



# ICALLE 2023

4th International Conference on  
Applied Linguistics and Language Education

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# Conference Book



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# About ICALLE



The International Conference on Applied Linguistics and Language Education (**ICALLE**) is aimed at featuring presentations in the areas of applied linguistics and language education. Additionally, it is aimed at providing spaces for researchers, scholars, experts, practitioners, and enthusiasts to participate in the current debates and conversations in the field.

The Department of English and Applied Linguistics (DEAL) of De La Salle University (DLSU) launched the ICALLE in 2014 with the following objectives:

- To share findings of applied linguistic research and their implications for and applications to language education in different contexts across levels
- To involve participants in discussions on innovations and current developments in research and teaching in the field
- To establish meaningful networks for possible collaborations in applied linguistics and language education

# About

## ICALLE 2023



Following the success of past ICALLE conferences, ICALLE 2023 aims to bring similar questions to the fore by facilitating a dynamic discussion of the application of research in the many branches of linguistics to language education.

It aims to strengthen in the language educator the interface between skill in the method and practice of language teaching and information about theoretical and methodological developments and issues concerning how languages such as English are learned and taught. ICALLE2023 will lead discussions on applied linguistics and language education, bringing together applied linguists, language educators across levels, and graduate and undergraduate students, who teach or are involved in the teaching of English or any other first or second language.





# ICALLE 2023

4th International Conference on  
Applied Linguistics and Language Education

## Conference Program

October 19, 2023 - Thursday

Emcee: Dr. Aireen B. Arnuco  
Conference Co-Chair, ICALLE2023

# day 1

## Conference Program

The Verdure, 4/F HSSH

8:00 - 8:45	Registration
8:45 - 9:15	<b>Opening Ceremonies</b>
8:45 - 8:55	Invocation National Anthem <b>DLSU Innersoul</b>
8:55 - 9:00	Opening Remarks <b>Br. Bernard S. Oca FSC</b> <i>President, De La Salle University</i>
9:00 - 9:05	Welcome Message <b>Acad. Raymond Girard T. Tan</b> <i>Vice President for Research and Innovation, De La Salle University</i>
9:05 - 9:10	Welcome Message <b>Prof. John Addy S. Garcia</b> <i>Dean, Br. Andrew Gonzalez FSC College of Education, De La Salle University</i>
9:10 - 9:15	Overview of the Conference <b>Dr. Shirley N. Dita</b> <i>Conference Chair, ICALLE 2023</i>
9:10 - 9:15	Presentation of Delegates <b>Dr. Aireen B. Arnuco</b> <i>Conference Co-Chair, ICALLE 2023</i>
9:20 - 9:25	Getting Around DLSU <b>Dr. Philip Adrianne A. Rentillo</b> <i>Conference Co-Chair, ICALLE 2023</i>

# day 1

## Conference Program

The Verdure, 4/F HSSH

9:25 - 10:30

### Plenary Lecture 1

Introduction of the Plenary Speaker

**Dr. Leah E. Gustilo**

*Department of English and Applied Linguistics, De La Salle University*

*“Global Englishes – the hero/heroine, villain, magical element or happy ending?”*

**Prof. Dr. Nicola Galloway**

*University of Glasgow, United Kingdom*

10:30 - 10:45

Morning Break

10:45 – 11:45

### Plenary Lecture 2

Introduction of the Plenary Speaker

**Dr. Ma. Joahna M. Estacio**

*Department of English and Applied Linguistics, De La Salle University*

*“Usage-based Construction Grammar: Implications for Language Learning and Teaching”*

**Professor Jong-Bok Kim**

*Kyung Hee University, Korea*

11:45 – 12:00

3MT

Class Picture

12:00 - 13:00

Lunch Break

# day 1

## Conference Program

The Verdure, 4/F HSSH

13:00 – 15:00

### AILA - ASEAN Symposium

*“Translanguaging in English Language Teaching: Perspectives from Southeast Asia”*

**Dr. Shirley N. Dita**

Moderator, De La Salle University

*“Exploring Translanguaging in Malaysian ELT Classrooms as an Approach Towards Equity and Inclusion”*

**Dr. Shameem Rafik-Galea**

President, Malaysian Association of Applied Linguistics

*“Problematizing bounded language conceptualizations in the Singapore context”*

**Dr. Mark Fifer Seilhamer**

Secretary, Singapore Association of Applied Linguistics

*“Should Translanguaging be in English Medium Instruction ”*

**Dr. Banchakarn Sameephet**

Member, Thailand Association of Applied Linguistics

*“Translanguaging in English language teaching and learning in linguistically diverse classrooms in the Philippines ”*

**Dr. Robin A. Delos Reyes**

Board Member, Linguistic Society of the Philippines

15:30 – 15:45

### Afternoon Break

# day 1

## Conference Program

Yuchengco Seminar Rooms

15:45 – 17:15

### **THEMED PANELS**

*(Sessions to be moderated by the conveners)*

Themed Panel 1

#### **Action Research**

Dr. Jeanne Purpura and Mr. Jefferson Acala

Room 1: Y407

Themed Panel 2

#### **Corpus Linguistics**

Dr. Shirley N. Dita

Room 2: Y408

Themed Panel 3

#### **Discourse Analysis**

Dr. Eden Regala-Flores

Room 3: Y409

Themed Panel 4

#### **Forensic Linguistics**

Dr. Marilu R. Madrunio

Room 4: Y507

Themed Panel 5

#### **Psycholinguistics**

Dr. Rochelle Irene G. Lucas

Room 5: Y508

Themed Panel 6

#### **Technology in ELT**

Dr. Leah E. Gustilo

Room 6: Y509

October 20, 2023 - Friday

Emcee: Dr. Jonna Marie A. Lim  
*Faculty, Department of English and  
Applied Linguistics*

# day 2

## Conference Program

The Verdure, 4/F HSSH

8:00 - 10:00 **Paper Presentations A\***

10:00 - 10:15 Morning Break

10:15 - 11:15 **Plenary Lecture 3**

Introduction of the Plenary Speaker

**Dr. Paolo Niño M. Valdez**

*Department of English and Applied Linguistics, De La Salle University*

***“Keeping the Language Identity of Hanunoo  
Mangyan Speakers: An Ethnolinguistic Study”***

**Professor Rochelle Irene G. Lucas**

*De La Salle University, Manila*

11:15 - 12:15 **Plenary Lecture 4**

Introduction of the Plenary Speaker

**Dr. Jennifer Tan-De Ramos**

*Department of English and Applied Linguistics, De La Salle University*

***“Norms in World Englishes:  
Three Misconceptions in Applied Linguistics”***

**Professor Andrew Moody**

*University of Macao, Macao SAR*

12:15 - 13:30 Lunch Break

13:30 - 15:30 **Paper Presentations B\***

15:30 - 15:45 Lunch Break

15:45 - 17:15 **Paper Presentations C\***

\*Please refer to the Schedule of Paper  
Presentations for the room assignments

October 21, 2023 - Saturday

Emcee: Gina B. Ugalingan

Faculty, Department of English and  
Applied Linguistics

# day 3

## Conference Program

The Verdure, 4/F HSSH

8:00 - 10:00

**Paper Presentations D\***

10:00 - 10:15

Morning Break

10:15 - 12:15

**Paper Presentations E\***

12:15 - 13:30

Lunch Break

13:30 - 15:30

### **Round Table Discussion**

***“English Language Education in the Philippines:  
Current situations and future directions”***

**Dr. Aireen B. Arnuco**

*Moderator, De La Salle University*

**Dr. Marianne Rachel G. Perfecto**

*Ateneo de Manila University*

**Dr. Romualdo A. Mabuan**

*Far Eastern University*

**Dr. Rafael Michael O. Paz**

*Polytechnic University of the Philippines*

**Dr. Alejandro S. Bernardo**

*University of Santo Tomas*

**Mr. Audrey B. Morallo**

*University of the Philippines Diliman*

15:30 - 15:45

Afternoon Break

\*Please refer to the Schedule of Paper  
Presentations for the room assignments

# day 3

## Conference Program

The Verdure, 4/F HSSH

15:45 – 16:45

### Plenary Lecture 5

Introduction of the Plenary Speaker

**Dr. Eden Regala-Flores**

*Department of English and Applied Linguistics, De La Salle University*

*Unveiling the Intersection of Corpus Linguistics,  
Generative AI, and Spoken (Philippine) English:  
Pioneering New Approaches and Applications*

**Professor Eric Friginal**

*Hong Kong Polytechnic University, Hong Kong SAR*

16:45 – 17:15

### Closing Ceremonies

Impressions

**International Participants**

**Local Participants**

Announcement of Winners (3MT, OPA)

**Dr. Ma. Joahna M. Estacio**

*Co-Chair, Awards Committee*

The next ICALLE and A Word of Thanks

**Dr. Shirley N. Dita**

*Conference Chair, ICALLE2023*





# ICALLE 2023

4th International Conference on  
Applied Linguistics and Language Education

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# Messages

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*from the University President*

**Br. Bernard S. Oca FSC**  
President, De La Salle University



I am pleased to welcome all the esteemed speakers, distinguished scholars, and passionate presenters to the 4th International Conference in Applied Linguistics and Language Education. Your participation in this cutting-edge conference indicates your commitment to sustaining the global research culture through timely, sustainable, and ethical scholarly works.

The greater objectives of research are attained when such ideas are shared with the community. Thus, ICALLE 2023 provides a platform for great minds and good hearts to share their best practices and an opportunity for eager researchers to disseminate the latest advancements and breakthroughs in linguistic research and language education.

Amidst the challenges in today's digital age, it is a remarkable feat to continue to strive and thrive in an age where technology can be a friend or foe. Linguistic diversity and mobility are moving at an unprecedented rate, changing the dynamics of every classroom in the world; at the same time, a significant portion of the population lacks access to even the most basic educational resources. Let this be a subliminal endeavor for every research undertaking.

Let us take advantage of recent developments in artificial intelligence to further our pedagogies. Through honest scholarly works, let us all together combat misinformation, mal-information, and disinformation, which have become more common than ever before. Let us collectively continue our research endeavors in applied linguistics and language education to provide more impactful and equitable solutions to the challenges we face in today's linguistic and educational environments. Let us turn our difficulties into opportunities for discovery and innovation. Our combined efforts will enable us to extend our help to the last, the least, and the lost in the field of education.

May all the learnings from ICALLE 2023 be used for the greater objectives of research and pedagogy and, most importantly, for the Glory of God. Congratulations, organizers of ICALLE 2023 from the Department of English and Applied Linguistics of the Brother Andrew Gonzalez FSC College of Education, for your heartfelt service to the academic community, which guaranteed this conference's success.



*from the Vice President for Research  
and Innovation*



## **Acad. Raymond Girard T. Tan**

**Vice President for Research and  
Innovation, De La Salle University**

De La Salle University is pleased to host the 4th International Conference on Applied Linguistics and Language Education (ICALLE 2023) under the auspices of the Department of English and Applied Linguistics (DEAL) of the Br. Andrew Gonzalez College of Education. This fourth installment of the triennial ICALLE series is intended to continue the tradition of providing a platform for the dissemination of recent research in language studies.

This year, the conference features five plenary lectures by Prof. Eric Frigal of the Polytechnic University of Hong Kong, Prof. Nicola Galloway of the University of Glasgow, Prof. Andrew Moody of the University of Macau, Prof. Jong-Bok Kim of Kyung Hee University, and our very own Prof. Rochelle Irene Lucas. These talks set the tone for the entire conference by drawing on the current work of these renowned scholars. In addition to standard research papers and posters, ICALLE 2023 also features round table and panel discussions on various contemporary topics, colloquia, workshops, a 3-minute thesis pitch competition, and the AILA-ASEAN Symposium. Finally, this event also serves as an excellent opportunity for professional networking among scholars in the fields of applied linguistics and language education. This diverse mix of activities promises to make ICALLE 2023 a highly successful event.

I want to both thank and congratulate the ICALLE 2023 organizing committee, led by chair Dr. Shirley Dita and co-chairs Dr. Aileen Arnuco and Dr. Philip Rentilo. The team has worked tirelessly for months to ensure a successful conference. Finally, I wish all the participants of ICALLE 2023 an intellectually vibrant experience during the conference.



*from the College Dean*

## **Prof. John Addy S. Garcia**

Dean, Br. Andrew Gonzalez FSC  
College of Education,  
De La Salle University



We welcome you back to the International Conference of Applied Linguistics and Language Education (ICALLE 2023)!

We congratulate the Department of English and Applied Linguistics for creating a scholarly sharing, discussion, and collaboration space to strengthen and expand the nexus between applied linguistics and language education. As an institution named after an eminent scholar and linguist, Br. Andrew Gonzalez FSC, we remain committed to bringing together communities of scholars to study, discuss, and address issues to advocate for and advance the quality of teaching and learning across subject matters and types of learners.

We sincerely thank our resource persons and paper presenters for contributing insightful ideas, and we look forward to the active engagement of the conference participants.

We hope that ICALLE will create a meaningful learning experience for everyone and open opportunities for forging scholarly collaborations and friendships.

At DLSU, we say ANIMO to cheer and encourage University community members. It is our word of encouragement and support to continue our mission of teaching minds, touching hearts, and transforming lives.

As you join us, we share with you our Animo in the hope that each one of us can be a spark for the change we want to see

Animo ICALLE!

Animo La Salle!



from the Conference Chair

## Dr. Shirley N. Dita

### Conference Chair, ICALLE 2023



On behalf of the Organizing Committee and the Department of English and Applied Linguistics (DEAL), I am very pleased to welcome you all to the 4th installment of the International Conference on Applied Linguistics and Language Education (ICALLE2023)!

We have carefully planned and executed ICALLE to provide you the best conference experience: 5 world-renowned plenary speakers who will present the latest key topics in the field; 4 officers of the affiliate member organization of the International Association of Applied Linguistics (AILA) who will share their country's practices on '*translanguaging*' - the buzz word not just in Linguistics but in education as a whole; 5 representatives of the English Departments of the top universities in the NCR who will participate in a Round-Table Discussion on English Language Education in the country; 6 Themed Panels that showcase the research of graduate students on different areas of linguistics; 135 paper and poster presentations that deal with various topics in applied linguistics and language education.

We have added two types of competitions: the Outstanding Paper Award (OPA) and the 3MT (3-minute thesis). We have included tours and fellowships, as well, for the lighter side of the conference. For the Publication aspect, we are coming up with a proceedings called "*Working Papers in Applied Linguistics and Language Education*" with ISSN.

As DEAL plans to sustain ICALLE, the conference will now be biennial (every two years). We have set all the needed platforms for a wider reach: from website to various SocMed accounts that cater to all types of participants.

I would like to thank everyone who contributed to the success of ICALLE2023: the esteemed invited speakers, presenters, participants, the BAGCED and DLSU admin, my DEAL family, the support staff, the volunteer students, and my hardworking team!

Share your ICALLE and DLSU experiences with your friends and colleagues... and we hope you can inspire them to come up with a paper so they can join the 5th installment of ICALLE!





# ICALLE 2023

4th International Conference on  
Applied Linguistics and Language Education

## Plenary Lectures

# 1 Plenary

***Prof Dr. Nicola Galloway***

## *Global Englishes – the hero/heroine, villain, magical element or happy ending?*

In this talk, I explore the development of Global Englishes as a field of study, and its implications for TESOL, through a fairy tale. Why a fairy tale? Well, they are often tales of betrayal, greed, threats, conflict and resolution. This is all too familiar to those examining the globalization of the English language and the associated pedagogical implications. There is often a sense of conflict in a fairytale, a challenge that the hero/heroine (the teachers?) has to solve, something that often seems impossible to solve until the very end, when there is a triumph. Global Englishes is certainly not the happy ending or the triumph. Nor is it to be seen as the swan and its predecessors (World Englishes, English as a Lingua Franca and English as an International Language (EIL)) as the Ugly Ducklings. There are also no magical dwarves in this tale that have triumphed in the battle against the dominance of standard language ideology and native speakerism and other barriers to Global Englishes Language Teaching (GELT). Indeed, these barriers represent the conflict or the challenge in the City of ELT. Some may see the development of GELT as a triumphant move. Others may consider it to be a competing paradigm, the villain if you like, that poses a threat to existing paradigms.

Global Englishes emerged as a field in response to the need to overcome the GELT barriers and help the TESOL practitioner instigate change and bridge the theory-practice divide in the field. Fairy tales often affect what people see as real and as possible. They often give a sense of hope and optimism, something that I feel a sense of in the past decade with flourishing research exploring Global Englishes and TESOL. The uniqueness and impact of fairytales is evident throughout history, so I hope that this talk may capture your attention, leave an impact and perhaps leave you with a sense of optimism in relation to Global Englishes and TESOL. Most of all, I hope to provide a backdrop to the establishment of the field, clarity over terms and their origin, an overview of research developments and directions and ultimately with a direction towards teaching English as an international language.





## Prof. Dr. Nicola Galloway

University of Glasgow,  
United Kingdom



*Global Englishes – the hero/heroine,  
villain, magical element or happy ending?*

**Nicola Galloway** joined the School of Education at the University of Glasgow, UK in October 2020 (from University of Edinburgh). She is Senior Lecturer and Programme Director for the MSc/Med TESOL and Publications Lead for The School of Education. Her research focuses on the pedagogical implications of the global spread of English and the global spread of English medium instruction (EMI) in higher education. She was awarded two British Council ELTRA grants to examine EMI in East and Southeast Asia. She has been involved in consultancy projects with the University of Tokyo to develop a series of massive online open courses (MOOCs) on EMI for faculty development and will be returning in 2022 to further develop the programme. Nicola has published EMI research in journals such as Higher Education and the EAP Journal and is currently writing two books on EMI. She leads a global network Teaching English and Teaching IN English in global contexts.

Nicola is an applied linguist with an interest in the pedagogical implications of the use of English as a global lingua franca and the internationalisation of higher education in non-Anglophone contexts. She has published widely in the fields of Global Englishes and English Medium Instruction (in higher education) and has authored 7 books on these topics. She is currently editing the first Routledge Handbook of Teaching English as an International Language (2023). She sits on the Editorial Board of RELC, Language and Education and the JALT Journal.





# 2 Plenary

***Prof. Jong-Bok Kim***

## *Usage-based Construction Grammar: Implications for Language Learning and Teaching*

Construction Grammar (CxG), taking our linguistic knowledge to be form-function pairings, is usage-oriented in accepting the view that linguistic structure is formed by the repetition of certain linguistic patterns in language use. This usage-based view thus emphasizes the tight associations among language forms, meanings, and functions, and also holds that actual language uses contribute to the understanding of the nature of grammatical organization as well as language acquisition. This usage and construction-based language model implies that language acquisition relies on language experiences rather than any particular language faculty or innate knowledge. In this talk, I first review such key foundational ideas of usage-based CxG and discuss its implications for language learning and teaching, referring to several key grammatical constructions in English including cleft, extraposition, and inversion.



## Prof. Jong-Bok Kim

Kyung Hee University,  
South Korea



*Usage-based Construction Grammar: Implications  
for Language Learning and Teaching*

**Jong-Bok Kim** is Professor of the Dept. of English Linguistics and a Literature and Director of the Institute for the Study of Language and Information at Kyung Hee University, Seoul.

After receiving his Ph.D. from Stanford University in 1996, he has been working on syntax, semantics, corpus linguistics, and computational linguistics for English and Korean. He has published numerous papers in various top-notch international journals in the field as well as several influential books on English and Korean linguistics. His three books have been nominated as the Excellent Book of the year by the National Academy of Sciences in Korea. He is also co-author of the textbook 'Syntactic Constructions in English' (2020, Cambridge Univ. Press), which is now worldwide used as an undergraduate and graduate textbook. His recent book 'The Syntactic Structure of Korean: A Construction Grammar Perspective' (2016, Cambridge Univ. Press), is also highly welcomed by those working in linguistics as well as in the Korean language.

He is the winner of the Alexander von Humboldt Research Award in 2019, given to internationally renowned scientists and scholars by the Alexander von Humboldt Foundation in Germany. He was also Fulbright Research Fellow (2004-2005), Distinguished Research Fellow of the National Research Foundation of Korea (2011-2016), and Kyung Hee Univ. Fellow (2011-2013, 2017-2019). He also received Distinguished Research Award from the Ministry of Education, Korea (2017).



# 3 Plenary

**Prof. Rochelle Irene G. Lucas**

## *Keeping the Language Identity of Hanunoo Mangyan Speakers: An Ethnolinguistic Study*

This research delves into the ethnolinguistic vitality of the Hanunoo Mangyan language in Oriental Mindoro, Philippines. The central argument of this study revolves around the influential role of cultural identity and social interactions in shaping the usage of the language. The research postulates that individuals deeply connected to their cultural identity are more likely to possess a higher level of proficiency in the minority Hanunoo Mangyan language. However, interactions beyond the immediate community also have a significant impact on language usage patterns and even on the pride associated with one's identity.

Survey findings underscore the resilience of the Hanunoo Mangyan language, which remains prevalent within local communities. The language not only functions as a marker of identity but also fosters a sense of pride, serving as a pivotal factor in its continued existence. Nonetheless, it is crucial to acknowledge that the studied communities are progressively adopting a multilingual approach, employing various languages in diverse social contexts. This trajectory presents a potential challenge to language preservation efforts, underscoring the risk of language attrition when the safeguarding of the language is not prioritized.



## Prof. Rochelle Irene G. Lucas

De La Salle University,  
Philippines



*Keeping the Language Identity of Hanunoo  
Mangyan Speakers: An Ethnolinguistic Study*

**Rochelle Irene G. Lucas** is Full Professor, Research Fellow and the Associate Dean of the Br. Andrew Gonzalez FSC College of Education, De La Salle University-Manila. She has published in Scopus and ISI indexed journals on psycholinguistics, bilingualism, multilingualism, second language acquisition, motivation, language anxiety, and alternative assessment.

She was a Fellow at the International Deans' Course (IDC) under the DAAD (German Academic Exchange Service) in 2010-2011. She was former President of the Linguistic Society of the Philippines (LSP) (2012-2015) and Secretary of the Comparative Education Society of the Philippines (CESP) (2013-2017). She is a Board member of various professional organizations such as: Linguistic Society of the Philippines, Summer Institute of Linguistics (SIL), Philippine Social Science Council and Social Science Research Ethics Board (PSSC-SSREB). She has also been appointed as Field Contributor for Ethnologue (Languages of the World), an international language documentation website.

She has recently completed a language documentation research on Hanunoo Mangyan funded by the DOST-National Research Council of the Philippines (NRCP) and is a co-researcher in a three-year Erasmus Mundus project for Science teachers in the country.

She was a National Research Council of Philippines (NRCP) recipient of the Achievement Award for Division 1 (Governmental, National and International Policies) and LSP's Br. Andrew Gonzalez FSC Distinguished Professorial Chair in Linguistics and Language Education in 2022.



# 4 Plenary

***Prof. Andrew Moody***

## *Norms in World Englishes: Three Misconceptions in Applied Linguistics*

This presentation will briefly introduce the “three circles” model of world Englishes (WE) that has defined research in the field for nearly 40 years. Although Kachru (1986) argued that new English varieties (a.k.a. new Englishes, world Englishes, etc.) should be understood within their acquisitional, sociocultural, motivational, and functional contexts, the full breadth of contexts has been frequently overlooked within many disciplines in applied linguistics. This paper will briefly introduce Kachru’s world Englishes model and illustrate three common misconceptions about the model in language teaching contexts: (1) the language proficiency fallacy, (2) the developmental cline fallacy and (3) the variability fallacy. In response to these fallacies, the presentation will also explore the centrality of norms within the WE model and illustrate how norms function differently in media Englishes across the three circles according to concerns related to language authority and authenticity.



## Prof. Andrew Moody

University of Macau  
Macau, SAR



*Norms in World Englishes: Three  
Misconceptions in Applied Linguistics*

**Andrew Moody** is Professor of English at the University of Macau where he teaches courses in sociolinguistics and world Englishes. Before beginning his PhD at the University of Kansas (USA), he taught English for two years at the Beijing Second Foreign Language Institute (China). His PhD dissertation in English (1997) was a corpus examination of inter-ethnic and intra-ethnic writing styles found in e-mail messages from Hong Kong students, a dissertation that became an early examination of Hong Kong English. After completing the PhD and while working in Japan, he began investigating the role of English in Japanese popular culture generally, and especially in J-Pop music. He has written on the role of English in East Asian and South East Asian popular culture and published in *World Englishes*, *English Language and Teaching Journal*, *English Today*, *Asian Englishes* and has contributed essays to several collections focusing on language in popular culture and in world Englishes. His most recent research examines the various roles of dialect in popular music and he has edited a collection of essays investigating the role of English in Asian pop cultures, published by Hong Kong University Press. He is the author of *Macau's Languages in Society and Education: Planning in a Multilingual Ecology* (2021) published by Springer Pres. He is currently editing the *Oxford Handbook of South East Asian Englishes*, which is expected in 2023, and a monograph entitled *World Englishes and Performance* (Cambridge University Press), which is expected in 2022. Since January 2018, he has served as the editor of the journal *English Today* (Cambridge University Press). Since July 2022, he has served as the Head of the English Department at the University of Macau.





# 5 Plenary

***Prof. Eric Friginal***

## *Unveiling the Intersection of Corpus Linguistics, Generative AI, and Spoken (Philippine) English: Pioneering New Approaches and Applications*

Corpus Linguistics (CL) is widely recognized as a methodological approach that leverages corpora and computational tools to analyze patterns within public discourses. Its aim is to gain fresh insights into the usage and interpretation of language within specific contexts (Thompson & Friginal, 2020). Over the past two decades, my research has focused on the exploration of real-world, recorded, and transcribed texts of spoken communication across various domains. Notably, my work has emphasized the examination of talk in multicultural and multimodal workplaces, with a particular emphasis on Filipino professionals. Traditionally, the process of designing, compiling, and annotating spoken corpora has been a labor-intensive endeavor. However, the advent of Generative AI innovations holds great promise for advancing this field by providing new directions and opportunities. Pioneering endeavors, like the annotation of multimodal spoken corpora, e.g., the Hong Kong Corpus of Spoken English (HKCSE) and the ITACorp Project at Penn State University, have sought to capture socio-phonetic features of speech, space, and movement through contextual transcriptions and modalities of spoken texts in orthographic form. The convergence of Generative AI and CL applications holds the potential to usher in a new era of advanced automated corpus processing that incorporates underlying marked speech modalities. My theoretical and analytical framework places utmost importance on identifying discursive practices within spoken corpora, encompassing sociocultural structures and task dimensions. I specifically focus on speakers' comprehension of role relationships, discursual goals and objectives, cultural and racial identities, as well as power dynamics within the workplace (Baker, 2021; Friginal, 2020; Vine, 2020). In this presentation, I will share and discuss my recent interconnected studies, which explore linguistic patterns and distributions within spoken English texts, and their broad societal implications at macro and micro levels. I will particularly highlight future research directions in the study of spoken Philippine English across various domains and registers.



## Prof. Eric Friginal

Hong Kong Polytechnic  
University, Hong Kong SAR



*Unveiling the Intersection of Corpus Linguistics, Generative AI, and Spoken (Philippine) English: Pioneering New Approaches and Applications*

**Eric Friginal** is Professor and Head of the Department of English and Communication and Director of the Research Centre for Professional Communication in English (RCPCE) at The Hong Kong Polytechnic University, Hong Kong SAR. Before moving to Hong Kong, he was Professor of Applied Linguistics at the Department of Applied Linguistics and ESL and Director of International Programs at the College of Arts and Sciences, Georgia State University (Atlanta, GA, USA). He specializes in applied corpus linguistics, quantitative research, language policy and planning, technology and language teaching, sociolinguistics, cross-cultural communication, discipline-specific writing, and the analysis of spoken professional discourse in the workplace. His recent publications include *The Routledge Handbook of Corpus Approaches to Discourse Analysis* (2021), co-edited with Jack Hardy; *Advances in Corpus-based Research on Academic Writing: Effects of Discipline, Register, and Writer Expertise*, co-edited with Ute Römer and Viviana Cortes (John Benjamins, 2020); *English in Global Aviation: Context, Research, and Pedagogy*, with Elizabeth Mathews and Jennifer Roberts (Bloomsbury, 2019); and *Corpus Linguistics for English Teachers: New Tools, Online Resources, and Classroom Activities* (Routledge, 2018). He is the founding co-editor-in-chief of Applied Corpus Linguistics (ACORP) Journal (with Paul Thompson) published by Elsevier.







# ICALLE 2023

4th International Conference on  
Applied Linguistics and Language Education

## AILA-ASEAN Symposium

# AILA-ASEAN Symposium

## *“Translanguaging in English Language Teaching: Perspectives from Southeast Asia”*

**Moderator: Dr. Shirley N. Dita**

Translanguaging, as Garcia (2009) defined, is “the act performed by bilinguals of accessing different linguistic features or various modes of what are described as autonomous languages, in order to maximize communicative potential” (p. 140). Over the years, the term has expanded to cover the use of multiple languages in many contexts.

Translanguaging has received so much attention especially on the pedagogical aspects of it. This year’s AILA-ASEAN symposium aims to bring together the forefronts of applied linguistics in the region: the affiliate members of the International Association of Applied Linguistics (AILA) - and share the practices, the issues, the challenges of translanguaging in their own countries.

it is hoped that the symposium will enlighten the educators, in general, and the language teachers, in particular, of the benefits and impact as well as issues and challenges of translanguaging.

### **Dr. Shirley N. Dita**

Board Member, Linguistics Society of the Philippines (LSP)  
De La Salle University, Philippines

Shirley N. Dita served as President of Linguistic Society of the Philippines (LSP) from 2015-2018. She has represented LSP in the past AILA-ASEAN symposia which dealt with various topics around applied linguistics. In the most recent AILA-ASEAN Symposium in 2022 held in conjunction with the Malaysian Association of Applied Linguistics International Conference (MAALIC), she was appointed the Coordinator for the AILA-ASEAN Symposium for 2022-2023.



# paper 1

## AILA-ASEAN Symposium

### *Exploring Translanguaging in Malaysian ELT Classrooms as an Approach Towards Equity and Inclusion*

**Dr. Shameem Rafik-Galea**

Translanguaging is a pedagogical approach that recognizes and values bilingual and or multilingual students' use of multiple languages. It is a known fact that teachers use language for a multitude of purposes in their classrooms and most often than not they are engaged in translanguaging. Thus, translanguaging practices sends the message that all languages are valuable and respected when used by teachers. It is believed that all students, regardless of their linguistic background, will be able to benefit from a more inclusive learning environment. Creating a more inclusive environment provides students with the confidence needed to learn a language in this case English. Malaysia is a multilingual country and the three main languages spoken are Malay, Chinese and Tamil apart from the indigenous languages. Over 130 languages is spoken by its population. In Malaysian schools, the diversity of languages presents both challenges and opportunities for English language teaching (ELT). In this presentation I will share specific examples of how translanguaging is used to support equity and inclusion in the Malaysian ELT classrooms.

#### **Dr. Shameem Rafik-Galea**

**President, Malaysian Association of Applied Linguistics (MAAL)  
SEGi University, Malaysia**

Professor Dr. Shameem Rafik-Galea is a Professor of Applied Linguistics at SEGi University, Malaysia. She is presently the President of the Malaysian Association of Applied Linguistics (MAAL). Shameem retired as a Professor from Universiti Putra Malaysia in 2017. She received her B.A. in Linguistics from the University of Southern Illinois at Carbondale (SIUC), USA an M.A. in TEFL also from SIUC and a PhD in Applied Linguistics & TESOL from the University of Leicester, United Kingdom. Shameem has researched widely and presented papers internationally in the area of English Language teaching and teacher education, English in the Workplace & Health Communication. Her other interests are in the area of Sociolinguistics and Discourse studies. She has vast experience supervising Master's and PhD students in her area of interests and expertise and is an active researcher. She is currently working on a research on Language in Health Literacy. She continuous to publish her work and to mentor early career researchers.



# paper 2

## AILA-ASEAN Symposium

### *Problematizing bounded language conceptualizations in the Singapore context*

**Dr. Mark Fifer Seilhamer**

This talk expounds upon the argument put forth by Jørgensen, Blommaert, and others that sociolinguists, especially those working in multilingual contexts, should approach their investigations with linguistic features as the basic units of analysis, focusing attention on the indexical meanings of particular linguistic features in given contexts. To illustrate the validity of this argument in the Singapore context, I will discuss difficulties encountered as part of a research team investigating multilingual accommodation with a study design in which distinct bounded languages served as the fundamental analytical units. Problems were repeatedly posed by the fact that in the Singaporean context, restricting one's speech to only those features typically associated with specific 'languages' is often a marked choice and the unmarked norm is instead to employ a variety of linguistic resources (linguaging / translanguaging / polylinguaging), indexing locality and other indexicalities. These difficulties highlight the inadequacy, for both research and language policy, of clinging to a conceptualization of languages as separate bounded entities – especially in multilingual contexts.

#### **Dr. Mark Fifer Seilhamer**

Secretary, Singapore Association of Applied Linguistics (SAAL)  
National Institute of Education  
Nanyang Technological University, Singapore

Mark Fifer Seilhamer is a lecturer in the English Language and Literature academic group at National Institute of Education, Nanyang Technological University, Singapore. He obtained his Ph.D. from National University of Singapore and has taught English language and linguistics courses in a variety of Asia-Pacific contexts, including Hawaii, Guam, Taiwan, and Japan. His research interests are diverse, but all are related in one way or another to language ideologies and language & identity. He has published articles in a variety of journals, including *World Englishes*, *Journal of Multilingual and Multicultural Development*, *Asia Pacific Journal of Education*, and *Journal of Pragmatics*. He has also written a research monograph entitled *Gender, Neoliberalism and Distinction through Linguistic Capital: Taiwanese Narratives of Struggle and Strategy*, published by *Multilingual Matters*.



# paper 3

## AILA-ASEAN Symposium

### *Should Translanguaging be in English Medium Instruction?*

**Dr. Banchakarn Sameephet**

It is undeniable that English Medium Instruction (EMI) is a growing global phenomenon with the attachment of English language-related challenges. Recently, there has been an increasing interest in finding solutions to overcome such challenges. Many practitioners deploy translanguaging as a pedagogical function to address those challenges in EMI in numerous settings. However, far too little attention has been paid to translanguaging in EMI in Thai educational settings, both from theoretical and practical perspectives. In my talk, I will present the current situation of EMI in a Thai higher education setting. Then, I would like to pose the thought-provoking question: Should translanguaging be in English Medium Instruction? Next, I will respond to the question above by discussing the possible roles of translanguaging in EMI to deal with English language-related challenges. Later, I will highlight the pros and cons of using translanguaging. Finally, I will propose translanguaging practices in the EMI ecosystem for related stakeholders to reconsider vital implications for future practice.

#### **Dr. Banchakarn Sameephet**

Member, Thai Association of Applied Linguistics (TAAL)  
Khon Kaen University, Thailand

Dr Banchakarn Sameephet a Lecturer in Applied Linguistics at the Faculty of Humanities and Social Sciences, Khon Kaen University, Thailand. He was awarded a PhD in applied linguistics from the University of Waikato, New Zealand. His PhD thesis is entitled On the fluidity of languages: A way out of the dilemma in English medium instruction classrooms in Thailand. To download this e-thesis, please visit Research Commons (<https://researchcommons.waikato.ac.nz/handle/10289/13498>). He is also a teacher trainer, working closely with secondary school teachers in a regional area of Thailand to provide content, pedagogical, and technological knowledge to enhance their English language teaching skills. Further, he runs practical EMI workshops for teaching staff in higher education settings. His research areas and interests are EMI, translanguaging, multilingualism, and Global Englishes for language teaching. Currently, he is interested in observing the phenomena of EMI in multilingual university settings in Asia and beyond from top-down to bottom-up angles through lenses of translanguaging. His scholarly work was published in edited books such as Policies, Politics, and Ideologies of English-Medium Instruction in Asian Universities: Unsettling Critical Edges and The Oxford Handbook of Southeast Asian Englishes.





# paper 4

## AILA-ASEAN Symposium

### *Translanguaging in English language teaching and learning in linguistically diverse classrooms in the Philippines*

**Dr. Robin Atilano Delos Reyes**

While the monolingual ideology ‘English should be taught in English’ persists in Philippine classrooms, even with the implementation of the Mother Tongue-Based Multilingual Education, this is averted by the teachers’ and learners’ natural practice of translanguaging. Available studies on translanguaging in the country suggest that it is pedagogically beneficial in classrooms where learners come from different linguistic backgrounds, which is common in the Philippines. However, such practice continues to be denigrated for its threats to local languages as well as its impediments to the learning of other languages such as English. Thus, in this sharing, the translanguaging practices that are beneficial to English language teaching and learning based on available studies in the country will be discussed and some future directions for its optimal use will be proposed, in the hopes of developing a more positive attitude towards translanguaging as a necessary practice in multilingual classrooms.

#### **Dr. Robin Atilano Delos Reyes**

Board Member, Linguistic Society of the Philippines  
Ateneo De Zamboanga University

Robin Atilano De Los Reyes is Associate Professor and currently the School of Liberal Arts Dean at the Ateneo de Zamboanga University. He obtained his PhD in English language and literature from the Ateneo de Manila University. His research interests include translanguaging, linguistic landscape, and language planning and policy. He has published in the International Journal of Multilingualism, Journal of Language, Identity and Education, and Asian Journal of English Language Studies. He has collaborated with USAID and AUSAID as consultant and trainer for literacy and teacher development programs in Region IX and ARMM (now BARMM). As an educator and teacher trainer, he advocates linguistic equity in and outside the classrooms in multilingual settings.





# ICALLE 2023

4th International Conference on  
Applied Linguistics and Language Education

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## Round Table Discussion

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# Round Table Discussion

## *“English Language Education in the Philippines: Current Situations and Future Directions”*

**Moderator: Dr. Aireen Arnuco**

The round-table discussion is intended to bring together chairpersons or representatives of the English departments in the National Capital Region to share about the status of applied linguistics and language education in their own universities, particularly on how their programs respond to current language issues and policies. It will also be a venue for sharing topics and areas as well as projects in the pipeline that their graduate students are working on.

### **Dr. Aireen Arnuco**

Secretary, Linguistic Society of the Philippines (LSP)  
De La Salle University, Philippines

Aireen Barrios is Associate Professor in the Department of English and Applied Linguistics of De La Salle University-Manila. She obtained her Ph.D. in Applied Linguistics from the same university and she teaches Second Language Acquisition and Language Planning and Policy. Her works focus on the acquisition of a second language from an L1 background, particularly Zamboangueño Chabacano. Her research interests include cross-linguistic influence, multilingual education, discourse, and child language acquisition.





# discussants

## Round Table Discussion



### **Dr. Marianne Rachel Perfecto**

Chair, Dept. of English, School of Humanities, Ateneo de Manila University

Marianne Rachel G. Perfecto is Associate Professor of the Department of English, Ateneo de Manila University. As a teacher educator, she has worked with secondary and tertiary teachers in the areas of materials and curriculum development, as well as language and literature teaching. Her research is focused on teacher cognition, ELT, particularly on MTB-MLE, critical literacy and translanguaging.



### **Dr. Romualdo Mabuan**

Department Chair, Graduate Studies and Transnational Education Department, Institute of Education, Far Eastern University

Romualdo A. Mabuan is currently the Department Chair of the Graduate Studies and Transnational Education Department, Institute of Education of Far Eastern University in Manila, the Philippines. He holds a Doctor of Philosophy in Applied Linguistics from De La Salle University-Manila as a Commission on Higher Education scholar, a master's degree in teaching English from the Philippine Normal University-Manila, an international TESOL Certificate from Arizona State University, and a Graduate Certificate in Distance Education from the University of the Philippines Open University. Through his leadership, he strengthens the graduate programs of the FEU Institute of Education by integrating cutting-edge curricula and fostering global connections.



### **Dr. Rafael Michael Paz**

Former Chair, Department of English, Foreign Languages and Linguistics, College of Arts and Letters, Polytechnic University of the Philippines

Rafael Michael O. Paz teaches English language, literature and culture, and research courses to undergraduate and graduate students at the Polytechnic University of the Philippines in Sta. Mesa, Manila. He holds a Doctor of Philosophy in English Language and Literature from the Ateneo De Manila University. His research focuses on language and/in politics and language and/in education. He is also currently affiliated with the English Department, School of Humanities, Ateneo De Manila University, and with the Language Education Area, College of Education, University of the Philippines Diliman.



### **Dr. Alejandro Bernardo**

Former Assistant Dean, Faculty of Arts and Letters, University of Santo Tomas

Alejandro Sapitan Bernardo, PhD facilitates teacher and student trainings, conducts research, and delivers lectures on English language teaching (ELT) education-related trends and issues across and outside the country. He is a full-time and tenured member of the faculty of the University of Santo Tomas (UST) Department of English. He served as the Faculty Secretary and the Coordinator for Internationalization of the UST Graduate School from November 2013 to December 2019 and August 2017 to July 2020, respectively, and the Assistant Dean of the Faculty of Arts and Letters from January 2020 to December 2022.

He is an accreditor, a textbook writer, and an entrepreneur. He has presented papers and has been invited to speak in international conferences such as those held in Hawaii, Oregon, China, Hong Kong, Singapore, Taiwan, Japan, New Zealand, Thailand, and the Philippines. He serves as the immediate past Editor-in-Chief of the Asian Journal of English Language Studies, the international refereed and official journal of the UST Department of English and as immediate past President of the Linguistic Society of the Philippines (LSP), the premier organization of linguists and language practitioners in the country. He is a trainer at the Foundation for Upgrading the Standard of Education (FUSE) and the current Vice-Chairperson of the Philippine Social Science Council (PSSC).



### **Audrey Buenavista Morallo**

Faculty, College of Education, University of the Philippines Diliman

Audrey Buenavista Morallo is an Assistant Professor at the College of Education, University of the Philippines Diliman where he teaches language education courses. He obtained his MA in Education major in Language Education at the College of Education of the University of the Philippines Diliman in 2018 while he finished his Bachelor of Arts major in Journalism with high honors at the University of Santo Tomas. Some of his research interests are discourse analysis, linguistic mitigation in discourse, corpus-based linguistics, and second language acquisition.





# ICALLE 2023

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Applied Linguistics and Language Education

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## Themed Panels

# 1 Themed Panel

## Action Research

### *Latest Trends, Practices, and Practical Strategies Employed in Teaching English as a Second Language (ESL) among Filipino Students*

**Conveners: Dr. Jeanne F. Purpura and Mr. Jefferson Acala**

Due to unexpected and diverse changes brought by the pandemic, educators all over the world were compelled to shift and transform the mode in conducting their classes from the typical face-to-face mode to Online Distance Learning (ODL) and most recently to hybrid mode. As a result, educators were prompted to assess the teaching and learning processes, teaching tools and methodologies to meet students' diverse and complex learning needs. Thus, this signifies that educators such as English as a Second Language (ESL) teachers always seek ways to make learning effective, innovative and consistent without sacrificing students' quality learning. ESL mentors, either through face-to-face or online teaching modality, are expected to activate their students' listening, speaking, reading, writing and viewing skills to improve their learners communicative competence so that they can use ESL in their respective field of discipline, speech community and future workforce. Therefore, this colloquium is tailored to address the latest trends, practices and practical strategies employed creatively and effectively by secondary school teachers in their (ESL) classrooms. Varied language strategies such as the use of information gap tasks, task-based activities, cooperative learning engagements and gamified lessons to improve note-taking skills (summarizing and paraphrasing skills), and discussions were integrated in the daily lesson plans to motivate language learners to interact positively and effectively during classroom collaboration. Also, the researchers aim to share the results of their studies to show that there are different and practical ways ESL teachers can apply in their language classes. By doing so, they hope that undertaking will serve as a pivotal means to improving language learning and education.



## **Dr. Jeanne F. Purpura**

De La Salle University Manila,  
Philippines

Dr. Jeanne F. Purpura is Assistant Professor and the SHS Coordinator of Department of English and Applied Linguistics, De La Salle University. She currently teaches students from the undergraduate and graduate levels. She also serves as a thesis adviser to UG and GS respectively. Her research interests include English Language Learning, English Language Teaching and Pragmatics.

## **Mr. Jefferson Acala**

De La Salle University Manila,  
Philippines

Mr. Jefferson Acala is an Assistant Professorial Lecturer of the Department of English and Applied Linguistics, De La Salle University. He teaches students from the senior high school and undergraduate levels. His research interests include English Language Learning, English Language Teaching, and Educational Technology.



# paper 1

## Action Research

### *Reducing the Summarizing Anxiety of Grade 11 ESL Learners through Gamified Tasks*

**Ms. Angelika Ysabel Garcia, Ms. Allexisa Marie Ramos,  
and Dr. Jeanne Purpura**

Summarizing pertains to the process of reducing the original text to a shorter version and is considered an important skill to acquire in order for students to competently use a second or a foreign language. However, most students encounter difficulty (Tusi, 1996; Rezaei & Jafari, 2014; Daud & Kassim, 2016) and anxiety in summarizing a text. Moreover, some students also have low self-efficacy and experience writing anxiety, particularly when composing summaries in academic writing classes. Thus, this paper intends to reduce the writing anxiety of students through gamified tasks in order to improve the summarizing skills of English as a Second Language (ESL) learners. A triangulation approach (pre-test and post-test, survey questionnaire, interview) was employed in gathering data to identify how gamified tasks help reduce the writing anxiety of ESL learners in summarizing texts and improve their summarizing skills. Using a t-test and thematic analysis, the researchers found that gamified tasks integrated in the learners' writing activities helped reduce their writing anxiety. Moreover, the findings also indicate that students are more likely to perform better in summarizing when tasks are gamified. Even though gamification in the educational field is still developing, it is effective in reducing writing anxiety and improving the summarizing skills of students.

#### **Ms. Ysabel Garcia**

De La Salle University Manila,  
Philippines

Ysabel Garcia is a scholar and an undergraduate student of Secondary Education, major in English in De La Salle University-Manila. She is interested in gamification strategies in the academe.

#### **Ms. Allexisa Marie Ramos**

De La Salle University Manila,  
Philippines

Allexisa Marie Ramos is undergraduate student and a scholarship grantee at De La Salle University-Manila. She is currently taking up Bachelor of Secondary Education major in English.



# paper 2

## Action Research

### *Improving Summarizing Skills of Grade 11 ESL Students through Gamifying Assessments in Academic Writing*

**Ms. Mary Gertrude Lorenzo, Ms. Jennifer Santos,  
and Dr. Jeanne Purpura**

Summarizing is the process of synthesizing and restating the main points of a text into one's own words. However, most students struggle with properly identifying, paraphrasing, and citing the reading articles they encounter. Summarizing is a complex skill to master, and the shift to Online Distance Learning (ODL) only poses new challenges for the effective teaching and learning of summarizing. In efforts to calibrate the traditional delivery of writing instruction and assessments, the integration of gamification is a viable solution for today's online writing classroom. The purpose of this study is to understand how gamified assessments help improve students' summarizing skills and increase student motivation in academic writing. A needs assessment was conducted among three Grade 11 student participants on their current level of writing proficiency and their initial perception of gamification in the classroom. The data gathered was used to guide the gamification design and digital resources to be used in the ESL sessions. The findings of the study revealed a significant improvement in students' summarizing skills when gamification is applied. Students' summaries indicated a better recognition and elaboration of the main idea, clearer organization of paraphrased ideas, and lower similarity scores. Despite gamification still being in its developing stage, it is an effective tool to aid students' learning in academic reading and writing within the online educational environment.

#### **Ms. Mary Gertrude Lorenzo**

De La Salle University Manila,  
Philippines

Mary Gertrude Lorenzo was a graduate from De La Salle University with a degree in BS Secondary Education major in English. She graduated Summa Cum Laude and received the Eduardo Cojuangco Jr. Award for Teaching Innovation.

#### **Ms. Jennifer Santos**

De La Salle University Manila,  
Philippines

Jennifer A. Santos was a graduate from De La Salle University with a degree in BS Secondary Education major in English. She graduated Summa Cum Laude, received the Eduardo Cojuangco Jr. Award for Teaching Innovation, and delivered the message on behalf of the BAGCED graduates of batch '21-'22. She is currently a Senior High School English Teacher at the De La Salle University Integrated School – Manila and a Moderator of The Animo.



# paper 3

## Action Research

### *The Use of Task-Based Activities in Improving Active Listening Comprehension Skills of Grade 8 ESL Students*

**Ms. Renee Julia Blancaflor, Ms. Margarita Ines Mauleon, and Dr. Jeanne Purpura**

Listening is a core receptive skill that facilitates language acquisition and proficiency, yet it is often neglected in the teaching and learning process. This research was conducted to investigate if there was any significant difference in the participants' active listening comprehension skills before and after the implementation of the task-based activities anchored on the social learning theory. To achieve the research objectives, thirty 32 participants, 17 males, and 15 females were selected to participate and take the pre-and post-tests for Grades 9-10 adapted from the English Language Proficiency Assessments for California (ELPAC). Surveys, focus group discussions, and interviews were also conducted to identify and monitor any improvement in the participants' active listening comprehension competencies. The quantitative results and analysis showed no significant difference in the pre-and post-tests. However, other findings indicate an important improvement in the participant's behaviour as manifested in the FGD and interviews. This further implies that effective implementation of the SLT through TBAs could help language learners improve their active listening comprehension skills. English teachers may consider integrating real-life contexts in their classroom tasks to intensify dynamic and collaborative interactions using language-based instructions.

#### **Ms. Renee Julia Blancaflor**

De La Salle University Manila,  
Philippines

Renee Julia Blancaflor was a Bachelor of Secondary Education major in English graduate at De La Salle University-Manila. She graduated Magna Cum Laude and her undergraduate action research paper was awarded best thesis. She is currently a middle school teacher in Agueda Iglesias Johnston Middle School in Guam, USA.

#### **Ms. Margarita Ines Mauleon**

De La Salle University Manila,  
Philippines

Margarita Ines I. Mauleon was a Bachelor of Secondary Education major in English graduate at De La Salle University-Manila. Her undergraduate action research paper was awarded best thesis. She is currently an ESL teacher in the Philippines.





# paper 4

## Action Research

### *Using Graphic Organizers as a Prewriting Strategy in Improving Academic Writing Skills of Grade 11 ESL Students in an Online Distance Learning (ODL) Platform*

**Ms. Alexis Balaoing, Mr. Marco Lorenzo Isidro,  
and Dr. Jeanne Purpura**

Academic writing is an essential skill that is used in the professional setting; it is often applied in tasks such as completing documents, communicating with clients and composing publications. However, some professionals or learners encounter difficulties in writing academic papers. There are also some high school students who have problems honing the said skill. Current research reveals that a number of grade 11 Filipino students commonly struggle with brainstorming for ideas and organizing composition when writing academic papers. Previous research reports that through using graphic organizers during the prewriting stage of academic writing, students' compositions improved greatly in comparison to their works before intervention. The purpose of this study is to investigate the efficacy of the use of graphic organizers as a prewriting strategy in the academic writing skills of Senior High School (SHS) Grade 11 ESL students in an online distance learning (ODL) platform. Likewise, it aims to determine the perception of the students on the effectiveness of the graphic organizers in their academic writing performance. This paper presents discussions in academic writing, process writing, prewriting, research on the benefits of graphic organizers, and English for Academic and Professional Services (ENGLAPS). In order to examine its effectiveness on the SHS Grade 11 ESL students, this study provides five modules on using graphic organizers as a prewriting strategy for writing academic papers that are fit for online distance learning. This research aims to prove that using graphic organizers as a prewriting strategy improves brainstorming and organizing skills.

#### **Ms. Alexis Balaoing**

De La Salle University Manila,  
Philippines

Artes Mariae Alexis Balaoing is a BSE Major in English graduate from De La Salle University – Manila. She is currently teaching in De La Salle Santiago Zobel. She spearheaded online publications on mental health and seminar on APA Citation. She was a speaker for a seminar on effective oral presentation and a guest speaker for a focus group discussion that centered on online practicum and online teaching.

#### **Mr. Marco Lorenzo Isidro**

De La Salle University Manila,  
Philippines

Marco Lorenzo Isidro is a BSE Major in English graduate from De La Salle University – Manila. He is currently working as a copywriter in Affinity Express, writing content for the websites and advertisements of small to medium businesses mostly from Canada and the United States. He served as a Junior Officer for Operations & Logistics for the organization Union of Students Inspired Towards Education (UNITED) during 2020. As a junior officer, his role was to assist the organization in getting their programs and activities approved by the school administration.





# paper 5

## Action Research

### *Improving Grade 11 Students' Argumentative Essay Writing Skills through Scaffolding in a Flipped Classroom*

**Ms. Alyanna Marie Bernardo and Mr. Lukas Chino Lim**

One of the main issues that senior high school students encounter when writing an argumentative essay is their lack of skills and knowledge. This study examines the improvement of Grade 11 students' argumentative writing skills with the use of scaffolding in a flipped classroom. The participants of the study are twenty one (21) Grade 11 students from the De La Salle Senior High School (DLSU SHS). The needs assessment showed that students were struggling in composing their main points, structuring their argument, and citing their sources, among other components, in their argumentative paper. To improve their argumentative writing skills, the participants underwent a scaffolding process that would enhance their knowledge and writing skills about argumentative writing. In order to determine the challenges that students face when writing an argumentative paper, the researchers observed the class throughout the intervention. The students were then given two (2) argumentative writing assessments using the same prompt at the beginning and at the end of the intervention in order to determine whether their argumentative writing skills had improved. Lastly, the researchers underwent a thematic analysis on the students' interview responses to fully understand the feedback of students about argumentative writing through the use of scaffolding intervention in a flipped classroom. As a result of the intervention, students had increased their knowledge and were able to improve their writing skills, specifically in argumentative writing.

#### **Ms. Alyanna Marie Bernardo**

De La Salle University Manila,  
Philippines

Alyanna Marie Bernardo is an undergraduate student at De La Salle University-Manila. She is currently taking up a Bachelor of Secondary Education major in English.

#### **Mr. Lukas Chino Lim**

De La Salle University Manila,  
Philippines

Lukas Chino Lim is an undergraduate student and a scholarship grantee at De La Salle University-Manila. He is currently taking up a Bachelor of Secondary Education major in English.



# paper 6

## Action Research

### *Improving Grade 11 Students' Article Critique Writing Skills through Web-based Intervention*

**Mr. Jeus Miguel Garcia and Mr. Ian Jerome Patrimonio**

The increase of e-learning and the implementation of technology in education are currently on the rise. This paper focuses on how the article critique writing skills of the Grade 11 students could improve through the implementation of a web-based intervention. A total of twenty-six (26) SHS students took part in the study. The needs assessment revealed that students had difficulty in writing an article critique. To aid the students, the researchers exposed them to web-based intervention. They observed the class to see how the students interacted after they made use of the intervention. The researchers made use of the weighted mean, in order to get the average scores based on the data they gathered through the observation rubric. It was followed by the pre and post test to identify how much the students currently understand article critique writing. T-test was used to compare the results of the pre and post test to see if the students improved. Lastly, the researchers used thematic analysis to present the interview answers of the five (5) randomly selected students. As they concluded their study, the researchers saw that the students improved in terms of the article critique writing skills, through the materials that were presented on the web-based intervention, along with the in-person sessions conducted. The findings showed that the students were able to improve their article critique writing skills through the web-based intervention.

#### **Mr. Jeus Miguel Garcia**

De La Salle University Manila,  
Philippines

Jeus Miguel Garcia is an undergraduate student at De La Salle University-Manila. He is currently taking up a Bachelor of Secondary Education major in English.

#### **Mr. Ian Jerome Patrimonio**

De La Salle University Manila,  
Philippines

Ian Jerome Patrimonio is an undergraduate student and a scholarship grantee at De La Salle University-Manila. He is currently taking up a Bachelor of Secondary Education major in English.



# 2 Themed Panel

## Corpus Linguistics

### *Using corpus in linguistics language education research*

**Convener: Dr. Shirley N. Dita**

Featured in this themed panel are some of my mentees in the Master's level who have investigated or are investigating specific grammar points using either an existing corpus or a self-built one. The panelists are expected to share the salient points of their studies, to describe in detail how to do a corpus-based investigation, and to provide practical tips on how to build a corpus from data that are readily available. The first three papers have utilized a corpus of senior high school research outputs and the Philippine component of the International Corpus of English (ICE-PHI). The next two papers are on-going investigations that utilize self-built corpus. It is hoped that participants will gain insights on how to conduct a corpus-based research and how to build a corpus based on their research agenda.

#### **Dr. Shirley Dita**

**De La Salle University Manila, Philippines**

Dr. Shirley Dita is Associate Professor and the current chair at the Department of English and Applied Linguistics, De La Salle University. Her research interests include World Englishes and Corpus Linguistics. She is currently collaborating with her PhD students in World Englishes and Corpus Linguistics on the building of Corpus of Philippine English (CoPE).



# paper 1

## Corpus Linguistics

### *Subjuncts in senior high school (SHS) academic writing: A corpus-based study*

**Mr. Alvin C. Alonzo**

The implementation of the English for Academic Purposes (EAP) courses reflects the magnitude of the learners' need to hone their skills with respect to the linguistic, cultural, and academic nature of English for higher disciplinary undertakings. This research investigated the frequency, collocations, syntactic, and semantic features of subjunct adverbial categories based on Quirk et al. (1985) adverbial nomenclature. The study utilized a 1.4-million-word corpus of Senior High School (SHS) research in both academic and technical-vocational strands using Antconc V.3.5.8 concordance software. Results showed that focusing – subjuncts exhibit the highest tendency, showing the propensity of limiting or expanding the focused item/s in sentences. Syntactically speaking, several subjunct items deviated from the typical syntactic patterns, which correspond to Scopal Theory (Ernst, 2020) stating that adverbials can be freely adjoined to any projections. Physical and evidential orientations were the typical semantic realizations contradictory to the principles of intersubjectivity and interpersonal realm of discourse in using adverbials. In general, the linguistic deviations that contribute to the understanding of Philippine English can be a stepping stone to the investigation of adverbial grammaticalization.

**Mr. Alvin Alonzo**

De La Salle University Manila, Philippines

Alvin Alonzo is Education Specialist at the Cambridge University Press and Assessment. His research interests include Corpus Linguistics, Language Assessment, Teaching, and Learning.



# paper 2

## Corpus Linguistics

### *Multi-Word Verbs in Senior High School Academic Papers: A Pedagogical Perspective*

**Ms. Ma. Angelica A. Gumangan**

A multi-word verb refers to a verb-particle-preposition combination which acts a single lexical and syntactic unit (Quirk et al., 1985). The study sought to answer the following research questions: (1) What are the perceptions, preference, and perspectives of English language teachers on the teaching of multi-word verbs in their own classes? (2.) What is the frequency of use of multi-word verbs in senior high school academic papers? (3.) What innovations in the use of multi-word verbs were reflected in the senior high school academic papers? Graduate students from a private university in the Philippines compiled a learner corpus composed of academic papers of senior high school students. Using this 1.5-million-word learner corpus, this study looks into the frequency of the most used MWVs and the innovations in the use thereof. According to Quirk et al., phrasal verbs (find out, come along), prepositional verbs (look at, refer to), and phrasal-prepositional verbs (get back to, keep up with). Using the list curated by Ella (2019), this study investigated 66 MWVs in their finite and non-finite forms using AntConc 3.5. Results indicate that 57 MWVs were existent in the corpus. Also, 711 phrasal verbs (finite- 383 and non-finite- 328), 3836 prepositional verbs (finite- 2628 and non-finite- 1208), and 194 phrasal-prepositional verbs (finite- 116 and non-finite- 78) were discovered. The ten most frequently used MWVs are base on, refer to, serve as, contribute to, deal with, find out, look for, give NP to, make up, and come up with. As for the innovations, base from, base in, come on, come up to, deal with, make up, make up to, result to, set up, and spend in were present in the learner corpus. Filipino students are familiar with prepositional and phrasal verbs, but they avoid phrasal-prepositional verbs due to the complexity of the combination. The results and findings of this present study thus recommend that a larger corpus be built and used for a richer description of multi-word verbs in the Philippine context.

**Ma. Angelica A. Gumangan**

De La Salle University Manila, Philippines

Ma. Angelica A. Gumangan is Teacher III at Pitogo High School, Taguig City. She finished her graduate studies at De La Salle University. Her research interests include Corpus Linguistics, Language Teaching, and Language Assessment.



# paper 3

## Corpus Linguistics

### *Conjuncts in Philippine English: A Grammatical Study*

**Mr. John Paulo Q. Herrera**

This descriptive grammar study delves into the semantics and syntax of conjuncts as adverbials in Philippine English, primarily focusing on the frequently used conjuncts "and," "but," and "so." Drawing upon Biber et al.'s (1999) Longman Grammar of Spoken and Written English (LGSWE) and Quirk et al.'s (1985) A Comprehensive Grammar of the English Language as foundational references, this research aims to provide a comprehensive understanding of the role of conjuncts within the framework of Philippine English. The study classifies conjuncts into various semantic categories, such as listing, summative, appositional, resultive, inferential, contrastive, and transitional, shedding light on their multifaceted functions. It utilizes the ICE-PHI corpus and AntConc software for a corpus-based analysis, revealing nuanced variations in the usage of these conjuncts across different text types, including conversation, academic prose, fiction, and news. Furthermore, this research compares the use of "and," "but," and "so" in Philippine English with that in American English, highlighting distinctive patterns and linguistic behaviors. The study also discusses pedagogical implications, emphasizing the importance of a functional approach to teaching grammar and suggesting avenues for further exploration within the realm of conjuncts and adverbials in Philippine English. Ultimately, this study contributes to the ongoing understanding of Philippine English as a dynamic variety within the spectrum of World Englishes, uncovering innovative linguistic features and paving the way for enriched language education and research.

**Mr. John Paulo Q. Herrera**

University of Santo Tomas, Philippines

John Paulo Q. Herrera is the Pedagogical Lead of the Faculty of Arts and Letters and a faculty member of the Department of English, University of Santo Tomas. He finished his graduate studies at De La Salle University. His research interests include World Englishes, Corpus Linguistics and English Language Teaching.



# paper 4

## Corpus Linguistics

### *Modals in Philippine English Press*

**Mr. Kenneth Filbert Chan Bona**

This pilot study is an investigation on the use of modal auxiliary verbs, specifically central modal must and its quasi-modal counterpart have to, in Philippine English press. A 2.6-million-word researcher-collected corpus of press articles from two major web-based newspaper agencies is used for analysis, with one private and one public to represent the incline between formal and less formal genres. A tripartite framework for coding (i.e., deontic, epistemic, and dynamic) is used to categorize the tokens found. The results show that the order of high-, mid-, and low-frequency modals is mostly consistent with previous findings. Another finding is that the ratio between must and have to is higher than the ratios found in many other investigative studies on AmE and BrE but is consistent with Collins's (2014) study on PhE. The substrate language may have had an influence on the popularity of must, as evidenced by translations within the dataset. Finally, the quasi-modal have to is much more utilized in less formal contexts, and deontic necessity is the most dominant meaning used for both must and have to. These findings indicate that PhE press is indeed quite different from AmE or BrE press, where must has been found to be consistently in decline.

**Mr. Kenneth Chan Bona**

De La Salle University Manila, Philippines

Mr. Kenneth Chan Bona is a Middle School English teacher who is currently working on completing his Master's Thesis in English Language Education at De La Salle University-Manila. His research interests include Corpus Linguistics, World Englishes, and SLA.



# paper 5

## Corpus Linguistics

### *The Use of Linking Adverbials as Transitional Devices in Academic Writing of Junior High School Students*

**Mr. Kenneth Filbert Chan Bona**

Following the publication of the book of Halliday and Hasan titled *Cohesion in English* in 1976, numerous studies were conducted to focus on cohesive devices such as reference, conjunction, and lexical ties. In this corpus-based study, the researcher will examine the usage of linking adverbials as transitional devices in essays produced by junior high school students in the context of a science high school. By employing AntConc concordance software, this study will delve into the usage patterns of the form, meaning, and position of linking adverbials in the written outputs of the students. Furthermore, this will help the researcher identify whether there is overuse, underuse, or misuse of linking adverbials in the students' written texts. The study will also discuss possible pedagogical implications, highlighting the significance of cohesion in teaching writing. Moreover, researchers in the field of education and applied linguistics can benefit from the insights derived from this study, contributing to the broader understanding of language acquisition and ESL pedagogical practices in junior high school setting.

**Mr. John Aldrich Ladan**

De La Salle University Manila, Philippines

Mr. John Aldrich Ladan is currently the Head Teacher of the Foreign Languages Department at Manila Science High School and is working on completing his Master's Degree in English Language Education at De La Salle University-Manila. His research interests include Corpus Analysis, Language Planning and Policy, and Second and Foreign Language Pedagogy.





# 3

## Themed Panel

### *Discourse Analysis*

#### *Doing Discourse Analysis: Practical and pedagogical applications*

**Convener: Dr. Eden Regala-Flores**

This colloquium aims to highlight the multi- and inter-disciplinary nature and scope of doing discourse analysis as well as its practical applications. At the core of this academic discussion will be the diverse studies conducted by our past and current graduate students as part of their course work requirements in both the Master of Arts in English Language (MAELED) and Master of Arts in Teaching English Language (MATEL) degree programs.

Included in this colloquium are four course papers that examined the use of spoken and written discourses of Filipino speakers of English for various purposes and across language domains. By employing theoretical underpinnings from speech act theories, (socio-)pragmatics, corpus linguistics, and genre studies, the invited researchers' studies described and analyzed how Filipinos strategize their offers of apologies, perform the speech act of thanking, write students' progress reports, and craft letters or circulars for academic community members. Various data collection methods such as the use of oral and written discourse completion tasks, the AntConc software, teacher-made progress reports, school-based letters and circulars were utilized by the invited discussants. Pedagogical implications and the researchers' recommendations based on the results of the analyzed data will be presented and discussed with the hope of informing curriculum and instructional materials designers, classroom teachers, program managers, and learners of languages.

This colloquium also aims to provide a venue for the members of the audience to discuss, share, or solicit some strategies on how to go about doing their own studies through the discourse analysis lens.



## **Dr, Eden Regala-Flores**

De La Salle University Manila,  
Philippines

Eden Regala-Flores is an associate professor in the Department of English and Applied Linguistics, De La Salle University. She earned her PhD in Applied Linguistics degree (With Distinction) from the same university. Her research interests aside from discourse analysis, include language teaching, instructional materials production, teacher training, and the intersection of gender studies and religion. She writes instructional materials for commercial publishing houses and seven months away from celebrating 40 years of teaching.



# paper 1

## Discourse Analysis

### *Apology Strategies Employed by Filipino Business Management Learners*

**Mr. Clark Arthur Robles**

The present study has considered the use of raw and natural events to investigate the societal and contextual factors that might have affected the apology strategies utilized by the participants. Using Cohen and Olstein's (1981 in Elham, 2016) classification of apology strategies, this paper determined the apology strategies used by 50 Business Management Learners enrolled in a private school in Metro Manila and the effects of other factors such as social distance, social status, and severity of the offense in the way they frame their apologies. Descriptive Statistics was used to compute for the Mean Percentage Score of each strategy based on the participants' responses to the Oral Discourse Completion Tasks (Oghanian, 2016) and from the adapted Written Discourse Completion Tasks by Al Masaeed, Waugh, and Burns (2018). There are a series of findings in this study: 1) the participants used explicit expressions of apologies in expressing their remorse; 2) the participants considered the context of the situation and social constraints in expressing sincerity and regret in the apology; and 3) the apology strategies used were aimed at reestablishing relationships among the interlocutors. The study could assist the teachers in teaching students to become more pragmatically competent.

**Mr. Clark Arthur Robles**

National University-Mall of Asia

Clark Arthur A. Robles is an Assistant Professor and Head of Languages and Literature Cluster at the General Education Department, National University-Mall of Asia. He has delivered several talks about lesson planning, test construction, and other topics related to English curriculum development during pre-service teacher trainings in his workplace.



# paper 2

## Discourse Analysis

### *Gratitude Expressions of Filipino Speakers of English in Spoken Discourse: A Corpus-based Study*

**Mr. King Arman Calingasan**

Based on Wong's (2010) types of thanking strategies, this corpus-based research explored how Filipino speakers of English express their gratitude and respond to the speech act of thanking. The Antconc software was utilized to search, extract, and examine instances of such expressions from the Philippine component of the International Corpus of English (ICE-PHI). The 279 occurrences of gratitude expressions found in the corpus showed that the interlocutors employed these ten different thanking strategies in varying degrees and frequencies with thanking + alerter as the most commonly used strategy. The data also revealed that they utilized thanking + alerter + stating a reason and thanking + stating beneficiary's feeling. It is hoped that the study's findings may inform language learners, teachers, and instructional materials developers.

**Mr. King Arman Calingasan**

De La Salle University Manila, Philippines

King Arman Calingasan is Lecturer at the Department of English and Applied Linguistics at De La Salle University. His academic pursuits focus on English language teaching and learning.



# paper 3

## Discourse Analysis

### *Fostering home-school partnership: A case of progress reports*

**Ms. Shelica Lalucha Iniwan**

Home-school partnership is the collaboration between the student's parents and guardians and an academic institution's teaching and non-teaching personnel. One of the most compelling pieces of evidence of this partnership is feedback-giving through progress reports as they provide teachers' evaluations of their students' performance. However, if not done correctly, feedback may also threaten student success. This study examined the case of three progress reports sent by teachers to the parents to inform the latter about their child's academic standing. Following Lee's (2013) feedback framework, the progress reports were examined through the different moves: initiation, problem, solution, and conclusion. It was found that the samples exhibited all the moves, but their linguistic choices varied within the steps and acts. However, all three samples lacked an essential part of effective feedback: highlighting strengths. The results implied that the progress reports leaned towards "negative feedback," which defeats the actual purpose of the report. In response to this, the authors proposed a feedback template following the moves, steps, and acts developed by Lee which may serve as guides for both pre- and in-service teachers in composing their feedback reports.

**Ms. Shelica Lalucha Iniwan**

De La Salle University Manila, Philippines

Shelica Lalucha T. Iniwan is a faculty member of the De La Salle Santiago Zobel School. She handles English 8 and SHS research subjects. She is a current graduate student of DEAL.



# paper 4

## Discourse Analysis

### *Exploring Rhetorical Moves and Lexicon in School Letter Invitations*

**Ms. Pearl Stephanie Barretto**

Letters or circulars are created for various purposes. As announcements are made to inform a target audience, adhering to pertinent structures in writing an effective letter is integral. This paper aimed to discuss possible patterns in the rhetorical moves and lexical items of letter invitations intended for a school community. Genre analysis of letters, specifically event invitations, was conducted through Upton's revised rhetorical move structures (2002) following Bhatia's (1998) original approach. A small self-compiled corpus of three documents from a Catholic school in San Juan, Metro Manila was used. As the academic sector is viewed as a discourse community, the specific lexicon or terminologies were also analyzed. It was found that the letters used the moves, but not all moves were present in each letter. Yet, the letters still served as models in showing each move's importance towards revealing a clear purpose of the letters. On lexical choices, the inclusion of the school's virtues and mission statements are evident, promoting school spirit and spirituality. Genre analysis can raise metacognitive awareness and noticing of text types and moves. Such awareness could be beneficial for educators to apply the moves in producing a good letter or other types of genre.

**Ms. Pearl Stephanie Barretto**

De La Salle University Manila, Philippines

Pearl Stephanie Barretto is a Kindergarten teacher at Xavier School, San Juan, and a graduate student of Teaching English Language at De La Salle University - Manila. She is interested in child language acquisition, being in early childhood education, but she still wants to explore other research interests such as discourse analysis.



# 4 Themed Panel

## *Forensic Linguistics*

### *Language and Law Studies in the Philippines*

**Convener: Dr. Marilu R. Madrunio**

The presentations in this colloquium examine the use of language in legal documents. Each presentation focuses on a different aspect of language as it is used in these documents. The first presentation discusses the linguistic features and readability of select Philippine Republic Acts on Women's Rights. It explores the complexity of legal language which hinders individuals from being fully aware of their rights. The second presentation examines select contracts of carriages (COCs) of top domestic airline carriers in the country. Aside from investigating the linguistic features and readability of the COCs, this study also examined the design features of the documents. The third and last presentation addresses the commonalities and differences found in US Supreme Court Opinions and Philippine Supreme Court Decisions. These were analyzed in relation to the themes, approaches and features employed in the data.





## **Dr. Marilu R. Madrunio**

**University of Santo Tomas, Philippines**

Dr. Marilu R. Madrunio is full professor in the Department of English of the University of Santo Tomas - Manila. As an applied linguist, she pioneered forensic linguistics in the country and has published widely both locally and internationally. Her latest publications include *Forensic Linguistics: Origins, Developments and Directions* published by Cambridge University Press and a book chapter in *Philippine English: Development, Structure and Sociology of English in the Philippines* published by Routledge Taylor & Francis Group. Recently, she completed her stint as a member-at-large of the International Association for Forensic and Legal Linguistics (IAFLL) Executive Committee which she served from 2019-2023. Currently, a local professional organization in Forensic Linguistics is being conceptualized under her helm to include linguists, language specialists, legal professionals, and police investigators.



# paper 1

## Forensic Linguistics

### *The Linguistic Features and Readability of Philippine Republic Acts on Women's Rights*

**Ms. Angeline M. Alberto**

Despite many laws on women's rights being enacted in the past decades, female gender in the country remains burdened by gender-based discrimination and abuse. Legal language complexity has been found to hinder individuals from fully knowing and realizing their rights. Hence, the prevalence of gender inequalities in the country may have been motivated by the present nature of legislative writing. Using Halliday's Systemic Functional Grammar (in Halliday & Matthiessen, 2014), Johnson and Coulthard's (2010) typology of legal language features, and the readability and easability indices of Coh-Metrix (Graesser et al., 2014), the study examined the linguistic features and readability of 14 Philippine Republic Acts (RAs) on women's rights. It was found that the apparent complexity of legislative writing provided greater specificity and cohesion in the documents. However, the RAs remained difficult to read, primarily due to the technical and formal nature of the texts. Further discussion is needed on the simplification of legal language so that it is able to communicate what needs to be communicated especially to the ordinary reader.

**Ms. Angeline M. Alberto**

University of Santo Tomas, Philippines

Angeline M. Alberto is a master's student currently enrolled in the English Language Studies program of the University of Santo Tomas. Her research interests include Forensic Linguistics, Discourse Analysis, and Language and Gender.



# paper 2

## Forensic Linguistics

### *Linguistic Features, Readability, and Document Design of Philippine Domestic Contracts of Carriage*

**Ms. Fermina B. Vergara**

Domestic tourism trips have increased since the government lifted travel restrictions. Local tourists were attracted to travel domestically because of affordable flights offered by local airline companies. However, local passengers recently experienced long flight delays and cancellations without due compensation. Affected passengers and airline companies are legally bound by contracts of carriage (COC) which stipulates the terms and conditions, rights, duties, and obligations of both parties. Employing the frameworks of Johnson and Coulthard (2010) on the linguistic features of legal documents and Schriver (1997) on document design features, the study examined seven COCs from top domestic airline carriages in the country. Findings revealed that nine linguistic features were present in the COCs which include binomial expressions, complex prepositions, impersonal noun phrases, modals, negation, nominalization, passive constructions, legal archaisms, and technical legal terms. In terms of readability, the COCs were found to be not that readable as compared to the normative values provided in measuring readability scores. Findings also revealed that the basic document design aspect of the COCs can be further improved. This study seeks to promote crafting legal texts which are reader friendly in order to empower lay passengers with information regarding their rights.

**Ms. Fermina B. Vergara**

University of Santo Tomas, Philippines

Fermina B. Vergara is an English faculty at the Senior High School of the University of Santo Tomas where she is currently pursuing her MA in English Language Studies. Her research interests are in the areas of Discourse Analysis, Forensic Linguistics, Sociolinguistics, and Language and Education.



# paper 3

## Forensic Linguistics

### *US Supreme Court Opinions and PH Supreme Court Decisions: Approaches, Themes and Linguistic Features*

**Mr. Mark Paulo Y. Tanjente**

The Supreme Court releases decisions as conclusions based on evidence and the law about the rights and duties of the defendant parties. However, due to the formal language and complex terminology used by attorneys and judges in writing court decisions, understanding legal documents is a significant challenge to the lay. This study focuses on the court's decisions of the Supreme Court of the Philippines and the court's opinions of the Supreme Court of the United States to identify the commonalities and differences in their approach, themes, and, linguistic features. This study was anchored on Coulthard and Johnson's (2010) linguistic features in legal language. The study revealed that the Court Decisions in the Philippines have distinct linguistic features, primarily prominent in legal archaisms and binomial expressions not commonly seen in US Court Opinions. Moreover, it should be noted that the United States of America's Court Opinions have more complex prepositions in their constructions and prominent impersonal noun phrases. Although these same legal texts have many differences in terms of lexical-grammatical features, their integrity and purpose remain legally the same. Indeed, analyzing the linguistic features of legal court decisions of these two Supreme Courts can provide a greater awareness on the interpretative possibilities of legal language as well as how it is constructed and used.

**Mr. Mark Paulo Y. Tanjente**

University of Santo Tomas, Philippines

Mark Paulo Y. Tanjente teaches at the College of Education, Arts, and Sciences of the National University-Manila. He is currently pursuing his PhD in English Language Studies at the University of Santo Tomas. His research interests are in the areas of Forensic Linguistics, Discourse Analysis, Corpus Linguistics, and Sociolinguistics.



# 5 Themed Panel

## Psycholinguistics

### *Exploring Language Learning Across Diverse Learning Contexts*

**Convener: Dr. Rochelle Lucas**

This themed panel discussion, titled "Exploring Language Learning Across Diverse Learning Contexts," aims to shed light on the various learning environments and contexts that influence the language learning process. The panel will feature different studies that will discuss the impact of cultural, educational, and social factors on language acquisition and proficiency. Topics such as language learning biases, language learning in multilingual environments and atypical language learning in special groups will be explored, providing a comprehensive understanding of the multifaceted nature of language learning. The discussion will delve into challenges and issues to enhance language acquisition in diverse learning contexts, ultimately promoting effective and inclusive language learning experiences.



# paper 1

## Psycholinguistics

### *Understanding the Phonological Capabilities of Children with Tourette Syndrome*

**Aileen Bautista- del Rosario and Allan Rey Villaverde**

Tourette's Syndrome (TS) is a "complex neuropsychiatric disorder" manifested in the form of motor and phonic tics (Thibault, Felezeu, O'Connor, Todorov, Stip, & Lavoie, 2007). Albeit what the previous studies about how the condition affects people with TS, there appears to be a lack of studies that attempt to determine the advantages of children with TS, especially their phonological strengths. Informed by the Innateness Theory and Biological Determinism Theory, this case study aims to identify the phonological strengths of the TS patients. Specifically, the study seeks to understand how the children with TS responds to the Children's Test of Nonword Repetition (CNRep) that revealed their phonological capabilities. Results showed that the children with TS have phonological strengths and weaknesses which are influenced by their motor and phonic tics. However, the learners with TS are not different compared to other children with no known condition as the study also proved that children with TS also have innate mechanisms in terms of phonological utterances.



# paper 2

## Psycholinguistics

### *The Effects of Joint Reference and Mutual Exclusivity on the Application of Whole-Object Assumption in Filipino Preschoolers*

**Diana Ilishera A. Go and Edna S. Miraflores**

Several studies have been done to analyze language acquisition among young children and have shown that children initially ascribe new words to mean whole objects. However, when familiar objects are presented with novel labels, young children seem take these labels to mean salient parts or attributes instead of as alternative names (Markman, 1992; Maher 2004). This study's focus is on how the whole object assumption is superseded by mutual exclusivity, along with Baldwin's (1989, cited in Markman, 1992) observation of the value of a joint reference between adult speaker and child in word learning. Adapting Markman's (1992) test procedure, five male and five female Filipino preschoolers aged 3-4 years were randomly selected and individually presented with three sets of materials that each tested the validity and occurrences of the whole object assumption, mutual exclusivity, and joint reference. Using a different set of instruments originally adapted from Markman's (1992), the study yielded unexpected results slightly deviant of Markman's claims. Firstly, striking colors and brightly colored patterns are shown to influence young children's perception of whole objects in a more significant manner than initially assumed. Secondly, it seems that mutual exclusivity is only applied to novel word learning upon reaching a certain cognitive maturity, which was observed to come earlier to females than males. Lastly, joint reference might play a less significant role in word learning as children grow to become more verbally communicative and less dependent on social cues.





# paper 3

## Psycholinguistics

### *Language attitudes in linguistically diverse contexts: Implications for mother tongue education program in Central Mindanao, Philippines*

**Dr. Ariel Ponce**

Mother Tongue Education (MTE) in the Philippines seeks to educate learners from kindergarten to 3rd grade using their mother tongues. However, in Linguistically Diverse Contexts (LDCs) where multiple mother tongues are spoken, a lingua franca is nominated as the alternative MOI. In this presentation, I will talk about the language attitudes of multilingual learners and parents towards the mother tongues and Tagalog. I argue that the use of Tagalog may challenge and locate local languages in LDCs especially in mother tongue-based classrooms. Findings from individual interviews reveal that the learners have overwhelming use of Tagalog over mother tongues. Meanwhile, parents highlight their age-specific use of their mother tongues which are predominantly spoken with adult speakers. In addition, both groups favor the use of Tagalog as the MOI in the classroom to accommodate the multilingual population, not because they hold negative attitudes to these local languages nor do they reproduce the myths that subvert the use of these languages in the academe. I will conclude my presentation with important implications to local languages and mother tongue education.



# paper 4

## Psycholinguistics

### *Second Language Learning and Intrinsic Motivation of Multilingual Chinese Learners in the Philippines*

**Allan Rey S. Villaverde and Rochelle Irene G. Lucas**

The study focused on the intrinsic motivation factors that may identify what specific L2 communicative skill multilingual Chinese students are more motivated to learn and examined what variables (i.e. age, gender, and language proficiency) may relate to their motivation given their exposure to several languages such as Filipino, Chinese and English. 180 high school sophomore and senior students from a Chinese school in Manila were asked to complete a 48 – item IM questionnaire. The findings suggest that students are intrinsically motivated in learning and using the L2 communicative skills of reading and speaking under IM subtypes of Accomplishment and Knowledge. Moreover, age and gender are found to have moderate relationship to IM, whereas language proficiency seems to show otherwise. It can be noted that learners' intrinsic motivation stem from their early L2 exposure, proliferation of Internet – mediated tasks and western media, curricular activities, and prestige of the L2 being learned.



# 6 Themed Panel

## Technology-integration in *ELT*

### *Elevating Education in the Philippines: Empowering Educators and Learners through Strategic Technology Integration*

**Convener: Dr. Leah Gustilo**

Technology integration into pedagogical practices has been recognized as an essential aspect of modern education. In the Philippines, the floodgates of education opened to technology integration in 1996 (Vergel de Dios, 2016), resulting in widespread technology usage in the classrooms. Regrettably, however, no technology integration framework has been mapped onto the Philippines' professional teaching and assessment standards until Capacete's (2021) work came out. Hence, in this technology-integration-themed panel, Pamela Capacete will discuss her outstanding work, "Technology Integration Practices of Secondary English Teachers in the Philippines: A Study towards Framework Development," a TPACK model comprising three processes, 15 domains, and 80 indicators based on a study of Secondary English Teachers' TPACK in practice framed after the teaching domains of the Philippine Professional Standards for Teachers (PPST). A sequel of Capacete's study is Victoria Marie Nanadiego's work, Teaching with Technology: Development and Validation of a Self-rating Tool for Secondary English Teachers in the Philippines. This study will present how the indicators of Capacete were translated and validated into an instrument for assessing teachers' TPACK by Nanadiego. These two studies inspired Jeramie Landicho to investigate a study on the Elementary Language Teachers' TPACK: Framework and instrument development in the Philippine Context. In this study, she will explore the TPACK practices of Elementary teachers in the Philippines based on their reflective processes. Finally, focusing on student engagement, Dr. Paterno Baguinat III will discuss the findings of their study relating to computer technology access among students and their application of information and communication technology to enhance learning. His presentation is part of a bigger study on developing and validating the Philippine Student Engagement Assessment funded by the Commission on Higher Education (CHED).



## **Dr. Leah Gustilo**

**De La Salle University Manila, Philippines**

Leah Gustilo, Ph.D. is a Research Fellow in De La Salle University, Manila, Philippines. She is the Founding Editor-in-Chief of the Journal of English and Applied Linguistics (JEAL) published by De La Salle University Publishing House and the Chief Editor of the Modern Journal of Studies in English Language Teaching and Literature (MJSELTL). Dr. Gustilo has presented her research works in conferences in Asia, USA, and Europe.



# paper 1

## Technology-integration in ELT

### *A Proposed Model of TPACK-in Practice for High School English Teachers: The Case of Philippine Learners*

**Ms. Ma. Pamela A. Capacete**

Undeniably, the field of education has long acknowledged the integral role and ubiquity of technology (An & Oliver, 2020; Bulman & Fairlie, 2016). In fact, the Philippines first recorded its receipt of the affordances of technology in education in 1996 (Vergel de Dios, 2016). Since then, the country has integrated technology's wide usage in Philippine classrooms. Nevertheless, despite the pervasiveness of technology in education, most teachers still present themselves alarmed and unequipped when it comes to successfully teaching with technology (Sasing, 2020). Hence, the present study examined Secondary English teachers' TPACK in practice framed after the teaching domains of the Philippine Professional Standards for Teachers (PPST). In the study's conduct, only Secondary English teachers' technology integration practices were investigated given the study's underpinning on the content-specific nature of TPACK. Adapting the Delphi technique, three rounds of data collection was employed to explore what tools Secondary English teachers use, how they use them, and why they use them. In the end, a new model of TPACK-in-Practice was proposed for Secondary English teachers. The model is comprised of three processes (planning, implementation, and evaluation), 15 domains, and 80 indicators.

**Ms. Ma. Pamela A. Capacete**

Lake Shore Educational Institution, Philippines

Ma. Pamela A. Capacete is the School Principal of Lake Shore Educational Institution in Biñan, Laguna. She finished her Master of Arts in English Language Education from De La Salle University Manila with an Outstanding Thesis Award. She is the founder of Hope Builders, Dream Tracers that serves vulnerable children in remote areas and urban poor communities.



# paper 2

## Technology-integration in ELT

### *Teaching with Technology: Development and Validation of a Self-rating Tool for Secondary English Teachers in the Philippines*

**Ms. Victoria Marie A. Nañadiego**

This study reports the development and validation process of a self-rating tool that examines the technological pedagogical content knowledge (TPACK) of in-service teachers teaching English in secondary schools in the Philippines. The self-rating tool, TPACK-in-Practice, aims to provide an assessment tool for in-service English language teachers that addresses content-specific technologies, including tools and digital resources. It utilized the mixed method approach, and survey items were adopted from a localized TPACK framework of Capacete (2021). The content and construct validity of the items were established through expert validation through English teachers, educational technology, and PPST experts. The results of the expert validation indicated a consensus of 3.86 means and a 0.26 SD. The TPACK-in-practice self-rating tool is described as 'Exceeds Expectation'. After the expert validation, the developed instrument was administered to 120 in-service English teachers from Luzon, Visayas, and Mindanao. Reliability was established using Cronbach's alpha internal consistency test. Consequent to the reliability testing, the final factor included three components with seventy-nine indicators grouped according to the teaching processes: 11 items in Planning, 34 in Implementation, and 34 in Evaluation. The results offered a valid and reliable TPACK-in-Practice self-rating tool depicting actual teaching practices to assess in-service teachers. Implications for developing other content- and context-specific TPACK surveys and how they benefit other stakeholders are discussed.

**Ms. Victoria Marie A. Nañadiego**

De La Salle University Manila, Philippines

Victoria Marie Abuel Nañadiego is a Senior High school teacher currently working as a Core and Specialized subject teacher at Paaralang Sekundarya ng Lucban Integrated School. She is currently a graduating student taking Master of Arts in English Language Education at De La Salle University Manila. Apart from her passion for teaching, she also involves herself as an advocate of Lucban Tourism in preserving the town's culture and heritage.



# paper 3

## Technology-integration in ELT

### *Elementary Language Teachers' TPACK: Framework and Instrument Development in the Philippine Context*

**Ms. Jeramie B. Landicho**

The Philippine context has limited TPACK studies, primarily focusing on high school and college students. However, two important studies, Capacete's on framework development and Nanadiego's on instrument development, have explored the proposed model of TPACK and its integration with the Philippine Professional Standards for Teachers (PPST). These studies have provided valuable insights into the teaching practices of Secondary English Teachers. This study aims to provide a framework on how technology integration is practiced by Elementary Language Teachers in the Philippines and develop an instrument to understand teachers' views on educational technology integration. The study will also examine the practices on the ground to provide a more comprehensive approach to the operationalization of TPACK. Further, it will also integrate the TPACK framework with limited studies conducted on elementary-level PPST, aiming to extend, validate, or debunk existing theories on how technology is viewed and operationalized at the elementary level. Reflective practices of the participants in the usage and integration of technology will also be investigated. To carry out the objectives of the study, two major divisions: instrument development and framework development present the key episodes. Development involves using qualitative methods to develop TPACK-In Reflective Process checklist items, while validation uses quantitative methods to test them. To determine whether the outcome was a good fit to serve as a framework, the confirmatory factor analysis (CFA) will be conducted. As part of the ongoing pilot study, fifteen participants were requested to act as respondents.

**Ms. Jeramie B. Landicho**

De La Salle Lipa Integrated School, Philippines

Jeramie B. Landicho is the Associate Principal for Academics at De La Salle Lipa Integrated School. She has written textbooks in language, reading, and writing. She is a graduate student of De La Salle University under Doctor of Philosophy in Applied Linguistics program. She has participated in various national and international research conferences.



# paper 4

## Technology-integration in ELT

### *Development and Validation of Philippine Student Engagement Questionnaires (PhSEA): Scoping Students' Access to and Engagement with Technology in Government-Funded Tertiary Schools*

**Dr. Paterno S. Baguinat III**

With the growing significance of technology in education realm, scoping students' access to and engagement with technology is paramount. This paper affirmed that student engagement with technology is an indispensable factor in their success in higher education. Anchoring on Creswell & Creswell (2018)'s exploratory sequential design, this paper presents the exploratory data analysis (EDA) and psychometric results on technology access and technology engagement among students in Luzon, Visayas, and Mindanao, a parcel of the developed and validated the Philippine Student Engagement Questionnaires (PhSEA), namely: First Year Student Engagement Questionnaire (FYSEQ) and the Flexible Learning Student Engagement Questionnaire (FLSEQ). The Confirmatory Factor Analysis (CFA) validated the resulting structure exploratory factor analysis (EFA) with high internal consistency of technology engagement items. The EDA revealed varying levels of student access in computer technology and high level of engagement in keeping abreast of recent technology, in using information and communication technology (ICT) to enhance and enrich learning in respective courses of study or class work, and in responsibly utilizing digital media. EFA and CFA results established PhSEA as a reliable and valid tool, select items of which can be used in assessing technology engagement among students in the country, consequently providing policymakers and program implementers' insights to improve digital learning experience among students in State Universities and Colleges (SUCs).

**Dr. Paterno S. Baguinat III**

Jose Rizal Memorial State University – Main, Philippines

Dr. Paterno S. Baguinat III is Professor IV of Jose Rizal Memorial State University (JRMSU), Dapitan City, Philippines. He has a Master of Arts in Mathematics degree and a Doctor of Education major in Education Management degree with postdoctoral training in Statistics. Currently, he is the Chief of Staff of JRMSU, in concurrent capacity as OIC-Director for University Planning.







# ICALLE 2023

4th International Conference on  
Applied Linguistics and Language Education

## Paper Presentations

### A

# A Paper Presentations

<p><b><u>Room Y407</u></b></p> <p><b>Language Education/ Ed Tech</b></p> <p>Session Chairs:</p> <p><b>Name Name</b></p>	<p><i>Perception of AB English Language Students on Watching Films with Bimodal Subtitles</i> Gernah May Y. Santianes</p> <p><i>Designing Principles-Based YouTube Video Selection Guidelines for English Language Teaching (ELT): A Theoretical Validation</i> King Gabriel C. Decena, Aldin A. Ferasol, and Paul Melvin M. Rolda</p> <p><i>Teachers' Teaching Strategies Towards the Writing Skills of Primary Students: Key to Promoting Positive Effects on Writing</i> Alexia Rosel Penales and Jennifer Tan-de Ramos</p> <p><i>Motivation towards Learning Filipino as Second Language: A Case Study on Students in Special Filipino Class</i> Jobelle D. Lanzarrote</p>
<p><b><u>Room Y408</u></b></p> <p><b>Philippine English</b></p> <p>Session Chairs:</p> <p><b>Hjalmar Hernandez John Paul Herrera</b></p>	<p><i>Affixation found in CNN Philippines: A Morphological Analysis</i> Drenzel C. Calopez</p> <p><i>Accept or Reject: Acceptability of Philippine English Lexicons Among Teachers Across Disciplines</i> Raffy Boy A. Samillano, Marvin C. Casalan, and Ruzel B. Espino-Paller</p> <p><i>Attitude of Filipino ELT Towards English: A World Englishes Study</i> Norman B. Tabios</p> <p><i>Grammatical Complexity in Disciplinary Research Articles in Philippine English</i> Hjalmar Punla Hernandez</p>
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# A Paper Presentations

<p><b><u>Room Y507</u></b></p> <p><b>Genre Analysis</b></p> <p>Session Chairs:</p> <p><b>Name Name</b></p>	<p><i>Presidential Inaugural Speeches: A Genre Analysis</i> Lexa Chene B. Dela Cruz, Rhudje L. Piyaw, Kerby Robert J. Pablo and Regie P. Amamio</p> <p><i>Physical Elements of Application Letters of Filipinos and Singaporeans: A Genre Analysis</i> Gerald C. Danial, Frances Dana T. Llamera, Rexie Joy G. Paculba, and Rossel M. Audencial</p> <p><i>Genre Analysis of Online Advertisements in the Philippines: Exploring Moves and Strategies</i> Dorothy Silva, John Mark Aradani, and Fernan B. Leahao</p> <p><i>The Lines of the Head: An Analysis of the Headlines in a State University Newspaper</i> Jerame N. Gamboa &amp; Melchor Cayabyab</p>
<p><b><u>Room Y508</u></b></p> <p><b>Corpus Linguistics/ Sociolinguistics</b></p> <p>Session Chairs:</p> <p><b>Name Name</b></p>	<p><i>Corpus Analysis of Gerunds in Philippine English</i> Michelle Grace C. Lumotos, Michelle D. Perez, and Ivy F. Amante</p> <p><i>Impacts of Corpus-based Instruction on Writing Competence and Engagement towards the Development of a Contextualized Pedagogical Model for Chinese EFL Students</i> Chen Qianfeng and Ramsey Ferrer</p> <p><i>Word Formation Processes in Philippine Mainstream Media: A Corpus-Based Analysis</i> Danah Marie N. Mancao, Ahzra Mina L. Ausad, Kenneth Joseph C. Monroid, and Ireneo S. Pelayo</p> <p><i>Phonological Features of Basilectal Speakers in MSU-Gensan</i> Rhudje L. Piyaw, Lexa Chene B. Dela Cruz, Kerby Robert J. Pablo, and John Jay L. Morido</p>
<p><b><u>Room Y509</u></b></p> <p><b>Critical Discourse Analysis</b></p> <p>Session Chairs:</p> <p><b>Dastin Tabajunda Name</b></p>	<p><i>(un)Zipping Teas: A Critical Discourse Analysis of Digital News Headlines</i> Nicole P. Hernandez</p> <p><i>"Lasallians Speak Up, Speak Now!": Critical Discourse Analysis and Rhetorical Analysis of Green Talks 2023 Students' Speeches</i> Dastin M. Tabajunda</p> <p><i>Performing Activism in Quezon: A Critical Discourse Analysis of Sining ADhika's Online Theatrical Plays</i> Jade A. Oraa</p> <p><i>PRRD's Machiavellian War on Drugs: A Look at its Implications to Peace</i> Norhanie S. Domato- Macarao</p>



# paper 1

## Paper Presentations A

### *Perception of AB English Language Students on Watching Films with Bimodal Subtitles*

**Gernah May Y. Santianes**

Vocabulary is believed to form a dominant part of the process of learning a language. Without enough vocabulary knowledge, and EFL learner will encounter problems in using the four language skills (reading, listening, speaking, and writing) (Gorjian, 2014). The emergence of technology these days offered learners new and interesting ways to learn vocabulary, through incidental situations. The purpose of this study was to determine the perception of AB English Language students on watching subtitled films and its contribution to the process of vocabulary acquisition in an intended setting. A 5-point Likert Scale from Strongly Agree to Strongly Disagree was adopted and used in the study to gather the student's perception towards watching subtitled film. Also, a film by Ron Howard A Beautiful Mind directed by Akiva Goldsman was based on the bestselling Pulitzer Prize nominated in 1998 was used in the study. Results showed that majority of the respondents from both groups Agree that watching subtitled films as an effective way to increase vocabulary. Respondents posit that watching the movies with bimodal subtitling helped them in understanding content of the film. Based on the results, films can be used as an alternative way of learning vocabulary in a direct or intended context. According to Zanon (2006), subtitling could motivate learners to appreciate the huge amount of the holistic content of the films being presented through the use of subtitles. Watching subtitled films does not only impact on the acquisition of English words but also influence viewers or learners to competently read printed words on screen, adapt manner of speaking as well as understand the meaning of words in context.

**Gernah May Y. Santianes**

Visayas State University, Philippines

Gernah May Y. Santianes is an Instructor from Visayas State University under the flagship of Department of Arts, Language, and Literature. Her research interests include Sociolinguistics, World Englishes, and Language and Technology.



# paper 2

## Paper Presentations A

### *Designing Principles-Based YouTube Video Selection Guidelines for English Language Teaching (ELT): A Theoretical Validation*

**King Gabriel C. Decena, Aldin A. Ferasol, & Paul Melvin M. Rolda**

The global pandemic has brought about significant changes in education, compelling educational institutions worldwide to adopt online learning as their primary mode of instruction. The Philippines, in response to this situation, has transitioned from traditional face-to-face classes to distance learning. As part of this transition, the Department of Education (DepEd) in the country has introduced a streamlined version of the 2016 curriculum guide known as the Most Essential Learning Competencies (MELCs) (Department of Education, 2020). Within the current state of the Philippine educational system, there is a growing demand for instructional materials that utilize YouTube videos as a primary source. However, numerous scholars have argued that many existing instructional materials need to be aligned with the current curriculum, necessitating the need for alignment (Tosh, Woo, and Doan, 2021). While guidelines for material selection exist, such as those proposed by Tomlinson (2011) and Barrot (2016), they are not aligned with the MELCs, Social Emotional Competence (SEC), and Social-Emotional Learning (SEL). A qualitative research design was employed in this study. The researchers developed guidelines based on the aforementioned principles and subsequently conducted thematic coding to identify relevant themes associated with each principle (Braun and Clarke, 2016). The study designed eleven (11) principle-based guidelines that are aligned with the principles of MELCs, SEC, and SEL. These guidelines were theoretically validated using Materials Development (Tomlinson, 2011) and the 17 Tenets of ESL Pedagogy (Barrot, 2016). The global pandemic has necessitated the adoption of online learning in educational institutions worldwide, including the Philippines. The country has introduced the MELCs as a streamlined curriculum guide. However, there is a need for instructional materials aligned with the current curriculum, SEC, and SEL. This study addressed the gap by developing guidelines based on these principles, which were then validated using established frameworks in materials development and ESL pedagogy.

#### **King Gabriel C. Decena**

Lourdes School of Mandaluyong

King Gabriel C. Decena is an English Teacher in the Junior High School Department at Lourdes School of Mandaluyong. He presented his undergraduate research study at an international conference focusing on English Language Teaching and Materials Development.

#### **Aldin A. Ferasol**

Don Bosco Technical Institute of Makati

Aldin A. Ferasol is a full-time English and Research teacher in the Junior High School Department at Don Bosco Technical Institute of Makati. He presented a paper at an international conference focusing on materials development in English Language Teaching. His research interests focus on English Language Teaching and Materials Development.

#### **Paul Melvin M. Rolda**

Far Eastern University, Manila

Paul Melvin M. Rolda is a full-time Senior High School English Teacher under the Humanities and Social Sciences Cluster at Far Eastern University, Manila. His research interests are English Language Teaching and Learning and Materials Development. He also presented a paper about Materials Development at an international conference.



# paper 3

## Paper Presentations A

### *Teachers' Teaching Strategies Towards the Writing Skills of Primary Students: Key To Promoting Positive Effects on Writing*

**Alexia Rosel Penales & Jennifer Tan-de Ramos**

The dynamic teaching strategies spawned by the COVID-19 pandemic allowed teachers to apply new approaches to teaching within the context of hybrid and face-to-face learning environments. The effectiveness of the implementation of these teaching strategies has been dependent on the attitudes of the teachers. Guided by this study's Integrated Model of Teacher Self-Efficacy Belief, a combined framework of Self-Efficacy Theory and Locus of Control Theory, this article investigates how the teaching strategies performed in writing assessments during hybrid learning settings promote a positive effect on learners in the classroom. A survey that uses a five (5)-point Likert Scale to identify the teaching strategies of English teachers at the primary level was conducted to distinguish which teaching strategies foster a positive effect on the writing skills of the learners. Data were collected from seven (7) English teachers of the English and Mother Tongue department of a private institution in Biñan, Laguna, and descriptive statistics were used to interpret the data. Consequently, data results and findings concluded that proofreading, eschewing the use of red ballpens, giving writing examples, and providing feedback have been the most common teaching strategies practiced by the participants. Furthermore, these strategies were posited to have a positive effect when doing writing assessments, as they provide avenues for reflection, prompt improvement, and hone the skills of the learners. Future research recommends investigating how teaching strategies can promote a growth mindset for learners when doing their writing assessments. It is also recommended to explore how other institutions facilitate teaching to promote writing skills for learners to identify teaching strategies that help hone students' skills and how they can promote quality education.

#### **Alexia Rosel Penales**

De La Salle University Manila, Philippines

Alexia Rosel Penales is a full-time Grade School faculty member at the English and Mother Tongue Department, De La Salle University - Laguna Campus, and a graduate student at De La Salle University. Her research interests include Language Acquisition and Language Education.

#### **Dr. Jennifer Tan-De Ramos**

De La Salle University Manila, Philippines

Dr. Jennifer Tan-De Ramos is an Associate Professor and the current English Language Laboratory Director, De La Salle University. Her research interests include World Englishes, Discourse Analysis, and Sociolinguistics.



# paper 4

## Paper Presentations A

### *Motivation towards Learning Filipino as Second Language: A Case Study on Students in Special Filipino Class*

**Jobelle D. Lanzarrote**

In the Philippines, there has been a growing trend that parents tend to prioritize the use of English as the first language of their children. In some private schools, there are bridging classes that focus on developing Filipino language skills for Filipino students who cannot speak the country's lingua franca. The purpose of this pilot study was to determine the motivation orientation of high school students enrolled in a Special Filipino Class and to identify other factors that might affect their motivation to learn Filipino as their L2. Two female students from a private school participated in the survey and were interviewed. Motivation orientation and other factors were measured by means of the six-item rating scale of Gardner's Attitude/Motivation Test Battery (AMTB) which focused on integrative and instrumental motivation and an interview guide consisting of four questions. Data were analyzed using frequency distribution and inductive thematic analysis. The initial findings from the survey indicated that students enrolled in SFC classes possess integrative and instrumental motivation to learn Filipino as their L2. Conversely, the interview results revealed that motivation orientation differed in each learner when assessed individually. Their interaction with family and household members was not a significant factor that influenced their L2 motivation, whereas the teachers' involvement and the learning environment have a positive influence on students' motivation to study and learn the Filipino language. Gardner and Lambert's (1985) integrative and instrumental motivation theory was used as a lens to discuss the students' L2 motivation in this case study.

**Jobelle D. Lanzarrote**

De La Salle University, Philippines

Jobelle D. Lanzarrote is a Grade 8 English teacher at PAREF Woodrose School. Her research interests include Second Language Learning and Language Education





# paper 5

## Paper Presentations A

### *Affixation Found in CNN Philippines: A Morphological Analysis*

**Mr. Drenzel C. Calopez, Sandra Jane Apao, and Mr. John Jay L. Morido**

The Philippines is recognized globally as one of the largest English-speaking nations but, the Philippines also scored the lowest reading comprehension in a survey conducted by the Organization for Economic Cooperation and Development (Conoza, 2022). On another note, Affixations like Prefixes and Suffixes play a major role in English, not only in grammar, but also in writing and reading comprehension (Ellis, M. 2022). Using proper Affixation in Journalism or news writing is important to deliver the news and information effectively to the citizens. The aim of this study is to know the Affixation used by CNN PH and the best way to write precisely so that the readers will understand more, and will not give a different meaning to them. By searching Affixation found in CNN Philippines, we will get a better idea on how to write effectively. The researcher used qualitative research design. Thirty latest articles starting June 1, 2023 from CNN were collected and analyzed. The result showed that 2,818 affixes were found, and out of 2,8318 affixes, there existed 254 or 8.96 percent of prefixes, 2,564 suffixes or 90.48 percent, and zero percent of infix. Second, out of 2,818 affixes, 695 or 24.01 per cent are derivational affixes. Lastly, there existed four functions of derivational affixes in the articles found in CNN Philippines namely noun formation, adjective formation, verb formation and adverb maker.

#### **Mr. Drenzel C. Calopez**

Mindanao State University, Philippines

Drenzel C. Calopez is a first-year undergraduate student taking a Bachelor of Arts in English Language Studies from the College of Social Sciences and Humanities at Mindanao State University, General Santos City.

#### **Mr. John Jay L. Morido**

Mindanao State University, Philippines

John Jay L. Morido is an Instructor II, teaching English Language at MSU-Gensan.





# paper 6

## Paper Presentations A

### *Accept or Reject: Acceptability of Philippine English Lexicons Among Teachers Across Disciplines*

**Raffy Boy A. Samillano, Marvin C. Casalan, Ruzel B. Espino-Paller**

The English language, which is known for its dynamic nature as a result of greater connection and communication among people has become even more progressive and flourishing. One on the distinct varieties of English is Philippine English (PhE). Despite its legitimacy, there are still debate on its acceptability in formal and informal settings. This study sought to ascertain the level of acceptability of PhE lexicons among teachers in a state university in the middle region of the Philippines. The paper is anchored on World Englishes framework and Language Attitude Theory of Baker which posits that attitude is a disposition that allows a person to respond to a circumstance favorably or unfavorably. The present study utilized mixed-methods to determine the differences in the acceptability of the PhE among teachers in terms of formal speaking and writing, as well as informal speaking and writing, when classified as to sex, age, appointment status, and course taught, and to determine the factors affecting their attitude towards the use of PhE. The findings revealed that teachers moderately accepted the Philippine English (PhE) lexicons in formal speaking and writing and highly accepted in informal discourses. There were three major factors that influence their attitude towards the use of PhE: (1) Hegemony of English varieties; (2) Unfamiliarity of Philippine English; and (3) Unaccepted borrowing and/or blending words. The findings shed information on the continuous evolution of PhE as a distinct variation of English in establishing its own standard. The current study offers a paradigm shift that allows the use of local English forms and meanings as teaching and learning tools in courses using English language.

#### **Raffy Boy A. Samillano**

University of Antique, Philippines

Raffy Boy A. Samillano is a faculty member in the College of Arts and Sciences at the University of Antique. He finished his Bachelor of Secondary Education major in English and currently pursuing his Master of Arts in Education major in English at the same university. His research interests include World Englishes, Philippine English and Language Planning.

#### **Marvin C. Casalan**

University of Antique, Philippines

Marvin C. Casalan is a faculty member in the College of Arts and Sciences at the University of Antique. He obtained his BSEd and MAEd-English from the same university. Currently, he is a graduate student at De La Salle University-Manila taking up a PhD in Applied Linguistics as a CHED scholar. His research interests include topics in World Englishes, MTB-MLE, and Language Documentation.

#### **Ruzel B. Espino-Paller**

University of Antique, Philippines

Ruzel B. Espino-Paller is a faculty member of the College of Arts and Sciences at University of Antique. She obtained her Bachelor of Elementary Education major in Filipino and Master of Arts in Education major in Filipino in the same university. She is currently pursuing her EdD in Filipino Language Teaching at Filamer Christian University, Roxas City, Capiz. Her research interests include MTB-MLE, language documentation and IP studies.



# paper 7

## Paper Presentations A

### *Attitude of Filipino ELT Toward English: A World Englishes Study*

**Norman B. Tabios**

World English phenomena is a significant area of interest within the field of Linguistics. This vast topic has encouraged many language researchers and linguists to investigate the effect of the proliferation of the English language, its repercussions, benefits, and hindrances in promoting or improving social status in a second language (L2) classroom. In addition, Kachru's (1983) World English phenomena has been challenging the hegemonic position of the English Language. In line with this, the primary goal of this study was to investigate the attitude of Filipino Public and Private School ELT towards English, the current English language education policy in the Philippines, and the purposes of learning English in a quantitative research approach through the lens of Kachru's World English Paradigm. Three hundred seventy (370) Filipino ELT participants from both Public and Private institutions responded to a World Englishes Questionnaire adapted from the study of Yu (2010) and Sa'd (2018). Moreover, the study intended to find if there is a significant difference between the attitude of Public and private school ELT from the Philippines. Data from the quantitative statistics suggest no significant difference between the attitude of both Public and private school ELT from the Philippines.

Moreover, results revealed that public and private school teachers hold a positive attitude towards English, Varieties of English, and the economic and academic purpose of learning English. However, both public and private school teachers have a slightly positive attitude towards the current English language education in the Philippines. Thus, calling for a more comprehensive action from Language Policy Makers, ELT Professionals, and English language teachers from both Public and Private institutions to reframe their attitude towards English and call for a more inclusive, diverse, and sociolinguistically aware language pedagogy from ELT practitioners.



# paper 8

## Paper Presentations A

### *Grammatical Complexity in Disciplinary Research Articles in Philippine English*

**Hjalmar Punla Hernandez**

Although grammatical complexity has been well researched in academic research writing in Inner Circle Englishes, it is underexplored in academic research writing in Outer Circle Englishes. In this paper, I cross-examined grammatical complexity in disciplinary research articles (DRAs) in Philippine English (PhE). Specifically, I sought to determine the most frequent grammatical complexity features and identify whether there is a significant difference on the frequencies of use of grammatical complexity features across DRAs. Using Biber et al.'s (2021) framework, corpus applications, and manual coding, I analyzed a one-million-word corpus of published research articles across education sciences, social sciences, and the humanities. Major results showed that dependent phrases specifically nominal pre- and post-modifiers extremely co-occurred and outnumbered other grammatical complexity features across DRAs. In addition, a significant difference exists between these dependent phrases and finite and non-finite dependent clauses. It can be concluded that DRAs in PhE depict phrasal complexity and compressed writing style regardless of their disciplinary origins. Overall, academic research writing in PhE carries dense packaging of information; likewise, Filipino research writers maintain economy of expression while fostering implicit meaning relations. From World Englishes perspective, I highlight the study's significant implications for academic writing instruction, academic writing assessment, and academic research publication.

**Dr. Hjalmar Punla Hernandez**

University of the Philippines Los Baños

Dr. Hjalmar Punla Hernandez holds a doctorate degree in Applied Linguistics and a master's degree in English Language Teaching from the Philippine Normal University–Manila. He handles applied linguistics courses in graduate and undergraduate levels at the University of the Philippines Los Baños. He has presented studies in international and national conferences and has received international publication awards. His research interests include Academic Research Writing, Discourse Analysis, English Language Pedagogy, English Syntax, Forensic Linguistics, and World Englishes.



# paper 9

## Paper Presentations A

### *Minimizing Filipino Students' Second Language Speaking Anxiety through Online Translanguaging Pedagogy*

**King Arman A. Calingasan, Sittie Yana Mardeyah I. Sanday, Jeahana S. H.Musa, & Bai Princess Shaira A. Masukat**

This quasi-experimental study examined the effectiveness of online translanguaging pedagogy (OTP) in minimizing Filipino undergraduates' second language (L2) speaking anxiety in online synchronous classes. The study was done in three phases: pre-test, treatment, and post-test sessions. In the first session, the Language Speaking Anxiety Scale (SLSAS) of Woodrow (2006) was adapted and used during the conduct of the pre-survey to determine the level of L2 speaking anxiety of the students (N= 72). In the treatment session, OTP was employed as an anxiety reduction intervention for one month in the experimental group (N= 27). On the one hand, the participating teacher implemented an English-only policy for the control group (N= 23). After a month of experimenting, all two groups accomplished the post-survey in the post-test session. The results from the dependent t-test revealed that the L2 speaking anxiety of the students in the experimental group significantly decreased, while no significant changes were found in the levels of L2 speaking anxiety of students in the control group. Additionally, independent t-test analyses showed that the L2 speaking anxiety of students in OTP class was significantly lower than the L2 speaking anxiety of students in English-only class. Therefore, the study suggests that online translanguaging pedagogy can be an effective intervention in minimizing the L2 speaking anxiety of Filipino undergraduates in online synchronous classes. Ultimately, this study offers recommendations for future researchers, teachers, policymakers, and implementers.

**Sittie Yana Mardeyah I. Sanday, Jeahana S. H.Musa,  
Bait Princess Shaira A. Masukat**

**Notre Dame University**

Sittie Yana Mardeyah I. Sanday is an alumna of Notre Dame University. Her research interest includes translanguaging.

Jeahana S. H.Musa is an alumna of Notre Dame University. Her research interest includes second language speaking anxiety.

Bait Princess Shaira A. Masukat is an alumna of Notre Dame University. Her research interest includes online learning.

**King Arman A. Calingasan**

**De La Salle University, Philippines**

King Arman A. Calingasan is a Lecturer at the Department of English and Applied Linguistics, De La Salle University. His research interest includes English Language Learning and Teaching.



# paper 10

## Paper Presentations A

### *Analyzing the Need of Grade 10 Junior High School Students for Translingual Practices in the English Self-Learning Modules*

**Jeanrick D. Nuñez and Yolanda N. Armijo**

Anchoring on the developing studies on translinguaging and the increasing interests on the use of various learning modalities in the basic education setting, this study examined the experiences of Grade 10 learners with the monolingual paradigm of the ELT modules and their influence on achieving the objectives of the ELT lessons. Using purposive sampling, this study identified five (5) Grade 10 learners who used modular distance learning (MDL) modality in the first quarter of school year 2022-2023 and conducted a focused group discussion with them. The learners narrated their learning experiences with the monolingual paradigm of the ELT modules and their descriptions were analyzed using thematic coding. The findings of the study revealed that the learners encountered certain level of difficulty in comprehending the content and learning tasks in the ELT modules as the modality lacked external assistance and their semiotic resources are mostly in Filipino. Academically challenged learners expressed that integrating translinguaging would help them further understand the lessons as it maximizes their linguistic repertoire and mirrors their social identities. Interestingly, academically competitive learners demonstrated skepticism in integrating translinguaging in the ELT modules as they believed that it would compromise the quality of learning the target language which is symptomatic of linguistic imperialism of English (Phillipson, 1992) in the learning beliefs and practices of the learners. Such findings can be a basis for reexamining the language designs of ELT modules and identifying the linguistic biases of learners across diverse academic backgrounds.

#### **Jeanrick D. Nuñez**

Tanza National Comprehensive High School Philippines

Jeanrick D. Nuñez is a public school teacher at Tanza National Comprehensive High School, Tanza Cavite. He is currently finishing his master's degree in English Language and Literature Teaching at Ateneo de Manila University. His research interests include Appraisal Studies, Disinformation Studies, Translinguaging, and Language and Literature Education.

#### **Yolanda N. Armijo**

Tanza National Comprehensive High School Philippines

Yolanda N. Armijo is a master teacher at Tanza National Comprehensive High School, Tanza, Cavite. Having taught in the public school setting for four decades, she is interested in analyzing changes and development in language classroom policies. Currently, she is conducting studies on Translinguaging and Disinformation studies.



# paper 11

## Paper Presentations A

### *Translanguaging in Action: Practices, Benefits and Challenges*

**Ma. Ira Nicole M. Del Rosario, Jaimie B. Calanoc, Reynaline T. De Guzman, Micah P. Gabriel, Vina Mae S. Guinto & Kamille D. Legaspi-Torres**

Learning through the medium of a second language is becoming very common in different parts of the world because of the increasing use of English as the language of instruction. Pedagogical translanguaging is a theoretical and instructional approach that aims at improving language and content competences in school contexts by using resources from the learner's whole linguistic repertoire (Cenoz & Gorter, 2021).

This qualitative study investigated the experiences of 15 Junior Highschool English teachers in implementing Translanguaging in their language classroom. It specifically focused on the practices, benefits and challenges encountered by the said informants. Structured interview was utilized to gather the data which were analyzed using Collaizi's Method.

The data shows that Translanguaging is an ESL strategy employed by language teachers within the classroom specifically during discussion and assessment. The informants observed that it puts forward academic (improved comprehension, improved vocabulary and improved academic outputs) social (strengthened engagement, encouraged the exchange of ideas and stimulated in-depth communication) and psychological (positive view of oneself and less anxious) benefits; hence, despite the personal, institutional, and social challenges, they recommend its use.

**Ma. Ira Nicole M. Del Rosario, Jaimie B. Calanoc, Reynaline T. De Guzman, Micah P. Gabriel, & Vina Mae S. Guinto**

**Polytech University of the Philippines-Sta. Maria Bulacan Campus, Philippines**

Ma. Ira Nicole M. Del Rosario, Jaimie B. Calanoc, Reynaline T. De Guzman, Micah P. Gabriel, & Vina Mae S. Guinto are third – year college students taking Bachelor of Secondary Education Major in English at the Polytechnic University of the Philippines, Santa Maria Bulacan Campus.

**Kamille D. Legaspi-Torres**

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Kamille D. Legaspi-Torres is an Assistant Professor at the Polytech University of the Philippines-Sta. Maria Bulacan Campus. Her research interest includes Language Education, Philippines English, Translanguaging and Gender and Development (GAD).





# paper 12

## Paper Presentations A

### *Analysis of Interlingual and Intralingual Interference in ESL Learners' Translation: Its Implication to English Language Education*

**Kirck Michael B. De Leon & John Arvin V. De Roxas**

Language is pivotal in all aspects of human endeavor, especially in English Language Education. Research studies show, however, that ESL learners are having difficulties using English language. This can be attributed to the L1 or L2 interference.

To further identify and analyze the errors, this study utilized the error analysis framework of Gass & Selinker (2008). Furthermore, this study emphasized the implication of the errors in English Language Education in the Philippines. The errors were identified based on the source of errors taxonomy of Keshavarz (2011). The participants underwent translation tests to obtain the number of errors and to identify the error sources.

Quantitative data revealed 189 total errors found in the participants' output. Furthermore, the qualitative data showed that the participants' L1 and knowledge of L2 interfered with their writing. Furthermore, the interlingual and intralingual interferences were revealed in errors in word inflection, adverbs, verb tenses, pluralization, infinitive, negation, articles, demonstratives, prepositions, subject-verb agreement, word order, choice of word equivalent, omission of verbs, and addition of unnecessary words.

Although the participants are expected to learn Filipino and English, they still cannot be considered proficient. This implied that English Language Education in the Philippines needs more effective programs and interventions to cater to the needs and strengthen the students' language skills.

**Kirck Michael B. De Leon**

Gregorio T. Crespo Memorial High School

Kirck Michael B. De Leon is a Senior High School teacher in Gregorio T. Crespo Memorial High School, Division of Nueva Ecija. His research areas focus on Translation, Error Analysis, and English Language Education.

**John Arvin V. De Roxas**

Sibul National High School

John Arvin V. de Roxas is a Junior High School teacher in Sibul National High School, Division of Nueva Ecija. He handles English 9 (Anglo-American Literature), and his research interests are Ethnolinguistics, Language Planning and Documentation, and English Language Education.



# paper 13

## Paper Presentations A

### *Presidential Inaugural Speeches: A Genre Analysis*

**Lexa Chene B. Dela Cruz, Rhudje L. Piyaw, Kerby Robert J. Pablo, & Regie P. Amamio**

Presidential speeches possess symbolic importance for the nation. It is an opportunity for the president to try shape policy-making agenda and influence the public's opinion. This study aims to identify the speech patterns of the three most recent Presidents of the Philippines, Benigno Simeon C. Aquino III, Rodrigo R. Duterte, and Ferdinand R. Marcos, Jr., as well as the Presidents of the United States, Barack H. Obama II, Donald J. Trump, and Joseph Biden Jr. Also, it quantifies the over use of euphemisms, and the usage of Philippine English vocabulary used in the Presidents of the Philippines' addresses. In order to further explain the phenomenon of Presidential Inaugural Speeches, the researchers used descriptive qualitative research design. The study utilized the available transcript copies of Inaugural Speeches online from 2 different countries, United States and Philippines. From the framework of Fang Liu (2012) it shows that 4 out of 8 moves were commonly present in the speeches of 6 presidents. While different results yielded for Move 2 and 8 with only half of them used such moves. Meanwhile, euphemisms are considered evident in the speeches as most speeches utilize them. Lastly, the usage of Philippine English is observed across the inaugural speeches of Philippine Presidents supporting Torres (2019) claim that the PhE is accepted in the quadrant of formal spoken and formal written discourse.

**Lexa Chene B. Dela Cruz, Rhudje L. Piyaw, & Kerby Robert J. Pablo**  
Mindanao State University – General Santos City, Philippines

LEXA CHENE B. DELA CRUZ, RHUDJE L. PIYAW, & KERBY ROBERT J. PABLO are second year undergraduate Bachelor of Arts in English Language Studies (BAELS) student at Mindanao State University – General Santos City.

**Regie P. Amamio**  
Mindanao State University – General Santos City, Philippines

REGIE P. AMAMIO is an Assistant Professor IV, teaching English Language and literature at MSU Gensan.





# paper 14

## Paper Presentations A

### *Physical Elements of Application Letters of Filipinos and Singaporeans: A Genre Analysis*

**Geralden C. Danial, Frances Dana T. Llamera, Rexie Joy G. Paculba, & Rossel M. Audencial**

Application letters are crucial for every job applicant. Despite the value and necessity of application letters, there are still discrepancies on how they should be written, or what technical writers refer to as "moves". This study provides narrative details of the physical elements of application letters from the Philippines and Singapore and aims to investigate and analyze the rhetorical moves that are present in every letter. A content analysis was utilized in this study to analyze the physical elements of application letters written by Filipino and Singaporean job seekers. The researchers collected 20 application letters from various websites: 10 from Filipinos and 10 from Singaporeans. A coding scheme by Thumngong and Tongpoon-Patanasorn was utilized to identify each move present. The findings of this study highlighted that several movements demonstrate high frequency in all the letters, with moves 1 (Opening) and 8 (Closing) being mostly employed in each letter. These moves were considered as obligatory. The statistics also revealed that, out of eight steps, only move 2 (Referring to the information source) had the fewest occurrences which was considered as optional. The results of this study can be used to provide insights into how job applicants can tailor their job application letters to better align with the expectations of employers in the aforementioned countries.

**Geralden C. Danial, Frances Dana T. Llamera & Rexie Joy G. Paculba**

Mindanao State University, Philippines

Geralden C. Danial, Frances Dana T. Llamera & Rexie Joy G. Paculba are first-year undergraduate students under the Bachelor of Arts in English Language Studies of Mindanao State University – General Santos City, from the College of Social Sciences and Humanities.

**Ms. Rossel M. Audencial**

Mindanao State University, Philippines

Rossel M. Audencial is an Assistant Professor IV, teaching English Language at MSU-Gensan.



# paper 15

## Paper Presentations A

### *Genre Analysis of Online Advertisements in the Philippines: Exploring Moves and Strategies*

**Dorothy Silva, John Mark Aradani, & Fernan B. Leahao**

Online advertising has become essential in contemporary marketing, particularly in the Philippines with the rise of digital media consumption. This study focuses on analyzing online advertisements in the country to investigate the strategies employed in these persuasive texts. A qualitative research approach is used specifically focusing on Chaidet and Pupita's framework, collecting 15 English-written online advertisements from various platforms. The advertisements are categorized into Food/Beverages, Personal Care, and Cleaning Products. The analysis reveals distinct moves employed consistently across different advertisement categories. In the personal category, advertisers prioritize capturing attention, engaging the target audience, providing detailed descriptions, and establishing a brand identity. Similarly, the Food and Beverages category focuses on targeting the market, describing products, and creating a unique brand identity. The Cleaning Product category emphasizes niche establishment, detailed descriptions, brand identity, and including link buttons. Two moves consistently appear across all categories: providing detailed information and featuring the brand name and logo. These moves effectively convey product features, benefits, and reinforce brand recognition. Other moves identified in the framework vary in importance and occurrence. The presence of these obligatory moves demonstrates advertisers' understanding of effective strategies for capturing audience attention and establishing a strong brand identity. Incorporating these moves optimizes the impact of promotional efforts and enhances marketing campaign effectiveness.

#### **Ms. Dorothy Silva, & Mr. John Mark Aradani**

Mindanao State University – General Santos City, Philippines

Ms. Dorothy Silva, & Mr. John Mark Aradani are undergraduate students from Mindanao State University-General Santos. They are currently in their second year, pursuing a Bachelor of Arts major in English Language Studies at MSU-General Santos.

#### **Fernan B. Leahao**

Mindanao State University – General Santos City, Philippines

Fernan B. Leahao is an Assistant Professor IV, teaching English Language at MSU Gensan.



# paper 16

## Paper Presentations A

### *The Lines of the Head: An Analysis of the Headlines in a State University Newspaper*

**Jerame N. Gamboa & Melchor Cayabyab**

Campus journalism serves as the voice of the students inside an educational institution. It is an instrument to report what is happening in an educational institution. Through campus journalism, feedback is given on the good things the institution initiated and the aspects that must be a focus of concern.

School publications are known to be the “microphone” of the students, for the students, and by the students. They serve as reflections on progress and breakthroughs. They act as eye-openers, and agents of refocus on the process, issues, and challenges that concern the whole of studentry. They knock on the administration on the things they believe that the school leaders must attend to. On the other hand, they give commendations to the good works and products of excellence not only to the students but also to the whole school community.

Headlines are important parts of any news and newspaper. They serve as an overview of the story or article. This study aims to describe and analyze the news headlines of the past 5 issues of the school publication in one of the state universities in Region III, Philippines.



# paper 17

## Paper Presentations A

### *Corpus Analysis of Gerunds in Philippine English*

**Michelle Grace C. Lumotos, Michelle D. Perez, & Ivy F. Amante**

This study focused on the seven selected texts from ICE Philippines. These Texts are business letters, students' essay, instructional letter, persuasive letter, creative writing, social letters, and reportage. Using the four functions of gerunds Bresnan, J. (1997), the selected texts were analyzed. Specifically, this study was designed to explore the functions of the gerunds in ICE-Philippines and how do these functions characterize the gerunds of Philippine English in ICE – PhilippineCorpus. Using the software ANTCNC, this study looked into the different texts and distinguished the gerunds being found. Based on the findings of the study, there were 498 excerpts containing gerunds. There are 23.49% gerunds that function as subject. There are 14.46% gerunds that function as object. There are 61.65%that function as gerund after preposition. The findings showed that the most dominant gerund function used in ICE Philippine Corpus is gerund after preposition. Using Preposition is always present and used in writing where even gerunds are being associated with it that makes the the function of gerund, gerund after preposition, as the most dominant used in ICE Philippines.In contrast, there are no gerunds that function as subjective complement in ICE Philippines.Though the usage of linking verb is part of every day communication but the association of gerunds and linking verb is rare and is not always used in writing and if there is some words ending in ing that are being associated with linking verbs mostly they do not function as gerunds but verbs. Philippine English uses gerunds for they are also part of the communication. Teachers and students may consider the innovative features of Philippine English apart from other World Englishes.

**Michelle Grace C. Lumotos**

Mindanao State University – Buug Campus

Miss Michelle Grace C. Lumotos is a faculty at the College of Arts and Sciences, MindanaoState University-Buug Campus. Her research interest includes World Englishes andCorpus Analysis.



# paper 18

## Paper Presentations A

### *Impacts of Corpus-based Instruction on Writing Competence and Engagement towards the Development of a Contextualized Pedagogical Model for Chinese EFL Students*

**Chen Qianfeng and Ramsey Ferrer**

There has been a growing interest in the incorporation of corpus-based approaches in various aspects of language instruction, including non-native learners' and native learners' comparison (Edo-Marzá, 2021; Kuswoyo et al., 2020; Hong & Wang, 2023; Shi, 2022); vocabulary acquisition (Fisma, 2021; Chen, 2022; He, 2021); translation practice (Liang, 2022; Wang & Li, 2022; Zhao & Chai, 2021); and English reading (Han et al., 2020; Wang & Wu, 2021; Wang & Xia, 2022). However, corpora have not become widely used in English writing instruction for EFL learners, including Chinese English learners (Tsai, 2021). While the current literature predominantly focuses on unidimensional aspects, primarily on students' language competence, with limited studies on other variables, such as students' engagement, there is no consensus on the extent to which different dimensions of engagement, such as behavioral, affective, or cognitive, correlate with writing competence. This study investigated the impacts of corpus-based instruction on writing competence and engagement in order to develop a contextualized pedagogical model for Chinese EFL students through a variety of methods: quasi-experimental, survey, and interviews. The empirical analysis yielded a significant difference between the control group and the experimental group after the instruction. Furthermore, a significant difference was observed in the seven syntactic complexity indices of the experimental group between the pre-and post-tests. Significant differences in engagement (behavioral, affective, and cognitive) were also detected between the two groups. In the experimental group, students significantly improved their focus and interaction, enhanced their curiosity and interest, and increased their cognitive and metacognitive strategies. The correlation coefficients suggested that there was a strong positive relationship between students' engagement and their writing performance. The subsequent semi-structured interviews also confirmed that students had a positive disposition towards corpus-based instruction. The findings led to a proposed contextualized pedagogical model that incorporates both corpus resource development and corpus-based instruction.

#### **Chen Qianfeng**

Hangzhou Normal University, China

Chen Qianfeng is Lecturer at the Qianjiang College, Hangzhou Normal University, China. His research interest includes Corpus Linguistics, Lexicology, and English writing and reading.

#### **Ramsey Ferrer**

Philippine State College of Aeronautics

Ramsey Ferrer is Associate Professor at the Institute of Liberal Arts and Sciences, Philippine State College of Aeronautics. His research interest includes aviation English and Corpus Linguistics.



# paper 19

## Paper Presentations A

### *Word Formation Processes in Philippine Mainstream Media: A Corpus-Based Analysis*

**Danah Marie N. Mancao, Ahzra Mina L. Ausad, Kenneth Joseph C. Monroid, & Ireneo S. Pelayo**

The language used in Philippine mainstream media significantly influences communication, reflecting societal dynamics and employing various word processes to create new lexical units and enhance efficiency. The present study aimed to compile and compare the utilization of word-formation processes across different media platforms and provides insights into language practices within Philippine mainstream media. A total of 255 words were collected from May 2023 within newspaper outlets (Manila Bulletin, Philippine Daily Inquirer), online news articles (Phil Star, Manila Bulletin), online magazines (PEP PH, YES!, Metro, On the Spot), and television sites (CNN Philippines, TV5) were analyzed. The findings of the study revealed acronyms as the most frequently used process in print media (32.94%), while compounding dominates in online media (34.12%) and television (35.29%). Overall, compounding emerges as the predominant morphological process (30.20%), followed by acronyms (24.31%), derivation (9.41%), coinage (7.45%), back-formation and blending (6.67% each), multiple processes and clipping (5.88% each), and borrowing (3.53%). The findings of the study suggest future studies should conduct in-depth analyses of word formation processes and their implications in Philippine mainstream media, emphasizing the integration of these processes into language education to enhance students' language proficiency through real-life examples from mainstream media.

**Danah Marie N. Mancao, Ahzra Mina L. Ausad, & Kenneth Joseph C. Monroid**

Mindanao State University – General Santos City, Philippines

Danah Marie N. Mancao, Ahzra Mina L. Ausad, & Kenneth Joseph C. Monroid are first-year undergraduate students under the Bachelor of Arts in English Language Studies of Mindanao State University – General Santos City, from the College of Social Sciences and Humanities - English Department.

**Ireneo S. Pelayo**

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Ireneo S. Pelayo is an Associate Professor V, teaching English Language at MSU-Gensan.



# paper 20

## Paper Presentations A

### *Phonological Features of Basilectal Speakers in MSU-Gensan*

**Rhudje L. Piyaw, Lexa Chene B. Dela Cruz, Kerby Robert J. Pablo, & John Jay L. Morido**

Given that Philippine English (PhE) is an institutionalized language, a need for a description of its sound system emerged. This study aims to describe the phonological features of Basilectal Filipino Speakers in Mindanao State University-General Santos City (MSU-GSC), specifically, selected vendors and driver in terms of: vowels, consonants, and suprasegmental features. In conducting this study, researchers used a descriptive qualitative approach. It analyzed and explained the phenomenon present in the MSU-GSC Basilectal Speakers. The researchers replicated the data collection procedure used by Flores (2014) adapted from the procedures of Llamzon (1997) and Tayao (2004). To preserve anonymity, the researchers grouped them into two categories of vendors and riders, labeling them Participant 1, Participant 2, etc., respectively. The findings for the consonant sounds agrees with the findings of Flores (2014) where he pointed out the deviations from some GAE consonant ranges, especially the production of fricatives at the labiodental, interdental and alveolar points of articulation. It is also more evident that most of them were able to produce a 3-vowel system. Overall, paper proves the study of Flores (2014) titled Phonological Features of Basilectal Philippine English: An Exploratory Study.

**Rhudje L. Piyaw, Lexa Chene B. Dela Cruz, & Kerby Robert J. Pablo**  
Mindanao State University – General Santos City, Philippines

Rhudje L. Piyaw, Lexa Chene B. Dela Cruz, & Kerby Robert J. Pablo are second year undergraduate Bachelor of Arts in English Language Studies (BAELS) students at Mindanao State University – General Santos City.

**John Jay L. Morido**  
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John Jay L. Morido is an Instructor II, teaching English Language at MSU-Gensan.





# paper 21

## Paper Presentations A

### *(un)Zipping Teas : A Critical Discourse Analysis of Digital News Headlines*

**Nicole P. Hernandez**

In this information age, everything can be seen online. Online platforms have become the hub of information flow; even current information such as news may be obtained via social media platforms such as Facebook. Social media sites often give news with only the headlines shown as a caption, coupled with a link that, when clicked, takes the user to the full story. Previous research discovered that not all of the links were clicked, indicating that users on social media consume news by simply reading the headlines. In addition, further researches found out that headlines that appear to be shorter in terms of word count gain more engagements in online platforms. With these, this paper aimed to determine the discursive devices and ideologies presented on the headlines about the top five most trending issues during the 2022 Philippine National Elections produced by two news brands in the Philippines, Manila Bulletin which got the highest trust ratings and Rappler with the lowest, in the lens of Fairclough's Critical Discourse Analysis. The results revealed that Manila Bulletin headlines used discursive devices in the form of evaluative language to persuade the readers whereas Rappler used quantification. In terms of ideologies presented on the headlines three out of five headlines of Manila Bulletin appeared to be biased or subjective while four out of five headlines of Rappler appeared to be neutral or objective. These results reflected that writers use discursive devices in headlines to encourage readers to engage with the links. Headlines can also the ideologies of its writer, therefore, journalists should be reminded of the ethical standards in news writing. Finally, the findings demonstrated that headlines, despite their brief character, are rich in discursive and linguistic strategies, making them an ideal subject for linguistic or textual research.





# paper 22

## Paper Presentations A

### *Lasallians Speak Up, Speak Now!": Critical Discourse Analysis and Rhetorical Analysis of Green Talks 2023 Students' Speeches*

**Dastin M. Tabajunda**

Speeches delivered in Green Talks 2023, an annual speech competition in De La Salle University Integrated School, represent ongoing discourses about societal issues in the country and the actions taken to solve them toward a more sustainable community. While speeches of leaders and public figures have been utilized for Critical Discourse Analysis (CDA), there is a scarcity of analysis of speeches composed by youth/students. The current study critically analyzes the finalists' speeches in the said competition through macro- and micro-linguistic approaches using Fairclough's CDA framework, which intimately subscribed to Halliday's transitivity processes (ideational metafunction), and Rhetorical Analysis. Using UAM Corpus Tool to automatically process transitivity, followed by manual analysis of rhetorical strategies, results revealed that the speeches predominantly highlight material processes to reimagine the actions performed by people and organizations involved in social injustices and inequalities. Moreover, relational processes were observed in the explication of concepts, given the purpose of the speeches which is to inform, and presentation of relational conflicts that led to the emerging global problems. Meanwhile, amplification, analogy, anaphora, enumeration, metaphor, and simile were observed as the common rhetorical strategies employed which made the speeches more impactful and memorable. This paper is furthermore significant to discourse analysis research and language teaching as it highlights the role of language and communication in addressing real-world problems and providing authentic use of language in various communicative situations.

**Mr. Dastin Tabajunda**

De La Salle University Integrated School, Philippines

Mr. Dastin Tabajunda is an English Area faculty and the current Academic Coordinator for English at the Department of Humanities and Social Sciences, Senior High School Division, De La Salle University Integrated School. His research interest includes linguistic landscapes, CDA, and English language teaching.



# paper 23

## Paper Presentations A

### *Performing Activism in Quezon : A Critical Discourse Analysis of Sining ADhika's Online Theatrical Plays*

**Jade A. Oraa**

This paper addressed the concern of how activism is staged and conveyed in online theatrical plays performed by Sining ADhika – a newly established campus based theatre group of Senior High School Department in the Manuel S. Enverga University Foundation, Lucena City, Quezon. It is a group of Arts and Design Track students who have started producing short and full-length online theatrical plays in 2020 in spite of various constraints brought by the pandemic situation. Specifically, this study's attempt was to discuss briefly Philippine activism especially in local theatre productions; to identify the themes of all online theatrical plays, including scripts and songs performed; to interpret how the online theatrical plays conveyed activism in the Philippines; and to discuss these plays in lieu with the political and economic landscape of the Philippines. Following Fairclough (1992), this study followed the three dimensions of Critical Discourse Analysis such as (1) text, (2) discursive practice, and (3) social practice. This paper delved on how Sining ADhika displayed online activism about the youth, the family and society, and the government and governance. More so, Augusto Boal's theory, "Theatre of the Oppressed", appropriated the construed meanings of activism from the scripts and performed songs of the online theatrical plays.

**Jade A. Oraa**

Manuel S. Enverga University Foundation; University of the Philippines Los Baños

Jade A. Oraa is Instructor at the Department of Languages and Humanities, Manuel S. Enverga University Foundation, who is currently studying Master of Arts in Communication Arts at the University of the Philippines Los Baños. His research interest includes speech communication, film, theatre, and rhetoric.



# paper 24

## Paper Presentations A

### *PRRD's Machiavellian War on Drugs: A Look at its Implications to Peace*

**Norhanie S. Domato- Macarao**

Language is utilized to bring meaning and tools for communication. In the context of leadership, language has been used to advance the goals of the state through communicating it to the populace. PRRD is one of the known political personalities often misunderstood with his language often regarded as employing Machiavellian ways to win his declared War on Drugs in the Philippines. Thus, this study is aimed to determine the speech act and Machiavellian traits of PRRD reflected in his speeches and look into its implications to goal of attaining of peace in the country. Using his delivered six (6) State of the Nation Addresses (SONA), the researcher employed a qualitative analysis specifically discourse analysis in order to determine his speech acts and Machiavellian virtus. The analysis done on the speeches reveals that former President Duterte would usually display virtues as reflected on his speeches. It was also found out that PRRD is utilizing variety of speech acts, mostly assertive in nature although he is expressive sometimes. His Machiavellian trait is dominantly revealing whenever he talked about ending drugs. It can be implied that PRRD is utilizing this act and traits in order to assert peace thru ending drug menace in the country. However, his assertion in the context of peace building, do imply his aim for positive peace- the absence of indirect and structural violence. Thus, PDuterte pushed forward his War on Drugs thru Machiavellian Traits to achieve positive peace.

**Norhanie S. Domato-Macarao**

Mindanao State University - Buug Campus

Norhanie D. Macarao is an Associate Professor at the Department of English, MSU Buug Campus. Her research interest includes social semiotics and language teaching





# ICALLE 2023

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# Paper Presentations B

# B Paper Presentations

<p><b><u>Room Y407</u></b></p> <p><b>Language and Culture</b></p> <p>Session Chairs:</p> <p><b>Name</b> <b>Name</b></p>	<p><i>Exploring the Meranaw Traditions through Proverbs</i> <b>Hasmina D. Sarip</b></p> <p><i>Pagtipas sa búang: A Preliminary Analysis of Cebuano Visayan Metaphors for Insanity</i> <b>Krisnah Ann M. Tan</b></p> <p><i>The Meranaw Lexical Variants and its Implication for the Standardization of Meranaw Orthography</i> <b>Sharifa Khalid Masorong</b></p> <p><i>A Comparative Analysis of Syntactic Structures in Malay and English texts: Memperkenalkan Diri Saya in Malay and Introduce Myself in English</i> <b>Jamsed C. Gampong</b></p>
<p><b><u>Room Y408</u></b></p> <p><b>Multilingualism and Psycholinguistics</b></p> <p>Session Chairs:</p> <p><b>Darwin Guianan</b> <b>Name</b></p>	<p><i>The Objective and Subjective Ethnolinguistic Vitality Assessment: Recognition and Development of Bugkalot Language as a Minority Language in the Philippines*</i> <b>John Arvin V. De Roxas and Kirck Michael B. De Leon</b></p> <p><i>Queer Bilingual Subjectivity: Intentions and Motivations in Using English among Filipino Male Queer Bilingual Subjectives</i> <b>Darwin M. Guianan</b></p> <p><i>A Psycholinguistic Analysis of Meranaw Verbal Bullying</i> <b>Sittie Zhaynab H. Ali</b></p> <p><i>The Social Dimensions of Code-switching among Chinese Language and Arts Teachers</i> <b>Roxanne R. Duat</b></p>
<p><b><u>Room Y409</u></b></p> <p><b>Language Education/Ed Tech</b></p> <p>Session Chairs:</p> <p><b>Name</b> <b>Name</b></p>	<p><i>Grammarly as Automated Written Corrective Feedback Tool for L2 Composition</i> <b>Kathleen T. Nepomuceno</b></p> <p><i>Effectiveness of ICT-Based Project Learning in Enhancing the Writing Skills of Technical-Vocational Students</i> <b>Jude Patrick F. Cabading</b></p> <p><i>Perceptions of Selected Public and Private High School English Teachers on Artificial Intelligence (AI) as a Tool in Language Teaching</i> <b>Marizan T. Tapel, Ana Lyn R. Navarro, and Cynthia T. Odiaman</b></p> <p><i>Senior High School Students' Errors in Academic Essay: Basis for a Learning Worktext in Grammar</i> <b>Christian C. Comeo and Jasmin S. Villanueva</b></p>



# B Paper Presentations

<p><b><u>Room Y507</u></b></p> <p><b>World Englishes/ Sociolinguistics</b></p> <p>Session Chairs:</p> <p><b>Eden Flores Luvée Aquino</b></p>	<p><i>Phonological Features of Mesolectal Philippine English Speakers: A Case of Day Care Workers</i> Mark Joseph T. Reyes, Marvin C. Casalan, and Grace C. Pastolero</p> <p><i>Exploring Thai Teachers' Attitudes Towards World Englishes and "Thai English" through the Use of Thai Words in an English Context</i> Br. Eugenio Sta. Romana De Luna Jr. FSC</p> <p><i>Linguistic Forms, Processes and Meanings of the PMA Cadet Sociolect*</i> Andrew G. Carantes</p> <p><i>Word-Formation in Philippine English: An Analysis on Emerging Lexical Innovations among Twitter Users</i> Junzo Vito V. Hiratsuka, Lizziewin R. Otero, Avegail A. Grande, &amp; Norman Ralph Isla</p>
<p><b><u>Room Y508</u></b></p> <p><b>Language Education/ Teaching of Reading</b></p> <p>Session Chairs:</p> <p><b>Name Name</b></p>	<p><i>An IELTS-Based Assessment on First Year College Students' English Language Proficiency: The Case of Maryhill College, Inc.</i> Aroean Joshua H. Villela and France John Formaran</p> <p><i>Student-Centered Learning: Reading in a Lectureless Classroom</i> Bethany Marie C. Lumabi</p> <p><i>Philippine Informal Reading Inventory (PHIL-IRI) Performance of Grade 8 Students: Basis for a Reading Intervention Program</i> Christian Hector G. Misanes</p> <p><i>Reading attitudes and its relationship to the reading frequency of college freshmen students</i> Michelle B. Murillo</p>
<p><b><u>Room Y509</u></b></p> <p><b>Sociolinguistic/ Linguistic Landscapes</b></p> <p>Session Chairs:</p> <p><b>Aprilette Devanadera Name</b></p>	<p><i>A Sociolinguistic Analysis on Davao Chinatown's Linguistic Landscape*</i> Aprillette C. Devanadera</p> <p><i>Representing Colonial Legacies in the Linguistic Landscapes of Intramuros Authentication, Commodification, and Heritage Tourism</i> Yuto Koike &amp; Khyuomie C. Formaran</p> <p><i>The Linguistic Landscape of CHED CALABARZON Centers of Excellence: A Micro and Macro Linguistic Analysis</i> Bernard S. Feranil</p> <p><i>Deathscapes in Lucena City Cemeteries: A Geosemiotic Study on the Code Preference, Inscription, and Emplacement</i> John Mario R. Bermudo, Ma. Clan U. Lopinac, France John Formaran and Shedrick P. Patiño</p>



# paper 1

## Paper Presentations B

### *Exploring the Meranaw Traditions through Proverbs*

**Hasmina D. Sarip**

This study was undertaken to analyze the Meranaw proverbs and discover, through the signs incorporated in them, what they express and reveal of the Meranaw people's worldview, culture, and character. Sample proverbs were classified and described according to context in the culture, that is, situations for which they are designed or meant to be used, based on appropriateness or fittingness and relevance. They were next subjected to semiotic and intertextual analysis, with cultural semiotics as the approach, focusing on how the signs are utilized for meaning-making, and what these reveal of the Meranaws as individuals and as a socio-cultural group. Focal concerns in the study were the Meranaw worldview, culture, and character. The study established that the pananaroon, the Meranaw word for the English proverb, adage, aphorism, and other gnomic sayings or utterances and homespun generalizations about life, are employed not only for rhetoric but purposes such as emphasis on a central message, conveyance of indirection and subtlety to avoid offense, allusion, self-deprecation or show of humility/self-effacement, irony, scorn, overstatement (hyperbole) and understatement.

From the analyses of select proverbs, through the lenses of the natural and cultural signs that conveyed them, the foundational ideals and overarching worldview that Meranaws value regardless of context and situation were also drawn: patience and prudence, avoidance of acting or deciding on impulse; belief in calculated boldness and arduous journeys; finding procrastination or vacillation as a fault; allowance and forgiveness for falling short of one's expectations; humility; awareness of one's station, revealing an ingrained and internalized class system; sensitivity, and; an overarching wish for clearness, harmony, order and peace in all things. The depths that the results this study reached not only strengthens semiotic analysis as a viable approach to proverb and linguistic/folklore studies, but also opens up new avenues or paths for fresh inquiry on Meranaw pananaroon, oral tradition, and folklore, and culture in general.



# paper 2

## Paper Presentations B

### *Pagtipas sa búang: a preliminary analysis of Cebuano Visayan metaphors for insanity*

**Krisnah Ann M. Tan**

This paper explores the Cebuano Visayan metaphors used to describe the concept of kabuang (insanity). Using Lakoff and Johnson's Conceptual Metaphor Theory (CMT), the study aims to: (1) list and describe the metaphorical linguistic expressions that Cebuano Visayans use for buang, (2) determine the conceptual metaphors that these metaphorical linguistic expressions make manifest, and (3) reveal the Cebuano Visayan cultural values that underpin these metaphorical linguistic expressions. From the focused group discussions with four Cebuano Visayan native speakers, the following conceptual metaphors emerged: (1) BODY IS A VESSEL, (1.1) INSANITY IS PRESENCE OF A TINY OBJECT/ANIMAL, (1.2) INSANITY IS ABSENCE OR LACKING OF SOMETHING, (2) HUMAN MIND IS AN ANIMAL, (3) HUMAN MIND IS A MACHINE, (3.1) INSANITY IS A DAMAGED MIND, (3.2) INSANITY IS OFF-KEY, and (4) Spatial metaphors. Through the identification of Cebuano Visayan conceptual metaphors, linguistic expressions functioning as source domains for the target domain buang are also identified.

Metaphors could illuminate the ways communities interpret mental health conditions and healing, which has significance to advancing localized Filipino psychiatry. This study finds that buang drifts from the sense of well-being or ginhawa as a result of unfortunate occurrences. Related to this, bodily balance and equilibrium are given high importance by the Cebuano Visayans; and because buang deviate from these values and find struggle in societal dictates, they are seen to be small, damaged, and malfunctioning.

**Krisnah Ann M. Tan**

University of the Philippines Los Baños

Ms. Krisnah Ann M. Tan is an Instructor at the Language Division, Humanities Department of University of the Philippines Los Baños and a graduate student of Filipino: Wika at the University of the Philippines Diliman. Metaphor studies, mental health discourse, sociolinguistics, and ethnolinguistics are among her academic interests.





# paper 4

## Paper Presentations B

### *A Comparative Analysis of Syntactic Structures in Malay and English: Memperkenalkan Diri Saya in Malay and Introduce Myself in English*

**Jamsed Gampong**

This study presents a comparative analysis of the syntactic structures used in Malay and English when introducing oneself or others. The primary aim is to identify similarities and differences in the structures used in "Memperkenalkan Diri Saya" in Malay and "Introduce Myself" in English. A descriptive and comparative qualitative research methodology is employed, using rewriting rules in tree diagram analysis of Phrase-Structure Grammar to analyze a set of selected texts from the book "Malay-Indonesian Language for New Learners" by Dr. Rasmia E. Datusarano. The study findings are consistent with prior research on the syntactic structures of Malay and English. Malay has a complex system of affixes and flexible word order, while English has a wide range of verb tenses and fixed word order. The syntactic structure of Malay is a transitive verb that requires a direct object, with a subject-verb-object (SVO) or verb-subject object (VSO) word order. In contrast, English uses subject-verb-object (SVO) word order and pronouns to refer to the subject and object. Additionally, the study provides effective strategies and techniques for language learners and educators to navigate and communicate in both languages, enhancing language proficiency and cultural competence. These findings contribute to a better understanding of language structure and use in different cultures and can help bridge the research gap in comparative analysis of syntactic structures when introducing oneself or others in Malay and English.



# paper 5

## Paper Presentations B

### *The Objective and Subjective Ethnolinguistic Vitality Assessment: Recognition and Development of Bugkalot Language as a Minority Language in the Philippines\**

**John Arvin V. De Roxas and Kirck Michael B. De Leon**

Strengthening ethnolinguistic vitality (ELV) is pivotal for the recognition and development of minority languages in the country, and this underscores both the objective and subjective dimensions of the ELV. Anchored on Giles et al. (1977) ELV theory, this study investigated and assessed the vitality of the Bugkalot language, and the findings revealed that it has a weak objective vitality primarily because of the demographic factors (number of L1 speakers, the distributional pattern of the community members according to age, endogamy and exogamy, emigration and immigration, and mortality and fertility rate.) Furthermore, the community has no explicit language policies. The dominant language prevailed in public domains, and the absence of institutional support and programs for language education and literacy exacerbated the weak objective vitality of the community's heritage language. Nevertheless, the Bugkalot community demonstrated strong subjective vitality and a positive attitude toward their language.

Furthermore, the study revealed six (6) sociolinguistic factors that contributed to Bugkalot's present sociolinguistic status, which are: disruption of L1 intergenerational transmission, the decline in the number of speakers, dwindling social domains of language use, lack of materials for L1 education and literacy, L1 is inactive in new social domains and media, and insufficient documentation quality. These phenomena emphasized the importance of recognizing and revitalizing the Bugkalot language; hence, two vital potential strategies are proposed: (i) develop positive language propaganda policies and regulations, and (ii) strengthen practical bilingual/multilingual education in schools. Ultimately, emphasizing language endangerment in ethnolinguistic discourses is critical for developing the country's minoritized groups and promoting worldwide linguistic diversity and collective understanding across cultures.

#### **John Arvin V. de Roxas**

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John Arvin V. de Roxas is a Junior High School teacher in Sibul National High School, Division of Nueva Ecija. He handles English 9 (Anglo-American Literature), and his research interests are Ethnolinguistics, Language Planning and Documentation, and English Language Education.

#### **Kirck Michael B. De Leon**

Gregorio T. Crespo Memorial High School

Kirck Michael B. De Leon is a Senior High School teacher in Gregorio T. Crespo Memorial High School, Division of Nueva Ecija. His research areas focus on Translation, Error Analysis, and English Language Education.



# paper 6

## Paper Presentations B

### *Queer Bilingual Subjectivity: Intentions and Motivations in Using English among Filipino Male Queer Bilingual Subjectives*

**Darwin M. Guianan**

Language is “accordingly the possibility of subjectivity because it always contains the linguistic forms appropriate to the expression of subjectivity”. Discourse “provokes the emergence of subjectivity because it consists of discrete utterances” but it is language which “puts forth ‘empty’ forms which each speaker. The “establishment of ‘subjectivity’ in language creates the category of person – both in language and also outside of it as well” (Benveniste, 1958 p.227 in Meek, 1991 p.3). Thus, this paper explores on queer bilingual subjectivity by identifying Filipino male queers’ intentions and motivations as bilingual subjectives when they use English as their L2. Using Interpretative Phenomenological Analysis, selected Filipino male queer participants were interviewed, and transcripts were analyzed using Content Analysis to come up with themes and categories that would describe the said linguistic phenomenon. The results of the qualitative inquiry reveal that Filipino male queers would choose English if: the conversation itself and everybody in the group speaks English, they have full grasp of the topic being discussed, their use of English is indicative of their intellect and education, they speak of their queerness, and they cannot express something in Tagalog (L1). In addition, five other categories appeared in the analysis which show the participants’ subjective tendency of using English to accomplish goals on knowing someone, flirting, ending and getting serious in a conversation, and closing a deal.

**Darwin M. Guianan**

University of the East-Calooocan

Darwin M. Guianan is an Assistant Professor at the Department of Languages, University of the East-Calooocan. His research interest includes Queer Bilingualism, Queer Linguistics and, Queer Theory.



# paper 7

## Paper Presentations B

### *A Psycholinguistic Analysis of Verbal Bullying*

**Sittie Zhaynab H. Ali**

This research was given impetus by two critical issues: the psychological dimensions of verbal bullying and the linguistic components of the emotive features of verbal expressions. Specifically, this study identified the psychological forces and psychological consequences brought by bullying. This study made use of a qualitative research design in the form of case study and psycholinguistic analysis and utilized the method of triangulation. Data gathering was carried out through collecting the narratives from the Guidance Counselors Offices.

After examining, reviewing and analyzing thirteen bullying cases, the study revealed the following: First, this study highlighted the verbal expressions indicative of bullying; Second, the emotive features of these expressions are mostly interpreted as humiliated, disturbed, threatened, and frightened. Third, on the part of the bully, the top three psychological forces in personal development were displacement, conduct disorder, and narcissistic tendencies. Meanwhile, in interpersonal development were poor interpersonal relationship, discriminatory attitude among non-Meranaw, and low socio-economic status. Exclusively, on the part of the bullied, the top three forces in personal development were lack of social skills, distinctive physical appearance, and low self-esteem. Conversely, in interpersonal development were low social economic status, family issues, and racial/religious minority. Lastly, the top three consequences on the part of the bully were physical violence, delinquent behavior, and anti-social behavior. Nonetheless, on the part of the bullied were low self-esteem, anti-social behavior, and revenge.

The results of this study illuminate that bullying takes different shapes and forms and can have damaging effects on the life of a child.

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Mindanao State University – Integrated Laboratory

Dr. Sittie Zhaynab H. Ali is Associate Professor and guidance counselor of Mindanao State University-Integrated Laboratory School, College of Education, Marawi City. Her research interest includes Psycholinguistics, and Language Acquisition.



# paper 8

## Paper Presentations B

### *The Social Dimensions of Code-switching among Chinese Language and Arts Teachers*

**Roxanne R. Duat**

The greatest feat of education is to bridge the gap between cultures and its two integral components are language and communication. This study aimed at exploring the social dimensions of code-switching phenomenon as part of the teaching-learning process. Using the qualitative approach specifically phenomenology, Chinese Language and Arts (CLA) teachers from School A Chinese school in Davao City were asked to participate. There were five teachers for the IDI, another five for the FGD, and ten for the Classroom Observations, respectively. Four types of code switching were found in the transcriptions from the classroom observations, namely inter-sentential, intra-sentential, tag-switching, and intra-word switching. With the use of thematic analysis, core ideas were extracted from the participants' experiences regarding code-switching, which then emerged ten essential themes such as Participation in classroom discourse, Interpersonal relationship or connectivity, Tension-free atmosphere in the classroom, Expression of thoughts and feelings, Enhancement of reading comprehension, Facilitation of teaching and learning, Shaping and maintaining identity, National norm/Integral part of society, Time consuming, and Linguistic deficiency. Chinese Language and Arts teachers may naturally employ code-switching in the classroom discussions. The learners of the CLA class may be able to enjoy and benefit from a high quality Chinese-Filipino education, should the teachers be more considerate in their language use and be more efficient in imparting their ideas.

**Roxanne R. Duat**

University of the Immaculate Conception

Dr. Roxanne Duat is an Associate Professor at the College of Arts and Humanities, University of the Immaculate Conception, Davao. Her research interest includes Sociolinguistics, Bilingualism/Multilingualism and Language Education.



# paper 9

## Paper Presentations B

### *Grammarly as Automated Written Corrective Feedback tool for L2 Composition*

**Kathleen T. Nepomuceno**

The Fifth Industrial Revolution has been coined to establish that the space which humans take may be shared with machines for optimal results, sustainability, and innovation. This human machine collaboration, formerly deemed as “the future”, is now “the present” with Artificial Intelligence (AI) as a mechanism in most, if not all, industries and sectors, including education. The emergence of softwares, applications, and different digital implements have found the classroom as a place of integration and innovation. It is in this light that this present research fills a gap by exploring the potential of an AI-assisted Corrective Feedback tool for L2 compositions. This qualitative study probed Grammarly as an Automated Written Corrective Feedback (AWCF) tool in the context of English for Academic and Professional Purposes (EAPP) class. Using Ellis (2010)’s framework for Investigating Corrective Feedback, the features of Grammarly were inspected. With 22 responsive writing outputs as corpus, the types of grammar errors identified, as well as a content analysis of Grammarly’s free account were examined. Results of this study suggest that Grammarly as an AWCF tool complements, affirms, and sustains feedbacking necessary in language teaching learning context. The research recommends the exploration of related or similar tools to provide fitting opportunities for innovating ESL/EFL writing classes.



# paper 10

## Paper Presentations B

### Effectiveness of ICT-Based Project Learning in Enhancing the Writing Skills of Technical-Vocational Students

**Jude Patrick F. Cabading**

This experimental study aimed to test the effectiveness of ICT-Based Project Learning in enhancing the writing skills of Grade 12 Technical-Vocational students enrolled in English for Academic and Professional Purposes. The study made use of two groups with similar performance and standing prior to the experimentation. They were assigned as experimental and control groups. The ICT-Based Project Learning Strategies in teaching were used in the experimental group, while the Non-ICT Based Project Learning were used in the control group.

Prior to the experimentation, a writing test was given to both groups. Then, the posttest was given to the same groups after the experimentation. A rubric was used to rate the test to maintain objectivity. It focused on five major writing skills in academic writing namely: Content, Organization, Vocabulary, Language Use and Grammar and Mechanics. The focus academic writing types were academic writing topics prescribed in the curriculum for Grade 12.

After the experiment, it was revealed that there was a significant difference in the pretest and posttest of the experimental group while there was no significant difference between the score of the control group in the pretest and posttest. It can also be noted that there was a significant difference in the learning gains of the control and experimental group in the posttest. All of these were applicable in all the criteria used in the research and true to all writing types tested.

It was then concluded that the ICT-Based Project Learning is a very effective tool in enhancing the writing skills of the students while the Non-ICT based were not. It was recommended that the strategy be strengthened using more ICT resources of the school.

**Dr. Jude Patrick F. Cabading**

Siena College of Taytay

Dr. Jude Patrick F. Cabading is currently the Research and Development Head and the Quality Assurance Head of Siena College of Taytay, Rizal. He also teaches English and Research in the said institution. He is currently taking his Ph.D in Language Education at UP-Diliman. His expertise includes language program evaluation, instructional material development and assessment frameworks.





# paper 11

## Paper Presentations B

### Perceptions of Selected Public and Private High School English Teachers on Artificial Intelligence(AI) as a Tool in Language Teaching

**Marizan T. Tapel, Ana Lyn R. Navarro, Cynthia T. Tuibeo, & Dr. Alain F. Razalan**

Artificial intelligence has provided schools with clusters of tools to improve the performance of their students in learning the language. This study aimed to explore the perceptions of selected public and private high school English teachers regarding Artificial Intelligence(AI) as a tool in language teaching. This study utilized a mixed-method approach of explanatory sequential design to determine the perceptions of selected public and private high school English teachers on artificial intelligence (AI) as a tool in language teaching. The research instrument consisted of Likert scales and semi-structured interviews with open-ended questions. Data were collected through online questionnaires and interviews. The quantitative phase was analyzed using the weighted mean and standard deviation, while the qualitative findings were analyzed through thematic and content analysis. The findings revealed moderate familiarity with AI among participants and generally positive perception of its potential impact on language teaching. The integration of AI in language education has gained attention for its potential to enhance instructional efficiency, provide personalized feedback, and offer individualized instruction. However, concerns were expressed regarding AI dependence when used as a tool in language teaching as well as the lack of training, exposure, and experience in utilizing AI may initially have uncertainties in the classroom. The results provide insights into the perceptions of the selected public and private high school English teachers toward AI as a tool in language education, emphasizing the need for targeted training and support to enhance familiarity and utilization of AI in language teaching practices.

**Marizan T. Tapel, Ana Lyn R. Navarro, Cynthia T. Tuibeo**

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**Dr. Alain F. Razalan**

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Dr. Alain F. Razalan is currently the graduate professor of the above authors at University of Perpetual Help System Dalta, Las Pinas Campus, a PhD Applied Linguistics student in De La Salle University, and has been teaching for almost 15 years in Department of Education.



# paper 12

## Paper Presentations B

### Senior High School Students' Errors in Academic Essay: Basis for a Learning Worktext in Grammar

**Christian C. Comeo and Jasmin S. Villanueva**

This study employed research and development design to identify the writing errors of 35 Senior High School students under the Technical Vocational Livelihood Track in one of the public schools in Magalang, Pampanga during the school year 2022-2023. Error analysis was employed in collecting, identifying, describing, and explaining the errors committed by the participants. The errors were classified using the Surface Structure Taxonomy by Dulay, Burt, and Krashen (1982), namely, omission error, addition error, misformation error, and misordering error. Findings revealed that misformation of word (MFW), misformation of capitalization (MOC), omission of punctuation (OP), misformation of verb (MFV), misformation of auxiliary verb and linking verb (MFBV), and misformation of necessary items (ONI) were the most frequently committed writing errors of the students in their academic essays. With the results, the researcher designed a learning worktext in grammar. The learning worktext was validated by two (2) Master teachers in English and three (3) English faculty experts from the Department of Education. Results showed that the content, format, presentation, organization, accuracy, and up-to-datedness of the crafted learning worktext passed the criteria of the evaluation rating tool. Moreover, the learning worktext in grammar may be utilized by the Senior High School teachers to serve as a supplementary learning material for the students and to validate its effectiveness.



# paper 13

## Paper Presentations B

### Phonological Features of Mesolectal Philippine English Speakers: A Case of Day Care Workers

**Mark Joseph T. Reyes, Marvin C. Casalan, Grace C. Pastolero**

It has been established that the role of daycare workers in the language development of children makes a significant contribution. Thus, this study focuses on identifying the existing phonological features of daycare workers in a province in the middle of the Philippines. Specifically, it aimed to identify the segmental and supra-segmental (stress and intonation) features of the daycare workers and the possible factors that influence such features. The paper is anchored on the descriptions of Philippine English as a distinct variety of English and utilizes a qualitative-descriptive research design using document analysis to analyze relevant information from purposively selected daycare workers in the identified research locale. Findings revealed that there are occurrences of substitution and absence in the different vowel sounds, in front and back vowel sounds, and in different consonant sounds. Furthermore, the findings also confirmed the presence of the affricate sounds. In terms of supra-segmental features, a majority of the informants tend to give the primary stress on two-syllable words to the second syllable; three-syllable words were stressed on the first syllable for words that should be stressed on the second syllable in the General American English format, and either on the second or third syllable for four-syllable words that should be stressed on the first syllable. For intonation pattern, the production of rising intonation in statements and in W-H questions are the features found. Thus, this study indicates that the daycare workers, as mesolectal speakers of English, have phonological features that may be influenced by the first language and exposure to the language. In the end, the paper concludes that an intervention program is needed to address the concern about such features.

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Mark Joseph T. Reyes is a faculty member of the College of Teacher Education at the University of Antique. He graduated his BSEd-English and MAEd- English from the same University. Also, he finished MAEd-Educational Management at the University of Negros Occidental-Recoletos. His research interests include World Englishes, Philippine English and Phonology.

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#### **Dr. Grace C. Pastolero**

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# paper 14

## Paper Presentations B

### Exploring Thai Teachers' Attitudes Towards World Englishes and Thai English Through the Use of Thai Words in an English Context

**Br. Eugenio Sta. Romana De Luna Jr. FSC**

This study investigated Thai teachers' attitudes towards the emerging local variety of English in Thailand, possibly Thai English through the use of Thai words in English Context. The study used a mixed-method approach, with data collected through an online survey and semi-structured interviews to the 60 Thai high school teachers in a Catholic school in Bangkok, Thailand. The gathered data were processed using Microsoft Excel 2020 and Statistical Package for Social Science (SPSS) to get the frequencies. The data was tallied and given their equivalent percentage to determine the respondents' attitudes on World Englishes and Thai English. The findings showed that Thai teachers are aware of the emerging local variety of English in Thailand, and that they have a high level of fluency in this variety. However, the findings also showed that many Thai teachers do not want the local variety of English to gain more prominence, and that they believe that more time and attention should be placed on teaching Thai languages in schools.

The implications of this study are that educators and policymakers need to be careful about how they promote the use of English in Thailand. They need to take into account the views of Thai teachers and the wider community, and they need to be sensitive to the fact that there is a growing local variety of English in Thailand. This local variety of English is not simply a corrupted form of English, but it is a legitimate variety of English that is used by many Thai people. Educators and policymakers need to find ways to support the use of this local variety of English, while also ensuring that Thai people have the opportunity to learn standard English.

**Br. Eugenio Sta. Romana De Luna Jr. FSC**

Mahidol University, Thailand

Br. Eugenio S. De Luna Jr. FSC is a De La Salle Brother continuing his master's degree in Applied Linguistics at Mahidol University Thailand. Currently, he is exploring Thai English as an emerging local variety of English in Thailand.



# paper 16

## Paper Presentations B

### Word-Formation In Philippine English: An Analysis On Emerging Lexical Innovations Among Twitter Users

**Junzo Vito V. Hiratsuka, Lizziewin R. Otero, Avegail A. Grande, & Norman Ralph Isla**

The Philippine English is a non-standardized variant of English That undergoes continuous development in the Philippines. In order to standardize the language, a lexicon-based dictionary is needed. This study aims to explore the relationship between language and social media, which introduces new language usages by challenging traditional linguistic boundaries. Through the collection of Tweets from Twitter users, the study identifies newly emerging words formed through various word formation processes such as affixation, hybridization, compounding, and calquing. Keyword analysis helps identify lexemes, and tree diagramming is used to determine the part of speech of each word. Batoon's paper (2021) and The grammar book – second edition (1999) helped in analyzing and understanding word functions. Translating the sentences into English Helps examine the impact of incorporating new Philippine English words and generative grammar on syntactic structure. The findings reveal that the influence of American colonization in the Philippines has resulted in modified English words with Philippine linguistic features. Affixation is the most common word formation process, while the other three processes are less prevalent. This research contributes to the ongoing effort to create a Philippine English dictionary and promote standardization.

**Junzo Vito V. Hiratsuka, Lizziewin R. Otero, and Avegail A. Grande**

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Junzo Vito V. Hiratsuka, Lizziewin R. Otero, and Avegail A. Grande are first-year undergraduate students taking a Bachelor of Arts in English Language Studies from the College of Social Sciences and Humanities at Mindanao State University, General Santos City.

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# paper 18

## Paper Presentations B

### Student-Centered Learning: Reading in a Lectureless Classroom

**Bethany Marie C. Lumabi**

The Filipinos, young and adults, are mostly into reading according to the 2017 Readership Survey commissioned by the National Book Development Board (NBDB). However, the reading interest of Filipinos does not follow relative results in their reading comprehension in school since 10% of students in the Philippines reached the minimum standard in reading (SEA-PLM, 2019). Their reading for interest for pleasure and entertainment is different from their academic reading which is more systematic by applying processes, models, questions, and theories to clarify and comprehend a text. Contextually, college level reading goes side-by-side with classroom lectures. This study investigated sophomore college students' reading assessment in a lectureless class for a school year, where course content and outcomes were facilitated with the students and not lectured. Through mixed method data analysis, the reading assessment results revealed that most of the students that most (91%) of the students scored above average reading comprehension across courses, gender, and age. They demonstrated positive attitude towards reading in a lectureless class based on class observation and unstructured interview with their facilitators. And vouched their trust in reading in a lectureless class by facilitating talk points, annotating texts, writing reflection papers, and creating questions as emerged in the FGD. Thus, it is evidential that reading in a lectureless classroom is a learner-centered learning approach because it allows students to essentially move and connect among texts, flourish interactive academic discourse, recognize their experiences, and promote confidence in their learning.

**Bethany Marie C. Lumabi**

Polytechnic University of the Philippines

Bethany Marie C. Lumabi is a Professorial Lecturer and part time faculty at the Polytechnic University of the Philippines. She finished her master's degree in teaching English Language Arts at the Philippine Normal University, Manila. And now, she's writing her dissertation for the PhD in English Language and Literature program at the La Consolacion University Philippines. She is a published research writer, textbook author, and licensed professional teacher. Her research interests are English language teaching and learning and sociolinguistics.



# paper 19

## Paper Presentations B

### Philippine Informal Reading Inventory (PHIL-IRI) Performance of Grade 8 Students: Basis for a Reading Intervention Program

**Christian Hector G. Misanes**

Before the pandemic, education leaders had been concerned about Filipino students' low reading comprehension, as reflected in the 2018 Programme for International Student Assessment (PISA), wherein the Philippines scored the lowest among the 79 participating countries. Now that we have had two years of no face-to-face classes, their reading comprehension has been more seriously impacted. This study sought to measure Solano High School Gr. 8 students' reading comprehension levels during the pandemic and investigate factors related to their performance. A quantitative research approach was used in determining the reading comprehension level of student-respondents through the Group Screening Test of Phil-IRI, a reading inventory composed of graded passages. Moreover, the study used a descriptive survey and a correlational methodology to determine the significant relationship between the respondents' reading performance and their profile variables. The study revealed that 98.7% of the respondents fall under "Frustration," the lowest level, in which readers find reading materials so difficult that they cannot successfully respond to them. Findings also showed that a student whose parents have higher educational attainment, sufficient family income, access to multimedia resources, and superior academic performance might perform better in reading comprehension. Moreover, gender, ethnic affiliation, parental involvement in their reading activities, and length of one's exposure to multimedia materials were found to have no significant relationship with the respondents' reading comprehension level. Following the results, a reading program was designed that shall raise awareness among all stakeholders on the student's reading performance and the factors that influence it to meet readers' needs and abilities; equip teachers with the knowledge and skills in producing both digital and print reading materials that integrate content across learning areas and promote an inclusive reading environment that stimulates students to learn through reading.





# paper 20

## Paper Presentations B

### Reading attitudes and its relationship to the reading frequency of college freshmen students

**Michelle B. Murillo**

Reading as a skill for learners is important in order to acquire knowledge and succeed in various aspects of life. Reading also presents several benefits, including the development of comprehension, vocabulary, inference, and concentration skills. Reading is also seen as a lifelong developmental process that unlocks success and improves the quality of life. Also, reading is essential for education to continue as learners grow while acquiring new knowledge and skills and gaining information through various sources. The study aims to determine the overall reading attitude and its relationship with the reading frequency of college freshmen students. The participants consist of 59 college freshmen students sampled through convenience sampling. The Survey of Adolescent Reading Attitudes (SARA) developed by Conradi, et al. (2013) and the Reading Activity Inventory by Guthrie, et al. (1994) were used in collecting the data. The weighted mean was used to determine the reading attitudes through the participants' answers in the SARA. On the other hand, to determine the relationship between the variables, the Pearson product-moment correlation coefficient (Pearson  $r$ ) was used in analyzing the data. As a result of this research, it has been found that the students display an overall good reading attitude. Additionally, it has been determined that there is a statistically significant relationship between the overall reading attitude of the students and their reading frequency in terms of school reading and reading for their own enjoyment.

**Michelle B. Murillo**

De La Salle University Manila

Ms. Michelle B. Murillo is a graduate student of De La Salle University taking up Master of Arts in English Language Education. She is a former college instructor and is currently working as a freelance ESL tutor.



# paper 21

## Paper Presentations B

### A Sociolinguistic Analysis on Davao Chinatown's Linguistic Landscape

**Aprillette C. Devanadera**

The languages used in the street signs, billboards, shop signs, and government offices are now analyzed in the lens of linguistic landscape. This study analyzed the languages used in the commercial shop signs in Davao Chinatown. Following Backhaus' (2006) theory that describes linguistic landscape according to their linguistic contents within a definable frame, the study identified the language distribution of the signs and categorized the signs as monolingual or multilingual. By analyzing 153 photographs of shop signs in Davao Chinatown, it was found out that 144 monolingual English signs are dominantly used. This implies that English is the preferred language by the sign makers/ shop owners because of its prestige and economic power which according to Spolsky and Cooper (1991) is a necessary condition where sign makers decide to choose a language they know and would like to be identified with. The study also extended its depth by determining the semiotic properties of the photographed signs. Following the suggestion of Barni and Bagna (2009) that semiotics analysis focuses on the location, communicative function, degree of visibility and code preferences of the signs, the macro-linguistic and micro-linguistic analysis are also given emphasis in the present study. Most of the commercial shop signs in Davao Chinatown used synthetic materials which may stimulate physical longevity of the signs. It is also apparent that the linguistic landscape in Davao Chinatown only designate bottom-up facet as it intends to exemplify objectives of the sign makers towards commercial and economic profitability.

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Aprillette C. Devanadera is Associate Professor and the current chair at the Department of Languages, Communication, Humanities and Applied Linguistics, Southern Luzon State University. Her research interest includes Linguistic Landscapes, World Englishes and Sociolinguistics.



# paper 22

## Paper Presentations B

### Representing Colonial Legacies in the Linguistic Landscapes of Intramuros: Authentication, Commodification, and Heritage Tourism

**Khyuomie C. Formaran & Yuto G. Koike**

This paper explores the multifaceted nature of the use of language in the public domains of Intramuros, focusing primarily on how and in what regard Spanish colonial legacies are indexed in its signages. Linguistic Landscapes (LL) studies are now veering away from quantitative methodologies focusing on multilingualism and taking a more critical approach in examining larger structures of power in the LL of different locales. As such, this paper takes an ethnographic approach (Blommaert, 2014) to consider the LL of Intramuros in the context of the Philippine heritage tourism industry. Focusing on linguistic choice (specifically the use of Spanish loanwords, cognates, and nativized forms), this paper traces how signages in Intramuros simultaneously construct the site as a legitimate heritage tourism industry destination and represent Spanish colonial legacies. The study argues that the LL of Intramuros dichotomously view and present colonial legacies, which are based on the varying degrees of the performance of 'authenticity' (Duchêne and Heller, 2012). Signages near historical landmarks were more likely to index colonial legacies by creating a veneer of authenticity of the colonial history through informational and emblematic means while showing resistance to colonialism directly by showing the aftermath and its consequences. On the other hand, signages near commercial areas in Intramuros—especially commercial establishments which have no relevant historical ties to the Spanish colonial era—allude colonial legacies by mimicking authenticity. Such mimicry can be interpreted as the commodification of language and heritage where the colonizers' language is being transformed into a marketable branding strategy. Hence showing that the LL of Intramuros strategically appeals to the 'tourist gaze' (Urry, 1990) as a means to highlight the practice of heritage tourism.

**Khyuomie C. Formaran & Yuto G. Koike**

De La Salle University, Manila

Khyuomie C. Formaran and Yuto G. Koike are 3rd year students of the BA English Language Studies Program of the Department of English and Applied Linguistics of De La Salle University.



# paper 23

## Paper Presentations B

### The Linguistic Landscape of CHED CALABARZON Centers of Excellence: A Micro and Macro Linguistic Analysis

**Dr. Bernard S. Feranil**

The study explored the linguistic landscape of the CHED CALABARZON Centers of Excellence through the combination of micro and macro linguistic analysis framework by Barni and Bagna (2009). The microlinguistic framework offers a qualitative analysis of the signs' external dimension and the macro linguistic framework analyzes the internal functions of the signs. The study utilized a qualitative approach to analyzing data. The sampling included 320 photographs of signs found in buildings, offices, path walks, walls, corridors and other university facilities that are accessible to the public. Based on the microlinguistic analysis, the grammatical categories predominantly used in producing the signs comprise nouns and verbs, while the syntactic categories are mainly made up of noun phrases and verb phrases. This finding corresponds with the results in the microlinguistic analysis where referential and directive functions were predominantly used under the communicative function domain. In terms of code preference under spatial organization, results show that the linguistic landscape of CHED CALABARZON COEs is completely dominated by monolingual English leaving a trifling usage for monolingual Filipino and for bilingual code preference. In terms of authorship and readership domains, results show that majority of the animators are ascribed to the combined number of administrators, deans and unit heads while majority of the sign authors are generally attributed to the school staff and school concessionaires. The signs across CHED CALABARZON COEs also provide strong evidence on the realization of the principles of informational function of LL which are: marker of geographical territory, marker of sociolinguistic composition, marker of commercialization, and marker of government domains. Consequently, in addition to these four markers of informational function identified by Landry and Bourhis (1997), this study positions another relevant marker of the informational function of LL which is "LL as marker of cultural identity". Meanwhile, the symbolic function of CHED CALABARZON COEs paradoxically reveals that the dominance of monolingual English among the public signs in the higher education institutions is an indication of the apparent lack of power and prestige of the Filipino language within the educational spaces, which symbolizes the continuous decline of its level of intellectualization, value, and status. Lastly, the thematic analysis of the LL encapsulates the following images of the CHED CALABARZON COEs: (1) loyalty and allegiance, (2) institutional and organizational excellence, (3) adherence to national health standards, (4) commitment to university mission, university vision and quality policy, (5) concern for the stakeholders, (6) respect for the school environment, (7) campaign for child protection and women empowerment, (8) affirmation of moral ascendancy and, (9) limited implementation of language policy. The study recommends the conduct of more encompassing LL studies across the other HEIs from the multilingual regions of the country using a blend of various approaches or frameworks in the study of LL.



# paper 24

## Paper Presentations B

### Deathscapes in Lucena City Cemeteries: A Geosemiotic Study on the Code Preference, Inscription, and Emplacement

**John Mario R. Bermudo, Ma. Clan U. Lopinac, & Shedrick P. Patiño**

Death, as the harbinger of meaning, lies an infinite set of narratives contained within its Deathscapes. To unfold this natural intersection of materiality, emotion, belief, and culture, the researchers investigated the features of 200 gravestones from the New Lucena City Public Cemetery and St. Ignatius de Loyola Memorial Park using Geosemiotics, focusing on Code Preference, Inscription, and Emplacement. This was realized through a qualitative research design following an interpretive paradigm. The findings revealed that English is the preferred language for gravestones, with the names of the deceased holding paramount importance as it is placed on the center of the gravestones and written in a larger font. The other textual features positioned around the names served as peripheral information on how the dead lived their life, their religious affiliation, and how they are to be remembered. The choice of letterforms played a crucial role in emphasizing specific details about the deceased, with the script letterform calling attention to itself, as used on the names, further highlighting its importance. A combination of Serif and San Serif letterforms was used on the other peripheral information, such as dedication, background information, and other textual features, aligning the letterform with its positioning in the sign. The gravestones were identified as situated signs as they serve as markers identifying the dead and regulating the behavior of the people surrounding them. The results were displayed on a website (Da'ath) detailing the deathscapes in Lucena City hoping to put forth significance on the interweaving cultural, affective, and diverse narratives ingrained in these spaces.

**John Mario R. Bermudo, Ma. Clan U. Lopinac, & Shedrick P. Patiño**

Maryhill College, Inc.

John Mario R. Bermudo is a 4th year student taking up Bachelor of Secondary Education Major in English at Maryhill College, Inc.

Ma. Clan U. Lopinac is a 4th year student taking up Bachelor of Secondary Education Major in English at Maryhill College, Inc.

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# Paper Presentations C

# C Paper Presentations

<p><b><u>Room Y407</u></b></p> <p><b>Language and Culture</b></p> <p>Session Chairs: <b>Claire Cruz</b> <b>Jonna Marie Lim</b></p>	<p><i>Photography and Video Phenomenological Research: An ESL Classroom Research tool During the Pandemic</i> <b>Dahlia R. Domingo</b></p> <p><i>A Rhetorical Discourse Analysis on the Persuasive Essays of Selected English Language Teaching Graduate Students of Mindanao State University-Marawi, Philippines</i> <b>Sharifa Sittie Zehanie Jali-Kabirun</b></p> <p><i>Noli Me Tangere Comeback?: Perception of Grade 9 Students Towards Maria Clara and Ibarra Series on GMA - A Reader Response Analysis</i> <b>Marianne Cuarto, Mariel Kristine Cortez, Raychiel Dimailig &amp; Alain Razalan</b></p>
<p><b><u>Room Y408</u></b></p> <p><b>Corpus Linguistics</b></p> <p>Session Chairs: <b>John Paulo Herrera</b> <b>Luvee Aquino</b></p>	<p><i>Complex Prepositions in Philippine English: A Corpus Analysis*</i> <b>Ivy F. Amante</b></p> <p><i>Distinguishing registers in Christian religious songs using corpus analyses*</i> <b>Raymund T. Palayon, Irish Mae Dalona, and Alvert Dalona</b></p> <p><i>Comparative Analysis of Cebuano Gensan and Cebuano Davao's Phonological Features</i> <b>Pamela Kate C. Nebrea, Chelsy Jane G. Arcillas, Rollie May C. Quicoy &amp; Jeffrey E. Floriza</b></p>
<p><b><u>Room Y409</u></b></p> <p><b>Language and Gender</b></p> <p>Session Chairs: <b>Mark Seilhamer</b> <b>Angelica Gumangan</b></p>	<p><i>Legitimizing A Woman's Place: A Multimodal Analysis of Female Figures in Selected Children's Books</i> <b>Abigail M. Deabanico</b></p> <p><i>Gender, Capital Conversion and Language Learning: A Taiwanese Case Study*</i> <b>Mark Fifer Seilhamer</b></p> <p><i>Critical discourse analysis of gender differences in online Christian sermons*</i> <b>Kasumi Arciaga</b></p>





# C Paper Presentations

<p><b><u>Room Y507</u></b></p> <p><b>Critical Discourse Analysis</b></p> <p>Session Chairs: <b>Matthew Nepomuceno</b> <b>Ma. Vera Tuplano</b></p>	<p><i>Identity Construction of Filipino Charismatics: An Analysis of Interplay of Language, Gender, and Identity Construction in Testimonials</i> <b>Ma. Vera I. Tuplano</b></p> <p><i>The English Language and My Situated Agency: A Critical Autoethnography</i> <b>Nelson Mangaldan Buso Jr.</b></p> <p><i>Caption Captives: A Critical Discourse Analysis of COVID-19 News Reports on Facebook</i> <b>Matthew M. Nepomuceno</b></p>
<p><b><u>Room Y508</u></b></p> <p><b>Language Education/Ed Tech</b></p> <p>Session Chairs: <b>Claire Madrazo</b> <b>Gina Ugalingan</b></p>	<p><i>A Tracer Study on Employment Outcomes of 2020 AB English Graduates</i> <b>Jeremiah B. Galuso, Julla Alixes S. Galabin, John Mark T. Carpio, and Claire A. Madrazo</b></p> <p><i>Exploring the Emerging Global Trends in Teaching Language Skills of the 21st Century Learners</i> <b>Daisy O. Casipit</b></p> <p><i>Curriculum Development Through Teacher-Driven Classroom Research</i> <b>Joshua Alexander Kidd, Rory Banwell, and Chieko Mimura</b></p>
<p><b><u>Room Y509</u></b></p> <p><b>Language Education/Ed Tech</b></p> <p>Session Chairs: <b>Rovy Banguis</b> <b>Giovanni Duran</b></p>	<p><i>"ISKOTUTORIAL:" Development of an Educational Website Using WordPress</i> <b>Elirie A. Abalin, Michelle B. Apolinar, Russell Lawrence A. Aquillo, Danica P. Dela Cruz, John Renald T. Gonzales, Rojay G. Ignacio II, and Kamille D. Legaspi-Torres</b></p> <p><i>Improving English Vocabulary Skills of First-Year Education Students through Quizlet</i> <b>Samantha Aubrey Bernabe, Jerlyn Bernardo, Maria Venuzel Bilan, Kenneth Del Rosario, and Jhanell Dyne Gunita</b></p> <p><i>Can Learning Be Fun? Integration of Gamified Learning in Grade 11 English Classes</i> <b>Rollven Verdan, Katherine Bernarte, and Leeroi Christian Rubio</b></p>



# paper 1

## Paper Presentations C

### *Photography and Video Phenomenological Research: An ESL Classroom Research tool During the Pandemic*

**Dahlia R. Domingo**

The idea of this research is a post pandemic – online class mini research surveys compiled, during the year 2022. The teacher thought of coming up of this classroom activity, in order to draw out the experiences of students from a private university in the Philippines. The students are made to make a short write up, show visual illustrations, added some captions within their articles. The images of some PANDEMIC Experiences of students through these write up essays, visual images and or video captures becomes a research tool called Phenomenological Research. Covid -19 as a pandemic disease made the world experience a phenomena that affected not only our social, emotional and mental make-up but also it has affected our economic situation. This is due to the lock-down experiences, wherein different experiences can be recalled as unforgettable. The compilation is presented into a grid where Titles of mini researches are summarized, with the specific questions and a description of respondents is presented in tabular form and finally the highlight of some interesting findings and results are illustrated.

**Dahlia R. Domingo**

New Era University-Philippines

Domingo, Dahlia R. – is a faculty of New Era University Philippines – under the College of Education and College of Arts and Sciences-General Education Subjects. Her research interests are on Language Education, Applied Linguistics and Literature.



# paper 2

## Paper Presentations C

### *A Rhetorical Discourse Analysis on the Persuasive Essays of Selected English Language Teaching Graduate Students of Mindanao State University Marawi, Philippines*

**Sharifa Sittie Zehanie Jali-Kabirun**

Rhetoric is a primarily verbal, situationally contingent, epistemic art that is both philosophical and practical and gives rise to potentially active texts. As the twentieth century rhetorician and philosopher Kenneth Burke said, “A way of seeing is also a way of not seeing” (Covino & Jolliffe, 1995). This study is pursued to enlighten and awaken the intellect and interest of everyone who engages in discourse analysis, specifically rhetorical discourse analysis. Through Rhetorical Discourse Analysis (RDA) anchored on Aristotle’s Theory of Persuasion, the persuasive essays of the selected English Language Teaching (ELT) graduate student writers enrolled in the course Effective Writing (ELT 210) in Mindanao State University-Main Campus, Marawi City, Philippines were analyzed. Moreover, the study sought to find out the rhetorical devices used, and rhetorical elements in terms of Logos, Ethos, and Pathos present in the persuasive essays of the student writers. Further, the study sought to develop a novel strategy to improve rhetoric. After careful analysis on the persuasive essays of the student writers, the findings revealed that their essays consisted of the three rhetorical appeals – logos, ethos, and pathos, however most of them used logos and pathos over ethos. Because of this, the researcher was able to formulate and develop two novel strategies which named as “To-the-point Answer” and “Credibility + Reliability over Emotionality.”



# paper 3

## Paper Presentations C

### *"Noli Me Tangere Comeback?: Perception of Grade 9 Students Towards Maria Clara and Ibarra Series on GMA - A Reader Response Analysis"*

**Marianne Cuarto, Mariel Kristine Cortez, Raychiel Dimailig and Alain Razalan**

A country's literature can also reflect a country's culture. Recently, in the Philippines, GMA network produced Maria Clara at Ibarra, a historical fantasy series that has provided Filipino viewers a chance to reread Rizal's books and deepen their understanding of Philippine history and culture from a different perspective. This study aims to: identify the difference of Noli Me Tangere to the series created by GMA; to explore how students feel and react towards the GMA version of Noli Me Tangere; and to recognize how Filipino culture is depicted in the series and in the book as perceived by the students. This study is descriptive qualitative research that utilized transactional reader response theory by Louise Rosenblatt to explore the interaction between the text and the reader. A total of ten (10) Grade 9 Students from Naic Integrated National High School were involved in the study as participants who were able to read the novel Noli Me Tangere and have watched the GMA series Maria Clara and Ibarra. Results showed that grade nine students observed the differences and similarities of the novel and the series through its setting, characters, plot, message from the creator, language and culture. The common themes in the novel and series as perceived by the students are comedy, sacrifice and suffering, and Pinoy pride for our culture and history. Since the students have learned and realized something from the original novel and adaptation, the researchers suggest that modern Filipino adaptations should also be critiqued and discussed inside the classroom to better promote Filipino history and culture, especially to this generation.

**Marianne Cuarto, Mariel Kristine Cortez, Raychiel Dimailig and Alain Razalan**

**University of Perpetual Help, Las Piñas Campus**

Ms. Marianne L. Cuarto is a full-time faculty and Research learning Area coordinator in the Senior High School and part-time instructor in College of Arts, Socials Science and Education at University of Perpetual Help-Molino campus. She has presented her research papers in local and international research conferences.

Ms. Mariel Kristine M. Cortez is a faculty and a teacher-librarian designated at Don Manuel Rivera Memorial Integrated National High School in SDO Laguna. She has presented research papers locally and has published research paper internationally.

Ms. Raychiel B. Dimailig is a faculty and the School-Based Management Coordinator at Naic Integrated National High School in SDO Cavite Province. She has presented various research papers in local and international conferences.

Mr. Alaine Razalan has been teaching for fifteen years in the Department of Education. His research interests are in Language and Literature studies.



# paper 4

## Paper Presentations C

### *Complex Prepositions in Philippine English: A Corpus Analysis*

**Ivy F. Amante**

Philippine English as corpora may offer a different perspective particularly in the English parts of speech and may be considered an interesting research path for language researchers. With the hope to provide a testament to the vibrancy and uniqueness of Philippine English characteristics, his corpus-based study determined the most common complex prepositions in Philippine English using the ICE-Philippines Corpus using AntConc 3.5.7 software and described their semantic and syntactic features following the list of complex prepositions by Klegr (2002), semantic categories as provided by Kroupova (1985), and adopting the method used by Ella and Dita (2017) on analyzing syntactic features. Findings revealed that the meanings of these complex prepositions align with the semantic categories of Kroupova (1985). Furthermore, these complex prepositions occur in the active voice and are inseparable. It further revealed a slight use of deviation and distinctive patterns from Standard American English. Conclusively, this underlying system that governs the use of complex prepositions implies characteristics of Philippine English as an emerging language of innovation in the World Englishes paradigm.



# paper 5

## Paper Presentations C

### *Distinguishing registers in Christian religious songs using corpus analyses*

**Raymund T. Palayon, Irish Mae Dalona, & Alvert Dalona**

Worship songs are normally used in different Christian religious groups for specific purposes wherein some groups use hymns and others use contemporary worship songs. Previous studies on religious songs have only used a few texts and have identified limited linguistic items to describe the language characteristics in the songs. In this paper, we examined the meaningful linguistic features in the two sets of religious songs (namely, church hymns and contemporary worship songs) using three corpus analyses to distinguish the registers in the songs. Multidimensional analysis of Biber (1988; 1989) was used to determine the dominant registers in the songs. Key semantic tag analysis was used to highlight the content elements in the songs; and, key part-of speech analysis was applied to identify the style functions in the songs, which the findings characterize further the registers identified. The multidimensional analysis reveals three dominant registers in the songs. Both songs contain involved characteristic; however, the contemporary worship songs are more involved than the church hymns and display context-dependent characteristic which illustrate the persuasiveness of these songs. From the key semantic tag findings, the contemporary worship songs display features associated with life-related situations and concepts emphasizing spiritual relationship while the church hymns display features generally associated with adoration, exaltation, and gratification. From the key part-of-speech tag findings, the contemporary worship songs display features highly associated with involvement and narration while the church hymns display features generally associated with narration. These findings indicate that there is a clear expression of persuasion in the contemporary worship songs. The methodological implications of this paper may shed light on the register characterization of the different types of songs.

#### **Dr. Raymund T. Palayon**

Muban Chombueng Rajabhat University, Thailand

Dr. Raymund T. Palayon is Lecturer at the Department of English, Muban Chombueng Rajabhat University. His research interest includes Corpus Linguistics, Discourse Analysis, and Religious Discourse.

#### **Dr. Irish Mae Fernandez**

Mindanao State University – Iligan Institute of Technology

Dr. Irish Mae Fernandez is Associate Professor and the Undergraduate Studies Director at the Mindanao State University-Iligan Institute of Technology (MSU-IIT). Her research interest includes Applied Linguistics, Discourse Analysis, and English Language Teaching.

#### **Alvert Dalona**

Mindanao State University – Iligan Institute of Technology

Alvert Dalona is Assistant Professor at the Department of Philosophy, Mindanao State University-Iligan Institute of Technology (MSU-IIT). His research interest includes Social Ontology, Metaphysics and Postmodernity, the Intersections of Language, the Human Mind, Social Institutions, Power and Influence.



# paper 6

## Paper Presentations C

### *A Comparative Analysis of Cebuano Gensan and Cebuano Davao's Phonological Features*

**Pamela Kate C. Nebrea, Chelsy Jane G. Arcillas, Rollie May C. Quicoy, & Jeffrey E. Floriza**

Geographical location is one of the social actors that affects the characteristics and specific components of a certain language that have a great impact on each language's difference in its phonological features. This has an impact on a language's geographical distribution and areas of use. This also refers to the phonological characteristics of a language. All languages follow specific patterns in the sounds that speakers use, how those sounds combine to produce symbols, as well as how those symbols are put together into clear sentences. The present qualitative study aimed to provide a comparative analysis between the phonological features of Cebuano Gensan and Cebuano Davao. Twenty-two (22) respondents both from Gensan and Davao were used as material in gathering data and results for this study. The analysis of the data shows that Cebuanos from Davao and Gensan share huge similarities. The changes in stress, intonation, and junction become apparent in the results. The words in Cebuano Davao are spoken expressively compared to how they are spoken in Cebuano Gensan, which leads to different and specified stress in words, junctures, and intonation. These results suggest that given the differences in geographical location, it is essential to learn more about this interesting similarity and difference between language variations that have common linguistic foundations and are widely spoken.

**Ms. Pamela Kate C. Nebrea, Ms. Chelsy Jane G. Arcillas, & Ms. Rollie May C. Quicoy**  
Mindanao State University-General Santos City

Ms. Pamela Kate C. Nebrea, Ms. Chelsy Jane G. Arcillas, & Ms. Rollie May C. Quicoy are first-year students from MSU-GSC pursuing an undergraduate course, Bachelor of Arts in English Language Studies at Mindanao State University-General Santos City.

**Mr. Jeffrey E. Floriza**  
Mindanao State University-General Santos City

Mr. Jeffrey E. Floriza is an Assistant Professor IV, teaching English Language at MSU-Gensan.





# paper 7

## Paper Presentations C

### *Legitimizing a Woman's Place: A Multimodal Analysis of Female Figures in Selected Filipino Children's Books*

**Abigail M. Deabanico**

Some argue that the Philippines is a patriarchal society while others contest that it is matriarchal. In most household, men, or fathers (or father figures) provide financial resources as they go out and earn while women or mothers (or mother figures) are the carers and supporters as they stay at home or earn outside of it. The study looks into the portrayal of women (mother, aunt, sister, cousin, yaya (helper) in a typical Filipino household. Children's books written by Filipino authors are studied and analyzed using the multimodal framework of Kress and Van Leeuwen (2001) particularly the use of language and image to determine how important women figures in a family are portrayed. Drawing from Halliday's transitivity analysis, it is shown women are given agentive roles in the texts in both language and image. However, stereotypical ideas about women are still evident—they care and provide support for the family, they manage chores, and ensure the whole family's well-being. Using framing and color choices (Kress and Van Leeuwen, 2001), women characters are still tied to their traditional roles at home. The study shows that although women characters are portrayed positively, there is still the persistent and insistent view of their "place" at home. Thus, readers of these children's books are reminded of women's "place" in society.

**Abigail M. Deabanico**

University of Santo Tomas & University of the Philippines

Abigail M. Deabanico teaches at the Department of English at UST. She is working on her PhD in English Studies at UP. Her research interests include discourse analysis, gender studies, translation, and literacy education.



# paper 8

## Paper Presentations C

### *Gender, Capital Conversion and Language Learning: A Taiwanese Case Study\**

**Mark Fifer Seilhamer**

In Taiwan, neoliberal discourses of competitiveness and internationalization valorize foreign language skills that the general public lacks, providing the ideal playing field for those in possession of these skills to achieve societal distinction by converting their valued linguistic capital into symbolic capital. Drawing on narrative interview data from a multi-case study of four young Taiwanese women who distinguished themselves from others in Taiwanese society by achieving high levels of proficiency in English and other foreign languages, I will, in this talk, examine the contextual circumstances that structured their success and constrained it, focusing especially on the role that gender played in the process. These women were remarkably successful in befriending foreigners, and the profits that resulted from their interactions with foreign men in both platonic and romantic relationships ranged from increased speaking practice with Skype buddies to trips abroad that were paid for by boyfriends. The findings of this study highlight the fact that copious amounts of linguistic capital, facilitated by classed resources and gender capital, can result in a considerable amount of societal distinction through conversion to symbolic capital. The findings also suggest, however, that the potential to convert the linguistic, gender, and symbolic capital to economic capital might ultimately be quite limited in Taiwanese workplaces, where deployment of Taiwanese women's linguistic skills is generally restricted to specific low-level gendered positions with little chance of advancement.

**Dr. Mark Fifer Seilhamer**

Nanyang Technological University, Singapore

Mark Fifer Seilhamer is a lecturer in the English Language and Literature academic group at National Institute of Education, Nanyang Technological University, Singapore. He obtained his Ph.D. from National University of Singapore and has taught English language and linguistics courses in a variety of Asia-Pacific contexts, including Hawaii, Guam, Taiwan, and Japan. His research interests are diverse, but all are related in one way or another to language ideologies and language & identity. He has published articles in a variety of journals, including *World Englishes*, *Journal of Multilingual and Multicultural Development*, *Asia Pacific Journal of Education*, and *Journal of Pragmatics*. He has also written a research monograph entitled *Gender, Neoliberalism and Distinction through Linguistic Capital: Taiwanese Narratives of Struggle and Strategy*, published by *Multilingual Matters*.



# paper 9

## Paper Presentations C

### *Critical discourse analysis of gender differences in online Christian sermons*

**Kasumi Arciaga**

Since the Covid-19 pandemic, churches around the world have been forced to provide alternative ways to keep providing the sermons. With dissemination of online sermons as well as the rise of female preachers in the world, the studies in this area are scarce. The present study focused on the use of politeness and persuasion in the speeches of these 10 Christian preachers. The mini corpus was compiled for the present study using five female and five male preachers found on Youtube and Spotify. Four speakers were from the US, two speakers were from Australia, one South African female preacher, one Japanese female preacher, one Filipino male preacher, and one Danish male preacher were selected for the corpus. All their oral data was transcribed and analyzed through critical discourse analysis by Fairclough (1995;2001). The total sum of word tokens in the corpus is over 490,000 words in the present study. The categories used in the present study were *lexicalization*, *passive voice*, *nominalization*, *mood*, *modal verbs*, and *cohesion devices* to identify politeness and persuasion. The findings showed that both male and female preachers in the present study both exerted politeness and persuasive strategies in their discourse. Specifically speaking, the use of hedges and personal pronouns are congruent in both groups. Second, consumer capitalism which emphasizes individualism was prevalent in the present study. Third, traditional peripheral ideology was not evident in the selected religious texts. The present study hypothesizes that there may be a societal shift in a Christian discourse community. The call for more gender difference-related research as well as recommendations for polite and persuasive oral speech are made at the end of the present study.

**Dr. Kasumi Arciaga**

Utsunomiya University, Tochigi, Japan

Dr. Kasumi Arciaga is Assistant Professor at the English program of Utsunomiya University in Tochigi, Japan. Her research interest includes intercultural communication, online language education, and sociolinguistics.



# paper 10

## Paper Presentations C

### *Identity construction of Filipino charismatics: An analysis of the interplay of language, gender, and identity construction in testimonials*

**Ma. Vera I. Tuplano**

Identity and its construction in social practices and traditions have been notably regarded as one of the common themes in sociolinguistic studies within the past twenty years (De Fina, 2007; De Fina, Schifffrin & Bamberg, 2006; Bucholtz & Hall, 2005). Hence, the study investigated on the interplay of language, gender, and identity construction in a community of practice (CofP) focusing on the testimonials of the sixty participants in a charismatic community, the Lord's Flock. Utilizing the framework(s) of Social constructionism (1991); Symbolic interactionism (1969); Goffman's (1959) self-presentation rituals; Labov's (1972) narrative analysis; Jones and Pittman's self-presentation strategies (1982); Eckert & McConnel-Ginet's (1998) community of practice, the data were interpreted following the phases of audio-recording, transcribing, coding and analyzing the testimonials of males (n=30) and females (n=30) charismatic participants. The study, both qualitative and quantitative revealed that male and female participants utilized self-presentation strategies in enacting their identities, in their old and new life.

Linguistic repertoire juxtaposed with gender discloses the following salient findings. The use of personal pronouns has positioned female participants as agents who should be in control of any eventuality as differentiated from men who have manifested a greater inclination to show might, power, and possession. On the other hand, the preference for kinship terms reveals that female participants have greater partiality for one's own nuclear family while the males have drawn emotional support from their own families. Finally, their language choice defines their identity as affiliates of a religious community of practice with its own traditions and practices.

**Ma. Vera I. Tuplano**

De La Salle University, Manila

Dr. Ma. Vera I Tuplano is an Assistant Professor of the Department of English and Applied Linguistics, De La Salle University. Her research interest includes Sociolinguistics & Translanguaging.



# paper 11

## Paper Presentations C

### *The English Language and My Situated Agency: A Critical Autoethnography*

**Nelson Mangaldan Buso Jr.**

In recent years, there has been a growing interest in the use of autoethnography as a new research methodology in applied linguistics (see Keles, 2022 for an overview). As a Filipino graduate with a Bachelor of Arts in English Studies (Language), I aim to participate in this fertile endeavor that not only cultivates scholarship on personal experiences vis-à-vis broader sociocultural contexts but also “[reclaims] representational spaces that have marginalized those of us at the borders” (Tierney as cited in Keles, 2020). This paper, framed as “critical autoethnography” (Holman Jones, 2018), traces and evaluates my notable sociolinguistic encounters—or what Parks describes as “shipwreck-moments” (as cited in Molina, 2022)—that significantly influenced my identity as a student and speaker of the English language. In this regard, I argue that my relationship with English demonstrates my “situated agency” (Salonga, 2010)—a socioculturally mediated capacity to act informed by my own positionalities and the available resources in my milieu. To perform this study, I employ the “chronicling the past strategy” (Keles, 2020) and, in turn, select critical encounters that shed light on my relationship with the English language. For analytical purposes, I organize these critical encounters into three themes: (1) academic English, (2) gendered English, and (3) “Conyo English.” This autoethnographic account not only reveals how these English(es) are taught and reinforced to me by dominant social institutions and actors. Ultimately, it throws into sharp relief how I negotiated with the English language, thus signaling my “situated agency” to actively participate in and claim a space in the seemingly neutral but, in fact, ideology-laden communicative instances.

**Nelson Mangaldan Buso Jr.**

De La Salle University - Integrated School

Nelson Mangaldan Buso Jr. is a summa cum laude graduate with a Bachelor of Arts in English Studies (Language) from the University of the Philippines Diliman. He teaches Practical Research courses in Senior High School at De La Salle University (Manila). His research interests include linguistic/semiotic landscapes, multimodality/transmodality, and affect theory.



# paper 12

## Paper Presentations C

### *Caption Captives: A Critical Discourse Analysis of COVID-19 News Reports on Facebook*

**Matthew M. Nepomuceno**

Ideas and ideologies in the 21st century have evolved into a highly complicated, and at times disruptive state, both positively and negatively. This phenomenon is attributable to various factors such as geopolitics, technological advancements, and shifting “needs” and “standards”. At the very core of all these changes are Language—the medium in which all propaganda is conceived, constructed, and communicated—and the Internet, specifically Social Media, the tool by which ideas and ideologies are broadcasted. During public health crises such as the COVID-19 pandemic, social media discourse is crucial in the development and proliferation of ideologies that will shape the way societies act and react. Various empirical studies provide evidence on how public discourses on different social media platforms significantly impact individual and communal mental constructs as well as the framing of government policies and actions. However, despite the availability of studies that were conducted in connection to public health discourse on social media platforms, specific analysis of news captions about COVID-19 published on the official Facebook pages of reputable news agencies in the Philippines is scarce. Thus, using van Leeuwen’s (2008) Discursive Construction of Legitimation, this study explores COVID-19-related news captions that were specifically published during the early days of the COVID-19 scare in the Philippines, particularly from March 2020 to May 2020, on the official Facebook pages of selected news agencies operating in the Philippines. This study concludes that ideologies pertaining to the Philippine government’s action to wage war against COVID-19, which led to crucial decisions, including but not limited to declaring and extending lockdowns or community quarantines, were legitimized. Three discursive constructions of legitimation were observed in this study, namely: (1) authorization, (2) rationalization, and (3) mythopoesis.



# paper 13

## Paper Presentations C

### *A Tracer Study on Employment Outcomes of 2020 AB English Graduates*

**Jeremiah B. Galuso, Julla Alixes S. Galabin, & John Mark T. Carpio, & Dr. Claire A. Madrazo**

This study was undertaken to determine the employment outcomes of 2020 AB English graduates. The researchers utilized Descriptive-Quantitative Correlational Research Design, and total enumeration. Statistical tools used in this study were frequency count, percentage distribution, mean, Mann Whitney U test for Independent Sample, Kruskal-Wallis H test and Pearson chi-square. The results revealed that out of 36 graduates, there were 24 females and 12 males, wherein 26 of them were employed while 10 were unemployed. Most of them were permanent employees who found a job in 1 year to less than 2 years, earning between an income bracket of [11,000-15,999], and employed in service-related occupations. In addition, majority of the graduates were working in public organizations. The results also showed that most of the graduates who were unemployed have personal or family-related reasons for not seeking employment. This study further implied that the skills and work-related values learned by the graduates from their training program were very much relevant to their employment with a mean of (3.43) and (3.47) respectively. Moreover, there was a significant association between the respondents' employment outcomes and the following: monthly income and length of job search, except when the data were grouped according to gender. However, there was no significant difference in the learned skills and work-related values of the respondents when data were categorized according to gender, monthly income, length of job search, and employment outcomes. In conclusion, the study revealed that males and females shared similar perceptions of their learned skills and work-related values. The results suggested that the income levels and length of job search did not significantly affect the respondents' work related values and skills. Furthermore, graduates who found employment sooner tend to have better employment outcomes and higher monthly incomes compared to those who took longer to secure a job.

**Jeremiah B. Galuso, Julla Alixes S. Galabin, & John Mark T. Carpio**

Western Mindanao State University

Mr. Jeremiah B. Galuso, Ms. Julla Alixes S. Galabin, and Mr. John Mark T. Carpio are incoming fourth college students from Western Mindanao State University, who are currently taking up an undergraduate degree in English Language Studies.

**Dr. Claire A. Madrazo**

Western Mindanao State University

Dr. Claire A. Madrazo is an accredited Professor IV in the English Department of the College of Liberal Arts, Western Mindanao State University. She is the current Director of the Center for Continuing Education. Her research interests include second language writing, language teaching, sociolinguistics and language registers.





# paper 14

## Paper Presentations C

### *Exploring the Emerging Global Trends in Teaching Language Skills of the 21st Century Learners*

**Daisy O. Casipit**

The emphasis in language education in the twenty-first century is no longer on grammar, memorization, or learning by rote, but on using language and cultural knowledge as a way of communication and connection with people around the globe. In language classroom, the teaching of language skills is challenging because every student learns differently. However, language teacher can develop the skills necessary for teaching ESL learners by understanding first what a trend is. This study is descriptive-qualitative research aims to explore the emerging current global trends in teaching language skills. Findings revealed that communicative approach, task-based learning, technology integration, blended learning, multilingualism and multiculturalism, individualized and adaptive learning, content and language integrated learning, authentic materials and contexts, and focus on speaking and listening skills are the newer and/or updated practices and approaches in teaching language skills of the 21st century ESL learners. Results of the study implies that language teaching methodologies, approaches may have evolved or new trends may have emerged; hence, language teachers should consult the up-to-date sources and the most current information in language teaching. It is recommended to refer to recent academic research, professional journals, or consult language teaching experts.

**Daisy O. Casipit**

Central Luzon State University

Daisy O. Casipit is Assistant Professor at Department of English and Humanities, College of Arts and Social Sciences of Central Luzon State University. Her research interests include language and technology, language testing and assessment, language teaching and learning strategies, gender studies, pragmatics, stylistics and Philippine literature.



# paper 15

## Paper Presentations C

### *Curriculum Development Through Teacher-Driven Classroom Research*

**Josh Kidd, Rory Banwell, & Chieko Mimura**

Designing and implementing an effective English language program for university students requires ongoing planning, acting, observing, and reflecting. Inviting university teachers to engage in curriculum development through classroom based research is a valuable use of experience and knowledge. Teacher-driven research can increase staff motivation, promote professional development, heighten teacher investment, and create a learning community. Moreover, it sends a powerful message to teachers that their contributions to curriculum design are essential and valued. Additionally, teachers bring an awareness of the specific teaching and learning contexts, which can create a potent model for the development of pedagogy that attends to the diverse needs of learners. This presentation describes 15 teachers' engagement in an ongoing classroom based research project conducted over the course of an academic year at a Japanese national university. Teachers, both full-time and part-time, were placed in small research teams with the view of examining various components of an English for General Academic Purposes (EGAP) program and the real-world applications of brain-based principles associated with cognitive sciences. The presenters will detail how the teachers collaborated with colleagues to identify research questions, outline appropriate research methodologies, and conduct background research. In addition, the presenters will describe the steps that were taken to facilitate the teacher-researcher projects and detail the teachers' reflections on their participation. Finally, the presenters will make a number of suggestions for how universities can develop sustainable teacher research opportunities.

#### **Dr. Josh Kidd**

Utsunomiya University, Japan

Dr. Josh Kidd is an Associate Professor in the English Program of the Liberal and General Education Center at Utsunomiya University, Japan. His research interests include EGAP program development, teacher training, and cognitive sciences.

#### **Rory Banwell**

Utsunomiya University, Japan

Rory Banwell is an Associate Professor in the English Program of the Liberal and General Education Center at Utsunomiya University, Japan. His research interests include curriculum development, teacher development, and the implementation of EAP-focused courses in the Japanese context.

#### **Dr. Chieko Mimura**

Utsunomiya University, Japan

Dr. Chieko Mimura is a Professor and the Coordinator of the English Program of the Liberal and General Education Center at Utsunomiya University, Japan. Her research interests include language and identity, language policy, and education theory.



# paper 16

## Paper Presentations C

### ***“ISKOTUTORIAL:” Development of an Educational Website Using WordPress***

**Elirie A. Abalin, Michelle B. Apolinar, Russell Lawrence A. Aquillo, Danica P. Dela Cruz, John Renald T. Gonzales, Rojay G. Ignacio II & Kamille D. Legaspi-Torres**

Studies have shown that the quantity of time spent on various instructional methods correlates positively and significantly with students' grammatical performance; therefore, computer-based learning has become indispensable for improving grammar skills (Ahmad, 2018).

The researchers in this developmental study created an educational website using WordPress. The said website aims to assist the Grade 7 and 8 students in mastering their least learned grammar points- Tenses of the verbs, Subject and Verb agreement and Sentence Construction. The focused-group discussion conducted by the researchers with the Grade level teachers led to the formulation of the mentioned grammar points.

The evaluation of the 20 experts (10 language and technical experts) suggests that the website has the potential to achieve its goal. Using DepEd Assessment tool for Non-Print Materials with 37 items divided into 4 factors: Content, Instructional, Technical quality and other findings, the evaluators graded the developed tool an average score of 3.68 (with the ceiling of 4.00) which can be interpreted as Very Satisfactory. The researchers suggest the use of an experimental study to confirm the potential of the website which will eventually lead to its full implementation.

**Elirie A. Abalin, Michelle B. Apolinar, Russell Lawrence A. Aquillo, Danica P. Dela Cruz, John Renald T. Gonzales, Rojay G. Ignacio II**

**Polytechnic University of The Philippines, Santa Maria Bulacan Campus**

Elirie A. Abalin, Michelle B. Apolinar, Russell Lawrence A. Aquillo, Danica P. Dela Cruz, John Renald T. Gonzales, Rojay G. Ignacio II are third – year college students taking Bachelor of Secondary Education Major in English at the Polytechnic University of the Philippines, Santa Maria Bulacan Campus.

**Kamille D. Legaspi-Torres**

**Polytechnic University of The Philippines, Santa Maria Bulacan Campus**

Kamille D. Legaspi-Torres is an Assistant Professor at the Polytech University of the Philippines-Sta. Maria Bulacan Campus. Her research interest includes Language Education, Philippines English, Translanguaging and Gender and Development (GAD).



# paper 17

## Paper Presentations C

### *Improving English Vocabulary Skills of First – Year Education Students through Quizlet*

**Samantha Aubrey Bernabe, Jerlyn Bernardo, Maria Venuzel Bilan, Kenneth Del Rosario, and Jhanell Dyne Gunita; Ms. Kamille D. Legaspi-Torres,**

Filipinos are considered English as a Second Language (ESL) learners, but still, students even at the tertiary level have limited English vocabulary. This paper examines the use of Quizlet in improving the English vocabulary skills of first-year non-English major students at Polytechnic University of the Philippines – Santa Maria Bulacan Campus (PUP-SMB). Pre-test and post-test were conducted with 89 students of Bachelor of Secondary Education major in Mathematics (BSED MT), but only 40 students were the participants in the study who completed the eight online sessions of Quizlet. The experiment revealed that the level of the students' vocabulary improved from low level to an excellent level after using Quizlet. The researchers conclude that using Quizlet can improve the English vocabulary skills of college students because of its game like features that make learning engaging and fun.

**Samantha Aubrey Bernabe, Jerlyn Bernardo, Maria Venuzel Bilan, Kenneth Del Rosario, and Jhanell Dyne Gunita**

Polytechnic University of The Philippines, Santa Maria Bulacan Campus

Samantha Aubrey Bernabe, Jerlyn Bernardo, Maria Venuzel Bilan, Kenneth Del Rosario, and Jhanell Dyne Gunita are students taking Bachelor of Secondary Education Major in English at the Polytechnic University of the Philippines, Santa Maria Bulacan Campus.

**Kamille D. Legaspi-Torres**

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Kamille D. Legaspi-Torres is an Assistant Professor at the Polytech University of the Philippines-Sta. Maria Bulacan Campus. Her research interest includes Language Education, Philippines English, Translanguaging and Gender and Development (GAD).



# paper 18

## Paper Presentations C

### *Can Learning Be Fun? Integration of Gamified Learning in Grade 11 English Classes*

**Rollven Verdan, Katherine Bernarte, and Leeroi Christian Rubio**

The resurgence of technologies in education called for innovative pedagogical strategies. One trending integration was called gamification. It referred to the usage of game features in a non-game setting to enhance the learning experience of the students. In this study, the researchers concentrated on its efficacy when melded into a senior high school English class. This research made use of: a quasi-experimental research design with pre-test, post-test, and focus group discussion. A total of 60 Grade 11 students were selected and categorized into two groups: non-gamified (controlled) and gamified (experimental). T-test was utilized to scrutinize the numerical data while Thematic Content Analysis was adapted to analyze the verbal responses of the students. Results revealed that there was a very significant difference in the test scores when both groups are compared. Therefore, gamified learning was efficacious for students to elevate their cognitive skills and level. On the other hand, students exuded positive perceptions of its integration into their English classes. Henceforth, the study concluded that gamified learning was effective and enjoyable to learn English lessons in a Senior High School setting. Further implications were discovered and discussed.

#### **Rollven Verdan**

*National University-Manila*

Rollven Verdan is a graduate of Bachelor of Secondary Education Major in English at the National University, Manila. He presented his paper about Philippines Englishes last on ICALLE 2022 last October 2022 at Ho Chi Minh City, Vietnam.

#### **Katherine B. Bernarte**

*National University-Manila*

Katherine B. Bernarte completed her degree as a Bachelor of Secondary Education major in English diploma from National University – Manila. She was also awarded as Best in Teaching Demonstration.

#### **Leeroi Christian Q. Rubio**

*National University-Manila*

Leeroi Christian Q. Rubio is an Assistant Professor and Language Learning Center Coordinator from National University-Manila. He holds the degree Master of Arts in Education major in English (w (Best in Student Research & Best in Practice Teaching) from Sacred Heart College of Lucena City Inc.





# ICALLE 2023

4th International Conference on  
Applied Linguistics and Language Education

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## Paper Presentations D

# D Paper Presentations

<p><b><u>Room Y404</u></b></p> <p><b>Stylistics/ Discourse Analysis</b></p> <p>Session Chairs: <b>Gina Ugalingan Ariel Robert Ponce</b></p>	<p><i>Exploring Wordplay in Entertainment News: A Study of Affix Use in Headlines</i> Jamiza Mae M. Abdullah, Mikylla B. Escultura, Cristine Y. Juanitez, and Pablo Flamiano</p> <p><i>'What Are You Willing To Sacrifice For The Truth?' Maria Ressa's 2021 Nobel Peace Acceptance Speech: A Discourse Stylistics Case Study</i> Kevin Lester V. Macasa</p> <p><i>Analyzing the Role of Lexical Choices in Campus Journalism: A Stylistic Analysis of a News Article</i> Joram Kim B. Corcuera &amp; Kreisler I. Fontamillas</p> <p><i>Theme-Rheme Analysis of How Far I'll Go by Aulii Cravalho Based on Its Sentence Pattern</i> Nor Waffah S. Casan</p>
<p><b><u>Room Y405</u></b></p> <p><b>Language Education Teacher Cognition</b></p> <p>Session Chairs: <b>Janeson Miranda Angelica Gumangan</b></p>	<p><i>Teaching Beliefs and Efficacy of Preservice English Teachers on Differentiated Instruction Practice in Multilingual Classrooms</i> Andrea P. Crisologo, Chloe June L. Borines, Maria Angelika Castañeda, Tricia Pat P. Clemor, Krizzia Lei J. Dela Cruz, Vnette Shania T. Bagunas, and Henelsie B. Mendoza</p> <p><i>Lived Experiences of Filipino English teachers in Japan: Input to University Students' Career Mapping</i> Cherry Anne G. Cariño, Cheszali DC Erestain, Beatriz Joy A. Jimenez, Teven T. Jumbas, Kamille D. Legaspi-Torres, Kim A. Montes, Niella Marie P. Orpano, Princess E. Salangad, and Cariza Jane M. Santos</p> <p><i>Edulinguistics: The Language of (in) Education and the Importance of Theory Creation in Classroom Contexts</i> Janeson M. Miranda</p> <p><i>Translation Strategies Used by Education Students Major in Filipino on Translating Related Literature in Filipino Research</i> Josephine S. Palmero</p>
<p><b><u>Room Y407</u></b></p> <p><b>Language Education Online Learning</b></p> <p>Session Chairs: <b>Claire Cruz Jonna Marie Lim</b></p>	<p><i>Perceptions, Struggles, and Coping Mechanisms on the Use of the English Language in Online Education</i> Sittie Faiza Y. Alonto</p> <p><i>Education Students' Perception towards Distance Learning and Face-to-Face Classes in Language Learning</i> Darlene Ann L. Catli</p> <p><i>Lived Experiences of Students in Modular Distance Learning: A Phenomenological Investigation (online presentation)</i> Maricor A. Marquez</p>





# D Paper Presentations

<p><b><u>Room Y408</u></b></p> <p><b>Sociolinguistics/ Linguistic Landscape</b></p> <p>Session Chairs:</p> <p><b>Sharon Bulalang Jonathan Garcia</b></p>	<p><i>The Power of Morphemes in Advertising: A Study of Prefix and Suffix Use on Advertisement Slogans</i> Robert Dinero, Daniel Regua, Princess Mae T. Elga, and Rossel M. Audencial</p> <p><i>The Linguistic Landscape of the Religious Heritage Icon of Bulakan, Bulacan: Exploring Multilingualism in the Churchscape</i> Mark Paulo Y. Tanjente</p> <p><i>Point of View of Student Narratives on the Filipino Rescue Mission to the Jews During the Nazi Holocaust</i> Rey Marco Z. Casiño</p> <p><i>Examining the Linguistic Landscape of Divisoria</i> Christchelle G. Mondano</p>
<p><b><u>Room Y409</u></b></p> <p><b>Language Description Philippine Languages</b></p> <p>Session Chairs:</p> <p><b>Grace Cortez Ivory Sioson</b></p>	<p><i>Morphological Analysis of Adjectives in Meranaw and Iranon</i> Zinab B. Barataman and Samia M. Mustapha</p> <p><i>Phonological Features of Tboli Language: Speakers from the Municipality of Tboli and Municipality of Lake Sebu</i> Frances Dana T. Llamera, Shiela Mae N. Zonio, Shiela Mae K. Handato, &amp; Joveth Jay D. Montaña</p> <p><i>Lexical and Grammatical Features of Regulatory City Ordinances</i> Luis Roberto P. Soliman, Armand H. Lee, &amp; Gefilloyd Lim De Castro</p> <p><i>Maranao and Maguindanao Language: A Comparative Analysis of Phonological and Lexical Features</i> Lizziewin R. Otero, Junzo Vito V. Hiratsuka, Nemrose A. Andil, &amp; Norman Ralph Isla</p>



# D Paper Presentations

<p><b><u>Room Y505</u></b></p> <p><b>Language Education/Ed Tech</b></p> <p>Session Chairs:</p> <p><b>Nora Cruz Melba Dizon</b></p>	<p><i>English Language as Smart-Shaming in the Classrooms</i> Alexsandra L. Villegas, Leona Christine S. De Mata, Rochelle G. Menente, Angelyn A. Pastoral, and Eden G. Bucalon</p> <p><i>Improving the Oral Communication Skills of Senior High School Students Through the Use of Task-Based Strategy</i> Nora T. Cruz</p> <p><i>Exploring Teacher Initiation Moves and Communication Attributes in a Homeschool Classroom</i> Melba O. Dizon</p> <p><i>Communication Style Preferences of Doctors and Patients: Bases for Communication Training Design in Clinical Diagnosis</i> Marianne Mae I. Jalgalado &amp; Virna S. Villanueva</p>
<p><b><u>Room Y506</u></b></p> <p><b>Philippine English</b></p> <p>Session Chairs:</p> <p><b>Audrey Morallo John Paulo Herrera</b></p>	<p><i>Examining Philippine English (PhE) in Mainstream Newspaper Editorial Articles: A Corpus Linguistic Analysis</i> Cielo Rose S. Amparo, UV Shayne P. Misare, Donnel Pierce G. Deparine, &amp; Pablo Flamiano</p> <p><i>Philippine English Lexical and Grammatical Items: Level of Acceptability Among Young Adolescents</i> Drex Allen B. Santos &amp; Norman B. Tabios</p> <p><i>Philippine English in Social Media: The Emergence and Evolution of Neologisms in TikTok</i> Kenneth Joseph C. Monroid, Elaijah D. Oduhan, Mark Michael Jun G. Origenes &amp; Ireneo S. Pelayo</p> <p><i>Acceptability of Philippine English (PhE) Grammatical and Lexical Items among General Santos Speakers Classified within Martin's Three Circles</i> Joshua Tenebro-Roto, Maybelle A. Ramos, Maria Nicole P. Silva &amp; Fernan B. Leahao</p>
<p><b><u>Room Y507</u></b></p> <p><b>Language Education/Ed Tech</b></p> <p>Session Chairs:</p> <p><b>Bernard Feranil Rachel Dela Pena</b></p>	<p><i>Academics Intensified (A.I.): Safeguarding the Authenticity of Student Outputs through Streamlined Pedagogical Modifications</i> Shelica Lalucha T. Iniwan</p> <p><i>Attaining Learners' Academic Excellence Through Revisiting Supplementary Enrichment Tasks (RESET) Approach</i> Jemica M. Colasito</p> <p><i>Perception in Implementing English as a Medium of Instruction: A Phenomenological Study in Upper Secondary Levels S.Y. 2022-2023</i> Jezelle Aron-Salvacion</p>



# D Paper Presentations

<p><b><u>Room Y508</u></b></p> <p><b>Discourse Analysis</b></p> <p>Session Chairs: <b>Maico Demi Apercho Ramsey Ferrer</b></p>	<p><i>The Language of Media Relations: Discourse Analysis and Proxemics in Media Events</i> <b>Nathaniel Niño Magpantay</b></p>
	<p><i>The Role of Language and Communication in Fighting Mental Health Stigma and Discrimination: Asian Communities in Focus*</i> <b>Maico Demi B. Apercho</b></p>
	<p><i>KakamPINKS' placard: Multimodality of Political Expressions</i> <b>Daniel Cabarle Salcedo</b></p>
	<p><i>Changes in Pandemic: Emotion and Online Discourse</i> <b>Pei Ruzheng</b></p>
<p><b><u>Room Y509</u></b></p> <p><b>World Englishes/ Language &amp; Culture</b></p> <p>Session Chairs: <b>April Gonzales Luvee Aquino</b></p>	<p><i>A Comparative Study: Attitudes of Filipino College and Senior High School Students Towards Philippine English as Part of World Englishes</i> Biance Isabel A. Pablo, Bianca Crystal B. Borromeo, Eliza Karel C. Gruta, Janine Clair O. Mandac, Jaycee Myles G. Quigao, and Norman B. Tabios</p>
	<p><i>Lexico-Syntactic Features of Hygiene-product Warnings in the Philippines</i> Chedicka Yvonne T. Europa, Angelie Franz A. Firmeza, Gil D. Buglosa, and Joveth Jay D. Montaña</p>
	<p><i>Exploring the Word Formation Process of Gayspeak Words in Vice Ganda Movies</i> Donnel Pierce G. Deparine, Erica Faye Dueñas, Lyka Mateo, &amp; Jeffrey E. Floriza</p>
	<p><i>A Syntactic Analysis of a Meranao Poem: Makampet a Oras</i> <b>Aminairah M. Omar</b></p>



# paper 1

## Paper Presentations D

### *Exploring Wordplay in Entertainment News: A Study of Affix Use in Headlines*

**Jamiza Mae M. Abdullah, Mikylla B. Escultura, Cristine Y. Juanitez, & Pablo Flamiano**

Within the domain of entertainment news headlines, the strategic utilization of wordplay through affixation, such as the addition or modification of prefixes or suffixes to words, emerges as a prominent and effective linguistic device, allowing for the infusion of creativity, humor, and intrigue, thereby capturing readers' attention and exemplifying the ingenuity. The present study aimed to determine the occurrence of wordplays by analyzing the derivational and inflectional affixation processes in the selected news. The study is descriptive qualitative in nature, utilizing separate theoretical frameworks proposed by Hutaminigrum (2020) and Shofa et al. (2022). The corpus consisted of 25 entertainment news headlines from popular news outlets in the Philippines, published between 2022 and 2023. The findings revealed twenty eight (28) wordplays, comprising both derivational and inflectional affixes, with a greater frequency of inflectional morpheme affixed words than derivational morpheme affixed words. The study found that entertainment news headlines in the Philippines heavily relied on inflectional affixation to make them more catchy and appealing. These findings contribute to our understanding of how affixes are employed to create wordplays and enrich the impact of entertainment news headlines in the Philippines.

**Jamiza Mae M. Abdullah, Mikylla B. Escultura, & Cristine Y. Juanitez**

Mindanao State University - General Santos

Jamiza Mae M. Abdullah, Mikylla B. Escultura, & Cristine Y. Juanitez are first-year undergraduate students, pursuing a Bachelor of Arts degree with a major in English language Studies at Mindanao State University-General Santos

**Pablo Flamiano**

Mindanao State University - General Santos

Pablo Flamiano is an Instructor III, teaching English Language at MSU-Gensan.



# paper 2

## Paper Presentations D

### *‘What Are You Willing To Sacrifice For The Truth?’ Maria Ressa’s 2021 Nobel Peace Acceptance Speech: A Discourse Stylistics Case Study*

**Kevin Lester V. Macasa**

Discourse stylistics examines the language that is naturally occurring in social contexts and is done to investigate the language and the structure present not only in literary texts but also in non-literary texts. Speeches as a literary form, on the other hand, are made to achieve a certain purpose or reason either to inform, persuade, accept and resign, or entertain while also aiming to represent the speaker himself/herself in the best possible stance. Moreover, they are made to capture the audience's interest and win their approval and support (Maybin & Mercer 1996; Lambrou 2016). Although considerable research has been devoted to the discourse stylistics analysis in political speeches (Amoussou & Imourou, 2021; Feng & Liu, 2010; Lambrou, 2016), less attention has been paid to the analysis of local speeches with political agenda. This paper uses the acceptance speech of Maria Ressa, the first-ever Filipino Nobel Peace laureate, as the sample and examines how discourse stylistics through rhetorical devices is used in terms of form and function in specific discourse contexts. Drawing on this, this paper examined lexical choice, sound patterning, figurative language, schematic language, and Aristotle's modes of persuasion employed in Ressa's speech. The findings revealed that Ressa used a great number of rhetorical devices and employed persuasion techniques as she debunked press-related injustices and articulated every journalist's commitment to the freedom of expression across nations. Thus, this invites insights and interpretation from scholars with practical interests in political speeches which are now commonly rife with rhetorical devices to arrive at specific effects.



# paper 3

## Paper Presentations D

### *Analyzing the Role of Lexical Choices in Campus Journalism: A Stylistic Analysis of a News Article*

**Joram Kim B. Corcuera & Kreisler I. Fontamillas**

The accessibility and influence of media on language use and attitudes within speech communities fascinate and captivate linguists. Media, particularly news reporters, play a crucial role in interpreting and shaping social reality, contributing to culture, politics, and society as a whole. To identify the role of lexical choices in campus journalism, this study presents a stylistic analysis of a news report which was awarded as the Best News Article in the Philippines in the 2019 Campus Press Awards spearheaded by The Manila Times, the oldest English newspaper in the Philippines. Using Halliday's (1985) Systemic Functional Linguistics as an analytical lens, the researchers examined the relationship between language and its functions in social settings. In addition, this study employed a qualitative-descriptive design to describe the data. Coding was then performed to identify the three metafunctions present in the text, namely: interpersonal, ideational, and textual. To further validate the study's findings, the researchers also presented the result to the author of the news article. Findings of the study showed that the ideational metafunction was more dominant than interpersonal and textual metafunctions, proving that the author focused on depicting a reality by raising an awareness and providing details of the news story. This form of textual meaning was accomplished through the use of the lexico-grammatical choices. Hence, this paper underscores the intricacy and complexity of news writing, aligning knowledge, beliefs, and perspectives with new information, taking social context and reader perceptions into account, and recognizing the role of style in discourse processing. Findings of the study can be used to understand the importance of style in campus journalism and enhance students' knowledge concerning the role of language in media contexts.

#### **Mr. Joram Kim Corcuera**

University of Santo Tomas, Manila

Mr. Joram Kim Corcuera is a college instructor at the Department of English of the University of Santo Tomas. His research interests include Sports Linguistics, Sports Communication, Stylistics and Discourse Analysis.

#### **Mr. Kreisler Fontamillas**

University of Santo Tomas, Manila

Mr. Kreisler Fontamillas is Assistant Professor and Chairperson at the Department of English Language under the College of Arts and Sciences, Romblon State University. His research interests include Forensic Linguistics, Sociolinguistics, Stylistics, Discourse Analysis, and Gender Studies.



# paper 4

## Paper Presentations D

### *Theme Rheme Analysis of How Far I'll Go by Aulii Cravalho Based on Its Sentence Pattern*

**Nor Waffah S. Casan**

Theme-Rheme Analysis is an essential mechanic to organize the meaning of the message. This analysis is beneficial to students, teachers, writers, and researchers to write coherent and well-ordered sentences. This paper elucidates both the theme-rheme and sentence pattern of the song How Far I'll Go by Aulii Cravalho. This study assumes that the 10 sentences excerpted from the song How Far I'll Go by Aulii Cravalho reveal the sentence patterns and the theme-rheme in linearity. This study aims to meet the following objectives to analyze the sentence pattern of the idealized sentences from the song How Far I'll Go by Aulii Cravalho, to elucidate the Theme and Rheme of the idealized sentences from the song How Far I'll Go by Aulii Cravalho, and to identify the most frequent type of theme used in the idealized sentences from the song. This study utilizes qualitative descriptive methods to describe the data and specifically sentence pattern and textual metafunction analysis are the linguistic research methods used in this study. Based on the findings, the sentence patterns utilized in the idealized sentences of the song How Far I'll Go are S-V, S-V-DO, and S-LV-SC. The finding reveals that the theme of the idealized sentences is made up of 7 pronoun subjects. As for the theme, the finding reveals that the theme of idealized sentences is made up of 7 verb predicates and 3 independent clauses. Based on the findings, the prominent type of theme used in the 10 idealized sentences is the unmarked theme.





# paper 5

## Paper Presentations D

### *Teaching Beliefs and Efficacy of Preservice English Teachers on Differentiated Instruction Practice in Multilingual Classrooms*

**Andrea P. Crisologo, Chloe June L. Borines, Maria Angelika Castañeda, Tricia Pat P. Clemor, Krizzia Lei J. Dela Cruz, Vnette Shania T. Bagunas, Henelsie B. Mendoza**

Assessing teachers' beliefs and efficacy in adopting pedagogical strategies supporting multilingual learners is imperative as linguistic diversity continues to grow in the twenty-first-century classroom. Teachers differentiating their instruction can address the needs of multilingual learners and produce better learner motivation and outcomes. However, local and international studies investigating teachers' beliefs and efficacy in practicing differentiated instruction (DI) in a multilingual setting are scarce. Thus, this study intends to determine preservice English teachers' teaching beliefs and efficacy when differentiating instruction for multilingual students. Findings from a survey questionnaire adapted from previous related studies and administered to 164 preservice English teachers of a Teacher Education Institution (TEI) enrolled as respondents/participants in the present study revealed their positive beliefs and high self-efficacy toward practicing DI in order to support linguistically diverse students. Furthermore, the findings from study's attempt to determine whether a significant relationship existed between teaching beliefs and efficacy showed a significant correlation between them. Although findings showed respondents' good disposition toward DI practices in general, there is still scope for improving TEI curriculum through corpus-based studies to determine and work on areas needing development and impart continuous training in order for teaching professionals to enhance their skills in DI practice in multilingual classrooms.



# paper 6

## Paper Presentations D

### *Lived Experiences of Filipino English Teachers in Japan: Input to University Students' Career Mapping*

**Cherry Anne G. Cariño, Cheszali DC Erestain, Beatriz Joy A. Jimenez, Teven T. Jumbas, Kamille D. Legaspi-Torres, Kim A. Montes, Niella Marie P. Orpano, Princess E. Salangad, & Cariza Jane M. Santos**

This qualitative study explored the benefits and drawbacks of being Filipino English teachers in Japan to provide additional input to future educators' career mapping.

The data from 10 English teachers teaching in Japan were analyzed using Colaizzi's Method. A semi-structured interview checked and validated by experts was used to draw the data from the informants. Using google meet during the interviews, the researchers found out the financial (ability to provide for oneself and for their family in the Philippines as breadwinners), personal (access to health insurance and opportunities to travel) and professional (ability to learn a new language, access to trainings for continuing professional development and job satisfaction) benefits the informants enjoy as English teachers. However, findings also suggest that they experienced emotional (homesickness), social (discrimination) and cultural (language and cultural differences) drawbacks.

Consequently, university students who aim to work as language teachers in Japan or in other parts of the world must be prepared by the educational system through proper career mapping.

**Cherry Anne G Cariño, Cheszali DC Erestain, Beatriz Joy A. Jimenez, Teven T. Jumbas, Kim A. Montes, Niella Marie P. Orpano, Princess E. Salangad, & Cariza Jane M Santos**

**Polytechnic University of The Philippines, Santa Maria Bulacan Campus**

Cherry Anne G Cariño, Cheszali DC Erestain, Beatriz Joy A. Jimenez, Teven T. Jumbas, Kim A. Montes, Niella Marie P. Orpano, Princess E. Salangad, & Cariza Jane M Santos are alumni of the Polytechnic University of the Philippines, Santa Maria Bulacan Campus who took BSED major in English.

**Kamille D. Legaspi-Torres**

**Polytechnic University of The Philippines, Santa Maria Bulacan Campus**

Kamille D. Legaspi-Torres is an Assistant Professor at the Polytech University of the Philippines-Sta. Maria Bulacan Campus. Her research interest includes Language Education, Philippines English, Translanguaging and Gender and Development (GAD).



# paper 7

## Paper Presentations D

### *Edulinguistics: The Language of (in) Education and the Importance of Theory Creation in Classroom Contexts*

**Janeson M. Miranda**

In this article, I propose using the term edulinguistics to emphasize the necessity to regard the realm of education as a distinct, unique, and crucial site of linguistic studies. Informed by the emerging area called educational linguistics, edulinguistics should ultimately underscore the importance of theory creation in classroom contexts. I argue that since the current grand linguistic theories applied in investigating classroom discourse were not generated in the actual educational set-up itself, it is unsurprising that they do not capture the entirety or fullness of the complex dynamics of classroom communication. Hence, I contend that it is crucial to generate theories that are crystallized within the actual educational settings to successfully theorize and inquire about key questions such as “What is the language of effective teaching? How about the language of unsuccessful classrooms? Can we see some linguistic patterns in these two types of educational set-ups?” As a point of departure, I propose that teaching and learning must be operationalized as a form of meaning-making to have a better linguistic perspective of investigating classroom interaction. I argue that there are three types of meanings that the classroom interlocutors— teachers and learners— negotiate and make during their interaction: (1) conceptual, (2) procedural, and (3) affective meanings. If these meanings will be put under scrutiny as an operationalized definition of what learning is, employing a linguistic perspective in analyzing classroom interaction, particularly to study accurately the language in (of) effective classroom instruction, will be more angled and precise. Finally, I assert that there must be new ways of theorizing to be done for us to create more contextualized theories that wholly capture classroom communicative realities, theories that are formulated and forged within actual educational contexts.



# paper 8

## Paper Presentations D

### *Translation Strategies Used by Education Students Major in Filipino on Translating Related Literature in Filipino Research*

**Josephine S. Palmero**

Translation in writing Filipino research always plays an important role in producing accurate and reliable research as it helps the researchers to collect more data that can support ideas and statements in their research. Translation of some data which are written in English is one of the difficulties encountered by the researchers. This study aims to find out the translation strategies that have been used by education students major in Filipino in College of Sciences, Technology and Communications Inc. in translating related Literature in writing Filipino research. The translation strategies used by the students are categorized based on the Baker's taxonomy. . For that reason, the researcher gathered data from 20 education students majoring in Filipino enrolled in College of Sciences, Technologies and Communications Inc. through interview which consisted of structured questions. According to the finding, almost all of the translation strategies proposed by Baker have been used the students. But among the translation strategies in Baker's taxonomy there are three most used by the students. There are Translation by Paraphrase using a related word, which had been used by 95% of the students, Translation by More General Word 90% and Translation by Omission 85%. These strategies that are mostly used by the students are also strategies that which are suggested by the other researchers who conducted studies about translation strategies. Though translation by omission is one of the most used translation strategies, some expert such as Baker states that this strategy is not advisable to use as it can cause a mislead of the concept in translation.

**Josephine S. Palmero**

Southern Luzon State University, Quezon Province

Josephine Palmero is Senior High School teacher and currently enrolled in MA in Applied Linguistics Program at southern Luzon state University. Her research interest includes Sociolinguistics and Translanguaging.



# paper 9

## Paper Presentations D

### *Perceptions, Struggles, and Coping Mechanisms on the Use of the English Language in Online Education*

**Sittie Faiza Y. Alonto**

English is now widely used as a medium of instruction in various educational institutions, language centers, and universities. It is also a gateway to all fields of knowledge and academic research sources and the best tool for teaching and learning foreign languages. However, recently, the education system has faced an unprecedented health crisis that has shaken up its foundation. Given today's uncertainties, it is vital to gain a nuanced understanding of students' online learning experience in times of the COVID-19 pandemic. This new encounter sparked our desire to understand more about students' online learning experiences. This study aims to discover how MSU - ISED students perceive using the English language for online learning, as well as their challenges and coping mechanisms. This study employed the Community of Inquiry (COI) theory framework developed by Garrison, Anderson, and Archer in 2000 and the Online Collaboration Theory (OCL) developed by Linda Harasim in 2012. This is descriptive-quantitative research that mainly utilized survey questionnaires to collect data. According to the findings of this study, the students still perceive the use of the English language in online learning despite facing difficulties. In fact, students employ various coping mechanisms to keep up with their online learning. Thus, it is concluded that students' positive views of the usage of the English language in online learning were only one aspect of their learning. They still had challenges to face, which had a significant impact on their academic performance and achievement. Thus, it is important to recognize and consider the students' situations to be able to decrease, if not completely erase, the difficulties that emerged throughout the students' online learning experiences



# paper 10

## Paper Presentations D

### *Education Students' Perception towards Distance Learning and Face-to-Face Classes in Language Learning*

**Darlene Ann L. Catli**

In the past two years, education in the Philippines has changed due to the COVID 19 pandemic. Education has been adjusted to the pandemic to keep education running while protecting students from the dangers of COVID-19. This research study investigates the perceptions of education students regarding distance learning and face-to-face classes in the context of language learning. Using descriptive research and a simple random sampling technique, 195 education students served as the respondents of the study. Findings showed that students "agree" that they would like to learn English as much as possible. However, students also "agree" that they always pay attention when the teacher/lecturer provides learning explanations during online learning. Additionally, findings revealed that students "strongly agree" that they prefer face-to-face classes in language learning. In addition, regarding the advantages and disadvantages of distance learning, findings showed that students "agree" that they can save time and money because of online classes, and students "agree" that they experienced technical problems while the discussion was ongoing in online classes. On the other hand, for face-to-face classes, students "agree" that face-to-face classes promote collaborative learning and improve social skills. However, students also "agree" that face-to-face classes are typically more expensive. Meanwhile, using Pearson Correlation Coefficients ( $r$ ), findings revealed that the demographic profile of the respondents does not significantly influence language learning. Moreover, findings showed that there is a highly significant relationship between distance learning and language learning. Also, face-to-face classes significantly influence language learning. The analysis indicated that education students preferred face-to-face classes to distance learning. However, students may pay attention to their learning styles and behaviors regardless of the learning modality they are in.

**Darlene Ann L. Catli**

Bulacan Agricultural State College

Ms. Darlene Ann L. Catli is a passionate and driven individual currently pursuing a Bachelor of Secondary Education majoring in English at Bulacan Agricultural State College. Her commitment to excellence, leadership qualities, and love for research are integral parts of her identity.



# paper 11

## Paper Presentations D

### *Lived Experiences of Students in Modular Distance Learning: A Phenomenological Investigation*

**Maricor A. Marquez**

In the Local City College, the Modular Distance Learning (MDL) was implemented from school year 2020-2021 based on the feasibility study that resulted in many of its students having low or poor internet connectivity, and belonging to a family with minimum wage income which will hinder others in learning through online classes. The study aimed to investigate the lived experiences of students in modular distance learning during school year 2021-2022. This study used the phenomenological approach as it focuses on human experiences in the modular distance learning (MDL) modality of the local city college students. It is based on unstructured interviews in the aim to explore and describe the learning strategies and experiences of local city college students during the MDL implementation. The thematic analysis revealed common themes on the lived experiences and learning strategies of students. On their lived experiences in modular distance learning, the common themes were difficulty in self-learning or understanding the module content alone, a good experience when reading a complete and well written self-learning module, learning time management in doing other works and completing the self-learning modules, a boring, tiring and stressful experiences. On their learning strategies, the common themes were to read and understand the modules, to utilize Internet (Google), to ask help or consult from others (classmates, friends and relatives) other than the teacher, to raise questions or consult the teachers through created group chat and have self-discipline and be responsible in accomplishing the module. Modular distance learning has been instrumental in the transformation from being a dependent learner to an independent learner when they narrated a good experience in reading a complete and well-prepared self-learning module with lessons interrelated with the subject matter and with lesson outlines, learning activities, and clear instructions.

**Maricor A. Marquez**

Colegio de la Ciudad de Zamboanga

Maricor A. Marquez is an Instructor-I, Designated as Associate Dean, College of Education and Liberal Arts, Colegio de la Ciudad de Zamboanga. Her research interest includes Educational Technology and Language Learning.





# paper 12

## Paper Presentations D

### *The Power of Morphemes in Advertising: A Study of Prefix and Suffix Use on Advertisement Slogans*

**Robert Dinero, Daniel Regua, Princess Mae T. Elga, & Rossel M. Audencial**

Slogans hold importance as they encapsulate a brand or product's essence, leaving an impact on consumers and shaping their perceptions and purchasing choices. This study aims to investigate the influence and significance of prefixes and suffixes in advertising, focusing on their contribution to branding and messaging in product advertisements. The research combines quantitative and qualitative methods to analyze a corpus of 15 online advertisement slogans from various social media platforms, categorized into Personal Care, Beverages and Foods, and Cleaning Products. The study utilizes the corpus linguistic approach, employing the AntConc software to identify and analyze the frequency of prefixes and suffixes. The results highlight the patterns and frequencies of affix usage across different advertisement categories. The findings reveal that suffixes are more prevalent than prefixes in the analyzed slogans, with specific suffixes such as "-er" in Personal Care, "-ing" in Beverages and Foods, and "-s" in Cleaning Products occurring more frequently. The study discusses the implications of these findings in terms of their impact on advertising effectiveness and consumer perceptions, determining suffixes in conveying meanings, creating emotional connections, and enhancing the persuasive power of slogans. The study offers guidance for advertisers to create effective advertisements that connect with their target audience and convey their brand message successfully.

**Robert Dinero, Daniel Regua, & Princess Mae T. Elga**

Mindanao State University - General Santos

Mr. Robert Dinero, Mr. Daniel Regua, & Ms. Princess Mae T. Elga are undergraduate students from Mindanao State University-General Santos. They are currently in their second year, pursuing a Bachelor of Arts major in English Language Studies at MSU-General Santos.

**Rossel M. Audencial**

Mindanao State University - General Santos

Rossel M. Audencial is an Assistant Professor IV, teaching English Language at MSU-Gensan.



# paper 13

## Paper Presentations D

### *The Linguistic Landscape of the Religious Heritage Icon of Bulakan, Bulacan: Exploring Multilingualism in the Churchscape*

**Mark Paulo Y. Tanjente**

The Linguistic Landscape is still an area that needs to be explored and discovered in many other disciplines due to its contribution to an entire speech community. Linguistic Landscape focuses on analyzing and investigating existing languages in a particular place, explicitly concentrating on signs and advertisements in public places. Notably, a churchscape, as a public domain, is focused on the languages utilized in religious and non-religious functions leading toward understanding the multilingualism of a specific religious community. Therefore, there is a need to analyze its linguistic features to formulate an excellent language policy. Thus, this paper aims to contribute to the growing knowledge of the linguistic landscape in the Philippines by examining the religious linguistic landscape of the Diocesan Shrine and Parish of Nuestra Señora de la Asuncion in Bulakan, Bulacan. This study utilizes mixed methods research approach as it will identify the frequency of the presence of each existing language and explain its relevance to the multidimensional aspect of the life of people living in the area. Furthermore, an investigation of signs posted in the catholic church in terms of language use, top-down and bottom-up categorization, and type of signs are also evaluated. Findings show that Monolingual English has an advantage over other languages regarding spoken language and signs since Tagalog-speaking residents value it highly, apparently dominating other languages. On the other hand, since most people are unfamiliar with speaking Latin, there are possible difficulties for devotees and tourists to understand the context of some of the existing Latin signs in the area. Moreover, the fact that the Spanish remnants still exists shows how influential their faith has been for centuries through the continuous use of its language in the area. Indeed, even if English and Spanish are utilized alongside the Filipino language in Bulakan's Churchscape, there is a call to ensure that Filipino language speakers can understand its meaning and context. Nevertheless, as was already indicated, English predominated the linguistic landscape of the Diocesan Shrine and Parish of Nuestra Señora de la Asuncion alongside these other languages.



# paper 14

## Paper Presentations D

### *Point of View of Student Narratives on the Filipino Rescue Mission to the Jews During the Nazi Holocaust*

**Rey Marco Z. Casiño**

This research aims to explore students' written narratives on the Filipino rescue mission to the Jews during the Nazi Holocaust. The study examines the point of view (POV) and perspectives that are utilized by students in shaping their narratives about the rescue mission. Drawing on the concept of POV and perspective-taking, the research seeks to understand how the participants position themselves to draw their personal interpretation on this historical event. More than organizing their thoughts, this also investigates how the participants connect with the given situation, and how they attach [personal] meanings to the story—as part of their sense-making capacity.

Beyond examining their point of views (POV) in their written narratives, it is also interesting to understand their perspective-taking processes; that in order to write an effective narrative, the writer must infer emotionality, imagination and empathy to relate to the characters of the story. Also, literature tells that this mental process can activate empathy-associated brain areas when the writer/observer relates to the storyline and identifies themselves with it. The study, with 37 participants, applied the frequency counting, percentage calculation, and thematic analysis for the data analysis. The findings revealed that participants primarily used the first-person POV as a point of angle to express their thoughts about the rescue mission. On the other hand, their narratives revealed different themes which emphasizes how Filipinos accepted the Jews, the endearing Filipino trait which surpasses hospitality, the humanitarian legacy etched in history by President Manuel Quezon, and their personal reflections on the event which most of the participants has no knowledge about.

The study also highlights the importance of incorporating emotional cues to effectively shape the writer's perspective in a narrative to vivify not only the understanding of historical events, but also the personal meanings the writer attaches to it.

**Rey Marco Z. Casiño**

Southern Luzon State University, Lucban Quezon

Rey Marco Z. Casiño is a student of Master of Arts in Applied Linguistics in Southern Luzon State University in Lucban Quezon. He works as a mental health counselor in Manuel S. Enverga University Foundation, Lucena City; and is a part-time lecturer in the College of Arts and Sciences, teaching Psychology and other related social sciences subjects.



# paper 15

## Paper Presentations D

### *Examining the Linguistic Landscape of Divisoria*

**Christchelle G. Mondano**

Jazul and Bernardo (2017) argue that public signs not only convey messages relevant to the public's concerns and interests, but they also serve as visual representations that reflect the linguistic dynamics present in a specific area. These signs, referred to as linguistic landscapes, are shaped by the language utilized in various elements such as public road signs, billboards, street and place names, commercial shop signs, and public signs on government properties. (Landry and Bourhis, 1997) Divisoria, renowned as an affordable marketplace in the Philippines' capital city, Manila offers a wide range of products and attracts diverse customers. Numerous signs are strategically placed throughout the streets. The abundance of signs in Divisoria's streets creates a visually vibrant and dynamic linguistic landscape, reflecting the vibrant and diverse nature of the marketplace.

This paper will examine the linguistic landscape of one of its busiest streets— Ylaya. The investigation will seek to identify the languages used in the signs and explore the communicative functions associated with them. In this research, signs present in Ylaya Street will be photographed and categorized using Ben-Rafael et al.'s (2006) Notion of Top-Down and Bottom-Up Signs. Furthermore, these signs will undergo a comprehensive analysis using Scollon & Scollon's (2003) Concept of Place Semiotics, which will provide valuable insights into their meaning and significance. The communicative function of these signs will be analyzed using Finocchiaro, M., & Brumfit's (1983) Notional-Function Approach, offering a deeper understanding of their intended purposes.

**Christchelle G. Mondano**

Nazareth School of National University

Ms. Christchelle G. Mondano is a licensed professional teacher who has been handling language and literature subjects for more than seven years. She works as the Head of the Language Department at the Nazareth School of National University. At present, she is pursuing a doctorate in philosophy with a focus on English language studies at PUP.



# paper 16

## Paper Presentations D

### *Morphological Analysis of Adjectives in Meranaw and Iranon*

**Zinab B. Barataman and Samia M. Mustapha**

Meranaw and Iranon languages belong to the Danao Subgroup of the Greater Central Philippine languages spoken in the areas of Lanao del Sur, Lanao Del Norte, Cotabato and Maguindanao. It can be observed that these languages have great similarities. The mutual intelligibility of Iranon and Meranaw is at 85% (Eberhard, Simons, and Fenning, 2019), and possibilities of similarities between these languages at the morphological level are noteworthy. This paper is a preliminary study of morphological structures of adjectives in Meranaw and Iranon aiming to analyze the structures and process of forming adjectives in these languages. Analyzing adjectival affixes and the process of affixation that occurs for the derivation of Meranaw and Iranon adjectives can present some generalizations on the morphological features of the Danao languages. Using the descriptive research method, data were gathered through elicitation materials such as word list and sentence list that were answered by the native speaker informants of the said languages. Some of the findings of the analysis are the adjectival affixes -en, ma-, maka- -a, ka- -an used to derive adjectives in these languages, as well as the adjective structures were found out to be in the form of root word, affixed word, or with full/partial reduplication. It can also be noticed that in forming the superlative degree of the adjective, there is an infixation of -iy- which is usually used for the perfective aspect of the verb, resulting to a verb-like feature in its superlative level. This preliminary study will open more grammar analyses on Danao languages relevant to the description and documentation of Danao languages, especially of Iranon, which has limited published research on grammar analysis.

#### **Ms. Samia M. Mustapha**

Mindanao State University-Main Campus

Ms. Samia M. Mustapha is a graduate Bachelor of Arts Major in Filipino and also currently enrolled in Master of Arts Major in Lingguwistika of the Department of Filipino and other Languages in Mindanao State University-Marawi City.

#### **Asst. Prof. Zinab B. Barataman**

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Asst. Prof. Zinab B. Barataman is a faculty member of Filipino and Other Languages Department of the College of Social Sciences and Humanities at Mindanao State University-Marawi City. She is currently enrolled in the PhD-Linguistics Program of the Department of Linguistics at the University of the Philippines, Diliman Quezon City.



# paper 17

## Paper Presentations D

### *Phonological Features of Tboli Language: Speakers from the Municipality of Tboli and Municipality of Lake Sebu*

**Frances Dana T. Llamera, Shiela Mae N. Zonio, Shiela Mae K. Handato,  
& Joveth Jay D. Montaña**

The Tboli language belongs to the Western Malayo Polynesian Austronesian language family and is spoken by 93,500 speakers as of 2000. The purpose of this study is to investigate and analyze the phonological and suprasegmental features of the Tboli language. The researcher utilized a descriptive analysis research design. Ten people are involved in this study, five from Lake Sebu and five from Tboli. The Swadesh list and the suprasegmental test are used as research instruments that were recorded by utilizing the RTPITCH software and underwent a phonetic examination. The present study revealed that the T'boli language has a seven vowel system: /a/, /i/, /é/, /e/, /ó/, /o/, and /u/. Additionally, the majority of the consonants exhibit similarities with English and Filipino. Double consonants are also present and utilize the (ə) symbol. The study also found that several of the words used by the speakers from the Municipality of Lake Sebu do not contain the letter "L." Furthermore, the suprasegmental features of Tboli speakers differ in terms of stress, pitch, and juncture. The findings of this study could be utilized as a guide for language experts and linguists to identify the unique aspects of the language and gain deeper understandings of its linguistic and cultural background.

**Frances Dana T. Llamera, Shiela Mae N. Zonio & Shiela Mae K. Handato**

Mindanao State University – General Santos City

Frances Dana T. Llamera, Shiela Mae N. Zonio & Shiela Mae K. Handato are first-year undergraduate students under the Bachelor of Arts in English Language Studies of Mindanao State University – General Santos City, from the College of Social Sciences and Humanities.

**Joveth Jay D. Montaña**

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Joveth Jay D. Montaña is an Instructor III, teaching English Language at MSU-Gensan.



# paper 18

## Paper Presentations D

### *Lexical and Grammatical Features of Regulatory City Ordinances*

**Luis Roberto P. Soliman, Armand H. Lee, & Gefilloyd Lim De Castro**

Lexical and grammatical features in Legal English are crucial aspects of regulatory city ordinances because they play a pivotal role in their drafting and interpretation. Studies in this area have shed light on the legal texts' specific characteristics and challenges. However, this area has not been paid attention to yet in the Philippines and thus is a fertile ground for an investigation that needs to flourish for its relevance and emergence. Hence, this study sought to investigate the lexical and grammatical features of regulatory ordinances in one city in the Philippines using a descriptive-analytical method. Specifically, we analyzed fifteen (15) regulatory city ordinances using Johnson's and Coulthard's (2010) framework for analyzing linguistic features of legal texts. Our findings show six lexical features that are common in our sample city regulatory ordinances. These include binomial expressions, legal archaisms, modality, negation, nominalization, and specialized, distinctive, and technical legal lexis. Complex prepositions, impersonal noun phrase constructions, and passive constructions are also found to be unique in these ordinances. We discussed these findings with other texts in Legal English in the previous studies. We recommend future studies to focus on other legal texts for linguistic comparison and contrast.

#### **Engr. Luis Roberto P. Soliman**

Mindanao State University – General Santos City

Engr. Luis Roberto P. Soliman is a newly graduated computer engineer from Western Mindanao State University. He is currently connected with the Zamboanga State College of Marine Sciences and Technology and has published and presented a research study along with Dr. Lee. His research interests include Applied Linguistics, Forensic Linguistics, and Ethnolinguistics.

#### **Dr. Armand Hupida Lee**

Mindanao State University – General Santos City

Dr. Armand Hupida Lee is presently connected with the Zamboanga State College of Marine Sciences and Technology as Assistant Professor I and is presently the college dean of the College of Education and Liberal Arts. He has earned the degree, Doctor of Philosophy in Education Major in Language Teaching (English) in Western Mindanao State University (WMSU) as a CHED-SIKAP scholar. His research interests include Applied Linguistics, Forensic Linguistics, and Ethnolinguistics.

#### **Dr. Gefilloyd L. De Castro**

Mindanao State University – General Santos City

Dr. Gefilloyd L. De Castro is an Assistant Professor IV and the Chair of the English Department at the Zamboanga State College of Marine Sciences and Technology. He is a lifetime member of the Linguistic Society of the Philippines. He has published and presented research studies in reputable journals and linguistic conferences respectively. His research interests include Philippine Creole Spanish, English for Specific Purposes, and Philippine English.





# paper 19

## Paper Presentations D

### *Maranao And Maguindanaon Language: A Comparative Analysis Of Phonological And Lexical Features*

**Lizziewin R. Otero, Junzo Vito V. Hiratsuka, Nemrose A. Andil, & Norman Ralph Isla**

The Maranao and Maguindanao possessed similarities in their phonological and morphological structures. However, there is a lack of research on the variations between these two languages. To address this, a study was conducted involving sixteen qualified participants who translated the Swadesh list from Maranao and Maguindanao respectively. The participants' pronunciation of the list of words were recorded and later transcribed using the International Phonetic Alphabet to accurately represent the individual speech sounds. The analysis of these transcriptions revealed certain patterns. One notable finding was the alteration of the sound /r/ to /l/ in both Maranao and Maguindanao. Additionally, the Maranao language demonstrated a tendency to delete vowels, while the usage of affixes was prevalent in both languages. Despite these similarities, it is important to note that speakers of Maranao and Maguindanao cannot understand each other. Although they are considered sister-like languages, as previously described in Maranao dialogs and drills (2011), the findings indicate that the languages remain unintelligible to one another. In summary, the Maranao and Maguindanao languages exhibit numerous similarities in terms of their phonological and morphological features. However, despite these shared traits, speakers of these languages are unable to comprehend each other.

**Lizziewin R. Otero, Junzo Vito V. Hiratsuka, and Nemrose A. Andil**

Mindanao State University – General Santos City

Lizziewin R. Otero, Junzo Vito V. Hiratsuka, and Nemrose A. Andil are first-year undergraduate students taking a Bachelor of Arts in English Language Studies from the College of Social Sciences and Humanities at Mindanao State University, General Santos City.

**Norman Ralph Isla**

Mindanao State University – General Santos City

Norman Ralph Isla is an Assistant Professor IV, teaching English Language at MSU- Gensan. He is currently the University Campus Secretary of MSU-Gensan.



# paper 20

## Paper Presentations D

### *English Language as Smart-Shaming in the Classrooms*

**Alexsandra L. Villegas, Leona, Christine S. De Mata, Rochelle G. Menente, Angelyn A. Pastoral, & Eden G. Bucalon**

Smart-shaming is an integral part of Filipino culture in this day and age, evident in classrooms, which are supposed to be safe spaces for intellectual discussion and pursuit of knowledge while the English language, which is a medium of instruction and connotes intelligence in the Philippines, becomes the correlating arena for such behavior. This research aims to investigate the phenomenon of smart-shaming in the Philippine classrooms, with a particular focus on how proficiency in English language is often used as a tool for marginalization and ridicule. Drawing on the qualitative data gathered from the interviews, survey, and classroom observations, this research examines the smart-shaming words used in the classrooms, the root causes of smart-shaming, and how it affects the students' engagement and social skills. The study identifies specific words that are being used in smart-shaming such as "bida-bida" (acting like the main character), "edi wow!" (term used to invalidate someone's intellectual perspective), "ikaw na! or ikaw na magaling!" (sarcastic term for 'you're the best!'), and "sipsip!" (teacher-pleaser) that are commonly used to denigrate classmates who speak using the English language during class participation. Furthermore, the study perceived the root causes of smart-shaming including students' own feelings of insecurity, social pressure to conform to certain academic culture, and a general disdain for those who excel academically. The research also explores the effects of smart-shaming on students' engagement and social skills, finding that those who are targeted by smart-shaming may be less likely to participate in class discussions or engage with their peers, leading to decreased confidence and a lack of social development.

**Alexsandra L. Villegas, Leona, Christine S. De Mata, Rochelle G. Menente, Angelyn A. Pastoral, & Eden G. Bucalon**

**Rizal Technological University**

Alexsandra L. Villegas, Leona, Christine S. De Mata, Rochelle G. Menente, Angelyn A. Pastoral, & Eden G. Bucalon are third-year students pursuing Bachelor of Secondary Education- Major in English at Rizal Technological University. Their research interests include Sociolinguistics and Psycholinguistics.



# paper 21

## Paper Presentations D

### *Improving the Oral Communication Skills of Senior High School Students Through the Use of Task-Based Strategy*

**Nora T. Cruz**

Notably, students stand to accomplish a wide range of goals when basic instruction and opportunities to practice speaking are made available to them in class. Relative to this, oral communication brings to fruition task-based approach which makes use of the target expressions or language functions in the carrying out of task-types. Utilizing the results of the pre- and posttests in Oral Communication after using task-based approach, this study looked into the level of oral communication skills of the Grade 11 General Academic Strand students of Domalandan Center Integrated School in the school year 2018- 2019. Although the results showed that the overall rating before using task-based strategies were satisfactory, it was noteworthy that majority of the students proved to be outstanding in their performance after the use of task-based activities. Likewise, it also showed that the level of oral communication skills of the Grade 11 GAS students significantly differed before and after using task-based strategy. From hereon, the results of the study indicated that students worked best in instructional formats that best suit their learning styles. Thus; teachers, are called to task to exploit the role of tasks in students' higher motivation in classroom language learning. Similarly, it also called on the teachers, to develop alternative methods in aid of creating more effective learning environment.

**Nora T. Cruz**

Domalandan Center Integrated School

Dr. Nora Cruz is Master Teacher II and the senior high school focal person at the Domalandan Center Integrated School. Her research interest includes Language Teaching and Reading Instruction.



# paper 22

## Paper Presentations D

### *Exploring Teacher Initiation Moves and Communication Attributes in a Homeschool Classroom*

**Melba O. Dizon**

As a context of pedagogy, the classroom interaction exhibits “communicative roles of the participants, communicative patterns, and communicative conclusions” (Nicholson, 2014, p. 207) expressed in terms moves exchanges, and utterances. Although most pedagogies are essentially teacher-led, the classroom discourse exhibits symbiotic relationships between and among the teachers and learners, just like in homeschool contexts. Moreover, exploring and evaluating exchanges and utterances can shed better understanding of the communication attributes and roles among the participants (White, 2003). Thus, this study adapted the Sinclair and Coulthard IRF Model (1975) to explore the typology of teacher initiation moves and IRF exchanges of the homeschool classroom interaction. Based on the results, the teacher apparently employed all ten initiation moves all throughout the pedagogy where Teacher-elicited move was predominantly used (40.87%) followed by Teacher-inform and Teacher-Direct. Meanwhile, the total distribution for each IRF accounted for relatively proportional ratios between the initiation and reply. Overall, it can be asserted that the homeschool discourse exemplified interactive, competent, and conducive interaction to effect successful learning outcomes and established good relationships among the participants.

**Melba O. Dizon**

De La Salle University, Manila

Melba O. Dizon is a part-time faculty member of the Department of Applied English and Linguistics at De La Salle University Manila. She is currently pursuing her PhD at the University of the Philippines Diliman



# paper 23

## Paper Presentations D

### *Communication Style Preferences of Doctors and Patients: Bases for Communication Training Design in Clinical Diagnosis*

**Marianne Mae I. Jalgalado & Virna S. Villanueva**

Effective doctor-patient communication is crucial in establishing favorable relationships in clinical diagnosis. Moreso, patients who specialize in language and communication are believed to have valuable inputs in improving this communication process. Specifically, this study identified the preferred communication styles of doctors and patients in clinical diagnosis, and the gaps and needs in doctor-patient communication which led to the development of a training design. Using a qualitative research design, this paper examined the communication style preferences of doctors and patients who are language teachers. Through purposive sampling, the researchers administered questionnaires, and conducted interviews to 13 doctors and 14 patients. Thematic analysis was employed to reveal recurring patterns of meaning in the data. The study reveals that doctors prefer paraphrasing, clarifying, and use of specific, tentative, and informative statements; while, the patients prefer clarifying, focusing, specific, tentative, and informative statements, providing general leads, and summarizing in clinical diagnosis. The differing responses were considered as communication gaps. This research also classified the following as needs in doctor patient communication: rechecking the understanding of the diagnosis, helping clear patient's doubts, discussion of treatment plan, addressing the patient's worries and anxieties, discussing the drug's side effects, use of non-verbal communication, and providing more privacy in giving diagnosis. Ultimately, a training design for doctor-patient communication using ADDIE (Analyze, Design, Develop, Implement, and Evaluate) model was developed to help address the communication gaps and needs.

**Ms. Marianne Mae I. Jalgalado**  
Camarines Norte State College

Ms. Marianne Mae I. Jalgalado is the current Program Chairperson of the English Language Studies Department of Camarines Norte State College.

**Dr. Virna S. Villanueva**  
Ateneo de Naga University

Dr. Virna S. Villanueva is a Program Director of the Graduate School of Ateneo de Naga University.



# paper 24

## Paper Presentations D

### *Examining Philippine English (PhE) in Mainstream Newspaper Editorial Articles; A Corpus Linguistic Analysis*

**Cielo Rose S. Amparo, UV Shayne P. Misare, Donnel Pierce G. Deparine,  
& Pablo Flamiano**

The English language is dynamic. It is not limited to Standard American English (SAE) or British English (BE/BrE) that traditional schools have adopted for through times; what the pre-colonial settlers believed was the only acceptable variety. The objectives of this study aim to accurately analyze the Philippine English words found in the mainstream editorial newspaper, PhilStar articles, and to determine its morphological processes through corpus linguistic analysis. The study used fifteen (15) Editorials from PhilStar's top news media articles that were published in the month of January to June year 2023. Corpus Linguistic (CL) through content/text analysis was carried out in the examination of each editorial. In examining the existence of Philippine English, determining the patterns, use, and acceptability of the identified Philippine English words, the following materials were used for the triangulation: (1) Collins Dictionaries (2) Oxford Learner's Dictionary (3) Cambridge Dictionary. This study shows the frequency of the morphological process of each PhE word and its percentage in the Philstar editorial newspaper articles. Findings showed that there is a total of 76 PhE words, consisting of 23 or (30.26%) in compounding, 22 or 28.94% in Acronym or Abbreviation, 19 or 25% in Borrowing, 4 or 5.26% in Affixation, 3 or 3.94% in Total Innovation, 2 or 2.63% in Analogical Construction, 1 or 1.31% in Coinage, Clipping, and Blending.

**Cielo Rose S. Amparo, UV Shayne P. Misare, and Donnel Pierce Deparine**  
Mindanao State University General Santos City

Cielo Rose S. Amparo, UV Shayne P. Misare, and Donnel Pierce Deparine are first-year undergraduate students of Bachelor of Arts in English Language Studies in Mindanao State University – General Santos City, College of Social Sciences and Humanities - English Department.

**Pablo Flamiano**  
Mindanao State University General Santos City

Pablo Flamiano is an instructor III, teaching English Language at MSU-Gensan.



# paper 25

## Paper Presentations D

### *Philippine English Lexical and Grammatical Items: Level of Acceptability Among Young Adolescents*

**Drex Allen B. Santos & Norman B. Tabios**

Dominant Universal English has led to emergence of different language varieties, including the Philippine English (PhE). Studies suggest that Filipinos still prefer the usage of American English in formal domains and classroom-based learning, despite PhE's prevalence to many. Information presents that though PhE has long found its place colloquially, it is yet to establish acceptability among Filipinos. Using an adapted Grammatical and Lexical Items Acceptability Questionnaire (GLAQ), this study aims to determine the current level of acceptability among 100 young adolescents from Quezon City Science High School (QCSHS). Cross-sectional descriptive study and sample testing was performed to explore the difference in the level of language acceptability between Junior High School (JHS) and Senior High School (SHS) students. Moreover, the study also explored the relationship of perceived English language proficiency and the level of acceptability towards Philippine English Lexical and Grammatical Items. Several factors that may have affected the results were discussed, including the grammatical and lexical items' structure, form, and usage. Exposure to PhE was also regarded to have a significant impact on the level of acceptability. Implications of this study extend beyond natural linguistics, as it poses a cultural and academic context on PhE's contribution to national identity. From being claimed as a mere product of English grammatical mistakes, PhE continues to rise as it increases popularity among youth and academic texts such this exploring ways and factors that would fabricate a highly accepted Philippine English.





# paper 26

## Paper Presentations D

### *Philippine English In Social Media: The Emergence and Evolution of Neologisms in TikTok*

**Kenneth Joseph C. Monroid, Elaijah D. Odtuhan, Mark Michael Jun G. Origenes & Ireneo S. Pelayo**

The ever-evolving nature of language, intertwined with societal dynamics, engenders neologisms and innovative word formation processes, reflecting cultural shifts, technological advancements, and facilitating effective communication within contemporary society. The present study aimed to examine word-formation processes, etymology of morphological properties, and meaning in context of the newly coined words. A total of 30 neologisms were collected from 2020 to 2023, and 23 TikTok users were rigorously selected to attest the meaning in context of the newly coined words. The findings of the study indicates compounding as the predominant word formation process among the 30 newly coined words analyzed from TikTok, followed by abbreviation, blending, and multiple processes. The analysis of etymology revealed significant influences from Old English, followed by Middle English, Modern English, and Mamanhwa, underscoring the historical roots of the newly coined words. Additionally, the contextual meanings of the neologisms exhibited variations, with some closely aligned with their literal interpretations while others diverged. The findings suggest further exploration of neologisms across digital platforms, considering sociolinguistic factors, and integrating evolving linguistic phenomena into language education are essential for a comprehensive understanding of language evolution and fostering language proficiency in the digital age.

**Kenneth Joseph C. Monroid, Elaijah Odtuhan, & Mark Michael Jun G. Origenes**  
Mindanao State University – General Santos City

Kenneth Joseph C. Monroid, Elaijah Odtuhan, & Mark Michael Jun G. Origenes are first-year undergraduate students under the Bachelor of Arts in English Language Studies of Mindanao State University – General Santos City, from the College of Social Sciences and Humanities - English Department.

**Ireneo S. Pelayo**  
Mindanao State University General Santos City

Ireneo S. Pelayo is an Associate Professor V, teaching English Language at MSU-Gensan.



# paper 27

## Paper Presentations D

### *Acceptability of Philippine English (PhE) Grammatical and Lexical Items among General Santos Speakers Classified within Martin's Three Circles*

**Joshua Tenebro-Roto, Maybelle A. Ramos, Maria Nicole P. Silva &  
Fernan B. Leahao**

Ascertaining the attitudes of Filipino speakers towards Philippine English (PhE), specifically regarding its grammar and lexicon, is crucial in building consensus on the developmental position of this variety. Thus, this study focuses on determining the extent of acceptability of PhE grammar and lexicon among 45 randomly selected General Santos speakers classified within Martin's three circles. This study employed both descriptive-qualitative methods and conventional quantitative data analysis to assess the inquiry of the study. Particularly, the Grammatical and Lexical Acceptability Questionnaire (GLAQ) of Torres and Alieto (2019) was utilized. Results of this study suggest that, overall, the participants exhibited a certain level of acceptance toward PhE grammatical and lexical items. However, the Inner circle, as a separate unit, sees these items as somehow unaccepted. Additionally, Inner and Expanding circles manifested a significant difference between their levels of acceptability. The findings of this study provide supporting evidence for the transition of PhE towards a more established and internally regulated variety, indicating a growing acceptance and stabilization of its norms and features. This study implies that to enhance students' familiarity and comfort in utilizing PhE, teachers should incorporate ThE-specific content for language instruction.

**Joshua Tenebro-Roto, Maybelle A. Ramos, & Maria Nicole P. Silva**

Mindanao State University – General Santos City

Joshua Tenebro-Roto, Maybelle A. Ramos, & Maria Nicole P. Silva are first-year undergraduate students taking a Bachelor of Arts in English Language Studies from the College of Social Sciences and Humanities at Mindanao State University, General Santos City.

**Fernan B. Leahao**

Mindanao State University General Santos City

Fernan B. Leahao is an Assistant Professor IV, teaching English Language at MSU- Gensan.



# paper 28

## Paper Presentations D

### *Academics Intensified (A.I.): Safeguarding the Authenticity of Student Outputs through Streamlined Pedagogical Modifications*

**Shelica Lalucha T. Iniwan**

One of the lasting realizations brought about by the 2020 global pandemic to the academe is that online learning has been proven to be a viable educational delivery mode. However, along with the persistence of schools to craft necessary learning frameworks comes the age-old issue of academic dishonesty. While technology has been seen to be pivotal in instruction, the same has also been used to commit academic misconduct, especially during distance learning. Hence, this paper revisits the practices for ensuring authenticity among student outputs and aims to formulate pedagogical modifications that advance positive learning and academic honesty.

Following Dinneen (2021) and Park (2004), the study explored the level of awareness of selected students of the different taxonomies of academic dishonesty. Then, through focus group discussions with the students and content subject teachers, the study was able to get insights regarding the impact of artificial intelligence and digital tools to the authenticity of student outputs, independent learning, and accuracy of performance assessment and evaluation. The results showed that the students were aware of the taxonomies “usage of one's work with or without consent,” “back translation,” and “commission.” However, they were not aware that “cross-language plagiarism” and “article spinning” are types of academic dishonesty. Moreover, the student-respondents believe that as long as they are the “brains” behind their outputs, their work is still authentic, and they are independent learners. On the other hand, teacher-participants emphasized the need to re define academic integrity following the influx of AI in the classroom. Finally, the study suggested a few instructional modifications which included the "Digital Tools section" apart from the "References section" for every submission.

**Shelica Lalucha T. Iniwan**  
De La Salle Santiago Zobel School

Shelica Lalucha T. Iniwan is a faculty member of the De La Salle Santiago Zobel School. She handles English 8 and SHS research subjects. She is a current graduate student of DEAL.



# paper 29

## Paper Presentations D

### *Attaining Learners' Academic Excellence Through Revisiting Supplementary Enrichment Tasks (RESET) Approach*

**Jemica M. Colasito, Jessica Rose C. Cortan, & Jeffrey V. Regalario**

This research aims to investigate the effectiveness of the RESET (Revisiting Supplementary Enrichment Tasks) Approach in enhancing academic achievement, particularly in English, among learners in Antipolo National High School. The study employed a quantitative research design, utilizing pretest and posttest grades as the primary data sources for evaluating learner progress.

The RESET Approach involves the implementation of enrichment activities aligned with the standards set by the Department of Education. These activities are tailored to accommodate learners' intellectual capacity and individual talents. Through the analysis of academic records and demographic data, potential variations in academic achievement were examined.

The statistical analysis, employing t-test methodology, revealed a significant difference between pretest and posttest grades. This finding suggests that the implementation of the RESET Approach contributed to improved academic performance among grade 10 learners.

Moreover, the survey questionnaire provided valuable quantitative data, enabling a comprehensive assessment of the approach's effectiveness. Teachers' evaluations of the RESET Approach were predominantly positive, encompassing aspects such as objectives, content, format, and presentation.

The study's results highlight the efficacy of the RESET Approach in enhancing academic achievement. Educational practitioners and policymakers can draw important insights from these findings, emphasizing the significance of supplementary enrichment tasks in promoting learner performance.

Future research should encompass larger and more diverse samples to validate and generalize the findings, while considering additional factors that may influence academic achievement.

**Jemica M. Colasito, Jessica Rose C. Cortan, & Jeffrey V. Regalario**

De La Salle Santiago Zobel School

Jemica M. Colasito, Jessica Rose C. Cortan, and Jeffrey V. Regalario are English Teachers at Antipolo National High School, Schools Division Office of Antipolo City. Their research interests include Education and Language Teaching, Youth Development, and Reading Literacy.



# paper 30

## Paper Presentations D

### *Perception in Implementing English as a Medium of Instruction: A Phenomenological Study in Upper Secondary Levels S.Y. 2022-2023*

**Jezelle Aron-Salvacion**

This study focuses on the perception of Senior High School learners in implementing English as a medium of instruction. English has been widely used around the institution in teaching English-related subjects such as Math and Science. However, it is a challenge to maintain the use of the second language in classroom interaction as it is always being mixed with the use of our native language since most of the learners can easily understand the instruction if it was delivered using our first language.

The goal is to assess how the students appreciate the use of English as a medium of instruction and how willing they are to have the instruction in full English. The researcher examines the students using an interview to gather data on how the learners are ready in having a full English class in specific subjects. The purpose of the study is to promote the importance of the English language in developing the learner's academic and personal growth. This targeted the informants that have experiences in limited use of a second language in class discussion and how it impacts their progress in mastering the English language. The problem of this study is how mixed languages developed a gap in the learning process of the learners that also hinders them to practice the second language. The mission is to fully encourage the readers to implement the second language in class discussion and avoid the use of "Taglish", particularly in subjects like Mathematics, Science, etc.

Based on the conducted study, the students prefer to have a second language as a medium of instruction despite the challenges they encounter such as in communicating with other people, constructing sentences, conceptualizing ideas, and the like. The reason behind the willingness of the students was they believed that in order for them to learn the language, practicing it should be the best option. Additionally, after knowing the student perception and experiences, this study will continue as an Action Research paper to see how implementing English as a medium of instruction will benefit the chosen informants.

This study is conducted to address the phenomenon that concerns the vocabulary and communication of the learners in using English and effectively encourage its benefit that they can take advantage of in the future.

**Jezelle Aron-Salvacion**

Unida Christian Colleges, Imus, Cavite

Mrs. Jezelle Aron-Salvacion is a licensed Senior High School Research Teacher from Unida Christian Colleges located at Anabu 1-F, Imus City, Cavite and currently taking Master of Arts in English as a Second Language at De La Salle University, Dasmariñas. Her research interest includes Language Communication and English Pedagogy.



# paper 31

## Paper Presentations D

### *The Language of Media Relations: Discourse Analysis and Proxemics in Media Events*

**Nathaniel Niño Magpantay**

The study sought to explore and understand the language of media relations in media events. It aimed to analyze the discourse, power, and participation in the shared space among interactants in three types of media events: press conference, protest-action, and degustation. The recorded conversations were transcribed and analyzed using two communication approaches: Ethnography of Communication and Conversation Analysis. Gaventa's 'power cube' framework was used to determine the levels and forms of power, and spaces of participation in media events.

The findings revealed that in media events, everyone initiates to greet everybody in the place which signals for a possible conversation and can converse freely through small talks to build rapport and interest. The tone of interaction varies depending on the type of the event itself. While some participants create small talks, others focus and rely on instructions.

Participants performed evenly distributed turns in the press conference, while they demonstrated relatively smooth conversation in the protest-action and degustation. There were times when the participants used self-selection in taking turns which led to causing minimal overlaps and few non-adjacent pairs.

The local spaces created through media events identify the spaces of participation. With such creation of spaces through media events, different forms of power were observed. A visible power was performed in degustation due to the creation of space in own's territory and active participation in planning and managing of the event. Meanwhile, an invisible power was identified in a press conference and protest-action due to the observable participation among all the participants. Bits of information are communicated to all, regardless of position and authority.

**Nathaniel Niño Magpantay**

FAITH Colleges

Nathaniel Niño Magpantay is Assistant Professor and the current coordinator of Multimedia Arts at FAITH Colleges. His research interest includes spatial and organizational communication.



# paper 32

## Paper Presentations D

### *The Role of Language and Communication in Fighting Mental Health Stigma and Discrimination: Asian Communities in Focus*

**Maico Demi B. Aperoch**

Asians in the United States of America suffer not only from racism or discrimination but also from mental health stigmatization that results in limited communication and problematic language use. This paper examines Asian students' experiences of discrimination and mental health stigma in an American community and their narratives of communication use to fight racism, educate people about mental health, and express themselves amidst all these. Using narrative inquiry and survey methods, the researcher studied 18 Asian college students selected using convenient sampling. Findings reveal that participants experienced various instances of discrimination that range from community racism to microaggression. They also shared that mental health stigma happens not only among their peers but also in their households, reinforced by their Asian families and relatives. Further, the data show that these experiences of discrimination and stigma allowed the participants to realize the important role of communication and language use in improving the quality of their Asian life being in an American community. The participants' narratives also tell the significance of using language in bridging cultural differences that might have caused social power imbalances and in communicating "the self" as one coping mechanism to help address personal issues related to mental health stigma in the family.





# paper 33

## Paper Presentations D

### *KakamPINKS' placard: Multimodality of Political Expressions*

**Daniel Cabarle Salcedo**

The pink movement has been a global trend and one of the highlights of the 2022 Philippine election. Not only it featured Leni Robredo as its presidential candidate but because of the global impact it created during the 2022 campaign period. The incomparable local and international participation by means of platform dissemination in social media, free services of food, talent performances, creative branding by means of the placards and self-volunteerism are among the trademarks of the movement. The study revolves around analyzing how the purposively selected photos of the campaign placards used during the grand rallies of Leni Robredo were utilized by kakamPINKS as representations of their political expression. Using Kress and Van Leeuwen (2006), *Visual Grammar Design*, this study determined the multimodality and composition of the placards to understand the political stand the placards project. A total of 15 placard photos were retrieved from Twitter posts of KakamPINKS that have qualified the purposive criteria set by the researcher and have reached a significant audience reached. The results indicated that the dominant visual image is Leni that is represented ideally and realistically. Monolingual English dominates among others. Likewise, the symbolism that served as the brand of the campaign is the pink ribbon. The pink color is the most widely used color. The information value of placards highly values the visual images of Leni while it gives high saliency on color. The political stand of KakamPINKS projects collective radicalism that calls for solidarity towards a morally upright leadership.

**Daniel Cabarle Salcedo**

Southern Luzon State University- Main Campus

Daniel Cabarle Salcedo is among the candidates for the degree or Bachelor of Arts in Communication, Cum Laude. While waiting for the graduation at Southern Luzon State University- Main Campus, he is utilizing his time for job application and publishing his undergraduate thesis. Aside from this, he is presently engaging in various discourse activities in language research by means of attending webinars from different colleges and universities in the Philippines. He receives pertinent awards in research writing during his Senior High School years such as 2nd place in division research writing contest during his Grade 11 and Best in research paper award during his Grade 12. A consistent honor student during high school and dean's lister during college. This coming September 2023, he will be pursuing a Master's Degree in Applied Linguistics in Southern Luzon State University.



# paper 34

## Paper Presentations D

### *Changes in Pandemic: Emotion and Online Discourse*

**Ruzheng Pei**

Language and emotion are connected, while speaking, thinking to us, or expressing ourselves in writing, people use words to explain their emotions. During pandemic, hundreds and thousands of people resort to the online communication as an outlet for their emotions. The present study aims to find out three aspects: (i) how the online discourse influences the way people express their emotion in the context of the pandemic; (ii) the reason behind the change of the online discourse and emotion form; (iii) the way to cope with the change from the nature of the emotion and identity in terms of the angle of appropriateness and the audience. By situating the emotion and discourse in the context of pandemic and the theoretical analysis of the related literature, it is argued that for the changes, the online discourse is changed by the new context where people start to change their linguistic style in order to adjust to the social expectation and norms. And the reason behind the change of the emotion and online discourse are triggered by people tending to realize the change of the social identity, the adoption of new roles lead to the emergence of new linguistic and cultural norms; and the experience of the power dynamics, which impacts the emotional content of online discourse. To adjust to the change, the theory of the appropriateness can be used to help people to balance the emotion and online discourse. The study shed some lights on how the emotion and online discourse developed in particular social context.

**Ruzheng Pei**

De La Salle University, Manila

Ruzheng Pei is graduate student of Department of the English and applied Linguistics, De La Salle University. His interest includes Language Acquisition and Bilingual Education.



# paper 35

## Paper Presentations D

### *Attitudes of Filipino College and Senior High School Students Towards Philippine English as Part of World Englishes: A Comparative Study*

**Bianca Isabel A. Pablo, Eliza Karel C. Gruta, Janine Clair O. Mandac, & Norman B. Tabios**

The Philippines developed its dialect of English and Filipino English (Llamazon, 1969). However, despite these recognitions and the numerous studies on Philippine English phonology, grammar, and syntax that have been conducted (Bautista, 2001), there is currently insufficient data to add to the generalized attitudes, acceptability, and awareness of Filipinos towards Philippine English or PhE, which would also determine its acceptability as a World English or WE. The primary objective of this study was to determine if there was a significant difference in the attitudes of Filipino college and Senior High School (SHS) students toward WE and PhE. A questionnaire was administered to respondents within Metro Manila, with questions presented on a 5-point Likert scale adapted from Choi's (2007) instrument about the acceptability and attitudes toward PhE. An Independent T-test was used to test the hypothesis and Nyutu's (2021) Qualitative Interpretation of 5-Point Likert Scale Measurements to interpret the responses. The findings indicated that there is no significant difference between the attitudes of Filipino SHS and college students towards PhE. Both groups projected a generally positive and accepting attitude in regard to PhE. This study challenges education and language practitioners regarding the steps that must be taken to accept PhE in academic settings and as a part of World English.



# paper 36

## Paper Presentations D

### *Lexico-Syntactic Features of Hygiene-product Warnings in the Philippines*

**Chedicka Yvonne T. Europa, Angelie Franz A. Firmeza, Gil D. Buglosa, & Joveth Jay D. Montana**

Hygiene products were in high demand especially after the global lockdown was established due to COVID-19 (Ouh sine et al., 2020). As a part of our daily hygiene, consumers must be aware of the potential risks associated with these products, however, even if business owners manufactured their products with as much care as possible, customers are still vulnerable to the hazards connected with hygiene-product use. Lack of effective health warnings about these products may misrepresent their potential risks (Sussman et. al., 2014). This study aims to observe the effectiveness through analyzing the lexical and syntactical features of hygiene product warning labels in the Philippines. Thirty five college students were interviewed about their most used hygiene product. A range of linguistic features, such as signal words (Shuy, 2008), orders of nouns (Lakoff, 1987; Lyons, 1977), synthetic personalization (Fairclough, 1989), field continuum (Halliday, 1985), attributive adjectives (Marza, 2011), manner, temporal, and spatial adverbs, were employed to determine the lexical features of warning messages. It was found that imperative sentence type was more frequently used by manufacturers to impose warnings to consumers on what to do and how to keep away from possible risk the product may cause. The findings have significant implications for the country's product liability law for consumer safety, highlighting product-warning texts' purpose in the mainstream Philippine market.

**Chedicka Yvonne T. Europa, Angelie Franz A. Firmeza, & Gil D. Buglosa**  
Mindanao State University - General Santos City

Chedicka Yvonne T. Europa, Angelie Franz A. Firmeza, & Gil D. Buglosa are first-year undergraduate students under the Bachelor of Arts in English Language Studies of MSU-Gensan, from the College of Social Sciences and Humanities - English Department.

**Joveth Jay D. Montana**  
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Joveth Jay D. Montana is an Instructor III, teaching English Language at MSU-Gensan.



# paper 37

## Paper Presentations D

### *Exploring the Word Formation Process of Gayspeak Words in Vice Ganda Movies*

**Donnel Pierce G. Deparine, Erica Faye J. Dueñas, Lyka L. Mateo & Jeffrey Floriza**

Gayspeak is a unique form of language that is frequently spoken within the gay community and among their friends. It encompasses a distinctive set of linguistic traits and expressions that serve as markers of identity and solidarity within the community. Lexicon used by gays now may no longer be used, three to five years from now. Therefore, documenting and studying gayspeak is important for posterity reasons. Thus, this study aims to explore the word formation process of gayspeak words in the Philippines. This study used a content analysis approach to its inquiry. Specifically, it uses Vice Ganda movies to extract gayspeak words used by Filipinos. The findings of this study showed that there were 73 gayspeakwords found. Results show that there are 27 words (36.99%) formed through coinage, 19 words (26.03%) via the process of clipping and affixation, 17 words (23.29%) are formed through borrowing/multi-process, 6 words (8.22%) are formed under the process of substitution, 3 words (4.11%) in the process of reduplication, and only 1 word (1.37%) is formed through the process of blending. The findings of the study suggest for a more comprehensive approach to fully encapsulate the lexicon of gayspeak and consider other prominent sources with gayspeak words as well.

**Donnel Pierce G. Deparine, Erica Faye J. Dueñas, and Lyka L. Mateo**

Mindanao State University - General Santos City

Donnel Pierce G. Deparine, Erica Faye J. Dueñas, and Lyka L. Mateo are first-year undergraduate students taking a Bachelor of Arts in English Language Studies from the College of Social Sciences and Humanities at Mindanao State University, General Santos City.

**Jeffrey Floriza**

Mindanao State University - General Santos City

Jeffrey Floriza is an Assistant Professor IV, teaching English Language at MSU-Gensan.



# paper 38

## Paper Presentations D

### *A Syntactic Analysis of a Meranao Poem: Makampet a Oras*

**Aminairah M. Omar**

This study aims to analyze and describe the syntactic structure of the Meranaw poem “Makampet a Oras” written by Johara Alangca – Azis. It also aims to differentiate the syntactic structure between the Meranaw and English language. The syntactic analysis focuses on translating the Meranaw poem to English language, identifying each constituent, and the syntactic structure of the poem. Findings of the study reveal that there are certain Meranaw words that do not have exact English translation. The data reveals high frequency use of determiners when modifying nouns, adjectives, and verbs. It also reveals least frequency use of conjunctions in the poem. The study uses a word-by-word translation for syntactic analysis accuracy. Moreover, the study affirms that Meranaw language follows verb-subject-order pattern instead of subject-verb-object pattern of the English language. The implications of the findings of the study would be that the use of free translation is recommended when translating Meranaw to English language to have a proper understanding in comprehending Meranaw language. Furthermore, it is recommended for the future researchers to use Meranaw literature for syntactic/linguistic analysis to be of help in establishing educational materials and solving literary extinction. The analysis can therefore be helpful in preserving the Meranaw literature.

**Aminairah M. Omar**

Mindanao State University - Main Campus

Aminairah Omar is a student of Bachelor of Arts in English Language Studies at College of Social Sciences and Humanities in Mindanao State University – Main Campus. She graduated with honors at Mindanao State University – Marawi Senior High School in the strand Science, Technology, Engineering, and Mathematics (STEM). She won first place in the copy-writing category at the District School Press Conference and has competed for the Regional School Press Conference representing Marawi district in the same category.





# ICALLE 2023

4th International Conference on  
Applied Linguistics and Language Education

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# Paper Presentations E



# E Paper Presentations

<p><b><u>Room Y404</u></b></p> <p><b>Language Education Online Learning</b></p> <p>Session Chairs: <b>Jasper Eric Catan</b> <b>Edwina Bensal</b></p>	<p><i>Online Distance Learning Experiences of English Major Student Teachers and Their Impact on Teaching Performance*</i> <b>Jasper Eric C. Catan</b></p> <p><i>Differentiated Instruction: Responsive Teaching for English Language Classrooms in the New Normal Learning Environment</i> <b>Reynald Alfred G. Sy</b></p> <p><i>Online Teaching Self-Efficacy and its Affective Variables: A Structural Equation Modeling Approach</i> <b>Armand H. Lee &amp; Ericson O. Alieto</b></p> <p><i>Stress Management of Senior Language Teachers on Online Pedagogy: A Multiple Case Study</i> <b>Imelda C. Alcanzo &amp; Vivian I. Buhain</b></p>
<p><b><u>Room Y405</u></b></p> <p><b>World Englishes/ Language and Culture</b></p> <p>Session Chairs: <b>Luvee Aquino</b> <b>April Gonzales</b></p>	<p><i>Analysis of Linguistic Features of Philippine English Used By Generation Z on TikTok</i> <b>Anna Mae A. Canama, Cristine Y. Juanitez, &amp; Jalilah D. Sabdullah</b></p> <p><i>Categories of the PMA Cadet Lingo*</i> <b>John Eric A. Tadeo &amp; Andrew G. Carantes</b></p> <p><i>English and identity performance in Filipino vlogs</i> <b>Ma. Cienna A. Jaucian</b></p> <p><i>Translation of Selected Tag-Ilaya Sugidanon of Akeanon Bukidnon</i> <b>Ana Mae D. Macaya</b></p>
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# E

## Paper Presentations

<p><b><u>Room Y408</u></b></p> <p><b>Semantics/ Language &amp; Gender</b></p> <p>Session Chairs: <b>Rafael Michael Paz Jonna Marie Lim</b></p>	<p><i>Person deixis in the selected national addresses of PBBM*</i> <b>Rafael Michael O. Paz</b></p> <p><i>Hegemonic Masculinity in Slimmers World International Instagram Posts</i> <b>Persieus S. Balog</b></p> <p><i>Unfolding Gender Representation in English Essays in a Select 21st Century Literature Textbook</i> <b>Algene Malte De Guzman</b></p>
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# E Paper Presentations

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# paper 1

## Paper Presentations E

### *Online Distance Learning Experiences of English Major Student Teachers and Their Impact on Teaching Performance*

**Jasper Eric C. Catan**

This paper investigated the digital, cultural, and economic experiences of student teachers in relation to their on-campus clinical practice experiences and online learning. Following the rigors of a descriptive-correlational research design and utilizing a validated researcher-made questionnaire, results indicated that the student teachers have a high level of digital experience, allowing them to adapt to online classes without significant technological obstacles. Internet connectivity, however, remained a persistent obstacle. The student teachers also demonstrated a high level of cultural experience, indicating that their home and family environments are conducive to online learning. However, parental involvement is relatively low, possibly due to the specialized nature of the courses, which may be unfamiliar to parents. In addition, most student teachers have high extent of economic experiences, indicating that their Teacher Education Institutions (TEIs) provide essential support for effective learning. Furthermore, student teachers perform exceptionally well during on-campus student teaching despite the fact that the majority of their method and strategy classes are administered online, with limited opportunities for practical skill development. The study revealed a positive correlation between the digital and cultural experiences of student teachers and their technological proficiency. Students who are exposed to a rich digital environment and flourish in a home environment that fosters learning are more likely to improve their technological skills.



# paper 2

## Paper Presentations E

### *Differentiated Instruction: Responsive Teaching for English Language Classrooms in the New Normal Learning Environment*

**Reynald Alfred G. Sy**

This paper aims to identify how English Language teachers use differentiated instruction (DI) in their classrooms and how they perceive its usefulness in teaching. DI is presented on the idea that students learn best when teachers design lessons that facilitate the different needs, interests, profiles, and readiness levels of the students. While many teachers still find it difficult to use DI, the requirement to use adaptable teaching methods through DI can assist lessen the negative consequences of the current pandemic economic fallout.

To address this goal, teachers from both private and public schools were recruited to participate in the study. Specifically, an instrument developed by Tomlinson (2012) was administered, which assessed and examined key concepts related to DI. In addition, the demographic information (e.g., gender, years of teaching experience, school affiliation, among others) was collected to examine the moderating effects of teacher characteristics on teachers' practices and beliefs about DI. To speed up data retrieval, teachers responded to the survey using MS Form. The predictive analytics program IDM SPSS Statistics will be used for data analysis. Results of the study will be shared during the conference and will serve as baseline information for designing professional development programs for in-service teachers.

**Reynald Alfred G. Sy**

Far Eastern University, Manila

Mr. Reynald Alfred G. Sy is Associate Professor III and the current Department Chair of the Teacher Education and Lifelong Learning Department and Program Coordinator of NSTP, FEU Cavite. His research interest includes application of Design Thinking in Education, English Language Teaching and Curriculum Studies.



# paper 3

## Paper Presentations E

### *Online Teaching Self-Efficacy and its Affective Variables: A Structural Equation Modeling Approach*

**Armand H. Lee & Ericson O. Alieto**

This study aimed to investigate the relationships among various constructs related to online teaching self-efficacy, online language teaching anxiety, online teaching satisfaction, online teaching motivation, attitudes toward online language teaching and digital reading, technological competence, and access among preservice teachers. The research employed a descriptive-quantitative correlational design, utilizing structural equation modeling (SEM) to analyze the data. The study was conducted in higher education institutions (HEIs) in Western Mindanao. The data collection process took into consideration the uncertain circumstances caused by the COVID-19 pandemic. The final model, derived from the data analysis, revealed significant relationships among the constructs. Notably, preservice teachers' attitude toward online language teaching were negatively associated with online language teaching anxiety. Additionally, online teaching motivation demonstrated significant positive effects on both online teaching satisfaction and attitude toward online language teaching. Technological access was found to have a significant positive direct effect on online teaching self efficacy, which subsequently influenced online teaching motivation. The findings drawn out from the final model can certainly benefit teacher-educators and institutional leaders alike who would most probably explore the idea of introducing the online modality as a supplementary requirement for the preservice teachers' internship. Thus, institutions that offer education programs must find ways and means to motivate preservice teachers to online teaching as these are revealed to be the rudiments, based on the final model to a favorable attitude and satisfaction levels toward online language teaching. Preservice teachers, essentially, must not only be provided with the physical access in terms of technology but as well as the exogenous motivational access and other relevant skills vital to technological access and to achieve, online teaching self-efficacy. All these are prerequisites as safeguard to any anxiety-inducing conditions common in an online modality.

#### **Dr. Armand Hupida Lee**

Zamboanga State College of Marine Sciences and Technology

Dr. Armand Hupida Lee is presently connected with the Zamboanga State College of Marine Sciences and Technology as Assistant Professor I. He has earned the degree, Doctor of Philosophy in Education Major in Language Teaching (English) in Western Mindanao State University (WMSU) as a CHED-SIKAP scholar.

#### **Dr. Ericson Olario Alieto**

Western Mindanao State University

Dr. Ericson Olario Alieto is presently Professor II of the College of Teacher Education, Western Mindanao State University (WMSU). He earned his bachelor's in Secondary Education from WMSU as Cum Laude. He holds a master's degree in language teaching (earned from WMSU) and Ph.D. in Applied Linguistics (earned from the De La Salle University – Taft, Manila).



# paper 4

## Paper Presentations E

### *Stress Management of Senior English Language Teachers on Online Pedagogy: A Multiple Case Study*

**Imelda C. Alcanzo and Dr. Vivian Buhain**

Designed with a qualitative case study, this research aimed to understand senior language teachers' challenges in online pedagogy and how they coped with those challenges. Utilizing procedures introduced by Creswell (2009), the Researcher first organized the data by transcribing each interview, then by reading and looking at all the data. After that, she coded the data, organizing the text by its meaning and developing its cluster of meaning into themes. Out of the verbatim recording, she identified seven themes, which were intensively analyzed. Analysis showed that language teachers in online pedagogy encountered challenges such as stressful experiences, digital phobia, digital webinars, digital stress, virtual break, and virtual rules. The study participants coped with these challenges by attending webinars, training, and personal coaching by colleagues and relatives. The findings suggest that using online pedagogy in teaching English created a significant experience for students, discouraged the teachers' attention to quality teaching, and kept them unmotivated to teach. Because of the online platform, senior language teachers were no longer confident in delivering their instructions through integrating technology into their English language instruction. The results also revealed that senior language teachers need to watch YouTube videos, participate in digital webinars, and receive online training to address the gap among them.





# paper 5

## Paper Presentations E

### *Analysis of Linguistic Features of Philippine English Used By Generation Z on TikTok*

**Anna Mae A. Canama, Cristine Y. Juanitez, & Jalilah D. Sabdullah**

The interaction within the digital sphere has led to the emergence of electronic language, representing a novel, dynamic, and evolving variety of communication. The present study aims to investigate the linguistic features and functions of electronic language employed by members of Generation Z who are active users of the social media platform TikTok. The study employed a descriptive qualitative method, utilizing separate theoretical frameworks by Hassan and Hashim (2009) and Yule (2010) with nine (9) and ten (10) linguistic features respectively. The corpus of the study consists of 100 TikTok comments collected between 2022 and 2023. TikTok comments revealed the use of 13 linguistic features out of a total of 15. Among these linguistic features, abbreviation and clipping are the most frequent. The observed linguistic features serve similar purposes, enabling them to express their thoughts and emotions quickly, appear stylish, add a touch of informality, and engage comfortably with others on TikTok. The results of the study indicate that Gen Z Netspeakers demonstrate significant levels of creativity and innovativeness through their active involvement with the platform's cultural influences and emerging trends. The findings suggest the need to conduct a further exploration of linguistic features encompassing data from the emergence of TikTok until the present, in order to capture a broader range of linguistic creativity and language usage of the Filipino Netspeakers.

**Anna Mae A. Canama, Cristine Y. Juanitez, & Jalilah D. Sabdullah**

Mindanao State University – General Santos

Anna Mae A. Canama, Cristine Y. Juanitez, & Jalilah D. Sabdullah are first-year undergraduate students, pursuing a Bachelor of Arts degree with a major in English Language Studies at Mindanao State University, General Santos City.



# paper 6

## Paper Presentations E

### *Categories of the PMA Cadet Lingo*

**John Eric A Tadeo**

The PMA Cadet lingo is a non-standard coded language unique to the members of the Cadet Corps of the Armed Forces of the Philippines which can pervade throughout the years in a PMA alumnus' life. Classified as a sociolect primarily used in verbal form, this originated from the United States Military Academy from which several PMA Superintendents in its founding years graduated from. As a language of encryption, PMA Cadets rapidly learn as 'plebes' the cadet lingo and the specific contexts it connotes; this forms a significant part of their military culture. The research methodology is descriptive, with the main corpus of the cadet lingo taken from the "Peemayer Graynotes 2018" from official cadet publications as well as from Focus Group Discussions in tracing the newer forms of lexical items. Gathered vocabulary was likewise corroborated with previous studies conducted on the anthropologic, linguistic, and semantic analysis of PMA cadet lingo. In updating the glossary of the PMA Cadet Lingo, a survey was conducted to all members of the CCAFP on the frequency of usage of the gathered corpus whereas key informant interviews provided for the etymology of newer diction. The study revealed an evolving cadet culture as reflected in the innovations of the cadet lingo and how the prevalence of pop culture and its mechanisms of proliferation contribute to the said changes. Likewise revealed are the general categories of these lexical items falling under Command, Correction, Mindset, Honor, Standards, Observation, Strategy, and Nameword; this categorization also revealed a multi-layered characteristic for several lexicals as meanings of the same would change depending on the pragmatic context applied.

**Dr. Jet Tadeo**

Philippine Military Academy

Dr. Jet Tadeo is a member of the Corps of Professors of the Armed Forces of the Philippines and is currently assigned as a Military Faculty for Communications courses at the Philippine Military Academy. His research interests include Language and Culture and Literature.



# paper 7

## Paper Presentations E

### *English and Identity Performance in Filipino Vlogs*

**Ma. Cienna A. Jaucian**

Using Moody's framework for understanding the authority and authenticity of performative English in popular culture, this paper describes and analyzes the features and uses of the English deployed in the YouTube vlogs of the top three Filipino content creators in 2021. The paper also looks into how the performance of English in the vlogs contributed to the identities which were also performed by the vloggers. From the analysis, it is evident that the vloggers use both exonormative and endonormative varieties of English. These varieties are also deployed translingually with their linguistic features blending and interacting with the features of Tagalog-based Filipino, the country's national language and other semiotic elements like non-verbal cues and sounds used as special effects. Their flexible use of English also contributes to their identity performance as vloggers and this may provide them greater opportunities to negotiate further their self-expression and representation in their vlogs.

**Ma. Cienna A. Jaucian**

Bicol University College of Education

Ma. Cienna A. Jaucian is Assistant Professor at the Management and Professional Education Department of Bicol University College of Education. She is currently finishing her PhD in English language and literature at the Ateneo de Manila University. Her research interest includes World Englishes and Popular Culture studies.



# paper 8

## Paper Presentations E

### *Translation of Selected Tag-Ilaya Sugidanon of Akeanon Bukidnon*

**Ana Mae D. Macaya**

Sugidanon is one of the oral literatures that served as one of the bearers of the culture of the IP Communities in Libacao. It is considered as a heritage yet it has dwindled in popularity and become a waning cultural tradition. This study aimed to collect and translate the Tag-Ilaya Sugidanon into the Target Language (TL) – the English Language – using Nida’s Translation Procedure. Consequently, this study also aimed towards the preservation of the culture and share it to the future generations by producing a Sugidanon book. The participants of this study were the selected Indigenous People from IP Communities of Barangays Manika, Oyang and Dalagsaan who are bearers of the Akeanon-Bukidnon Sugidanon. Through interview and recording, fifteen (15) sugidanons were gathered. These sugidanons have similarities in terms of value focus, origin-focus, and culture-focus. The sugidanons were translated to TL using textual analysis which is a functional approach through semantic analysis. There were words and expressions that were not translated to the target language to preserve the ethnic background and cultural color.



# paper 9

## Paper Presentations E

### *An Analysis of Interactive and Interactional Metadiscourse in Cebuano Newspaper Editorials*

**Rovy M. Banguis**

This study investigated the use of interactive and interactional metadiscourse features in the two Cebuano newspaper companies: SunStar Superbalita and Philippine Star Banat News. Using Hyland's Taxonomy of Metadiscourse (2005), it identified the difference in the frequency of use between the two categories of metadiscourse and among the ten sub-categories, as well as ascertained the specific functions of each of these categories and sub-categories. A total of sixty two newspaper editorials culled from the said newspapers from October 1-31, 2022 served as the corpora of the study. The most striking observation that emerged from the data comparison is the consistent dominance of interactive metadiscourse over interactional in the two newspaper companies. Transition markers have been seen as the most frequently used sub-category of interactive metadiscourse in the two newspaper companies. On the other hand, boosters were the most frequently used sub-category of interactional metadiscourse. Moreover, the absence of endophoric markers and frame markers was also evident in both newspaper companies. It is worth noting that self-mentions are only evident in Philippine Star Banat News editorials but not seen in SunStar Superbalita. From the findings of the study, the researcher concluded that the editorial writing employed in Cebuano newspapers is reader-friendly rather than writer-friendly because the editorials are not written in long and difficult language but instead written ordinarily and naturally, which is understandable to most readers.

**Rovy M. Banguis**

Mindanao State University-Buug

Dr. Rovy M. Banguis is Associate Professor and the Vice Chancellor for Research and Extension at Mindanao State University-Buug. Her research interests include Discourse Analysis, Language and Gender and Ethnolinguistics.



# paper 10

## Paper Presentations E

### *Morphological and Lexical Variations of Tagalog Nominal and Pronominal Systems in Bataan: Basis for the Development of an Aggregate of Discrete Tagalog Nouns and Pronouns Spoken by Bataeños*

**Lemuel R. Fontillas and Ramon M. Bantugan**

The research project identified and described the lexical and morphological variations of Tagalog nominals and pronominals spoken in the province of Bataan. The study was conducted in the entire province of Bataan. The morphological analysis of their lexical test was done manually by the researchers in adherence to the Tagalog reference grammar patterns by Schachter and Otones. It was concluded from the corpus that Bataan Tagalog is a variety of the standard Tagalog spoken in the Philippines. The data revealed that the users make use of morphological variations by using compounding or “tambalan” in morphological formation, reduplication or duplication of a morpheme, and nominalizers. For lexical variations, Bataeños tend to borrow terms that are from the English language. They also consider some lexically free English borrowed morphemes. Lastly, morpho phonemics were observed such as Assimilation and Phoneme deletion. The investigation gave more proof that the Bataan Tagalog is a dialect of the standard Tagalog.



# paper 11

## Paper Presentations E

### *English Lexical Borrowings in Hiligaynon Online Local News on Selected Koronadal News Stations*

**Jessa Mae B. Manga, Farhan A. Pantao, Princess Grace T. Tesnado &  
Regie P. Amamio**

It is clear that English borrowing has a dominant and pervading influence in the shaping of the lingua franca (Alicando, 2021). Thus, this study gives a possible answer to the problem as to how the English language influenced the regional languages, specifically Hiligaynon. This quantitative study looked into the extent of English language borrowing in the Hiligaynon language used in the online local news of BOMBO Radio Koronadal and DXKR 639 Koronadal published in the year 2022 as corpus, focusing on the lexical categories, patterns, and change in morphemic structure and its frequency. The study used frequency counts and percentage test in quantifying the data to determine all the borrowed words. Out of the 4,475 total number words used in all the issues of the selected two news stations, there is only a total number of 375 English borrowed words. Out of these 375 (8.38%) English borrowed words, 347 (92.53%) are nouns, 19 (5.07%) are verbs, 5 (1.33%) are adjectives, and 4 (1.07%) are adverbs. Also, out of the 375 English borrowed words, a total of 196 (52.27%) are borrowed on a word level, while 179 (47.73%) are borrowed on a phrase level. Also, out of the two online local news stations, there are 12 Hiligaynon affixes that are attached to the English lexis which formed 23 words. In addition, the affixations, indigenization also contributes to the change of morphemic structure of Hiligaynon words, and out of all the borrowed words found in the local news articles are only 7.

**Jessa Mae B. Manga, Farhan A. Pantao, & Princess Grace T. Tesnado**

Mindanao State University - General Santos City

Jessa Mae B. Manga, Farhan A. Pantao, & Princess Grace T. Tesnado are undergraduate students from Mindanao State University-General Santos. They are currently in their second year, pursuing a Bachelor of Arts major in English Language Studies at MSU-General Santos.

**Regie P. Amamio**

Mindanao State University - General Santos City

Regie P. Amamio is an Assistant Professor IV, teaching English Language and Literature at MSU-Gensan.





# paper 12

## Paper Presentations E

### *Mga Salitang Kogneyt na Meranaw, Iranun at Teduray: Isang Morpolohikal na Pagsusuri*

**Amaceta S. Real**

Ang wikang Meranaw , Iranun at Teduray ay mga wikain sa Pilipinas . Bagamat magkakaibang tribu, paniniwala, pananaw sa buhay , iba ang kinalakhan at pinagmulan ay aalamin at susuriin ang mga salitang tinatawag na true kogneyts at mga leksikal na baryasyon . Layunin ng pag-aaral na malaman ang mga tiyak na kogneyts ng wikang Meranaw, Iranun at Teduray. Matuklasan ang mga true cognates ng wikang Meranaw, Iranun , at Teduray at malaman ang mga leksikal na baryasyon ng wikang Meranaw, Iranun at Teduray. Makapag-ambag ang pag-aaral na ito sa larangan ng barayti ng wika at sa pagsulong ng wikang Filipino sa kabuuan.

Ginamitan ng kwalitatibong pananaliksik ang disenyong ito. Sa pamamagitan ng deskriptibong pananaliksik ay may talatanungang isinagawa at isinaayos. Ang paraang sarbey ang uri ng paraang ginamit sa pag-aaral. Ang pag-aaral na ito ay isinagawa sa Pamantasang Bayan ng Mindanao, Lungsod ng Marawi. Naging tagpuan rin ng pag-aaral ang Nuro, Upi, Maguindanao. Ang pag-aaral na ito ay sumailalim sa pagtataya ng mga datos mula sa mga eksperto sa wikang Meranaw, Iranun at Teduray.

Sa pag-aaral na ito, ang mga salitang itinuturing na kogneyt ay ang true kogneyt na magkakapareho ng bigkas, baybay at pakahulugan. Ibig sabihin, kapag ang salitang gagamitin ng mga tao sa kaniyang pakikipagtalastasan ay ang mga salitang true kogneyt ay nagkakaunawaan at mas titibay ang paagkakaisa at samahan ng mga tao para sa pakikipagsalamuha nila sa kanilang kapwa. Dahil dito, mas madali ang proseso ng pagpapadala ng komunikasyon.

Mayroong mga salita sa wikang Filipino na magkakaiba ang paggamit sa mga katawagan ng mga wikang Maranaw, Iranun at Teduray. Ang mga salitang ito ay tinatawag na leksikal na baryasyon. Ang pagkakaiba ng mga salitang ginamit ng mga wikang ito ay dulot ng pagkakaiba-iba ng kanilang lugar na pangangailangan. Ang mga salita sa wikang Filipino na dalawa ang katumbas sa ibang wikain. Ibig sabihin, ang mga salitang ito ay nakakatulong sa pagpapalago at pagpapalawak ng kaalaman tungkol sa wika. Isa ito sa mga paraan upang manatiling buhay, malakas at matatag ang ating wikang pambansa, ang wikang Filipino. Ang pag-aaral na ito ay nakakatulong sa mga mamamayan upang maging batayan sa pag-unawa at pakikipagsalamuha ng mga kapatid nating Muslim na mga Meranaw at Iranun, kasama na ang katutubong Teduray.



# paper 13

## Paper Presentations E

### *Person deixis in the selected national addresses of PBBM*

**Rafael Michael O. Paz**

Various strategies for proximation and polarization are often unconsciously performed by different social actors in discourse. In speeches, an effective way to encode proximation and polarization is through person deixis. The deployment of specific person deixis in discourse allows speakers to assume, acknowledge, assign, and/or avoid roles and responsibilities. This is important in political discourses, especially among political leaders, since their words articulate their political will and political power (Ashley & Jarmer, 2016).

This paper examines the deployment of person deixis in the selected landmark speeches of the incumbent Philippine president, Ferdinand “Bongbong” R. Marcos, Jr. since the beginning of his term in 2022. The attempt for the disambiguation of the deployment of person deixis in the selected discourses of the incumbent president aids in the determination of the location of various social actors (including oneself) and social groups (the Filipino people) in the consciousness of the speaker. The result of this investigation attempts to contribute to the development of people’s “consciousness” that Fairclough (1989, p. 1) claims to be the “first step towards emancipation.”

**Dr. Rafael Michael Paz**

Polytechnic University of the Philippines

Rafael Michael O. Paz teaches English language, literature, and research courses to undergraduate and graduate students at the Polytechnic University of the Philippines.



# paper 14

## Paper Presentations E

### *Hegemonic Masculinity in Slimmers World International Instagram Posts*

**Persieus S. Balog**

Many scholars have been interested in analyzing social media in the last decade. Because of its power that transforms and shapes social practices, some researchers have been interested in analyzing how gender is represented in social media. Based on the review of related literature, studies on Asian online discourse on masculinities specifically in the Philippine context remain scarce. Thus, the present study would like to address this research gap. This study seeks to analyze the hegemonic masculinity ideologies embedded in Slimmers World Instagram posts. To address the research objective, this paper utilized Connell and Messerschmidt's (2005) theory of hegemonic masculinity. This theory is based on the idea that there are superior and inferior types of men or hierarchies of masculinities in society. Findings reveal that hegemonic masculinity is not prevailing on the Instagram page of Slimmers World International. Also, the presence of an LGBTQ member and different types of women on their Instagram page indicates that they value inclusivity and welcome other genders. Furthermore, another interesting finding of the study is the promotion of the muscular concept of women and gay men. It empowers women and members of the LGBTQ community because they are presented in a more powerful form. It is a good move for Slimmers World International because it shows that they embrace diversity and inclusivity, thus helping them attract more clients. Social media plays a huge role in shaping and transforming social practices. Hence, it is important that companies and social media influencers must be aware of the content of their Instagram page because they may promote certain gender ideologies.

**Persieus S. Balog**

Far Eastern University

Mr. Persieus S. Balog holds a Master's Degree in English Language Studies (Cum Laude) from the University of Santo Tomas. He teaches Speech Communication, Purposive Communication, Language and Gender Discourse Analysis, and Stylistics at Far Eastern University Manila. His research interests are Discourse Analysis, Language and Gender, Language and Culture, and Social Semiotics.



# paper 15

## Paper Presentations E

### *Unfolding Gender Representation in English Essays in a Select 21st Century Literature Textbook*

**Algene Malte De Guzman**

DepEd Order No. 32, series of 2017 titled, “Gender-Responsive Basic Education Policy,” stipulates the principles of gender equality, gender equity, gender sensitivity, non discrimination, and human rights” in elementary and high schools across the country. However, various studies on gender representation focus more on the binary gender, on the differences they have in language use, on the actions that relates to their genders, and on their occupational stereotypes (Prabhakaran, Reid, Owen, and Rambow, 2014; Lee and Mahmoudi-Gahrouei, 2020; Ruiz-Cecilia, et. al, 2020, Thrinh and Tinker, 2023; and Gyamera, 2019). Based on these, it is surmised that gender studies, even at present, still focus more on the male versus female gender. Related studies will often look at gender representation holistically, without the focus on one particular gender. This allows researchers to report findings on the absence of the representation of certain gender identities, oftentimes the marginalized group. Other possible observations may be related to the unequal representation of the different genders, often privileging dominant groups.

To achieve this, the researcher shall perform qualitative content analysis guided primarily by Queer Theory, the study shall consider not only the binary gender but also any other kind of sexual identities and actions belonging to both normative and ‘deviant’ categories. This will make the study more inclusive regarding gender representations. In addition, the researcher will use Queer Applied Linguistics (QAL) as a framework for the research. QAL investigates the usefulness of temporality, spatiality, and normativity in accounting for the ways in which different gender and sexuality identities emerge in language and are enacted through it (Sauntson, 2021). This study is intended for writers who will create creative nonfiction texts and for the authors who will write, revise, or modify 21st Century Literature textbooks.

**Algene Malte De Guzman**

Polytechnic University of the Philippines-Main

Algene Malte De Guzman is a college professor with a decade and a half of tertiary teaching experience from various tertiary institutions. At present, he is a full-time faculty member of the College of Arts and Letters, Department of English, Foreign Languages, and Linguistics of the Polytechnic University of the Philippines with a rank of Assistant Professor IV. He is also a resource person for the Department of Trade and Industry, Philippine Trade and Training Center, and the Global MSME Academy.



# paper 16

## Paper Presentations E

### *Reading Strategies Towards Reading Comprehension of Freshmen Criminology Students*

**Shirley A. Calugcugan**

This descriptive-correlational research investigation examined the extent of manifestation of reading strategies of first year criminology students of Central Philippines State University- Main Campus, Kabankalan City, NegrosOccidental for the school year 2020 – 2021, and determined if these strategies such as predicting, visualizing, making connections, summarizing, questioning, and inferring have impacted the reading comprehension of the said participants. Through the Slovin's Formula at 5% margin of error, the participants who were comprised mostly of males and of those whose average family monthly income is below P10,000, have marked themselves averagely in their reading strategies measured through a 30-itemLikert's scale researcher-made instrument and statistically treated through weighted mean. The reading comprehension of the participants, on the other hand, evaluated through a multiple-choice questionnaire, is at average level. Measured against T-test for Independent Samples, the participants did not vary significantly in their manifestation of reading strategies and reading comprehension when they are grouped according to their sex. This indicates that despite of sex-differences, the participants have obtained similar results. When grouped according to their socio-economic status measured against Analysis of Variance (ANOVA), the participants differed significantly. It takes measures for similar financial opportunities towards employment of reading strategies and performance reading comprehension, as socioeconomic status is found to be highly significant factor affecting the differences. The employment of reading strategies have impacted the reading comprehension as the increase of the employment of reading strategies is the increase in the performance reading comprehension



# paper 17

## Paper Presentations E

### *The Sense of Connection between Writing Competence and Oral Proficiency in Language*

**Thor Harold F. Florentino, Katrina Mae E. Baloyo, Arlhaine Kyle D. Abundo, Efreline A. Francisco, Jenny Mae B. Caguitla, Kerr R. Zamora**

The study aimed to address problems in the connection of writing and oral competence as this phenomenon remains unaddressed. There are students who are skilled in writing, but are not that competent in speaking. According to Chafe, W. and Danielwicz J. (1987), people write differently compared to one's speech. Learners must make utterances quickly, whereas writers have time to organize.

This phenomenological research studied the lived experiences of the chosen tertiary students with writing competence but are unable to use the same proficiency in speaking. This study used a purposive sampling technique. The researchers facilitated a virtual interview. After its conduct, the responses were subjected to thematic analysis.

The study's findings were concluded based on the following themes: learners experience disparities in their oral and written competence, difficulties in thought organization come from stage anxiety, stage anxiety result to inappropriate body movement, and lastly, problems in oral communication point to disconnection in writing and speaking. This reveals a problem in the Philippine education: attention to balancing written and oral competence.

**Thor Harold F. Florentino, Efreline A. Francisco, and Jenny Mae B. Caguitla**

Polytechnic University of the Philippines – Santa Rosa

Thor Harold F. Florentino, Efreline A. Francisco, and Jenny Mae B. Caguitla are currently BSED Major in English students at PUP Santa Rosa. Their research interests are public speaking and argumentation.

**Katrina Mae E. Baloyo and Arlhaine Kyle D. Abundo**

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Katrina Mae E. Baloyo and Arlhaine Kyle D. Abundo are currently BSED Major in English students at PUP Santa Rosa. Their research interests include language learning and acquisition.

**Kerr R. Zamora**

Polytechnic University of the Philippines – Santa Rosa

Kerr R. Zamora is a college instructor in PUP Santa Rosa. He is also continuing his graduate studies in PNU Manila. His research interests are Language Education and Writing.



# paper 18

## Paper Presentations E

### *An Investigation of Teachers' Orientations, Materials, and Pedagogies in Developing Learners' Intercultural Communication Competence*

**Kevin Jake M. Angyab**

In the 21st century, the importance of developing the learners' intercultural communication competence (ICC) in English language (EL) classrooms is undeniable. Serving as the newest face of EL classrooms, ICC is gauged when the learners are taught

and immersed to the authentic and direct use of the EL primarily in successfully communicating with people of different cultures. Unfortunately, studies still reveal that English teachers themselves encounter multiple challenges in facilitating ICC development in EL classrooms. Hence, this study surfaces to assess the EL teachers' ICC

orientations, find out their ICC-based pedagogies, and propose an ICC-facilitative checklist as an output. First, the researcher adopts the 24- item Self- Inventory Questionnaire of Tzu-chia Chao and administers it to 65 EL teachers in private secondary schools in Baguio City. The instrument assesses the teachers' ICC orientation along affective orientations (AO), intercultural capabilities (IC), perspectives in English language teaching (P), and employment of intercultural strategies (IS). It is revealed that the respondents are completely oriented on the AO factor whereas, they have varied levels of agreement on other factors.

Second, to enrich the quantitative data, the researcher conducts semi-structured interviews with the randomly-selected 26 respondents in order to gain understanding of the ICC-based pedagogies they employ in EL classrooms. After the thematic and coding analyses, it is revealed that localization, cross-cultural materials, and interculturalization are the major pedagogies that they employ.

Lastly, the researcher creates and proposes an ICC-supportive checklist as an output by interconnecting the acquired quantitative and qualitative data.

Generally, the researcher recommends more ICC-centered studies, especially in Philippine schools.

**Kevin Jake M. Angyab**

Kevin is an English teacher at University of Baguio-Science High School. His research interest includes Philippine and World Englishes, Linguistics, communication, culture, and others.





# paper 19

## Paper Presentations E

### *Genre Analysis on Selected Abstracts from International Journals in Tourism and Hospitality Management*

**Maria Mercedes C. Brodit**

Presently, writing for specific discipline is a necessity. Hyland (2000) stated that written genres of the academe are important because understanding the discipline involves understanding their discourse. And Swales (1990) showed the value of genre analysis as a means of studying spoken and written discourse for applied end. With these premises I embark on my own study on the abstracts in international journals in the field of tourism and hospitality management. According to Swales (1990) abstracts function as independent discourses and this is where I focused the examination. The study looked at the structural features of the abstracts as well as preference in lexical or rhetorical choices of the authors. I also investigated specific thematic features that can distinguish tourism and hospitality genre. For this study, I collected and analyzed abstracts from 5 international journals for tourism and hospitality management. I used the Create a Research Space (CARS) model of Swales and Hyland's classification of rhetorical moves in article abstracts.

Findings from the study reveal that in the field of tourism and hospitality management the structural features of abstracts are Purpose-Method-Product Conclusion. With regard to the lexical and rhetorical preferences, the study reflected a cultural facet wherein the American and European writers would assert the results of their findings and used the word "implications" to further strengthen their claims. Meanwhile the Asian writers simply presented the results of their findings and allow the readers to decide the usefulness of these information. Finally, the specific functional feature of the abstracts is more on persuasion rather than argumentative.

**Maria Mercedes C. Brodit**

De La Salle-College of Saint Benilde

Maria Mercedes is Assistant Professor at the De La Salle-College of Saint Benilde. Her research interest includes Sociolinguistics and Language Acquisition.



# paper 20

## Paper Presentations E

### *Syntactic Variations in Dito Ka Lang by Moira Dela Torre and In My Heart by Lim Yeon*

**Lady Johainee D. Banocag**

This paper presents the syntactic variations of the original Korean song In My Heart and its Filipino rendition Dito Ka Lang within the Principles and Parameters Theory (PPT). A number of 10 lines, 5 from each song, were selected for the linguistic analysis and the Null-Subject and Head Position Parameters of the songs were discussed using the English literal and idiomatic translations, as well as the parameters in the natural languages of Korean and Filipino. The researcher compared whether the parametric variations of the original Korean song were maintained in its Filipino rendition or not. It was found that Korean as a Null-Subject language is not entirely reflected in the Korean song In My Heart, while Filipino as a Non Null-Subject language is generally evident in the Filipino song Dito Ka Lang. On the other hand, Korean as a Head-Final language and Filipino as a Head-First language are both reflected in their corresponding songs. This study concludes that the parametric variations of the Korean song In My Heart are not maintained in its Filipino rendition Dito Ka Lang since it is by a majority seen that the parameters of the natural languages of both languages are reflected in their songs.

**Lady Johainee D. Banocag**

Mindanao State University – Main Campus

Lady Johainee D. Banocag is a first year undergraduate student from the Mindanao State University – Main Campus taking Bachelor of Arts in English Language Studies. She is committed to applying linguistic theories with the current or trending forms of content.



# paper 21

## Paper Presentations E

### *Syntactic Features in Catriona Gray's Speech on Miting de Avance nina Leni at Kiko during the 2022 Election Campaign*

**Shanyn Homairah A. Aguil**

Despite the vast amount of research in syntax, only few research is made available concerning the syntactic features of a text most especially with a text where code mixing of language is present. This study was conducted. It aims to describe the syntactic features of selected sentences of Catriona Gray's speech on Miting de Avance nina Leni at Kiko during the 2022 election Campaign, illustrate which grammatical categories is dependent upon what grammatical category using Phrase Structure Grammar and further to illustrate how an error occur in grammar and syntax of the text when there is code-mixing of language. It uses a qualitative descriptive approach which analyzes the text. As every language has syntactic and grammatical rules, this paper assumes that the code-mixing of language is accepted in spoken language and in syntax of language. Based on Findings, it is the determiner that is dependent on nouns and the preposition to, it is dependent on either verb and noun phrases in order to have a meaningful unit. This paper also concluded that there is no error occurring in code-mixing of language. All languages have their own set of lexicon grammatical rules which differ from one another. This study will contribute to future research of syntactic features and code-mixed languages and further will be utilized as an example for any studies relating to syntax.

**Shanyn Homairah A. Aguil**

Mindanao State University – Main Campus

Ms. Shanyn Homairah Aguil is currently pursuing her undergraduate degree, Bachelor of Arts in English language studies in Mindanao State University. Her research interest includes Philippine English and Syntax of language.



# paper 22

## Paper Presentations E

### *Rhetorical Moves and Politeness Strategies in Request Emails Employed by International Students in an ELF University Context*

**Nguyen Huu Chanh**

Thailand has emerged as a popular destination for international students pursuing tertiary education, leading to the wide use of English as a lingua franca (ELF) in various formal contexts. One important form of communication between students and professors is email writing, where rhetorical techniques and politeness strategies play a crucial role in achieving effective communication. Making requests through email is regarded as a particular challenge for second-language learners, as it involves potential threats to face-saving. This study aims to explore the rhetorical moves, politeness strategies, and underlying factors employed by international students in Thailand when writing request emails to Thai professors. Twenty graduate students were assigned to write two request emails with suggested situations and some of them were chosen to participate in semi-structured interviews. The results revealed that (1) international students introduced new features to their request emails like setting up background, making promise, etc. (2) both positive and negative politeness strategies were almost equally employed to convey the students' intentions, and (3) some potential factors influencing their selection of politeness strategies were identified. This study offers pedagogical implications for social linguistics and enhances pragmatic awareness, acceptability, and appropriateness across various disciplines.

**Mr. Nguyen Huu Chanh,**

School of Foreign Languages, Suranaree University of Technology, Thailand

Mr. Nguyen Huu Chanh is a Ph.D. candidate at Suranaree University of Technology, Thailand. Nguyen's research interests revolve around various topics such as genre analysis, literary devices, morphology, translation, and English language teaching skills in the field of medicine. He can be reached at [nguyenhuuchanh24@gmail.com](mailto:nguyenhuuchanh24@gmail.com).



# paper 23

## Paper Presentations E

### *Language Use, Attitudes, and Identity of Tertiary Students in General Santos City*

**Pamela Kate C. Nebrea and Chelsy Jane G. Arcillas, & Rollie May C. Quicoy**

Geographical location is one of the social actors that affects the characteristics and specific components of a certain language that have a great impact on each language's difference in its phonological features. This has an impact on a language's geographical distribution and areas of use. This also refers to the phonological characteristics of a language. All languages follow specific patterns in the sounds that speakers use, how those sounds combine to produce symbols, as well as how those symbols are put together into clear sentences. The present qualitative study aimed to provide a comparative analysis between the phonological features of Cebuano Gensan and Cebuano Davao. Twenty-two (22) respondents both from Gensan and Davao were used as material in gathering data and results for this study. The analysis of the data shows that Cebuanos from Davao and Gensan share huge similarities. The changes in stress, intonation, and junction become apparent in the results. The words in Cebuano Davao are spoken expressively compared to how they are spoken in Cebuano Gensan, which leads to different and specified stress in words, junctures, and intonation. These results suggest that given the differences in geographical location, it is essential to learn more about this interesting similarity and difference between language variations that have common linguistic foundations and are widely spoken.

**Ms. Pamela Kate C. Nebrea, Ms. Chelsy Jane G. Arcillas, & Ms. Rollie May C. Quicoy**

Ms. Pamela Kate C. Nebrea, Ms. Chelsy Jane G. Arcillas, & Ms. Rollie May C. Quicoy are first-year students from MSU-GSC pursuing an undergraduate course, Bachelor of Arts in English Language Studies at Mindanao State University-General Santos City.



# paper 24

## Paper Presentations E

### *Cross-Cultural Analysis of Disagreement Strategies in Online Interactions: A Study of Filipino and Chinese Users on Facebook*

**Joan C. Ravago**

Facebook (FB) is a widely used platform for people from different cultural backgrounds, like Filipinos and Chinese. However, expressing and responding to disagreement on this platform can sometimes lead to misinterpretation and communication difficulties (Ting Toomey, 1999; Abrams, 2020). Understanding how disagreement is expressed in different cultural contexts fosters cultural awareness and effective communication. Therefore, this study employs a descriptive-qualitative design exploring how Filipinos and Chinese express disagreement as regards their politeness strategies, the influence of social distance on these strategies, linguistic features, and common topics where disagreement arises.

Data came from Facebook feeds of the researcher's friends. Fifty discourses originated from responses to questions, compliments, and simple declarative statements were analyzed using Scott's (2002) indexes of disagreement.

Findings revealed that both groups utilized different strategies, including direct strategy with justification and correction, indirect with a joke, and positive politeness with hedging. Negative politeness through apologies was observed among the Chinese. Interestingly, the Filipinos exhibited a higher frequency of direct strategies, employing negation followed by advice, agreement, 'po' (a respectful term), declaration, and laughter. The choice of strategies depended on social distance. Indirect strategies, like jokes and sarcasm, were used among relatives, close friends, and colleagues. Different linguistic features signaled disagreement, with Filipinos using modals, while Chinese participants used more discourse markers and downtoners. Disagreement arose in topics, including travel, occasions, food, jobs, hobbies, and compliments.

The findings provide insights into the politeness strategies of the participants, emphasizing the role of social distance and linguistic features in shaping their interactions during disagreement.

**Joan C. Ravago**

Central Luzon State University

Dr. Joan C. Ravago is Associate Professor teaching at the Department of English and Humanities, Central Luzon State University. Her research interests include Corpus Linguistics and Psycholinguistics.



# paper 25

## Paper Presentations E

### *Conflicting Beliefs in the Linguistic Schoolscape: The Place of English and Local Languages in Irosin Secondary School*

**Susan F. Astillero**

This paper investigates conflicting beliefs in the linguistic schoolscape of one secondary school in Irosin, Sorsogon, Philippines. It examines the language practices of local stakeholders in schoolscape such as what kind of language/ s displayed, who produced, what are the materials used, who are the intended audience and how the languages are used, displayed and regulated in the school premise; and to determine the underlying beliefs on the role of English and local languages in education. Photographs of signs within the premises of the said school were collected, and supplementary interviews with students, teachers, parents, and administrative staff were conducted. Data were analyzed using Scollon and Scollon's (2003) 'place semiotics' and 'nexus of practice'. Results of the study show that Bikol, English, Filipino, bilingual, and mixed languages are displayed in the schoolscape. English is dominantly used in top-down and bottom-up signs, followed by mixed languages in bottom-up signs. The findings also show that English reflected the ideologies of administrators and administrative staff while mixed languages reflected the students' ideologies. The implications of these findings revolve around how ideology, language practices, and stakeholders' participation are managed as they use and display languages n school LL. Rather than an English-only ideology, language-in-education policy can be implemented through the interaction between the local (Bikol and Filipino) and the global (English) which may be a promising step to forward the multilingual education in the country.

**Susan F. Astillero**

Sorsogon State University

Dr. Susan F. Astillero is Associate Professor III and the current research coordinator of Sorsogon State University, Graduate School. Her research interest includes Language Policy, Planning and Practices, Instructional Materials Development and local literatures.





# paper 26

## Paper Presentations E

### *Linguistic Marginalization of Indian Migrant Children: English Language Education Assimilation as Enfranchisement*

**Nathan Sagi**

The study is an attempt to problematize the linguistic marginalization of internal migrant children (henceforth IMC), through their oppressive journey of acculturation and assimilation into the dominant culture of their destination-province, namely Tamil Nadu, and Tamil as the assimilation language. It also sets out to study the socio-political and linguistic implications of the narrative of multilingualism in the lives (school-life and real-life) of IMC in India. The study is limited to analyzing /deconstructing the discourse of assimilation and of multilingualism. The primary aim of the study is to look for the conditions of possibilities of welcoming Indian Internal migrant children into classrooms, and to show how English language assimilation provides socio-economic empowerment. Hence the study posits that the assimilated English language pedagogy is an empowering pedagogical approach to teaching IMC in India. The main argument is that without the attempt to acculturate and assimilate IMC in English education, the rhetoric of multilingualism and multiculturalism, assimilation into Tamil will continue to other 'the others' specifically IMC.



# paper 27

## Paper Presentations E

### *Motivation and Beliefs of M.A. English students towards English Language Learning*

**Cheng Yue & Alain F. Razalan**

This paper investigated the motivation and beliefs of twenty (20) M.A. students in English. Using weighted mean, it was found out that the level of motivation of the respondents is Strongly Agree with a weighted mean of 4.32. Meanwhile, a 4.44 weighted mean was obtained by the level of beliefs of the respondents having a verbal interpretation of Strongly Agree. As a result, it was found out, that the p-value of 0.20 for Personal, 0.019 for Educational, and 0.04 for Professional are lower than .05 level of significance, hence failed to accept the null hypothesis which states that there is no significant relationship between the level of motivation and level of belief of M.A. English students towards English language learning. This means that personal, emotional, and professional motivations are paramount to graduate students. With the findings of the study, it is recommended to provide wider variables and bigger population to discern the beliefs of graduate students including Ph.D. English students.

#### **Dr ChengYue**

Philippine Normal University – Manila Campus; KaiFeng University, China

Dr ChengYue, is a lecture in Kaifeng University in China, and Graduate Student, PhD in English Language Education in Philippine Normal University. Her research interest includes Higher Pedagogy and English teaching strategies.

#### **Dr. Alain F. Razalan**

De La Salle University, Manila

Dr. Alain F. Razalan, is a Master Teacher II and Subject Group Head of Angono National High School. Currently, he is writing his Dissertation at De La Salle University Manila.



# paper 28

## Paper Presentations E

### *Colonial Mindset, Appropriation, and Emotion: Language Attitudes towards English of Multilingual Speakers in Sourthern Philippines*

**Ariel Robert C. Ponce**

Language attitudes studies have opened many opportunities for our understanding of peoples' outlook towards languages, their varieties, and their speakers. Despite these, studies focusing on the attitudes of speakers especially in the rural and outskirts from the capital of metropolis remain less progressive. The aim of this study is to look into the language attitudes towards English of multilingual speakers who are Maguindanaon, Hiligaynon, Iranun, Maranao, and Cebuano from the southern Philippines. After conducting interviews, I found that a 'colonial mindset', e.g., English is a foreign language, still persists among multilingual speakers despite the status of English as an official language, the speakers' linguistic appropriations and pride for English, and an established literature about the local variety, Philippine English. This paper contributes to our understanding of the English language experiences of multilingual speakers and the implications of these to the discourses surrounding the development of a local English variety.



# paper 29

## Paper Presentations E

### *Exploring the Expressed and Perceived Discoursal Self of Multilingual Senior High School Students in Academic Writing*

**Stephanie S. Guiang**

Academic writing, like all mediums of expression, is an act of identity, and it involves not only expert information, but also a representation of the author. Writers must carefully choose their words in order to entice, influence, and persuade their audiences (Hyland, 2002). The use of these resources, as well as the decisions made from the options they provide, reveal who the writer is. In this particular study, the researcher adds to the literature of analyzing the development of writer identity, specifically expressing the discoursal self of multilingual students. This reveals a self representation that a writer inscribed in the text for the reader, deliberately or inadvertently (Burgess & Ivanič, 2010). This qualitative study aims to determine the extent to which the reported discoursal self is reflected in the academic writing of selected Grade 11 students in a private school in Pasig City. The researcher asked for their consent to give a copy of their article critique and college application essay in Reading and Writing Skills class, in which these were examined using metadiscoursal analysis (Hyland, 2010). They also underwent a semi-structured interview in order to see their perception on their discoursal self in academic writing, in line with the concept of writer identity by Ivanič (1998) and to see if it reflects with their projected discoursal self. Results showed that most of the students still need to familiarize and utilize the metadiscourse markers effectively in order to express their projected discoursal self well in their essays and that they mostly rely on the expectations of their teachers. However, students still have the awareness in identifying their perceived discoursal self, which mostly reflects the projected discoursal self.



# paper 30

## Paper Presentations E

### *Exploring the Language Curriculum of the Senior High School Program in Santa Rosa City, Laguna*

**Kerr R. Zamora & Ma. Jhona B. Acuna**

Santa Rosa is considered as the center of South Luzon. Today, it is considered the richest city in Luzon outside of Metro Manila based on its annual income. It is a place of varied industries. As a progressive place, industries are varied which require skill-based jobs and professional work. As the senior high school programs seek to produce graduates who are life-ready, it is imperative for them to have communicative competence.

This phenomenological research generally aimed to explore the senior high school language curriculum in Santa Rosa City, Laguna by investigating the strengths and weaknesses of the present SHS language curriculum in Santa Rosa City. With the view of providing input for the development of language curriculum in the local context, the experiences of the senior high school teachers, K to 12 graduates, and current students in the academic track were studied.

Teachers, K to 12 graduates, and SHS students were interviewed to investigate their feedback on the present SHS language curriculum. After data collection had been done, themes were analyzed. Hence, it was found that the SHS language curriculum is responsive to conceptual knowledge, but quite to linguistic skills. Also, the senior high school does not improve comprehension among students and the present senior high school courses do not directly respond to linguistic competence.



# paper 31

## Paper Presentations E

### *Essence of Household Number to the Language Development of a Child*

**Joshua B. Tabafunda, Stephanie F. Fuentes, Nathalie G. Galicia, Kate S. Sarmiento, Mariel P. Silva, & Kerr R. Zamora**

Household number has always varied from family to family. The quantity of the people living in a certain household is indeed affecting the language development of a child. As a low household size calls for lesser possibility of language inputs and guidance for a child compared with a much higher household size.

This phenomenological research studied how the number of people living in a specific household plays a part in the language development of a child. This was done by collecting data utilizing an unstructured interview to four (4) parents or legal guardian of a child in a 3–5 age range. Purposive sampling was employed by selecting two classifications of low and high household size. Codes were drawn from the collected responses; then, themes were identified.

It was found that a high household number is advantageous when it comes to advanced language development of a child in terms of vocabulary-building, phrase construction, and spoken speeches. As a high household number provides more language inputs and guidance from the family members of a child. Moreover, a low household number equates to lower chances of conversation between a child and family members that causes a child to resort on using gadgets; thus, resulting in lower input of words that are necessary for language development in a broader sense.

**Joshua Tabafunda, Stephanie Fuentes, Nathalie Galicia, Kate Sarmiento, Mariel Silva**  
Polytechnic University of the Philippines - Santa Rosa Campus

Joshua Tabafunda, Stephanie Fuentes, Nathalie Galicia, Kate Sarmiento, Mariel Silva are college students taking up Bachelor of Secondary Education Major in English.

**Kerr Zamora**

Polytechnic University of the Philippines - Santa Rosa Campus

Kerr Zamora is a college instructor in PUP Santa Rosa. He is also continuing his graduate studies in PNU Manila. His research interests are Language Education and writing.



# paper 32

## Paper Presentations E

### *English Teachers' Awareness of and Attitudes towards Philippine English: A Basis for a Learning Program Proposal*

**Dyanna Mariae A. Dangilan & Zayda S. Asuncion**

The English language proves its dynamicity with the creation of different varieties brought about by the contact of the language with different indigenous languages and dialects. One variety of this is Philippine English which is described as becoming gradually accepted as a local norm or model in the Philippines. Using descriptive design, this study determined both the awareness and attitude of English teachers from public secondary schools of Nueva Vizcaya towards the use of Philippine English. The findings revealed that English teachers had a high level of awareness of Philippine English and a positive attitude towards it. They, however, did not see incorporating the variety in the English language curricula as an issue in the same way that they did not regard it as a standard variety to be taught in schools. Further, younger teachers had a higher awareness compared to those who are 30 years old and above. Likewise, female teachers were more aware of the variety than the male teachers. Integrating Philippine English in language lessons can help promote the English variety. In the same way, the conduct of in service trainings and learning program, specifically a Learning Action Cell, can help strengthen the awareness level of all English public secondary school teachers. Hence, this study proposes a series of Learning Action Cells named Philippine English: Promoting and Learning its Use in Schools (PhE: PLUS).





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