the virtual world in enriching one's Intercultural language competence can pave the way to understand better other cultures. With this, the study would like to describe and analyze the experiences of students in communicating with their Asian friends through Facebook, WhatsApp and Skype.

At the start of the semester, students were informed to look for a virtual friend in the ASEAN countries. The purpose of the activity was to affirm or confirm if the language use, taboos or traditions as reported by their classmates were still true at present times. The conversation threads, video and audio conferences were submitted and analyzed.

It has been found out by the students that the English language use varied from one Asian country to another. Although the meaning or purpose is the same, it is expressed in different ways. People are encouraged to heighten intercultural competence in promoting social awareness and mutual understanding with one another. With regard to culture, some have strictly observed and practiced taboos and traditions. On the other hand, the young of today are encouraged to understand and appreciate these to appreciate more their diverse culture. Hence, getting to know better our ASEAN neighboring countries can build and strengthen ties with one another.

MCD004

Communicative language teaching in an expanding circle context: Its challenges and opportunities

Ralph A. Cardeno, Ph.D. & Rodney C. Jubilado, Ph.D.

The theory that language is communication and that it has to be spoken has firmly established Communicative Language Teaching (CLT) worldwide as a language teaching framework of choice if classroom practitioners adhere to make their students speak in the target language in whatever possible means. In Mainland Southeast Asia comprising Thailand, Vietnam, Cambodia, Laos, and Myanmar, CLT has recently gotten significant attention requiring schools offering Special English Program to use it as a de facto teaching methodology, a potential tool to make learners speak (functional) English for greater mobility. However, speaking English as a Foreign Language (EFL) in these Expanding Circle countries under Kachru's Concentric Circle where English plays no historical or government role, employing CLT could become very problematic as people's cultures, language features, student motivations, and teacher qualifications create probable barriers that may lead into the failure of using CLT in an EFL context. The present study therefore traces what might limit CLT in an EFL context, its doability despite the restrictions, and the chance of promoting it to innovate one's teaching practices. The theories on communicative language teaching approach, interlanguage, and intercultural strengthen the study's direction.



Linguistic Society of the Philippines -
**NATIONAL CONFERENCE &
GENERAL MEETING 2016**

MCD005

Blended Learning Approach to Teaching Writing: Using E-mail in the ESL Classroom

Romualdo A. Mabuan & Gregorio P. Ebron, Jr.

With the primary aim of bridging the gap between the traditional mode of teaching writing and the pedagogical potentials of technology integration in the language classroom, this study explored the viability of using e-mail in facilitating topical discussions via e-mail exchanges among six ESL writing classes of 198 students in a private university in Manila, Philippines during the first semester of the academic year 2014-2015. Students were first required to have their individual e-mail accounts; then, they were assigned with e-mail exchange partners whom they communicated with on a weekly basis for a total of five weeks. E-mail thread discussion topics ranged from personal to societal issues covering local, national and global concerns. Data from student reflections, interviews, survey and focus group discussions reveal that despite some motivational and technology-related limitations, using e-mail in the classroom may help develop students' interest and confidence in writing, enhance their technological and social skills, develop learners' autonomy, and improve students' attitudes towards English language learning. Pedagogical insights and implications are provided for language teachers and researchers in the light of these findings.

MCD006

Activating Proficient Writing in English Through L1/L2-L2/L3 Translation in Tertiary Instruction

Rafael Michael O. Paz

The revitalization of translation as a pedagogical tool in recent literature shows teachers and applied linguists' attempt to recover translation's importance in both English as a Second Language (ESL) and English as a Foreign Language (EFL) instruction contexts. Ross (2000) claims that translation can be considered as the fifth skill (alongside the four macro skills: reading, writing, listening, and speaking). Leonardi (2011), on the other hand, believes that translation as a pedagogical tool can be applied at any level of instruction - at any school or university. However, in the Philippines, translation remains to be marginalized in tertiary instruction, often occupying a safe location in listening and speaking, but completely obscured in reading and writing. This paper attempted to determine how translation from tertiary education students' L1 or L2 to English (which can be the students' L2 or L3 depending on their different contexts) aids beginner and intermediate learners in writing more unified, cohesive, and grammatically functional outputs in English. By comparing students' freewriting outputs in (1) English, (2) preferred language with translation in English, and (3) mother tongue with translation in English, and their perceptions regarding the different writing practices they were asked to execute, this paper also aims to open possibilities for pedagogic translation in writing instruction in English in tertiary education in the Philippines.



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**NATIONAL CONFERENCE &
GENERAL MEETING 2016**

MCD007

Cognitive Landscape: Language Teachers and English as a Subject and as Tool for Learning

Roderick Motril Aguirre

With the onset of K to 12 Program in the Philippines, public and private schools are mandated to re-engineer their curriculum to meet the minimum standards (content and performance) in global (global and local) contexts. In response to this, the Sisters of Mary Schools-Philippines (SMSP) started the centralized curriculum called Christ-Centered Curriculum (3Cs) in the school year 2015-2016 with special focus on senior high school. In order to retool the English teachers in the new curricular design of the school and achieve oneness, there was a need to describe the cognitive demand English as a subject which serves as the construct for the training program of the school. This paper will elucidate on the stages SMSP went through in creating the centralized cognitive landscape for English as a subject to all four campuses (two in Silang, Cavite, and two in Cebu) and how this cognitive landscape influenced the instructional plans, learning materials, and assessment tools of the school.

MCD008

Readability level of the K-12 Grade IV Philippine English Learner's Material: An analysis

Jacklyn G. Abalos

The study attempts to find out the readability level of the Philippine K-12 English Learner's Material, the common genre types used, and the DepEd core values infused in the select text passages. The schema, genre and Schwartz' values theories serve as backbones of the study. In obtaining the data, the research questions focus on (1) the readability level of the K-12 Grade IV Philippine English Learner's Material using the Fry Readability Graph, (2) the common genre types used, and (3) the core values that are reflected in the select text passages. To analyze the data, Fry Readability Graph Formula is used to determine the select texts' readability level in the English learner's material and content analysis as a qualitative method of data analysis is utilized to examine and describe the common genres found in the passages as well as the DepEd core values as they are reflected in the book. The results show that the readability level of select texts in the learner's material has gone over and beyond the reading level of the Grade Four pupils, short story has always been the recurrent genre, and "Maka-tao" as a core value gets an all-encompassing preference. As recommendations, a Fry Readability Graph formula can be used to control text/passage difficulty that writers of the K-12 Philippine English learner's materials or the teachers themselves may consider using it, the teachers are advised to supplement different genres of literature to enhance pupils' comprehension, and the core values such as "Maka-bansa", "Maka-Diyos" and "Maka-kalikasan" have to be reflected in details because they are also important in molding the pupils holistically.



LSP -
NCGM
2 0 1 6

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NATIONAL CONFERENCE &
GENERAL MEETING 2016

MCD009

Developing Language Materials for Construction of Cultural Identity: A Case in Caraga

Myron T. Cubillan

It has been noted by many scholars that there are only few publications on research for materials development in language teaching. The goal of this study is to investigate the aspect of language materials development for learning College English and for construction of cultural identity with a view to finding out what role that these materials play in the process. English as an ASEAN lingua franca in a linguistically-diverse Caraga Region is an important area of investigation to appreciate the role of English for integration of cultures in the ASEAN economic community.

English language instructors/professors adopt a number of linguistic strategies due to the diverse cultural background and linguistic environment among students. The study first looks the perceptions of instructors/professors and students on the effectiveness of language materials used by the students in Caraga State University in facilitating language learning and development. From a cultural perspective, it then considers the effects of these language materials used to influence cultural identity construction.

The discussion includes how language instructors/professors can adapt contextualized, localized, community-based and culturally responsive English language teaching to illuminate how cultural heritage can be employed and represented in language materials development to encourage construction of cultural identity among college students.

This research study suggests that localizing and contextualizing the development of language materials is of crucial importance, for it has social and cultural impact in terms of making students aware of the links of communication in modern multilingual societies as well as in promoting the local culture in the free cultural exchange brought about by globalization.



Linguistic Society of the Philippines -
**NATIONAL CONFERENCE &
GENERAL MEETING 2016**

(EDR) Pedagogy and Education Research Strand

EDR001

English Proficiency of Foreign Students at Cebu Pacific International Language Services (CPILS)

Maria Eden C. Zarate

This study determined the English proficiency of foreign students at Cebu Pacific International Language Services (CPILS). The entry level and the differences in the four macro-skills of the Japanese and Korean students were looked into. This quantitative-qualitative research used descriptive survey method with twelve Japanese and eight Korean students. The International English Language Testing System (IELTS) was used to determine their entry level in English. They were gathered as one group and took the IELTS tests simultaneously. Their answers in the Listening and Reading tests were marked objectively according to the standardized answer keys while in the Speaking and Writing tests were marked using different criteria. The scores were interpreted into specific band scores in the IELTS nine-band scale. The Japanese and Korean students did not come up to band 6 as the standard level of English proficiency expected from them in the General Training Module. In general, the Japanese students were categorized as Extremely Limited User (3) while the Koreans were Limited User (4) in terms of the four basic communication skills. They were found to be weak in listening, followed by speaking, writing and then followed by reading. Hence, there is a need for them to enhance their English proficiency through the lesson guides that the researcher made.

EDR002

English Proficiency via Affects and Social Media

Maria Eden C. Zarate

This study analyzed the factors that interplay in promoting freshman students' English proficiency at Cebu Normal University (CNU) and their English proficiency level in the four basic communication skills; the students' profile in terms of the internal factors, namely: anxiety, attitude, motivation and multiple intelligences; the students' level of English proficiency in the following external factors: teaching performance, exposure to media and pedagogical approaches. It also identified the contributory factors to students' proficiency in English and the instructional directions for tertiary English language instruction. This study employed a quantitative-qualitative research that made use of the descriptive survey method. It was conducted in CNU with two hundred twenty five (225) students and fifteen (15) English language instructors. In general, the results proved that affects which are subjective manifestations of emotions alongside mass media exposure strongly influence the proficiency or non-proficiency of language learners. Thus, linguistic intelligence does not play a lead role to promote language proficiency when students' negative affects control the situations. As Krashen posits learners with "low affective filter receive more input and interacts with confidence."



LSP -
NCGM
2 0 1 6

Linguistic Society of the Philippines -
NATIONAL CONFERENCE &
GENERAL MEETING 2016

EDR003

Teacher Education Students' Attitudes on their Language Variety Accent

Ronie G. Guillermo

The dichotomy of Native Speaker against Non-Native Speaker affects the learners' attitudes when they evaluate the variety of English that they use. Most recent international researches revealed that learners favor the native variety of English and become hesitant to appreciate their own variety or other non-native varieties. In the countryside, some Filipino learners are even ashamed to participate in class interactions due to their fear of being teased of their English accent whenever they begin to talk. They still endorse the native variety of English as the standard in speaking and they even have a negative perception about non-native varieties of English. It is assumed that the learners' judgment is based on their stereotype of NS as mediated through education and their exposure to media such as American movies, the social media like the facebook and the internet.

This study aimed to obtain insightful data on the learners' attitudes on their language variety accent. It involved 94 Pre-service education students particularly pursuing Bachelor of Secondary Education students major in English who belong to different ethnic groups particularly Ilokano, Ifugao, Tagalog, and other cultural minorities of the province. Quantitative and qualitative data were gathered through students' questionnaires, narratives and interviews. The results revealed statistical significant differences along the three components namely: cognitive, affective, and behavioral domains. Majority of the learners claimed that native-like speaking can make them easy to be understood. Most of them showed more preference for native-like pronunciation which they believe could better facilitate classroom discussions. However, multicultural learners like them, consider message conveyance as an essential criterion as to priority in speaking English.

EDR004

Correlation of the mother tongue and English Aptitudes of Pangasinan students

Florvel Magaway-Leano

This study is a descriptive, comparative and correlative study between the mother tongue and English aptitudes. It aimed to develop an English enrichment program for the elementary students in Pangasinan by taking their mother tongue and English aptitudes with Grammaticality Judgment Task (GJT); Sentence Completion Task (SCT); and Picture Description Task (PDT) which Bylund (2010), Tode (2008) and Shoarnaghavi et al. (2014) have already used in obtaining aptitude.

After the thorough item analysis, the questions were discarded, revised or retained based on the difficulty and discrimination indexes. Thereafter, the questionnaires using stratified language were distributed to 372 elementary students in Pangasinan central schools. Results show that the aptitude of the respondents in their mother tongue is average while below average in English aptitude. Comparison between the aptitudes in mother tongue and English showed a very significant difference. On the other hand, there is a negligible correlation between the English and mother tongue GJT, low correlation in English and mother tongue SCT and marked or moderate correlation in English and mother tongue PDT. In totality, the correlation between English and mother tongue is low.

According to the Pangasinan teachers, sentence construction makes it difficult for the respondents to express themselves in English while preposition is their most frequent error in grammar. In writing sentences, subject-verb agreement is their worst problem.

These inputs were used to propose an English Enrichment program intended to improve the proficiency of the respondents in English.



LSP -
NCGM
2 0 1 6

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NATIONAL CONFERENCE &
GENERAL MEETING 2016

EDR005

Views and Perspectives on Learning English of a Group of Vietnamese Language Learners

Dr. Felix M. Mercado

Using McKay (2002) framework of teaching English as an International Language (EIL) and Stockwell (2007) theory on language attitudes, the study investigated the views and perspectives of a group of Vietnamese students enrolled in a university in the Philippines on learning English and their implications for teaching English. Results of the study revealed the varieties of English these Vietnamese students want to learn, their target model for learning English, factors that contributed to their choice of a variety of English and their preference for a target model, and reasons for learning English. With regard to the views of this Vietnamese group of learners on learning English in the Philippines four salient themes emerged from the data gathered from the interviews and focused group discussions: reasons for studying English in the Philippines, their comparison of their Filipino teachers of English with those of their previous teachers, difficulties that they faced in studying English in the Philippines, and the advantages of studying English in the Philippines compared with studying English in Vietnam and compared with studying English in the US and the UK.

EDR006

Domains of language use and attitude: Towards a theory on second language learning

Prof Jay. D. Telen

This paper reveals that instrumental motive complemented with positive second language attitude facilitates the L2 learning in a school context in the desire to fulfill academic needs, which is contrary to the claim of Lambert (1967) cited by Macnamara (1973) wherein an integrative attitude is more likely to lead to success than an instrumental one in a second language learning. It further reveals that the L2 learners tend to shift to their first language when confronted with non-academic related activities and when enfolded with personal, economic and social reasons in the descriptive-survey research among the maritime students taking the two-year Job Enabling English Proficiency (JEEP) program of the University during the CY 2013-2015. This implies that the school, being regarded as a formal context or environment in the development of a second language proficiency, should revisit seriously its language policies if it wished to attain conversational fluency and academic language proficiency among its students. It is only in school where a specific language can be institutionalized, controlled and be imposed upon to its constituents, unlike in a home environment.



LSP -
NCGM
2 0 1 6

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NATIONAL CONFERENCE &
GENERAL MEETING 2016

EDR007

Teachers' Attitudes towards Three Languages and their Awareness of Philippine English

Zayda S. Asuncion & Marites B. Querol

Giving premium to one's own first language means connecting with one's heritage, Filipino to establish national consciousness, and English to establish global responsiveness. Implications towards the conditions of a language in education and in society may be derived by identifying one's attitude towards a language. Using a questionnaire containing the respondents' profile, attitudinaire and 40-grammar and lexical items, this descriptive-correlational study intends to identify the attitudes of 55 English teachers in Nueva Vizcaya towards American English, British English, Philippine English, Tagalog/Filipino, and Ilocano; to explore the teachers' level of awareness of the grammatical and lexical features of Philippine English; to determine if their attitudes towards the three varieties of Englishes and the two local languages vary in terms of number of years in teaching, enrollment to graduate studies, gender, and type of school employed in; and if their attitude towards the three varieties of English relate to their level of awareness of PE grammar and lexicon. Results revealed that the respondents' 'attitudes towards the three varieties of English and Ilocano is neutral and positive towards Tagalog/Filipino. Their level of awareness is only at the beginning level. Their attitudes towards the five languages vary only in terms gender and type of school employed in. Lastly, there is no significant relationship between the respondents' attitudes towards the three varieties of English and their level of awareness of PE grammar and lexicon. For future studies, it is suggested that more respondents be considered, that teachers' acceptability of the PE grammar and lexicon in teaching English and the general attitudes of the respondents towards the three varieties of English and the individual items in the grammar and lexical features of PE be further explored using more sophisticated statistical tools.

EDR008

Resisting JEEP ELT Aid's Joyride Offer: A Fight Against Anglocentricity and Professionalism

Ersweetcel C. Servano

Ideologies of English language teaching and learning serve as the passkey of the Job Enabling English Proficiency (henceforth JEEP) Project to penetrate the English language teaching (henceforth ELT) practices of a Southern Philippine higher educational institution (henceforth HEI). The JEEP Project is an initiative of Growth with Equity in Mindanao (GEM), an organization funded by the United States Agency for International Development (USAID). The project promises to help produce job – ready graduates in the target sectors by honing students' general English skills and giving them with English proficiency training in particular employment sectors through its prescribed instructional materials and teaching methodologies. This paper uses Phillipson's (1992) concept of English linguistic imperialism to uncover manifestations of "anglocentricity" and "professionalism". On the one hand, anglocentricity is the practice of using the standards of one's own culture in judging other cultures. On the other hand, professionalism is the practice of viewing pedagogies adhered in English language teaching as sufficient for fruitful language learning. This paper then utilizes Canagaraja's (1999) critical pedagogy in presenting how the Southern Philippine HEI resists the project's imperialistic discourses in ELT. Particularly, it determines the following: a) the English linguistic imperialism features manifested in the teaching practices of the JEEP project; b) the forms of JEEP teachers' resistance towards the project's prescribed teaching practices; and c) the modifications made by the Southern Philippine HEI on the JEEP project's teaching practices. Fundamentally, this paper reveals that modifications made based



**LSP -
NCGM**
2 0 1 6

Linguistic Society of the Philippines -
**NATIONAL CONFERENCE &
GENERAL MEETING 2016**

on the teachers' resistance in the teaching practices of the JEEP project are aimed at helping students develop critical language awareness.

EDR009

The Language of Establishing the Niche in Research Paper

Ms. Lormi Rio

In order to describe the language of establishing one's niche in a research paper, the first level of analysis done in the present study was focused on the macrostructure of the twenty (20) research articles (RAs) and the rhetorical moves found in the Introduction section. The study uses qualitative-text analysis (genre analysis). The microanalysis aims to examine the language expressions used by the professional research writers in establishing their niche in their research papers. The corpus of the study includes the twenty (20) RAs that were taken from the International Journal of Educational Research published in 2014 which includes studies on Mathematics, Science, English, and other education-related topics. The result shows that all twenty RAs followed the IMRD format (Introduction-Methodology-Result-Discussion) in presenting their research reports. The Introduction section of the research reports contains Swales' three moves: Move1 (Establishing a Territory), Move 2 (Establishing a niche), and Move 3 (Occupying a niche). The categories of language expressions that were used in Establishing the niche in the research reports were: negative or quasi-negative quantifiers, lexical negation and negation in verb phrase. The language expressions that emerge from the data could be used as authentic examples of ways how to express Move 2 (Establishing the niche) which is a very important component in writing research introduction. The English teachers who are teaching research writing could also have varied linguistic options as well as good models of the grammar of establishing one's niche in research that can be introduced to students so they can successfully establish their niche in their research paper.

EDR010

Identity in learning English of Filipino Muslim students

Sajed S. Ingilan

Learning English as a second language has been entrenched in the Philippines since it was introduced in the country by the Americans. One pedagogical strategy to successfully teach English to the Filipinos, including the Filipino students, is by knowing the learners' identity. This descriptive research is aimed at determining the identity in learning English of Muslim students in the University of Southeastern Philippines, Davao City, using the 20-item survey questionnaire anchored on the theory of Taylor (2010) and interview. Findings revealed that university Muslim students are in harmony with their family and instructor's decision towards learning English. Their decision of learning English is made out of their own will. None of them refuse to learn English. The Muslim students have a positive attitude towards learning English, thus instructors must design activities sensitive to the culture of the Muslims in order to maintain their attitude and promote a healthy learning environment.



LSP -
NCGM
2 0 1 6

Linguistic Society of the Philippines -
NATIONAL CONFERENCE &
GENERAL MEETING 2016

POSTER PRESENTATIONS

POS001

Communication strategies used by college students in composition writing

Maria Eliza S. Lopez

This study aimed to identify and analyze the communication strategies in composition writing used by the college students of Mariano Marcos State University. It examined the different communication strategies in both discourse and strategic competence; the factors affecting the use of communication strategies; and the use of these communication strategies in teaching composition writing.

The descriptive method of research was employed in analyzing the communication strategies used by students taking up Filipino I in their composition writing. Out of 2,847 students, 142 (5%) were involved. The stratified proportionate random sampling was employed in determining the samples from each college.

The students were asked to write letters, one for a friend and another for a former teacher. The letter contains their experience in class focusing on their lesson. Their letters were analyzed to identify the communication strategies they used. Such strategies were classified as either discourse competence or strategic competence. These were tabulated using frequency counts and percentage.

The study revealed that the use of communication strategies in composition writing is very evident and important. This helps the student in sharing their experience, views and opinions to the target audience.

Students from the different colleges were also interviewed to find out the factors that affect the use of the communication strategies identified in their compositions. As an output of the study, a lesson plan was prepared focusing on the effective use of the identified communication strategies in composition writing. The lesson plan was shown to language experts for evaluation and refinement.

POS002

Factors Affecting the Participation of ZCSPC Grade 7 Students in Language Classroom Activities

Marian E. Fernando

This study determined the participation of ZCSPC Grade 7 students in language classroom activities. Specifically, it ascertained the following: (1) the types of activities used in Grade 7 English classes; (2) the language activity types participated by Grade 7 students; and (3) the factors affecting their participation in language classroom activities. Survey, focus group discussion, and key informant interview were conducted among 60 Grade 7 students. Means, frequencies, and percentages were used to analyze the data gathered. The findings revealed that language activities were mostly on writing. Moreover, the results showed that students participated more in writing than in speaking activities. The findings further indicated that students' participation was most and least affected by social factors and affective factors, respectively.



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POS003

Focus of Teacher and Peer Feedback

Pauline Marie V. Gervacio , Celina Krystal Q. Go, Janica Naiza Ibanez, Kim Yong Sung & Maria B. Cequena

Feedback is one of the most important factors in the success of each learner specifically in academic writing. The present study investigated the effect of the focus and strategy used by teachers and peers in providing feedback on students' essays. Fifty college students from the College of Engineering enrolled in Academic Writing course and their two language teachers comprised the respondents of the study. The teachers followed the process approach in teaching writing, allowing students to provide feedback first on their peers' essays before giving their own. Using Bitchener's (2005) strategies of feedback and Furneaux, Paran and Fairfax's (2007) coding scheme on the focus of feedback, the researchers analyzed 50 college students' essays with teacher and peer feedback by categorizing the focus and strategy used in providing feedback. Results show that teachers and peers focused more on form when giving feedback which includes lexical, mechanical, style, discourse and grammatical aspects compared to meaning. Teachers and peers provided feedback using indirect strategy more frequently than direct strategy. Furthermore, considering students' perception on the effect of feedback based on interviews and surveys, most of them claimed that there were improvements on their writing performance because of teacher and peer feedback. However, many of them stated that when they followed teacher's feedback in revising their essays, their grades improved. The findings of the study only show the positive effect of feedback on students' writing, hence, language teachers should continue their practice of giving quality feedback on students' essays to provide students' direction in improving their writing skills. Students should also be trained in providing feedback through a series of writing workshops to further hone their writing skills. Keywords: direct feedback, indirect feedback, strategy and focus of feedback.

POS004

Listening Comprehension Skills of PSU-Narra First Year Students: Basis for an Intervention Program

Mary Ann O. Pentinio-Schutze

Using a combination of quantitative and qualitative methods of research, the study sought to determine factors affecting listening comprehension skills of PSU-Narra first year students as basis for an intervention program. It employed researcher-made questionnaires and focused group discussion to determine the students' demographic profile, levels of listening comprehension, and self-assessment on language related factors. Data were tabulated, analyzed and interpreted using frequency, percent, mean, standard deviation, regression and Pearson Correlation. The data revealed that the levels of listening comprehension of the first year students were found to be average to high. In the attentive and interpretive levels, students posted average scores. While the students showed an average score in the critical level, it was also in this area where the lowest scores were found, thus pointing that it is the students' most difficult area of listening. Majority of the students had high scores in evaluative and appreciative levels. On the demographic profile, only sex was found to have a significant relationship and such relationship was only found in the interpretive and appreciative levels. In the language related factors, the



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attentive level was found to be affected only by the translation to Filipino, while the interpretive, critical and evaluative levels were affected by the contextual factor. None of the language related factors have been found to affect the appreciative level of listening. Therefore, an intervention program is brought forward with the main objective of enhancing students' contextual understanding and translation to Filipino to improve critical listening comprehension.

POS005

Movie Reviews of Selected Philippine Students: A Contrastive Analysis

Ernesto Ramos Jr., Raymond Peter Ibasco & Merry Ruth Gutierrez

This paper analyzed the particular pattern of rhetorical move order of selected movie reviews written by selected students of DLSUD and PNU in the Philippines and compared it with the rhetorical move order of reviews found on a newsgroup (www.imdb.com) as analyzed by Charoenchagri (2007). Specifically, this research asked the following questions: How did the selected students write a movie review? How are the movie reviews similar to and different from reviews found on the newsgroup? How are the reviews written by DLSUD students similar to and different from reviews written by PNU students? Lastly, the study also interviewed the students and conducted focus group discussions to learn how they decide what to write and how to write movie reviews. GRASPS as used by Milwaukee Public Schools was adapted and used to conduct the writing task inside the classroom.

POS006

Nameonication: The narrativity and performativity of identity vis-à-vis anthroponyms and epithets

Wilzen D. Bermoy

The name is the message. Theoretically, this qualitative study incorporates, in its framework and discussion, the tenets of communication theory of identity (CTI) in understanding the processual complexity of identification among adolescents and coordinated management of meaning (CMM) in exploring the narrativity and performativity that anthroponyms and epithets accord. Methodologically, it purposively combines and applies both case study and focused research in examining how the paralinguistic nature of names is conceived, perceived and promulgated. The research participants are six high schoolers selected—utilizing preliminary questionnaires and cohort survey—and recruited through volunteer sampling. In addition, mixed methods of in-depth data collection include: journal entries (textual); humanistic interviews (verbal) and focus group discussion (FGD) sessions; and direct observation of the dynamics in group interactive activities. In conclusion, names and epithets do not seem to exist purely lexical in form, structure and definition. Instead, they are: (1) invented trademarks whose discursive mechanisms advertently extend personal identity; (2) nonverbally and continuously advertised by their owners as lingual ornaments—in various settings, modes and contexts—that apparently affect perceptions of personality; (3) deemed to sustain communicatively political cues. To name – or naming itself – is a speech act of power and possession.



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POS007

Phonological variations of Boholano and Cebuano from a linguistic perspective

Daylinda Luz R. Laput

This paper investigates the phonological variations of Boholano as a Visayan dialect and Cebuano as the mother tongue from a linguistic perspective based on Rickford's (2002) regional dialectology. Phonologically, Boholano and Cebuano have very slight differences and remarkably large number of similarities. Among the Boholano speaking respondents, the prominence in their Binol-anon pronunciation has contributed to the several differences in the 205 word list as provided in the Swadesh list adapted in the study of Endrigo (2009). Considering 60 respondents grouped into three intergenerational ages data gathering largely depends on tape-recorded oral elicitation. Similarities and differences on sound of nominals, pronominals, adjectives and verbs from the word list were marked and described using the International Phonetic Alphabet (IPA). Findings reveal that Boholano and Cebuano vary slightly by substitution, in minimal pairs, the palatal approximant / j / and palatal lateral approximant / y /, and the velar approximant / w / and alveolar lateral approximant / l /, for example babaje – babaye “woman”, lajo – layo “far” and habow – habol “dull”, kawot – kalot “scratch”. By omission, it is most likely similar to the first where the alveolar lateral approximant / l / is omitted as a syllable from selected Boholano words such as dunggan or dawnggan from dalunggan “ears”, has from halas “snake”, and ma from mala “dry”. In sum, features on the phonological variations in Boholano achieved prominence resulting from two phonological processes, the changes by substitution, where / j / replaces / y / and / l / is changed to / w /; and by deletion where the alveolar lateral approximant / l / sound or the syllabic CV / la / or / lo / is omitted.

POS008

The Analysis of Speech Events Using Hymes' SPEAKING Model in the Movie DANISH GIRL

Dahlia R. Domingo-Sagucio

This is a research on the controversial movie “The Danish Girl”. It attempts to investigate speech events from this movie as part of media discourse. The Danish Girl is a 2015 British biographical drama film directed by Tom Hooper. The story is based on the 2000 fictional novel of the same name by David Ebershoff. It is inspired by the lives of Danish painters Lili Elbe and Gerda Wegener. This study investigated the occurrence of speech events to probe such phenomena in media discourse. This study aims to present not only a sample of spoken discourse about those speech events which were more frequent, but a sample of native speakers' cultural norms. It aims to probe on the portrayal of the historical events of Lili Elbe, as one of the first known recipients of sex reassignment surgery. The film stars Eddie Redmayne as Lili Elbe, and, Alicia Vikander as Gerda Wegener, the wife. The movie was released on November 27, 2015.



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POS009

The landscape in radio broadcasting: The case in the province of Camarines Sur, Philippines

Orbel S. Cepeda

This study focused on the landscape of radio broadcasting in the province of Camarines Sur. Specifically, the study attempted to answer the following objectives: 1. Determine the standards required by the radio stations for different positions and the profile of the practitioners vis-à-vis the minimum standard and the components of the compensation package of the radio stations, 2. Identify the factors affecting the radio broadcast profession, 3. Explore the internal and external problems of broadcast media practitioners in the performance of their profession. The study made use of the descriptive-analytical approach. In discussing the data gathered on issues and problems in the radio broadcast industry in Camarines Sur, both description and analysis were employed. Total enumeration of practitioners was conducted. The results of the study revealed the reality of the lives of the practitioners especially those in the provinces in terms of accreditation by the Kapisanan ng mga Brodcaster ng Pilipinas (KBP) (Association of Broadcasters in the Philippines). There were also varying degrees in compliance to minimum requirements in terms of qualification standards along hiring of radio station personnel. Along internal problems, management intervention on programming, owner's non-compliance to labor laws and mismanagement resulting to workforce retrenchment, distorted English, and vulgarity were the highest problems encountered while along external problems, influence of political groups, libel/administrative case and assault of persons were also encountered. The problems encountered were more of internal cases involving management. The practitioners considered the external factors like libel as natural occurrences relative to their profession so these have no great effect on them.

POS010

The Lived Experience of Teachers in Using Music as a Motivational Tool

Alicia Basibas-Pinlac, Dr. Pedrito Jose Bermudo & Dr Antonio Yango

This phenomenological study based on the Anchored Instruction Theory interviewed public elementary school teachers in Cavite. The goal is to understand the lived experiences of teachers in using music as a motivational tool in language teaching.

Using Van Manen's selective highlight approach the following themes emerged. Theme 1: Children's Responsiveness highlighted the higher degree of participation and attentiveness of pupils when music is used; Theme 2: Children Are Creative focused on the positive perception of teachers towards the ability of their pupils. Theme 3: Contribution to Learning emphasized the music helps children to learn language skills; Theme 4: Appropriateness of Music conveyed the teachers' consideration of the age bracket and grade level of pupils in their choice of music for classroom activity; Theme 7: Teacher's Adaptability asserted the teachers' flexibility in all situations; Theme 8: Teacher's Preparation is a necessity before attending one's class; Theme 9: Corrections shared the various ways to provide feedback and manage students; Theme 10: Sharing told of the willingness of teachers to share resources and experiences so other teachers can make use of music in their class.

In conclusion, the use of music in classes of the interviewed teachers is because of positive response of pupils towards music, the higher degree of participation of pupils in class and contributory effect of music on their language skills.

WORKSHOPS

Workshop 1: Using corpus in language research

Shirley N. Dita, Ph.D.
De La Salle University

Wilkinson Daniel O. Wong Gonzales
De La Salle University

This one hour-long workshop will provide participants a quick background of corpus linguistics and present the *what*, the *when*, and the *how* of doing basic language research using corpus. Participants will be introduced to AntConc – a simple yet powerful corpus analysis software – and will be shown various ways how the software can be used for basic language research. They will also be guided through the basic AntConc tools such as *concordancing*, *collocates*, and *word lists* among many others. It is hoped that after the workshop, participants will have the basic know-how of using AntConc.

Workshop 2: Teaching Philippine English

Alejandro S. Bernardo, Ph.D.
University of Santo Tomas

Workshop 3: Teaching Pragmatics in the L2 Classroom: Raising L2 Learner's Awareness of the Cultural Relativity of the Speech Act of Complaint

Asst. Prof. Myla June T. Patron
Silliman University



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