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Public Speaking: In the Lens of the AB – English Students

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ABSTRACT

The objective of this study was to determine how AB – English students view public speaking. The students who participated in the inquiry shared their experiences, coping mechanism and their insights about public speaking. This study measured the student's capability to perform in front of their listeners with higher confidence in delivering speech the different strategies used by students in constructing more attractive, and interesting speeches with the lessons gained. The study also underscored the anxiety faced by students in delivering their speech. There were 14 students who shared their experience when delivering a speech. Results revealed that students need more time to practice for them to come up with such good performance aside from that mastery and confidence is needed for students to have a good speech. Finally, the preferences of the audience or listeners should be considered so that other people embrace the moment and value the little sentiments as a way of expressing our thoughts in delivering a speech.

Keywords: Arts and Sciences Students, Public speaking, Philippines

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INTRODUCTION

Must students had encountered a lot of activities, most especially in public speaking. They are expected to face a round of speech in front of an audience and we need to do our task in order to get a higher grade and count it as precious experience. For those students who are very anxious about public speaking in class may sometimes also avoid social events that they would like to attend. (Scovel, 2011). We must accept the fact that public speaking is part of our lives not only in our school but also in our society (Horwitz & Cope 2010).

Anxiety is defined as a state of apprehension or fear caused by anticipation of something threatening. Public speaking anxiety is very common among both college students and the general population. Persons with public speaking anxiety often avoid anxiety-producing social or performance situations, but when unavoidable, these situations are endured with feeling of intense anxiety and distress. Also, anticipatory anxiety frequently occurs as an individual imagines the situation in advance of the actual experience. (This is seen through worrying about a presentation to be done in a class. Individuals with public speaking anxiety most often experience a variety of symptoms in a public speaking situation, including palpitations, sweating, gastrointestinal discomfort, diarrhea, muscle tension, and confusion (North & Rives, 2011).

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Research Questions

1. What are the experiences of AB English students who are engaged in public speaking?

2. How did they cope up with those situations?

3. What are the insights of AB English students who are engaged in public speaking?

METHODOLOGY

Research Design

This research work made use of the qualitative design which focused on the experiences of students in public speaking with textual analysis technique.

The researchers used qualitative method in order to search problems that need to be explored and the variables are unknown, (Creswell 2009).

This method involves gathering of opinions in order to answer questions pertaining to the current status of the subject being studied. Hence, reliable experiences were gathered to answer the for further purposes of the study.

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This phenomenological study described the lived experiences (Creswell, 2009) of AB – English students. It focused on the common experiences that the participants had encountered in public speaking, and the phenomenon under investigation. They were able to explore such single idea (Creswell, 2012) about public speaking into more composite descriptions based on "what and how" they experienced the phenomenon (Moustakas, 2010; Creswell, 2012).

Research Participants

The respondents of this study involved fourteen AB – English students of the UM Tagum College regardless of their gender, social status and their year / course. Moreover, it has been emphasized that excessive number of cases will just dilute the level of details that a researcher can provide (Creswell, 2013; Denzin, et al., 2008; Larsen & Diener, 1987; Wolcott, 2008). Written and recorded interview were the techniques used in gathering the data from these respondents.

Data Collection

The data collection of this study employed comprehensive procedure. First, the researchers sent letter of validation to the authority of the school to evaluate their researcher – made interview guide. After validation the researchers finalized the tools. Then they sought permission of their research adviser.

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Upon the approval to conduct, the researchers gathered their respondents for the in-depth interview (IDI) and focus group on the spot and have answered the questioner and discussions (FGD) Data focused on the experiences in their available time. The data obtained through public and speaking and FGD were analyzed and interpreted according to theory rather than using the researcher's own experiences and insights as a means for interpretation (Spradley & McCurdy, 1972 as cited in Mitchell & Cody, 1993).

Data Analysis

The answers of the participants were analyzed using thematic analysis. Thematic analysis is a method of analyzing and reporting pattern or themes from the collated data (Boyatzis, 1998; Roulston, 2001). Using thematic analysis on this study is very helpful because it is flexible and a useful research tool that can probably grant a substantial, complex, and rich account of the data. As suggested by Boyatzis (1998), we performed the following steps in analyzing the data as to mention: familiarize data, generate initial codes, search for themes, review the themes, define and name themes, and construct the report.

Data reduction was used in analyzing the data, which means deleting unnecessary data and modifying them into a useful material for the study so that readers can easily understand it (Namey et al, 2007; Atkinson and Delamont, 2006; Suter, 2012).

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In this method, we asked the help of an expert, a data analyst particularly in handling, sorting, and organizing voluminous qualitative data for me to merge, manage, sort, and categorize data in easier way.

Trustworthiness and Ethical Consideration

When we conducted the qualitative research, we put into account the responses of our informants. We also meticulously consider all the details of the data. We checked and rechecked all the transcriptions and the importance of the data that relate to each other on their themes.

To establish trustworthiness and credibility in the study, Creswell and Miller (2000) suggested the choice of legitimacy of the procedures. The discussions about trustworthiness are governed by the research lens and its paradigm assumptions that can help the procedures in the study. We contend that in this study, the plausibility was determined by the response of the informants. Overall, this study is guaranteed trustworthy.

Ethical Considerations

The main concerns of our study were individuals who are custody on the code of ethics, they are students. Therefore, we have to ensure their safety, give full protection so that they will not lose their trust to us. Ethical standards were considered in the conduct of the study by (Boyatzis, 1998; Mack et al, 2005). These covered the following: respect for persons, beneficence, justice, consent and confidentiality.

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Respect for persons needs an obligation of the researcher not to exploit the weaknesses of the research participants. Self-sufficiency was avoided in order to maintain friendship, trust, and confidence among the participants and the researcher. Before hand, I asked permission from the Schools Division Superintendent in elementary where data collection belongs to. Next, I also sought permission from the different school heads of the research participants before conducting the research (Creswell, 2012). This was done to pay respect for the individuals concerned in the study.

Consent is another most important way of showing respect to persons during research (Creswell, 2012). This is to let all participants became aware on the purpose and objectives of the research study that they are going to involve. Written consent was provided for them to get their approval. After getting their nod, they have actively participated the in-depth interviews and focus group discussions. Of course, they were informed on the results and findings of the study.

Beneficence requires a commitment of minimizing risks to the research participants rather maximizing the profits that are due to them. Anonymity of the interviewee was kept in order not to put each participant into risks. At all times, participants were protected, so every files of information were not left unattended or unprotected (Bricki and Green, 2007).

Confidentiality towards the results and findings including the safeguard of the participants, coding system were used. Meaning, the participants' identities were hidden (Maree and Van

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Der Westhuizen, 2007). As recommended by Maree and Van Der Westhuizen (2007), all materials including videotapes, encoded transcripts, notes, and others should be destroyed after the data were being analyzed. Some of the informants were hesitant to be interviewed at first because they were afraid what to say but because of my reassurance to them in regards to the confidentiality of their responses, they later gave me the chance and showed comfort in answering the interview questions. I was extra careful with my questions and due respect was given importance to this study.

Justice requires a reasonable allocation of the risks and benefits as results of the research. It is very important to acknowledge the contributions of all the participants as they generally part of the success of the research. They must be given due credits in all their endeavors (Bloom and Crabtree, 2006). They were not able to spend any amount during the interview. Sensible tokens were given to them as a sign of recognition to their efforts on the study. We're hoping that through this study, they will be set free into whatever negative experiences they had as they experience performing public speaking into what positive contributions they could offer in this study.

RESULTS AND DISCUSSION

Categorization of Data

In categorizing the data, the first step was grouping the responses of the participants and identify the common answers in order to come up with the essential themes. These data were

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arranged and organized based on the common or general concepts presented by the participants. Regrouping was also done to reduce the essential themes, and the main themes into fewer items. The process finally generated four essential themes. The second step was organizing the as data as displayed presented in table 3, 4 and 5. The important phrases that emerged from the transcripts and comments were identified as supporting statements. They were organized to come with the essential theme.

Table 1. *Essential Themes and Core Ideas on the Experiences of Students Engaged in Public Speaking*

Essential Themes	Core Ideas
Nervousness during speech delivery	• Yes, there are so many possibilities that nervousness strikes. When it comes to first timer, delivering a speech is quite nervous. Hence, public speaking has a lot experiences that needs to be performed. • Well, I felt shaking of hands, sometimes a lot of people tend to experience vomiting in front because of being nervous.

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- My fear that needs to be conquer is to avoid being unprepared so that when I perform, I will not able to commit mistakes.

- When you commit mistakes in delivering speech or false in any words that you said.

Overcoming anxiety by employing strategy

- I just relax myself and feel confident, so that the audience will like it and then I will make my voice so loud to make them hear it clearly.

- Confident, sometimes you feel that you are ready and sometimes not. Sometimes you lose confidence in the process of delivering speech because you believe that more of them are much brighter than you.

- The strategies that I use every time I speak are a kind of speech that we use commonly through the use of confidence, though you feel nervous sometimes or you mental block as a part of experience, still you have confidence.

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	• Yes, I'm confident. If you don't have confidence, then you will lost. Your audiences will be disappointed in the sense that they expected a lot, so you need to do your best.
	• It depends on how long I practiced those type of activities. Because I am confident to say that I memorize everything. If not, then I have no confidence to make it.
Prejudice of being insulted	• There is what we call negative insights, if we stop talking in front, then you feel ashamed because you forget your lines that will lead you to be mistaken in front of your audience.
	• Yes, I have negative insights like being afraid to be insulted while speaking in front and a fact that they will judge me whenever I fail to discuss in front of them.

Experiences of Students Engaged in Public Speaking. As an individual, most of us encounter public speaking. This experience will help us to face our future. So,

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we must be preparing in facing this kind of challenge in order to develop a good skill and to become a good speaker in public speaking in the future. These experiences are the develop themes for the purpose of this study. The selected UMTC students asserted that **nervousness during speech delivery** is cannot be avoided; they felt nervous during their speech because there are afraid that they will be humiliated if they forget their speech in front of the audience. However, if you practice your speech very well then you are confident to perform it in front of the audience without nervousness. If you feel nervous about speaking in public, you should know that it is normal to experience some communication apprehension or stage fright, when you deliver a speech. Even people you wouldn't expect to experience speech apprehension do (Michael Edelstein, 2009)

Through their nervousness they use **overcoming oral anxiety by employing strategy** this strategy make them more confident while delivering a speech because they make sure that they will not be humiliated in front of the audience they make sure that if they will going to speak in front they are relax and ready. Willingness to engage in speaking activities is considered important, because unless students have ample opportunities to practice oral fluency and accuracy skills, they will not develop these skills (Gregersen, 2008).

And also **prejudice of being insulted**, most of the students think a negative insight before delivering of speech and we cannot avoid that.

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Most of them think, if they can perform successfully or not and also, they are afraid to commit a mistake because they don't want to be insulted or judge by the audience.

Table 2. *Essential Themes and Core Ideas on the Coping Strategies of Students Engaged in Public Speaking*

Essential Themes	Core Ideas
Continuation of delivery by not minding the flaws	• Just continue your speech and don't let them know that you forget your speech. • Just state a word that will connect to your speech that make you remember then just continue that there's no something wrong every time you forget your speech. • I will not manifest that I forget my speech then I will find another term that will connect in my speech so that I can't forget it.
Impressing the Audience	• Strategies you can use it to impress your audience you need to have gesture, eye contact and body language.

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	• You can impress your audience if the content of your speech is have a sense and while you are delivering your speech you need to have a confidence and the audience will see how beautiful your speech.
Use of strategic competence	• If we lost in our speech, we use adlib then there is a perfect term of those words, but you feel sadness because it will remind you after your speech.
	• In my experience when I forget my speech I'm going to adlib, adlib is the best thing I always do when I forget my speech so that the audience will not notice that I already lost my speech.

Coping Strategies of Students Engaged in Public Speaking. All of us can't avoid the situation of forgetting the lines of our speech but **continuation of delivery by not minding the flaws** is the best way to do to continue your speech.

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Impressing the audience, are very important in order to add your audience impact and also it is one way to develop your skills more on how you will handle your audience.

And also by the **use of strategic competence**;a speaker's ability to adapt their use of verbal and nonverbal language to compensate for communication problems caused by the speaker's lack of understanding of proper grammar use and/or insufficient knowledge of social behavioral and communication norms.

Table 3. *Essential Themes and Core Ideas on the Insights of Students Engaged in Public Speaking*

Essential Themes	Core Ideas
Happiness of Overcoming Fear and Nervousness	• I feel happy because I performed it correctly and I'm proud because I satisfied the audience. • Full feeling, I did it, I talk in front of the people despite of my nervousness and fear of talking in front of many people. • It's very full feeling that you finish it, especially if you have a successful speech it's

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	very full feeling on my part because you deliver your speech very well.
Being Proud of Oneself	• I am proud of myself because I do it I speak in front of them and also I'm really proud of myself because I think they like my speech.
	• Deep realization, if you feel you perform it well and right or your performance is good, you can feel that "yes my performance is good and okay I'm proud of myself" just think that before you performed you are ready.
	• All I can say is I'm proud of myself because I can engage this kind of topic or activity which is activity which is public speaking and I'm willing to do it again for the audience, that's all.
Have Strength and Courage	• What is, exciting in the sense of, what you can learn, and you will be challenge but what if what if, you are in the situation of course you don't like it.

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- Engaging yourself in public speaking is that, is very important because you just need to engage so that you can learn to it. So that you'll be challenge and you can conquer your fear.

- They need to try public speaking so that they will be challenge their self so that they will not always be an audience they need to try that they are on the stage performing and the audience will be proud and stand and clap to their success.

Insights of Students Engaged in Public Speaking. All of us felt **happiness of overcoming fear and nervousness** after performing in front of the audience. They fell happiness because they deliver the speech exactly and for them it is very full feeling and proud that they did it.

And **being proud of oneself** is the best feeling that they ever feel after they performed. Proud for being a good speaker and for impressing their audience.

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And lastly, **have strength and courage** is the best thing they do while performing in the stage it is because they just ignore their fears and instead of continuing to think negative insights, they just encouraging their self to make it successfully.

CONCLUSION

In this research, the experience of AB-English students had proven that the participants are experiencing public speaking. The reasons of their nervousness, coping mechanism and the insights had really been discussed and proven. The aim of this study is to know the student's strength and weakness regarding on how they deal with their experiences in public speaking.

On the part of the students they were able to practice their communications skills and they were able to conquer their anxiety and fear being in front of the audience. Even though they face a lot of circumstances and struggle being in front of the audience they manage to deliver their speech completely and correct.

Therefore, this study will help students to deal with their nervousness while delivering speech on public speaking. They will practice more and think about the possible outcome even before their speech. Thus, public speaking will become challenge or student rather than fear.

The possibilities in overcoming their fear will have a positive change regarding with the behavior of student. Instead of performing with fear it will turn into a strength for their communication skill.

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Change Has Come: The Untold Stories of AB-English Shifters

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ABSTRACT

The objective of this qualitative phenomenological study was to determine if AB-English is more than just a shelter for students who unfortunately cannot reach the standard of their former course and to evaluate the current situations of the shifters. The study employed qualitative methods and used purposive sampling in selecting the students who participated in the inquiry. There were ten informants in in-depth interviews and seven participants in one focus group discussion as sources of data. Supportive parents, having difficulties in reaching the standard, realization, looking for another option, influence from others, time issues and pressure and competition were the main identified reasons why students tend to change their course and the informants also revealed that making friends, dealing it with confidence, studying habit and reading in advance were their strategies in coping with their new course. These students also divulged that in AB-English that getting the choice, development of skills, thinking that it's an easy course, thinking the course is a dumpsite for failing students, deepening understanding, having no idea about the course and development of confidence.

Keywords: *shifters, changing of course, AB English students, qualitative phenomenological study, Philippines.*

INTRODUCTION

One of the major factors that had been hindering students to graduate earlier or just in time as how the degree was intended to end was the shifting of courses (Silva, 2014). University of West England stated that one of the reasons why students change their college major was because the academic level was too high or low for the student. The grade point average (GPA) as the most usual method used by administrators to evaluate and assess students in an academic environment still was still abided. The students' attitude was the most important determinant of his/her learning concluded by (Siegfried & Fels, 1979). Furthermore, in this generation many college students shifted courses because of personal, social, and educational conflicts (Sansgiry et al., 2006).

This study was constructed to show off the never been told stories of students who shifted from other courses. Besides, it was never been hidden that AB English course was being downgraded. Students usually tend to enroll in Business Administration and Education (Avenida, 2009). This simply implied that being an AB English student, mostly, was always on the last list. In addition, as opposed to the myth that there were no jobs for AB English graduates, jobs were available. They were not just labeled as 'nurse' for nursing graduates or 'teacher' for education. Since, AB English exposes students in literature and in oral and communication skills, graduates could easily fit in different field of jobs. They could also work as technical writers, researchers, book editors, newspaper article writers, thesis writers, language specialists, and with additional units in education, graduates could also be teachers.

Despite these judgments, this study tried to establish a notion that students who shifted to AB English could be seen with some really interesting and outstanding qualities related to the said field. Furthermore, this study will also attempt to check their current status while staying in the course.

Research Questions

1. What are the reasons why students change their course?
2. How students cope in the AB-English course?
3. What are the insights of students upon staying in AB-English course?

METHODOLOGY

Research Design

This introduced the methodology that was used in revealing the never been told stories of AB English shifters. The investigation involved 14 students who decided to transfer or shift in the Department of AB English. We conducted in-depth interviews for seven informants as well as a focus group discussion with another seven participants in this study. Since shifting of courses was termed to be a phenomenon throughout globally in the educational institutions in the tertiary, one form of qualitative study was used in this study, phenomenological study. Students flock to courses which seemingly interest them but tend to shift to other courses at other times. Phenomenological study explains the meaning of the common experiences of different individuals. This

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design was about making generalizations of how and what something means or look like and at the same time investigating about the multiple perspective of a situation. A qualitative research is about exploring and discovering individual experiences and explaining phenomenon, (Avenida, 2009; Creswell, 2007; Raagas, 2010; Vishnevsky & Beanlands, 2004).

(Glaser & Strauss, 1967) warned against becoming so immersed in making generalizations that researchers might mislead the real insights of the data. Pragmatically, the inherent complexity of gathering information meant that the researchers needed some focus and a way to keep their focus successful. We already perceived that case; thus, we carefully selected our participants and peculiarly constructed our interviews.

We, the researchers, decided that this research design would be employed because our study was centralized on the very common thing in college, shifting of courses. As how (Silverman, 2000) mentioned in his work, the methods used by a qualitative researchers must exemplify a deeper understanding about their study. Hence, our desires to find out more information as to why students commits shifting particularly to our department as well as how these students decide to change their minds in pursuing their former courses guided us to conduct this type of method.

We selected the qualitative approach for this study basically because we wanted to know more and understand more about the idea of shifting courses among college students particularly to the CAS Department. We did not test theories or measure relationships among variables as to how a quantitative

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research must be done. In this study we chose two forms of qualitative research, in-depth interview (IDI or one-on-one) and focus group discussion (FGD) which required a face-to-face or telephone interviews (Creswell, 2009). One form of qualitative research was in depth interview which required a discussion with a single individual with a duration that may depend on the subject matter and context of the study. Focus group discussion, prompted us to moderate a discussion about the participant's behind stories on why they decided to shift.

In our study, for us to acquire a detailed descriptions and information, we adopted in-depth interview strategy in which questions were based on an interview guide, these were directed by the first and second research questions. We conducted in-depth interviews with seven students and a focus group discussion with another seven students, all coming from different year levels to purposely find out their reasons upon shifting. This type of interview would also give superiority to the researchers in the line of questioning (Creswell, 2009).

The process of this study was supported by (Kvale, 1996) wherein he provided the following definition for the qualitative research interview: a type of interview which purpose was to gain information of the life and world of the participants with respect to interpreting the meaning of the phenomena. The concepts of (Mack et al., 2005) also added that a qualitative research was a form of scientific inquiry that essentially needed the following: to look for answers to questions, to use a systematic set of delineated order to answer the questions, to gather evidence and produce results that

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were not predefined, and to make findings that were applicable beyond the existing boundaries of the study. Lastly, a qualitative research would seek to understand a research problem or topic from the perspectives of the local population it involved, and it was also more than usually effective in obtaining specific information about the values, opinions, behaviors of a particular population (Denzin, 2000).

Roles of the Researcher

In a qualitative study, researchers serve as an interviewer during the discussion. A qualitative research interview pursued to interpret and describe the idea presented by the subject in accordance with the themes and questions given by the interviewer; hence, the core essence in interviewing was to comprehend the statements asserted by the interviewee (Kvale, 1996). Conducting an interview would act as a tool to particularly get the story behind a participant's experiences for an interview which involved asking questions and getting answers from participants in a study (McNamara, 1999).

We, the researchers, conducted an in-depth interview and a focus group discussion. Conducting an in-depth interview constructed an enough privacy with our subjects and effectively built a good interviewer-interviewee relationship in this study. An in-depth interview was a type of qualitative research technique that involved individual interviews within a smaller number of participants to explore their perspectives on a situation, program, or a particular idea. (Boyce & Neale, 2006) further explained that the major benefit of conducting an in-depth interview was the

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provision of more detailed information than of what was only available like other data collection method, such as conducting a survey. It also would provide a more relax atmosphere to conceal the perception of "interrogation", participants would feel more comfortable having a conversation than to fill out a survey. Pathfinder International (2016) also added that, the interviewer must be appropriate in conducting an interview. Focus group discussions could reveal a wealth of detailed information and deep insight. When well executed, a focus group could create an accepting environment that put participants at ease allowing them to thoughtfully answer questions in their own words and add meaning to their answers (Eliot, 2005). To extract the most detailed and rich data from an interviewee, the interviewer must make that person comfortable and appear interested in what they are saying. They must also use effective interview techniques, such as avoiding yes/no and leading questions, using appropriate body language, and keeping their personal opinions in check to have a smooth flow of communication.

The eagerness for digging more information about AB English shifters sprung a couple of years ago when once our professor told us about the rampant hearsays that the CAS Department happened to be a landfill for academically declined students from other courses. It somehow degraded us but on the other hand ascended our interest and concern regarding these issues. For this reason, this study satisfied our eagerness and served as an instrument to at least lessen these negative issues and with some greater results this might prove these issues wrong.

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Research Participants

The participants of this phenomenological study were fourteen (14) students enrolled in UMTC who already shifted their course to AB English. A qualitative type of study may employ different varieties of sampling method such as quota sampling, snowball sampling, and purposive sampling. We chose the purposive sampling for it was virtually synonymous to a qualitative research (Palys, 2008). It also aimed to focus on specific characteristics of populations of interest which definitely helped us in answering our research questions. The selection of sample was done solely for the benefit of the purpose of the study in meeting criteria such as the location, schedule and availability and the willingness to volunteer.

According to the National Center for Education Statistics, approximately 80 percent of students in the United States end up changing their major at least once, on average, college students commit shifting at least three times over the course of their college career. This simply implied that shifting of courses in tertiary was indeed a global phenomenon. The fourteen (14) participants which were equally divided into two, seven (7) students for in-depth interviews and another seven (7) students for focus group discussions were composed of random numbers from the freshmen, sophomores, juniors, and seniors who were currently enrolled in UMTC and during the time of conducting the study. We named the participants as student 1, student 2 and so on to assure their privacy and anonymity.

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Data Collection

According to (Mouton, 2001) data collection was the way of gathering, accumulating, assessing and measuring information on variables in an established process which enabled the researchers to answer the given research questions, guide for interviews, and evaluate outcomes. The process of data collection was common to all fields of study involving sciences, humanities, and business. Significantly, there was a need for deep understanding for the researchers on the reasons and why this study was being conducted. For this reason, it was more accessible for us to show off this study and ask permission and time to individuals who were involved in our study, specially our participants and informants. Furthermore, in order to properly conduct this study, the researchers built a good fellowship with each of our participants and informants to attain their trust to produce a better output.

As we started, we searched for AB English students with background of shifting from other courses and asked them personally if they would feel great to allow us to conduct a study with regards to their decision to shift and be willing to participate in an in-depth interview and a focus group discussion with us. When they granted us, we then provided a written consent to formally and personally inform them, that their involvement in this study was clearly a voluntary act and that we researchers did not force them to answer any questions where they did not feel answering. They were also given the chance to withdraw anytime they wanted and as researchers, we would right away find other

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qualified respondents to continue the study. Complete orientation and details about the flow of interview were also discussed with them and we also informed them that they would be given a copy of the questions including the recorded interview to let them check the accurateness and truthfulness of the gathered data. Most importantly, we assured that their personal information and identity was strongly kept. Kvale (1996) also added that the researchers must feel more obliged to protect their data since it was in the form of individuals.

Furthermore, we also chose the most appropriate place perfect for conducting an in-depth interview and a focus group discussion but also with the consent of our participants and informants. Upon asking questions, we, the researchers, provided a broader question to allow participants and informants to explain and express further their views and opinions. Research questions epitomized the purpose of the study and researchers asked at least one main question and several follow-up questions for clarifications and to avoid vagueness (Creswell, 2008).

Moreover, we were able to identify our data from varied sources and had evaluated the research questions considering the origin of the data for the main purpose of the study was to understand and seek more information. Then, we proceeded to the proper collection of data which included the recorded and written forms of the gathered data which we, the researchers, developed for recording processes. Lastly, as we were able to collect all the data needed we made sure that these collected data were attentive in considering our participants and informants.

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Data Analysis

Data analysis was the systematic process in describing, illustrating, and evaluating data (Shamoo & Resnik, 2003). Furthermore, data analysis was about putting sense out of a data (Creswell, 2009). It also involved an overall impression of the quality of the study (Hewitt, 2009).

The researchers should have a greater involvement in interpreting and evaluating the data as how thematic theory requires. Thematic theory was a qualitative method for defining and dissecting within data, it also classified and portrays the data (Braun & Clarke, 2006). (Yardley et al., 2006) also added that this theory aimed to profit an understanding of other people's perspectives. By thematic analysis, reliability was in deep great concern rather than with word-based, because more interpretation could define the code and the formulation of the codes to text portions. Since this study was a qualitative one, according to (Mack et al., 2005) thematic analysis remained to be considered as the most usually used type of method analysis.

After searching for informants and participants and after all the in-depth interviews and focus group discussions, we transcribe and translated the data based on the given responses of our informants and participants. The results were encoded, categorized and tabulated and were submitted to the data analyst for checking and verification of proper thematic statements.

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Trustworthiness and Ethical Consideration

In order to attain trustworthiness and credibility we followed the concepts of (Lincoln & Guba, 2000). According to them the study must consist of these criteria: credibility, transferability, dependability and confirmability.

Credibility referred to the idea of consistency and could be achieved by having a good fellowship with participants; continuous observation; researcher's adaptabilities; and participant's validation and verification. It could also be enhanced by a detailed description of the gathered data (Geertz, 1973, 1983). For this reason, all the data gathered from the fourteen (14) identified AB English students were the source of the findings and results of the study. (Trochim, 2006) also added that, credibility consisted of believable results from the insights of the participants of the study and that only the participants could justifiably critic the credibility of the results. Furthermore, to address the credibility of our study, the informants and participants were examined to verify that they were currently enrolled in UMTC particularly in AB English. We also asked the informants and participants to present their form 1's to surely check their residency in the school.

Transferability referred to the range to which the results of one's study could be applied to other conditions (Gasson, 2004). This could be achieved when the researchers present enough information about the researchers as the instrument and the research context, processes, participants, and researcher–participant relationships. To ensure the transferability of our study, we indicated the detailed descriptions of our participants, we

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gathered essential data that further developed our study and provided theories that supported our study. And so, readers could attain a better knowledge and may transfer it to different situations and contexts based on related characteristics.

Dependability dealt with the consistency and reliability of the study. Thus, the process through which findings were derived should be explicit and repeatable as much as possible. (Creswell, 2009) also added that in dependability the approach and the findings used in the study must be consistent and that can be repeated across various researchers. To attain this criterion, we provided reports about everything that was conducted in the study and maintain the documents such as the translations, transcriptions, and audio records of the in-depth interviews and of focus group discussions and labelled them accordingly for future use.

Confirmability put into consideration that the findings and results of the study must portray a humanly image as possible and must be free from bias (Gasson, 2004). It included the idea of neutrality. The structure of the results must be based on the perspective of the participants and not by biases and personal interests of the researchers. To guarantee the confirmability of our study, we ensured that the results were clearly acquired from the participants through conducting an in-depth interview and focus group discussions with evidences such as the transcription, translations and the audio recordings.

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Ethical Consideration

Since our study was all about the stories of AB English shifters, researchers may intrude into the private lives of the informants and participants and some information might be too confidential to be revealed. For this reason, researchers must respect the rights, needs, opinions and the desires as well of the informants and participants.

Ethical considerations were way more complicated than of a quantitative research. To provide assurance that this study maintained ethical considerations we employed series of actions. First, we provided a written consent where informants and participants signed containing conditions that their identity as volunteers of the study was hidden and protected. In order to fully keep their true identity, we changed their names into numbers such as student 1, student 2 and so on.

Second, we properly oriented the informants and participants as to how the data gathered were used in the study. Third, the precise duplicates of the data including the related information about the study were accessible to the informants and participants for verification. Lastly, the needs, rights and interests of the informants and participants were highly considered. We also provided a written consent containing all the important matters involving them in our study such as their identities being hidden and their free access to depart in participating anytime, they wanted. Furthermore, all the informants and participants were notified through verbal and written invitations to certainly see their willingness to participate in this study.

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RESULTS AND DISCUSSION

Our study consisted of three research questions. Each research question was dealt with accordingly. The first research question aimed to determine the reasons why students change their course. The second research question focused on the strategies of students in coping with their new course lastly, the third research question deals with the insights of the students about the AB-English course. In-depth (IDI) interviews and focus group discussion (FGD) were done to answer this. Both the IDI and the FGD consisted of 13 interview guide questions. Seven in-depth interviews were conducted among a mixture of AB English student from different year levels with each one-on-one interview lasting for about 7 to 11 minutes. The focus group discussion involved another set of seven AB-English students also from different year levels.

In adherence to the values of confidentiality, each participant was assigned numerical designations guaranteeing their anonymity. They were informed about the nature and goals of our study through verbal and written explanations, of which the letter was handed to them individually before the interviews and discussion. The in-depth interviews lasted for about 7 to 11 minutes each while the duration of the focus group discussion was estimated to be about 30 minutes. Both the IDIs and the FGD were audio recorded and the participants were informed of this beforehand. The interpretation and analysis of the results established the general description that having difficulties in reaching the standard, time issues, realization, pressure and

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competition, influence from others, looking for another option and supportive parents are the common reasons why students change their course. The results from the interviews and the discussion substantiated that dealing it with confidence, making friends, study habit and reading in advance are the major strategies of students in coping with their new course. The findings from the interviews and discussion proved that development of skills, development of confidence, getting the choice, deepening understanding, having no idea about AB-English, thinking it's a dumpsite for failing students and thinking it's an easy course are the insights of shifters about the AB-English course.

The 14 AB English students, of which three (3) are juniors and (11) seniors were the participants of our study. The succeeding pages of this chapter details the reasons why students change their course, strategies of shifters in coping with their new course and insights of shifters about the AB-English course.

Table 1. *Essential Themes and Core Ideas on Reasons Why Students Change Their Course*

Essential Themes	Core Ideas
Supportive Parents	• I have been enrolled in computer science program for 2 years. So, when I decided to shift, my parents were angry because they stated their point that is wasn't easy

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finding money for College education and so they told me that if I do really wanted to shift they promised that they would only support my education for 4 years. After that I would be supporting myself when I want to continue my course. And so, they were very disappointed however, they have given me permission to change my course.

- My parents are very supportive with my decision in shifting my new course AB-English.

- Actually, my mom specifically got shocked because of me being in Engineering for 3 years and then I finally decided to shift after the second sem. So, she was really shocked but still she supported me with what I really wanted and now as a graduating student my mom was very happy.

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- They just say go that's what you want and we'll support you.

- First they asked me why I want to shift and I told them that I don't feel like being a teacher and they accepted it.
- So my parents knew that I want to shift in another course. They asked why I wanted to shift then I explained to them the reason, then luckily, they supported me on my decision.

- They are supportive. It's okay for them because they are supportive.

- They just say yes as long as I can handle that course and that I will not get lower grades and I will not get failed.

HavingDifficultiesinReach ingtheStandard	I finally decided to shift when I got literal 5.0 in my subject Differential

Calculus. That was the very first time since Kindergarten, Elementary, and High School. So, I was very frustrated, and I finally decided to shift.

- I find BSED quite difficult because of the field study. Because some people, some students told me that field study is not that very hard, but it takes a lot of effort.

- So, I was a criminology student before but decided to shift to AB-English because I realize that it wasn't my decision to pursue this course and my height was not qualified to their standard height.

- You'll be pressured having a very high standard so yeah.

- Being a computer science student was not easy especially the subjects,

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the programming subjects and I find it hard to continue studying with that course. So, I decided to change my course.

- I think that my former course is too difficult, and I can feel the pressure and then I am afraid that I will be kicked out from my scholarship, so that's it.

- I finally decided to shift when I failed in the subject of Analytic Geometry way back in my course Agricultural Engineering in the University South Eastern Philippines and I was so discouraged, frustrated, and finally decided to shift.

Realization

- I was a BSBA student before majoring in Human Resource Management, when in second Semester, I advance in a major subject then there I felt

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it's so boring and I always fell asleep when there is discussing and all but, I know I'm a good marketer but, I really felt bored, so that's it.

- I realized that teaching is not my passion and when I shifted in AB-English course, later on it's like that wow! I belong to this course really, so I'm starting to love the course and that's all.

- So, I finally decided to shift when I came up to realization that I don't want to be a police woman.

- The factor that led me to change my course is because I'm not comfortable with teaching.

- My former course is Education and the major is English so it's easier for me to adjust to the environment since my

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	major is really focus in English and I also love English and for me AB-English will help me find a work soon.
Looking for another option	
	• The factors that led me to change my course are the following; first the expectation of my parents that I cannot afford in Education department. They're expectation for me is to excel in my studies but I feel that I cannot afford this in the Education department and of course the interest, my interest is more on learning in literature compare to teaching that are the prime factors.
Influence from others	• I decided to shift course for me to follow my own dreams of course that was the time I realize that I have to do the things that I really want.
	• I choose AB-English as my new course because honestly there is no

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Time Issues	course such as Mass Communication in Tagum City and my parents are not happy by the thought of me being away from them. So, that's all.
Pressure and Competition	• Actually, I choose this as a second option because that time, the school doesn't offer Social Studies or International Studies course. My superior said that this course is also the same with those courses and they have lots of literature. I love literature I love reading so I decided to shift AB-English and when I shifted, I feel the contentment and enjoyment of the course. • It was my last option from the three options that I wanted like first was the Political Science of course next was Criminology but I was hesitant to take

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Criminology though it is available in this school because I thought, I have to cope up or I have to take more subjects compare to the AB-English because I already have minor subjects that AB-English program has and that's why and of course AB-English could be a preparatory course for Law if ever if I decided to proceed Law school in the future.

- I was encouraged by my brother since he was also an AB student and I also choose this course since there are some subjects that's quite closed to my previous course which is Education.

- I didn't choose AB-English course, but I think it's meant for me because when I decided to transfer, one of the factors why I love AB-English is because my

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friends are there too, they support me when I realized that I belong here.

- Just like my father I wanted to work in office in Provincial office, so in addition AB-English offers many job opportunities after graduating.

- I have some time issues. So, that's why I need to change, and I find the time of AB course much comfortable.

- First is the time, because I'm a scholar and I'm a working student and due to busy schedule or hectic schedule I have to shift another course and for me, my former course is Bachelor of Secondary Education major in English and it's busier than AB-English.

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- It was the moment when I feel the pressure of my previous course because of my classmates, because they are very active and participating that's all.

- Because Education students, they have their competitive attitude, so before I'm really a shy type! So that's all.

Reasons of Students in Changing Course. The in-depth interviews and the focus group discussion conducted in this study concentrated on discovering the reasons of students in changing their course. Upon examining their individual reasons, the themes of the conducted study were classified into seven main themes: supportive parents, having difficulties in reaching the standard, realization, looking for another option, influence from others, time issues and pressure and competition. The collected data among shifters of AB-English were summarized into essential themes and core ideas in Table 1.

Supportive parents. Having very supportive parents makes everything possible. Students are most influenced by family when choosing a major; 22% chose family as the most important factor influencing their choice of major, Fizer (2013). Among the 14 respondents, eight of them said that their parents approved their plan to shift a course and most of them said that their parents supported them all the way.

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Having difficulties in reaching the standard. This is the usual reason of students in shifting a college major. Many students choose their major based on their academic ability (Beggs et al., 2008). Seven participants agreed that this is one of the factors on why they shifted. University of West England stated that one of the reasons why students change their college major is because the academic level is too high or low for the student. Some participants stated that they have failed some subjects, and some said that their former course was way too difficult for their capacity.

Realization. Half of the respondents admitted that they have their different realizations upon staying in their former courses, but in general the answers were giving emphasis to interest and passion. Others stated that they got bored in their former course while others said that they wanted something else which they cannot find in their former course. In a research study the factor "match with interest" rated over job characteristics, major attributes, and psychological and social benefits in importance when students choose a major (Beggs et al., 2008). Students will seek out schools that are well known for that major or trade. Most students today are more concerned with the amount of money they can earn. However, there are a few students who pursue their dreams (Mcglynn, 2007).

Looking for another option. The respondents truthfully admitted that they were looking for another course to enroll since the course that they really wanted such as Mass Communication, International Studies, Social Studies and Law are not available in Tagum City particularly in the UM Tagum College. And so they have looked into the AB-English course and discovered that there are related subjects to the course they wanted and decided to shift. These preferences are assumed to be complete (the person can always say which of two alternatives they consider preferable or that neither is preferred to the other) and transitive (if option A is

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preferred over option B and option B is preferred over option C, then A is preferred over C) (Elster, 2013). In addition, developing good alternatives is an iterative task. Initially, the task is to generate a range of creative alternatives. They are also evaluated deliberatively, in terms of their relative desirability (Gregory, 2005).

Influence from others. This is perhaps the least popular among the seven themes that evolved from the transcripts. Only 3 respondents claimed that they were influenced by either their parents or friends in changing their course. One respondent said that she was encouraged by her brother to shift in AB-English since her brother was also an AB-English graduate. Family and friends are considered to be an influential part of students' choice of major. Parents most often have an impact in where students go to college. Family role models have more of an influence on what students major in (Wildman & Torres, 2002).

Pressure and competition. The respondents honestly stated their part in line with this theme. Four of them in particular revealed that they feel intimidated with their former classmates in their past course. They stated that their classmates before were very competitive and not that helpful to others, especially in their assignments and requirements. Some students feel so much pressure to succeed at academic competitions that they put everything else on hold. They might give up extracurricular activities, sports, musical interests, drama or community events to focus solely on academic challenges. Some schools make matters worse by limiting social activities and reducing programs in the arts to make more room for competitive academic courses. Competition can be negative when it leads to unbalanced living or forces students to give up their course and other interests (Tucker, 2001).

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Time issues. Among the 14 respondents, only two claimed that "time" is the major factor that led them to shift. One of the two stated that the schedule of their former course was not comfortable for them and the other said that being a scholar she's really busy and cannot afford to adapt to an environment that is busy as well.

Table 2. *Essential Themes and Core Ideas on Coping in the AB-English Course*

Essential Themes	Core Ideas
Make Friends	• I manage to interact with them because they tend to be open-minded and friendly and they understand what attitude I have. • I'm a talkative person so it's easy to gain friends and everyone at the classroom was friendly so that's it and no need to adjust because they are already friendly. • At first, I was quite shy with my new classmates but later on I can cope up with them and I realize that they are not like so awkward. • I can easily interact with them because they are flexible, they are nice friendly they are nice and flexible to me.

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- My experience was I have found difficulties in managing my time because it was a new program, or it was a new system I am in to. But later I experience belongingness. I experience belongingness in matters of my studies, peer group and interests.

- So, I was quite close to my classmates in Education and I find it hard to be friends with AB-English students, but they are friendly and open and they also appreciate efforts and they are also approachable. So, it's not hard for me to adjust.

- Being with my new environment I was aloof with the other students because being have their friendship for 2 years or more already and I was new to them and so I only sat at the back I had no friends to talk to and it was quite an adjustment but later on, some of them who are very friendly talk to me and I started to gain confidence in the new environment that I've experiencing.

- At first, I was so quite because my new classmates of course they know each other but me sitting at the bottom but after few more days I feel

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comfortable because they are friendly after all.

- I find it hard to interact since I am quite shy and they have already one at a first place, so I was hesitant to talk to them but eventually, they approach me and be friend with me.

- Actually, it was my second year in this school when I started to manage it well. I started to talk with my classmates with my younger classmates and of course I tried to make myself more involve in the activities whether it is educational or non-curricular activities in the school. I supported, I cooperated that's all I tried my best to be belong.

- I deal with my new environment by talking with people but at first, I was very quiet and I just sit alone in the back because I am afraid they may not talk to me but despite that I stay positive and optimistic. I approach them I talk to them later on they became my friends so that's it.

- When I enter my new classroom, new classmates, I find it hard to find a new friend but since I am actually born a friendly person like that I approach

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them first, talk to them about subjects about the course, my new course and then later on we get along and then became friends.

- When I first shifted, in the first semester, we're kind of alien. Because we're new as in new one and it's me Vanessa Fuerte and Rafols at the back of the classroom and then the first week we're the only ones are friends that time because we are both shifters and we deal with it with confidence. And I easily gain friends because I met some of them already beforehand when I was still in BSBA and I've got click with them because we have the same interest that's it.

- Well, I think I met friends because we have the same interest in life so I just go with the flow interact with them with no hesitance because I have to accept them because it is my field.

Deal it with Confidence

- I feel like I belong and then I think the changes was, I gain more friends and I build confidence to myself and told myself that okay I can also do it although there's still competitive classmates or students I can also get along with them.

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Study Habit	• I am comfortable with my new environment and they are nice to me, that's it. It changes me because I boost my confidence and I can face those hardships that I may encounter.
	• For me I am more confident now to my course and I am also able to get friends and I am more focus now than before.
	• I simply research and study my lessons. I make some adjustments because there are instances that there are some subjects that connects in my education before there are some subjects that connects, there are some subjects that are related to my course in AB-English.
	• In terms of my studying lessons I didn't have any big adjustments because my previous course is somewhat related to my current course which is majoring in English and I just remain just as it is.
Read in Advance	• I didn't really have adjustments since my course is close to my previous course and I'm really comfortable studying since there are no pressure and the environment are friendly and we do group studying unlike before

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we tend to study individually because I am competitive.

- I studied hard like reading books of course to cope up with the lesson and I read the things that I need to learn in advance. Since, this course really requires a lot of reading, readings I mean.

- II read in advance I read a lot of novels since I love reading and then I also find a lot of resources for our different subjects like literature and I read novels related to the subjects. So, that's it.

- Except from studying my lessons, adjustments are like the better. Every year or every start of the sem it was my strategy to better preparation in every subject. I started to prepare or orient myself in every subject and of course I tried to avoid vices and destructions for me to do it and just overviews about the subjects.

Coping in the AB-English Course. The in-depth interviews and the focus group discussion disclosed the strategies of shifters in coping with their new course. Four themes evolved from the data: making friends, dealing it with confidence, studying

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habit and reading in advance. These are summarized with the corresponding core ideas in Table 2.

Make friends. No man is an island, therefore for us to continue living, we need people and these people are friends. Mostly all of the respondents agreed that in coping with their new environment, they tend to make friends with the new people around them. They also stated that they are having difficulties in communicating at first but because of the friendly environment they've learned to get along in harmony. The hardest thing about going out and doing anything in the community is doing it for the first time. It's hard for everyone. Furthermore, the people who most affect a student's choice of major are friends, parents, teachers, and alumni (Herren et al., 2011).

Deal it with confidence. Change is the only thing that is constant and for us to survive a day dealing with many changes, we have to be confident enough to be productive and to belong. Since, to shift a course is a quite a really big change, the respondents stated that they are putting some confidence and levelled up their self-esteems for them to manage those changes. In particular, students' self-efficacy and confidence may be tied in important ways to their aspirations, their level of motivation, and ultimately their persistence (Bandura et al., 2011).

Study habit. Four respondents clarified that they didn't make big adjustments in studying their lessons since their former course is quite related to AB-English. Instead they maintained their usual study habit to cope up. Studying is one of the most important responsibilities you have during school. Conversely, poor study habits will make it harder for you to excel in your courses (Stanford, 2012). Maintaining good study habits will help you learn your material and succeed.

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Read in advance. In contrast to the previous theme, three respondents said that they learned to read in advance since AB-English deals with writing and reading. There answers were justifiable since the former course of these three respondents were a bit far from AB-English. Good reading habits act as a strong weapon for the students to excel in life (Bashir & Mattoo, 2012). Reading in advance is a valuable way of educating yourself and an excellent way of filling in time.

Table 3. *Essential Themes and Core Ideas on Insights of Students upon Staying in AB-English Course*

Essential Themes	Core Ideas
Getting the Choice	• My life really changed since I found new friends and I like it since it's like finding what I really want. • I could say that this is my final course since I find it comfortable and I think this is the right course for me. • I'm loving it now and I have found my friends. • AB-English course is my last and final course because I decided to pursue this profession and I love this course already. • I love this course and I'm planning to pursue this because AB-English is not my option this is my choice.

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- This would be my last course because I am now a 3rd year college student so shifting again would be a hard adjustment for me. Because now, and I accepted already AB-English and I liked it so much and I'm comfortable at the same time, I will not plan to shift again though this course is somewhat hard I already love it including my friends, teachers and also the subjects.

- I think because I was BSED English before and well it's just like BSED is something like pressuring me but AB-English right now is just, you know fun course and I love it.

- I'm loving it and I'm gonna love it forever.

- It affects me a big time, because in this course I felt alive like what I've said earlier because in this course I found everything I wanted in life and it makes me feel special, because in this course specially in a way that, I know that I didn't make a mistake in shifting and I didn't regret it at all.

- In my former course in BSBA there were serious actually and there are lot of business men and me I'm a free spirit

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person and I want to explore and my imagination is so big so in being in BSBA I felt really bored and I always fall asleep during lessons I only feel alive when there is literature and history and social studies specially Rizal that's why I feel alive then in other subject I really feel so bored.

Development of Skills	• Well of course I think it is my final course and I'm in my fourth year now and I'm happy with this course, I think I became more competent and more knowledgeable in the things in the field of English, that's all.
	• It really affects my life in good way because, what do you call that it, boost myself confidence and then my language competence became better because we need a lot of activities like reporting, speech choir, oral reading a lot of things that improves our communication skills and everything, so it affects me in a good way.
	• I realized that my grammar is improving and well developed. After I shifted in AB-English I realized that it is very challenging and not that easy especially the subject and all.

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- So, after I shifted, I realized that that it is a challenging course and my grammar skills were enhance my language or communication skills was enhance too. I became, my self-confidence was boosted I became more and more competitive because my classmates were really competent and my insights about this course was changed really changed.

- AB-English program is a better place for me, and I realize that it will really help me to, to develop my skills and I realize that shifting in AB-English program will help me to excel on my own chosen field to interest.

- It brought a huge change to my life because, since AB-English is all about like, English stuffs of course so, I think AB shapes the way I speak.

Thinking it's an Easy Course

- Honestly what I thought about AB-English course was that it was so easy and I could relate with other courses discriminating the AB-English course because that's what I've viewed AB-English before and I found out when I was already an AB-English student that it is not really easy even though it's just preparatory course. We cannot say that you can take it for granted you cannot say that it's too easy or just a dumpsite

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for other courses because AB-English is really challenging you would face a lot of difficulties and doubts when maybe you would graduate or not. That's it.

- Before I shifted to it, just like some other respondents I find it really easy and quite very chill subject because I have classmates in P.E from AB-English students they were like slightly clumsy looking and stuffs like that but when I shifted everything changed.

- I realized that AB-English course is not easy course and it will bring the best out of you and it's hard.

They Thought it's a Dumpsite for Failing Students

- After I shifted I think AB-English can compete with other courses such as Education, some Education says to me that even me, I think AB-English can be taken for granted due to easiness, something like that and then I thought it's really easy, and that you can relax while taking it but I realize when I came to know that in AB-English it's not very easy to cope up with lessons because you have to study and read and research to pass the subject like that.

- I thought it's an easy course really but I still enjoy and it's not really hard to think the subjects it's just in your mind. Just

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	enjoy it then you feel that everything is you know easy, that's all.
Deepening understanding	• So before I thought AB course is just a dumpsite for those who failed from other courses and I thought it's just an easy course and I thought I can survive easily but, it's different it's really hard it's not an easy course and what others think about this course is wrong. If they think this is an easy course, they're wrong.
	• Honestly, they said that AB-English is just a dumpsite for students who failed in education, later on I realized that AB-English is a very hard course and then they're expecting that it's really easy but it's not.
	• Honestly my view in AB-English before is like a dumpsite for failure students in Education.
	• AB-English is much more different from secondary education though my major is English and the same major here in Liberal Arts it's still English. But, I belong to the new curriculum which drives AB-English students to focus more in literature and linguistics than teaching students. That is the difference and of course, I cannot say that the difference would be as shallow as the

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They Have No Idea About It	difference in usage of language because we have the same standard, we have to speak English here, but AB-English is deeper for me it's deeper, it has a larger context compare to Education.
	• In Education before, it is more on teaching strategy while in AB-English it deals with linguistics and cultures of the other countries.
Development of Confidence	• Shall we say that AB-English will really dig deeper than in Education they focus more on teaching students so, in AB-English it is more about understanding oneself understanding, others understanding other culture their language.
	• Before I shifted in this course honestly I am not familiar with this course and as I've heard AB-English.
	• Actually, I have no idea about this course because I really never heard about this course before. It's when I transferred when I discovered about it.
	• My view about the AB-English course before, actually I have no idea. I just heard it is a preparatory course and you could also teach and it's quite the same with my previous course.

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- It gave me more confidence that's all.

- It affects in my life in a good way because I am comfortable with my friends and I can interact with people in a nice way and I boost my confidence to interact with other people.
- It becomes a home because in this course it helps me to dream bigger and, and to pursue my dreams and go to Korea.

Insights of Students upon Staying in AB-English Course. The in-depth interviews and the focus group discussion revealed the insights of shifters about the AB-English course from the perspective of the participants. Also, the dialogues answered our questions about their genuine views about the course. Seven themes evolved from the data: getting the choice, development of skills, thinking that it's an easy course, thinking the course is a dumpsite for failing students, deepening understanding, having no idea about the course and development of confidence. These are summarized with the corresponding core ideas in Table 3.

Getting the choice. Among the 14 respondents, eleven of them clearly stated that upon shifting they have found what they really wanted. In general, the respondents said that they love the course and that they really wanted to finish the field. Rational choice theory then assumes that an individual has preferences among the available choice alternatives that allow them to state which option they prefer (Homans, 1961).

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Development of skills. The respondents stated their view about the AB-English course. Upon staying in the said course, among the 14 respondents six of them said that AB-English developed their skills. Based on the answers of the shifters, these skills include language competence, grammar skills, communication skills and so on. Skills development is the process of (1) identifying your skill gaps, and (2) developing and honing these skills. It is important because your skills determine your ability to execute your plans with success (Folkner, 2005).

Development of confidence. Three respondents proudly said that AB-English enhanced their confidence. One of them particularly stated that she can now interact with people in a nice way and the other said that AB-English helped her to dream bigger. Learners who are more confident are more easily able to participate in social activities, volunteer in the community, find a job, talk with their neighbors and play key roles in their communities (Hadfield et al., 2013). Being a confident language learner means being able to use English in different social and transactional contexts and with people from different cultural and professional backgrounds. Confident language learners feel happy and comfortable with the progress they are making and this gives them confidence to keep learning, and this confidence can have a significant impact on their lives both inside and outside the classroom.

Thinking it's an easy course. Among the 14 respondents, four of them directly answered that at first, they through that AB-English is an easy course. One of them stated that before she shifted, she really finds AB-English as an easy one

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but she flipped it by saying "when I shifted everything I think about AB-English changed".

They thought it's a dumpsite for failing students. Since AB-English is a very flexible course, majority of the respondents thought that it is a dumpsite for failing students. Three respondents admitted that they thought it's just a dumpsite and that it is an easy course but eventually they've realized that AB-English is indeed as difficult as other courses are.

They have no idea about it. Few respondents honestly admitted that, at first they really didn't have any idea about AB-English course. One of them stated that she just heard that AB-English can be in the field of teaching or even law. Students will seek out schools that are well known for that major or trade, (Beggs et al., 2008).

Deepening understanding. This refers to the uniqueness of AB-English course in comparison with the respondents' former courses. One of the objectives of the Polytechnic University of the Philippines is to attain high-level communicative competence in English and other languages spoken universally. Three respondents specifically answered that AB-English course is way deeper than any other English courses.

CONCLUSION

People tend to fear change and obviously if we can, we will prevent change. We usually stay and isolate ourselves into our comfort zones. In this world where we are living, change is the

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only thing that will never change and so as humans we have no choice but to deal with it to continue living. And sometimes, change is the key for betterment and success just as how college shifters took the risk to choose change for their brighter future in accordance with the things they really wanted in life.

We, the researchers really wanted to at least lessen the rumors about the AB-English course and so, we are really motivated to make this study happen. After gathering the information needed, we discovered that there are many reasons rather than of having no other choice in enrolling the AB-English course. This implies that the shifters didn't commit shifting only because of failing from their former course. And so, it is our hope that we produced a study that corresponds its purpose. Lastly, it is our dream to do this in return to our department before we leave the University.

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Bachelor of Arts in English: In the Lens of Senior High School Students

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ABSTRACT

The main purpose of this phenomenological study was to determine the journalistic experiences, coping mechanisms and insights of school paper advisers. In-depth interview and focus group discussion were applied to solicit responses with 14 campus paper advisers in Davao del Norte Division for the year 2016-2017. The study utilized the qualitative phenomenological study. As to the experiences of campus paper advisers, the themes generated were: cannot survive the course, problem encountered in English subjects, doubtful to take the course. As to the coping mechanism of the campus journalism advisers, the themes generated were: interesting and challenging course, assurance to have a good job, and not the preferred course. As to the insights of the school paper advisers, they stressed that school paper advising is tough and demanding, advising is rewarding, need to be enlightened, campus journalists need enabling support, and school paper advisers' dream of success and recognition.

Keywords: Bachelor of Arts in English, Senior High School, Self-Perception Theory, Phenomenological study.

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INTRODUCTION

Tertiary education or post-secondary schooling is referred to in Education Act of 1982 as "higher education leading to a degree in a specific profession or discipline." This is to provide a general education program that will promote national identity, cultural consciousness, moral integrity and spiritual vigor, train the nation's manpower in the skills required for national development, to develop the profession that will provide leadership for the nation; and to advance knowledge through research work and apply new knowledge for improving the quality of human life and responding effectively to changing societal needs and conditions. A careful scrutiny of the aforementioned objectives will suffice to impress in the people's minds the crucial importance of tertiary or college education (Aquino, 2003).

There are numerous reasons that college education is important. Among these reasons are gaining advantage over competition, demonstrating aptitude in a specific area and the fact that many job opening require a college degree are few of the top reasons. (Degree directory). Moreover, college education many more opportunities in working life, especially for higher paid jobs and the chance to work with and be taught by some of the finest and most knowledgeable people (Farrokh, 2011).

Stressed that getting a college education is the most important investment one can make in life because having a college degree often provides the greater promotion opportunity. The reasoning does not begin with the job aspect. Some students also put off the importance of college education because of the

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price tags that can with it. In this case, the major step that student should take is attending the college of his/her choice and the other main concern is the choosing the actual course to pursue (McGuire, 2010).

Internationally, the best college degrees in demand are dependent upon the need and interest of students and vary according to the salary derived from them. The most in demand college degree vary according to the salary derived from them. There are lot many careers in the health and information sectors. Subsequent developments have also given rise to different careers in demand that is associated with media, arts and entertainment. The top 10 college degrees include information science and systems, finance/accounting and economics, marketing management, business management, engineering degree, medical degree, journalism, advertising, arts and literature, multimedia and design, and science and research (Lopez, 2012).

Based on the data collected form leading colleges and universities within South Cotabato, a province in the southern part of the Philippines, the most in dement courses include Business courses, Education, Information Technology, Science and Technology courses and Liberal Arts. Looking into these data, the preference of the student can be observed. It can be noted that from the international setting down to local venue, the most preferred course are the technical ones while the least preferred are those in the liberal arts which include the Bachelor of Arts courses (Martin, 2010).

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Among the Bachelor of Arts Courses belong the major in English program, popularly known as Bachelor of Arts major in English program (AB English). It is a four-year baccalaureate degree program designed to provide a strong background in the study of English. Its goal is to help develop students' analytical and creative power with particular respect to the basic acts of communication skills. The program stresses literary analysis, diversity, critical thinking and written and oral communication skills through a rigorous curriculum of literature, composition, language, linguistic and communication studies. It is an excellent preparation for careers in teaching, media, advertising, writing and publishing, for graduate or professional studies in English, communication or law and for the advancement in may field where communication skills are important (Zimmerman, 2014).

These advantages that the AB English program will have to offer should make the course very attractive to students. However, it is not always the case. The list of top ten courses in the Philippines does not include AB English. In South Cotabato, four (4) leading colleges and universities include AB courses in their top ten courses, however, the AB English program cannot keep up with the increase in enrolment of other AB courses. In UM Tagum College where the study is centered, the AB English program has increased in enrolment since it was offered in the School Year 2008-2009. However, as compared to other courses offered by the institution, the program gamers only a mere four percent (4%) enrolment share as of second semester, School Year 2010 – 2011 (Davis, 2005).

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It is in this light that the researchers would like to conduct the study of the perception of the senior high school students of UM Tagum College towards Bachelor of Arts Major in English program in order to identify and describe their view on the said program (Anhaw, 2012).

However, the researchers have not come across any study that looked into the perception of the Senior High School student towards Bachelor of Arts in English Program. Furthermore, this study will provide relevant concepts that would possibly create knowledge on us as researchers and to the Senior High School students in the academic community. The researchers are interested how these groups of students understand the Bachelor of Arts in English Program.

Research Questions

1. What are the apprehensions of the Senior High Students about Bachelor of Arts in English?
2. How do Senior High students view AB- English course?

METHODOLOGY

Research Design

This presented the strategy utilized as a part of this examination on the question in discoveries out the impression of the Senior High School students to the Bachelor of Arts-English Program. This likewise portrayed the reason for the issue and how

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this issue exists in the group. One type of subjective study was the phenomenological study. A phenomenological study depicted the significance for a few individuals of their portraying what all members have in like manner as they experience a wonder (Creswell, 2007).

This configuration would investigate the various point of view of the circumstance and make speculation of what was something like. In the outline, it depends only on the protracted meetings with deliberately chose test members (Ragas, 2010).

The phenomenological study, it addresses the common question of everyday experiences believed to be important sociological or psychological phenomena of the typical group of people wherein it focused in describing the incidents from the perspective of those who have experiences it (Mirriam, 2002).

The observers focus is on how members of the social world apprehend and act upon the objects of their experience as if they are things separate and distinct from themselves. This study concentrated on how the Senior High students view the Bachelor of Arts in English. We noted down students' comments and behavior during the course of the study of further add to the data supplied by the students. The participants had a series of focus group interviews that will be patterned on the research question. Below is an explanation and description of the methodology, beginning with participants. The data collection procedures and data analysis are also described (Denzin and Lincoln, 2000).

Roles of the Researcher

The role of the researcher in qualitative research is an important matter to be considered in the successful pursuit of investigation of any social phenomena. In this study, we are highly inclined and qualified to pursue this investigation because we are also a student, and has encountered distressful experience, pain, and frustration when I was not promoted, despite of my best qualifications, of which we can also relate the feelings of our informants. Besides, we possess some abilities and aptitude in writing, keen observation, great interest in psychology, and deep concern to help my fellow mentors to also overcome distress and maintain a healthy living for good. Although, we have some biases, especially that we can feel what my subjects are feeling, but we see to it that theories and related studies are respected and considered.

With regards to our basic roles, we followed the principles which states that qualitative inquiry is for the researchers who are willing to commit extensive time to collect data, engage in data analysis, does reflexivity, and write long passages by themselves. Hence, we played many roles as researchers such as interviewer, transcriber, translator, analyst, and encoder. As an interviewer, we established first rapport and friendship with our participant. We called all the informants through the help of my gatekeepers for some introductions, and asked them if they are willing to participate in our study. As an interviewer, we used personal empathy to make the participants feel more willing to tell their stories. During the interview and observation, we applied some techniques like: asking probing questions, then listening and

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thinking, then asking more probing question to get to deeper levels of the conversation. As a transcriber and encoder, we transcribed all the recorded interviews, and translated correctly and organized them into a standard English statements. Lastly, as an analyst, we employed suitable analysis methods and procedures fitted for a qualitative research, such as thematic analysis, numeration, and cross- case analysis. Based on the concepts of Corbin and Strauss, it is the duty of the researcher to interpret the meaning of hidden in data because he is a primary instrument for data collection and analysis (Creswell, 2013; Corbin & Strauss, 2014; Miller, et al., 2012).

The dynamic of the focus group is one of the unique features of this method, the researcher's role inevitably involves some group leadership functions, including making sure that nobody dominates the floor and that even the shyer participants have a chance to express their views. We gathered the data by conducting in-depth individual interviews with seven Senior High School students and by facilitating a focus group discussion with seven participants. An expert or professional data analyst analyzed data gathered from audio recordings after which, we constructed our personal insights.

Research Participants

The participants of this study are the Senior High School students from Um Tagum College. We interviewed seven participants in the Focus group discussion (FGD) and seven participants from In-Depth Interview. The participants

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communicated and elaborated this phenomenon daily as part of their undertakings (Moscovici, 1988). .It was not easy to interview someone whom you don't know. These students were chosen as participants on the confidence and trust that they can give helpful information that this study required. We had also one focus group discussion (FGD) consisting of seven members as recommended by Creswell (2012) who are also students in UM Tagum College and we are confident that this number of participants that we had interviewed was considerable enough to have in-depth and credible information about the subject that we have investigated.

In a study taking at Bachelor of Arts-English from the viewpoint of Senior High School, members could be considered by part (Senior High School Student of UM Tagum College), viewpoint (the individuals who affirm/oppose the intercession), experience level and/or differing qualities (sexual orientation, , other foundation). Before having the actual interviews with the participants, we conducted an introduction with them to have simple conversations for us to become more comfortable with each other and during the final interview; my participants can share their experiences in a light and confident mode. This would be my opportunity to share with them their significance in this study. Through these, good rapport, hearty conversation, and camaraderie blocked us from any hindrances that might come along during the final interview.

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Data Collection

We employed in- depth individual interviews with the participants in collecting data using multilingual in interviewing the participants. Meaning, the participants had answered in English, Filipino, Bisaya, or a mix of any of these three languages. Before we conducted the interview to the participants, we conducted a mock interview with one of our classmates. This was to prepare our art of questioning and to find out whether the participants answer the questions directly or not. During the mock interview, we see to it if our classmate could freely and comfortably share his stories. Interviews were saved in a video tape while notes were taken for future reference of the different answers of the participants.

The following steps were employed in gathering the data:

First, through purposive sampling technique, the participants were identified. They were requested to sign a consent form and agreed to the condition stipulated that their participation is voluntary and that they were willing to impart their knowledge as needed in the study.

Second, the participants were given an orientation about the study and were asked to participate through a focused group interview as a means of data collection. The process started with an introductory phase, in which the moderator welcomed the participants, outlined the purpose of the discussion and set the parameters of the interview in terms of length and confidentiality. The Researchers also spent some time explaining why they

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recorded the interview and what sort of technical issues this raised in a group discussion (particularly talking one at a time). Finally, it was important to emphasize that the discussion was about personal views and experiences and therefore were no right or wrong answers (Dornyei, 2007).

The focus group interview aimed to gather data answered the query number two (2) how do you view AB-English? Since they were friends, the interview focused on what is the perception of the Senior High students towards Bachelor of Arts in English. The conduct of the focused group interview was based on the suggestion given by Dornyei (2007) from his book.

Data Analysis

The answers of the participants were analyzed using thematic analysis. Thematic analysis is a method of analyzing and reporting pattern or themes with a data (Boyatzis, 1998; Roulston, 2001). Using thematic analysis on this study is very helpful because it is flexible and a useful research tool that can probably grant a substantial, complex, and rich account of the data. As suggested by Boyatzis (1998), we performed the following steps in analyzing the data as to mention: familiarize data, generate initial codes, search for themes, review the themes, define and name themes, and construct the report.

Data reduction was used in analyzing the data, which means deleting unnecessary data and modifying them into a useful material for the study so that many readers can easily understand it (Namey et al, 2007; Atkinsol and Delamont, 2006; Suter, 2012). In this method, we asked the help of an expert, a data analyst

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particularly in handling, sorting, and organizing voluminous qualitative data for me to merge, manage, sort, and categorize data in easier way.

After transcribing the focused group interview, statements that were related to the topics were separated into core ideas that reflected into specific thought. The responses of the participants were grouped into major themes that reflected the various aspects of the phenomenon. The data on the in-depth and focus group interview were analysed based on their apprehensions and perceptions on query number one and two.

Trustworthiness and Ethical Consideration

Parallel to the criteria of quantitative research as suggested by Guba (1981), such as internal validity, reliability, and objectivity, qualitative research has also different criteria for its evaluation (Lincoln, 1995). We considered the trustworthiness criteria as suggested by Guba and Lincoln (1985) such as credibility, confirmability or auditability, dependability, and transferability or fittingness of the study (Cutcliffe & McKenna, 1999; Lincoln & Guba, 1985; Sandelowski, 1986; Streubert-Speziale, 2007). Trustworthiness is the true value on the findings of the study and the accuracy of data interpretations collected from the participant's experiences (Lincoln and Guba, 1985).

Credibility is an evaluation of whether or not the research findings represented a "credible" conceptual interpretation of the data drawn from the participants' original data according to Lincoln & Guba (1985). To address credibility, we used three

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techniques. First, we presented the credibility of the experience as intent of truthfully illustrating and knowing the facts which were phenomenon in which my participants were included. Second, in designing the research procedure, we conducted a focused group discussion which identifies the apprehension and perceptions of the Senior High students on the AB-English course. Third, we deliberately asked informants share their thoughts about AB-English. Our intention here was to create layers of data from each participant.

Transferability is the degree to which the findings of this inquiry can apply or transfer beyond the bounds of the project according to Lincoln & Guba (1985). To address transferability in this study, we have included in the Appendix about several of the data analysis documents used to give answer to the research question in order to gain access to the possible inquiry. This gave other researchers the facility to transfer the conclusions or recommendation as bases for further study.

Transferability refers to the extent to which results and findings of the study can be applied or gained in other contexts or with other participants (Byrne, 2001; Streubert- Speziale, 2007). Parts of the transcripts of the interviews that are thick and rich in details were quoted and cited. Transferability judgment by a potential user is facilitated through thick description and purposeful sampling. This means that participants in future studies like this will be selected reasonably. These participants can visibly provide affluent information on the research questions at hand. Transferability or fittingness of research findings means that findings of the study is fitting outside the particular study and may

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possibly have meanings to another group or could be applied in another context (Byrne, 2001; Streubert- Speziale, 2007).

Dependability is an assessment of the quality of the integrated processes of data collection, data analysis, and phenomenal explanation. To establish the dependability of my study, we are consistent in the collection and analysis of data through coding-recoding system. During data reduction, we ensured that only relevant information was included. Next, we applied peer debriefing for the triangulation of the data collected and analyzed. Suter (2012) stressed out that to improve dependability common qualitative strategies such as audit trail, peer debriefing, and triangulation are observed.

Dependability was guaranteed by keeping track of the data through documentation of the research processes or methods undertaken in the data collection and analysis, the recorded interviews, and the utilization of the exact transcripts. Copies of all transcripts and drafts were kept intact. This is in accordance with the belief of Bond and Ramsey (2010) that researchers should keep track of their data through wide-ranging documentation of the research processes and methodological decision to ensure the dependability of the research findings.

Confirmability is a measure of how well the inquiry's findings were supported by the data collected to address the issues of dependability and confirm ability in this study, we banked on an adult trail of the participants responses wherein their identity were treated with confidentiality. After the audio tape was transcribed, the texts were given back to the respondents for authentication and

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were asked to sign a verification form. After the completion of our data analysis, the results in Chapter Four, and the discussion in Chapter Five, our auditor had assessed carefully our audit trail with original transcript from the interview, data analysis documents. The auditors had assessed the dependability and confirm ability of the study by signing the verification letter (Lincoln & Guba, 1985).

From the perspective of some paradigms, some of its distinguishing features might be regarded as liabilities. Cooperation can mean more sources and accordingly wealthier information. Including members as translators and co-scientists permits the presumptions of the scientist to be tested. Subjective information is to be found in discussion, in exchange. In the event that the proper atmosphere can be created, in the persuasion of discussion more profound comprehension can rise.

Ethical Consideration

The main concerns of my study were individuals who are custody on the code of ethics, they are teachers and in general, they are professionals. Therefore, I have to ensure their safety, give full protection so that they will not lose their trust to me. I followed ethical standards in conducting this study as pointed by (Boyatzis, 1998; Mack et al, 2005), these are the following: respect for persons, beneficence, justice, consent and confidentiality.

Respect for persons needs an obligation of the researcher not to exploit the weaknesses of the research participants. Self-sufficiency was avoided in order to maintain friendship, trust, and confidence among the participants and the researcher. Before

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hand, I asked permission from the Schools Division Superintendent in elementary where data collection belongs to. Next, I also sought permission from the different school heads of the research participants before conducting the research (Creswell, 2012). This was done to pay respect for the individuals concerned in the study.

Consent is another most important way of showing respect to persons during research (Creswell, 2012). This is to let all participants became aware on the purpose and objectives of the research study that they are going to involve. Written consent was provided for them to get their approval. After getting their nod, they have actively participated the in-depth interviews and focus group discussions. Of course, they were informed on the results and findings of the study.

Beneficence requires a commitment of minimizing risks to the research participants rather maximizing the profits that are due to them. Anonymity of the interviewee was kept in order not to put each participant into risks. At all times, participants were protected, so every files of information were not left unattended or unprotected (Bricki and Green, 2007).

Confidentiality towards the results and findings including the safeguard of the participants, coding system were used. Meaning, the participants' identities were hidden (Maree and Van Der Westhuizen, 2007). As recommended by Maree and Van Der Westhuizen (2007), all materials including videotapes, encoded transcripts, notes, and others should be destroyed after the data were being analyzed.

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Some of the informants were hesitant to be interviewed at first because they were afraid what to say but because of my reassurance to them in regard to the confidentiality of their responses, they later gave me the chance and showed comfort in answering the interview questions. I was extra careful with my questions and due respect was given importance to this study.

Justice requires a reasonable allocation of the risks and benefits as results of the research. It is very important to acknowledge the contributions of all the participants as they generally part of the success of the research. They must be given due credits in all their endeavors (Bloom and Crabtree, 2006). They were not able to spend any amount during the interview. Sensible tokens were given to them as a sign of recognition to their efforts on the study. I am hoping that through this study, they will be set free into whatever negative experiences they had as they teach non-readers and maintain a good name into what positive contributions they could offer in this study.

RESULTS AND DISCUSSION

Categorization of Data

After all the in-depth interviews and focus group discussion were accomplished, the audio record was immediately transcribed and translated into English (for those interviews in vernacular). During the data analysis, three steps were undertaken which included data reduction, data display, conclusion drawing and verification (Zhang and Wildemuth, 2007), adding that qualitative

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content analysis is "any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings".

Data reduction is the abstraction of data from the transcriptions, deleting data which are not important and transforming it into a comprehensible material, easily understood by many (Namey et al, 2007; Paul, 2006; Suter, 2012). This pairing and sieving of data is often termed as thematic analysis, a form of sorting and categorizing. Through data reduction, particularly with the sorting and organizing large volumes of qualitative data, retrieving and locating words and phrases, the data came out consolidated and manageable and easier to handle after being sorted and categorized. We also sought the help of a professional expert in the data analysis.

The second step was data display which is the organization of data and showing it in the form of graphic organizers such as a table or matrix that would enable the viewer to draw his conclusion (Suter, 2012). It is one step beyond data reduction, showing the data in an arranged and orderly manner, clearly showing the interrelationships of bits of information, readily available to the viewer. At this stage, first step of data reduction (Namey, 2007; Paul, 2006; Sitko, 2013).

Conclusion drawing and verification were the last steps in the qualitative analysis, it involves going back to consider what the analyzed data mean and to assess their aftermaths for the questions at hand while verification, integrally linked to conclusion drawing, required revisiting the data as many times as necessary to cross-

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check of verify these emergent conclusions (Paul, 2006). At this point, no definitive judgments were made but rather, the data were allowed to "speak for themselves" by the emergence of conceptual categories and descriptive themes. These themes were usually implanted in a structure of interconnected ideas that "make sense." The conceptual framework was then interpreted by the researchers with reference to the related literature on the subject in an attempt to explain, with a theory, the phenomenon being studied.

Many different interpretations were considered before the researchers formed a rational argument in the most obvious way possible so that others could judge the validity of the study (Sitko, 2013). In making a n interpretation of the report, we took into account what data to include and information to dispose of. The way interpretation was written is clear and precise, properly identified which of the information is factual description or plain personal views of the researchers (Griffiths and McLeod, 2008). An interesting and readable report "provides sufficient description to allow the reader to understand the basis for an interpretation, and sufficient interpretation to allow the reader to understand the description" (Zhang & Wildemuth, 2007).

Member checking and peer debriefing was conducted in addition to triangulation method. First, we provided all the participants of the study a copy of the transcripts of the interviews and FGD proceedings for checking and confirmation of the transcribed data and for feedback. So far, no one disputed the findings. They signified their approval. Proof was the participant verification form duly signed by the participants.

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Peer debriefing was also adopted wherein we worked together with my friends and classmates who helped me examine and scrutinized the transcriptions. Important feedbacks from each of them were taken into consideration such as overemphasized or underemphasized points of the data, vague descriptions and general errors of the data. Data that were not significant to the study were deleted.

The interpretation of the report, we carefully considered the important data to be included and information to be discarded. Sufficient description was being provided to permit the reader to comprehend the basis for interpretation so that the sufficient interpretations allow the reader to understand the description (Polkinghorne, 1989).

In order to verify that the data presented were true and correct, we visited our participants again for them to discern the results and to achieve full verification of the findings that we had done. Comprehensive engagement with the participants so that a clear understanding on every detail of the phenomenon being studied is attained (Lincoln, 1995).

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Table 1. *Essential Themes and Core Ideas on the Apprehensions of the Senior High students towards the Bachelor of Arts in English Course*

Essential Themes	Core Ideas
Cannot survive the course	• *My peers. I'm a type of person where I always prefer to be with my closest friends all time and as for taking courses, I would like to take up a course where one of my friends would be taking up too because I have this feeling that I cannot survive the first semester without any one I have known with me.*
Problem encountered in English subjects	• *Other courses influence me to choose them. It is because of what I like and AB-English is not my thing that is why I picked other courses.* • *I cannot take AB-English as positive for me because I am not fun of English and AB-English is not related to my course.* • *Well, I really got nervous about English subject. Gosh! So I would prefer other courses that this.* • *It affects me real bad because it is one of the subjects which I hate the most*

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	• *Just like my brother, he said it was really a difficult course because their subjects were all majors.*
Doubtful to take the course	• *Yes, maybe it is about the public speaking thing.*
	• *I have a big doubt about this course because English is not my thing.*
	• *Of course, because I do not ever perceive AB-English as something I want to pursue in the future.*
	• *Yes, there is. I doubt if I can speak. Because of course, right? Public speaking is a part of it. So, I doubt if I can do public speaking because I still have a slight glossophobia, like I cannot handle it if I can be able to speak in front of people. In a large group of people to be exact.*

Apprehensions of Senior High students towards AB-English Program. Chances are better even that if you have done your bet, shows the professor you care and all the rest you will make it through. But I constantly hear of students wanting to drop courses for various reasons: Fear, self-doubt, laziness poor scheduling, and others. This is sometimes the reason why students

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cannot survive the course based on the answers of our informants of the study. Miller (2005) expound that college is no cakewalk. It takes a lot of hard work and dedication to get that degree and maintain a respectable grade point average but most of the students would prefer to be with their friends on the same course in choosing that they can survive the course. One of the informants said that she always preferred to be with her closest friends all the time and as for taking courses she would like to take a course where one of her friends are taking up too. Because she has this feeling that she cannot survive the first semester without anyone she knew with her. Another informant also said that other courses influenced him to choose them because of what he likes and AB-English is not the thing.

It makes sense that during freshman years in college, once you take a course which you like might be fine but having your friends in a certain course may help you survive the semester and at the same time you are having fun because you have someone you know around you, from the view of Duke (2004). In the other hand the **problem encountered in English subjects** is another difficult view for the Senior High students. It's difficult. That is a statement common enough for everyone. And half of the student population who participated in our study gave this reason as one of the main hindrances why do they not want to take the AB-English course.

This generated them falls under what Gersten (1999, as cited by Coyne in 2010), stated that much research has documented problems in the instruction of English language learners. There was a clear need of research documenting the need

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for improvement. When students are presented with conventional curriculum with no modifications, they tend to flounder, become overwhelmed, and mentally tune out or withdraw from active classroom participation. Taking into consideration the case of Jay (pseudonym) that he really got nervous when it comes to English subjects, this affects him very bad because it is the subject which he hates the most. Ging (pseudonym) in the other hand has taken the perception of what his brother had experience. She said that AB-English was really a difficult course because the subjects are all majors, based on the experience of his brother who is currently taking up the Bachelor of Arts major in English.

One of our informants answered us with much conviction that he got nervous when it comes to English subjects. He does not have any interest in taking the risk to overcome his anxieties in the courses of English. Ging also said in the second statement, that his brother told him about how AB-English is as it studies specifically English itself. She did not experience it, yet by the experience of her brother she already grew fear in her heart that AB-English is a very difficult course. Based on the data we have collected, most of the Senior High students are **doubtful to take the course** AB-English. Many of them really did not have a deep knowledge about Bachelor of Arts in English and somehow brings them to mind that it is indeed a difficult course. Doubt is the condition of being uncertain from the views of James (2012). Before we do something that we do not usually do, it is normal for a person to have doubts. This is perhaps the least popular among the four themes that evolved from the transcript. In current American English, doubt could be considered to be a synonym of question, but the

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difference is that doubt implies lack of belief rather that lack of knowledge.

We believe that most of us students do really have some fears when it comes to public speaking, as what our informant has stated that she has doubts in AB-English because of the public speaking which is really develop by the students who are taking this course. This results to lack of self-esteem and low confidence to stand by James (2012). Two of our informants in this study had admitted that they have this stage fright. Which also said by Tom (pseudonym) that he has a doubt if he can speak or do public speaking because he still had this glossophobia wherein he is afraid in speaking in front of a crowd.

Table 2. *Essential Themes and Core Ideas on the Views of Senior High students towards the AB-English course*

Essential Themes	Core Ideas
Interesting and challenging course	• *My perception towards AB-English is that there will be many English, everywhere.* • *Interesting it is nice, because it has a lot of diction.* • *It is challenging. Your vocabulary will be greatly challenged.*

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Assurance to have a good job	• *Yes, you can enhance your vocabulary.*
	• *Your communication skills, like that. You know, it is interesting.*
	• *Positive. It is good in giving us knowledge in English language.*
	• *Yes, the enhancement of speaking skills particularly English.*
	• *The factor that this course can contribute to us is that we will have the ability to communicate to other people who are speaking in English.*
Not the preferred course	• *There is an advantage if you will take AB-English because you will graduate as English literate so there really an assurance that you can get a job.*
	• *No, because when I was still in Elementary, I really love to become a Doctor or a Nurse.*
	• *No, because English is not my thing and I am afraid*

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The views of Senior High students towards AB-English course. The in-depth interviews and the focus group discussion centered in discovering of what are the perceptions of the Senior High students about the AB-English course. According to our participants AB-English is an **interesting and challenging course** and as one of the popular languages on the globe stated by Groneward (2004) it provides you with easy access to conversations with others. It is a quite true for Tom (pseudonym) when she admired the course because it enhances your vocabulary and the right choices of words. This is true in the case of Amy (pseudonym) that according to her, AB-English is an interesting course because it deals more about English and the proper use of grammar which adds to your vocabulary. Along with these, the informants shared their gay ideas as of how English will enhance and expand their vocabulary, which most of the students should be learning informants view, is a challenging course for the reason that it deals about English and the language that is used is particularly the English itself since Filipinos are native speakers of English.

The strongest theme in the second research question pointed by all informants is the **assurance to have a good job** and the most common admiration of the Senior High students. There are thousands of reasons to study. We study to broaden our horizon towards life. It helps us grow mentally, intellectually, financially in the world of knowledge. According to Karl (pseudonym) said that English is really essential in everything. Whenever we apply for a job, employers are more amaze by the employees who are fluent in English during the interview. This describes that most of the

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informants in our study appreciates AB-English especially to those who are planning to work abroad. This result is in line with the concept of McGuire (2010) that students are preparing their future for the main reason to have a good, established and ensured job.

Education can hold a key role not only finding a job, but also having one that offers both financial and intrinsic rewards. Your level of education can affect both the breadth and depth of jobs available to you. You typically can apply for a broader range with more education, and jobs you can get are usually yield greater pay and chances for upward mobility, which is true in the case of Tom (pseudonym) that there is really an advantage in getting a good job if you are English literate. But of all those positive outcomes there is an opposition which completes the last theme of our study, those Senior High students labeled the AB-English **not the preferred course** which they want to take. When we were in Elementary, we tend to recite in some curricular activities on what do we want to be in the future.

Others wanted to be like their parents, and some wanted to be what others want them to be. We tend to see the world as a big clock where everything changes as time goes by. This main reason conforms to the idea of Roberto D. (2015) the learning the English language is the great emphasis on theory that imposed on students. The person that is studying a new language needs and wants to practice it not to be perfect in the accurate use of grammar. If this person is constantly corrected the perfection in grammar, for sure will dislike or hate learning it.

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Most of our informants do not actually want the AB-English because of her different field of interest in medicine. Shana (pseudonym) on the other hand had her passion in spot and according to her AB-English is not in line with her passion. That is why she is not interested in taking course. Most of our informants chose other courses just because English is not their thing, is not in line with their field of interest, and is not that of a need to their lives. One of the students answered that English is not really that difficult. And he wanted to choose Electrical Engineering as the nature of engineering courses is all mentally demanding. Lastly, Zara (pseudonym) answered that because of her passion and aspirations it compels her to choose other courses putting aside AB-English. Just like the Senior High students who are planning to take a good course that suits them, this leads us researchers to appreciate once more the course that we have chosen.

CONCLUSION

We, as researchers agreed with the opinions shared by the participants considering that we also experience doubts on whether to choose our course or not that somehow know our feelings that one contributor of it are our teachers.

Beforehand, as we prepare for our incoming interview with our random informants for the study, we felt hesitant and doubtful if how can we manage the flow of our conversation. There is also this kind of a feeling of intimidation, since this is our first time to conduct such research with students whom we do not know. At first, when we have our interview, we felt nervous and tense

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because we do not have any idea on how to start the interview. But as the interview goes on, it flows like a river that the participant's ideas are overflowing. And as researchers, we are very proud to hear and sense that the topic is interesting and digs more attention.

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