Teaching English in the Philippines: a diary study of a novice ESL teacher

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Master’s Thesis

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Abstract

In this diary study, the writer explores the similarities and differences between teaching English at the college level in the Philippines and the United States while completing internships in the summers of 2011 and 2012. His students were in their first or second year of university classes and were working towards a Bachelor of Science in Elementary Education, a Bachelor of Science in Secondary Education, or an AB in English. As part of the critical ethnography, the diarist considers cultural influences that affect the language learning. He includes three lessons he designed and taught as well as his impressions of student and teacher responses to the materials and the Communicative Language Teaching approaches he incorporated to create a community of learners and encourage student engagement. This is followed by a discussion of the research questions and assumptions made prior to the internships. In his final reflections, he offers suggestions for future teachers considering teaching English in the Philippines.
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Preface

Language Learning Experience

There are many reasons why people study different languages. Some have language forced onto them, others learn out of necessity, and others learn strictly for enjoyment. Over the years, my language experience has been a combination of all three. English was the primary language spoken in the home and was the first one that I learned. I was the typical American kid, growing up in Los Angeles, California and receiving my formal language training in school, starting at the age of three. By age five, I was speaking fluently for my level and had no problems communicating. However, my life was soon to change.

I did not know where the country of Australia was, much less the small town of Alice Springs, which was to be our new home. As the plane started its final descent, I sat staring out the small window with nothing but barren desert for miles. The trip was exhausting, especially for a five-year-old, but more surprises were just around the corner. Climbing down the stairs of the plane, I was promptly greeted by a “bloke” that spoke some bizarre form of what I thought was English. Through his heavy accent, came the words “guday” which left me wondering what he just said. It was English, but nothing I had ever experienced before, almost sounding like a form of prehistoric grunting. For a while, things continued to be unfamiliar. It was not only the sound of the words that changed, but also the meaning. I remember the day when our neighbor brought me home after being hit in the face with a soccer ball. Standing there covered in blood, I heard my mother say, “He has a bloody nose!” Unbeknownst to my mother, she had just used a swear word in front of our mortified
neighbor (bloody in Australia means damned). As I assimilated into the culture, language became less of a problem, and I eventually developed the same accent that I thought was so strange when I first arrived. Over the next five years, this new style of talking quickly replaced my American English. Then my time in Australia came to an end as the family relocated back to the U.S.

Returning to the homeland where I was born, I found language once again played a significant role. This time I was the hard-to-understand foreigner that used peculiar words and spoke with a heavy accent. School adjustments were even more difficult as I found that I would receive my assignments back covered in red ink because my teachers did not understand the terminology that I had used. My grief spilled out of the classroom and onto the playground, as the language difference brought on a rash of teasing. Peer pressure facilitated the rapid transition back to American English along with the diminishing of my accent. By the end of the school year, I was once again the average American kid. This is what linguists classify as language variety attrition—I had lost my Australian English.

Language acquisition did not re-enter the picture until I reached high school, and I met with my academic adviser, who informed me that graduation requirements included studying a foreign language. Looking over my options, which were very limited, I could take Spanish or French. Like most Anglophones, I grumbled bitterly about having to take two years of a foreign language, that in my mind, I was never going to use. In spite of all my complaining, I finally chose Spanish. Our teacher was a small Hispanic lady from Mexico City who spoke Spanish and English fluently. Our first day of class, we were forced to take Spanish names by which we would refer
to one another. My learning experience began with an oral approach as I was introduced to basic phrases that the class repeated out loud. Eventually, this lead to role playing between students: learning to greet one another, introducing ourselves, and finally engaging in simple conversations. Many of the students, including myself, did not see the usefulness of learning another language and did not take the class seriously. After two years of what I considered misery, I stopped taking Spanish and let my knowledge of the subject dwindle, only to be hit with it again two years later. College life was not much different than high school. The reality was that I would have to take another two years of language classes in order to graduate. Once again, I meandered my way through the course, doing only enough to get a satisfactory passing grade, really defining what a foreign language class is for many people—memorizing and forgetting immediately. Little did I know that my decisions about learning a second language would follow me into the job market.

My first official job out of college was as a manager of a large, successful roofing company in San Pedro, a predominantly Hispanic community. A few of the employees spoke English, while the majority were fluent in Spanish. I soon found myself regretting not having taken my language classes seriously. Faced with having to supervise the workforce and maintain high production levels, I spent hours refreshing my Spanish in order to communicate. This time I could see the benefit of being bilingual.

After entering the TESL program at Eastern, I discovered a real passion for teaching second language learners. In my second quarter, my advisor asked me about my language requirement and what I was doing to satisfy that requirement. I hadn’t
given it much thought, but I knew that I would need to study a language for a country that I may work in someday. I had always wanted to take a trip to the Philippines, and during my studies, I met Daniel Ulbaldo, a fellow student who was from Mindanao. Together, we started working on learning Visayan through a reading/translation approach. In the summer of 2011, I traveled to the Philippines and worked as a teacher’s assistant/intern for two months. Even though the students spoke English, I was also exposed to the native language outside the classroom. My visit was mutually beneficial to both parties as I was able to experience their language, and at the same time, teach them English. Upon my return from the Philippines, I have continued my study of the Visayan dialect. As I reflect back on my experience, I realize just how important learning a second is and how it can benefit me in my future as a teacher.

**Language Teacher**

My choice to become an English teacher has its foundations in the years I spent coaching soccer at the high school and club levels. The enjoyment and satisfaction of passing along knowledge that I have gained over the years are only surpassed by the excitement of seeing a student succeed. Many of the coaching techniques that I used out on the field transferred into the classroom. My first role as an English teacher took place in a junior high classroom as part of a course project. The lesson was a huge success and reinforced my desire to teach. Later, as an intern in Dr. Reeves’ English 112 class, I had the opportunity to work with students from Saudi Arabia. This was my first experience at teaching second language learners and gaining valuable experience as an ESL teacher. Some of my responsibilities included
developing journaling assignments, offering tutoring sessions, and teaching mini-lessons. In the summer of 2011, I traveled to the Philippines to assist and teach in an international classroom. The experience tested my abilities to put into practice the techniques that I had learned while attending classes. Concurrently, it pushed my ability to adapt to unfamiliar teaching conditions to the limit. The overall experience was positive and is the foundation for this project.

**Cross-Cultural Experience**

I can say that I am fortunate that I have had the opportunity to live in different countries and experience their language and culture. Immersing myself in the culture granted me the good fortune of viewing language acquisition from the learner’s point of view rather than just the teacher’s. I felt the frustration, the doubt, and the exhaustion that teachers feel on a daily basis. It has heightened my awareness of the struggles that students run into and taught me how to adjust my teaching methods to meet their needs and teach at their different levels. It has also given me a greater appreciation of the guidelines about respecting the language and culture of all second language learners as set forth by the NCTE.

**Teaching Philosophy**

As an athletic coach or a teacher, I have the same goal: learners’ success. My approach to making this happen does not change the moment I slip off my dress shoes and lace up my cleats. The challenge is to figure out the best possible method to use. On the field when players are struggling with a particular drill, I stop and break it down into the simplest components so they can understand, and then slowly put it back together. The classroom is no different. The success of the individual is the
bottom line. So the question remains: “What is the best approach to insure language acquisition?” My answer to that question is that no one approach is going to work 100% of the time, and I have to be flexible. While studying Visayan, I used a reading approach during my weekly sessions. This method involved reading a passage and then translating it, which worked well with learning syntax, but left my conversational skills lacking. Language learning is a social skill that should encourage students to interact with each other. In order to give my students the best possible chance of success, I would tend to lean towards a communicative language approach incorporating the different facets of language learning such as reading, writing, and speaking. The objective is to provide the students with a language experience that is practical and functional.
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Vita
Chapter 1

Introduction

I had just turned five years old when my father informed us that the family was going to move from our home in Los Angeles, California to a small town in the Australian outback. Two months later I stepped off the plane, ready to explore this unfamiliar land. Again, thirty-five years later, I had those same feelings as my plane landed in Cagayan De Oro. I had been accepted as an intern at one of the universities, and although this was my first visit to the Philippines, my surroundings seemed familiar and at the same time different. Immediately, I recognized how different this country was compared to the U.S. Outside the airport, I met my contact, the brother of my American language tutor for Visayan, who greeted me with a smile and directed me to his vehicle that we would use to go to the university. Mindanao, the second largest island in the archipelago which makes up the Republic of the Philippines, features a variety of indigenous peoples and landscapes. Along the coast, lie the larger cities that are home to the majority of the twenty-one million inhabitants. Staring out the car window at the city reminded me of all the trips I had taken down into Tijuana while growing up: dusty streets, lots of pollution, and countless people bustling about. We made our way through the city and up into the mountains where instantly the surroundings changed. Concrete houses and buildings gave way to smaller structures made of bamboo and covered with thatched roofs and thin walls (Figure 1).
I was intrigued by the island’s interior, which was covered with mountains, rivers, and lakes, as tropical forests blanketed the area only to be interrupted by the small family farm or rice plantations. I quickly realized that the small comforts that I enjoyed back home in the States were luxuries out here. After a couple of hours of driving, the surroundings changed as we once again entered the city. Nestled within the heart of the city, this particular university campus was compact in size and covered about two and a half acres.

Attending college or university in the Philippines is financially difficult for many students and their families. University, considered higher education, is broken into two different categories—private and public. Private institutions are self sufficient, while state institutions receive some support.
from the government of the Philippines, but usually not enough to make an enormous difference. According to the standards set down by the Department of Education, to be an accredited university, the school must offer a minimum of seven different degree programs. Even though this university is a state institution, it shares the educational budget with all the other institutions throughout the Philippines, and due to its small size, it received minimal governmental assistance. In 2012, the Department of Education elected to abandon the old K-10 system and reorganized to a K-12 educational system, aligning it with the U.S. junior and senior high school systems in terms of grade levels. In other words, students will now graduate from high school at the age of 18 rather than 16. While public school is compulsory until the high school level, the opportunity for many children to attend is hindered by financial, travel, or cultural circumstances. For those that do attend school, the first semester starts in June and runs through October, while the second semester begins in November and ends in March. Enrollment at this university is usually higher in the first semester, numbering 12,000 students, but drops to 8,000 in the second as many students have to return to work to raise money for their tuition.

After meeting with the Dean of the School of Arts and Languages, I was granted permission to take part in three different classes that I could observe and assist in teaching: English Grammar and English Speech for first-year students and English Composition for second-year students. General
education requirements involved students taking a variety of classes which began at 7 A.M. and sometimes wrapped up at 9 P.M.

As I started my observations, I noticed that the student demographics were fairly standard in all disciplines:

- instructor – 1,
- students – 30 to 50,
- males – 10 to 15,
- females – 30 to 40, and
- ages – 16 to 19 (subject to change in 2012).

Contrary to U.S. universities’ facilities and instructors’ expectations, books and other texts were not readily available. All materials, including daily handouts, had to be purchased by the individual students. Each class would have a student secretary that was in charge of making photocopies for the class and distributing them. After collecting money from the students, she/he would obtain the original from the instructor to make copies at the local print shop outside of the campus. If students could not afford to pay for their own copies, they would have to borrow a set from their classmates. This process would take place each time a new section of the course was taught. Students may also enroll in classes without paying their tuition by signing a promissory note. However, in order to be eligible to take the mid-term exam, the university requires that each student secures a test permit. University policy maintains that any individual with an outstanding balance must pay at least half of it to obtain the permit. Final course requirements are due the last week of classes, but many of the professors allow students to request an extension to finish
their assignments. Graduation ceremonies take place in March, and those students who have achieved the necessary credits need to submit an application to participate. Before the university releases the diplomas, the students must satisfy all of their financial obligations.

Diary Study

This project complies with the International TESOL guidelines for diary studies by reflecting on observations and journals of the teaching experience, selecting the most important ones, and then analyzing them to identify any reoccurring patterns within a group of subjects (TESOL.org, 2013). Wilson (1982) stipulated that if we want to find out about a particular behavior, it must be observed in its natural setting, not controlled in a laboratory. “Ethnography seeks to obtain insights into the classroom as a cultural system through naturalistic, ‘uncontrolled’ observation and description” (Nunan, 2010, p. 3). By adding the modifier critical to ethnography, we move away from the traditional experimental method. “Critical approaches align themselves with the post-Enlightenment philosophical tradition of situating research in its social context to consider how knowledge is shaped by the values of human agents and communities, implicated in power differences, and favorable for democratizing relationships and institutions (TESOL.org, 2013).” In the traditional method, the researcher simply observes and reports with no interference, but in critical ethnography, there is no claim to objectivity and the researcher discloses his/her biases and assumptions.

Data collection was done through the participant/observer approach. Diary studies utilize “descriptions of culture as shaped by the interests of the researcher, the
sponsors of the project, the audience, and the dominant communities” (TESOL.org, 2013) to present a diversity of perspectives within ethnography. In her English 112 class, Dr. Reeves provided interns with a template for classroom observations which I was able to employ to help in recording lessons taught, students’ comprehension, personal observations, lesson improvements, and extension lessons. Also significant to the collection process was the use of two different styles of journals:

- concurrent journals (written during the data collection process), and
- retrospective journals (written at the conclusion of the data collection process after in-depth reflection time).

In an attempt to interpret and explain the culture as a whole, diary studies allow the researcher to step beyond the classroom (emic or insider view) and include economic, political, and local cultural influences that have an effect on the community. After reviewing all of my journals, lesson plans, and classroom observations, I had to determine a selection criterion to choose which ones should be included in this project. After careful consideration, I decide to use the following two questions. First, how did the data collected answer the underlying research questions of the project? And second, which data will best help future ESL teachers that would like to teach in the Philippines?

Assumptions

When I applied for admission into EWU’s Graduate TESL Program, I had little or no idea what second language acquisition was about and the stages that an individual goes through. I remember watching the movie, “Good Morning Vietnam” starring Robin Williams and thinking that I can speak and write English so this should be easy. Over time, I gradually came to realize that teaching writing and speaking
was more involved than just getting up in front of a class and teaching the pupils simple American catch phrases. My purpose for traveling to the Philippines was to collect data for this project and to gain valuable teaching experience in an international classroom. TESOL, in its research guidelines, insists that researchers formulate assumptions about their case study, so before I began my observations, I listed some of my assumptions that I had about the country, its culture, and its educational system:

Assumption 1: Even though the Philippines is a third world country that pays low wages and offers minimal benefits, their economic condition is comparable to that in the United States.

Assumption 2: The University is a state-run institution, so I should have access to the same types of technology and teaching curricula that are available in schools in the United States.

Assumption 3: Student demographics will be comparable to university classes in the United States in terms of age, gender, race, and class size.

Assumption 4: English is widely spoken in the Philippines, so there should be fewer problems communicating both inside and outside of the classroom.

Assumption 5: Since Filipinos begin studying English in the third grade and it is the medium of instruction through college, they will have some command of the spoken and written language with a basic knowledge of grammar, mechanics, and usage.

**Research Questions**

The driving force behind this study is how English is taught in the Philippines as viewed from the perspective of an American ESL teacher. While comparing two educational systems that are as different as apples and oranges, I have tried be aware of my personal biases and remain mindful of them throughout the entire process.
Through observation, participation, and journaling I focused on the data collection to answer the following research questions:

1. How is English taught and what are the available resources?
2. What types of technology are available for teachers? Will I have the use of a video projector, document camera, or internet?
3. What approaches from the American classroom would work over there?
4. What is their proficiency level by the time they start college if they begin learning English in the third grade?
5. How did my experience change my philosophy of teaching English as a second language?
6. How did I personally change from this experience?

**Thesis Overview**

An overview of this project begins with Chapter 2, which is a review of literature, delving into Cultural imperialism, the history of English in the Philippines, and classroom management theory. In Chapter 3, I lay the ground work for the diary study by presenting three of the lessons I taught and observations I made during and after each lesson over the course of both summers. Chapter 4 sets in motion a discussion of my research questions and assumptions, and elaborating on the different elements from both the emic and etic points of view. After discussing the diary study, in the final chapter I draw conclusions, suggest teaching strategies that would be effective in this setting, and offer advice about the culture for future ESL teachers traveling to the Philippines.
Chapter 2

Review of Literature

Chapter 2 is a brief review of the literature about cultural and linguistic imperialism, progression of education, and modern classroom management theories in the Philippines. This section will blend different perspectives and focus on relevant views regarding the question of language and how American and Spanish influences have led to the development of a multilingual culture. The chapter ends with a look at classroom management methods and how cultural and religious links have set precedents for acceptable strategies for managing student behavior.

Cultural Imperialism

Just the word itself, Imperialism, sends shudders down most people’s spines due to its association with socialism. Historically, Imperialism is linked to the English, Spanish, and Roman empires whose main goal was to expand the boarders of their domain. For the purpose of this study, Imperialism will be defined as an “authoritative” relationship between factions, particularly between countries (Galtung, 1971, p. 81). It has “the ability to control a state without a physical presence; thus, it furthers its influence through economic, political, and cultural means” (Anakbayan, 2011, web). For imperialism to take root, there must be some type of interaction between the two countries.

The basic point about interaction is, of course, that people and nations have different values that complement each other, and then engage in exchange…. Obviously, both will be changed by it, and more particularly: a gap between them is likely to open and widen if the interaction is cumulatively asymmetric in
terms of what the two parties get out of it. To study whether the interaction is symmetric or asymmetric, on equal or unequal terms, two factors arising from the interaction have to be examined: (1) the value-exchange between the actors—inter-actor effects (2) the effects inside the actors—intra-actor effects (Galtung, 1971, p. 85).

To clarify what Galtung is saying, the relationship is not symbiotic or mutually beneficial for both parties. It is more like a parasite and a host: the one living off the other. According to him, despite equal growth, a rift will form as the dominant country exerts its influence over the weaker country. Inevitably, a conflict of interest arises where the weaker country attempts to break the bonds and become independent. This conflict of interest is centered around incompatible goals that are being pursued by the two countries (Galtung, 1971) as well as the weaker nation’s desire for self-determination.

Modern imperialism has changed from its origins with the Egyptians and Persians, and now not only utilizes unequal trading and international investing, but also employs cultural influences (Morgenbesser, 1973). The United States, prior to the 1900’s, showed no motivation in the acquisition of new territories. In the minds of many, “the American Declaration of Independence with its assertions that ‘All men are created equal’ and ‘Governments derive just power from the consent of the governed’ precluded the European pattern of empire building” (McHale, 1962, p. 25). Senator Hoar from Massachusetts expressed his belief in this way:

I claim that under the Declaration of Independence you cannot govern a foreign territory, a foreign people, another people than your own, that you
cannot subjugate them or govern them against their will, because you think it
is for their own good, when they do not; because you think you are going to
give them the blessings of liberty. You have no right at the cannon’s mouth to
impose on an unwilling people your Declaration of Independence and your
Constitution and your motions of what is good (McHale, 1962, p. 26).

In the early years, many factors contributed to the lack of expansion by the U.S. The
main issue was the disorganization of the political system and the lack of a strong,
unified military (McHale, 1962), especially after the American Civil War. By 1890,
policy in the U.S. began to change along with the views of colonization. America
was at the height of its economic prosperity and American businessmen needed
foreign markets, raw materials, and investments to continue to grow (McHale, 1962).
Imperialism for the U.S. increased rapidly with the conclusion of the Spanish-
American War and again at the conclusion of World War II in 1946. The U.S.
military core of engineers, humanitarian aid organizations, and educational trainers
flooded the Pacific islands to assist in the rebuilding process after the Japanese
occupation and destruction. At the same time, the Philippines, ransacked by war and
in desperate need of assistance, reluctantly agreed to two enactments by the U.S.
Congress in regards to trade and aid (Fernandez, 1976). “The U.S. proceeded with its
Imperialist conquest, which they called ‘benevolent assimilation’” through economic
and cultural policies (Anakbayan, 2013, web). The implementation of the Tydings
Rehabilitation Act of 1946 forced the Philippine Government to amend their
constitution to provide equal rights for Americans in the Philippines (Fernandez,
1976, p. 269).
Likewise, under the Bell Trade Act of 1946, “American citizens and corporations would have equal rights with Filipinos in the development, disposition, exploitation, and utilization of all agricultural, timber, and mining lands, and other natural resources of the Philippines, as well as in the operation of public utilities” ((Fernandez, 1976, p. 269). Again in 1947, the U.S. imposed its dominance over the Philippines by extending the right of use of established military bases (Fernandez, 1976). The U.S. continued military operations in the Philippines until 1992 before closing Subic Bay Naval station and turning it over the Philippine government.

Long after the supposed use of military might in the name of democracy in the Philippines, the U.S. introduced and established the bastion [stronghold] for colonial mentality—the public school system. Its curriculum suppressed nationalism by diluting the rich, revolutionary history of the Filipino people, imposing the use of English as the medium of instruction, and promoting Western culture (Anakbayan, 2013, web).

Filipino response to American imperialism has taken two opposite avenues, one military and one political. Filipinos possess a deep commitment to nationalism, although not quite as strong as their commitment to religion (Weekly, 2006). In Mindanao the response has been revolution, with groups such as the NPA (New Peoples Army) and the CPP (Communist Party of the Philippines) conducting violent military raids on government offices that have ties to the foreign imperialistic powers (Anakbayan, 2013, web; Weekly, 2006, p. 87). American forces in collaboration with Filipino forces have engaged the so-called rebels in an effort to curb the violence.
However, the rebellion continues to operate out of their jungle bases, coordinating their attacks with political functions.

The other avenue is the method preferred by most Filipinos. Originally, the constitution under Article XIII, section 7, designated English as the official language for the medium of instruction. In 1987, attempting to re-introduce Philippine nationalism, the constitution was revised to include Filipino (Tagalog) alongside English for communication and instruction (Fernandez, 1976; Weekly, 2006). This measure has been met with resistance within the Filipino community, as those living in the South are now required to learn a dialect spoken predominantly in the North.

Another movement aiding in the fight against imperialism is the National Democratic group. They push for a patriotic culture through free education for all levels that empathizes Filipino history and recognition that until they liberate themselves from U.S. imperialism, they will continue to be bond servants (Anakbayan, 2013, web). In summary, according to Anakbayan, Weekly, and Galtung, to say that Filipinos are unhappy with American imperialism would be understating the problem. “It may now be too late to remedy this situation within the context of the nation-state, but the social question(s) must be remedied nevertheless” (Weekly, 2006, p. 99). Some would argue that America may not have intended to exert her influence over the Philippines, but as a result of U.S. imperialism, the use of English has become permanent.

**History of Education**

**Spanish Period**

Thousands of years before the arrival of the Spanish, natives from nearby Malaysia had been migrating across the Sulu Sea into the Philippines. By the time
Magellan arrived in 1521, the country’s religious beliefs had undergone a process of “Mohammedanization” (Counts, 1925 p. 95). Spain, set on converting the savages, brought in the Catholic Church to rescue their “pagan” souls (Counts, 1925 p. 95). What followed was not only a military campaign by the conquistadores, but also a religious pursuit by the Jesuits. The priests’ efforts were hampered by the lack of a common language, and they quickly realized that due to the separation of each island by water, each tribe had developed its own dialect. “The rulers of Spain did not seem to believe that the native dialects were comprehensive enough to enable teachers to use them in imparting Christian doctrine effectively” (Butler, 1934 p. 258) and attempted to introduce Spanish as a lingua franca. This process proved futile and was almost immediately abandoned. One cannot remain in the Philippines for long before discovering that the quandary over the language as a medium of instruction rises to the forefront (Counts, 1925) for many educators.

The first educators to infiltrate the Philippines were the Jesuits. Territories were established by the church and subsequently divided into districts with each district providing elementary instruction for the native children. Later, secondary instruction was added (Cushner, 1959). In the beginning, it was more productive for the priests to learn the native dialects and use them as a medium for teaching the doctrines of the Catholic Church (Cushner, 1959) than to try to instruct a whole community to learn the Spanish language. The results were twofold: the natives were amazed when they heard the priests speaking their dialects, and they were more accepting to the teachings of the priests. In order to have a lasting influence, the
priests realized that church doctrines would have to be taught through the use of the native dialects (Cushner, 1959).

“The use of the native tongue, however, brought its problems. In its limited vocabulary were not to be found the words necessary for an adequate teaching of the principles of the Faith” (Cushner, 1959 p. 365). The priests had to consider two possible solutions to this predicament: either introduce loanwords into the vernacular or interpret the concept by utilizing a combination of the available native vocabulary which required a rather lengthy process. The friars decided that the first resolution was the simplest and began adding European words which explained the principles of Christianity (Cushner, 1959). Churches began teaching religious doctrine on Sundays, and later schools were established to continue their education. One of the first methods of instruction employed by the friars was to have the students chant different sections of the Catechism and Rosary in their native dialect. The Spanish regime in the Philippines lasted from 1521 to 1898, and “during the three-and-a-half centuries of its history as a Spanish colony, several universities and colleges were founded by the Catholic Church” (Cardozier, 1984 p. 193). By the end of Spanish-American War in 1898, the Spanish government was already establishing public primary schools (Cardozier, 1984). By order of the Spanish government, church parishes began to be converted into classrooms while at the same time, former missionaries resigned their positions in the church and found a new calling in public education (Cushner, 1959). Today the influence of the Catholic Church still remains, but is not as predominant as it has been in the past. For the most part, religion has been removed from public education.
American Period

A little known fact for many Americans is that the first shots fired in the conflict between Spain and America occurred in the Philippines at Manila Bay. Commodore Dewey destroyed the Spanish fleet in a one-sided battle that had no American casualties. In 1899, the Spanish finally conceded the Philippines to the United States in the Treaty of Paris (Espinosa 1997).

The Americans, similar to their Spanish predecessors, exerted their influence in the Philippines at the beginning of the Twentieth Century (Counts, 1925; Espinosa 1997; Arcilla, 1988). Unlike their Spanish counterparts, the Americans used education as a means of endearing themselves to the Filipino masses without the undue influence of religion in the classroom. “Long denied the opportunities of a modern system of education, the Filipino people, under American leadership, responded with enthusiasm to the task of creating such a system” (Counts, 1925 p. 98). In his efforts to increase literacy, President McKinley chartered an initiative suggesting free education for everyone at the primary levels (Butler, 1934; Woods, 2006; Morrison, 1953). With a population over 50 million, public school enrollment is approximately 1,100,000 children; six hundred colleges and universities attempt to educate nearly three-quarters of a million students (Perlman, 1978; Cardozier, 1984). With an explosion in the student population, a law passed in 1951 fixed the maximum class size at 60 pupils. (At present, the average class size for primary, secondary, and university levels averages between 35 to 50 pupils).

The Americans, after the Spanish-American War, took charge of the school administration and made English the language of instruction, starting in the first grade...
and continuing to the final year of university (Espinosa 1997; Smith, 1945; Morrison, 1953; Butler, 1934). However, the learning of English has usually not started in school, but at home. Parents begin teaching them through baby talk, and “by the time the child enters elementary school, he or she has built a vocabulary of English” (Espinosa 1997 p. 9). For this reason, English among Filipinos is not viewed as a foreign language, but as a second language (Espinosa 1997), because of its presence in their country throughout their lives. Although Filipinos seem to have acquired a natural talent for language, the fluency level found in the classroom remains a massive hurdle (Woods; 2006; Counts, 1925).

The conditions of the schools which Americans found in the Philippines after the Spanish withdrew in 1898 were “neo-medieval” not only the buildings, but also the teachers (Butler, 1934 p. 259). Like the Spanish, American Protestant missionaries began to filter into the Philippines, followed by teachers who established schools for the training of young minds (Perlman, 1978). Education also commenced for the first native teachers. After their regular classes, they would receive training from American teachers regarding the content for the next day’s lesson (Butler, 1934). Over a period of time, the total number of native teachers increased, and by 1925 the majority of the teachers from the United States had been displaced (Counts, 1925). “The rapid expansion of the school system made it impossible for many of these teachers to be adequately trained and the Filipinization of the school system meant, necessarily, that instruction was being carried on by a body of 40,000 teachers to whom the language of instruction, English, was in almost all cases not a mother tongue” (Smith, 1945, p. 146). While the general population encourage the expansion
of public higher education, the downfall is that more college and university students are graduating with a degree in education, creating a problem between supply—graduates, and demand—available teaching positions (Cardozier, 1984). Those graduates lucky enough to find a teaching position, especially at the university level, are required to carry heavy teaching loads (Cardozier, 1984). Counts argued that until the Filipinos were taught by a well-trained teacher, the achievements in the classroom would continue to remain less significant than their English-speaking counterparts elsewhere in the world (Counts, 1925).

A dark spot in the development of education in the Philippines occurred throughout the Japanese occupation during World War II. Morrison (1953) claimed the Japanese fought against the American ideals in an endeavor to brainwash the Filipinos, when they seized control of the schools and converted them into a weapon of propaganda. School enrollment plummeted as parents, seeking to protect their children, withdrew them from classes. By the time the Americans emancipated the islands again, the Japanese had destroyed nearly half the public school buildings—book were gone and teaching staffs were scattered (Morrison, 1953). The need for temporary schools brought local government and parents together, and using every available resource, they erected new places for learning. “For the most part, these temporary classrooms were erected on school sites; they had woven bamboo walls, nipa shingle or thatched roofs, dirt floors, and open spaces for windows with wooden shutters” (Morrison, 1953 p. 198). The rebuilding process exhibited the Filipinos’ admiration of and loyalty to the methods and success of the American style of schools.
**Literacy Inequalities**

Since the American intervention in 1889, English has become more widespread in the educational system than Spanish was in the three centuries of Spanish rule (Butler, 1934). However, the language problem eclipses all of the other difficulties experienced in the classroom (Counts, 1925). While the American imperialistic locomotive is running out of stream in the Philippines, the influence it exerted on language still has plenty of momentum (Master, 1998). Americans, while rebuilding the school systems, made English the official language for learning. While there are over 100 native dialects throughout the archipelago, educational instruction is exceptionally difficult based on the fact that teachers must conduct their classes in English (Perlman, 1978). Regulations brought about by American policy prohibit any instruction to take place in a language other than English, so “the pupil must receive all his instruction through the medium of a foreign tongue” (Counts, 1925) and this policy still applies today. Students enter the first grade classroom with little or no background of the English language and by law must instantly become bilingual, impeding their ability to learn. After observing the struggles of both teacher and pupil to communicate and learn in a foreign language, only then does one realize the significance of language in the classroom (Counts, 1925). For Filipinos, the struggle with language also extends into other arenas. In the judicial system and different branches of the government, Spanish is the chosen means of communication (Perlman, 1978). The government, trying to promote national solidarity, set forth a solution in the 1990s with the development of a national language (Espinosa 1997). “The goals of the Bilingual Education Policy shall be:
1. enhanced learning through two languages to achieve quality education as called for by the 1987 Constitution;
2. the propagation of Filipino as a language of literacy;
3. the development of Filipino as a linguistic symbol of national unity and identity;
4. the cultivation and elaboration of Filipino as a language of scholarly discourse, that is to say its continuing intellectualization; and the maintenance of English as an international language” (Espiritu, 2013, web).

Their attempt was met with great resistance as the dialect of choice was Tagalog, which is spoken in the northern region, forcing another language on the middle and southern regions. Although the intention was supposed to bring unity, this practice ended in confusion and frustration (Espinosa 1997), because of the separation of the population by large water ways that created unintelligibility across regional dialects.

**Modern Day Education**

In his efforts to elevate the status of the Filipino, Jose Rizal, one of the Philippine heroes, endorsed the proposition that education was the highway to independence (Butler, 1934). He advocated that a good education makes a great citizen. Since then, the goal of the Bureau of Education is to improve the overall intellectual status of the Philippine citizen. They concluded that in order to accomplish this, “first, the educational system had to attack illiteracy and provide a general medium of communication. Second, the educational system was obliged itself to act as the instructing agent in political nationalism and democracy. Third, the educational system had to be the place of instruction for what the Filipinos called
‘good manners and right conduct.’ Fourth, the educational system had to inculcate a respect for and knowledge of public health and useful work” (Smith, 1945 p. 140). Today, Filipinos see education as a means to break the bonds of poverty and improve their personal status.

Education has allowed Filipino students to search for careers in electronics, computers, and manufacturing. Over the past few years, there has been an explosion in the production of cell phones, and it did not take long for them to invade the classroom. Many American educators believe that students can learn English through authentic materials and communication (Tompkins, 2013). Every day, the cell phone is used for multiple purposes other than education, and its unplanned appearance in the classroom is a facet of education that was not anticipated (Librero, 2007).

However, text language has now introduced a number of language-related problems. Text spelling accompanied by code switching trickles into scholastic writing, while at the same time, the rules of grammar are ignored, forcing scholars to question how functional the cell phone is in academic settings (Librero, 2007). By code switching, Librero means the unconscious movement between two languages or between two dialects of the same language in the same stream of communication. Already in use in extracurricular contexts such as social events, student elections, and job fairs, it is unclear as to the extent to which its integration effects language acquisition (Librero, 2007). After weighing in on the issue, the majority of educators in the Philippines feel that learning English through texting is an attractive idea (Librero, 2007).

To a non-Filipino, the issue of Philippine independence is confusing. The Philippines recently held their centennial celebrating 100 years of independence
(1898 – 1998). However, many Filipinos share the view expressed by Reyes that it was not until the removal of the American presence that the country was truly independent. Despite President Diosdado Macapagal’s belief that the Filipino people would be better served by the signing of an executive order in 1963 moving the Philippines’s Independence Day from 1946 to 1898 (Reyes, 1996), it is not widely accepted by the general population. When the United States granted the Philippines its independence on July 4, 1946, the provincial government took the reins and the country became politically free (Reyes, 1996). Filipinos have taken over many sectors of the job market as American dominance has declined, especially in education. “The school system has given this entire movement towards true nationalism a constructive, intelligent and cooperative form. Instruction in ‘good manners and right conduct’ is likewise the type of teaching that must be done in part unconsciously” (Smith, 1945, p. 143). Both the church and the family have played a role in the behavior of students at all levels in the education system. The classroom becomes an extension of the home, and the instructor acts as a surrogate parent: instilling the family values on the students. Even with these ideals in place, Filipino teachers still need to have a basic understanding of classroom management theory.

**Modern Classroom Management**

Classroom management is an issue that both new and experienced teachers face on a daily basis (Ellingson, 1991; Manning, 2005; Richards, 1987; Yin, 1996). Effective strategies have been debated and analyzed to determine if there is correlation between the preconceptions of teachers and the behavior of students.
Three schools of thought—Rule-Based, Dominance-Based, and Nurturance-Based—stand out in the field of management theory.

Rule-Based Management places emphasis on establishing the rules from “Day One” and the continued enforcement of the rules to control behavior (Ellingson, 1991; Manning, 2005). In an effort to establish an environment free of deviant behavior, teachers practice consistency when enforcing the classroom rules (Norris, 2003). Students, aware of the consequences of misbehaving, create a set of boundaries which they try not to cross in order to avoid punishment (Norris, 2003). When an infraction of the rules does take place, discipline needs to be uniform in order to maintain classroom control (Gordon, 2001). Conflicts between students and teachers in the classroom lead to discord and increased instances of misbehavior (Allen, 1986), resulting in loss of time with students not focused on their academic tasks. At the first sign of a deviation from the anticipated discipline, students begin to challenge the authority of the teacher, pushing the limits of the rules to see if the outcome changes (Allen, 1986).

The theory behind Rule-Based Management is to maintain order and keep students on task through the use of rules and discipline. From the first day of class teachers need to model the directives and provide a clear picture for the students (Allen, 1986; Gordon, 2001). An effective model continually reinforces the rules of the classroom and the consequences for breaking them. Rule-Based Management relies on the teacher’s ability to implement the rules and dispense the discipline needed to return the students to the task at hand.
Dominance-Based Management is different from Rule-Based Management in that, while there are still classroom rules, the teacher governs using his/her authority over the students. Demanding students to pay attention by using harsh punishments and strict control over classroom activities (Johnson, 1994), teachers maintain control over students’ behavior through intimidation. Reinforcing their authority by handing out strict punishments for behavior that they deem inappropriate, they model an attitude of arrogant superiority over their students (Johnson, 1994). The drawback to this method is that the negative interaction between students and teacher can break down the learning process and incite conflict (Allen, 1986; Johnson, 1994).

When the level of dominance becomes too great for the students, they begin to view the classroom setting in a critical light. The question of professionalism begins to come into play. Is the teacher himself behaving in a professional manner? Management of the classroom breaks down as the students’ views of the teacher begin to become even more negative (Yin, 1996). Deviant behavior can increase as a teacher and student battle for control of the classroom. Less emphasis is placed on lessons and instruction. Instead, teachers command compliance through forceful direction (Johnson, 1994). This totalitarian attitude by the teacher and the strict code of conduct for the students have been directly linked to the school dropout rate of students (Yin, 1996, p. 166). As with Rule-Based Management, Dominance-Based Management was also found to promote teacher-student conflict and ineffective learning practices (Ellingson, 1991; Manning, 2005; Johnson, 1994).

Flipping the coin over, Nurturance-Based Management creates a safe environment for students to engage in the learning process. Emphasizing a friendly,
personal relationship between the students and the teacher, this method spends more
time on the building of a relationship for effective learning rather than enforcing the
rules (Johnson, 1994). The climate of the classroom is based on positive, supportive,
and safe ideals that encourage student participation and reduce the amount of deviant
behavior.

Students, having a good understanding of the classroom rules aligned with
properly structured lessons, maximize the amount of time spent on task while limiting
the number of distractions due to behavior problems (Manning, 2005; Norris, 2003;
Richards, 1987). Teachers who show a genuine concern for the welfare of their
students are less likely to experience high levels of classroom misbehavior. This
concern extends outside the classroom to the playground, the bus, and even the home
(Norris, 2003). Students bring personal and social issues with them into class that
provide distractions and lead to deviant behavior (Norris, 2003; Richards, 1987).
Effective management requires teachers to deal with these distractions and redirect
the student back to the learning process (Gordon, 2001). By building a community of
learners, teachers provide the students with an environment where they feel safe and
are willing to share their problems (Curran, 2003; Norris, 2003).

One of the pitfalls for teachers in a Nurturance Based-Management system is
becoming a buddy to their students thereby breaking down the student-teacher
relationship (Yin, 1996). When this happens, students can begin to seize control of
the classroom and the setting, and as a result, effective learning can be lost. Most
institutions have a code of ethics for teachers defining their role in and out of the
classroom, and in doing so limit the chances of a teacher crossing the line (Yin,
Teachers can befriend their students, but they need to know exactly where that line lies. The goal of classroom management is to create a successful environment where students can flourish in the learning process.

An effectively managed classroom is one where the students are focused on the task at hand and there are few distractions or discipline problems (Richards, 1987). Rule-Based and Dominance-Based Management employ negative strategies, intimidation and punishment to control classroom behavior, while Nurturance-Based Management creates a bond between the teacher and the student. Research shows a correlation exists between the method of management used and the resulting behavior. Nurturance-Based Management tended to be more effective in minimizing the amount of deviant behavior and improving the learning process (Ellison, 1991; Gordon, 2001; Johnson, 1994; Manning, 2005). Although none of these management techniques stand out in the field, based on the current research, Nurturance-Based Management certainly comes to the forefront for effective classroom management.

Based on the available research there appears to be a correlation between management strategies and the behavior of the students in the classroom. The effects on the students can be both negative and positive depending on the type of strategy implemented by the teacher. Rule-Based and Dominance-Based strategies tend to use punishment as a method of controlling the classroom behavior, while Nurturance-Based strategies provide a safe and inviting environment for the students. Teachers have to overcome their misconceptions about classroom management in order to ascertain which strategy is the most effective for their classroom setting.
Chapter 3

Diary Study

Chapter 3 is a retrospective look at my experience of teaching English at a state university in the Philippines over the course of two summers. According to the TESOL guidelines, there are two major characteristics of a critical ethnography—participation and observation within the study setting. I collected a large amount of data over two summers, but I will include and report on only the following data with the one quantitative component list first:

1. Assessment – Summer 1
   a. High School Proficiency Exam (HSPE)
   b. How it is used for student assessment
   c. Test results and comparison

Although I taught 27 different lessons over the course of two summers, I will focus on just three: two successful lessons and one which did not go as planned. The description of each will use the following format:

2. Lesson #, Lesson title, summer year
a. Course description  
b. Demographics  
   i. Number of students  
   ii. Breakdown by gender  
c. Lesson plan  
d. Narrative of the lesson  
e. Reflections of the lesson with feedback from students and/or professor  

It will also include some of the differences from I saw from my first trip to my second. I will underscore some of the conditions, teaching techniques, and cultural setting that affect Filipino students learning English in the classroom.  

**Research Method**  

To investigate the differences between teaching in the U.S. and the Philippines, I used primarily qualitative research with minimal quantitative components. David Nunan defines quantitative research as “a systematic process of inquiry consisting of three elements or components: (1) a question, problem, or hypothesis, (2) data, (3) analysis and interpretation of data” (Nunan, 2010 p. 3). The question that I developed was designed to help me to assess the proficiency levels of the Filipino students in my classes. My control group, a 10th grade high school class in the United States, was evaluated by the public school district. I administered a modified version of the test to the Filipino classes and gathered my results. Since my findings were not going to be generalized to the Philippines as a whole, I was not concerned with external validity. Internal validity was a problem because it “relates to the extent to which an investigation is actually measuring what it purports to measure” (Nunan, 2010, p. 62). However, results may have been affected because the process was designed for native English speakers, and I modified some test questions to be understood by Filipino students.
“Research approaches that use the qualifier critical differ from descriptive or interpretive approaches, which historically adopted a more detached, objective, value-free orientation to knowledge” (TESOL.org). One major difference between the two methods is that qualitative research does not formulate a hypothesis and allows the data to reveal itself to the researcher. While quantitative research uses a control group in laboratory type conditions, qualitative research is much freer in that all information gathered by the researcher is considered relevant. “Critical ethnography prefers to see these binary constructs [a psychological quality … that we cannot observe but that we assume to exist in order to explain behavior we observe (Nunan, p. 15)] as interconnected, making mutual contributions to knowledge” (TESOL.org). In other words, the researcher no longer has to remain completely objective and can include subjective data in his/her study. TESOL views culture as being “shaped” by the interests of the researcher, and “therefore, culture representations are acknowledged as always being somewhat partial and partisan” (TESOL.org). As a native speaking teacher’s assistant, I did at times find myself questioning the teaching methods being used by the master instructor, but that is not within the scope of the present study and suggests cultural bias on my part. Currently, in the United States, ESL teachers use more learner-centered approaches and encourage active participation in class. In the Philippines, however, classes are more teacher-centered, and there is far more direct instruction.

A growing trend in qualitative research is the use of diary studies, which are defined by Kathy Bailey as “a first-person account of a language learning or teaching experience, documented through regular, candid entries in a personal journal and then
analyzed for recurring patterns or salient events” (Bailey in Nunan, 2008, p. 120). Consequently, this requires an “extended firsthand participant observation and interactions with participants in the study setting” (TESOL.org). The collection of teaching materials, observations, and journals took place over a period of four months – two months each for two consecutive summers in 2011 and 2012. Because I had more than 100 artifacts, I chose to include three different lessons and one student assessment.

This thesis is a combination of retrospective and concurrent journals as I recorded my teaching experiences at a Filipino university. Nunan classifies diary studies as being “introspective methods” and defines them as: (1) retrospective data … collected some time after the event under investigation has taken place (2) concurrent data … collected from subjects during the task performance (Nunan, 2010, p. 124). Using the TESOL’s guidelines for critical ethnography to analyze for recurring patterns and behaviors that can offer suggestions for teaching second language learners, I tried to “emphasize emic – or participant—attitudes, belief, behavior, and practices, to come to a deeper understanding of how people in particular contexts experience their social and cultural worlds” (TESOL.org). In order to convey the emic view, I included students’ and teachers’ feedback both inside and outside of the classroom.

Critical ethnography guidelines established by TESOL ask that the researchers integrate the following components into their study to provide a complete picture of the group being studied:

1. a diversity of perspectives represented within ethnography,
2. explicit statement of their assumptions and specific approach,
3. conventions for data collection, analysis, and reporting,
4. participant beliefs and attitudes,
5. several different sources of data,
6. evidence of how the power differences between you and the informants/subjects were negotiated,
7. their attitudes and biases toward the community and its culture,
8. the impact of their activities and behavior on the community,
9. emic and etic attitudes, beliefs, behaviors, and practices,
10. reflections on the research process, and
11. an inductive and recursive process of data analysis and findings

(TESOL.org)

Throughout this project, I employed a variety of research methods, quantitative and qualitative, accompanied by personal reflections in an effort to document my experience.

**Summer I: Insights in Teaching**

**Background: The University Setting**

In June of 1976, the institution that I worked at received its first charter from the Philippine Department of Education transforming it from a normal school into a state college. Originally the college offered five different undergraduate degrees for students to choose from, and later they added nursing and law degrees to their curriculum. Even though it is one of the smaller institutions in this region, the
faculty ascribes to high standards, which is reflected in the school mission statement: “To develop competitive professionals who are committed to build a sustainable life for all through quality instruction, research, extension and production.” For those students that have a desire to become future teachers, the university offers several different programs: Bachelor of Elementary Education, Bachelor of Secondary Education, Arts Bachelor in English. The faculty of the Arts and Languages Department are well versed in English grammar, speech, and composition, as they are not limited to one specialization and were required to teach several different sections throughout the day. Each instructor demonstrated a different teaching style in the classroom, but since the students were learning the intricacies of the English language; instruction took place in English as the direct approach was employed for the majority of the faculty. Education, viewed as a means to improve students’ economic status, was taken seriously by the students whose family could afford the tuition fees and other expenses. Additionally, the code of behavior exhibited in the classroom was an extension of the values taught in the home. Students addressed their elders respectfully and always used their official title like Dr., Ma’am, or Sir—never informally. For me, being used to the informality of the American classroom, this was one of the hardest things to become accustomed to, especially when it carried over from the educational setting onto the casual atmosphere of the streets.

The university, situated in the heart of the city, had a wrought iron fence running the perimeter with a guard station at the entrance and exit. Only students wearing school uniforms or appropriate casual attire (Wednesdays only) were able to pass through security and enter the campus. Classes were held in the eight multilevel
buildings (Figure 3), under the covered basketball court/amphitheater, or in the gymnasium. Other buildings included male and female dormitories for those students who chose to live on the school grounds. Because the Philippines are located in the tropics, they experience an abundance of rain showers, especially during the rainy season, so the buildings were connected to one another by covered walkways.

My first stop upon arrival was at the administrative offices where my contact formally introduced me to the University President. We discussed the details of my visit and also personal security was provided. Finally, official permission was given for me to act as an assistant teacher, and I was assigned to the College of the Arts and Sciences.

I stayed in the guest house, which was located on the university grounds. A large building with several rooms which were constantly occupied by other visiting instructors and guests of the university, it offered convenience and privacy. Situated
close to the classroom buildings, it provided me with a place to relax between classes as well as a place to tutor students in my free time. In the common room, I was constantly engaged by other instructors seeking to exchange teaching techniques and materials. Not knowing what to expect in the classroom, I shared with them my greatest concern, which was how to engage the students during the lessons and insure their comprehension of the subject matter being taught. Their answers were pretty much the same as they related how many of these students had come from the outlying barangays and had not received a quality education, much less ever experienced an ESL teacher before. They speculated the students would be embarrassed by their mistakes in front of a native English-speaking instructor and would become withdrawn. So my first goal was to figure out how to handle these challenges while at the same time adjusting my lessons for their abilities.

**Formalities**

Before I could enter the classroom, I had a meeting with a couple of members of the faculty to take care of some formalities and receive instructions. My original letter of introduction to the university president had not been forwarded to the Dean of the Language and Letters Department, so they requested a signed copy to place in their files. Also as a sign of respect to the professors, I needed to write letters requesting permission from the individual instructors to enter their classrooms. I was also given a copy of the code of conduct for instructors, which included proper attire. Students as well as teachers were required to wear school uniforms on school grounds throughout the week with the exception of casual Wednesday when one could wear
appropriate street clothing. Finally, I was given my class schedule, which consisted of two sections of composition and a section of speech and grammar.

I was eager to start my observations to determine the major differences between American and international teaching techniques. The first step was to set up a base line for comparison. During my time at Eastern, I had the opportunity to work as an intern for Dr. Reeves in her English 112 class and adapted an observation checklist to suit my purposes. The lessons were to be evaluated for the following criteria:

1) What was the learning arrangement?

2) What materials or technology were used during the lessons?

3) What was the teaching approach used and how did the students respond?

4) Were the six language arts incorporated into each lesson?

The demographics of the four classes were consistent with each other and were comprised of 45 to 50 students: 30 females and 15 males. One characteristic that I chose to eliminate was the age of the students since the school systems are structured differently. The basis for my decision was that because of the K-10 system, university freshmen would be equivalent to high school juniors in the U.S., so I decided to just classify them as higher education students.

Since this was my first time working in an international classroom, I wanted to gain as much knowledge about teaching techniques as I could. I noticed right away that there was a strict division between pupil and instructor. While introducing myself to the classes, I could tell that the students were not acquainted with the communicative language approach, as they were shy and docile whenever I asked
them questions. This attitude continued outside the class as students steered clear of anyone in a position of authority and chose to remain in their social circles.

**Student Assessment**

Being spread across an area of 1245 kilometers, the Philippines has developed over 170 different dialects throughout its history. However, the instruction of English starts at an early age, so the majority of the population spoke English with a good proficiency level. I arrived in the Philippines with the assumption that since Filipinos begin studying English in the third grade, and it is the medium of instruction through college, they will have some command of the spoken and written language with a basic knowledge of grammar, mechanics, and usage. Still, I needed to assess the students’ English skills to determine to what degree I would have to modify the lessons that I had planned to teach. What I decided to use as my diagnostic tool was the High School Proficiency Exam (HSPE) which is a comprehensive exam used to measure students’ scholastic progress up to the 10th grade level in Washington State. This fit perfectly since Filipino students start the university at what would be considered the 11th grade in the United States. On the HSPE exam, students are assessed on their knowledge of the English language in the areas of parts of speech, sentence construction, and writing development, organization, and style. Students must demonstrate an acceptable proficiency in reading and writing to satisfy a portion of the graduation assessment requirements (OSPI, 2013, web). Each section of the test is administered separately and usually takes several hours to complete. Searching the Washington State Education website, I was able to acquire a practice copy of the exam’s writing portion. I had to modify the test from its original form down to forty-
five questions with a total of ninety-one points due to the time constraints of the class in the Philippines (Appendix A). I wanted the classroom atmosphere to be casual and upbeat on my first visit in my first summer, so the test was introduced as a cloze exercise in an attempt to allow the students to relax and work at their own pace. This strategy worked well as the students felt little pressure and focused on completing the test. Earlier I had been informed by other instructors that the quality of education varied from town to town, and as I observed the students working, the ones from the remotest regions seemed to struggle the most. At the end of the hour I collected the test, graded them, and charted my findings. The following graph shows the frequency of incorrect responses (Table 1). Each question had an assigned point value between one and eight, and partial credit was given for incomplete answers. For example, Question #1 was: “What is the definition of a noun?” It had a maximum of four points for the full answer—a person, place, thing, or concept. Looking at the table, we see that 16 students were marked down one point for their response, meaning that part of the definition was missing. Out of a total of 40 test takers, only seven students managed to provide a complete answer to the question and receive full credit. The other questions were evaluated in a similar manner.
Using the 2012 HSPE results for a local high school that were published on the internet, I compared the English skills from both groups. The test results may have been biased as the HSPE is designed for native English speakers. As a result of the comparison, I found that Native English speakers had higher scores on the test, with a range from 17 to 78 and an average of 52. Their Filipino counterparts scored 39% lower with an average score of 35. The test told me—at least anecdotally—how much to modify my lessons and approximately where the students were deficient.

I had no idea what classes I would be observing/teaching, so before I left I transferred all of my teaching materials onto my laptop. As it turned out, I wound up teaching an average of four lessons a week, rotating among my assigned classes. I have decided to focus on three main lessons: one in my speech class and two in my
composition class. The lessons were chosen in order to create a communicative atmosphere, demonstrate different teaching techniques, and help improve student knowledge and understanding of the English language. I will walk through each of the three lessons by giving a brief description of the class, details during the hour, an example of the lesson plan, and reactions from the students or teachers at the end of our time.

**Lesson 1: Effective Communication (Summer 1)**

Both summers while acting as a student teacher, I observed English 103, which met twice a week on Tuesday and Thursday for an hour and a half. Generally there were 35 to 50 students in the class with the majority of them being female. In English 103, students learn the rules of grammar and the fundamentals of composition writing (Appendix B). It helps to build the skills needed to produce inspired, informative works for educational and business purposes. Additionally, the course introduces students to different writing styles and techniques through the study of other writers that they have read. Over the course of the semester, Instructors focus on students’ being able to develop a strong three-part thesis statement. Next they move into the five-paragraph essay format concentrating on an introduction, three supporting paragraphs, and a conclusion. The final section of the class is spent on properly citing sources according to MLA standards. Students are assigned two or three short essays and a longer research paper. English 103 is a credit bearing course intended to prepare those students who are continuing on with their education to write their undergraduate thesis and must be passed in order to move on.
Pre-viewing

On the first day of teaching I entered the classroom where the students were already waiting, seated at their desks. As I greeted the class, I glanced over to see that the video equipment that I requested was all set. Today’s class was all about communication and how to effectively transfer ideas both in verbal and written form. Wanting to break the ice, I addressed the class and asked, “Who can define what communication is?” One or two hands slowly raised into the air while the remainder of the students fervently searched through their notes for the answer. Free flowing thoughts were not a part of the classroom setting, as students were accustomed to display questions, and responses were commonly reproduced from handouts. Recalling images from previous observations in other classes, I smiled as I heard the flipping of paper, knowing that the answer could not be found amongst their papers. The goal was to have them start thinking outside the box and develop co-constructed knowledge. Finally calling on a young lady in the second row, I noted how meekly she provided a fairly original answer, trembling that she might be wrong. Seeing that they were not going to get disciplined for an incorrect answer, the class started to contribute more input and build their definition. This prompted a second question about what the difference between good and bad communication was. The casual strategy paid off and soon the whole class was buzzing as everyone was involved in the discussion. After a few minutes, I wrapped up the discussion in order to launch into the day’s activity, a blind viewing exercise that had been introduced to me by Dr. Reeves. One observation that I made earlier was that the majority of the classes
taught at this university did not incorporate the six language arts in their lessons. This particular lesson (Figure 4) was designed to engage the students in viewing, speaking, listening, and writing. While minimal modifications were required to adjust for student level, its intent was to incorporate as many of these skills using Communicative Language Teaching.

**Viewing**

I had prepared a handout with a description of the activity as well as directions. A volunteer read over the handout, and I stopped at different points to insure comprehension, then I modeled the activity. Ordinarily, the students arranged themselves by sitting with their friends, therefore the right side of the room was told to partner with someone from the left side. The students were a bit reserved as the first video started playing, but with each successive slide, they gradually loosened up and became more engaged in the activity. The noise level in the class gradually rose as students competed with their peers to be heard. At the conclusion of the video,
Blind Viewing Exercise

Goals and Objectives:

2.2 Students will be able to adapt to the organization of a variety of written assignments.
2.5 Students will be able to summarize main ideas in written form.
3.3 Students will be able to speak with correct pronunciation with peer comprehension at 80%.
3.4 Students will be able to acquire and apply two-way communication strategies.
3.5 Students will be able to effectively create and utilize questions when necessary.
4.1 Students will be able to demonstrate the ability to take accurate and concise notes under the following circumstances:
   • during a class presentation
   • while reading from the text
   • while listening in pairs
   • listening to directions from the teacher
4.3 Students will be able to retell aspects of a story after the teacher has read from a text or they have listened to/viewed a video, YouTube, lecture, presentation.

Materials:

- Power point projector and Computer
- Example power point or video
- Two videos download from Youtube
- Blank paper

Procedure:

1) Teacher introduces the exercise and explains the format to be used. (5 minutes)
2) Teacher models the activity for the students as they practice taking down notes. (5 minutes)
3) Students divide into pairs assigned by the teacher.
4) Students organize their desks to begin the activity: one student facing the screen and the other with their back to it.
5) Teacher plays the first video (without sound) (5 minutes)
   Student #1 views the video and explains the pictures with as much detail as they can.
   Student #2 listens to the description and writes it down quickly.
6) At the conclusion of the video, student #2 reviews their notes and then relates the events to student #1. Student #1 listens and makes corrections to the dialog. (5 minutes)
7) Students watch the video again (with sound if desired) while adding new details. (5 minutes)
8) Student #2 uses his/her notes with the added details to rephrase the sequence of events in the video to student #1 (5 minutes)
9) At the conclusion, the students switch places and the process is repeated with the second video.
8) The teacher leads a whole group discussion over the importance of good communication and gets feedback from the students.
the students continued to relay information to their partner, which told me they were comfortable with the activity. After gathering them together for a short discussion time, we talked about the video, and then they switched places to watch the second video. My choice for the second video was the song *Rocky Mountain High* by John Denver which depicted different scenes from the Colorado mountain range. Unfortunately, the video also had the lyrics of the song running across the bottom of each slide, so the students reverted back to the learning habits that had been ingrained in them for so long. Instead of conveying information in the pictures, they just began to read the lyrics—hence they did not meet the object of speaking to describe what they were seeing on the screen. Based on observations from the first and second half of the activity, the students did demonstrate the ability to adapt to new learning strategies, but the circumstances had to be carefully controlled. Bringing the class back together, we arranged the desks and prepared for one final discussion.

**Feedback**

The theme of this mini-lesson was about effective communication and our final discussion was about how effective they had been during the activity. I initiated the dialogue by having each of the students rank their partner on a scale of 1 – 10, 10 being the most effective, for their communication skills and write it on their paper. I now realize that such ranking of a peer was not done in their classes and might have been culturally inappropriate to ask of them.
Continuing on, I asked what struggles they had while performing the activity. Feeling relaxed and knowing that there would be no repercussions for their answer, they highlighted several areas such as:

- Trouble keeping up with the speed of the video.
- Lack of vocabulary to describe what was in the picture.
- Reverting back to the native language to find the words.
- Poor lighting made it hard to see the video.
- Writing proficiency was not as fast as the partner’s speaking proficiency.
- Feeling uncomfortable talking to an unfamiliar classmate.
- Missing so much information and feeling embarrassed to retell the story.
- Partner’s speaking fast so it was not clear enough to understand.
- Teaching style was new and unfamiliar.

To close the discussion, I asked if there was any feedback for me about the lesson in general. A fourth-year student immediately stood up and thanked me for the lesson. She continued by saying that in four years of classes, she had never experienced anything like this. It was amazing and refreshing to experience such a different style of teaching. There was no stress in the class, and she felt that she could be herself. A couple of other students made similar comments before I brought our time to a close.

In order to get a better feel for how the lesson progressed, I discussed it with the instructor as we headed out of the room. I felt relieved as she complimented me on my performance and thought that the students were engaged and had fun. There was, however, no formal observation form that was used to observe my teaching, and I wondered if the instructor felt as pleased as some students indicated about the lesson. Needless to say, not all students spoke, and it may have been culturally inappropriate to say anything more than what had been said already.
Lesson 2: Basic Grammar (Summer 1)

To improve students’ English skills they are required to take English 101 in the second semester of their first year. As part of the requirements for an English teaching degree it is a three credit course. This class met Monday, Wednesday, and Friday for one hour over the span of a semester. Class size consisted of thirty to forty students with a ratio of two female students to every male. The curriculum is divided into sections covering the parts of speech and basic grammar. Teaching materials, designed by the Arts and Languages Department, are reproduced from originals, and individual units include a mini-lesson with definitions, multiple choice and cloze exercises, and references to websites for further information and activities (Appendix C). Because of the low proficiency levels, grammar is taught in isolation rather than using a whole language approach.

I had observed the English 101 class several times before I was asked to teach a mini-lesson on verbs. Grammar was taught primarily in isolation so instructors could focus on one part of speech at a time. Because of the lack of teachers working in the rural areas, many students do not receive a quality education in their home town, and were lacking grammar, mechanics, and usage skills. I developed a lesson plan using materials from Max Morenberg’s book – Doing Grammar. Knowing that the way Morenberg presents his ideas about grammar would be too advanced for these students, I broke the definitions down into their simplest forms. For example, Morenberg arranges verbs into six categories – transitive, intransitive, Vg, Vc, be, and linking. To simplify it for the students I organized them into two categories,
action and be, and then designed an appropriate level power point lesson. Figure 5 is
lesson plan and a copy of the handout can be found in Appendix D.

**Date:** 7/19/2010

**Grade/Class/Subject:** *English 101*

**Unit/Theme:** Six verb types

<table>
<thead>
<tr>
<th>Required</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scaffolding</td>
<td>T reviews previous lesson on nouns/subjects. T introduces new vocabulary and definitions: transitive, intransitive, compliment</td>
</tr>
</tbody>
</table>

| Objectives | 1.2 Students will be able to scan documents and extract principle information.  
2.7 Students will be able to identify different sentence patterns, Independent and dependent clauses, and establish boundaries for punctuation.  
3.5 Students will be able to effectively create and utilize questions when necessary.  
4.1 Students will be able to demonstrate the ability to take accurate and concise notes under the following circumstances:  
• during a class presentation  
• while reading from the text  
• while listening in pairs  
• listening to directions from the teacher  
6.2 Students will be able to write grammatically correct sentences |

| Materials | Power point presentation, laptop computer, power point projector, Handouts for students |

| Procedure | 1) Teacher does scaffolding by reviewing the previous lessons on nouns and sentence subjects.  
2) Teacher writes new vocabulary words on the board and instructs the students to copy them down on a sheet of paper. T then has S try to define the terms and then adds the definitions.  
2) T begins PPT lesson while S follow along on handout.  
3) T stops to check comprehension by having S summarize new material.  
4) S begin to work on part 1 of in-class exercises. (5 – 10 minutes)  
5) T & S correct the exercises and discuss answers.  
6) T continues PPT lesson while S follow on handouts.  
7) T stops at different intervals and checks S comprehension.  
8) T explains final grammar exercise and divides the students into groups of three. |
9) S work in their groups to complete verb identification exercise. (10 minutes)
10) Groups supply answers to sentences assigned by the T.
11) Class discusses the answers.
13) T ends the class by assigning homework.

Students will be evaluated on the following criteria:
- Completion of the handout
  25 points
- Class participation
  25 points

Total possible points 50 points

Homework
Answer questions 25 thru 50 in Lester.

Extension
Subject/verb agreement

Figure 5. Lesson Plan #2 (Svoboda, 2010)

One quality of a teacher is the ability to be flexible when circumstances don’t always go according to plan. This just happened to be one of those days. I had prepared a lesson using Office PowerPoint and saved it on my laptop, but the projector that I had requested was being used by another professor. Panic stricken, I realized that I would have to improvise right away. I was fortunate to have my thumb drive with me and I proceeded to download the lesson while at the same time calling the class secretary over to my desk. Unlike American schools where teachers have access to printers and copy machines, these services were provided outside of the campus, which meant it was going to take some time to get the materials for the students. Ordinarily, the bulk of the teaching at this university is done from a master set of documents which the students have to photocopy. The class secretary was responsible for collecting money from the students, making a list of who paid, and photocopying the originals at the print shop, so she was quite familiar with this process, having done it many times already. In the meantime I decided to continue
with the lesson and have the students take notes while I lectured. The stress level in
the class was already high, but instantly sky-rocketed when I instructed the students
to take out a piece of paper and something to write with, as they were not accustomed
to taking notes. Some of them were prepared and pulled out materials and were ready
to go. Others frantically called upon their classmates to borrow the required supplies.
Watching them as I spoke, I noticed that they struggled with picking out the main
ideas while still keeping up with the lesson. I could see the less skilled students
constantly leaning over to copy their neighbors’ paper. This actually surprised me
because I had been transferring my presentation onto the chalkboard while
highlighting the main points. However, having my back turned to them while I was
writing created a substantial disconnect, and I began to observe that I was losing their
attention. About halfway through the lesson, the secretary returned with the handouts
and distributed them, immediately offering some relief to the tension hanging over
the class.

With all the distractions, this particular lesson was a real struggle and the
direct approach was not working for me. Student participation was my main concern
and I kept asking myself how I could bring them into the lesson. The solution,
shortening the time that I spent lecturing and allocating more time discussing the
activities, made an immense impact as it stimulated the students’ eagerness to
contribute. Breaking the class into groups of five yielded even more enthusiasm,
allowing them to converse with their peers and formulate an answer. Towards the
end of the period, I started having the groups share their answers with the rest of the
class. Based on previous observations, I noticed that the uneasiness of presenting in
front of the class diminished with a group compared to an individual. Before the class adjourned, I assigned the last exercise as homework to assess how much of the lesson they had absorbed. Receiving feedback from the instructor of the class was important, so when I asked for some comments on the lesson, she obliged. Amongst the positive remarks were:

- Adapted well to the conditions
- Had good audience awareness
- Covered the subject well

At the conclusion of our conversation, I was asked for a copy of the lesson plan. The lesson, which I felt was a total bust, needed to be tweaked and modified in order to become an effective learning tool. I was astonished by how low the proficiency levels of the students were, and I tried to determine an equivalent level back in the U.S. Noting the areas that needed the most adjusting, I decided to inquire about an internship in the local junior high school when I returned. I provided a copy of the lesson along with a couple of textbooks I had brought with me: Max Morenberg’s *Doing Grammar* and Lester’s *Grammar and Usage in the Classroom*. 
Lesson 3: Speech (Summer 2)

My second summer, I arrived on campus at the end of June, which was the start of the fourth week of classes. English 102, a general education requirement, helps the students with the verbal aspect of the English language. Students study the phonemes that make up the International Phonetic Alphabet through choral and responsive readings. During the second half of the semester, they are expected to write and deliver a speech in front of their peers as well as participate in an organized debate. This class was a Monday-Wednesday-Friday section and was blocked off for an hour of instruction in the morning. I noticed the number of students in the class was almost the same as the previous summer and averaged about forty students.

This specific lesson was created while I was in the Philippines for the English 102 class that I had been observing during my second summer. After a Monday class, I was approached by the instructor and asked if I could cover her class on Wednesday while she was at a meeting. She left the decision of what to teach up to me, so I settled on developing a lesson on slang. There were many considerations that I had to
take into account, including negative stereotyping, vulgarity, and appropriate usage. The only exposure the students had to this type of speaking was in the movies, so my lesson was intended to demonstrate some common expressions and how words came be manipulated (Figure 7). I divided the lesson into three sections:

1. ethnic concerns – whether or not the speaker should use the expressions
2. video – watching a short segment of Shrek
3. Translation – using a transcript of the movie to derive meaning

In order to develop the handouts, I had to preview the movie to transcribe the dialog and then request help from a friend back in the U.S. to insure that I had the correct translation.

Pre-viewing

Usually the class consisted of forty-five students, but because word got out that I was teaching, the class size doubled. TESL requires its teachers to be sensitive to all different races and languages; therefore, the first part of the lesson dealt with speaker awareness. The previous day I had been talking with two male students out in the hallway when a colored gentleman walked by. Suddenly one of them said, “Look at that nigger. He is black.” My first response was utter shock. In the U.S. there is so much negative history associated with the word that I would not think to use it. After I recovered, I realized that he did not understand the connotation of the word. Starting the Date: 6/2011
<table>
<thead>
<tr>
<th>Scaffolding</th>
</tr>
</thead>
<tbody>
<tr>
<td>T introduces new vocabulary and definitions: Slang, manipulation</td>
</tr>
<tr>
<td>T does some pre-instruction using examples of Slang phrases</td>
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<thead>
<tr>
<th>Objectives</th>
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<tbody>
<tr>
<td>1.4 Students will be able to read and analyze the significant underlying messages of the author’s text</td>
</tr>
<tr>
<td>2.6 Students will be able to create spontaneous pieces of writing such as in-class journaling and short essay questions.</td>
</tr>
<tr>
<td>4.3 Students will be able to retell aspects of a story after the teacher has read from the text or they have listened to/viewed a video, YouTube, lecture, presentation.</td>
</tr>
<tr>
<td>4.4 Students will be able to demonstrate understanding of segments of an appropriate video that has been aired in class (music, biography, news, movie clips, speeches, current events, peer presentations).</td>
</tr>
<tr>
<td>5.2 Students will be able to articulate, orally and in writing, their own cultural views when in pairs, small and large groups, and in class presentations.</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Materials</th>
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<tbody>
<tr>
<td>90 second video clip of Shrek the Third</td>
</tr>
<tr>
<td>Transcription Handouts for students</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Procedure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Teacher writes new vocabulary words on the board and instructs the students to copy them down on a sheet of paper. T then has S try to define the terms and then adds the definitions.</td>
</tr>
<tr>
<td>2) T does scaffolding about cultural awareness and sensitivity as well as the safety aspects of using Slang.</td>
</tr>
<tr>
<td>3) T introduces the simple Slang phrases form different cultural backgrounds.</td>
</tr>
<tr>
<td>4) T opens the class up for a short question and answer period. T assess the class comprehension through active listening technique.</td>
</tr>
<tr>
<td>5) T introduces the video and gives S instructions.</td>
</tr>
<tr>
<td>6) T plays video one time through and stops for a two minute discussion.</td>
</tr>
<tr>
<td>7) T gives additional instructions and plays the video again, followed by another two minute discussion.</td>
</tr>
<tr>
<td>8) T distributes the video transcript and divides the class into groups</td>
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</tbody>
</table>
of two or three (depending on the number of students). As the video is played again, S follow along on the handout.

9) In their groups, S translate the video using standard English.

10) T collects the handouts and chooses several to read aloud, stopping to get the S opinion of the translation.

11) T distributes a second handout of the transcription with the proper translation.

13) T ends the class with a 5 minute discussion over the material covered and reiterates the importance of appropriate slang usage.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Students will be evaluated on the following criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Group translation of the handout 25 points</td>
</tr>
<tr>
<td></td>
<td>• Class participation 25 points</td>
</tr>
<tr>
<td></td>
<td><strong>Total possible points</strong> 50</td>
</tr>
</tbody>
</table>

| Homework     | Bring in five examples of slang phrases from their culture along with a translation into standard English.            |

Figure 7. Lesson Plan #3 (Svoboda, 2012)

lesson with this notion in mind, I wrote two words on the chalkboard – “nigga and nigger.” Next I asked someone to define the two terms. I carefully explained the different undertones to them and made sure that they fully understood the meanings. Finally, I explain how certain terms, especially slang, can only be used by a specific ethnic group and only under certain conditions. A short question and answer session followed before continuing on.

I talked a little more about word manipulation and how the tone of the speaker’s voice can radically change the meaning. One of the examples I used was when someone says abruptly, “Talk to the hand.” They are not literally telling the speaker to address their conversation to a specific region of the body, but meaning, “I
am done listening to you so be quiet.” After a few more illustrations, I introduced the video and gave the class directions.

**Video Viewing**

The reason that I chose this video was because of the way DreamWorks Studios produces their animated movies. Animators try to match the soundtrack with facial expressions and actions of the actors as they read the script in an effort to give the characters a more realistic feel. The students not only would have the audio portion to listen to, but also would have the visual aspect as well. With the students’ anticipation growing, I played through the clip for the first time. Even with a class twice the normal size, engagement was not a problem. Picking the slang out of the dialogue, they instantly began tossing about the phrases that they heard without knowing the context of what they were saying. Bringing the class back together, I asked for a volunteer to translate what Shrek had just said. Numerous jokes rang out followed by laughter; however, they were unable to derive any meaning. This guessing was exactly what I had intended even though their answers were wrong. The next time through the clip, I instructed them to watch the gestures that were being used as Shrek was speaking. Still they could not get the gist of the dialogue.

Not expecting additional students to show up for the class, I had only made forty-five copies of my handout, and as a result I had to break the class into groups of three. The original handout (figure 8) was a transcription of the dialogue from the movie so
Shrek the Third Transcript

Listen Atrie,
If you think this whole mad scene ain’t dope. I feel you dude!
*If you think this situation isn’t on the level. I understand how you feel.*
I mean I’m not trying to get up in your grill. Or raise your roof or whatever.
*I don’t want to butt heads with you or get you mad.*
But what I am screaming is – Yo! Check out this ca-zing, ca-zing baby.
*But what I’m trying to say is “think over this amazing opportunity.”*
I mean if it doesn’t groove or what I’m saying ain’t straight tripping.
*If it doesn’t feel right or what I’m saying isn’t the truth.*
Just say no you didn’t! ooooh your getting lass now
*Just stop me and say you’re blowing smoke.*
and then I’ll know its wacked.
*And then I’ll know you think it’s crazy.*

Figure 8 Shrek Transcription (Svoboda, 2012)

that the students could follow along. Once everyone was in their groups and armed with their handout, I played the video again. At the conclusion, each group was to use what they had seen and heard to put together a translation in Standard English. For the next ten minutes I wandered around the room while the hum of voices resonated throughout. At the end of the time, I called the class back together and collected their versions. Glancing over them before reading them out loud was like comic relief, and I had a hard time containing myself from laughing. I chose the best responses and read them to the class, stopping to get their opinion. Finally, I distributed the last handout which had the transcription and a translation for them to read. I realize now, however, that my transcription or paraphrase was also filled with colloquialisms and gendered terms, so I would ask students to provide one more layer of paraphrase. I would ask them to make my own paraphrases even more academic and less vernacular. For example, *I don’t want to butt heads with you or get you mad* is still colloquial, and I should have explained that butt heads with someone means to be in conflict with that person.
We watched the video one last time as they again followed along. Our last discussion was about how slang takes common words and twists them into new forms. The students were amazed at how different the meaning was compared to what was being said. Prior to dismissing them, I reiterated the importance of being culturally aware of the terminology they are using and the audience they are addressing. For the rest of the day I could hear students in the hallways attempting to incorporate these phrases into their speech since there is an English-only rule enforced on campus. Still, I wonder if some of the expressions in the original form are appropriate for the students to use with anyone, and I will consider how to incorporate and teach other kinds of slang that might be more accessible to the general Anglophone public around the world.

**Reflection**

Looking back at what I took away from this experience, I found that it heightened my awareness for other cultures around the world, in addition to the ones found in the U.S. I discovered that the limited vocabulary and understanding by second language learners could inevitably put them into unpleasant and even dangerous circumstances. As teachers, mentors, or friends, we have a responsibility to help protect and enlighten our students. I still think about the conversation in the hallway and how offensive it could have been to the gentleman if he had heard the remark. The sentiment still remains a source of tension among many cultures who take offense at derogatory language. Bruce Bean, a renowned African American writer, composed a poem *we ain’t niggahs no mo!* in which he criticizes mankind equally over the use of this word. He exhorts people to throw off the yoke of racism
and hate that have been associated with it and begin to respect themselves. Another author, Mary Pipher, parallels this notion by writing about cultural sensitivity for second language learning immigrants. She asserts that we can no longer limit ourselves to just teaching language in the classroom; we have to become cultural brokers assisting second language learners to adjust socially. Now as I teach, I will look closely at the history behind the materials I use and address any social issues associated with them.

Technology is a great teaching tool, but while students enjoy it, there is a point where it distracts from students’ ability to learn. The logic behind the use of video was to stimulate student engagement and break down their affective filters, a mental barricade which prohibits learners from processing and using stimuli generated by their environment. The ‘Affect’ element refers to such things as motives, needs, attitudes, and emotional states” (Lightbown, 1993, p. 28). As students became aware of the fact that they would not be punished for incorrect responses, they became more engaged encouraging the CLT environment. One major obstacle that I encountered was that the students, once they were engaged in the video, did not want to stop watching and return to the lesson at hand. I remember feeling like a parent turning off the television set in order to redirect their focus. One of the characteristics of a critical ethnography is “how the power differences between you and the informants/subjects were negotiated” (TESOL.org). I wanted my class to have fun and learn, but at the same time I needed to keep the classroom hierarchy that is expected from the Filipino culture. No matter how hard they pushed I knew that I could not cross that line because once I did, I felt the whole system would be
disrupted. Reflecting back from a different perspective on the situation, I have to consider that because of their values, the students expected me to take on the authoritative role by intervening. As Pipher alludes to in her book, I still find myself caught between two cultures trying to fashion some type of a teacher identity.

**Farewells and Final Reflections**

At the conclusion of both summers, leaving was difficult for the students and me. I had never taught so many individuals with a true desire to learn that it made my stay worth every minute, and it showed as quite a few of the female students shed tears when I formally said goodbye. Each class arranged their own *Despidida* party, a traditional Filipino celebration, to thank me. Students sang, danced, read letters of appreciation, and cooked food, along with taking countless photographs. The most meaningful gesture was when they presented me with gifts. Knowing their financial situations and how much they had to sacrifice made it even more special. Later on, I met with the Dean of the College one last time for a post interview. We discussed what major differences there were between the American and Filipino schools as well as what areas I thought needed improvement. Among the many ideas that were mulled over, I concluded the following:

1. Students needed to practice writing on a daily basis.
2. A combination of the whole language approach and isolation approach for the teaching of grammar seemed to work.
3. Incorporating a little of the Communicative Language Approach in the classroom to create a learning-rich environment worked for me and for the students.

As a beginning teacher planning to work in an international setting, I had many concerns and fears about the future. The greatest personal challenge I faced was the lack of knowledge about the country and school where I was headed. Being able to overcome the fear of inadequacy, and being outside of my comfort zone, helped me to elevate my confidence as an ESL teacher. It is those small victories that move us down the road to success. As I look back at my experience, my hope is that future ESL instructors can benefit from the knowledge that I have gained.
Chapter 4
Discussion

In the first part of this chapter, I will reflect on (1) the assumptions that I had prior to my teaching experience in the Philippines, and (2) the research questions that were introduced in Chapter 1. Following the TESOL guidelines for critical ethnography, I have tried to incorporate participant beliefs and attitudes, my attitudes and biases toward the community and its culture, and the impact of my activities and behavior on the community, from both an emic and etic perspective (TESOL.org).

**Assumption 1: Even though the Philippines is a third world country that pays low wages and offers minimal benefits, their economic condition is comparable to that in the United States.**

After experiencing the culture and observing the people, I realized that I was wrong to make this assumption. As Americans, we tend to be oblivious to the circumstances of other people around the world. We chase the American dream where we can have anything we want as long as we work hard enough. We tend to own a nice house, drive a nice car, and have a good job. As long as nothing threatens our lifestyle, we are happy. I left the U.S. en route to the Philippines with similar notions in mind. I knew the Philippines is a third world country, but how bad could it really be? With an unemployment rate of seven percent, the Philippines has the highest number of people out of work in Southeast Asia (Santos, 2012). The job market is highly competitive, and people are willing to settle for lower salaries to provide for their families. The average individual earns about eighty pesos for a day’s work. Converted into American dollars, that is a mere two dollars for their effort. Subsistence farming, where farmers focus on growing enough food to feed
themselves and their families, is a common practice. Small family farms produce vegetables, rice, pork, or poultry, which supplies the majority of the household income. Crops are planted wherever the soil permits. In some cases, mountainsides are cleared of natural vegetation in exchange for agriculture. Stripped of its natural protection, the ground is now susceptible to erosion and landslides during the heavy rains. At harvest time, any surplus crops are taken to the local marketplace to be sold. Young children are often found tending the family’s vegetable stand on the weekends for hours at a time (Figure 9) while the parents continue to work in the fields.

Figure 9. Children at the market (Svoboda, 2012)

My first glimpse into the dire economic conditions came while I was teaching a grammar lesson. A few of the students had trouble concentrating and at times looked as if they were falling into a dazed state. Later, I discovered that these students could only afford to purchase enough food to last Monday thru Thursday, and they had not eaten. For me, this was inconceivable, since in the United States
lower income students could take advantage of the free and reduced school breakfast and lunch programs. Another surprise was that each weekend students would travel home to stock up on food for the coming week and collect money for school expenses. In some instances, the family’s finances would not permit the student to return. The monetary difficulties were more widespread than I had imagined. School enrollment records showed that between the first and second semester there was a 33% decline in the student population. According to other faculty members, students would have to return to the workforce to earn enough money to once again enroll the next semester. The cycle would continue until the individual would either graduate or drop out altogether.

Socio-economic culture, low standards of living, a weak currency, and a lack of labor regulations places the Philippines well below the standards that Americans have come to enjoy. The simple everyday things that we take for granted—clean, running water; reliable electricity; heating and air conditioning; personal vehicles; washing machines and dryers; and the list goes on—have become luxuries for Filipinos. I was astonished when I first saw the houses with the thatched roofs and thin woven walls. A few, with only three walls, were open to the elements. As critical ethnographers, we have to be very careful not to define a culture by its standard of living or label it using an economic stereotype. My experience has given me a greater appreciation of what it is like to live in a third world country and a greater understanding of the people and the richness of their culture.
Assumption 2: The University is a state-run institution, so I should have access to the same types of technology and teaching curriculums that are available in the U.S. schools.

Again I found that I had made an incorrect assumption. The classification of a state-funded university does not fall into the same category in the Philippines as it does in the U.S. By definition the word “state” simply separates the institution from other privately run schools. All state or public schools fall under the jurisdiction of the Kagawaran ng Edukasyon or Department of Education, which sets educational standards and manages financial assistance. In 2012, the largest budget for the DOE was approved, allotting 238.8 billion pesos (5.847 billion dollars) for education (Mendoza, 2011). Once operating costs have been removed, the balance of the money is dispersed to the seventeen educational regions. Administrative and operating costs are again removed, and the remaining funds are distributed to the schools based on the student population. Because of its small size, this university received minimal funding from the government to support its teaching materials and technology. Faculty members, who design the curriculum, attend conferences with other universities to enhance their current materials and incorporate new teaching methods, but without the proper resources, the process stagnates.

Administration for the university has to decide how to appropriate the funds they receive from the government. Historically, renovations to the campus and adjustments in salaries have consumed the bulk of the budget, leaving little room for the purchase of classroom equipment. This being the case, teachers lack computers, document cameras, and projectors to aid their instruction. The equipment that is available has to be shared by the entire faculty of about 100, pushing it well past the
recommended usage hours and leaving it prone to breakage. If a piece of equipment
does break, the chances of it being replaced are slim. As a result, faculty are left with
little or no technology to supplement their instruction.

**Assumption 3:** Student demographics will be comparable to university classes
in the U.S. in terms of age, gender, race, and class size.

Most surprising of all my assumptions, I found that this one was the most
inaccurate. The U.S. is a melting pot or salad bowl for people from all over the
world. Walking through the average college campus, one can observe the cultural
diversity that is prevalent. A quick google search of several websites depicts the
typical North American university student population as follows:

- **Race:** multi-cultural
- **Age:** 18 thru 80 years-old
- **Gender:** 43/57 male to female
- **Class size:** 67 to 75% have 15-25 students (depending on the school)

The Philippines, on the other hand, is more homogeneous and comparatively
lacking in cultural diversity. University demographics vary considerably from those
in the United States. Due to the educational structure, a K – 10 system for elementary
and high school, Filipino children enter university at sixteen or seventeen, and
graduate by the time they are twenty. In 2012, the Department of Education voted to
rearrange the secondary level and implement a K – 12 system, changing the age
demographics. Since the change has just been implemented in my second summer, I
had not felt the effect of the policy change.
At the beginning of the school year, student enrollment is up and class size averages forty to fifty students. Due to economic factors, many students have to drop out in the second semester to return to work. Interestingly, this fluctuation in the overall population does not affect the class size, which remains constant. Another fascinating phenomenon was the disproportionate ratio of male to female students (Figure 10). Culturally, men are responsible for working and earning money for the family, so they are less likely to attend university. This is reflected in the classroom as female students outnumber the male students three to one.

I did not have to adjust my teaching techniques to compensate for this imbalance, as the students accepted and appreciated the strategies that I employed.

With the exception of the occupation by the Spanish and Japanese, the Philippines has remained virtually independent. Unlike the U.S., which has experienced large immigration booms, their largest influx of foreigners is in the
tourism industry. Racial diversity extends as far as one province to another. There are slightly different dialects or tribal customs, but in general, most everyone is of Filipino descent. Through first-hand observation, I was able to ascertain that the universities in the Philippines were much different than their counterparts in the U.S. in terms of the demographics.

**Assumption 4: English is widely spoken in the Philippines, so there should fewer problems communicating both inside and outside of the classroom.**

I turned out to be correct in my assumption about communicating. Filipinos start learning English at an early age, and by the time they reach the high school level, they are very proficient at conversational English. Whether I was in the classroom, on the soccer field, or just walking around the streets, I was able to communicate in my native language. Once the cultural barriers were broken down, people were eager to demonstrate their ability to speak English. As with any culture that is listening to a second language, at times they would use the term “nose bleed” which meant that I was speaking too quickly for them. By simply slowing down, I was able to restore comprehension.

During my second visit, I was able to travel to the outlying barangays (parts of the province) and meet some of the older generations. When first approaching these individuals, as a sign of respect, young people would take the elder’s hand and place it on their forehead to bless them. This older generation had grown up before English was officially adopted as a second language, so their proficiency was very low. To avoid any embarrassment, communication was done through the use of an interpreter.
At times communication became tricky, as code meshing—blending dialects or languages with Standard English—took place. The speaker, without realizing it, would fluctuate back and forth between English and Visayian. Even though I had been studying Visayian for two years, when this happened I would tactfully ask the individual to repeat what had been said. Once they realized what had happened, they were a little self-conscious and repeated the phrase in perfect English. Aside from these little glitches, communication was straightforward and effortless.

Assumption 5: Since Filipinos begin studying English in the third grade and it is the medium of instruction through college, they will have some command of the spoken and written language with a basic knowledge of grammar, mechanics, and usage.

I had made this assumption based on the research that I did before visiting the Philippines for the first time. However, after my first week, I found that I was completely misguided. I was wrong to assume that second language acquisition was similar to primary language acquisition, even when the former begins at age five. I arrived with the misunderstanding that Filipino students would have a grasp of writing fundamentals, and they would be able to do the following:

1. Define nouns, pronouns, verbs, adjectives, and adverbs and relate how they functioned in particular sentence.
2. Produce complete sentences with proper capitalization and punctuation, and recognize fragments and run-ons.
3. Identify, form, or use prepositions and prepositional phrases.
4. Expand or combine sentences using the coordinating and subordinating conjunctions with the appropriate punctuation.
5. Know the format of a paragraph and how to devise a topic sentence.
6. Write a short essay to support a thesis statement.

As it turned out, this was not the case. Using the Washington State High School Proficiency Exam, I tested their basic knowledge of English and then graphed the results as explained in Chapter 3. Several patterns emerged during the analysis of the data.

- 13% of the class was not able to define the basic parts of speech or identify them in a sentence.
- 83% could not recognize coordinating conjunctions.
- 50% could not form simple, compound, complex, or compound-complex sentences.

Based on HSPE scores published online for the public domain, I concluded that first-year Filipino university students had the same command of the English language as sixth grade American students. Probing for a possible connection between the test results and the fact that students start learning English at an early age, I examined the manner in which Filipino students learn English. The Curriculum uses a reductionist grammar approach in which English is broken down into individual units, and then repetitively drilled into the student. This is contrary to Krashen, who suggests that language acquisition yields the best results when students learn one step beyond their competence level. For these students, language acquisition was still taking place, but since students were not being challenged, it was at a much slower rate of acquisition.

**What I learned about code meshing**

Another factor that I had to consider was that English instruction begins in the first grade when Filipino students are five years old. Elementary students enter the
classroom devoid of the language skills that a native speaker of the same age has already acquired. Language acquisition becomes more of a struggle as they encounter out-dated materials and non-native English-speaking teachers during their 13 years of English education. Out of frustration, students begin to apply grammatical rules from their L1 to their L2 in order to gain some semblance of structure. This strategy may result in the practice of code meshing: “The construct of World Englishes does accommodate the possibility that English is meshed with the sounds, semantics, grammar, and vocabulary of diverse languages” (Canagarajah, 2011, p. 275). Some would argue that the L2 (English) fluency and functionality are hindered by the fact that students cannot decipher which rules apply to which language. At times, language learners use code meshing as a coping mechanism—both consciously and unconsciously. Based on my reflections, I modified my assumptions:

1. Language acquisition is slowed dramatically if there is a lack of meaningful interaction—Krashen’s I + 1 hypothesis—and natural communication in the target language.

2. Without a basic knowledge of the rules of a language, individuals will attempt to apply their existing knowledge of their L1 to the L2, influencing the acquisition process and their ability to monitor their output.

3. “The languages of multilinguals are not necessarily at war with one another; they complement one another in communication. Therefore scholars must reconsider the dominant understanding that one
language interferes with the use of another. The traces of one language that rub off on the other are creative, enabling, and offer possibilities for voice” (Canagarajah in Martinez & Young, 2011, p. 274).

4. Rather than imposing American English on my students in the Philippines, I gained a respect for the varieties of English that they used for different purposes.

As a native English speaker, I have the tendency to want to correct the students every time they make a mistake in their speech or writing. Although Filipinos are using American English rather than British English, the language has evolved into what Canagarajah (2011, 2012) would classify as World English.

If listener or reader comprehension is absent, then one must ask whether the switch was necessary and a correction should take place. In the following examples, the speakers code mesh between English and Visayan:

“Peks man,” she swears, “Wala pang nangyayari sa amin ni Marlon.”

[Cross my heart,’ she swears. ‘Nothing yet has happened between Marlon and me.]

“Kaya, nang mabasa ko ang Tuklaw sa Aliwan Komiks, sabi ko, this is it.”

[That is why when I read the story “Snake-Bite” in the Aliwan Comic Book, I told myself, this is it] (McArthur, 1998, web).

In some instances, it is only a word that is being meshed; other times it is an entire phrase, possibly to distinguish the reader from the person speaking in the story. According to Eastman (1992), an individual tends to recognize their “phonic intentions” (p. 95) and may be unconscious of the fact that they are code meshing.
This lack of awareness of the language switch may illustrate the disparity between linguistic proficiency and speaker perception of a mistake. Still, if the listener does not know the speaker’s L1 he is switching to, code meshing loses its meaning and may be viewed as a usage error or a lack of sociolinguistic competence on the part of the speaker.

The dilemma then becomes how much correction is acceptable. “Teachers have to focus not only on the effective encoding of differences but also the negotiation of difference” (Canagarajah, 2011, p. 278). In other words, teachers need to recognize when a student code-meshes, analyze if there is clear meaning, and then determine if a correction should take place. It is a delicate balance between gentle and consistent correction and linguistic imperialism. During my observations, I noted that Filipino instructors regularly corrected pronunciation and grammar like drill sergeants. However, as an outsider, this same practice could be viewed as overbearing and impeding a World English acquisition model.

The solution that I utilized was the technique of minimal marking as emphasized by Dr. Reeves when providing feedback on written work (Reeves, 1997), which I then applied effectively to students’ speaking. This meant that I allowed for a small amount of the L1 (Visayan) to be used in speaking in class, primarily in small-group discussion. For example, while doing the blind viewing exercise related to the Denver song and video, I allowed students to code mesh to supplement their English vocabulary with Visayan in order to tell the partner what they were seeing on the screen. By being flexible and allowing some L1 here, the teacher is still holding them accountable for deciding whether or not a correction is required, deepening their
engagement in language acquisition. I wanted them to increase their sociolinguistic competence and decide for themselves if, when, and where a code switch was appropriate to convey a particular message.

This technique also complies with TESOL guidelines by respecting the individual’s native and second language. It is also a World English view, but allowing students to use the L1 remains very controversial. Canagarajah (2012), for example, explains that after being observed by American “experts” in his homeland, he questioned his use of code meshing:

Before I could speak, the second expert asked another question. Hers sounded a bit sarcastic. She asked what my target language was. I thought I was teaching English. However, I could understand what may have confused her. Though the textbook features standard American English, I had spoken Sri Lankan English during my lesson. Furthermore, the students and I had code switched between English and Tamil in our interactions. Once again, I was stuck for an answer. The experience devastated me. I was left with a poor image of myself as a teacher. I hadn’t thought about these questions before. Also, I had never thought that my teaching practice or English proficiency was questionable. (p. 259)

As I stated earlier, like Canagarajah, I would allow occasional code meshing so as not to deprive them of their national heritage or deny their ethnic identity.
Research Questions

In this section, I will reflect on and share my findings related to the research questions.

Research question (R.Q.) 1: How is English taught in the Philippines and what are the available resources?

Teaching

Some of my research took place outside of the teaching environment as I engaged in conversations with other professors and friends. To this end, I learned that most young Filipinos are bilingual because the teaching of English starts at an early age. Young children are first exposed to the native language of Visayan, which is spoken in the home by the family. Later, when the children reach the age to enroll in the first grade, they are formally introduced to English. From that point until the end of high school, English remains the medium of instruction. At the university level, students are once again thrust into a multi-lingual learning environment where English is taught alongside the national language of Tagalog and their native dialect. By the time students graduate from university, they should show “the ability to link units of speech together with facility and without strain or inappropriate slowness or undue hesitation” (Hedge, 1993, p. 275). In short, Filipino students should demonstrate not only a high level of fluency, but also a high level of accuracy when using the English language.

Placing the classroom under the microscope, I noticed that the teaching of English as a whole was broken down into three separate classes—grammar, speech, and composition. Even though they were taught separately, all three subjects are credit-bearing courses and are required to graduate. Celce-Murcia, in her book,
Teaching English as a Second or Foreign Language, summarizes nine traditional approaches for ESL teaching. After close observation, one would see that the instruction method at this university would not fall under one particular approach. There appeared to be a spackling of characteristics from all nine different teaching approaches, but prevailing features—(1) only the use of the target language is permitted, (2) grammar is learned through a deductive process, and (3) teachers have native-like proficiency—suggests a use of the direct approach for the teaching of grammar and composition. It should be noted that Filipino instructors used English as a medium of instruction 99% of the time, only switching to Visayan to clarify understanding while giving directions.

In the case of the speech courses, Audiolingualism became the predominant approach. Students engaged in choral readings which stressed “mimicry and memorization, based on the assumption that language is habit formation” (Celce-Murcia, p. 7). Since the emphasis was on building the students’ lexicon (stock vocabulary), only corrections in pronunciation were focused on. Another feature of the class was that it emphasized listening, speaking, and reading over writing as students practiced their verbal skills by delivering speeches to their peers and participating in formal debates. No single approach appeared to be favored by the instructors as they blended their unique teaching style with the subject matter to create a suitable learning environment.

Bottom-up processing suggests that we understand or perceive larger concepts by starting with the smaller components and build upon them until we have a complete, comprehensible image. Instructors taught grammar in isolation using bottom-up
processing to guide students towards grammatical competence. As defined by Celce- 
Murcia,

Grammatical competence refers to sentence-level grammatical forms, the 
ability to recognize the lexical, morphological, syntactic, and phonological 
feature of a language and to make use of these features to interpret and form 
words and sentences…. One does not demonstrate grammatical competence 
by stating a rule but by using a rule in the interpretation, expression, or 
negotiation of meaning. (p. 17)

Using bottom-up processing, students learn to construct sentences and convey 
meaning by studying the parts of speech—nouns, verbs, adjectives—followed by 
word combination techniques, and finally adding punctuation, eventually seeing the 
whole process rather than the individual parts. Learning was a deductive progression 
employing bottom-up strategies with instructors emphasizing the grammatical rules 
while students struggle to understand and apply them. The one area that was lacking 
was grammatical functionality. By reducing everything down to its smallest parts, 
students never saw how to generate meaning and intelligibility. Often sentences were 
a jumble of words thrown together without any real direction in mind, leaving readers 
or listeners to decipher the intent of the speaker. Take for example this sentence from 
an email I received from a Visayan speaker: It really let me hindrance or stop me in 
study because even a single centavo or coin I do not have it. The writer is trying to 
answer the question of how finances affect his college life, but lacks grammatical 
competence. For this individual, bottom-up processing was ineffective in building 
grammatical competence as the sentence contains errors in verb tense, word order,
pronoun usage, and punctuation. McArthur, in his article (1998), points out that these types of errors are common among Filipino language learners. From this, one could reason that without a working knowledge of the language, it may be difficult to convey meaning.

In the past, language has been taught through repetition and memorization of linguistic rules. Present teaching strategies require teachers to focus on not only accuracy, but also fluency to achieve discourse competence. This approach emphasizes negotiation and meaning over grammatical rules. Celce-Murcia (2001) defines discourse competence as the “interconnectedness of a series of utterances, written words, and/or phrases to form a text, a meaningful whole” (p. 17). Going back to the example, even though the syntax and usage may be lacking, the underlying message is clear. What I inferred from this statement was that the writer had financial hardships and had to drop out of college. His sophisticated method of communicating uses double coding with hindrance/stop and centavo/coin to insure the reader can understand his intended message. As ESL teachers, the goal is to bring our students to communicative competence, not to focus on the deficiencies of the students. This means there has to be a balance between grammatical and discourse competence where correction is minimized and negotiation of meaning is encouraged.

**Resources**

Due to the lack of financial support at the university, there was a limited supply of available teaching materials. Unlike American universities where students are required to purchase their textbooks, here there was no bookstore or textbooks. Instead, students worked from photocopies of the curriculum that was developed by
the English department faculty (Appendix C). The existing curriculum, which appeared to be over ten years old, was basic in design, consisting of teaching nodes, activities, and external links to academic websites for additional learning. Not every student had the financial resources to afford a set of photocopies, compelling them to borrow from or share with a peer. Instructors could augment the curriculum with supplemental materials that could be found on the internet or in the limited number of available books, but the choices were wanting.

The university did have internet access inside specific buildings in conjunction with hotspots located around the campus. However, because of poor signal strength and thick concrete walls, it was impossible to access websites from inside the classroom, restricting the use of multi-media as a teaching tool. Another issue instructors had to deal with was the limited band width of the servers. Websites like Facebook and Youtube, which required large data streams, were blocked from 6 A.M. to 6 P.M. to prevent students from overloading the system, but this also meant that instructors could not access them either for teaching purposes.

R.Q. 2: What types of technology are available for teachers? Will I have the use of a video projector, document camera, or internet?

Since a master’s degree in TESOL involves learning new teaching methods, I spent time preparing and delivering lessons in the classroom in the U.S. Inevitably, I became reliant on the over abundance of technology provided by the university. Computers with internet access, document cameras, video projectors, and smart boards were just some of the aids that were available for use while teaching. However, in the Philippines, this was not the case.
Even though this university was a state-funded institution, there was a limited supply of technology that had to be shared by the faculty. The exception to this was the computer technology department which had a supply of older laptop computers, some in desperate need of repair, to use for teaching. Each discipline had one portable projector that had to be shared between 10 to 15 instructors. This meant that the equipment had to be reserved in advance. Even then, there was a struggle to procure the piece of equipment as I found out at the beginning of one of my lessons since the previous user had not returned it yet. Due to the financial constraints of the university, there were no computers in the individual classrooms, and instructors who opted to use a laptop, had to supply the device personally. Fortunately, I had brought my personal laptop with me which was compatible with the available equipment, which allowed me to use multimedia in my lessons.

Located on the second floor of the English building was the university’s speech lab that could accommodate 50 to 60 students. Here, students learned verbal skills for everyday conversation. Listening became the predominant language skill with students, wearing headphones that were linked to a central computer, sitting at their desks. Software programs similar to Rosetta Stone taught conversational English using an Audio-lingual approach. Other software allowed instructors to project lessons onto a large video screen at the front of the room, adding a visual aspect to learning. The number of interactive programs was limited, so students may view the same lesson more than once.

In order to use multimedia, instructors had to gather supplies in advance. Because of filters on the school internet servers, large data files could not be
downloaded. Located outside the university campus were internet cafes where videos from youtube could be downloaded onto a flash drive or cd. Back in the classroom, they could be replayed during the lesson. Because of the elaborate steps required to use multi-media, it was not maximized as a teaching resource.

R.Q. 3: What approaches from the U.S. classroom would work over there?

Throughout my teaching, I used the Communicative Language Approach and tried to create an atmosphere that encouraged learning. Communicative Language Teaching (CLT) is a teaching approach that emphasizes interaction as a means to master linguistic competence and communicative competence during language acquisition. What this looks like in the classroom may depend on how the principals are interpreted and applied (Larson-Freeman, 2011, p. 115). The CLT approach worked well as students were able to break out of the traditional bonds of authoritative, teacher-centered education and just be themselves. By planning lessons that actively engaged them, I allowed the students to control the flow of the class and was able to relate the materials to real-life situations. During conversations, they voiced their views or challenged the beliefs of their peers. Since my goal was to facilitate communication in the target language, only minor interruptions took place to make corrections in a courteous fashion. Normally, CLT does not allow you to interrupt communication, but here I did to correct mistakes in pronunciation, grammar, or word usage. Upon seeing that they would not be reprimanded for incorrect responses, their affective filters (Krashen, 1987) dropped which aided in building a community of learners.
The goal of CLT is to stimulate interaction among students, raising their engagement level, and turning them from passive learners to active learners. Filipino students are accustomed to listening while instructors lecture for the majority of the class. By utilizing active listening—a technique where the instructor asks a student to respond by mirroring what has just been said—the entire class has to pay closer attention not only to the instructor, but also to their peers. The class remained alert as I would call on anyone at anytime to provide a response. An additional strategy was to make the target language the vehicle for classroom communication, not just the subject of study for the day (Larsen-Freeman, 2011, p. 120). In Lessons 1 and 3 introduced in Chapter 3, students engaged in activities that prompted the use of the language through conversation. Working in pairs or small groups, they participated in the activity which focused on speaking and listening. Through practical application, they inductively learned grammar, vocabulary, and situational context, and as a result they were more actively engaged.

Another facet of CLT that worked well was the use of authentic materials. Students enjoyed learning when it included subject matter that they could relate to. The use of video helped them transfer what they learned in the classroom to the outside world (Larsen-Freeman, 2011, p. 126). My personal impressions were that students responded favorably to the CLT approach by staying engaged longer, achieving better interaction with their peers.

R.Q. 4: What is their proficiency level by the time they start college if they begin learning English in the third grade?

One of the most helpful parts of my research was ascertaining the students’ proficiency level in the areas of grammar, mechanics, and usage of the English
language. Drawing from my own personal education, the SAT and ACT tests, and an internship in a U.S. high school, I had a good idea of the English skills that should have been acquired by the college level. The High School Proficiency Exam (HSPE) has been designed by the Washington Board of Education (WABOE) to measure these skills. I expected the native English-speaking students to score only slightly higher on the test than their Filipino counterparts. This premise was very inaccurate as there was a 39% difference between the scores. While English is used as the medium of instruction, there was a definite lack of writing skills. Students struggled with subject-verb agreement, word usage mainly with prepositions, punctuation, and basic spelling. Penmanship (which was not measured) was far superior in the Philippines than in the U.S. After graphing the results of the HSPE, and then using the Common Core State Standards for English Writing, I found that the Filipino students would fall between a fifth and sixth grade level. I was able to use this information to adjust my materials to a level that the students would be able to comprehend and participate.

R.Q. 5: How did my experience change my teaching philosophy of teaching English as a second language?

My overall teaching philosophy remained relatively unchanged; however, I have added a couple of new dimensions to it. Now when I walk into a classroom, I do not see a group of individuals who just need to pass a course; I see a community of life-long learners. Every student, regardless of nationality, race, or gender, needs the skills to be successful in life, not just in school. I now see myself working towards this end. Instead of creating generic, boring lessons, I plan to integrate authentic materials that connect learning to the outside world. Converting over to a
communicative language approach helps students transition from passive learners to active learners, resulting in dynamic involvement and higher retention of the materials being taught.

In the past, I have been an advocate of teaching grammar in isolation, and believed that rules need to be learned before they can be put into action. This view has not changed. But with the addition of a whole language approach, students will gain a fuller understanding of the application of the rules. By modifying my philosophy on teaching English, my goal is to also change my students' perception of learning. The hope is to endow them with learning strategies and skills that extend outside the walls of the classroom and into the real world.

**R.Q. 6: How did I personally change from this experience?**

When I first started searching for a teaching internship, I was an inexperienced teacher with no concept of how an international classroom operated. I had been exposed to teaching methods demonstrated by Dr. Reeves, but still felt inadequate to step into a classroom and teach. My experience changed my perception of teaching in another country by sparking a desire to increase the proficiency levels of ESL learners, opening my eyes to a new culture, and increasing my confidence to manage an international classroom.

I was astonished the first time I saw some writing samples from the students. Working off the premise that Filipino students could write English as proficiently as they could speak it was the foundation of my error. A sign posted at the entrance of the English building notified students that they were entering an “English-only zone”, so speaking English was encouraged. However, I quickly observed that writing was
not part of the daily routine and was hardly practiced. For me, this was the perfect environment to examine whether the techniques I had learned at EWU would increase their proficiency levels. Like speaking, “writing as a communicative activity needs to be encouraged and nurtured during the language learners course of study” (Olshtain, 2001, p. 207). According to Barbara Kroll (2001), one method to inspire writing is through journaling, freewriting, or quick-writes. “The main idea of this technique is for students to write for a specified period of time without taking their pens from the page… It is important that students experiment with each of these techniques in order to see how each one helps to generate text and shapes a possible approach to a topic” (p. 224). By adding these frequent writing exercises to my lesson plans, I found that the students were able to smash down the writer’s block wall and develop their writing skills. I realize that I cannot make them all into world renowned authors, but my goal as an ESL teacher is to give them the skills to be successful.

My interaction with various students and faculty has broadened my teaching experience. Once the culture shock wore off, I discovered that Filipinos are a proud people with a rich heritage. At the core of their society was a family value system that is not often seen in the 21st century in the United States. Children are not ushered out of the home when they turned 18, nor are elders placed into retirement homes and forgotten. Families are responsible for taking care of one another. Special celebrations like birthdays and weddings are community affairs that included family, friends, and neighbors. Kaamulan, a festival held in February, underscores the traditions of the seven indigenous tribes of Bukidnon. Native clothes, street dances, rodeos, and traditional foods are the highlights of this event. Even though I was an
outsider, I felt as if I was a part of the festivities due to the friendly nature of the Filipinos. Being completely immersed in the culture has helped me recognize the value of cultural sensitivity.

As a novice teacher, I needed to gain confidence in the classroom. My greatest challenge was the unknown. Questions about the curriculum, teaching approaches, students’ academic levels, and classroom management overwhelmed me so much that I was actually reluctant to teach. Fortunately, I was not thrust into teaching right away, and through my observations, I concluded that I was adequately prepared. As I became familiar with the internal workings of an international classroom, I felt more relaxed and began to interact with the students and instructors. I was still nervous during my first lesson, but the positive feedback that I received from both the students and the instructor increased my confidence. By the end of my first summer, teaching was no longer a nerve-racking sensation, but had developed into something I thoroughly enjoyed.

As a young boy living in Australia, I remember going Spelunking (cave exploration) with my friends. Standing in front of the small dark opening, no more than three feet tall, I wondered what mysteries could lay inside. Summoning up the courage to enter, I crawled on my stomach through the tiny opening, darkness pressing in around me. Just about the time that panic started to set in, the space opened up into an enormous cavern. The beams from our flashlights reflected off the stalactites, stalagmites, and multi-colored rock formations. All the anxiety just melted away and now the natural beauty brought peace. I look at my teaching experience in the same light. At first, the unknown was like the small dark opening:
menacing and intimidating. But I forged forward and found that being in the
classroom was relaxing and exciting. As I interacted with the students, I found their
natural beauty coupled with a passion to learn. Looking across the enormous cavern,
it extended so far back that I was never able to see the other side. The teaching
process is the same way; there are so many strategies, techniques, methods, and
materials that the abundance of knowledge seems endless.
Chapter 5

Conclusion: Final Reflections and Recommendations

This chapter will begin with a discussion about the relevance of diary studies, and what value they may have in research on second language acquisition and language teaching. Next, I will talk about what I learned about teaching ESL students in an international classroom and how I will modify my future teaching. Then, I will focus on recommendations for future research in the Philippines regarding the speaking and writing of English. Finally, I will reflect on my experience as a participant observer and provide some suggestions for ESL teachers wanting to teach in the Philippines.

The value of a diary study

Critical ethnography considers all research to be relevant, and the advantage of a diary study is that it allows the researcher to step out of the confines of the classroom and include additional aspects such as cultural, economical, and political issues. Nunan (2010) states that research in general consists of three elements—a problem, data, and analysis, and if it is missing any one of these elements it cannot be considered research. Since a diary study does not formulate a hypothesis, set up control groups, or regulate environmental conditions, it is not quantitative research, which much of the world values over qualitative research such as the diary study. Nunan and Bailey, however, do value diary studies and encourage teachers to keep a diary, especially in their first years of teaching because there are not enough firsthand accounts in our literature to help teacher educators truly prepare ESL teachers for the workplace.
Another problem that arises with qualitative research is how much influence by the researcher is acceptable, and more particularly whether this bias needs to be constrained or outright eliminated. Denzin (1994) refers to this as “the interpretive crisis” (p. 501). Researcher Michelle Ortlipp feels that “rather than attempting to control researcher values through methodology or by bracketing assumptions, the aim is to consciously acknowledge those values” (p. 695). In other words, diarists should be free to include their choices, experiences, values, assumptions, and actions while collecting data both inside and outside of the classroom. One of the benefits of keeping a critically reflective research journal (diary) is the ability to reflect on different methods used to gather or generate data, and then be able to search for patterns or draw conclusions.

According to Nunan, diaries may be kept by learners, teachers, or participant-observers, and are considered to fall into the rising field of action research when the diarists use the findings to change their teaching and or learning. This kind of research is meant to help practitioners understand how their teaching is working and whether to change some aspects based on their findings. It is commonly done in the EWU program, and many changes have been made in the curriculum as a result. TESOL has addressed this dilemma by restricting the generalization of the results to the population at large and limiting them solely to the study group. It must be clearly stated once again that my experiences in the Filipino classrooms were mine, and are of some value to those preparing to teach there. But others will have different experiences and must not assume that theirs will be similar.
A diary study is “a narrative in which facts, actions and actors are appropriately connected in their natural context in order to describe the teaching and learning flow as it happens” (Sá, web). The argument then is that each time the study takes place, the natural context changes, skewing the results. Researchers employ different strategies while collecting data, which leaves analysis open to a variety of interpretations. Sá concludes that “these occasional interpretations are flash insights that probably would not occur later” (TESOL.org, web). Given that the results of a diary study are primarily for the researcher and the study group, we learn from it but recognize limitations and avoid generalizing findings to other groups. TESOL International Association takes a wider view of diary studies and maintains:

In a field as diverse and multifaceted as TESOL, research must be flexible and inclusive. There are many valid approaches to research: quantitative and qualitative, descriptive and critical, large-scale and small-scale, cross-sectional and longitudinal, observational and experimental, research conducted by university researchers and by teachers in their own classrooms. It is also important to look at English language education from global to local perspectives and to examine different but perhaps complementary ways of achieving the same goals and to interrogate assumptions and prejudices, to ask why problems in one context are not occurring in another. Many types of research can contribute to knowledge in TESOL provided that the research is conceptually and methodologically sound, open to critical peer review, and the results are accessible to others. In turn, such research findings can serve as the basis for sound educational policies (TESOL.org).
Despite some resistance to diary studies, the field of applied linguistics has already embraced their use in action research, feeling that they provide insight into social and psychological aspects of language acquisition (Nunan, 2010, p. 121). Among the many benefits of diary studies that are worth mentioning are that they

- allow students to express problems in writing that would otherwise be too embarrassing to voice verbally;
- promote self engagement and autonomous learning;
- encourage transparency by the researcher and the human subjects;
- permit the reader to draw their own personal conclusions; and
- accept that all sources of information are important and relevant.

Although a battle over the value of diary studies still rages among the experts, I found this research method to be extremely beneficial. I was able to record my thoughts and actions as they happened, thus creating and recording authentic experience. I recorded how external elements such as extreme poverty not only affected the students’ ability to learn, but also affected my teaching. My goal was not to apply the results to every country; instead I tried to provide specific insights about the Philippines. The study may contain my personal biases, which is actually encouraged by TESOL, but the results still remain specific to ESL teachers who intend to seek employment in the Philippines. As long as the diary studies provide viable information, they will become an important addition to action research.
What I learned from my two summers in the Philippines that will influence my future teaching.

As a novice teacher, I tried to keep an open mind about my experience in the Philippines. Until I started this project, I was unaware of the influence that America held over the Philippines before and after World War II. What America called humanitarian aid, Filipinos referred to as “benevolent assimilation” (Anakbayan, 2011, web). It did not take long for me to see and experience the effects of American foreign policy. I watched as the large corporations, some American and others Filipino, profited off the labor of the work force, while the smaller entrepreneurs struggled to survive. Despite harsh economic conditions, the Filipino citizens displayed a deep sense of nationalism and pride and strong desire to improve their individual status.

I started my teaching experience with an assessment of the students that I was working with. After completing the assessment exam (Chapter 3), I was amazed at the scores I was seeing. The educational system, devoid of adequate funding, is stretched to insure elementary and secondary schools are equipped with teaching supplies, much less properly trained teachers. As a result, many students entering the university had a poor grasp of the parts of speech, using proper punctuation, and writing in general. What I learned was that I could not anticipate finding the same expectations in an international classroom that I would find in the States in rural Washington. Even though I may think the materials are basic, they could be quite advanced, and I need to be able to adjust to fit the needs of the students.

Another surprise that arose in the classroom was the physical well-being of the students. For the body to perform at optimum levels, it requires a full intake of
daily calories. Depending on the geographic area the students came from, some of them could not afford to purchase food for the entire week. I found in some instances that towards the end of the week, several students would have problems concentrating and appeared to be in a trance-like state. I imagined that their condition was a direct result of not having enough food. In an attempt to offset this condition, I modified my teaching strategies so that the bulk of my materials were covered in the first half of the week, and lighter, fun exercises filled the last few days. As this was the first time I had encountered this situation, I was not fully prepared for this challenge.

I look at teaching in the Philippines like a large puzzle. If one method doesn’t work, pick up another piece and try it again. If I had to describe my two summers in one word it would be adaptability. Modifying lessons plans, conforming to classroom management techniques, and adjusting to the lack of technology became part of the everyday experience. I felt like a chameleon trying to blend into its environment. I am thankful for the time I was able to spend in the Philippines because it showed me that teaching is not about having all the latest technology or materials. It is about a passion for what you love and a genuine interest in the success of your students.

**Recommendations for Future Research**

While doing my research, writing diary entries, and collecting data, I focused on the differences between the American and Filipino classrooms and the adjustments needed in teaching approaches and materials. Although my experience provides insights into education in the Philippines, future researchers might examine other characteristics by interviewing Filipino teachers about the following:
(1) How the blending of languages or code switching can be used for effective teaching.

(2) What the role of native English speaking interns should be in the Filipino classroom.

(3) What their perception of native English teachers in their country is.

(4) What non-Filipino teachers should do to prepare to teach in your country.

It would also be productive to do individual and multiple case studies to determine which approaches and materials support the L2 acquisition process and how the learners feel about it. Such research would provide insights into both the cognitive and affective domains.

**Suggestions for those preparing to teach in the Philippines**

While working on this master’s degree at EWU, one of the required texts I encountered was *The Middle of Everywhere: The World’s Refugees Come to our Town* by Mary Pipher (2003; Reeves, 2005). In her book, she explores the struggles refugees have while trying to adjust to a new culture. Traveling to a foreign country to teach may present these similar struggles for ESL teachers. For a teacher looking to relocate, boarding houses are relatively inexpensive, but are well below the standards found in the U.S. Internet service is slow, and during a power outage is unavailable. There are many different cell phone providers that can adequately offer both international and domestic service. Foods such as meats and vegetables are usually bought on a daily basis to reduce spoilage. Public transportation is also cheap, but in the larger cities can be confusing. Connecting these conditions to Pipher’s book, I understand learners’ experiences of culture shock. This is not a
clinical condition, but a term that is used to describe the frustration and anxiety that a person undergoes when entering unfamiliar surroundings. I do not purport that teaching is exactly the same as being permanently relocated from one’s country, but teachers may suffer the same symptoms. At first this new culture will seem mind-blowing and exciting, but gradually the excitement will wane and the exhausting process of coping begins. To help manage, it is recommended to do some research about the country before leaving. During my journey I encountered the extreme poverty, the harsh living conditions, the anomie of being a stranger in a foreign country. But unlike my Filipino counterparts, I realize that I am a privileged Anglo, with money and resources to escape this hard life and return to the comfortable life in the United States, where I grew up. At the same time, I appreciate the people and culture of the Philippines and look forward to my return to teach there again this summer, not as an assistant but as an instructor this time.
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Appendix A

Grammar Identification Test

Score: /91

1. What is the definition of a noun? (4 pts.)

Underline the noun(s) in these sentences: (11 pts.)

2. The wet dog shook off plenty of water.
3. Johnny was a name for our toilet.
4. Clowns scare me.
5. Resourcefulness is an important quality.
6. Most television is a waste of time.

In the following sentences, identify the type of underlined noun.

7. In Los Angeles there are no real vampires. (1 pt.)
   a. Plural and Common
   b. Concrete and Abstract
   c. Proper and Concrete
   d. Proper and Abstract

8. Many people think Bigfoot is scary, but I think he smells. (1 pt.)
   a. Singular and Concrete
   b. Concrete and Proper
   c. Abstract and Common
   d. Common and Plural

9. I think sloths are majestic animals that display an amazing amount of patience and
   courage. (1 pt)
   a. Concrete and proper
   b. Abstract and Common
   c. Abstract and Plural
   d. Concrete and Plural

10. Geese seem to fertilize the lawn quite well. (1 pt.)
    a. Plural and Common
    b. Singular and Common
    c. Plural and Singular
    d. Possessive and Singular
11. The _Marshmallow Man’s_ mallow caught on fire. (1 pt.)
   a. Plural and Possessive
   b. Singular and Possessive
   c. Possessive and Abstract
   d. Common and Concrete

12. The _students’_ desks all seemed to be glowing with power. (1 pt.)
   a. Concrete and Abstract
   b. Possessive and Singular
   c. Possessive and Proper
   d. Possessive and Plural

13. What is the definition of Pronoun? (2 pts.)

Fill in the blank with the proper pronoun

14. John and ____ went to Disney Land on our summer break. (1 pt.)
   a. Me
   b. I
   c. Bob
   d. Myself

15. Sally came back from Subway with sandwiches for Bob and _____. (1 pt.)
   a. Me
   b. I
   c. Uncle Bob
   d. Her

Identify what person the underlined pronoun is.

16. _Your_ car is not as fast as mine? (1pt.)
   a. 1st
   b. 2nd
   c. 3rd
   d. 4th

17. _He_ often could be seen talking with the leprechauns in the forest. (1 pt.)
   a. 1st
   b. 2nd
   c. 3rd
   d. 4th
18. He snuck into the movies, while I paid for a ticket. (1 pt.)
   a. 1st
   b. 2nd
   c. 3rd
   d. 4th

19. They had a tough time figuring out who had purposely placed the banana peel in just the proper spot to kill Bob. (1 pt.)
   a. 1st
   b. 2nd
   c. 3rd
   d. 4th

20. My, your, his, their – in the correct order, what type of pronouns are there? (1 pt.)
   a. 1st person possessive, 2nd person possessive, 3rd person possessive, 3rd person plural possessive.
   b. 1st person possessive, 3rd person possessive, 3rd person possessive, 2nd person possessive.
   c. 1st person, 2nd person, 3rd person possessive, 3rd person possessive.
   d. 1st person, 3rd person possessive, 2nd person possessive, 2nd person plural possessive.

21. What is the definition of a verb? (2 pts.)

Identify the type of verb in each sentence.

22. Rick **searched** for the lost turtle – it had crawled away so fast! (1 pt.)
   a. Action
   b. Linking
   c. Helping

23. Sherlock Holmes **is** a detective with uncanny abilities. (1 pt.)
   a. Action
   b. Linking
   c. Helping

24. She **has** flown through several red lights. (1 pt.)
   a. Action
   b. Linking
   c. Helping
25. People **boarded** the windows of their homes and stores before the hurricane hit the city. (1 pt.)
   a. Action
   b. Linking
   c. Helping

26. I **might** have said, “shhh – listen, can you hear that?” (1 pt.)
   a. Action
   b. Linking
   c. Helping

27. I **am** of the belief that liars will eventually get caught. (1 pt.)
   a. Action
   b. Linking
   c. Helping

28. The blind man **felt** for the throwing knife. He threw it and **felt** confident. (2 pts.)
   a. Linking/Action
   b. Action/Linking
   c. Action/Action
   d. Linking/Helping

29. What is the definition of an adjective? (4 pts.)

   Circle the adjectives in each of the following sentences: (5 pts.)

30. The smelly, red troll dropped the dog he was going to eat.
31. He disliked the ballet, so he sat in the second balcony.
32. The large spider excreted a venomous toxin.
33. Few people have seen the jackalope.

34. What is the definition of an Adverb? (3 pts.)

   Circle the adverb(s) in the following sentences:

35. Ninjas frequently disappear before your eyes. (1 pt.)
36. Trained higher jumpers leap higher than normal people. (1 pt.)
37. The average citizen strongly believes that politicians are corrupt. (1 pt.)
38. Police officers chased the robbers who quickly disappeared. (1 pt.)

39. What is a preposition? (3 pts.)

40. Give 5 examples of a preposition. (5 pts.)

41. What is a conjunction? (3 pts.)

42. What are the coordinating conjunctions? (7 pts.)

43. Wow! – this is an example of what part of speech. (1 pt.)

44. Name the four kinds of sentences and give an example of each: (8 pts.)
   a. _____________________
      Example:
   b. _____________________
      Example:
   c. _____________________
      Example:
   d. _____________________
      Example:

45. Name the four types of sentence structures: (8 pts.)
   a. _____________________
      Example:
   b. _____________________
      Example:
   c. _____________________
      Example:
   d. _____________________
      Example:
Appendix B

Different Patterns Used in Paragraph Development

A. Definition –

This pattern explains the meaning of a term so as to make the idea understandable. The topic sentence states the category to which the term belongs while the supporting ideas explain its features.

Read the paragraph that follows. Take note how the topic is defined.

Motivation refers to whatever seems to lead you to do what you do, think what you think. Some motives are rooted in basic impulse and needs for things like food, security, sex, love, and respect from others. Other motives are based on interests, aspirations for the future, or talents to personal characteristics we want to express. Motivation is critical for academic success.

In organizing a definition paragraph, the ideas are organized as follows:

**Topic Sentence:** States the topic and the class to which it belongs.

**Supporting Sentences:** Explains the features or characteristics

**Conclusion:**

B. Comparison/Contrast

A paragraph can also be organized through the comparison/contrast pattern. A topic is explained by relating it to similar items or different items. Comparison points out the similarities while contrast states the differences between two items (persons, things, objects, concepts, etc.).

Examine how the following paragraph is organized using this pattern.

People perceive life differently. The pessimists tend to believe bad events will last a long time, will undermine every thing they do, and are their own fault. The optimists on the other hand; who are confronted with the same difficulties, think about misfortune in the opposite way. They tend to believe that defeat is just a temporary setback, that its causes are confined to this one case. Optimists believe that defeat is not their fault. The good news is that a pessimist can learn the skills of an optimist.

As observed, the supporting ideas follow the comparison/contrast
format. The suggested plan below will help you organize ideas using this pattern.

**Opposite Pattern**

Topic Sentence
Characteristics of Item #1
a. 
b. 
c.

Characteristics of Item #2
a. 
b. 
c.
Conclusion

**Alternative Pattern**

Topic Sentence
Similarities of Item #1 & #2
Differences of Item #1 & #2
Conclusion

C. Examples

Another way to develop a paragraph is by citing examples to clearly illustrate the main idea. Examples provide specific information about the general idea.

The following paragraph shows how examples are used.

College students receive support from others. They receive support from their intimate relationships, their family members, their friends, and their institutions through faculty, guidance counselors, peers, or administrators. Through a strong support system, their experiences in college are enriched.

As can be noted, the paragraph is developed in the following mode:

<table>
<thead>
<tr>
<th>Topic sentence</th>
<th>General Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Sentences</td>
<td>Specific Examples</td>
</tr>
<tr>
<td>1. _______________</td>
<td></td>
</tr>
<tr>
<td>2. _______________</td>
<td></td>
</tr>
<tr>
<td>3. _______________</td>
<td></td>
</tr>
<tr>
<td>4. _______________</td>
<td></td>
</tr>
</tbody>
</table>
Conclusion
D. Narration

This mode involves the presentation of facts or events of an incident which is usually arranged chronologically. These include details that tell who are involved, when, where, why, and how an incident occurs.

In the following paragraph, take note how a college student relates his activities on a particular day.

In college life, I see to it that I balance my time well. On Mondays, I get up at about 5:00 A.M., and go jogging. Then I come back around 6:30 to take a shower, eat, and watch the morning news until it is time for my 8:30 class. After my morning classes which end at 10:30, I go to the library with my friends and study. Then at 12:00 noon, I go to the canteen and take my lunch. Classes in the afternoon start at 1:30 and end at 6:30 P.M. At 7:30 P.M., I eat my dinner and afterwards review my notes. This has been my routine on Mondays during the second semester. I believe that managing one’s time effectively is critical to academic success.

The pattern below is suggested when writing a narrative:

Topic Sentence
Supporting Sentences
a. Event 1
b. Event 2
c. Event 3
Conclusion
Choose an Incident
Answer what, who
when, where, why
and how questions
Meaning/ importance the incident had for you

E. Description

When you want to provide a vivid picture of a place, object, or person, you use a description. This pattern requires the use of sensory details – words that describe what you see, hear, feel, touch, and taste. Another way to present a clear description is to use specific descriptive language like specific nouns, verbs, adjectives, and adverbs.

In describing a place or thing, details are organized according to how they appear in space. Describing a person in the other hand involves details about physical appearance, character traits, habits, body movements, and other significant aspects. Furthermore, you must decide which details you want to highlight. For example, if you would like to write a description about your teacher, you may either focus on appearance, character traits, or mannerisms.
Here is a paragraph that describes one type of learning style. Notice how the details are organized.

Diverges primarily use concrete experiences and reflective observations for learning. They are imaginative and able to see situations from diverse perspectives. They are good at generating ideas. They tend to be people oriented, tuned into their feelings, and concerned about meaning and values. As students, they are often the ones who are interested in the arts and humanities.

The following patterns may be used in describing:

1. **Thing**
   - Topic sentence
   - Identify the thing
   - Supporting Sentences
   - Size
   - Shape
   - Appearance
   - Conclusion
   - Importance of this object/thing

2. **Place**
   - Topic sentence
   - Identify the place
   - Supporting Sentences
   - Spatial Details
   - Front details
   - Side to side
   - Inside and outside
   - Near and far
   - Left and right
   - Top and bottom
   - Conclusion

3. **Person**
   - Topic Sentence
   - Identify the person
   - Supporting Sentences
   - Descriptive Details
   - Appearance: height, weight, facial features, complexion
   - Character Traits: likes, dislikes, behaviors, attitude
   - Nonverbal Traits: manner of walking, gestures, facial expressions, habits
   - Conclusion

F. **Analogy**

This paragraph pattern involves a comparison between two things which are different from each other, but which are alike in some aspects. To make your topic clear, you should compare it to something familiar.

The kind of tree you text represents will vary with the subject matter. Some subjects may be like Christmas trees: the content will be orderly, going from large, broad branches close to the ground to smaller, more delicate branches towards the apex. The general shape is symmetrical and pointed. Other subjects may be more like an oak. With a sturdy trunk that has several major branches going off at different
intervals, some of which are intertwined and overlapping. Treating the
text as a tree will help you understand its structure.

To develop a paragraph using analogy, follow the given pattern below:

<table>
<thead>
<tr>
<th>Topic sentence</th>
<th>Identify the two concepts being compared</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Sentences</td>
<td>State their similarities</td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
</tr>
</tbody>
</table>

G. Process
A paragraph that is developed through the process pattern explains
a series of steps by which something is done, made, or developed.

Study the following paragraph and cite the steps indicated.

You don’t learn about a text one topic at a time or one chapter at a
time. You begin by looking at the title and the table of contents. After
getting a good grasp of these parts, tackle each major section. They may
give you an overview, or explain what each section contains and why.
Get a sense of what makes each part a section, and what each section’s
learning elements are. When you have a sense of a whole section, then
you are ready to address a chapter. Understanding a text involves a
logical order.

A process pattern looks like this:

<table>
<thead>
<tr>
<th>Topic Sentence:</th>
<th>Identify the subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Sentences:</td>
<td>The procedure</td>
</tr>
<tr>
<td>Step 1</td>
<td></td>
</tr>
<tr>
<td>Step 2</td>
<td></td>
</tr>
<tr>
<td>Step 3</td>
<td></td>
</tr>
<tr>
<td>Step 4</td>
<td></td>
</tr>
<tr>
<td>Conclusion:</td>
<td></td>
</tr>
</tbody>
</table>

H. Cause – Effect
This mode indicates the casual relationships among events or
ideas. If you want to emphasize cause, place it as the beginning of the
paragraph followed by the various consequences. To emphasize
consequence, highlight it in the same way by placing it first.

The paragraph below illustrates the cause – effect relationship.
Determine what is given emphasis by the writer.

Angelica suffered all through college because of a learning
disability. She went to a low-key school, and graduated without knowing
how to organize materials for papers or how to ask and answer questions
in English. After college, she worked as a voluntary teacher in a private
pre-school. She complained to herself about the constant pressure and
felt inadequate because she had difficulty expressing herself in English. She often misspelled or mispronounced names and words. The directress constantly criticized Angelica who continually felt miserable. Her low self-image went even lower.

To arrange your ideas in a cause – effect paragraph, follow the pattern below:

<table>
<thead>
<tr>
<th>Topic Sentence</th>
<th>State the problem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Sentences</td>
<td>Cause</td>
</tr>
<tr>
<td></td>
<td>Effect</td>
</tr>
<tr>
<td>Conclusion</td>
<td>Recommendations/ Realizations</td>
</tr>
</tbody>
</table>

I. Classification

Normally, we group persons, places, things, or ideas. We group them according to the possible classes to which they belong.

Read the following paragraph and determine how the ideas are arranged.

According to Josselson (1987), there are four categories of individuals. Foreclosures are those persons who stick with their family’s expectations. They often adopt their parents’ standards and follow their career directions. On the other hand, the identity achievers are those who are more concerned with their own view of themselves. They forge their own identities and keep focusing on the future. The third group is composed of moratoriums. These individuals struggle to make commitments, and have not found the right niche. While open to choose, they fear too many options. The fourth group consists of the identity diffusions. They are those who are drifting and avoiding an identity. This group has the most difficulty forming stable relationships.

To develop a paragraph using the classification pattern, the following pattern is suggested:

<table>
<thead>
<tr>
<th>Topic Sentence:</th>
<th>The ideas being classified</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supporting Sentences:</td>
<td>Categories</td>
</tr>
<tr>
<td></td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
</tr>
<tr>
<td>Conclusion:</td>
<td></td>
</tr>
</tbody>
</table>
J. Persuasion

This type of paragraph convinces the readers to support a point of view, make a decision, or take action.

Topic Sentence: The claim, dilemma, or problem
Supporting Sentences:
   Least important argument
   Most important argument
Conclusion:

Revising the Paragraph

Revisiting one’s paragraph is an important part of the writing process. Revision involves reexamining the overall strengths and weaknesses of your work. Specifically, this allows you to revise the topic sentences that are too broad, enrich inadequate supports, and recheck whether the paragraph is complete, unified, and coherent. Moreover, this enables you to proofread – to spot errors and make corrections in grammar, spelling, punctuation, and capitalization. This stage of writing should be viewed not as a means to solely find mistakes, but to provide you with positive criticism.
Appendix C
English 101

Countable Nouns

Objective:
Identify countable nouns

<table>
<thead>
<tr>
<th>Examples</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>Plural</td>
</tr>
<tr>
<td>dog</td>
<td>dogs</td>
</tr>
<tr>
<td>student</td>
<td>students</td>
</tr>
<tr>
<td>computer</td>
<td>computers</td>
</tr>
<tr>
<td>cell phone</td>
<td>cell phones</td>
</tr>
<tr>
<td>book</td>
<td>books</td>
</tr>
</tbody>
</table>

A computer is found inside the room. An elevator is used in Gaisano Mall.

I want an apple. (not I want apple.) Where is my cell phone? (not Where is cell phone?)

I like apples
Cell phones are a necessity.

I’ve got some books.
Have you got any chop-sticks?

I’ve got a few pens.
I haven’t got many computers.

We can use the indefinite article a/an with countable nouns

When a countable noun is singular, we must use a word like a/the/my/this with it.

When a countable noun is plural, we can use it alone.

We can use some and any with countable nouns.

We can use a few and many with countable nouns.
Countable Noun Exercises

TASK 1. Circle the countable nouns in the following sentences.

1. Some countries have their meals at certain times, whereas in some countries people eat anytime.
2. In Nepal, curry could be made out of potatoes, green vegetables, or beans.
3. During special occasions, some of the special dishes are mostly meat curries made of chicken or goat with fried rice, and for the vegetarian, they would have rice puddings and sweets.
4. The eating of meat is not prohibited among Hindus, but pork, fowl, dicks, snails, crabs, and camels are avoided.
5. Religious leaders of the day developed rules about the consumption of foods and drinks, religious practices, and restrictions, and laws evolved.

TASK 2. Here is a list of nouns. Tell whether it is countable or non-countable. Write NC for non-countable and C for countable. Write you answer in the blank.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>finger</td>
</tr>
<tr>
<td>2</td>
<td>water</td>
</tr>
<tr>
<td>3</td>
<td>glass</td>
</tr>
<tr>
<td>4</td>
<td>glove</td>
</tr>
<tr>
<td>5</td>
<td>boating</td>
</tr>
<tr>
<td>6</td>
<td>applause</td>
</tr>
<tr>
<td>7</td>
<td>furniture</td>
</tr>
<tr>
<td>8</td>
<td>homework</td>
</tr>
<tr>
<td>9</td>
<td>folder</td>
</tr>
<tr>
<td>10</td>
<td>nail</td>
</tr>
</tbody>
</table>

TASK 3. Check these websites to improve your knowledge on countable nouns.

http://a4esl.org/q/j/ck/ch-countnouns.html
**Objective:**
Use articles appropriately in phrases and sentences

<table>
<thead>
<tr>
<th>Examples</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>The tribe started the earth. The Filipinos are hospitable. The king invited the visitors to the hall.</td>
<td>The three articles – a, an, the – are a kind of adjective. They precede and modify nouns. These words are also listed among the noun markers or determiners because they are almost invariably followed by a noun (or something else acting as a noun).</td>
</tr>
<tr>
<td>The United has encouraged the use of the private automobile. The daunting task confused them. The tribal chieftain marked the memorable day on his calendar.</td>
<td>The is called at a definite article because it usually precedes a specific or previously mentioned noun.</td>
</tr>
<tr>
<td>a German, a dance, a belief, a delivery, a parade</td>
<td>The is required when the noun it refers to represents something abstract.</td>
</tr>
<tr>
<td>a union, a European, a used cloth, a universe</td>
<td>A and an are called indefinite articles because they are used to refer to something in a less specific manner (an unspecified count noun).</td>
</tr>
<tr>
<td>a once-in-a lifetime tour, a one-time hero, a one-day collection</td>
<td>We use a before singular count-nouns.</td>
</tr>
<tr>
<td>an individual, an opera, an utterance, an Indian</td>
<td>The article a is used with words that start with u which sounds like /yoo/.</td>
</tr>
<tr>
<td>an hour, an honor, an heir</td>
<td>The article a is used with words that start with a /w/ sound.</td>
</tr>
<tr>
<td>an hour, an honor, an heir</td>
<td>We use an before singular count-nouns that begin with vowels or vowel-like sounds</td>
</tr>
<tr>
<td>an hour, an honor, an heir</td>
<td>The article an is used with words that start with a /h/ sound.</td>
</tr>
</tbody>
</table>
TASK 1. Read the paragraph carefully and underline the articles used in the sentences.

Divorce is quite common in Nigeria. Marriage is more of a social contract made to ensure the continuation of family lines rather than a union based on love and emotional connections. It is not uncommon for a husband and wife to live in separate homes and to be extremely independent of one another. In most ethnic groups, either the man or the woman can end the marriage. If the woman leaves her husband, she will often be taken as a second or third wife of another man. If this is the case, the new husband is responsible for repaying the bride price to the former husband. Children of a divorced woman are normally accepted into the new family as well, without any problems.

TASK 2. Write in the blank the article that best fits each sentence.

Chris: Hi! What are you up to?
Pete: Oh, I’m just looking for ____ document on incest of this cabinet.
Chris: Have you found anything that can be useful in explaining ____ concept of incest?
Pete: Well there seems to be ____ clipped folder here that seems interesting.
Chris: I’m sure you can dig out more about ____ thing that you are interested in.
Pete: You’re probably right. Here is ____ collection of definitions on incest. It’s so stressful looking into ____ bunch of folders.
Chris: Why don’t you take ____ break? Would you like to have ____ sandwich or ____ extra large pizza?
Pete: I’d love to have ____ second offer.
Chris: Great. Let’s go over to ____ pizza parlor downtown.

TASK 3. Visit these web links to enrich your knowledge on using articles correctly.

http://www.world-english.org/articles.htm
http://www.englishexercises.org/makeagame/viewgame.asp?id=1654
Appendix D
English 101

Six Types of Verbs

I. Verbs can be categorized into six different groups that form the foundation of the English language.
   A. Intransitive
      - Intransitive verbs do not require a predicate and can end a sentence.
        The mayor of the city *spoke*.
        The towering volcano *erupted*.
      - In some cases they may be followed by one word or a prepositional phrase acting as an adverb.
        The baby panda *cried* softly.
        John Lennon, the famous Beetles singer, *died* suddenly.
      - Sentence Pattern: NP + VI (adverb).
   B. Transitive
      - Transitive verbs must be followed immediately by a noun phrase to complete the sentence.
        The earthquake *shook* the city.
        The truck *crushed* the bicycle.
      - The noun phrase does not rename the subject.
        Coyotes *killed* the sheep.
        Planets *orbit* the sun.
      - They function as “direct objects” and often have something done to them.
      - *** Transitive verbs can be turned into a passive sentence. ***
        The high school students *attend* classes.
        The classes *were attended* by the high school students.
      - Sentence Pattern: NP + VT + NP: DObj.
   C. Vg – two place transitive verbs
      - The transitive verb is followed by two related constituents: a noun phrase direct object and either another noun phrase, a prepositional phrase, or an adjective phrase.
      - Vg verbs have both a direct and indirect object.
      - The indirect object receives the noun that is the direct object.
        I *gave* Sam the money.
        The school board *gave* the teachers a raise.
      - The noun phrase and indirect object can be rearranged by forming a prepositional phrase starting with to or for.
        I *gave* the money to Sam.
        The school board *gave* a raise to the teachers.
      - Sentence Pattern:
NP + Vg + {NP:IObj. + NP:DObj}
  {NP:DObj [to/for] NP:IObj}

D. Vc – two place transitive verbs
   • Vc verbs are followed by a direct object and then a noun phrase, an adjective phrase, or an infinitive phrase.
   • These phrases are called Object Complements.
   • Object complements act like the words “consider” or “make”, and complete the idea of the verb.
   Environmentalists consider logging a crime.
   Television comedies get people to laugh.
   • Sentence Pattern:
     NP + Vc + {NP:Obj.Comp.}
     {AdjPh.:Obj.Comp}
     {InPh.:Obj.Comp}

E. BE
   • Linking verbs and BE verbs are similar but make up two separate categories.
   • Be verbs can be followed by noun phrases, adjective phrases, or adverbs of place.
     I am tired.
     Airplanes are the fastest way to travel.
     Rosa was waiting for the bus.
     The scarf is bright red.
   • Adjectives, nouns, and adverbs that follow BE verbs are called subject compliments.
   • Object compliments rename the subject.
   • Sentence Pattern:
     NP + BE + {NP:PredN}
     {Adj.:PredAdj}
     {Adv-pl.:PredAdv.}

F. Linking
   • Linking verbs do not have objects and are usually followed by an adjective or adjective phrase.
   • Linking verbs relate the information in the predicate back to the subject.
     Sally’s dog appears sick.
     George became the vise-president.
   • The verbs are called linking verbs because the verb joins another word in the sentence to the subject.
   • Sentence Pattern:
     NP + LV + {Adj.Ph:Adj.}
     {NP:Adj.}

II. Practice exercises:
In the following sentences, identify the verb by circling it. Then using the patterns discussed above as a guide, identify what type of verb it is. Write your answer in the space at the end of the sentence.

1. Seat belts save lives. (______)
2. Bungee jumping is a dangerous sport. (______)
3. Disney World offers visitors family entertainment. (______)
4. Roosevelt named Eisenhower Supreme Allied Commander. (______)
5. The soccer fans grew rowdy. (______)
6. The man's face turned red. (______)
7. The president's dog jumped into the ambassador's lap. (______)
8. Michael Phelps won Olympic accolades. (______)
9. Muhammad Ali walked through the mall. (______)
10. The clam chowder smells good. (______)
11. The boys looked confused. (______)

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III. Identify and underline the verbs in the following paragraph. Then using the patterns discussed above as a guide, identify what type of verb it is.

The Count of Monte Cristo by Alexandre Dumas

Chapter 1 – Marseilles

The Arrival
On the 24th of February, 1810, the look-out at Notre-Dame de la Garde signalled the three-master, the Pharaon from Smyrna, Trieste, and Naples. As usual, a pilot put off immediately, and rounding the Chateau d'If, got on board the vessel between Cape Morgion and Rion island.

Immediately, and according to custom, the ramparts of Fort Saint-Jean were covered with spectators; it is always an event at Marseilles for a ship to come into port, especially when this ship, like the Pharaon, has been built, rigged, and laden at the old Phoceee docks, and belongs to an owner of the city.

The ship drew on and had safely passed the strait, which some volcanic shock has made between the Calasareigne and Jaros islands; had doubled Pomegue, and approached the harbor under topsails, jib, and spanker, but so slowly and sedately that the idlers, with that instinct which is the forerunner of evil, asked one another what misfortune could have happened on board. However, those experienced in navigation saw plainly that if any accident had occurred, it was not to the vessel herself, for she bore down with all the evidence of being skilfully handled, the anchor a-cockbill, the jib-boom guys already eased off, and standing by the side of the pilot, who was steering the Pharaon towards the narrow entrance of the inner port, was a young man, who, with activity and vigilant eye, watched every motion of the ship, and repeated each direction of the pilot.
VITA

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