9th Annual International Free Linguistics Conference (FLC 2015)

Linguistic Society of the Philippines

September 24-26, 2015

Yuchengco Building, De La Salle University
# Free Linguistics Conference 2015

**Yuchengco Building, De La Salle University**

**Thursday, September 24, 2015**

<table>
<thead>
<tr>
<th>8:00 ~ 9:30</th>
<th>Registration</th>
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<tbody>
<tr>
<td>Chair</td>
<td>Maria Hannah Martin</td>
<td>Edward Jay Quinto</td>
<td>Lemuel Fontillas</td>
<td>Rey John Villanueva</td>
<td>Marlina Lino</td>
<td>Pilar Caparas</td>
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<thead>
<tr>
<th>Workshops AM 9:30 ~ 12:00</th>
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<tbody>
<tr>
<td>&quot;Grammar into discourse: A framework for analyzing how texts make meaning&quot;</td>
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<tr>
<td><strong>Priscilla Angela T. Cruz</strong> (Ateneo De Manila University)</td>
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<tr>
<td>12:00 ~ 2:00</td>
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<tr>
<td><strong>Chair</strong></td>
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<td><strong>Workshops PM</strong></td>
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# Yuchengco Building, De La Salle University-Manila

## Friday, September 25, 2015

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>7:30 ~ 8:30</td>
<td>Registration</td>
</tr>
<tr>
<td>8:30 ~ 9:00</td>
<td><strong>Opening Ceremonies</strong>&lt;br&gt;Br. Raymundo Suplido FSC, PhD (President, De La Salle University)&lt;br&gt;Dr. Ahmar Mahboob (Founder, Free Linguistics Conference)&lt;br&gt;Dr. Shirley Dita (President, Linguistic Society of the Philippines)</td>
</tr>
<tr>
<td>9:00 ~ 10:00</td>
<td><strong>Focus Lecture 1</strong>&lt;br&gt;Focus Lecture #1 (Chair: Dr. Rochelle Irene Lucas)&lt;br&gt;Dr. Maya Khemlani David (University of Malaya)&lt;br&gt;&quot;Language Policies and Ecology of Literacies&quot;</td>
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<tr>
<td>10:00 ~ 10:30</td>
<td>Tea Break</td>
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<tbody>
<tr>
<td>Session Chair</td>
<td>TAW Symposium</td>
<td>Jose Cristina Pariña</td>
<td>Felix M. Mercado</td>
<td>Edward Jay Quinto</td>
<td>Ferdinand Rellorosa</td>
<td>Barbara Magallona</td>
<td>Claire Madrazo</td>
<td>Jocelyn A.S. Navera</td>
<td>Arina Brylko</td>
<td>Philip Rentillo</td>
</tr>
<tr>
<td>Concurrent Session 1</td>
<td>10:30 ~ 11:00</td>
<td>Call centres and the workers within: Thinking smart on every single call (James Repique, SPI Global)</td>
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</table>
**Concurrent Session 2**  
**11:05 ~ 11:35**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter(s)</th>
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</thead>
<tbody>
<tr>
<td>Talking across the Philippines: Language and Intercultural Communication for Global Filipinos in provincial Sites</td>
<td>Maria Rowena &amp; H Joseph Bertuman, Sutherland Global</td>
</tr>
<tr>
<td>Colloquialisation in Philippine English</td>
<td>Peter Collins</td>
</tr>
<tr>
<td>Texts or 'performance samples': assessing IELTS writing</td>
<td>Johanna Motteram</td>
</tr>
<tr>
<td>Writing Course for Pedagogy: An ESP Experience</td>
<td>Luis Miguel P. Saludes</td>
</tr>
<tr>
<td>Gender Differences in a Debate Classroom</td>
<td>Shannah Marie O. Montales</td>
</tr>
<tr>
<td>The Role of the Reader and the Reading Comprehension of College of Education Freshmen Students</td>
<td>Jhon Jerick E. Eyas</td>
</tr>
<tr>
<td>CALL as Predictor to the Language Proficiency of College Students in WMSU</td>
<td>Haydee Adalia &amp; Claire Madrazo</td>
</tr>
<tr>
<td>A Stylistic Analysis of Sebuano Figurative Language in INWW's Poems</td>
<td>Kimberly Jhie Alejandrino</td>
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<tr>
<td>Factors of Language Shift from Hokkien to Mandarin among Youths in Klang</td>
<td>Susan Astillero</td>
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</tbody>
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**Concurrent Session 3**  
**11:40 ~ 12:10**

<table>
<thead>
<tr>
<th>Topic</th>
<th>Presenter(s)</th>
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<tbody>
<tr>
<td>The language of virtual team management: Who holds the power?</td>
<td>Jane Lockwood &amp; Gail Forey</td>
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<tr>
<td>She likes to learn/learning English: On Subjectless Nonfinite Clauses as Monotransitive Variants of Verbal Complements in Philippine English</td>
<td>Ramsey S. Ferrer</td>
</tr>
<tr>
<td>Stance Markers in Medical Research Articles</td>
<td>Felix M. Mercado</td>
</tr>
<tr>
<td>Validating the Effectiveness of Scaffolding in Writing: A Systematic Review of Literature</td>
<td>Joji Ann F. Regacho</td>
</tr>
<tr>
<td>The Paradox of Fanfiction as a Democratic Discursive Practice</td>
<td>Ivy J. Antonio</td>
</tr>
<tr>
<td>Efforts to develop free online reading resources</td>
<td>Neil Millington</td>
</tr>
<tr>
<td>Txtspeak Conventions: Stylistic Features of Text Messaging</td>
<td>Genalyn Salinas</td>
</tr>
<tr>
<td>Stylistic Analysis of Philippine English and Singaporean English Automotive Reviews</td>
<td>Jet B. Ramos, Jr.</td>
</tr>
<tr>
<td>Student-Teachers' Perceptions of Teaching Practice in Community Service Learning in Taiwan</td>
<td>Shu Fen Yeh</td>
</tr>
<tr>
<td>Korean students in the Philippines: Their perceptions of native and non-native English-speaking teachers in ELT classroom</td>
<td>Susan Astillero</td>
</tr>
</tbody>
</table>

**12:10 ~ 1:30**

**Lunch**
Focus Lecture #2 (Chair: Camille Vizconde)
Dr. Jane Lockwood (City University of Hong Kong)
"The many faces of business communication: Asian profiles"

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</thead>
<tbody>
<tr>
<td>Session Chair</td>
<td>Agnes Francisco</td>
<td>(Rey John Castro Villanueva)</td>
<td>Selwyn Cruz</td>
<td>Kristine De Leon</td>
<td>Nicanor L. Guinto</td>
<td>Darwin Guinan</td>
<td>Danica Salazar</td>
<td>Lemuel Fontillas</td>
<td>Ramsey Ferrer</td>
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Concurrent Session 4
2:40 ~ 3:10

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Concurrent Session 5
3:15 ~ 3:45

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<thead>
<tr>
<th>Concurrent Session 6</th>
<th>3:50 ~ 4:20</th>
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<tbody>
<tr>
<td>Chat in operations</td>
<td>Neologisms of Modern English and Filipino Languages (Junina Flora Isabel G. Arcenal &amp; Ina Erlita Samson)</td>
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<td>Vague references in Nigerian newspaper editorials (Demola Jolayemi &amp; Thompson Ewata)</td>
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<td>Leisure reading material selection: Influence of socialization (Shamala Ramakresinin)</td>
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<td>Emotions Influence on Foreign Language Learning Motivation (Angela Karsten Tsunoda)</td>
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<td>A Critical Analysis of Instructional Materials and Classroom Interactions in the MTB-MLE in Butuan (Castor T. Tagyamon, Jr.)</td>
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<td>Gender, Subjectivity, and Queer Theory (Darwin M. Guianan)</td>
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<td>Interjections Used in Social Media Posts (Kathleen K. Abroguiña)</td>
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<td>Muslim and Christian and Their Conflict Resolution Strategy (Salome L. Escalona)</td>
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<td>Vietnamese kinship terminologies in context (Duong Thi Nu)</td>
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<tr>
<th>Concurrent Session 7</th>
<th>4:25 ~ 4:55</th>
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<tbody>
<tr>
<td>Building professionalism in ELT</td>
<td>Building professionalism in ELT (Ahmar Mahboob &amp; Josephine Chen)</td>
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<tr>
<td>TESOL Asia</td>
<td>The Oxford English Dictionary (Sponsored Session)</td>
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<td></td>
<td>A Contrastive Study of the Progressive Aspect in Chinese &amp; English (I-hao Victor Woo)</td>
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<td></td>
<td>Natural Learning” for Sasak Language as Mother-Tongue through Folklores (S.S. Nuriadi)</td>
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| 4:55 ~ 5:25 | Break |

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<thead>
<tr>
<th>5:25 ~ 5:45</th>
<th>Poster Presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A discourse analysis of watching sports-related programme (Siqun Xu)</td>
<td>Reflections of Students on Their English Language Learning Experiences (Roger G Pagente Jr)</td>
</tr>
<tr>
<td>Criminology Students' Attitude towards the Use of Instructional Materials (Johnnie Lim)</td>
<td>Management and Evaluation of Recreatory Reading Program (Percival Babista)</td>
</tr>
<tr>
<td>Epic Fail: When Jokes Fail to be Funny (Darlene Lou E. Pagunsan; Michelle G. Garing)</td>
<td>Outlining: Making Students Achieve Paragraph Unity in Expository Writing (Jomar Morena)</td>
</tr>
<tr>
<td>Affective Factors and Code Switching during Classroom Presentations (Rona Della Rosa)</td>
<td>Localization strategies in teaching English phonology (Galahad Unciano)</td>
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<thead>
<tr>
<th>Focus Lecture 3</th>
<th>5:45 ~ 6:45</th>
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</table>
| Focus Lecture #3 (Chair: Dr. Marlina Lino) | "Call centres & the workers within: ‘Thinking smart & sounding smart on every single call"
| Dr. Gail Forey (Polytechnic University of Hong Kong) | Conference Dinner (21st Floor, Br Andrew Bldg, DLSU) |

| 7:00 ++ | Conference Dinner (21st Floor, Br Andrew Bldg, DLSU) |
# Yuchengco Building, De La Salle University-Manila

**Saturday, September 26, 2015**

<table>
<thead>
<tr>
<th>Registration</th>
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<tbody>
<tr>
<td><strong>8:00 ~ 9:00</strong></td>
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<tr>
<td><strong>Focus Lecture 4</strong></td>
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<tr>
<td><strong>9:00 ~ 10:00</strong></td>
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<tr>
<td><strong>Dr. Lisa Lim</strong> (The University of Hong Kong)</td>
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"Centres of diversity, platforms for evolution: On margins and mobility in language practices in the global knowledge economy"

<table>
<thead>
<tr>
<th>Tea Break</th>
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<tr>
<td><strong>10:00 ~ 10:30</strong></td>
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<tbody>
<tr>
<td>Session Chair</td>
<td><strong>PE Symposium</strong></td>
<td><strong>Language Choice and Language Maintenance of Tri-Generational Families of Bajau Speakers in Malaysia (Francisco P. Dumanig)</strong></td>
<td><strong>The Language of the Doukhobors in Canada (Gunter Schaarschmidt)</strong></td>
<td><strong>Three Tongues in a Mouth: Codeswitching Behavior Across Discipline (Estrella F. Fajardo)</strong></td>
<td><strong>Reading Beyond the Lines in a Blended Classroom: An In-Depth Study of EFL Reading Instruction Strategies (Maria TESSALynn Reyes)</strong></td>
<td><strong>Intercultural Communication Competence and Mode of Acculturation of Indians, Indonesians and Koreans in Davao City, Philippines (Rioliza B. Molina)</strong></td>
<td><strong>Multilingual, Multi-Minded (Luzinete de Lima Nagatani)</strong></td>
<td><strong>On Filipino and Ivatan nominal markers (Maria Kristina Gallego)</strong></td>
<td><strong>Vowel Length Contrasts in Filipino Learners of German (Frances Cruz)</strong></td>
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<tr>
<td>Concurrent Session 8</td>
<td><strong>Philippine English Symposium</strong></td>
<td><strong>Language Choice and Language Maintenance of Tri-Generational Families of Bajau Speakers in Malaysia (Francisco P. Dumanig)</strong></td>
<td><strong>The Language of the Doukhobors in Canada (Gunter Schaarschmidt)</strong></td>
<td><strong>Three Tongues in a Mouth: Codeswitching Behavior Across Discipline (Estrella F. Fajardo)</strong></td>
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<td><strong>Vowel Length Contrasts in Filipino Learners of German (Frances Cruz)</strong></td>
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### Concurrent Session 9
**11:05 ~ 11:35**

<table>
<thead>
<tr>
<th>Paper:</th>
<th>Use of English in Nigerian Tertiary Institutions (Beatrice Ayankogbe)</th>
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<tbody>
<tr>
<td>Paper:</td>
<td>Comparison of Code-Switching Behaviors of Male and Female Classroom Teachers across Age Groups (Christina D. Vicencio)</td>
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<tr>
<td>Paper:</td>
<td>Language Functions and Cultural Categories of Political Speeches of Asian English Speaking Countries (Lynnette Matea Camello)</td>
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<td>Paper:</td>
<td>Behind Closed Doors: A Sociolinguistic Experiment (Lourd Gregory D. Crisol)</td>
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<td>Paper:</td>
<td>Parents Attitude toward Children's Multilingualism in Japan (Erica Muramoto)</td>
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<td>Paper:</td>
<td>Case Principle in Surigaonon, Cuyunon, and Ilocano (Mariyel Hiyas C. Liwanag)</td>
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<td>Paper:</td>
<td>Critical Discourse Analysis of Eco-News Reporting (Philip Andrew L. Garlitos)</td>
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### Concurrent Session 10
**11:40 ~ 12:10**

<table>
<thead>
<tr>
<th>Paper:</th>
<th>Languages for specific purposes and promotion of territory (Renata De Rugeriis)</th>
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<tbody>
<tr>
<td>Paper:</td>
<td>The Dynamism of Spanish Language Learning (Maria Eloisa C. Reyes)</td>
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<tr>
<td>Paper:</td>
<td>Interferenc e Suppressio n and Lexical Access in Chinese-Filipino-English Trilinguals (Arnel Madrazo)</td>
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<tr>
<td>Paper:</td>
<td>Investigati ng Linguistic Investmen t in the Maritime Industry (Irish Sioson)</td>
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<tr>
<td>Paper:</td>
<td>Multilingua lism: Ethnograph y of Maranao Children in Sorsogon (Michael John A. Jamora)</td>
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<tr>
<td>Paper:</td>
<td>The Structure of Tagalog Ang-Ang Constructio ns (Elsie Marie Or)</td>
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<tr>
<td>Paper:</td>
<td>A Morphophonological Analysis on Sebuano and Maranao Cognates (Karl Lou S. Tiongo)</td>
</tr>
<tr>
<td>Paper:</td>
<td>Linguistic and Cultural Issues on Contrastive Analysis: The Case of Ilokano and English Personal Pronouns (Rommel V. Tabula; Constante S. Salasac)</td>
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### 12:10 ~ 1:30

**Lunch**
**Focus Lecture #5** (Chair: Dr. Paulina Gocheco)

**Dr. Andrew Moody** (University of Macau)

"Mock Englishes in Popular Culture: Appropriating English for Popular Consumption"

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<tbody>
<tr>
<td><strong>Session Chair</strong></td>
<td>PE Symposiu m:</td>
<td>Romualdo Mabuan</td>
<td>Daylinda Laput</td>
<td>Sorhaila Yusoph</td>
<td>Kimberly Migallos</td>
<td>Ellen May Laurente</td>
<td>Pilar Caparas</td>
<td>Ma. Jezia Talavera</td>
<td>Daylinda Laput</td>
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<tr>
<td><strong>Concurrent Session</strong></td>
<td><strong>11</strong></td>
<td><strong>2:40 ~ 3:10</strong></td>
<td><strong>Philippine English Symposiu m:</strong></td>
<td>Analyzing Modals in OPM Lyrics in English (Miguel Lorenzo B. Garcia)</td>
<td>Psycho/Socio linguistic An alysis of Fifty Shades of Grey (Shiela Maderal Manzanilla)</td>
<td>Discourse of Obituaries in Nigerian Newspapers (Joseph Babasola Osoba)</td>
<td>Compliment Response Strategies in Husband and Wife Relationship (April Macam)</td>
<td>Pragmatics of Haggling As A Speech Event (Dahlia Sagucio)</td>
<td>Engaging in Classroom Conversation s: A Teacher-Student Feat (Stella Marie G. Arcenas)</td>
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<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Lecture</th>
<th>Focus Lecture #6</th>
<th>Closing Ceremonies</th>
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<tbody>
<tr>
<td></td>
<td><strong>Headlines</strong>: Anda so Meranaw nga? Marawi's Linguistic Landscape (Sorhaila Latip-Yusoph)</td>
<td>Anda so Meranaw nga? Marawi's Linguistic Landscape (Sorhaila Latip-Yusoph)</td>
<td></td>
<td><strong>Dr. Ahmar Mahboob</strong> (FLC Founder)</td>
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<tr>
<td></td>
<td></td>
<td>Meranao Conyo in Facebook: Syntactic and Encoded Prosody Analyses</td>
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<td><strong>Dr. Arwin Vibar</strong> (LSP Vice President)</td>
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<tr>
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<td>A Sociolinguistic study of language and Identity amongst Punjabi ESL</td>
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<td>learners (Usma Azhar)</td>
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<td>An Intercultural Rhetoric Analysis of 4ATG and BSU Memoranda (Amor M. Clarido)</td>
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<td>Stance Markers in a Tagalog classroom (Lemuel Fontillas)</td>
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<td>Airing good and original news: Broadcast journalism in AM and FM radio stations (Daylinda Laput)</td>
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<td>Conversational Maxims in PN's Social Media Account (Marianne L. Cuarto)</td>
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<td>4:20 ~ 4:50</td>
<td><strong>Tea Break</strong></td>
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<tr>
<td>4:50 ~ 5:50</td>
<td><strong>Focus Lecture 6</strong> (Chair: Dr. Marianne Rachel Perfecto)</td>
<td><strong>Dr. Priscilla Angela T. Cruz</strong> (Ateneo De Manila University)</td>
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<td>&quot;Construing an identity for a nation: Values education, English language teaching, and secondary school pedagogy in the Philippines&quot;</td>
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<tr>
<td>5:50 ~ 6:20</td>
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<td><strong>Closing Ceremonies</strong></td>
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<td><strong>Dr. Ahmar Mahboob</strong> (FLC Founder)</td>
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<td><strong>Dr. Arwin Vibar</strong> (LSP Vice President)</td>
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</table>
The steering committee would like to thank the following sponsors who helped them make this conference possible:
Welcome to the 9th Annual International Free Linguistics Conference: A conference for everyone!

The Free Linguistics Conference is the first conference of its kind, and it was organised on a number of principles that were originally envisioned over a cup of coffee – as many good things are 😊. This vision included providing a forum for language specialists that is highly accessible: The Free Linguistics Conference is completely free of fees, which are often staggering and prevent students and scholars from attending; and, it provides a forum for language specialists in all areas of research to come together and share their diverse perspectives, ideas, and practices in a friendly environment which is free of set themes and (sub-)disciplinary borders.

This year we are excited about hosting the conference at De La Salle University (DLSU), with support from the Linguistics Society of the Philippines (LSP). The range of topics included in this year’s program as well as the number of countries represented at the conference reflects the principles of FLC. I would like to thank the dedicated conference committee at LSP and DLSU for having done a fabulous job. I am especially grateful to Dr. Shirley Dita, the local chair of the conference, as well as the members of the organising team for making this conference a success.

Once again, thank you very much for your interest and participation in this conference. It is only with your continued support that the FLC initiative continues to grow. I hope you enjoy the conference and look forward to seeing you at the 10th International Free Linguistics Conference in 2016 in West Sumatra, Indonesia!

Dr. Ahmar Mahboob
Founder, FLC Group
**Message**

On behalf of the Linguistic Society of the Philippines, I would like to welcome our distinguished Focus Speakers, the dynamic workshop facilitators, international and local presenters, and all linguistics and language education scholars to the 9th Annual International Free Linguistics Conference.

In 2012, I was invited by my good friend Ahmar to speak at the 6th FLC at the University of Sydney, Australia. There I witnessed that it is indeed possible to hold a high-end international conference FREE of fees. And living to mission of LSP, to be the forerunner of linguistic research dissemination in the country, I envisioned a huge conference attended by Filipino language teachers, practitioners, researchers, and most especially the students who are thirsty of new knowledge on the field but could hardly attend pricey conferences. Today, we are witnessing a reality that a high-end conference, such as FLC, where the world-renowned experts and budding scholars in the field have been invited to give plenaries, can actually be free.

I enjoin everyone to take advantage of the 6 focus lectures, 12 workshops, 2 symposia, 110 paper presentations, 8 posters, and the countless opportunities in this three-day academic gathering. At the end of this conference, I sincerely hope that we take with us the insights and the experiences we got here, not just from the numerous research topics we listened to, but from the intellectual discussion we had with co-participants and new acquaintances as we go back to our classrooms or schools.

I would like to thank everyone who made this event a resounding success! Special thanks go to the very efficient FLC Group, Ahmar & Josephine; the LSP Board; our invited speakers, for agreeing to fly to the Philippines despite the demands of their profession; our sponsors, especially DLSU, for their generosity, and above all, the very hardworking members of the steering committee, for their unparalleled performance!

**SHIRLEY N. DITA, Ph.D.**
President, LSP
Conference Director, 9th FLC
Focus Lecture 1

Language Policies and Ecology of Literacies

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Language policies have an enormous impact on language literacies. This study presents the literacies of undergraduates as cited in a number of studies in a number of post-colonial countries as the background and moves on to provide examples of a study conducted in two post-colonial countries—Malaysia and Pakistan. It compares the development of the linguistic ecology and explores respondents’ orientations towards different languages in their respective educational settings. Using the Continua of biliteracy, the study employs a mixed method. The results indicate that the literacy levels of Malaysian respondents suggest a balance between their ethnic, national and English languages, and view the teaching/learning of their ethnic languages as vital markers of their ethnolinguistic identities. In contrast in Pakistan, the respondents report considerably higher literacy levels in reading and writing in English and Urdu as compared to their mother tongues. Biliteracy is seen as a means to social mobility rather than as identity marker. In both countries exclusion of languages other than the national and official ones from schools leaves a larger number of languages at the less powerful ends of the Continua model, a sign pointing towards their endangerment. It is clear then that language policies in education have clear and tangible ramifications on the ecology of languages.

Professor Dr. Maya Khemlani David has a distinguished thirty year career in teaching language and linguistics and has written, co-written, or edited 31 books as well as published 138 scientific research papers in national and international journals. Dr David taught and tested in a number of faculties including Law and Economics and is a world-reknown expert in the field of discourse analysis, language variation in Malaysian minority communities, and the role of language in establishing and maintaining national unity within and across cultures. She received the Linguapax Award, (UNESCO BARCELONA, 2007) and is an Honorary Fellow of the Chartered Institute of Linguists (United Kingdom), and an Honorary Member of the Foundation of Endangered Languages. Her publications include The Sindhis of Malaysia: A Sociolinguistic Account (2001, London, ASEAN) and she has co-authored Writing a Research Paper (2006, Serdang: UPM). Her co-edited and edited publications include Politeness in Malaysian Family Talk (2008, Serdang: UPM), Language and Human Rights: Focus on Malaysia (2007, Serdang: UPM), National Language Planning and Language Shifts in Malaysian Minority Communities: Speaking in Many Tongues (2011, Amsterdam: University of Amsterdam Press), Language and the Power of the Media (2006, Frankfurt, Peter Lang), Language Choices and Discourse of Malaysian Families: Case Studies of Families in Kuala Lumpur, Malaysia (2006, Petaling Jaya, Strategic International and Research Development Centre), Teaching of English in Second and Foreign Language Settings: Focus on Malaysia (2004, Frankfurt, Peter Lang), Developing Reading Skills (2002, Kuala Lumpur: Melta/Sasbadi). Until Recently (April 2014) she was Professor at the Faculty of Languages and Linguistics, University of Malaya and continues to serve as Researcher, Humanities Research Cluster, University of Malaya as well as Hon. Academic Consultant with the London College.
Focus Lecture 2

The many faces of business communication: Asian profiles

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The ability to communicate effectively in English in business situations is a highly valued commodity in our globalized world. But what does ‘effectively’ really mean? In Asian business contexts for example, it is the case that the majority of business interactions are between non-native speakers of English where the lingua franca is English. So what are these new norms and challenges how can they be effectively trained for, appraised and supported?

This plenary talk will synthesize some of the key directions for business communication in the Asian context and the challenges therein. It will include a discussion of the role of technology and the rise social media in virtual business communication exchanges at work and with customers; the specific requirements of the business processing outsourcing (BPO) industry in Manila and India in call centres using voice and CHAT; and the new and changing nature of English when it is used as a lingua franca with both native and non-native speakers.

Given the dynamic nature of this situation, the question arises as to how training, material development and assessment requirements can be crafted to meet the needs of young employees working in this context. How are schools, universities and workplaces coping with these new and diverse norms, and how are commercial publishers and assessment bodies reacting to these new complexities?

Jane Lockwood is Associate Professor in the Department of English at the City University of Hong Kong. She has worked in the UK, Australia, the Philippines and Hong Kong in the areas of English language training, teacher training and materials and assessment development. She completed her doctorate studies in the area of workplace curriculum and evaluation in the Hong Kong context and has published widely in the areas of business communication training and assessment in the business processing outsourcing (BPO) industry in Asia.
Call centres and the workers within: ‘thinking smart and sounding smart on every single call’

Gail Forey
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Research in the area of offshore outsourcing and working in a business processing organization, including research that focuses on call centres has tended to discuss information systems, management, human resources, economic issues and a discussion of those involved in the work and their views about this new emerging workforce are limited.

In this paper we present results from an extensive eight page questionnaire distributed to customer service telephone agents in three different organisations in the Philippines, in May 2013. In total 331 surveys were collected and capture the experience and perceptions of those who make and take customer service calls. Specifically data was collected in relation to: the attributes of the agents who take calls; labour utilization; labour intensity; autonomy on the job; their well-being and health; views towards job satisfaction; commitment at work and to the organisation; whether they had a voice and representation; in addition to issued related to language and communication skills. The findings provide a comprehensive insight into the nature of the work in Philippine call centres, and help us understanding the realities of call centre employment. Such knowledge can enhance the effectiveness of organisations and ensure that the employee experiences can be optimized. Moreover, analysis of the data further helps to situate the Philippines within the context of international debate and discussion related to the linguistic globalization of English in the workplace.

This study has been conducted with:
Philip Taylor & Helen Macdonald (University of Strathclyde)

Dr Gail Forey is an Associate Professor, Associate Director of the Research Centre for Professional Communication in English, and the Programme Leader for the Doctorate in Applied Language Sciences at the Hong Kong Polytechnic University. She has carried out research and published in the areas of written and spoken workplace discourse, Systemic Functional Linguistics, discourse analysis, language education and
teaching development. Within the field of language and the workplace, Gail has co-edited a book *Globalization, Communication and the Workplace* and published extensively topics related to the offshore outsourcing industry.

Focus Lecture 4

**Centres of diversity, platforms for evolution:**

**On margins and mobility in language practices in the global knowledge economy**

**Lisa Lim**
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In traditional sociolinguistics and the old world order we find exonormative standards and prestige forms which hop from one urban centre to another. In the global knowledge economy, these centres no longer hold; periphery and diversity become valued. I discuss 3 trends that I see happening that need to be appreciated for their significance in the language practices of this era. First, I discuss computer-mediated communication (CMC) as a platform on which language practices beyond that considered the ‘standard’ or those used in the original, local context are allowed, even favoured. For instance, in the CMC of multilingual communities, significantly more code mixing with and calqueing into English are found compared to spoken discourse, and diasporic web-based communities of practice use their creole variety more than in traditional writing of spoken face-to-face interaction. Such a platform and its practices support the evolution and positioning of contact languages such as New Englishes and creoles. Second, I highlight the multicultural city, in the context of the growing phenomenon of urban linguistic diversity, as an important site for documenting and analysing minority and endangered languages, and discuss its significance for research, education and activism. Finally, I consider how, in late capitalism, multicultural, peripheral communities – even with a shift from their ancestral language – not only are able to maintain postvernacular vitality, but can also be positioned as a source of multilingualism and authenticity, with much to offer the centre. What were traditionally communities and language practices on the margins are increasingly valued for their diversity and authenticity, and can be significant agents in evolution and mobility in the global knowledge economy.

Lisa Lim is Associate Professor and Coordinator of the Language and Communication programme in the School of English at the University of Hong Kong. Her current research focuses on: contact varieties of English in multilingual ecologies of Asia, such as Singapore and Hong Kong; issues of language shift, endangerment and revitalisation in minority and endangered language communities, such as the Peranakans in Singapore and the Sri Lankan Malays; and the sociolinguistics of globalisation, with interests in mobility, urban multiculturalism, computer-mediated communication, and their impact on language contact. She has co-edited volumes on *The Typology of Asian Englishes* (English World-Wide, 2009) and *Multilingual Globalising Asia: Issues for Policy and Education* (AILA Review 22, 2009), and contributed entries to *The Electronic World Atlas of Varieties of English* (eWAVE) and *The Atlas of Pidgin and Creole Language Structure* (APICS), as well as to several Handbooks and Encyclopaedia. She was part of the team working on Sri Lanka Malay, supported by the Volkswagen Stiftung’s initiative for the documentation of endangered languages (2004-2009), and she recently brought to completion a project on *The Ecology and Evolution of Asian Englishes*, funded by the Hong Kong
Research Grants Council (2012-2015). Her book (co-authored with Umberto Ansaldo) on Languages in Contact will be published by Cambridge University Press in late 2015. She actively engages in knowledge transfer, and has developed the online resource LinguisticMinorities.hk, for which she won the Faculty of Arts’ Knowledge Exchange Award 2014.

Focus Lecture 5

Mock Englishes in Popular Culture: Appropriating English for Popular Consumption

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Popular culture, for a long time, has had a love affair with the sound of English. Singers try to work English-sounding lyrics into their pop music — sometimes with success, but often with amusing results. This devotion to English can be found throughout the world, but nowhere more clearly than in Asia. And the infusion of English can be found in almost any popular culture product. English is used to decorate advertising, television shows and T-shirts not for communicative purposes, but because of the cultural values and ideologies that are suggested by the language. An examination of the range and history of mock English suggests that the phenomenon is neither new nor communicative. What, then, are the purposes of mock English and what does its use suggest about the roles and conceptualisation of English generally? While mock English may be used to promote better English language learning, more often it is used to suggest a way of life or a set of images related to modernity and the presence of English. By controlling the contexts and functions of mock English, speakers empower themselves to become speakers of a language that might otherwise prove threatening.

Andrew Moody is Associate Professor of English and Associate Dean of the Faculty of Arts and Humanities at the University of Macau where he teaches Sociolinguistics, Language Variation, World Englishes, and Language Ideologies. 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, and English Today, and has contributed essays to several collections focusing on language in popular culture. Currently, he is preparing a monograph for Springer Press about Macau Multilingualism and the development of Macau English.
This focus lecture is concerned with how discourse works to construe the meanings that go into the linguistic construction of a communal self. As such, it is a study of identity as coded in the discursive unfolding, or logogenesis, of texts. In particular, it is a study of the discourse of identity as construed and realized through secondary school English language teaching textbooks from the Philippines. This lecture will argue for the role that interpersonal meanings play in the way a text attempts to construe the experiences of ‘a’ world in order to position individuals into a community’s value system. It will also examine how ‘national identity’ is construed and transmitted through the texts that play a role in the teaching of English in the country. As a study of how identity is coded in school texts, this lecture will also offer a framework for studying these texts to examine how they potentially construct Filipino students of English as nestled within a cultural value system that finds its way in to the possibly formative function of the language class. In this way, it is a study of how discourse works to prioritize some meanings over others as well as a study and critique of how identity positioning works within the practice and politics of ELT textbooks in the Philippines.

Priscilla Angela T. Cruz is a faculty member of the Department of English, Ateneo de Manila University. She has been teaching for about 15 years now. Her research interests include discourse analysis, education linguistics, language variation, interfacing language and literature work, and Systemic Functional Linguistics.
Workshop 1

Grammar into discourse: A framework for analyzing how texts make meaning

Priscilla T. Cruz
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Workshop Description

This workshop is concerned with exploring how grammar makes meaning through word groups, clauses, and the body of clauses that form texts. In its exploration, it will examine grammar as a semogenic or meaning-making system whose rules are inextricably linked with the meanings that users can make in various contexts or uses. As such, this workshop will potentially build knowledge about language (Rose and Martin, 2012) by providing participants with a framework for understanding the link between the rules of grammar and the meanings that a text can make. During this workshop, participants will be led into an examination of clauses as composed of “chunks of meaning” (Derewianka, 2011). Then, it will present the Transitivity framework of Systemic Functional Linguistics in order to examine how these chunks of meaning connect in clauses to grammatically construe experience. Finally, it will present some options for examining how the meanings in clauses combine to form longer texts. As a close study of how grammar builds texts, it can be valuable for teachers who are looking for ways to enrich the building of language skills in the K-12 curriculum. It can also be valuable for researchers who are interested in analyzing how discourse works to prioritize some meanings over others. Overall, it will be valuable for teachers, students, and researchers who are interested in deepening their knowledge of the meaning-making potential of language.

Priscilla Angela T. Cruz is a faculty member of the Department of English, Ateneo de Manila University. She has been teaching for about 15 years now. Her research interests include discourse analysis, education linguistics, language variation, interfacing language and literature work, and Systemic Functional Linguistics.
**Workshop 2**

**Becoming aware of cross-cultural norms in speech acts**

**Maya Khemlani David**  
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**Workshop Description**

After an initial introduction on speech acts, politeness and differing norms of politeness in the Englishes used by non-native speakers of English, the focus of the workshop will be on the pedagogy of disseminating such awareness to students. The facilitator will present some ways of making learners aware of and sensitive to such cross-cultural norms in specific speech acts. It is hoped however that there will be much discussion on how to make second language learners communicatively competent.

**Professor Dr. Maya Khemlani David** has a distinguished thirty year career in teaching language and linguistics and has written, co-written, or edited 31 books as well as published 138 scientific research papers in national and international journals. Dr David taught and tested in a number of faculties including Law and Economics and is a world-reknown expert in the field of discourse analysis, language variation in Malaysian minority communities, and the role of language in establishing and maintaining national unity within and across cultures. She received the Linguapax Award, (UNESCO BARCELONA, 2007) and is an Honorary Fellow of the Chartered Institute of Linguists (United Kingdom), and an Honarary Member of the Foundation of Endangered Languages. Her publications include The Sindhis of Malaysia: A Sociolinguistic Account (2001, London, ASEAN) and she has co-written Writing a Research Paper (2006, Serdang: UPM). Her co-edited and edited publications include Politeness in Malaysian Family Talk (2008, Serdang: UPM), Language and Human Rights: Focus on Malaysia (2007, Serdang: UPM), National Language Planning and Language Shifts in Malaysian Minority Communities: Speaking in Many Tongues (2011, Amsterdam: University of Amsterdam Press). Language and the Power of the Media (2006, Frankfurt, Peter Lang), Language Choices and Discourse of Malaysian Families: Case Studies of Families in Kuala Lumpur, Malaysia (2006, Petaling Jaya, Strategic International and Research Development Centre), Teaching of English in Second and Foreign Language Settings: Focus on Malaysia (2004, Frankfurt, Peter Lang), Developing Reading Skills (2002, Kuala Lumpur: Melta/Sasbadi). Until Recently (April 2014) she was Professor at the Faculty of Languages and Linguistics, University of Malaya and continues to serve as Researcher, Humanities
Workshop 3

Analysing spoken discourse: The role and value of interactional talk in service encounters

Gail Forey
Hong Kong Polytechnic University

Workshop Description

In this workshop we will analyse authentic data transcribed from service encounters between Filipino customer service representatives and American customers. We will identify and discuss the difference between pragmatic and interactional talk, and will analyse the role and value of these different dialogic features. We will focus on interactional talk and particularly the role of story genres found in this predominantly transactional interaction. We adopt Martin & Rose’s (2008) story families and discuss how stories play a key role in shaping cultural identity and shared experiences within telephone service encounters.

Dr Gail Forey is an Associate Professor, Associate Director of the Research Centre for Professional Communication in English, and the Programme Leader for the Doctorate in Applied Language Sciences at the Hong Kong Polytechnic University. She has carried out research and published in the areas of written and spoken workplace discourse, Systemic Functional Linguistics, discourse analysis, language education and teaching development. Within the field of language and the workplace, Gail has co-edited a book *Globalization, Communication and the Workplace* and published extensively topics related to the offshore outsourcing industry.
Workshop 4

Linguistic Analysis using AntConc

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Workshop Description

In this workshop, I will introduce a free concordance program called AntConc 3.3.5w (Windows), developed by Laurence Anthony (2012). The software may be downloaded from this site: http://www.laurenceanthony.net/software/antconc. This software enables linguists to conduct various linguistic analyses with large corpora. This workshop will consist of two parts.

Part A will provide general information about AntConc. After installing AntConc, participants will learn about the tools in AntConc which include a concordancer, a word and key word frequency generator, and a word distribution plotter. AntConc also provides a variety of search capabilities ranging from simple word or wildcard searches to advanced searches such as clusters, N-grams, and creating word or key word lists.

Part B will provide several examples of corpus based research using AntConc. One research example will extract a specific grammatical pattern from a morphologically tagged corpus using AntConc. The other research example will extract phrasal verbs using AntConc. After briefly introducing these techniques, participants will have several exercises that include linguistic analyses using AntConc and the corpus data. First, participants will investigate a grammatical pattern with tagged data, not only for English, but also for other languages. Second, participants will examine a small corpus that we will build in the workshop, and compare this corpus with other large corpora such as COCA, BNC, etc. In this task, participants will find the most frequent words, investigating wordlists using concordances, and comparing the wordlists for two corpora. Finally, this workshop will provide some helpful resources associated with AntConc and suggest some tips on how AntConc can be used in various linguistic research.

JungAe Lee Allman completed a Bachelor’s degree in formal education at Seoul National University of Education in 1994, and then she completed a Master’s degree in TESOL at the College of New Jersey in 2003. She continued her graduate studies in the Department of Linguistics and TESOL at The University of Texas at Arlington in 2004. While studying
Linguistics, she also taught Korean at both Brookhaven College and at The University of Texas at Arlington. She is presently in the last stage of writing her dissertation entitled “Korean Unaccusativity from an Empirical Perspective”.

Workshop 5

Writing an effective review of related literature

Paulina M. Gocheco
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Workshop Description

The Review of Related Literature (RRL) is an essential section in an academic research paper. The RRL discusses and presents knowledge of what everyone else has done so that the researcher does not exactly replicate it. If something similar is found, a good literature review gives the researcher the opportunity to make the research novel, or build upon what was found in previous studies. Most importantly, an effective literature review renders credibility to the writer through the depth and breadth of the description, interpretation, and connections made in the review. It does not only involve a lot of description of previous studies, but criticality or making connections is essential. In this workshop, the participants will seek opportunities and explore challenges to come up with an effective review of related literature. The participants will have the opportunity to examine and practice criticality in evaluating previous studies relevant to the researcher’s present investigation.

Paulina Gocheco is Associate Professor and current chair of the Department of English and Applied Linguistics at De La Salle University, Manila. She finished her Ph.D. in the same university where she worked on “An Analysis of Discourse and Linguistic Features of Television-mediated Political Campaign Advertisements in the Philippines” for her dissertation. Her research interests include Legal Discourse, Discourse Analysis, and Academic Writing. She was visiting lecturer at Mahidol University in October, 2014.
Workshop 6

ESL Reading Instruction in the K-12 Curriculum

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Workshop Description

The workshop focuses on the elements of reading instruction and the timeline for teaching these elements in the K-12 curriculum, considering the nature of English as a second language in the Philippine context. The session emphasizes the comparison of age ranges between L1 and L2 instruction continuum to give participants a chance to consider the identified differences as input in proposing measures for improving the teaching and learning of reading.

Bionote

Dr. Merry Ruth Morauda- Gutierrez is an Associate Professor working fulltime at the College of Graduate Studies and Teacher Education Research (CGSTER) at the Philippine Normal University-Manila. She was the former Director of the College’s Graduate Research Office and the Program Adviser in Reading Education for MA and PhD students. She was formerly the Head of the Center for Reading and Literacy and College Coordinator of the Community Outreach and Extension Program in the undergraduate level where she had an opportunity to spearhead a program called LIFE-Literacy Immersion for Empowerment among grade school children in Gawad Kalinga-Baseco and Hospicio de San Jose. She was awarded as Outstanding Teacher of CGSTER in 2013; Outstanding High School Alumna in 2010; and Outstanding Alumna of PNU Alumni Association in 2005.

She graduated with a degree in BSE major in English (cum laude) at PNC; earned an MA Education in Reading under the Professional Development Program (PDIP) scholarship of the university and a PhD in Reading Education under CHED Dissertation Grant Program.
Workshop 7

Don’t feel kawawa; it’s ok to be kiasu; add oil!
Advancing intelligibility and acceptability of New Englishes
in the multilingual global ecologies of Asia

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Workshop Description

Who are the gatekeepers for what is considered an acceptable variety of a language? Language academies? politicians? linguists? teachers? BPOs? laymen? And how do we determine what is acceptable and accepted? In ecologies of Asia – such as Singapore, Hong Kong and the Philippines – the contact varieties of English that evolve in the language practices of such multilingual, multicultural communities comprise, inter alia, discourse particles, lexical tone and mixed codes. Such explicit drawing on such resources are often frowned upon and deemed unacceptable for a more ‘standard’ variety. But today’s global world – which includes the platforms of computer-mediated communication, popular culture and social media – presupposes contact and permeability. This workshop wrangles with the issues and challenges involved when considering the positioning of a New English, including codification, intelligibility, acceptability, traditional vs contemporary standards, ecology and evolution. Focusing on the lexicon as but one area of contention, this workshop traces the processes by which ‘non-English’, ‘non-standard’ features can and do become mainstream, and invites participants to reflect on how each of us, as stakeholders in these evolving Englishes, may play a role as agents of change in advancing these varieties in the multilingual global ecologies of Asia.
Workshop 8

Language for Specific Purposes (LSP) assessment: New directions

Jane Lockwood
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Workshop Description

The field of language testing has been changing rapidly over the last two decades where government instrumentalities, educational institutions and globalized workplaces want a better understanding and more control and ownership of LSP assessment practices tailored to their particular contexts and needs.

In response to this trend, many language assessment researchers have been shifting their focus from issues in general proficiency testing to LSP performance testing; from the use of psychological theoretical constructs to ones that are more socially oriented to improve assessment validity (see for example McNamara & Roever, 2006; Knoch & Elder, 2013). Ethnographic studies through the collection of authentic data, observation of sites and collaborative work with subject matter experts are becoming more common place in assessment development.

These changes provide new challenges in how we might define assessment validity and reliability and this LSP assessment workshop will examine emerging LSP assessment trends in the Asian context. After backgrounding these changes, specific LSP examples addressed in this paper will relate to LSP academic writing in Hong Kong tertiary institutions and LSP speaking in business workplaces in India and the Philippines.

Jane Lockwood is an Associate Professor in the Department of English at City University of Hong Kong. Her research interests relate to English for Specific Purposes (ESP) curriculum and assessment development in academic and occupational settings. She is Principal Investigator for an Education Research Grant (ERG) exploring the development of an academic writing assessment tool called the Diagnostic English Language Tracking
Workshop 9

Using linguistic data from popular culture:
A workshop on the possibilities and limitations for research

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Workshop Description

Many of the various agendas of sociolinguistic research from the earliest conceptualisation of the discipline have been driven by the mantra that data should be ‘spontaneous and naturally occurring’. This workshop will briefly review the acquisitional and theoretical background to recent challenge of prohibitions against using linguistic data from popular culture. The workshop will also focus upon five key foundational principles related to the examination of language in popular culture and the kinds of sociolinguistic analyses that can or cannot be reasonably supported by pop culture data. Workshop participants will be asked to work in groups to conduct analysis of data form at least one pop culture media format: songs, television, radio, comic books, etc. Finally the workshop will close with a consideration of Asian popular culture and the unique and innovative consideration of data from the region.

Andrew Moody is Associate Professor of English and Associate Dean of the Faculty of Arts and Humanities at the University of Macau where he teaches Sociolinguistics, Language Variation, World Englishes, and Language Ideologies. 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, and English Today, and has contributed essays to several collections focusing on language in popular culture. Currently, he is preparing a monograph for Springer Press about Macau Multilingualism and the development of Macau English.
Workshop 10

A Pinoy Babel Story: FAQs and the linguistic identity of the speech varieties in the Philippines

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Workshop Description

Filipino is the language, the rest are dialects, di ba?

This is a FAQ (Frequently Asked Question) about Philippine languages in various fora and in discussions on social media. What usually follows are emotionally charged and explosive series of pointed comments that result in a cacophonous debate which never resolve the issue at hand. The concept of what a language is and what dialects are in the Philippine context are still oftentimes quite misunderstood and misinterpreted. This lecture will clarify this particular issue and trace the roots of such long-standing, persistent, and prevalent misconception.

Other FAQs (and not-so-FAQs) on Philippine language will also be discussed: How many Philippine languages are there? Which are dialects? Which are languages? How are they related to each other? Where did all of these languages come from? How are these languages alike? Are they really that different? Why is the Kapampangan e bun ‘egg’ while the Tagalog ibon ‘bird’? What about changes in language? Are these changes bastardization of the language? Is there such a thing as a pure language? Are changes signs of decay? Is Tagalog better than Cebuano? Is Cebuano superior to Kinaray-a? What do we mean by “Philippine” in Philippine languages?

These questions will be discussed and analyzed using the principles of linguistics and the methodologies of dialectology and diachronic linguistics while also considering sociolinguistic factors and ethnolinguistic realities. The workshop aims to answer these questions and provide evidence and linguistically based arguments for such issues.

So, the next time somebody asks the question, Filipino is the language, the rest are dialects, di ba? Perhaps the ensuing clarifications and debates will not be as cacophonous.
Jesus Federico Hernandez is an Associate Professor at the Department of Linguistics, University of the Philippines, Diliman, Quezon City. At present, he is working on Philippine culture history through the reconstruction of proto-Philippine lexical items. Other research projects include explorations in Philippine identity and worldview through various texts and narratives.

Workshop 11

Forensic linguistics: Quo vadis?

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Workshop Description

As a new area of development in the field of applied linguistics, Forensic Linguistics (FL) is starting to attract scholars and researchers to analyze the nature of legal language or the so-called *legalese* as used in various documents. The study of legal language practices as well as how language works in the courtroom is gaining popularity. Coulthard & Johnson (2007) and Turell (2008) categorize FL into three areas: (1) language of the law, (2) language as evidence, and (3) language of the judicial process.

Since laymen could be involved in one way or the other in any aspect of FL, it has become inevitable that the importance of how legal practitioners make use of the language in various settings be underscored so that the lay people will not be left at a disadvantage. As Weiss & Wodak (2003) claim: *Language is not powerful on its own. It only gains power by the use powerful people make of it.*

This workshop will show how language can become—powerful when utilized by legal practitioners, and powerless when used by the lay people who are not aware of the manipulation and control imposed on them by the power agents. It is, therefore, important that this concern be brought to the fore to minimize the gap between the legal practitioners and the laymen in terms of communication.

Marilu Rañosa-Madrunio is Professor of English and Dean of the Graduate School of the University of Santo Tomas-Manila where she teaches Forensic Linguistics, World Englishes, and Sociolinguistics. Her most recent publications in Forensic Linguistics have been published in *International Journal of Legal English* (2014), *Clarity Journal* (2015), *Journal of Teaching English for Specific and Academic Purposes* (2014) and the *Philippine Journal of Linguistics* (2013 & 2014). She is a lifetime member of the International Association of World Englishes (IAWE) and a regular member of the International Association of Forensic Linguists (IAFL).
Workshop 12

Performing punctuations for better communication in English

Missy Maramara
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Workshop Description

Here is the Punctuations are key components to fully understanding text and building effective communication skills. This two-hour workshop is geared towards developing participants' understanding, appreciation and performance of literary and non-literary texts in English. It provides participants with tools and techniques in decoding the meaning and purpose of punctuations in different genres, and performing them with a variety of intonations, objectives and psychological actions as they are used in the text.

Missy Maramara holds an MFA in Drama (Performance) from the University of Arkansas through the International Fulbright Scholarship Program. She is an Instructor in the Fine Arts Program and English Department of the Ateneo de Manila University, where she earned her BFA in Theater and MA in English Literature and Cultural Studies, and where she is currently pursuing a PhD in English Language and Literature. She also teaches MYP Drama in Beacon Academy, and performs professionally for theater, television and film. Missy is a member of Asia's premier improv theatre group, SPIT. Other performance credits are on www.missymaramara.com.
Chat Symposium

Chat in a Call Center Context

Web chat is a unique genre, different from voice or email, and therefore requires skills that many BPOs and call centers overlook. This symposium will look at what the research tells us about chat and the problems that many companies face, as well as how to address these problems in recruitment, training and operations.

The symposium is split into three 20 minute sessions, with a 30 minute plenary discussion at the end. The sessions will cover the following:

1. The state of chat – Jennyvie Dellosa
   Drawing on research and over a decade of analysis of communication in a customer service context, this presentation will look at what makes web chat different to voice and email writing, and introduces a framework for analyzing web chat. It will also look at what causes communication breakdown in chat and what customers expect from chat.

2. Chat in recruitment and training – Sarah Gregorio
   This presentation will look at the key issues in recruiting for chat. These include how companies can accurately assess potential employees for the skills required in chat and how can they ensure that recruitment tests are accurate predictors of success (determined by KPIs) once they are dealing with customers. In addition it will address the following questions focused on training: What are the common issues in operations that are often overlooked in training? How can training prepare CSRs to competently...
handle chat and meet their KPIs? Finally, what are the implications of these issues to designing training materials for a chat account?

3. Chat in operations – Ben Cook
This presentation will look at what steps BPOs can take to improve performance in webchat on the operations floor. In particular, what role can coaching play in agent success? How can chat templates be improved to best fit the needs of customers and assist agents? And lastly, how should Quality Assurance scorecards be structured to ensure they measure the key determiners of web chat success?

Philippine English Symposium (PES)

A corpus-based study of word formation in early 21st-century Philippine English writing

Nimfa G. Dimaculangan, Laguna State Polytechnic University
Dr. Leah G. Gustilo, De La Salle University

This paper argues that the Philippine English lexicon is growing and merits continual attention. Notable examples of linguistically acceptable neologisms in Philippine English that deserve recognition include writeshop, probably coined in analogy with workshop, and used to mean a practical writing seminar; kumainments, the blend of the Tagalog word for eat/ate (kain or kumain) and the fore-clipped form of commandment, used to refer to instructions on healthy intake of food; kakanins, a Tagalog borrowing for a heavy snack which is pluralized in the manner of English plural nouns; and universitywide, an adjective that means ‘across or involving all the campuses of a university.’

In this study, lexical innovations of this type are culled from a newly built 400,000-word corpus of printed texts written from 2005 to 2014. The data from the corpus are augmented with lexical items manually gathered from documents not covered by the text types in the corpus, as well as from announcements publicly posted by Philippine institutions such as the Department of Education, Department of Health, and universities and colleges in the country.

The lexical items gathered will be analyzed using the framework adapted from both L1 English and ESL variety word formation frameworks i.e., Bautista’s (1997) normal expansion; Bauer’s (2002) and Bautista’s (1997) concept of coinage; Biermeier’s (2011), Lieber’s (2004) and Wardhaugh’s (2003) notion of compounding; Bauer and Hudleston (2000) and Gramley’s (2001) initialism; Yule’s (2006, 2010) framework of clipping; and Gramley’s (2001) and Bauer’s (2002) models of borrowing. A descriptive approach to language will be observed in the treatment of the items. The peculiarities will be described and given American or British equivalents to clarify localized or additional meanings.
Philippine English word formation: The lexical features of Philippine blogs

Glenda D. Cadiente, Leyte Normal University
Jennifer T. Diamante, Western Philippines University

The Internet has changed the way people use language, innovating English used in both real-time communication on text and chat services and in popular electronic media such as blogs. This paper is an explanatory attempt to study lexical innovation in Philippine food and travel blogs. Some 200,000 word tokens were generated from nine food blog accounts and 12 travel blog accounts and analyzed using Meyer’s (2009) and Bautista’s (1997) description of word formation and creation processes, in order to find out some lexical trends from this sample of Philippine English in Internet communication. The blogs were converted into plain text and the word tokens were manually searched using the Antconc concordancer. The study’s findings reveal that Philippine food and travel blogs use lexical innovations such as compounding, blending, acronyming, functional shifting, nominal expansion, coinage, affixing, and echoing. Examples of word formation processes such as potaters (potato + eaters), mashpo (mashed + potato) and staycation (stay + vacation) manifest as reductive tools for efficiency and convenience. Some other examples such as Clooney-esque, yeyness, bestest, tourist-y and starter-ish are creatively affixed as deliberate forms of self-expression. Further exploration is intended to confirm and describe the extent of these lexical features.

The pattern of lexical formation in SNS

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Ferdinand Rellorosa, Southern Luzon State University

This study reports the current pattern in the lexical formation happening in most Social Networking Sites (SNS), especially those in Twitter and Instagram, where clipping seems to be a trend. Some of the popular clipped words, as used by university students, both male and female, and whose location as indicated in their profiles is Philippines are the following: convo, comfy, sesh, proly, tho, brekkie, lappie, aftie, tourney, among others. This study further outlines the other varieties of words clipped (e.g., bcoz, bc, coz), the instances where this clipping is evident, and the other factors surrounding this phenomena.
Philippine English and the *Oxford English Dictionary*

Danica Salazar, Oxford University Press

**Abstract**

The *Oxford English Dictionary* (OED), first published more than a hundred years ago, is today widely regarded as the most authoritative dictionary of the English language. The dictionary contains information on the meaning, history, and pronunciation of over 600,000 English words, exemplified by nearly three million quotations taken from a wide variety of sources. In a recent quarterly update, the OED published 40 new additions that represent various mechanisms of lexical innovation in Philippine English, as part of the dictionary’s ongoing commitment to improving its coverage of emerging world varieties of English.

This lecture will focus on the place of Philippine English and other World Englishes in the OED. It will begin with a discussion of the OED’s history, its role and function as a historical dictionary, and the research procedures that form the foundation of this ambitious, constantly evolving lexicographical project.

This will be followed by an examination of the OED’s treatment of words from World Englishes, while considering the broader context of the history of lexicography in these relatively new Anglophone communities. Also to be discussed are the changes that have been implemented in the OED’s editorial policy to remove its Britocentric bias in favour of a more inclusive, pluricentric stance that accurately reflects the global reach of English, as well as the issues that the OED still needs to address in order to provide more balanced, authentic, and accessible coverage of World English vocabulary.

At the end of the session, participants will have the opportunity to contribute to data gathering for the OED research program by answering a questionnaire on their word use. Their answers will provide valuable linguistic evidence for the dictionary’s lexicographical work.
Analysis of legal English in court resolutions

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Since the legal system of a country is considered an important aspect in the development of the society and politics, there is therefore a need to understand the language of law in terms of cohesion. With that in place, the researchers deemed it necessary to focus on the textual analysis of legal discourse found in the higher court resolutions drafted by two previous Supreme Court justices. Specifically, the paper focuses on subordinate clauses which is said to be an instrument in maintaining the traditional structure of legalistic sentences. The study adopted Quirk et al.’s (1985) classification of subordinate clauses and in order to investigate if the structure used by the two justices adheres to the nature of legal texts by employing nominal clauses, which is a structure used mostly in legal documents. Results reveal that the resolutions demonstrate an adherence to the traditional practice of legal drafters by being objective and detached, as shown in the preference for nominal and relative clauses. Pedagogically, this paper can help in materials development for undergraduate law students in the discursive realities and negotiations in legal English.

Colloquialisation in Philippine English

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This paper presents the findings of a diachronic corpus-based study of colloquialisation in Philippine English (PhilE), with comparisons drawn between PhilE and its colonial parent
variety, American English (AmE). It seeks to shed light on the extent of PhilE’s linguistic independence, or ‘endonormativity’, in the present century (a somewhat contentious issue, with Schneider 2007:141 finding it merely incipient, but Borlongan 2011 arguing that it is well advanced).

Colloquialisation is a discourse-pragmatic process that has, in conjunction with such other factors as grammaticalisation and Americanisation, been identified as promoting grammatical change in English since the mid-20th century (Leech et al. 2009, Collins, Collins & Yao 2013). The present study seeks to discover to what extent colloquialisation is a factor in grammatical change in PhilE, and to what extent AmE may be an influence in such developments.

A selection of texts was made from five corpora: for PhilE, ICE-PHI (1990s) and Phil-Brown (1960s); and for AmE, ICE-US and the Santa Barbara Corpus (1990s) and Brown (1960s). A list was prepared of 77 grammatical variables judged to be potentially relevant to the study (e.g. 1st and 2nd person pronouns, progressives, present tense, contractions), search routines developed, and normalised frequency counts conducted. ANOVA was then employed to determine whether differences in the frequency of each variable in the spoken and written subcorpora were statistically significant. Variables whose frequencies were significantly higher in the spoken subcorpora were classified as “colloquial”, and those whose frequencies were significantly higher in the written subcorpora were classified as “anti-colloquial”.

A comparative analysis of the written data (three categories: fiction, press editorials and learned categories) from PhilE and AmE subcorpora, was then conducted.

The paper discusses the findings of the study, including that the most notable changes occurred in AmE fiction and PhilE press editorials, and that on the whole PhilE was mildly more “anti-colloquial” than AmE.

‘She likes to learn/learning English’: On subjectless nonfinite clauses as monotransitive variants of verbal complements in Philippine English

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Studies on Philippine English have typically focused on the different aspects of its grammar. However, subjectless nonfinite clauses as verbal complements have not been investigated yet. This paper scrutinizes subjectless nonfinite clauses as monotransitive variants of verbal complements in PhilE complementation based on Quirk, Greenbaum, Leech, and Svartvik (1985). Accordingly, this paper focuses on %to-infinitive% and %ing participial% constructions as two frequent nonfinite clauses in examining PhilE monotransitive verbal complementation. The present study takes a corpus-based approach in analyzing a large
collection of spoken and written texts of ICE-PHI corpus. Considering the three verb classes that both use the “to-infinitive” and “-ing participial” construction, the study reveals some deviations (which can be considered unique) from Quirk et al.,’s description of verbal complements specifically on how Filipinos utilize retrospective verbs in both spoken and written discourse. However, the use of emotive and aspectual verbs shows adherence to Quirk et al.,’s description. This paper’s grammatical investigation further discusses the pedagogical implications of such adherences and deviations in teaching English in the Philippines.

Philippine English in tabloid editorials: An analysis of discourse macro- and micro-structure

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This study looked into the discourse macro- (global) and micro- (lexico-grammatical) structure of selected Philippine tabloid editorials written in English. The macro-structure was analyzed in terms of editorial types, editorial topics, and pattern of argument, while the micro-structure was described in terms of modality and rhetorical questions used in the seven (7) editorials from each of the two L2 national tabloids (People’s Journal and Tempo) taken from the issues from November 22 to 28, 2011 (a total of 14 editorials). Malinao’s (1997) editorial categorization, Kies’ (2011) clustering structure and alternate structure of argument and Nuyts’s (2001 in Dayag, 2004) deontic and epistemic modality served as basis of analysis. Generally, Philippine tabloid editorials written in English were found to follow the global structure of an argumentative text, that is, in Kies’ (2011) terms, the position or claim, the evidence or the data, and the objection or the warrant. In terms of editorial types, People’s Journal (PJ) seemed to be critical of current issues. Tempo, on the other hand, was found to use more of commendation, tribute, or appreciation of editorial (more than half of the editorials). Most of the topics covered by PJ are those that deal with politics and government, while Tempo focused on its commendation on Filipino individuals and groups on their achievements here and abroad. PJ established its argument by using the alternating pattern most of the time, while Tempo consistently did not use any of the two patterns of argument in their editorials. In micro-structure, PJ doubly outnumbered Tempo in the use of modal auxiliaries (will, would, etc.). This only shows that in the PJ editorials, the writer’s intent to express his or her attitude towards state of affairs is evident. For Tempo, the epistemic modal will reveals the writer’s desire to look forward to a certain state of affairs that is going to occur. Tabloid editorials written in English may be used as a substitute to broadsheet editorials as an authentic teaching-learning material in argumentative writing.

An exploratory study on the use of conjuncts: The case of master's theses in the Philippines
This study explores how conjuncts are characterized in the 42 Master’s thesis introductions written by academic writers from various tertiary institutions in the Philippines. These data were preselected based on the availability and accessibility to the researcher. Using Quirk, Greenbaum, Leech, and Svartvik’s (1985) classification of conjuncts the researcher scrutinized the introduction sections of the research papers (henceforth, RPs) produced by graduate students from universities and colleges of Luzon, Visayas, and the National Capital Regions (NCR). All introduction sections were read more than once devoting careful attention to parts of the texts that carry certain lexical items indicated in the list of Quirk et al. (1985) as well as to sections where conjuncts were left off by the writers. To have accurate frequency counts of each conjunct, the lexical items were manually searched using antconc word tool kit. Findings suggest that academic writers follow certain conventions in composing the introductions of their RPs as evident in the usage and non-usage of certain conjuncts. As indicated, they prefer to employ conjuncts that are considered more formal over the colloquial ones. Findings further show that concessive conjuncts are prevalent in the data while inferential conjuncts are sparse. Results of this study may also be considered as one of the features of Philippine English.

Neologisms of modern English and Filipino languages

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The use of the internet and the proliferation of modern technology have contributed to the enrichment of many languages including the English and Filipino languages. These contributions refer to the phenomenon of neologisms. Neologisms are words that are in the early phase of their life cycle and is not considered as part of the formal language. These neologisms can either be words where the novelty of the form perfectly combines with novelty of the content, words that combine novelty of the form with the meaning that have already existed, and words that have existed but have undergone semantic innovations. Although these emerging words have contributed to the lexical system of modern English and Filipino they are neglected as a field of study.

These words are now constantly used on social media and even in everyday discourses. It is evident that is has impacted the innovation of language in many ways. By the end of this paper, we aim to answer the following questions: (1) What do the neologisms mean? (2) What word-classes and word-formation processes are intrinsic in the creation of these neologisms?
(3) Which word-formation process is most common in the creation of social media neologisms?

(4) Which word-class is the most common among the neologisms?

Thus, the primary purpose of this study is to examine and analyze these neologisms in the lexical system of modern English and Filipino and reveal the major trends taking place within the processes of their formation and meaning.

**Urgent! Examining responses from open access journals**

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By charging authors to have their works published, open access has changed the way publishers disseminate academic research. The upside is that they can offer free access to research. Although this might be considered an admirable notion, there is a downside as well: When publishers charge authors for publications on a case-by-case basis, the publishing company has a significantly greater stake in publishing the submitted manuscripts because their finances are supported solely by the authors rather than by institutions with subscriptions. This may be especially pertinent for fly-by-night publishing houses, where financial gain may be considered at the expense of academic soundness or the significance of the work being submitted.

In light of this, a very poorly written research article on 'education' was sent to a number of open access publishers from Beall's (2012) so-called 'predatory' journal list. Besides the awful writing style, the article had phony authors employed at phony universities, incomprehensible data (downloaded from Wikipedia sites), fake references and unsupportable conclusions. The aim of this research was twofold. First, would the article be properly vetted (and subsequently rejected) and second, what types of responses would be received from the reviewers and editors.

In this presentation, first, we will identify the submitted manuscript’s linguistic problems and then, discuss not only whether or not the article was approved or rejected by the journals, but also the content of those responses looking for discrete goals that may be behind the language being used.

**Texts or 'performance samples': assessing IELTS writing**

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High stakes language testing in the Cambridge English tradition, including tests used for migration control, certification, access to education and job promotion, uses letter writing tasks as one way to evaluate candidates’ communicative written proficiency.

In letter writing tasks, candidates are provided with a situation, information about the relationship between themselves and their audience, and certain functions that their letter must fulfil. The letters are evaluated by human raters with the guidance of scoring criteria. An incomplete version of the criteria used for one of these tests is available to the public as the International English Language Testing System (IELTS) General Training Version Written Module Task 1 (GTVWMT#1) Writing band descriptors.

This paper reports on empirical analysis into the meaning of certain performance dimensions in the IELTS GTVWMT#1 scoring criteria; “meeting the requirements of the task” and “with the tone consistent and appropriate.” The analysis uses tools from Hallidayan Systemic Functional Linguistics.

The benefits of viewing responses to language test tasks as texts instead of “performance samples” are discussed, with possible flow on benefits for test preparation teachers and candidates.

Stance markers in medical research articles

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Scientific medical research articles (RA hereafter) provide objective health information, hence they are written in an objective discursive style that minimizes researchers’ voices in their texts (Adams & Toledo, 2013; Gilbert & Mulkay, 1984). However, RA authors use stance markers for different communicative purposes. This study explored the use and functions of stance markers in the IMRD sections of medical RAs. Using the framework of Biber et al (1999) and Biber, Conrad and Leech (2008), the study analyzed adverbial stance markers categorized as epistemic, attitude and style. Possible implications of these stance markers to understanding health information and publication are discussed.

Moves of conclusions in research articles of language professors

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Conclusion is one of the difficult sections for the researcher to write. Numerous studies (Amunai & Wannaruk, 2013; Morales, 2012; Nodoushan, 2012; Aslam & Mehmood, 2004; Yang & Allison, 2003) have been conducted in order to help students and researchers the moves in writing research conclusions. Despite numerous studies, only few had focused on research conclusions of Language professors. Hence, this study is aimed at analyzing the moves present in the conclusions of the research articles authored by the Language professors from the University of Southeastern Philippines, Davao City. These researches were presented in the First International Conference on Language and Linguistics in Davao City last August 2014. Through qualitative research, 9 conclusions were analyzed using Yang and Allison (2003) model in writing a research conclusion. The analyses were validated by language professors. Findings revealed that (1) the research conclusions of Language professors did not follow the moves presented by Yang and Allison; and (2) the dominant move in the research conclusion is Summarizing the Study, and only few utilized Move 2: Evaluating the Study and Move 3:Deduction from the Research; and (3) the sequence in each move varied.

The pedagogical implications of the structural features of English lexical bundles in academic essays

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Lexical bundles are part of any writing production. As these recurrent word combinations appear frequently in various written outputs, many linguists, students, and researchers became interested to explore such linguistic expressions. However, most of them who examined their features are foreign researchers who used computer corpora collected from native speakers of English. Therefore, little is known about lexical bundles produced by non-native users of English, particularly the Filipinos who use English as their second language in government, business, religion, and education domains. Using the structural categories developed by Biber et al. (1999), this study examined the grammatical characteristics of three- and four-word English lexical bundles in a 100,000 word corpus produced by college students of different Philippine institutions. The findings of the study reveal that students do not know very much about these recurrent word combinations as the majority of them used obscure and unsophisticated bundles. Pedagogical implications are also forwarded.

Vague references in Nigerian newspaper editorials

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Humans make references to things, people, places and ideas in communication through language, generally. While referencing, they are often specific. Instances also abound where they use nonspecific linguistic elements, intentionally. The use of these elements could be either of want of specific details, conveyance of tentativeness or even for the purpose of suspense - a technique common with literary writers. This study argues that vague reference elements as the natural properties of the human language may be explored or exploited as a useful device for human communication. For various reasons, being vague may not be limited to informal communication alone. In this paper, the corpus linguistics approach is adopted and employed to provide a strong empirical basis for the analysis of vague references. Data was obtained from three purposively selected Nigerian newspaper editorials (three consecutive months’ issues of their editorials) using AntConc® Concordance Tool. It is discovered that, in the newspapers, there is preponderant use of downtoners, vague category identifiers, approximation of quantities, frequency, likelihood, and time as well as the representations of people, places and ideas, all vague reference elements. The study identifies English vague reference elements used in the selected Nigerian newspaper editorials corpus. Its most significant finding is that the vague reference is productively explored as a discourse device by the newspapers to achieve tentativeness or/and suspense. This may be seen as a strategy deployed by the papers to avoid political or legal jeopardy or resultant litigations from their writings.

Influence of mindsets in engagement and L2 writing

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Empirical evidence pointing to student engagement as an explanatory variable of English language skills proliferate the literature on second language learning. However, researchers focusing on student engagement have faced challenges in conceptualizing and contextualizing this construct. In particular, while there is strong empirical evidence that link engagement, achievement, and school behavior across different levels, concerns arise when intervening variables are investigated. This study hypothesized that mindsets, based on Farrington (2013), is a possible intervening variable between student engagement and L2 writing. In this descriptive-correlation study, 216 (M = 167; F = 49) learners of English as a L2 in a private tertiary school in Manila accomplished the Student Engagement Instrument (SEI) and Dweck’s Mindsets Instrument (DMI) and participated in an institutional English language writing test administered among freshmen of the school. Results corroborate previous findings that engagement positively correlates with L2 writing. However, with mindsets as an intervening variable, this relation is further explicated. Results reveal that students who are disengaged and possess fixed mindset scored lower in the writing task compared with those who are engaged and possess fixed mindset. Meanwhile, students who are disengaged and have growth mindset scored lower in the writing task compared with students who are engaged and
have growth mindset. These findings are meshed in the discussion of engagement in teaching L2 writing and some implications for pedagogy and research are discussed.

Writing course for pedagogy: An ESP experience

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This study is an attempt to develop English for Specific Purposes (ESP) course of instruction in Southern Luzon State University College of Teacher Education (CTE), Lucban, Quezon. ESP is a young discipline as well as the recent trend in language teaching and learning with the learner at the center of instruction. Observing that in the locale of study, technical writing courses are designed for Engineering, Technology related courses, Business Administration and Management, and Allied Medicine, the researcher deemed it necessary to craft an ESP writing course for CTE. Using descriptive method, the probe started with needs analysis of 200 freshmen and sophomore students, followed by course syllabus and materials development. It is revealed in this study that 57% of the respondents that their primary purpose of learning English is for communication; 96% believe that English is useful in their future profession; and 82.5% think that among English macroskills, they are weak at writing. A syllabus had been developed based on the identified needs of the students covering general topics on narrative report writing, lesson planning, test construction, and writing research. Likewise, an instructional material in a form of task-guided module had been crafted. Hence, it was recommended that the course be initially implemented in the college and other English macroskills which students feel their waterloo such as speaking and listening be the objects of ESP course designing.

Validating the effectiveness of scaffolding in writing: A systematic review of literature

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This paper presents a systematic review of the literature focusing on the effectiveness of scaffolding as a strategy in teaching writing among learners based on a number of published researches in EBSCO and ERIC databases. A matrix was used to analyze and compare the results of the reviewed studies to answer the question posted and to identify whether a gap or limitation existed. The results suggest that scaffolding is an effective strategy to aid in teaching writing. This is validated by the findings which showed improved performance in the writing activities of students. It was clear that both feedback method and computer-based scaffold were effective. There were identified gaps and limitations particularly in the methods used, number of participants, selection of participants, and time frame or duration of the
 intervention. The researchers suggest that further studies using other methods may be conducted to investigate further the effectiveness of scaffolding as a strategy to teach writing.

Gender stereotypes in Harry Potter and the Philosopher's Stone: A Systemic Functional Analysis

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Gender stereotypes are common in children literature, as well as the illustrated picture books that preschoolers love to read. Males are generally portrayed with characteristics of strongly aggressive, competent and achievement oriented, while females show many more passive characteristics, such as incompetent, dependent and submissive, i.e. females demonstrate characteristics that are considered as less desirable by society. These gender stereotypes would subconsciously influence children’s development of self-consciousness behavior and thought and shape their beliefs on gender roles. Seeing that Harry Potter series has gained much popularity especially among children and teenagers, the best-selling children literature can influence children and teenagers in terms of their perspectives and behaviours towards gender roles. This paper attempts to investigate to what extent does the author, J. K. Rowling, confirm or challenge the gender stereotypes in the portrayal of the main male and female characters through her lexical choices. Halliday’s transitivity system is used to examine the lexis that Rowling chose to describe the characters in the novel. The examination of the processes and participants in the text will show whether Harry Potter is gender-stereotyped or not. Several scenes which contain descriptions about the main male and female characters of the first book in the Harry Potter series - Harry Potter and the Philosopher’s Stone published in 1997 will be analyzed. Findings should show gender stereotypes in the author’s choices of words.

Portrayal of women in rap song lyrics

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Women are often demeaned and used as a sexual object in the rap music industry. The main purpose of this paper is to have an in depth understanding on how women are portrayed in rap and hip-hop music. Five rap artists were chosen from Billboard’s Top Rap Airplay Artists in 2013 and 2014. This paper will employ Systemic Functional Grammar (SFG) and Transitivity Model by Michael Halliday (1994) will guide the analysis of the data. This study will answer three research questions: What are the processes in the rap song lyrics? What are the participants in the rap song lyrics? What are the misogynistic words, phrases and clauses found in the rap song lyrics? The analysis of the rap song lyrics revealed that women are indeed portrayed as the subordinate gender, devalued and degraded to being sexual objects.
Leisure reading material selection: Influence of socialization

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In a series of focus group discussions on leisure reading attitudes, some male students from primary schools in Singapore voiced that they would not traverse “gender boundaries” and read certain type of books. These students in the age range of 10 to 12, deemed such books as “girl type of books”. Almost all female participants, on the contrary, were willing to cross these peripheries and enjoy different genres. In order to understand gender notions attached to books, four children’s picture books (Alice in Wonderland, Where the Wild Things are, The Paper Bag Princess, and William’s Doll) were used for discussion on the notion of “boy type of books” and “girl type of books”.

Using NVIVO 10.1, a qualitative software, the discussion sessions were analysed. Discussion on these books revealed how socialization from young shapes participants’ perspectives. As a result of socialization, some of these participants adopt a traditional view towards reading while other adopt an egalitarian view. Those with traditional view towards reading view books and materials as belonging to one sex and not the other. Contrastingly, students with egalitarian view perceive none of the four books belonging to any sex and both males and females can enjoy reading them.

Socialization, being an active and continuous process, has explicitly and implicitly produced a “gender script” which some of these participants adhere rigidly. During the presentation, recommendations would be made on how social agents, especially teachers and parents, can help students to adopt an egalitarian view towards leisure reading.

Model of genre-based English translation learning materials

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The objectives of this research are to find out (1) users’ need toward the model of English Translation learning materials at English Education Study Program, Faculty of Tarbiyah and Teaching, UIN Raden Fatah Palembang; (2) English Translation learning materials used in Translation class there; (3) the model of Genre-Based English Translation learning materials; (4) the vulnerability of the model of Genre-Based English Translation learning materials; (5) the users’ perception toward the model of Genre-Based English Translation learning materials; (6) the readability of the model of Genre-Based English Translation learning materials; and (7) the effectiveness of the model of Genre-Based English Translation learning materials. The data were gained through questionnaires, experiments and tests. Based on the data analysis, it is
found that 1) students of English Education Study Program, Faculty of Tarbiyah and Teaching, UIN Raden Fatah Palembang need Genre-Based English Translation learning materials; 2) the Translation text book used in current Translation class there has weaknesses in the aspect of design, in the part of continuity; 3) after stages of expert judgement, small group try out, field try out, and effectiveness try out, components such as Translation Reminder, Reflection, Glossary, and Index are added to the final model of English Genre-Based Translation learning materials; 4) the final model of English Genre-Based Translation learning materials is vulnerable to be used in Translation class; (5) based on users’ perception, the model of English Genre-Based Translation learning materials is categorized good; 6) the readability of the model of English Genre-Based Translation learning materials is categorized good; and (7) the model of English Genre-Based Translation learning materials is effective in improving students’ translation competence.

**Gender differences in a debate classroom**

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Through thorough classroom observations supported by theories of communication and facts from literature and related research studies, the differences between males and females in debating were determined among varied year levels of college students in an English 3: Oral Communication class in Ateneo de Naga University, Naga City, Philippines for the first term of Academic Year 2014-2015. The class is comprised of 11 males and 32 females, all of whom are non-native speakers of English. The debate sessions, done throughout six classroom meetings, made use of the Asian Parliamentary manner of debating, where debate topic options are given on the spot and the debaters are given allotted time to construct their argumentative points and deliver their speeches. Performance ratings were done through evaluation by the instructor and a peer evaluator. Significant differences surfaced in terms of the manner, matter and form of presenting arguments in correspondence to gender differences in communicative styles. Males, though greatly outnumbered by females in class, fared better in the debating sessions. The differences between males and females on how they communicate and perceive communication as a process led to their differences in debating as well as for differences to emerge when it comes to the manner, matter and form in debating.

**The paradox of fanfiction as a democratic discursive practice**

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This paper attempts to expand the relatively unknown conversation about fanfiction studies in the Philippines through characterizing the properties of fanfiction as a genre. It specifically seeks to uncover the prevailing convention on the writing of selected anime fanfiction stories with particular attention to how it shows translocality and heteroglossia, how these concepts
translate into a specific discourse community of fanfiction writers, and the way these features encode the broader social and ideological conditions of the practice. A collection of thirty (30) stories were identified and analyzed through simple statistical techniques such as statistical frequency and percentage. After examining the texts, the paper concludes that the global nature of fanfiction necessitates that the participants in this global space use the different linguistic, stylistic, and discursive resources available to them in order to craft end-products which explores their desired outcome of the source material and at the same time position their story in the fan community as an informed fanfiction. Even if fanfiction is a means of expression and reappropriation of writers of the source material, the very product itself is still very much determined by the rules created and maintained by the fanfiction writer’s discourse community. As such, fan fiction as an expression of absolute freedom, though seemingly liberating at first glance, is merely a fiction.

**Linguistic conventions of rage comics**

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The internet provides many options and opportunities for interaction and communication while almost by-passing entirely obstacles of physical distance and time differences. On the other hand, it also poses substantive constraints on communication, and those attempting to communicate in the same way as they do in physical world might be very surprised by the outcome of their efforts. Communication on the Internet poses several substantial obstacles to communication; one of the ways to overcome the difficulties of communication in the internet environment which have emerged is the internet memes (Buchel, 2012). Rage comics, another type of internet memes, has given rise to innovative ways of expressing mundane and frustrating experience to compensate substantive constraints in such situations. Among the established categories for the compensation of such constraints are the uses of submemes or rage faces that stand for more or less complex emotion or behavior. This paper examined this compensation by using a corpus of 66 rage comics posted from February 2014 to March 2014 by unknown users in the rage comics’ official website. Patterns surfaced in the analysis of the corpus and a frequency count was made on the identified patterns which were then categorized. After the analysis of the data, it was found out that (1) rage comics employ conventions of narrative element (2) dialogue or monologue scripts (3) assimilates the juxtaposition of pictures and (4) there is an emergence of a significant number of written language manipulations.

**BEED teachers and MTB-MLE in the Philippines**

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According to The K to 12 Basic Education Program (BEP) (2013) prepared by the Presidential Communications Development and Strategic Planning Office (PCDSO), modifications in pre-service education for aspiring teachers shall be applied to conform to the requirements of the (both K-to-12 BEP and MTB-MLE). The agencies in charge for these are the Department of Education (DepEd) and the Commission on Higher Education (CHED). Their task involves ensuring that the Teacher Education curriculum offered in teacher education institutions will meet the necessary quality standards for new teachers. However, since the implementation of MTB-MLE as a national policy in the School Year 2012-2013 (see DepED Order 74, s.2009 and DepEd Order 16, s.2012), no national guideline has been issued to Higher Education Institutions (HEIs) regarding the said modifications.

This study aimed to locate the voices of tertiary instructors who are teaching in elementary education programs in four selected HEIs across the country in the midst of the implementation of the MTB-MLE policy. This study specifically sought to determine the interventions applied by HEIs to their elementary education programs to ensure that their students’ knowledge and skills are aligned with the national policies even without direct guidelines from any macro agents. Central to this paper are the perceptions of the informants regarding the interventions applied by their HEIs to their elementary education programs.

Emotions influence on foreign language learning motivation

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The way language learners feel about their second language can influence their willingness to improve at it. Dewaele (2015) points out that ‘Second Language Acquisition (SLA) is not just a cognitive process, but crucially also an affective one’. Understanding this principle from SLA research should inspire us to try to find out what characteristics within instructed second language acquisition (ISLA) generate types of emotions that either interfere or facilitate learners’ motivation to achieve communicative competence. Our aim here is to compile a specific set of concepts that could be used by foreign language teachers in the classroom, which could help them deal with students’ different needs.

Based on the assumption that motivation plays a key role in foreign language learning, our research will comprise conducted interviews within Japanese public schools as well as language schools. The interview questions are focused not only on foreign language students’ emotions but also on the way foreign language teachers and students’ parents themselves feel
about the issue of foreign language study. The collected data results are supported by real experiences reported during the interviews.

In this presentation, while analyzing some of the answers collected during the interviews, we will discuss the origins of emotions that might affect foreign language learners’ motivation. We will also talk about the ways ISLA could promote positive emotions associated with foreign language learning success, and discourage some negative emotions, usually associated with learners’ discontinuation of foreign language studies.

The Co-construction of a Filipino-Chinese identity in Xavier School

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The relationship between the Chinese and the Filipinos in the Philippines is reflected in the evolution of an identity-marker: from ¨Filipino¨ and ¨Chinese¨ to ¨Filipino-Chinese¨ to, finally, ¨Chinoy¨. The gradual reconfiguration into the word ¨Chinoy¨ does not translate to the reconciliation of two distinct nationalities and identities. In Chinese and Chinese Mestizos of Manila: Family, Identity, and Culture, 1860¨s-1930¨s, Dr. Richard T. Chu writes of how families and individuals creatively negotiated their identities in ways that challenge our understanding of the genesis of ethnic identities in the Philippines. However, the aspect of education, as viewed linguistically, is largely overlooked. This study attempts to investigate how the linguistic landscape of a school co-constructs the Chinoy identity and the high school of Xavier School will be the subject of the case study. The study will begin with an introductory overview of the concept of being ¨Chinoy¨ and the various fields which have been studied in relation to it. This is followed by a presentation of data gathered from the following a) analysis of various signs of Xavier School¨s hallways and buildings and b) review and evaluation of the cultural events in the school calendar. The data gathered will be evaluated through the linguistic landscape concept of indexicality, in particular Silverstein¨s concept ¨higher order indexicality concerned with the connections between language choice¨ as well as the description of indexicality as ¨ideological¨ (Taylor-Leech 2010). This study probes into the significance of the educational setting, as viewed linguistically, in the development of the Chinoy identity.

The Role of the reader and the reading comprehension of College of Education freshmen students

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This study aimed to determine the relationship between the four roles of the reader by Luke and Freebody (1992) and their level of reading comprehension according to Barrett's (1968) Taxonomy. This study employed descriptive-correlation method. The respondents of this study were the first year students of the College of Education. Random sampling design was used in this study. The result of the study revealed that the dominant reading role of the students was code breaker. Their reading comprehension level was literal. There was a significant relationship between the reading role of the students and their reading comprehension. The reading role profile affects the level of reading comprehension of the students. The researchers recommended that the students should engage in different reading materials and participate in different activities which can enhance their role as a reader at the same time could develop their reading comprehension. Since the respondents were only text users, teachers should provide activities which would involve the application of the other roles.

**Efforts to develop free online reading resources**

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Effective reading is important for success in acquiring a second language. The expansion of the Internet has given learners and teachers access to a huge amount of reading materials online. However, a wide range of suitable quality reading material is simply not freely available for learners of all levels. More specifically, there are few websites that provide a wide variety of free and original reading, listening, and vocabulary practice materials. This presentation reports on a project that attempted to respond to this issue. Moreover it describes efforts to develop a free website for learners of all different levels to practice and improve their reading, listening and vocabulary skills, and for teachers around the world to use as a free resource in their classrooms. The presenter will begin by outlining the rationale for developing such a website. He will also report on the criteria and methods used to develop a variety of reading materials. He will then show samples of the 400+ reading lessons that are currently available. Finally, the presenter will provide free materials for the audience to try and take away to use in their own classrooms.

**Addressing conventional and critical literacy in a university reading class**

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This paper explored the curricular possibilities of one reading class that attempted to incorporate both conventional skill-based reading and critical literacy practices. As many EFL classrooms emphasize functional literacy skills, the potential model of critical literacy curriculum in EFL is not discussed much. This qualitative study aims to develop a possible model for an EFL critical literacy curriculum that fits in a regular reading curriculum. This study
illustrates three typical curricular moves that address different educational purposes. Those include decoding and comprehension, personalizing and socializing with the reading texts and critical analysis of underlying assumptions and dominant ideological beliefs. This EFL critical literacy curriculum required unique curricular steps, in contrast to other EFL reading classes that develop decoding and comprehension skills as the end product. The teacher's sophisticated guidance style is suggested to help EFL learners effectively. Educational implications have been discussed.

Negotiation of (non) academic identity in, and the transgressive linguistic landscape of university library textbook marginalia

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This paper examines marginalia in selected university library textbooks to see how students who have written in the margins negotiate their academic (and non-academic) identity(ies) in and through the book margins. In this paper, I situate library textbook margins in the realm of linguistic landscape (LL) and regard student marginalia as transgressive texts that occur within the academic community bound by rules against it. Secondly, I argue that the act of writing in the margins of library books is an indication of the writers' appropriation of space, a gesture of resistance to the rigid academic environment. The paper is generally grounded on Pennycook's theory on transgression (2007) and employs the discourse analytic frameworks of stake, and Goffman's concept of Footing (1981 cited by Goodwin and Goodwin, 2006).

Off-centered Butuan: A critical analysis of instructional materials and classroom interactions in the Mother Tongue-Based Multilingual Education in Butuan city

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Since June 2012 the Department of Education (DepEd) in Butuan City has implemented the Mother Tongue-Based Multilingual Education (MTB-MLE). The program promotes the teaching of Cebuano, Filipino, and English as language subjects particularly to grade one public elementary students in Butuan. The department believes that the teaching of Cebuano, students' mother tongue in Butuan, will bring students close to their Butuan culture; Filipino will help them to communicate with other Filipinos who belong to various cultural groups; and English will introduce them to the cultures of the world. To know whether there is a one-to-one correspondence between language subjects and cultures taught to students is the main objective of this study. More specifically, this study compares, contrasts, and evaluates the cultural discourses or schematic representations of cultures present in instructional materials (IMs) (i.e. word cards, images, and stories or big books) and classroom interactions in the three language subjects of five grade one sections of one school in Butuan. A word card normally contains one word with no clear cultural contents. Images produce mixed cultural
messages. Stories or big books generally portray the Filipino culture. In general, classroom interactions using IMs center on students’ Butuan culture. The interactions suggest that the learning of second languages (i.e. Filipino and English) does not necessitate the learning of cultures unfamiliar to students. Thus far, incongruities exist between the MTB-MLE program on paper and the same program in action. More work, therefore, needs to be done for the betterment of the program.

Double nominative construction in Korean: A corpus linguistic approach

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This paper presents a corpus-based analysis of the Korean Double Nominative Construction. In Korean, two noun phrases may be marked with the same nominative case marker i/ka within a single sentence. This is called the Double Nominative Construction (DNC). This can be characterized as %_%NP i/ka NP i/ka V_% word order as shown in (1). In this study, taking a corpus-based approach, I examine all types of DNC patterns in the corpus to see the distributional characteristics of them.

(1) ai-ka i-ka na-ss-ta.
child-NOM tooth-NOM come.out-PST-DECL

‘A child’s tooth came out.’

The data for this study consists of DNCs which were extracted from the Korean morphologically tagged corpus. The files were downloaded from the website of the National Institute of Korean Language (http://www.korean.go.kr). The data contained 197 files and 4,506,545 eojuls. A total of 465 sentences were extracted by using the AntConc concordance program (http://www.laurenceanthony.net/software/antconc/).

The corpus-based findings show that the DNC is possible with four types of grammatical or semantic relationships between the two noun phrases. First, oblique nominals such as in Dative/Locative/Existential DNCs are generally more highly frequent than any other types of DNCs (53.3%). Second, the DNC of possessive relationships is also frequent (32.9%). Third, DNCs in the change of state type (12.3%) are found with only one verb toyta % to become% to become. Finally, even though it is not frequent, the corpus data shows that DNCs are possible with passive verbs.

The computer assisted language learning as predictor to the language proficiency of college students in Western Mindanao State University
To determine the students’ performance in Computer Assisted Language Learning (CALL) for both entrance and exit tests, the Dynamic Education (DynEd) Placement Test was used to measure the college students’ language skills in the following components: grammar, vocabulary, pronunciation, and listening. The Dynamic Education Module/Courseware is a course requirement for freshman students enrolled in English 101 (a basic English course), where students are required to be in the language laboratory for 1.5 hours from the 3.0 hours session in a week. 186 college students were randomly selected for this study using a systematic listing sampling technique. To measure the students’ language proficiency, a standardized speaking and writing tests (Choo, 2010) were used.

The present study tested the hypothesis that CALL could predict the college students’ language proficiency. The Pearson Product Moment Correlation analysis showed that the students’ performance in CALL, both in entrance and exit tests, does not correlate with their language proficiency. Hence, regression analysis was not performed for test of prediction. A possible explanation as to the dissociation of the students’ performance of CALL’s placement test and their performance of language proficiency test is based on the argument of Chapelle and Douglas (2006) that computer assessment tests cannot be equated or associated with paper-pencil assessments (tests without computer) because the former can have imbedded program that is of high technical standards. A case in point is the pronunciation or speaking test. The DynEd placement test used in the computer laboratory adheres to an international standard of American English sounds as this program was funded by USAID. Thus, a stricter standard sound discrimination was required to get a correct response compared to Choo’s (2010) language tests which were originally designed for Asian college students involving Asian teachers as the correctors.

Nevertheless, a paired samples analysis was done to test the difference between the college students’ entrance and exit tests performance in CALL. The analysis revealed that there is a significant difference in favor of the exit test results. Data here may indicate that there is an improved language skills performance after their exposure to this computer language program.

**Txtspeak conventions: Stylistic features of text messaging**

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Texting is a startling modern phenomenon that has gripped the imagination of people in a very short span of time and already has its own language, its own etiquette and its own humor. Texting gave rise to Txtspeak, a linguistic effect of electronic technology communication. It is the language of texting that has generated the idiosyncratic varieties in language. Furthermore,
it is an avenue for the users to create nearest and shortest spelling possible and commit numerous txtspeak conventions by not following the existing elaborate spelling structure as a practical and efficient solution to the constraints imposed by mobile phones. Among the established categories for these conventions are abbreviations, sentencial mark repeats, paralinguistic cues, enclitic, vowel extension using a corpus of 800 text messages sent from second week of January to first week of February 2015 by MSU-IIT students. Patterns surfaced in the analysis of the corpus and a frequency count was made on the identified patterns which were then categorized into general categories. These general categories were then analyzed to achieve relatively specific categories. After the analysis of the data, it was found that (1) abbreviation and substitution are the most committed txtspeak conventions, (2) there is an emergence of subcategories of abbreviations, (3) texters use several conventions to restitute paralinguistic signals, (4) texters use these conventions for their convenience and (5) these conventions are naturally occurring language phenomenon that can be entailed to the findings about its convenience.

**SEA Dota 2 Scene: Trashtalking**

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This study aims to investigate the trashtalk used when gamers (mostly Filipinos) play Dota 2 or when they watch it on live streams, and how these "trashtalk" were formed and how it is considered as such. Moreover, a survey was created containing numerous phrases or words that are used as "trashtalk" and this determines if the said trashtalk is considered as one to the correspondences. Also, this paper determines the following themes of trashtalk: Rhetorical Questions, Country Discrimination, Racism, Personal Insults, and Superiority. This paper does a Structural Analysis which explains how words, affixes, prefixes, connotations are used in the said flaming/trashtalk. This paper contains data (e.g Videos, Screenshots, etc.) that will be illustrate such findings.

**Tumblr Fandom Slang: A Study**

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In this digital age, new slang expressions and jargon formed on the internet have come and gone. Social networking sites have significantly increased the development of new slangs and jargons. New types of slangs have increased popularity in the recent years, mostly originating from the microblogging website, Tumblr. It has also been observed that these slangs are commonly used by bloggers who post fandom-related content. Moreover, these slangs have found their way into normal conversations and have affected, to some extent, the semantic knowledge of people using them. A majority of these slangs have even found their way to
other social networking sites like Facebook and Twitter. The main objective of this paper is to
describe these slang expressions and their categories. This paper investigated a corpus of
Tumbrl posts collected within a two and a half month period starting on January 2015 and
ending on March 2015 from any fandom-related posts. After having classified them, the
percentage of the most used category of slangs by these fandom-related posts will then be
determined, and implications in language in social media were drawn.

Gender, Subjectivity, and Queer Theory

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This paper aims to introduce a relatively young topic of interest in linguistic studies, which is
queer theory. The paper is divided into two parts: the first section defines gender from a queer
theoretical perspective, while the second section offers potential research undertakings
corollary to linguistics and queer theory. In the theoretical section, gender is defined from the
works of Butler, Foucault and Kirsch, postulational to queer studies. The last part reflects on
the challenges posed by the author on the possibilities of doing linguistics studies adhering to
queer theoretical and philosophical precepts.

A translational stylistic analysis of a Filipino-English children's story

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The study makes use of Kirsten Malmkjær's Translational Stylistics in the analysis
of a Filipino-English children's story titled Si Jhun-Jhun, Noong Bago Ideklara ang Batas
Militar (Jhun-Jhun Before Martial Law) by Augie Rivera (2001). It considers the four
features of mediated text as enumerated by Malmkjær (2004) and aims to answer these
research questions: first, do the original and translated texts have patterns of difference, and if
yes, what are they? Second, what are these patterns of difference for? Using the Translational
Stylistic approach, patterns of difference have been observed: 1) Although there are quite a
number of Filipino words that do not have an English equivalent, the author has only picked
out a select few that he has retained in the English translation; 2) When the original Filipino
text is lengthy or contains more advanced words, the English translation is syntactically and
lexically simplified; and 3) Words that denote perception or observation in the Filipino text like
UÜfita have been eliminated from the English translation. A possible justification for the
retention of Filipino terms is that the terms highlight the main themes of the story. As for the decision to shorten and simplify, it may have been made in light of the story’s target readers. This consideration for audience may also be why the third pattern of difference exists. In conclusion, Translational Stylistics has proven that it can bring new insight to translation, so further studies on English-Filipino or Filipino-English texts should be done to supplement this first attempt.

A stylistic analysis of Sebuano figurative language in INWW's poems

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The place of poetry in Sebuano culture is central. Yet, there is no adequate compendium of poetry in Sebuano that exists. Sebuano is an Austronesian language spoken as a native language by a majority of the people in the Philippines. This study intends to discover which expressions in Sebuano poems are figurative through markers of figurativeness and which traditionally-introduced categories are most commonly used among the figurative Sebuano expressions found in Sebuano poetry. The corpus of this paper are Sebuano poems found in the Poetry section of Volumes 1 to 20 (1994 to 2013) proceedings of the Iligan National Writers Workshop, a pioneering literary development in Mindanao after the two leading workshops in the country, namely University of the Philippines’ National Summer Writers Workshop and Silliman Writers Workshop.

The data was analysed in terms of (a) Levin’s linguistic deviation, (b) McArthur and Perrine’s markers of figurativeness that pertains to the syntactic, semantic, phonological and lexical markers that indicate an expression to be given a non-literal interpretation and (c) categorization and characterization of figurative language. The study found, among others, that while there is indeed an abundant number of figurative expressions that fall under the traditionally-introduced figurative language categories namely: metaphor, personification, simile, hyperbole, onomatopoeia and synecdoche; there are, however, recurring patterns of Sebuano figurative expressions that defy categorization by the mentioned categories. These collocations of Sebuano figurative expressions exhibit markers of figurativeness but are encoded distinctively and inventively and are referred to by the researchers as “Emerging Sebuano Figurative Language Categories”. The analysis of this study reveals that figurative language, moreover, is an establisher of a poem’s tone.

This paper explores the depths and complexities of Sebuano figurative language and presents these findings as a preliminary description of Sebuano figurative language.
Stylistic Analysis of Philippine English and Singaporean English Automotive Reviews

Jet B. Ramos, Jr.

Lexical creativity in technology-related blogs

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This article is an exploration and description of morphological change and the lexical creativity that occur in the internet specifically in technology-related blogs. Language evolved in time and we cannot deny that fact. Accepting how things change around us can give us an open-minded. Lexical change in present-day English is a successful field of study. Examining such change reveals many aspects of the lexicology of English, the kinds of processes which are to be found there, internalization on new vocabulary of the language and a reflection on the present society which uses the language. Lexical creativity tells us the typological options available in the language and how these are used creatively by the public. The present study shows more on change in language and one of the most prominent target is technology. Our life centers to gadgets, computers, tablets, and so on and so forth. People around the world are becoming more aware on what the technology can give us. With this, terms are coined and created creatively to make it more clear and understandable to everyone. This study hopes to enlighten readers on how they are going to be more knowledgeable with technology related terms as the author describes different lexical features available for technology as well as the new lexical features that are not common to other but unique to technology related reviews.

Lexical hierarchies of ‘Person’ in Nepali

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This paper presents a description of the lexical expressions for ‘Person’ in Nepali. Nepali is an Indo-Aryan language belonging to the Eastern Pahari group spoken in Nepal and many parts of India. The lexical semantics approach is adopted for this paper. This paper aims to study the nature of semantic representation of lexical items, and the relations between these representations, especially in the domain of ‘Person’ in Nepali. It brings out a systematic analysis of the conceptual relations that exist in the semantic domain namely, ‘Person’ and organizes the lexemes into taxonomic and meronymic hierarchies according to various sub-
domains namely, body, body functions, sense, body conditions, healthy and life. In addition to the literal use of meaning, it also highlights the figurative usage of the language. This kind of classification will provide insights of how the native speakers of Nepali categorize the world of their experience which might be of interest to anthropologists, linguists, lexicographers, lexical semanticists and cognitive linguists.

Interjections used in social media posts
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Today, these messages are no longer just thoughts and ideas, but are already emotions, feelings and attitudes. Forms with emotional charge and expressive value used in communication to signal these are called interjections (Jovanović, 2004). In today’s modern times, social networking sites, such as Facebook and Twitter, have been an avenue for people to express their emotions using interjections. This study identifies the interjections and their variants using a corpus of 52 tweets and 87 Facebook statuses and comments posted during the month of February 2015 to March 2015 by college students, whose ages range from 16-25 years old. This paper proposes that these interjections, along with their variants, elicit either positive or negative emotions or both, and that they also signify different intensity levels according to usage.

Japanese students’ perceptions of NESTs and JTEs
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Research into students’ perceptions of their language teachers is still in its infancy. There has not been to date much research carried out in Japan into students’ attitudes towards native and non-native English-speaking teachers, thus the focus of this research was an exploration of Japanese university students’ perceptions of their native and non-native English-speaking teachers, students’ views of the strengths and weaknesses of their language teachers and students’ expectations from them.

A 4-point Likert scale self-reported questionnaire comprising 31 items was administered to 57 Japanese university students enrolled in an intensive CLIL programme at a language school in the UK. After completing the questionnaires, nine of the students with the highest linguistic capabilities were selected for the semi-structured interviews to further substantiate data collected via the questionnaires.

The results evinced students’ preferences for NESTs over NNESTs (Japanese Teachers of English), especially for tertiary education instruction, in the teaching of specific skills, particularly speaking, pronunciation and listening. However, JTEs were still preferred for
grammar instruction and their ability to use the L1 to explain difficult language concepts. In general, students prized speaking over all other skills and expected teachers to create classroom environments that were conducive to maximising the development of speaking skills. Students were of the opinion that classes led by NESTs met their needs more than classes taught by JTEs because NESTs facilitated conversation and discussion in a safe environment.

Korean students in the Philippines: Their perceptions of native and non-native English-speaking teachers in ELT classroom

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This article investigates the perceptions of Korean students who are studying in one of the English Language Learning Centers in Manila, Philippines towards their native English-speaking teachers (NESTs) and non-native English-speaking teachers (NNESTs). Quantitative data using structured questionnaire were distributed to 10 students in the said learning center.

From the findings, the item-by-item analysis of the respective features reveals that there are distinct characteristics of native and non-native English speaking teachers which is also parallel to the results conducted in outer and expanding circle countries. The participants in this study have no clear preference between NESTs and NNESTs though these are not conclusive due to the limited number of participants, who cannot be considered to be a representative sample.

On the other hand, it is interesting to note that the results here are somewhat different from Butler (2007) who found that Korean elementary students prefer NESTs over NESTs. Possible reasons for this may be due to the different pedagogical tasks, different institutional expectations to these groups of teachers, different contexts and individual differences of teachers and learners. It seems that in the Philippine context, the dichotomy between these two groups of teachers is not problematic. Therefore, probably its a time now as Farrell (2015) argues that “we should move on from the discussions of the distinction between NNESTs and NESTs and start discussing what an effective, qualified teacher is regardless of their background” (p.9).

Student-teachers’ perceptions of teaching practice in community service learning in Taiwan

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Researchers of second language learning have suggested that L2 learning is not simply a cognitive or linguistic issue, but also a social, political, and culture one. McMahon (1997)
agrees that learning is a social process and learning occurs when individuals are engaged in social activities. However, in Taiwan, a school’s approach is purely formalistic by a strict emphasis on rules and exhortations about what to do or not to do. They seem to ignore the important issues of providing opportunities for students to engage in social activities and of engaging in critical thinking in the EFL classroom (Day, 2002). Relatively few studies address the issue of incorporating service learning in second language teaching and student-teachers’ concerns about the actual practice of integrating linguistic knowledge and language-related experience into teaching education or programs.

Therefore, the purpose of this qualitative research is to apply service learning into second language teaching and attempt to investigate 1) how pedagogy of second language teaching approaches and service learning are linked dialectically, 2) how service learning is related to student-teachers’ teaching and learning, 3) how student-teachers’ perceptions of their identity transferring knowledge to facilitating learning processes. Related theories of education and language learning are discussed such as Freire’s well-known critique of the ‘banking’ concept of education, and service learning (Julier, 2001) and service-learning model (Deans, 2001), student-teachers’ identity (Poupou, 2007; Gee, 2001; Fan, 2013). The results of the present study concord with the findings of those by Gee (2001) and Hodge (2011). The participants stated that their student-teachers’ (ST) identity was shaped in contexts with the interaction with all sides of their life and experiences.

This two-semester service learning project (October 2014 to June 2015) included forty second language university student-teachers, fifty elementary students in Shi-Men Elementary School in Neime District, Kaohsiung City, Taiwan. This project is discussed because it foregrounds the first step of further research on service learning in the domain of teaching English as a foreign language, student-teachers’ identity, and second language teaching pedagogy in Taiwan. Incorporating service-learning into a course is beneficial for teachers and students because community-based learning offered a potentially new set of resources for ST’s engaging in identity negotiation. Negotiating multiple discourses within a learning community influenced ST’s instructional decisions and fashioned her identity.

A shift analysis approach to the study of translated audiovisual texts

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Interdisciplinary in nature, Translation Studies has been dubbed as the discipline of the new century (Munday, 2001), because it cuts across fields of studies and encompasses not only linguistics and ethnology (Hymes, 1964) but also communication studies and philosophy (Munday, 2001). This remains especially true in the recent practice of translating audiovisual
(AV) media including films, television programs and serials, documentaries and advertisements. Leading voices in AV translation research emphasize the undeniable potentials of the translated audiovisual text in culture studies and pedagogy (Diaz-Cintas, 2009).

One of the most pressing concerns in the field of AV translation studies is the very method of its analysis. This paper presents insights from the researcher’s previous translation studies to propose an approach to the analysis of translated AV texts. The approach situates shifts in the core of this method because of the inevitability of their occurrence, especially because the AV text operates in several semiotic systems. Shifts are the linguistic changes in the translated text or the deviations from the original text that are treated as results of the constraints imposed or the allowances afforded by both the text and the recipient culture. The host of translation studies from which this paper is based show that these shifts reveal patterns of translation choices that are specific for each AV translation mode (i.e. dubbing, subtitling, voice-over). These shifts, in turn, expose the translation norms, which are reflective of the recipient culture’s own norms and general values.

The paper, therefore, presents this method of analysis for this nascent field of Translation Studies, as well as the theoretical framework that supports it. More importantly, the paper underscores the prospects of audiovisual translation in research, as well as the scholarship of the translated AV text in media, pedagogy and culture studies.

### Determinants of the learning style preferences of oral communication students

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This study described the determinants of the learning style preferences of students in English 3 in the Mindanao State University who were enrolled during the school year 2011-2012. Two hundred sixty nine students from different English 3 classes were randomly selected as respondents.

This research work is a combination of descriptive - quantitative methodology that described the demographic profile, as well as the determinants of the learning style preferences of the respondents. For triangulation, the researcher made use of an interview as well as class observations to validate their responses to the questionnaire using a modified version of Dunn and Dunn’s Learning Style Model, Gardner’s Multiple Intelligence Test, and Mayer and Salovey’s Emotional Intelligence Test. Statistical tools such as: frequency and percentage, as well as the weighted mean were used in the analysis and interpretation of data.

Based on the findings of this study, the researcher arrived at the following conclusions:

1. The respondents’ leaning more on the emotional and psychological preference implies a more challenging role for the teacher, especially for those students coming from far-flung areas, where the English language is less used, much less practiced. The language teacher should, all the more, take into consideration their differences and preferences when it comes to
learning. In other words, the teacher would have to exert more efforts to help students coming from these areas.

2. The respondents tend to use the native language instead of English inside the classroom. This implies that the students have less exposure to the English language. Therefore, the teacher has to devise challenging activities like interactive games that could encourage students to use English inside the classroom.

3. The respondents’ environmental preference implies that they are aware and are sensitive to aspects of physical environment with regard to their learning.

4. The emotional impact of a lesson or life experience has a great bearing on the respondents’ feelings and attitudes towards learning. They tend to be more expressive in activities that require them to talk about their own experiences.

5. The respondents have a sense of self-awareness. They are aware of what they feel in different situations and are cognizant of their likes and dislikes.

**Muslim and Christian and their conflict resolution strategy**

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This descriptive research investigated the conflict resolution styles employed by a group of Maranao and a group of Christian students in Bukidnon State University. The source of data was a questionnaire. The respondents answered a 25-item questionnaire which determined their styles in resolving interpersonal conflicts. An interview was also used to enhance the findings. Results show that Maranao students in Bukidnon State University prefer collaborating style as a conflict resolution style while avoiding style was the least preferred style; the Christians of the same institution on the other hand, preferred most accommodating style and least the avoiding style. Findings further revealed that there is no significant difference of the conflict resolution style of both groups of students.

**A contrastive study of the progressive aspect in Chinese and English**

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In this study I present two mechanisms that language generally uses to express the Progressive Aspect. I use Mandarin Chinese and English as a demonstration to demonstrate that all languages share certain properties although there exist individual variations. The sentence in (1) give an example of the use of the Progressive Aspect in English:
(1) John is singing now.

   Semantically, the Progressive Aspect indicates that John’s singing action is in progress at the speech time (i.e., now). Morpho-syntactically, the auxiliary verb BE and the present participle %â€œî®íîâ™¡î‰¬î™, as a verbal suffix to express the aspect. Similarly, Chinese also uses inflectional morphemes such as the morpheme %â€œî‰¬î™zhe in (2) to express the progressive aspect:

(2) Lisi chi-zhe fan ne

   Lisi eat-zhe rice SPF

   ‘Lisi is eating (now).’

   However, both languages also use locative prepositions to express the Progressive Aspect as demonstrated by (3):

(3) a. John is at work.

   b. Lisi zai gongzuo

   Lisi at/in work

   ‘Lisi is working’.

   Modern English sometimes uses the locative preposition at to expresses the Progressive Aspect as in (3a) and the sentence can be rephrased as John is working. Chinese is similar in that it also uses the locative preposition zai %â€œî‰¬î™â€œî‰¬î™at/in%â€œî‰¬î™a to express the same aspect as in (3b).

   The results of the study not only contribute to Universal Grammar (UG), but also have important pedagogical implications. We claim that a short comparison of the similarity between learners%â€œî‰¬î™ native and the target languages would benefit them while instructing a new grammatical pattern.

   **Reduplication in Tedim Chin**
Tedim Chin (ISO 693-3: ctd) is a northern Kuki-Chin language belonging to the Tibeto-Burman family. This paper will discuss about the structure of reduplication in Tedim Chin. Reduplication is a morphological process in which a root or stem or part of it is repeated exactly or with a slight change. Previous studies in this language such as Henderson (1965) and Bhaskararao (1989) dealt with adverb reduplication which is also termed as chiming of adverb. The present study is an elaboration of the previous studies on reduplication in Tedim Chin. The focus of this paper is to look into reduplication in different lexical categories including nouns, verbs, and adjectives and also revisit adverbs.

**Factors of Language Shift from Hokkien Dialect to Mandarin among Youths in Klang: Language Choice in Domains and Language Attitudes**

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As standard languages become more prominent, vernacular languages and local dialects become less used and are in decline. In Malaysia, the three most used standard languages of Bahasa Malaysia, English and Mandarin have caused a decline in the usage of vernacular languages, particularly causing a decline in the use of Chinese dialects among Chinese Malaysians. The decreasing usage of Hokkien dialect in parts of Malaysia where the dialect is spoken is raising concerns over the reasons why the younger generation of speakers today do not speak the dialect. The Klang district, in Selangor, Malaysia, is home to Hokkien Chinese Malaysians, but the use of the Hokkien dialect has been in decline over the years in the speech of the youths of Klang. The purpose of this study is to examine the reasons behind the decreasing usage of the Hokkien dialect by the youths in Klang through street surveys (questionnaires) and sociolinguistic interviews. To guide the study, research questions concerning the usage of Hokkien dialects by participants in different domains, perceptions of participants towards the Hokkien and Mandarin dialects and speakers, and the effects of ethnolinguistic vitality on the attitudes towards the dialects are formulated. This qualitative research approaches participants through questionnaires and interviews. Findings of this paper will reveal the various factors that influence the language shift from Hokkien dialect to Mandarin among the youths in Klang Distirct in Kuala Lumpur, Malaysia.
Khasi is a Mon-Khmer language which belongs to Austro-Asiatic language family spoken in Northeastern part of India. The paper studies the lexical meanings of a word and how lexical items are interrelated. It also shows how lexical relations can help in representing information about words. The paper will be restricted only to paradigmatic relations of words. The main goal of the present study is to build a richly structured network of lexical relations by categorizing the types of relationships between words. The lexical relations form a hierarchical structure which constitutes a basic framework for a lexical network in Khasi. These relations are linked to one another and form a complete semantic network. This kind of study, the first of its kind for Khasi, will serve as an input to many computational linguistic tools as well as NLP applications like machine translation, word sense disambiguation etc. It is also one of the methods to resolve semantic ambiguity using lexical relation techniques which will be discussed more elaborately in the main paper.

Semantic functions of Assamese Particles

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Assamese is the easternmost New Indo-Aryan language mainly spoken in the Brahmaputra valley of Assam, and some of the neighbouring North-Eastern states of India. This paper explores some interesting particles of Assamese which show interplay of complex semantic shades that can only be disambiguated from the context. They serve various functions ranging from mood to politeness, definiteness, quantification, etc. Following is an example of one such particle:

1. sagoi (maybe): a. tai ahíb fÔ safÁoi %‰Û+a She may come%‰Ûa (dubitative mood)
   b. tai ahíb fÔ safÁoi %‰Û+a She will be coming, hopefully%‰Ûa (anticipation)
   c. tai ahíb fÔ safÁoi %‰Û+a She will be coming, right%‰Ûa (Question)

In combination with intonation patterns and with each other, these particles further complicate the semantic ambiguity. Thus, a semantic study of these particles is crucial from the point of view of second language learning and facilitates a better understanding of Assamese.

Changes in Japanese Mobile Phone Openings
The very nature of mobile phones make them distinctly different from landlines, regarding individuality, pre-answer mutual identification, and a high reliance on pre-answer mutual identification (Tomita, 2002; Tsuruta, 2006).

In Japanese mobile phone conversations, fixed set expressions such as ｍｏｓｈｉｍｏｓｈｉ (ｍｏｓｈｉhello) ｈａｉ（ｈａｉyes） and their variations, which are used exclusively in the beginning of telephone conversations, have been affected by the ability of the answerer to identify the caller prior to speaking, thus allowing the receivers to use casual forms of the set expressions (Tsuruta, 2006; Nishizaka, 2004; Nakamura, 2011). Moreover, the reliance of the pre-answer mutual identification lets the interactants bring in the main topic during the first utterance (Tsututa, 2006). In consideration of Nakamura’s (2011) controversial sample dialogue data pointing to opening sequences that include: ｗｈａｔ ａｎｄ ｗｈａｔ’s up?, the present research focused on the patterns of casual opening sequences of Japanese mobile phone users. The research was conducted via questionnaire including sketches showing different situations of both landline and mobile phone conversations. Ninety-six Japanese university students participated, and the data were analyzed and compared to findings from previous research.

From the data, additional features of mobile phone opening sequences were discovered. In this paper, we will discuss alternative patterns that occurred indicating a sociolinguistic change in the way the Japanese communicate via their phones.

**Vietnamese kinship terminologies in context**

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Vietnamese kinship terminology is rich in semantic features to be used in addressing between family members and non-relatives in social contexts. The aim of this paper is to present the pragmatic use of the terms from both linguistic and cultural perspectives in formal and informal social situations, which may confuse many non-Vietnamese speakers. The results of the study will answer the research question: How do people use kinship terms to address each other in different contexts? By studying a corpus of spoken terms of Hanoi dialect collected at work place, schools, and open-air markets, this survey research hopes to bring about the variations
of extended shade of meanings of kinship terms determined by the cultural features of Vietnam. The paper also proposes some implications for language teaching and translation.

Natural Learning for Sasak Language as Mother Tongue through Folklore

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Learning is a certainty and continuum in each step of human life. Whoever they are and whatever their conditions are, the learning is always there to be conducted either in formal or in informal form. The learning posits as a medium as well as a strategy in the sense of “a process effort to be become”. In this regard, this paper endeavors to analyse several social phenomena and notions related to the learning of the mother tongue language, especially Sasak language, which has been done by Sasak people in Lombok island. That is, Sasak people is usually ‘planting’ the Sasak language as their mother tongue through existence of local literary works (folklores) such as: pinje panje, children playing songs, lawas (rhythm-formed lyric songs), or story telling (waran). This activity mostly happens in informal form in any kind of occasions. This phenomenon is usually undergone by mothers to their children or by other children to their friends in their own communities. In spite of the fact that this model is not merely designed and done to teach Sasak language, along with it, the existence of Sasak language can be a real mother tongue which, in fact, can unite with its indigenous speakers’ characters and culture. Therefore, this model can be considered a learning process strategy as well as a natural strategy to maintaining the language by awakening the speakers’ love, ability, and creativity in their language activities.

Saturday, September 26, 2015

Language Choice and Language Maintenance of Tri-Generational Families of Bajau Speakers in Malaysia

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This study explores the Bajau, in the coastal communities of Kota Belud, Sabah. At present, a number of Bajaus are establishing their own communities and settle down in the coastal areas. Consequently, they are exposed to modernization, education, various cultures and languages. Moreover, the coastal communities are becoming part of the coastal tourism which adds to the exposure of the local communities to other foreign languages and cultures. Such exposure of the Bajau community in education, modern lifestyle, diverse culture and languages might have an impact not only in their cultural heritage but also to their heritage language. It is therefore the aim of this study to examine the language choice and language maintenance of the Bajau communities in Sabah. More specifically, this study investigates the language choice of the Bajaus’ tri-generational families in different domains of communication. This study used an
ethnographic research design which includes interviews, observations and distribution of survey questionnaires. Ninety (90) participants who belong to the three generations such as the grand-parents, parents, and children were interviewed, observed and were given the questionnaires. There were two phases of data collection. The first phase was the distribution of questionnaires to examine the language choice of Bajau speakers from three different generations in various domains of communication such as home, friends, school, and place of worship. The second phase was an individual interview. The findings reveal that Bahasa Malaysia (BM) has become the preferred language in various domains of communication particularly among the young generations. The use of Bajau language has been limited only to the home domain. Such scenario reflects the decreasing number of users of the Bajau language and such decline might result to language shift among the Bajaus living in the coastal area in Kota Belud, Sabah.

China’s Disparity of Language Policy and Practices

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China, a multi-dialectical nation, is a linguistically diversified country with 56 ethnic minorities and 128 kinds of Chinese languages and, therefore, it has been facing the challenge of how to deal with the relationship between the standard dialect, Putonghua (common language of people) and its many regional dialects through language policy/planning. The language policy in China aims at popularizing and standardizing Putonghua as well as retaining and developing minority languages. Protecting linguistic diversity is stated clearly in the constitution, law and textbooks in China. However, the government’s claim conflicts with its actual implementation. Guangzhou, the capital of Guangdong Province in Southeastern China, has a high concentration of Cantonese speakers. The rigid practice of promoting Putonghua vigorously in overwhelmingly Cantonese-speaking region leads to the oppression of the native dialect, which is reflected in language broadcasting in the mass media increasingly dominated by Putonghua broadcasting. This study focuses on the discrepancy between the equality in terms and the inequality in practices and explores whether native people are aware of this, the decline of Cantonese broadcasting in the programs of Guangdong Radio & Television Station (GRT), the most powerful and influential mass media in Southeastern China. A mixed methodology of questionnaires and interviews has been conducted in Guangzhou. With content analysis, this study illustrates a complex scenario of the inconsistency between language policy in China and its actual practices in Southeastern region and draws the implication that native people in Guangzhou should enhance their awareness of retaining and protecting their own dialects, Cantonese.
Languages for specific purposes and promotion of territory

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Language, economy, translation, persuasion, web. A model proposal is offered to territory promotion based on case study spain.info. They have been studied and measured the most effective linguistic choices in tourist 2.0 persuasion out of a corpora of over 600 pages, 40 thousand words in 4 languages.

Analyzing Modals in OPM Lyrics in English

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There have been few studies on modals in Philippine English. Furthermore, no study has been made on the modals as they are used in Original Pilipino Music (OPM). Hence, this paper aims to (1) identify which modal is most frequent, (2) determine whether the modals in lyrics deviate from the use in the Inner Circle, and (3) discover which modal deviates the most. The results of the analysis shows the following: ‘will’ is the most common modal; ‘can’ although the least common, deviates the most; generally, the modals in OPM still follow the meanings of modals in the Inner Circle. In the final section, implications to research and teaching are drawn.

Exploring the Micro-genre of Newspaper Commentaries on the 2015 Papal Visit in the Philippines and Sri Lanka

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Using the genre framework of Martin and Peters (1985), Hoey (1983), and Wang (2007), this paper aims to explore the notions of genre and micro-genre in a contrastive genre study on the 2015 Papal Visit in the Philippines and Sri Lanka. To set a tertium comparationis to examine the genre-newspaper commentaries on the papal visit, the timeframe was set during the two-week duration of the visit. To investigate the micro-genres employed by the writers, two sets of 15 newspaper commentaries on the visit respectively in the Philippines and Sri Lanka were selected and analyzed. Findings show that both Filipino and Sinhalese writers in English newspaper commentaries tended to employ the micro-genre of ‘media explanatory’
exposition more often than other micro-genres, and in terms of rhetorical structures, both of these writers tended to show variation, diversity, dynamism, and individuality.

Headlines: Same-lines

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The main aim of a newspaper is to communicate, transfer and spread the news related to the day-to-day happenings of the contemporary society. So the issue that remains most important with the newspapers is that the information has to be circulated in its best form in the best possible way. The newspaper headlines play a vital role in the presentation as it provides information in the most condensed form.

In this paper, I show that Odia and English, though typologically different languages, share some commonalities as far as the language of the media is concerned. It is noted that both the languages use the block format in newspaper headlines. Beyond that, in both cases the use of present tense and the omission of auxiliary verbs are prevalent. This raises the possibility that the language of the media has certain invariant characteristics which ride on the properties of linguistic expressions rather than on the specific structures of particular languages. Economy of expressions and the formulaic compression of constructions as part of the journalese follow on from the expressive resources of natural languages, insofar as natural languages inherently possess such expressive devices. This does not exactly reside in readers’ mental capacities, although it certainly requires the interpretive processes latent in mental capacities, for if natural languages had not possessed this expressive economy, humans’ mental capacities would have exploited the interpretative processed anyway. An inspection of the linguistic styles of newspapers across various languages can clarify this matter further.

The Language of the Doukhobors in Canada

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One significant obstacle in the case of dialect revitalization has been that in many cases dialects enjoy a lower prestige than literary languages. In fact, dialects are often neglected (for Inuktitut in Canada, see Tulloch 2005) or ignored (for Sorbian in Germany, see Jodlbauer, Ralph, Gunter SpielÜ, and Han Steenwijk 2001). That this need not be the case is shown in many successful cases in Europe but even there, as for example, in Germany, the newly revitalized Lower Sorbian as a second language is marked by the almost complete disappearance of dialectal features (Schaarschmidt 2013). In the case of Doukhobor Russian (DR) in British Columbia the lack of interest in maintaining and revitalizing this dialect/language is apparently due to four factors: 1) the autostereotype perception of DR as being inferior to
Standard Russian (SR); 2) the heterostereotype perception of DR as being archaic and deficient; 3) the view that children cannot possibly be expected to learn two genetically closely related languages, i.e., DR and SR; and, last but not least, 4) the lacking classification of DR as a minority, and thus an endangered, language in Canada, unlike, for example, Plautdietsch. None of these factors is an obstacle in principle but it will take some doing to overcome the lack of prestige of DR before embarking upon the task of maintaining and revitalizing the dialect. This ongoing research on Doukhobor Russian continues our previous investigation (Schaarschmidt 2012).

Use of English in Nigerian Tertiary Institutions

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The study is an overview of the linguistic competence of students who learn and use English in tertiary institutions in Nigeria. The language of officialdom and formal education in Nigeria, English is studied by the Nigerian learner towards mastery of different aspects of competence including speech (segmental and supra-segmental phonemes) and writing (grammar, punctuation and spelling). However, this study focuses on grammar and diction (vocabulary). Twenty essay scripts of students of tertiary institutions are examined from the perspective of contemporary English usage. The scripts are compositions which cover four different kinds of essays: expository, narrative, descriptive and argumentative essays. To aid the discussion which follows the analysis, questionnaires are administered to forty students of tertiary institutions in the country. The study reveals that: many students of tertiary institutions in Nigeria do not use English effectively as far as grammar and lexis are concerned. This worrisome situation is informed by obvious factors which include poor pedagogical situations, negative attitudes and the pragmatics of the Nigerian context.

The Dynamism of Spanish Language Learning

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Foreign language learning has been a product of the exigency of the time especially now that, gradually, the world is becoming borderless, therefore, knowing English will not be enough in meeting such demand of globalization. Philippine education is making its step to achieve congruence or alignment with the need of the industry by embracing the idea of K to 12, and now the reintroduction of the Spanish language in the curriculum. This study looks into the language attitude and experiences of collegiate language learners who are enrolled in a Basic Spanish language class. Specifically, elements of orientation, motivation and goal identification were identified to qualify attitude and experiences for a semester which will establish a background for a continuum Spanish language learning. The researcher had
conducted interviews with 25 ICOMM (institute of Communication) students in three phases/terms. Themes were established from the responses and categorized them as indicators for orientation, motivation and goal identification. From the categories identified, a model of dynamism of attitude and experiences was designed and is called O.M.G. (Orientation, Motivation and Goal identification). It shows the relationship of the three elements and the indicators present among the third language learners. The prominence of motivation, positive or negative, sets direction and serves as the mobilizer to continue the act to reach the set goal to attain. It was also found out that through the anxieties/difficulties identified, students were able to find ways to cope and solve such complexities.

Psycho/Sociolinguistic Analysis of Fifty Shades of Grey

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The language of literature is one of the important catalysts of society's perceptions on gender issues. In fact, gender equality issues in numerous literary pieces affected notions about relationships. This study analyzed the trilogy of the novel Fifty Shades of Grey to be able to divulge its complexities as a gender discourse. The novel, being dubbed as sexually explicit, is rich of symbols and linguistic strategies in the texts, centering on lust and submission. The novels (i.e.-the trilogy) were subjected to affective stylistic analysis using the principles of socio/psycholinguistics. Results show that the Fifty Shades trilogy has generally constructed the characters based on how society expects them to behave in a given communication situation, in view of their family background, sexual identity, financial capacity, and position in the relationship. The author likewise shaped the discursive representation of both genders in reference to particular social constructs, believed to have started as traditions in the west that eventually reached different cultures in the world through various means. Finally, a look into the comments of Filipino readers on the trilogy shows that the novels were both positively and negatively perceived and received in reference to traditional cultural contexts of cultural sexism, moral imperative, ambivalence, and apathy.

Humor in Cebuano and Tagalog trickster tales

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This study analyzed how language contributes to humor in ten (10) Cebuano and Tagalog trickster tales. The cultural traits reflected in the trickster tales were also compared to find out if humor is specific to culture. Through a linguistic and cultural analysis of the text, the researchers were able to (1) identify the distinguishing features of Cebuano and Tagalog trickster tales (2) analyze how language contributed to humor in terms of its syntax, semantics and pragmatics, and (3) explore how humor varied according to the culture and purpose of the cultural community where it is found.
Language indeed has a great part in making the trickster tales humorous. Although humor in tales was not shown in the syntax, semantics and pragmatics were proven to contribute to the humor in the story. The names of the characters, places and things mentioned in the tales all have meanings that contribute to humor. The interpretation of meaning in the context of the Cebuano and Tagalog trickster stories was also proven to contribute to humor.

Humor in the Cebuano and Tagalog trickster tales does not vary according to the culture of the region where it belongs. What the Cebuanos understand as humorous is also humorous for the Tagalogs. Humor in these tales was used as a leveler or as a tool to circumvent taboos or to reduce a situation to absurdity and as a form of soft rebellion.

Fliptop mag-Ingay!: Humor, linguistic features and themes of insult

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With the use of the three (3) most viewed one on one (1 on 1) Philippine rap battles found in YouTube, this paper examines the characteristics of insulting statements that can elicit humor. To do this, statements that were specified by the rappers that made the audience laugh during the duration of the rap battles were classified according to their nature: 1st Direct Insult 2nd Indirect Insult (use of figures of speech). Insults that fall under each category are analyzed according to the use of linguistic features that may be manipulated to express hate, such as 1.) Cuss Words and Cathartic Expression 2.) Nouns for name calling 3.) Adjectives for attribution and according to their themes. Results of the study shows that under the Direct Insult Category, themes such as Superiority, Physical Attribution, Social Status, Sex, Gender and Age are apparent and under the Indirect Insult category, Abnormal Attribution, Sex, Occupation, Age, Gender and Religious Condemnation are observed. The most frequently used theme in Direct Insult is Superiority and Abnormal Attribution for Indirect.

Three tongues in a mouth: Codeswitching behavior across discipline

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This paper revisits the patterns of codeswitching (cs) in multilingual academic communities. An extension of interaction sociolinguistics, this investigation employs the use of ideology to identify, describe, and analyze the patterns of cs in interactions in the academic domain, specifically of trilingual tertiary students across academic disciplines. Researches on codeswitching, the use of two or more languages in a single utterance, focus on either the structural factors or the social factors that govern what codeswitches are acceptable or unacceptable in academic discourse. Through the years, language specialists have grouped
codeswitching according to two approaches: structural and sociolinguistics. The structural approach seeks to characterize how codeswitching can be represented in the mind, while the sociolinguistics approach views codeswitching as a sociographic phenomenon focusing on the social motivations and functions of codeswitching (Trask, 2004). It is in this flight that this paper proceeds with an examination of apparent ideologies in selected communicative situations in different academic disciplines. Using discourse analyses, this paper investigates three groups of students from Education, Tourism, and Engineering courses. The present study aims to shed new light in understanding codeswitching behaviours to add momentum for language research and pedagogy.

**Comparison of code-switching behaviors of male and female classroom teachers across age groups**

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The purpose of this study is to investigate the comparison of code-switching behaviors of male and female classroom teachers across different age groups, since code-switching is a phenomenon in bilingual societies and is a good strategy of efficiency in classroom teaching.

The purpose of this research is to analyze the gender difference in code-switching and among university teachers. Research reveals that males and females repeatedly do not differ in the ways specific by culture stereotypes. Males are typically larger as compared to women and have more strength than them throughout most of their lifespan. Right from birth boys are more active than girls (Eaton and Enns, 1986). In contrast, girls have less mortality rates and are less susceptible to stress and disease (Zaslow and Hayes, 1986). Research suggests differences between males and females in several areas i.e. verbal ability, cognitive, aggression, help and support, emotions, communication.

The participants are 18 college teachers in a satellite campus of a state university in Region III teaching different subjects using English as a medium of instructions. The participants are grouped according to sex and three age groups. Specifically, this study traces the curve of code-switching patterns of the respondents using a 2x3 matrix involving sex and three age groups.

**Language shift: An ethno-methodological study of Urdu-English Code Switching**
It is observed that in bilingual communities, speakers having a certain level of proficiency over L2 tend to switch codes between languages creating variations in the linguistic patterns. In coordinated or compound bilinguals where L1 is Urdu and English functions as L2 of speakers various sociological and sociolinguistics aspects are attached to the code switching phenomenon, considering the prestige English language enjoys in this part of world. This study explores underlying patterns of Urdu-English code switching in a Pakistani context through the variation approach which has legitimized various linguistic forms. Ethno-methodological analysis revealed patterns, processes, and perceptions involved in Urdu-English bilingual speech by focusing on individuals belonging to different age brackets. The changes that are brought about due to the variations in language both L1 and L2 are both due to the diachronic and synchronic variation Since Language variation implies on how assimilation of languages (Urdu-English, in this case) is leading towards language shift and the ramifications of the drift for languages in general.

Discourse of obituaries in Nigerian newspapers

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In modern times, obituaries are paid advertisements informing the general public about the death or passage of a loved one. In the Nigerian print media, obituaries are also employed as a means of expressing affection and recreation of sweet memories of the deceased as well as panegyrics or praise names or song for the deceased loved one. Moreover, the names or list of the names of the affected members and announcer(s) are included. The goal of this study is to attempt to provide an explication of discourse devices, techniques and structures in randomly selected obituaries in the Nigerian newspapers based on a synthesis of methods and principles proposed, outlined and employed Collins and Hollo (2010), Fairclough (2001) and Melrose (1995). In this regard, features of selected obituaries are examined in the light of how the intended message of the announcer(s) is perceived by its supposed audience. It is discovered that the cultural underpinnings of discourse devices or techniques tend to provide the impetus that motivates the peculiar structures of obituaries in the Nigerian newspapers. Thus an enriched illumination of the peculiar discourse structures of obituaries in the Nigerian newspapers is provided by this study.

Expressing condolences by Indonesians in Whatsapp group
This study is aimed to investigate condolence strategies used by a group of Indonesians whose profession is lecturer to obituaries announced in a Whatsapp group. The study seeks to answer what kind of condolence strategies used by the members and the condolence sequences expressed by the members. Since data is gathered from a computer-mediated communication, i.e. instant messaging, the study uses netnographic pragmatic approach, an approach to studying the use of language in online communities, which is based on Kozinet’s netnography research method (1997). The data is coded using Saldal’s coding manual (2009) and the strategies are categorised using condolence strategies proposed by Al-Shboul and Maros (2013). The study shows that the members mostly recite Quranic verses and pray for God’s mercy and forgiveness for the deceased in expressing their condolences. The result is due to the faith that most members have, i.e. Islam, which teaches them to pray when they first hear bad news.

Anda so Meranaw nga? Marawi’s linguistic landscape

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Despite having Meranaw language as one of the widely-spoken minority languages in the Philippines, the linguistic landscape (LL) of the Meranaw community found in the only city of Lanao del Sur, the Islamic City of Marawi, presents a different picture of how language is appreciated and used in written texts. As defined by Landry and Bourhis (1997), ‘Linguistic landscape refers to the visibility and salience of languages on public and commercial signs in a given territory or region. It may serve important informational and symbolic functions as a marker of the relative power and status of the linguistic communities inhabiting the territory.’ This present study aimed at presenting the linguistic landscape of the city as a contribution to the development of LL as a public communication. Additionally, this study’s results may have implications to the use of English as a significant second language of the city as shown in the dominant use of English in the LL data. Nonetheless, this study is an attempt to investigate how the Meranaws’ LL in the city could be a strong basis for language preservation and documentation of the long-gone traditional Meranaw language and the enhancement of the Meranaw written language. The results further showed that with the minimum existence of the Meranaw language in the city’s LL, Meranaws as a people may consider initiating policies and language planning schemes in forwarding the preservation of the Meranaw language.

Reading beyond the lines in a blended classroom : An in-depth study of
Abundant studies have expounded on the usefulness of strategy instruction in helping learners develop their reading comprehension skills to the fullest. Since hybrid classrooms allow a reader to contend with a host of symbolically electronic texts, this study looks into the kinds of instructional strategies that online teachers employ. Participants were profiled based on their reading beliefs and instructional approaches. Responses were also organized based on the reading proficiency levels of the learners. Results revealed that for beginners, explicit vocabulary and phonics instruction through translation guides and minimal paraphrasing are prevalent. Middle-level learners, on the other hand, are usually given opportunities to make inferences, unlock difficult words through rephrasing, and answer context-based information. Formulating hypotheses, redefining difficult expressions, and elaborating on an opinion with supporting details are the favored techniques among advanced learners. Such findings are clear attempts to describe the potential effects of hypermedia tools on reading comprehension and second language teaching.

This study was an effort to determine the dominant language functions and presence of cultural terms from the speeches of incumbent political leaders of the five Asian English speaking countries. Criteria for analysis that was made from the standard definitions of the author and certified text copy of the inaugural speeches were used as an instrument. The data revealed the varied dominating language functions and presence of cultural terms due to the country’s distinct cultural communication approach despite geographical matters. Consequently, these socio-cultural factors are the major reasons in the varying dominance of language functions and presence of cultural terms resulting in various communication strategies which allow a vast difference on how the speeches approach and persuade people from different walks of life and its major impact to such individuals belonging to various speech communities constituting one country.
Evidence in the fields of cognitive psychology and psycholinguistics show that bilinguals have better performance in higher level inhibitory control, particularly in interference suppression compared to monolinguals; however, bilinguals tend to struggle in lexical processing more than their monolingual counterparts (Bialystok, Fergus, Klein & Viswanathan, 2004; Bialystok, Craik, & Luk, 2008; Madrazo, 2010; Madrazo & Bernardo, 2012; Madrazo & Bernardo, in-press). Bialystok et al. (2008) interpreted the results as caused by the parallel L1-L2 activation, in that attention to two language representations by a bilingual can lead to a higher conflict which boosts interference suppression ability but which leads to the detriment of lexical access performance. In comparing Chabacano-Filipino-English trilinguals with Filipino-English bilinguals, Madrazo (2010) found that the additional language representation among trilinguals may have not elicited the expected higher conflict as Chabacano, being influenced by Austronesian languages like Tagalog or Filipino may just have yielded same degree of conflict among trilinguals compared to bilinguals. Hence, the results particularly on lexical processing may not have yielded conclusive results.

The current study addressed the limitation of Madrazo (2010) in terms of the criteria in selecting languages spoken by the participants to really ascertain that the experimental tasks would elicit results from trilinguals with three distinct language representations. The present study involved 58 Chinese-Filipino-English trilinguals enrolled in various Chinese schools and 57 Filipino-English bilinguals from two private high schools in Zamboanga City through snowball sampling technique. This study tested the hypothesis that trilinguals have higher interference suppression ability but have lower lexical processing skill compared to bilinguals. Consistent with the hypothesis, the trilinguals outperformed the bilinguals in shape-matching conditions statistically analyzed through Two-Way Analysis of Variance. Based on the Spearman-Rank correlation analysis, there was a negative correlation between the trilinguals' scores of shape-matching trials and their scores of lexical access experiment (r=-.6999, p=.0012). In short, trilinguals manifested increased ability in interference suppression and decreased performance in lexical processing compared to bilinguals.

Compliment response strategies in husband and wife relationship
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This paper attempted to examine the strategies employed by husbands to respond to their wives’ compliments on appearance, attire, emotion and personality/ability. Using diary entry, Compliment Response strategies (CRs) were elicited of which the wives, acted as interlocutors, were told not to disclose the research to their husbands who were tagged as participants. This method could maintain the naturally occurring CRs of participants as Cheng (2011) mentioned that getting responses should be done in real life situation. In order to explore the CRs made by participants, interview with the wives was conducted revealing the differences of CRs across three stages of marriage such as newly wed (0-5 years); parenting or middle stage (6-25); and later years or empty nest stage (26 and above). Results revealed that in romantic relationship, compliment responses vary depending on the compliment topic, the relational status of husband and wife, and the years in marriage. Groupings of participants revealed further implications to Filipino relationship cultural patterns.

TOEs of couples in selected Filipino movies

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Films or movies are one of those rich corpuses in studying languages since they mirror the everyday life of the people. Whatever is seen in movies is undeniably a reflection of the society. This paper deals on the terms of endearment or TOEs used by the couples in the selected Filipino movies. Specifically, it identifies the most frequently used TOEs and the different contexts and motives of their usage. In addition, it also determines whether it is L1 (Filipino) or L2 (English) terms are predominantly used as TOEs.

The findings show that the TOEs used by the couples do not only include English terms such as babe, love, my, love, hon (short form of honey), honey pie but also Filipino terms like mahal, mahal ko, and mama. The results also reveal that a certain TOE can be used in various contexts (e.g., in the presence of family members, in public, in the presence of other people, together alone). And interestingly, TOEs are not mainly used to express affection or love but also to achieve diverse motives (to show concern, to comfort, to pretend or fake, to lie, to refuse, and the like). It has been found out too that more than half of the TOEs are L2 terms, i.e., English terms.

Based on these findings, it is then concluded that a particular TOE has no exclusive usage and that though Filipino couples have used L2 terms as their TOEs, still there are others who opt to use those L1 terms.
Meranao conyo in Facebook: Syntactic and encoded prosody analyses

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This paper investigates the Dichotomy between Meranao Conyo Utterances (MCU) and code-switching varieties by providing certain criteria to identify which utterances is considered MCU. The study analyzes a corpus of 50 Facebook statuses and comments posted from September 29, 2014 to March 03, 2015. These statuses and comments were used as survey tool to identify which utterances may be considered as MCU by random Meranao speakers with an age range of 14 years old to 26 years old regardless of their social setting or location provided that they are firsthand oriented of the criteria: (1) the statement should contain two or more languages, one is Meranao, (2) Meranao utterances is employed in a communicative discourse or system along other languages, (3) there is an emergence of grammatical morphemes as affixes to express linguistic functions such as plurality and tense, and (4) manifestation of encoded prosody of linguistic cues in terms of paralinguistic signals such as phonetic spelling, capslocking and the use of punctuation marks.

Intercultural communication competence and mode of acculturation of Indians, Indonesians and Koreans in Davao City, Philippines

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This study entitled ‘Intercultural Communication Competence and the Mode of Acculturation of Indians, Indonesians and Koreans in Davao City, Philippines’ aimed at determining the relationship between the intercultural communication competence and the mode of acculturation of Indians, Indonesians and Koreans nationals who reside in Davao City, Philippines.

This study was descriptive-correlation in nature and adapted the survey questionnaire forms of Fantini (2005) and Barry (2001). Based on the analyzed data, findings revealed that Indian, Indonesian and Korean nationals have neutral level in their intercultural communication competence which means that they know fair knowledge of the rules and norms of the host culture which is the Philippines, they can emotionally relate to others, and they can engage in intercultural interactions. The dominant mode of acculturation of Indian and Korean nationals is marginalization, while Indonesian nationals is assimilation. Thus, this indicated that there is no significant relationship between the intercultural communication competence and the mode of acculturation of three major foreign nationals who reside in Davao City, Philippines.

Therefore, lessons and activities of a multicultural classroom should be revisited to ensure that students are fully equipped to understanding cultural differences and nuances. Cross-cultural
situations should be specifically introduced or manipulated in the classroom discussion to improve students’ intercultural communication skills.

**Behind closed doors: A sociolinguistic experiment**

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This paper aimed to look into the similarities and differences of themes and assertion of power among the four genders, namely, gays, lesbians, males, and females in uninhibited written discourse. It used a linguistic experiment involving a total of 80 purposively sampled students from the Mindanao State University- Iligan Institute of Technology.

The findings in the experiment revealed that majority of the four genders choose to borrow the English language having women at the top of the list, the gays in second, and the men and lesbian ranking third and fourth respectively. In terms of syntactic complexity, lesbians are on the top of the list, followed by the gays, the women, and finally by the men. Next, in terms of font size, it is revealed that men have the most tendency of asserting themselves by using large and loud fonts, followed by the gays, next by the women, and finally, the lesbians. It was also revealed that the font women used are relatively small and decorative (using curls, and designs), the font used by gays are big yet decorative (using curls, and designs), and the font of the lesbians were described to be small yet plain.

Moreover, in punctuation usage, which is a substitution for overt emotion in spoken language, it was revealed that lesbians are at the top of the list with a frequency of 100%, followed by the women with 68.96%, the gays at 60%, and the men at the bottom of the list with 50%. Additionally, in terms of themes, eight categories were identified in male writing, for female writing, six, for gay writing, four, and, the lesbian writings revealed nine categories.

**Investigating linguistic investment in the maritime industry**

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This study investigated the role of English in the maritime industry as perceived and practiced by Filipino maritime seafarers enrolled or employed in maritime training institutions. Comprising 25% of the world’s seafarers, Filipinos generally have a high employability rating which may be attributed to various factors, one of which is linguistic capital. The collective and individual perspectives of the participants were obtained through interviews and classroom observations, involving 30 trainees and 20 staff-informants from three maritime training institutions in Manila.
Informed by Blommaert’s (2010) sociolinguistics of globalization, the study found that Filipino seafarers exhibited “truncated linguistic repertoire” (e.g., “barok English”, nonverbal forms of communication). Moreover, the kind and level of proficiency in English the seafarers had were correlated with the type of work, and by extension, economic gains they received, supporting Bourdieus’s (1977) notion of linguistic capital which not only denotes fluency in the language of higher status, but also spells economic benefit on the user of that language. Furthermore, this investment on linguistic capital, however, is reduced to formulaic expressions, whether in leadership type or service-oriented domain. It was also found that linguistic versatility seems to be a prerequisite to Blommaert’s linguistic repertoire. Finally, while there was a general agreement on the importance of the English language in their work, the trainees felt that its use was not fully realized. There also seemed to be a contrast in the way Filipinos are perceived as proficient English users and their actual use of the language in their work.

Pragmatics of Haggling As A Speech Event

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Haggling (Tawaran in Filipino) is the term used in the market place when the participants (buyer and seller) negotiate a price acceptable to both of them. According to Uchendu (1967), haggling is a rational system of price formation which aims at establishing particular prices for specific transactions acceptable to both buyer and seller within the price range that prevails in the market. The purpose of this paper is to record, transcribe, and analyze the language use of forty-four (44) market interaction speech events gathered “in situ” in the famous Divisoria Night Market in the Philippines in the year 2014. The investigation was guided by the different social theories of Conversational Analysis, Pragmatic Analysis, Speech Act Theories, and ’Pamantayan’ value paradigm. It aims to uncover the cultural traits and behaviors of Filipinos exhibited in their marketing, with the SPEAKING Model of Hymes (1972) as its descriptive framework from ethnography in speaking. The findings have shown interesting results on how the Filipino buyer and seller portray haggling interactions.

The effectiveness of implicit and explicit instruction

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Several studies have provided significant proof that media is effective in vocabulary acquisition due its multi modal characteristic while recent researches add that this acquisition is further improved with the assistance of Task-Induced Involvement and Instruction (Implicit and Explicit). However, those researches did not combine both TII and Instruction but rather used it
individually. Moreover, such researches did not establish which of the two instructions is more effective in assisting a child acquire new words incidentally. To see which of the two is more prominent when combined with Task-Induced Involvement in Incidental Vocabulary Acquisition, the researchers conducted this study with 10 preschool children from a rural barangay with minimal trace of modern technology. After the study, results showed that there was indeed incidental vocabulary acquisition, which further improved with the help of TII, Explicit and Implicit Instructions. Aside from that, results also showed that all target words were learned but the acquisition was different in terms of the words acquired by the two groups. These results established that incidental vocabulary acquisition of difficult words is higher with explicit instruction. For easier level words, implicit instruction was more effective as it lets the respondent explore on his/her own. Moreover, the results support the Schema Theory since most of the target items learned existed in the respondent’s prior knowledge while going through the Natural Order of second language acquisition proposed by Krashen.

A Sociolinguistic study of language and Identity amongst Punjabi ESL learners

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This sociolinguistic study aims to investigate the relationship between language and identity amongst Punjabi fresh graduates from urban areas and Muhajir Urdu speaking fresh graduates of central Punjab, Pakistan. Language as a robust marker of identity has vibrantly influenced the identity, linguistic choices and how these linguistic choices affect the identity displayed to others. A questionnaire was circulated amongst the participants requiring responses on the topic of language use and the opinions held associated with the use of language in order to examine the issue in depth. A distinction was drawn between those reading arts subjects and those studying Sciences so that any difference between the uses of language and opinions held by these groups should bring to light. The results show several statistically significant differences in linguistic usage and views on the topic between these two groups.

Multilingual, Multi-Minded

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Formerly the purpose to know another language was primarily to improve school performance or increase the professional chances; presently, living in a multicultural world acquiring a second language becomes indispensable. A second language affects people's careers and possible futures, their lives and their very identities. In a world where probably more people speak two languages than one, the acquisition and use of second languages are vital to the everyday lives of millions; monolinguals are becoming almost an endangered
species from Cook (2008). One problem for non-Japanese families residing in Japan is the concerns with the potential change of values and the loss of identity of their children. Our position is that although language and culture are part of each individual's identity, the acquisition of any additional languages will not result in a loss of values but maximize them. Hence, our aim here is to explore attitudes of non-Japanese towards second language learning activities.

By using the collected data via questionnaires obtained from non-Japanese living in Japan, we intend to find out actual and perceived value in acquiring more than one language. The aim of this research is to not only point to the level of importance of keeping the mother tongue but also to identify any benefits gained by any individual or society through the acquisition of a second language.

In this presentation, through the explanation of our data, we will identify misconceptions that families have about mother tongue maintenance and about acquiring additional languages.

Parents attitude toward children's multilingualism in Japan

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Japan is slowly becoming a place where multilingual and multicultural communities are coexisting among the strong Japanese monolingual society. Even though the Basic Education Law in Japan does not extend compulsory education to foreign nationals (Nozaki, 2009), and some foreign children aged six to fifteen are not attending any school while in Japan, little attention has been paid to foreign residents who are able to maintain the mother tongue, reach an educational level compatible to the requirements in the country and excel in Japanese society.

Based on this fact, we interviewed international families in Japan via questionnaires, and assessed their answers and reflections regarding the scholarly processes of their children. And, although it is a common belief that international children generally speak their heritage language well, the truth is that it is typically not maintained and is rarely developed (Krashen, 1998). Nevertheless, less attention has been paid to the processes of becoming bilingual. Some international families in Japan saw increased instruction in English as a possible solution for bridging the gap between Japanese and international children, as well as standing out from Japanese society (Oda, 2012).

Founded on this prospect, I’ll present the possible reasons that could serve as a watershed to understanding advantages of learning English. By examining successful cases of young learners in Japan who have exceeded language and cultural pressures, overcame barriers and obstacles, we uncover cases where monolingualism gave space to multilingualism, thus opening doors to a new horizon.
Multilingualism: Ethnography of Maranao children in Sorsogon

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This study was conducted to identify the speech varieties learned and used by Maranao school children in their homes, community, school and the madrasah; describe the various contexts they use these languages; identify and describe the language teaching method/s used by their teachers and linguistic behavior and situation connected to their language learning, specifically code-switching and polyglossia. As the initial part of a longitudinal social research, the researcher conducted immersion before the actual study. Ethnographic methods were used: participant observation on the children/subjects and unstructured interview on their teachers (informants). The study yielded these results: 1. Maranao is the first language of children born and raised in Sorsogon City. Their parents and relatives, mostly migrants from Lanao del Sur, use it exclusively among each other and also taught it to their children. 2. They also learn Sorsoganon as L2 when they interact with non-Maranao children who speak this dialect common in the dominant community. 3. Filipino and English are learned in the school as media of instruction, using the Sorsoganon mother tongue only as an auxiliary language. 4. Arabic language and writing system which have religious significance among all Muslims, are taught in the madrasah. Arabic script is also used as an alternative to the English alphabet when writing in Maranao or even Filipino. 5. Code-switching/-mixing often occur when the subjects combine any of these speech varieties in their utterances. 6. Both the learners and their teachers share the impression that Filipino, English and Arabic (official languages) have higher prestige than Maranao and Sorsoganon (vernaculars).

Engaging in Classroom Conversations: A Teacher-Student Feat

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The purpose of this qualitative study was to analyse the conversation patterns of teachers that emerged during the conversations between them and their students within the classroom. In particular, this research probed into the kinds of conversational openings and closings teachers used, leading to the commencement or dismissal of the classroom interaction. In addition, the research examined the kinds of repairs that were evident during conversations. This study was anchored Harvey Sacks’ Conversation Analysis (CA) and Schegloff’s sequential organization of interaction. The CA method was also used to investigate eighteen one-hour classroom interactions of three male teachers and three female teachers which were
audio-recorded and transcribed, employing some symbols of Jefferson’s transcription notation. Results of this study showed that classroom conversational openings included sequences such as Summons-Answer, Prayer-Response, Greeting-Greeting, Fixed Religious Expression, How-Are-You sequence, and a Recap sequence. The conversational closings that teachers employed were the Arrangement, Question-Answer, Prayer-Response, Farewell-Farewell, Summary, Challenge, Closing Implicative Environment, Acceptance, and Appreciation. The repairs that teachers used were the self-initiated self-repair, the self-initiated other-repair, the other-initiated self-repair, and the other-initiated other repair. From these results, it can be concluded that many patterns often ascribed to informal conversations are evident in the classroom interactions between students and teachers. Furthermore, conversations between students and teachers are deemed successful when employing the conversation patterns. This research will provide insights on conversation patterns effective in classroom interactions.

**Profiling the English language usage problems of select MSU-IIT ESGP-PA GEN-ED freshmen scholars for A.Y. 2014-2015**

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This study entitled ‘Profiling the English Language Usage Problems of Select MSU-IIT ESGP-PA GEN-ED Freshmen Scholars for A.Y. 2014-2015’ examines the English language usage problems of the lowest twenty-five ESGP-PA GEN-ED scholars of Mindanao State University-Iligan Institute of Technology. The respondents are selected based on the total of the rankings of their English 1 grades and Language Usage scores from the System Admission and Scholarship Examination results.

To achieve the main objective, the respondents, their parents and their English 1 professors are interviewed through a Key Informant Interview (KII) and Focused Group Discussion (FGD). This action research is qualitative in nature in which the researchers conduct an in-depth interview to unravel the possible root cause of the low performance in the English language usage of the respondents. The gathered results are analyzed through a Creswell Interpretive Tool.

The analysis reveals that poverty, low self-perception and weak foundation in high school are the most pressing reasons of the low performance of these respondents. This paper, however, focuses more in improving the problems that can be addressed by the academic institution. This includes their limited vocabulary, low comprehension in the English language, poor spelling and inability to express their thoughts and ideas in the English language.

Future studies may 1.) evaluate the existing materials used by the English 1 professors or 2.) make an actual action plan based from the gathered data in this study to help address the problems encountered by the respondents in using the English language.
An intercultural rhetoric analysis of 4ATG and BSU memoranda

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This study is an intercultural rhetoric analysis of memoranda written by two professional academic institutions, the 4th Army Training Group, Training and Doctrine Command, Philippine Army and Bukidnon State University. 34 BSU and 44 4ATG memoranda were analyzed under the lenses of small culture and intercultural rhetoric. Specifically, this study investigates the similarities and differences between the memoranda of the two groups in terms of form, content, and style. This also tries to find out the cultural factors that may have caused the similarities and differences.

Findings reveal that the two groups both have the heading in their memoranda but this differ in how this is reflected in the document. Difference in the presentation of paragraphs, use of formulaic expressions and style are also observed. Further, authority and clarity are reflected in the 4ATG memoranda while briefness, courtesy, and friendliness are observed are the styles found in the memoranda of Bukidnon State University.

On Filipino and Ivatan nominal markers

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Noun phrases in Philippine languages are typically composed of a noun preceded by an article. These articles, traditionally called determiners or nominal markers, have a number of forms and functions. Studies focusing on these particles often focus on the syntactic function of such forms (as markers of syntactic case for example). However, taking a closer look at the behavior of these particles, it can be said that despite having limited forms in the languages, the function these particles play are quite varied. In this study, the nominal markers are re-analyzed based on the syntactic and semantic features they carry. The study focuses on two Philippine languages: Filipino and Ivatan. It was found that despite the surface differences in the two languages, the nominal marking system of Filipino and Ivatan follow a similar pattern and structure, such as the distribution of the markers in sentences (i.e. as (1) markers of the complements of the predicate, (2) part of the predicate, and (3) part of adjuncts such as adverbs). Applying
such paradigm in the analysis of nominal markers, this study can be further expanded to other Philippine languages to be able to fully characterize the features of these markers. Moreover, students and learners of languages such as Filipino and Ivatan can greatly benefit from a much detailed analysis of these markers.

Case Principle in Surigaonon, Cuyunon, and Ilocano

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This research explains the structure of Surigaonon, Cuyunon, and Ilocano according to the structural case theory of Chomsky’s Principles and Parameters. This type of research is important not only to the linguistic community but also to the speakers of the communities who are using the languages mentioned. Any language documentation and description such as this is necessary to pursue the strengthening of the importance of languages. This can also be used in teaching the languages mentioned to children (MTBMLE program) and other people who wish to learn. This study can also be used as a take-off point for diachronic linguistic studies. After analyzing the case markers and case forms in three languages using case principle, minimal differences can be seen in the syntactical structures among these three. The only difference is in the part of lexicon. Thus, this strengthens the studies mentioning how Surigaonon and Cuyunon are related. Ilocano, on the other hand, has a different structure as compared to the other two; therefore, strengthening the mapping of Ilocano in a different language subgroup as compared to the other two.

The Structure of Tagalog Ang-Ang Constructions

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The Tagalog ang-ang construction is a type of copular clause that has two ang-marked constituents juxtaposed together without an overt copula verb mediating between the two similarly marked constituents. This study presents an analysis of the syntactic and semantic structure of this type of clause, and argues that, while clauses that exhibit this type of structure might be very similar and might appear to be simple on the surface, they may actually be further subcategorized into two types of copular clauses, namely specificalional clauses and equative clauses. The structural and semantic make-up of the two sub-types of copular clauses vary from one another. Equative clauses have constituents that can interchange positions due to their equal levels of referentiality and specificity, though discourse factors might choose one constituent over the other to head the whole clause. Specificalional clauses take on a pseudocleft structure, which positions a headless relative clause as the subject of the clause, and a DP as the predicational constituent, while still following the canonical predicate-initial structure of Tagalog sentences. This analysis debunks earlier proposals that
identifies the first ang-marked constituent in this type of clauses as the subject of the sentence. The function of Tagalog determiners, particularly in their assignment of referentiality, definiteness, and specificity, is also explored to better understand these types of construction.

**Typology of TAM in T'boli and BIM**

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**Waray Pronominals**

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Waray is a language spoken in the Eastern Visayas region of the Philippines. It has about three million native speakers. It is also known by many other names such as Waray-Waray, Winaray, Lineyte-Samarmon, Binisaya nga Sinamar-Leytenhon or variations of the names "Waray", "Leyte", "Samar" and "Visayan". For this study, I call it Waray. Waray is a dialect that is absolutely NOT a dialect. Waray is a language in its own right with its own dialects. The data source of the study is a 100-word corpus taken from online Waray newspapers and other social networking sites using Waray as medium of communication. This study describes the specific usage of personal and demonstrative pronouns in Waray. Personal pronouns supersede for proper names or noun phrases that refers to persons, while demonstrative pronouns distinguish nouns relative to their location in time and space. This particular paper explains the conglomeration of pronominal system on Waray discourse and rationality. Spearheaded by the analytic study of inclusivity and exclusivity of acquisition the proper pronominal metadiscourse in the field of Philippine Languages. Pronoun interpretation biases are sensitive to the inference of implicit explanations in the linguistic theory it is argued that syntactic structures in which a verbal nucleus is completed with merely pronominal elements function as classifiers for basic syntactic structures. More specifically, feature values that can be directly obtained from the observation of constructions of the first type are said to be characterized fully the syntactic properties of the second type of constructions whose lexical complexity often resists direct access to their syntactic feature.
Stance Markers in a Tagalog classroom

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Language is used to convey meanings and thoughts which are very the central focus of learning. But for one to get the message across there is the semantic and pragmatic sense of a word, in linguistics there is what is called as ‘stance’. Stance has to do with the speaker or the writer’s judgement, view, attitude or feelings on a particular issue or topic. This study aims at seeking answers to the question of how stance is displayed and used inside a Tagalog speaking classroom. Similarly, it will also seek to answer the following questions: 1) How is stance established in the corpus in terms of: modal verbs, evidentiality, expression of affect and, quantifiers? 2) How is stance manifested in the discourse inside the classroom? The data was gathered in a tertiary level where an hour class was recorded and transcribed by the researcher producing a 4,400-word corpus. The theory that underpins and overarching this study is that of Biber (2004) whereas the potential stance items was identified based from the study of Precht (2000). The study revealed that stance markers are present in the setting of a classroom discussion. The teacher displayed authority in her class but used stance markers to decrease the gap created by age, educational attainment and socio-economic status through it. Different kinds of stance markers were established and identified them as evidential, expressions of affect and quantifiers.

Vowel length contrasts in Filipino learners of German

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This study aims to provide preliminary insights in the reception of vowel length and vowel duration in Filipino learners of German as a foreign language. Contrast in vowel length is often introduced to Filipino students phonetically through stress patterns in Filipino words, or through English. As learning German as an L3 requires phonological awareness of vowel length to facilitate listening and spelling competencies, an analysis of the relationships between distinguishing vowel length in English, a common L2 in the Philippines, and German, is instructive in determining if and how L2 competencies influence the acquisition of an L3. To study the processes of transfer in their initial stages, 11 students from beginner’s level German classes were selected for the the experiment. They were asked to classify the first stressed vowel in 32 disyllabic German words as long or short. A similar test is conducted for the English language. Subsequently, the participants were asked to recite English and German words out loud in two separate exercises. Their voices were recorded and vowel durations and
their respective ratios measured. The results were contrasted with native speaker vowel durations and correlated with variables in a questionnaire on the participant’s linguistic background.

**Sinurigao: Pormada, Plastada, Tunada, Pasabot**

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In Surigaonon, suffix %ÔÔon is used to classify people and things while infix %ÔÔin is used to name a process/procedure. It should have been Sinurigao when it was posted on DEPEDs website updates and not Surigaonon because the latter term is the people who reside in the City of Surigao and Province of Surigao del Norte who use Sinurigao as their language. Using descriptive research design, linguistic and sociolinguistic analyses, the study examined the Sinurigao: Pormada (Morphology), Plastada (Syntax), Tunada (Phonology), Pasabot (Semantic). Purposive sampling is used in choosing the location and quantity of respondents per location. There are Surigaonon words that are spelled similarly but they differ in meaning depending on how each syllable is stressed (Dumanig & Jubilado, 2006). The phenomenon of minute morphophonology and semantic variation is noted in this study like bunon of Alegria, 43.8kms away from the city, is to throw something to someone and in city is to kill that someone. This study also finds out that in Sinurigao prefixes gi- and tag- function the same, absurd use of hyphen in writing is noted, the 8 basic parts of speech (POS) was established after word tagging, and SVO pattern can be applied in writing for VSO is normally applied in conversation. Sinurigao Yare Ameliorator Grammar Estabisher Theory (SYAGET) is established from this study to check the morphophonemics, morphosyntactics, semantics of Sinurigao, and check the hypothesis that hyphen is learned only in school, not innate in children. Finally, Sinurigao Grammar Learning Manual is written.

**A morphophonological analysis on Sebuano and Maranao cognates**

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This study entitled "A Morphophonological Analysis on Sebuano and Maranao Cognates" aims at discovering the different types of cognates that exist between the Sebuano and Maranao languages. It also tried to determine the morphological and phonological changes that occur in the cognates.

Specifically, this research answers the following questions:
What is the percentage of non-probable cognates, true cognates, and probable cognates? What are the phonological changes found in Sebuano and Maranao probable cognates? What
are the morphological changes found in these cognates? And in what way are these two language related?

This study utilized the 200 Swadesh word list as instrument and subjected the data to a morphophonological analysis. The data were collected through distributing questionnaires among 7 respondents, 2 Maranao students and 5 Sebuano students inside MSU-Iligan Institute of Technology.

Primary students' KAP on adjectives through Juanderland

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Multimedia proved to be effective in learning, including second language acquisition. In the 1990s, Philippine schools utilized original, educational TV shows as supplementary teaching and learning materials. This fueled the exploration of how an original 2D-animated Information, Education and Communication (IEC) material, Juanderland, can help increase academic performance, stir attitudes toward learning English, and gather perceptions. Aimed at determining how Juanderland affects grade three pupils' Knowledge, Attitudes, and Perception (KAP) on learning topics in English like adjectives, this study not only described the respondents' socio-demographic profile, but also identified and analyzed their knowledge, knowledge levels and knowledge gain; attitudes and attitudinal change; and perceptions on four episodes of Juanderland. Seventy-four (74) students from a public and private school in Laguna, Philippines completed knowledge and attitudes pretests and posttests, and a post-viewing questionnaire on perception. Cognitive Rigor Matrix for Reading and Writing, test of means, one-way ANOVA, and Kolmogorov-Smirnov Z test were applied to analyze data. Results showed that knowledge gain is not significant enough, with almost half of the sample not doing well in knowledge tests in three episodes. However, intervening factors such as internal and external environments, learners' temperaments and surrounding relationships could have further affected knowledge gain. There is also positive change in attitudes concerning interest in animated IEC materials in contrast to negative attitudinal changes regarding benefits of such materials and attention needed when viewing. Overall, respondents have positive perception on Juanderland, which can trigger knowledge gain and more positive attitudes on its future use.

Language(s) as resource in the global marketing of the Philippines as an ESL destination

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The paper looks at the central role of language(s) in the promotion of the Philippines as a choice destination for English language learning through the ESL Tour Program launched by the Department of Tourism in 2005.

Analyzing various tourism promotion materials (brochures and audiovisual presentation, among others), the program memorandum, and press releases, the paper establishes three key functions of language in the ESL Tour program: as a product, as a tool, and as an index.

Language (i.e. English) as the ‘commodity’ or symbolic product being offered in the program alongside tourist activities is analyzed in the context of Heller’s Language as a Resource in a Globalized Community (2010). While in itself, language is the commodity, interestingly, it also functions as a legitimizing tool strategically manipulated and deployed in tourist discourses (including the analyzed materials). The program, as reinforced in these discourses, claims the Philippines a ‘legitimate’ ESL destination by virtue of polynomia or the legitimation of multiple centers for the extraction and production of goods and services as the market becomes saturated (Marcellesi 1989). In addition, the program’s Unique Selling Proposition (USP) which asserts quality instruction and fun learning experience at an affordable cost is also propagated in these media through different modes including that of linguistic. Lastly, language also indexes the target market of the program; the language ecology (i.e. available language translations) of the DOT-accredited language schools websites suggests that Koreans and Japanese are on top of the list.

**Airing Good and Original News: Broadcast Plagiarism in Local AM and FM Radio Stations**

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**Abstract**

Adhering to the principles of language education, this paper investigates local airtime news broadcasts whether news reports replicate those that are printed in the local weeklies, thus, broadcast journalists committing broadcast plagiarism. This study followed Pecorari’s (2003) framework that she employed in her study on plagiarism, where she sourced reports from student-generated texts in comparison with those in the original sources. In this study, four local newspapers issued in two consecutive weekends and recordings of news broadcasts of four local radio news programs were taken in for analysis. This study compared the newscast recordings with those news reports published in the newspapers. Even if this study might be a skew from academic writing, it is presumed that the basics of good writing start from a good school of thought, not transgressing academic conventions, but mastering the craft on intellectual propriety. Data analysis using the T-unit with focus on the sentential
level treating lead paragraphs of the manuscripts, and phrasal level when treating headlines of news stories reveals that broadcast journalists practiced broadcast plagiarism. Findings reveal that broadcast plagiarism has been practised in the local media. Local papers tend to treat political issues more often than social issues, featuring stories on accomplishments, activities undertaken by political sides, those revealing negative sides of opposing political parties and attacking weak points of sitting local government officials. A confirmatory data on the use of referencing established the tendencies of broadcast journalists to plagiarize reports that they have knowledge on the situation that require referencing.

Indigenous Philippine skin terms and the descent of Philippine languages

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This paper looks into the relation of indigenous Philippine skin terms to the descent and present-day subgrouping of Philippine languages. More specifically, it tests whether or not the distribution of cognates within this semantic domain is compatible with some prevailing hypotheses (namely, those articulated in Blust, 1991, 2005) regarding the linguistic macrohistory of the Philippines. Translations of these skin terms, ranging from common skin ailments to skin excretions, were taken from ten (10) Philippine languages. A set of proto-forms (which, I suggest, belong to the lexicons of either of the two putative proto-languages Proto-Philippine and Greater Central Philippine) was then reconstructed based on this data. In the end, it is proven that the data at hand is wholly compatible with these (especially with regard to Greater Central Philippines and its purported daughter languages). In addition to these, I put forward the interesting prospect of ethnodermatology, much like ethnopsychology and ethnoastronomy, as a promising new field of research.

Critical Discourse Analysis of Eco-News Reporting

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This study aimed to uncover the ideological representations found in the linguistic and discourse patterns of eco-news reports. This study is qualitative in nature employing Critical Discourse Analysis framework which brought the analysis to three (3) levels: text, discourse, and ideologies. The study gathered 52 mainstream eco-news articles published in three (3) national and three (3) local broadsheets in the Philippines from November to December 2013
and were analyzed using Halliday’s Transitivity, Bazerman’s Intertextual, and White’s Appraisal frameworks. Findings revealed that the material, relational, and verbal processes, ascription of actor and goal, naming and referential strategies, intransitive verbs, nominalization, and metonymy found in eco-news reports served to promote different core ideas pertaining to destruction, allocation of blame, victimization, bias, risk and hazard, government’s role, and objectification. The discourses of government, environmentalists, scientists and academicians, private sector, local citizens, and even news media were represented in the eco-news reporting through direct, indirect, and strategic quotations, specific, collective, generic, and impersonal attributions and were cited as background information, evidence, belief, idea, issue circulated, and request which were positively, negatively, and neutrally endorsed by the writers. The ideologies on nature, plants and animals, public, elites, and the government, as well as the concealment of ideologically embarrassing information were found in material and relational processes, ascription of actor, naming and referential strategies, nominalization, metonymy, and passive constructions as linguistic patterns and generic, specific, and high-status attributions, direct quotations and the serving of evidence, background information, belief and idea as discourse patterns.

**Linguistic and cultural issues on contrastive analysis: The case of Ilokano and English personal pronouns**

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Pairwise scientific description of foreign and native languages can predict and describe the patterns that will cause learning difficulties. This study explored the descriptions of Ilokano personal pronouns in parallel with English and the contrastive structure in these two languages in which personal pronouns occur. Using descriptive-ethnographic research design, data were gathered through an informant, who substantiated the categorized personal pronouns obtained from reliable materials. Results showed that Ilokano personal pronouns are structurally independent and incorporated into other parts of speech as suffixes. Contrastive analysis further found that Ilokano personal pronouns present special characteristics which differ significantly to their English counterparts. Firstly, Ilokano personal pronouns provide speakers with respectful forms of address in various contexts which is absent in English. Secondly, Ilokano pronoun suffixes -ak, -ko, and -k are applied to all tenses and moods while English personal pronouns take the free morpheme in all cases. Thirdly, the Ilokano subject affects the verb form and the object suffix whereas English verb structure remains unchanged except for third person singular and the object pronoun. Lastly, pronouns are common to all genders in Ilokano while these matter in English. Thus, Ilokano and English personal pronouns manifest parallel characteristics but have distinct differences in some aspects.

**Gender-based analysis of Grade 8 English learning module**

**Mary Joy E. Bombani**
At the Millennium Summit in 2000, members of the United Nations, including the Philippines, committed themselves in the Millennium Declaration to achieve eight goals, now referred to as the Millennium Development Goals (MDG). To promote gender equality and empower women is one of the eight goals of MDG targeting to eliminate gender disparity in secondary education. The main purpose of this study was to conduct a gender-based analysis of grade 8 English learning module through content evaluation and to suggest (and eventually assess the) modification of parts of module as regards localization, contextualization, and individualization. Using the descriptive method via content analysis of the module and survey through questionnaire administered to purposively sampled English teachers from the towns of Lucban, Mauban, Pagbilao, Sampaloc, and Tayabas, the analysis revealed texts which suggest the negative portrayal of women; and images/pictures and/or illustrations which are gender-biased. The gender-biased texts and pictures in the module had been modified to make it more gender-sensitive, which were rated as highly acceptable in general by the respondents. It was recommended that the modified learning module be implemented and that other grade level English and other subject areas’ learning modules be evaluated as well.

Linguistic analysis of Vice Ganda’s humor strategies

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Humor is a complex cognitive function which often leads to laughter (Polimeni and Reiss, 2006). Vice Ganda who is a well-known comedian, has a very effective way of eliciting laughter from anyone who hears his jokes and punchlines. For this reason, this study aims to examine the humor strategies used by Vice Ganda and the conversational maxims of Grice broken by these humor strategies. Youtube video clips of Vice Ganda published from October 2014 to January 2015 with more than 50,000 views were collected. Among the 44 video clips collected, top 30 highest views were used for data collection and analysis. During the data collection process, only the lines of Vice Ganda which elicited laughter from the audience were transcribed for analysis. This study is useful in identifying humor strategies effective to Filipinos in which can also be applicable in classroom settings. The results of the study showed that unexpected outcome (20%), too much unnecessary information (17.65%) and feigning aggression (16.47%) were the top 3 frequently used humor strategies by Vice Ganda. The most violated maxim was the Maxim of Manner (43.53%). Second most violated maxim is the Maxim of Relevance which contributed 27.06%. The Maxim of Quantity contributed 17.65% and the Maxim of Quality was violated the least with a percentage of 11.76%. The researchers concluded that there are different humor strategies that can be used to elicit laughter and that violations of the Gricerian maxims is inevitable in generating humor.
Conversational maxims in PN's social media account

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This study is a part of the other studies that dwell into the use and the observance and non-observance of Gricean conversational maxims, but its focus is the social media sites specifically from public servants in the Philippines. Observed and non-observed maxims are both used for different purposes especially in engaging other people in the meaning transfer; implied meaning or not. This study explored and analyzed the observance and non-observance of different types of conversational maxims used by the Philippine National Police (PNP) in their social media account (twitter). The PNP account became famous for its humorous tweets to attract, to entertain, and to inform followers, but interestingly; observed maxims are more frequent than the non-observed. This leads to an implication of the relationship of the Filipino netizens and the police officers.
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