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# **Affective Variables and Oral Proficiency of Students at UM Tagum College**

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## **ABSTRACT**

Oral proficiency has been a constant problem in most countries which are not natives to English and having the prestige of being the Lingua Franca of the world; English is in the spotlight through these years. This quantitative study was an attempt in seeking the relationship of the students' affective variables and oral proficiency. Specifically, it employed the descriptive-correlation method to describe the extent of affective variables as correlated to the level of oral proficiency of the students. The study used a researcher-made questionnaire to elicit responses and to measure the affective variables of the respondents and in quantifying their level of oral proficiency, their grades in English 202 were used. The results showed that students' affective variables are much extensive and their oral proficiency is at moderate. Moreover, there is a significant difference among students when grouped according to their course taken. However, there is no significant relationship between the two; affective variables and oral proficiency. This research concluded that affective variables are not the major factors which affect oral proficiency significantly.

**Keywords:** *AB-English, affective variables, oral proficiency, anxiety, Philippines*

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## INTRODUCTION

Among the four macro-skills (listening, speaking, reading and writing), speaking is the most important because those who knew the language are referred as speakers of the language (Brown & Yule, 1983 as cited in Mai & Tuan, 2015). Despite the fact that it is considered as the most essential skill, oral production is usually considered as the hardest aspect of language learning (Davies & Pearse, 2000 as cited in Mai & Tuan, 2015).

For the learners to be able to use English in communication accurately and effectively is the very objective of every English language teaching. But to communicate fluently and accurately after years of studying is not guaranteed for learners lack the basic and necessary knowledge about the language (Ur, 1996 as cited in Mai & Tuan, 2015).

The affective side of the learners is one of the most important factors which influences their proficiency (Oxford, 2007). There are several affective variables which are related to success in acquiring proficiency in language and it has been confirmed by many researchers. However among those variables; motivation, self-confidence and anxiety were the most examined (Krashen, 1982).

In Japan, affective variables such as anxiety has been found out to have a negative effect to the proficiency level of College students (Liu, 2006). Similar study was made in Chinese undergraduate non-English majors at three different proficiency levels by way of surveys, observations, reflective journals, and

interviews. The study revealed that the more proficient students tended to be less anxious (Matsuoka, 2009).

In the national scene, most of the time when Filipinos think about personal and professional development, they think about English as the Second Language (ESL) commonly used by people of all ages, whether in formal or informal discussions. However, combining the international language with the vernacular becomes a habitual practice among Filipinos both in rural and urban scenarios. As for Linguists and educators, this lowers communication proficiency and they highlighted its potential impact on any teaching – learning process (Valerio, 2015).

In UM Tagum College, the researchers noticed that students also concord to this phenomenon or even speak in dialects during class recitations. It has also been observed that these students even after having their English 202 subjects which is Communicative English, their level of oral proficiency is still not that good and not that suitable for their year level knowing that they are assumed to have been adequately equipped with broad language learning. Upon these observations the researchers can say that these students may have been instigated by some factors which result for them to mix English with other language or even speak in dialects, or perhaps the students have been limited by their personal affecting factors such as low level of self-esteem and confidence.

Based on these cited situations, the researchers were prompted to explore the present plight of students at UM Tagum College. This research assessed the students' affective variables in correlation to oral proficiency for it was not highlighted on the past researches.

### *Research Questions*

1. What is the extent of affective variable in terms of:
  - 1.1 high Motivation;
  - 1.2 self-confidence; and
  - 1.3 low Anxiety?
  
2. What is the level of oral proficiency among students in terms of:
  - 2.1 grades?
  
3. Is there a significant difference on the level of oral proficiency of the students when grouped according to:
  - 3.1 course?
  
4. Is there a significant relationship between the extent of affective variables and the level of oral proficiency students of UM Tagum College?



## METHODOLOGY

### *Research Design*

The researchers used the descriptive-correlation method in the conduct of the study. This measured the indicator or the association between variables with varying levels of instruments. Relevant data were gathered through a researcher-made questionnaire as the main gathering tool in assessing the affective variables of the students of the UM Tagum College as correlated to their level of oral proficiency.

As the term descriptive survey implied, this study described the extent of affective variables and the level of oral proficiency of UMTC students. The main purpose of this study was to determine the extent of affective variables of the said students as being correlated to their level of oral proficiency.

### *Research Participants*

The respondents of this study were the students who already had their English 202 subjects at UM Tagum College, Tagum City, Davao Del Norte enrolled in the school year 2017-2018 taking up Criminology, BSBA, Education, AB-English, Accounting and HRM. Random sampling was used in this study. In computing the sample, the researchers employed the Slovin's Formula with a 95% level of confidence from the total population. Hence, the breakdown was as follows:

**Table 1. *Distribution of Respondents of the study***

| Course       | Population |
|--------------|------------|
| Criminology  | 77         |
| HRM          | 31         |
| AB           | 12         |
| BSBA         | 90         |
| Education    | 69         |
| BSAT         | 52         |
| <b>TOTAL</b> | <b>331</b> |

*Data Collection*

In gathering the data of this study, the researchers followed the following steps: The making of the questionnaire. The content of the questionnaire was scrutinized by the adviser of the researchers.

After such, the researchers personally submitted the said questionnaire for validation to the panel of examiners. Their suggestion, comments, and recommendations were incorporated in the revision of the instrument for refinement before it was finally printed for distribution.

After such, the researchers requested for the approval from the Dean of UM Tagum College in a form of request letter to conduct the study and for the distribution of questionnaires to the department.

After getting the approval, the researchers personally distributed the instruments to the respondents using the Random Sampling Technique.

After the instruments were filled up, the researchers gathered and compiled the data, and then personally turned it over to the statistician for statistical treatment.

### Statistical Treatment of Data

The gathered data were tabulated and evaluated using the following statistical tools:

*Mean.* This was used to measure the level of oral proficiency of the students.

*F-test.* This was used to determine the significant difference on the level of oral proficiency when grouped according to course enrolled.

*Pearson r Product Moment Correlation.* This statistical tool was used to determine the significance of the relationship between affective variables and oral proficiency of the students.

## RESULTS AND DISCUSSION

### Extent of Affective Variables among Students

Presented in Table 2 is the extent of affective variables in terms of high motivation, self-confidence, and low anxiety; where all the indicators are described as high.

The overall mean score is 4.11 with the SD of 0.52 with a descriptive equivalent of high. This shows that the respondents

perceived that their extent of Affective Variables is much extensive.

This means that affective variables act as positive learning methods. As stated in the theory of Krashen (1982), affective variables play a facilitative, but non-causal role in second language acquisition. He posited that learners with high motivation, self-confidence, and low anxiety are better speakers of the acquired language. This is supported with the theory of Sadasivan (2015) which stated that the person's success in being orally proficient is crucially attributed to his affective variables. Thus, affective filters add up to the intellectual and physical response in order to be successfully orally proficient.

**Table 2. Extent of Affective Variables among Students, n=331**

| Indicators      | $\bar{x}$   | SD          |
|-----------------|-------------|-------------|
| High Motivation | 4.20        | 0.53        |
| Self-Confidence | 4.04        | 0.63        |
| Low Anxiety     | 4.10        | 0.63        |
| <b>Overall</b>  | <b>4.11</b> | <b>0.52</b> |

**Legend:**

|           |           |
|-----------|-----------|
| 4.3 – 5.0 | Very High |
| 3.5 – 4.2 | High      |
| 2.7 – 3.4 | Moderate  |
| 1.9 – 2.6 | Low       |
| 1.0 – 1.8 | Very Low  |

Among the three indicators, high motivation has the highest mean of 4.20 with the SD of 0.53. This indicates that students' motivation is much extensive. Pyun et al. (2014) characterized motivation a want, an influence or a feeling which fills L2 students to endeavor to learn. Thus, motivation can be considered as a power that can enable dialect students to begin, manage, and maintain their endeavors in procuring capability orally (Amiryousefi & Tavakoli, 2014).

Low Anxiety posted a mean of 4.10 with SD of 0.63 and a descriptive equivalent of high. This means that the students' Low Anxiety of students is much extensive. Anxiety is probably regarded as the biggest affective factor that obstructs the learning process. Language anxiety is described as fear or apprehension occurring when a learner is expected to perform in the second or foreign language (Pyun et. al. 2014). It is a notorious affective variable, which is believed to have negative effects on language learners such as making them avoid to communicate via L2 and to participate in the related activities (Brown, 2014). Thus, low level of anxiety helps students to strive in aspiring and acquiring proficiency.

The indicator with the lowest mean of 4.04 is self-confidence with the SD of 0.63 but with a descriptive equivalent of high also. This means that the self-confidence of students is much extensive. Self-confidence affects a language learners desire to communicate and his/her capacity to achieve his communicative goals (Öz et. Al. 2015). There is no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your

own capabilities for that activity (White, 1959). Hence, a high level of self-confidence is a prime factor for the development of oral proficiency.

### **Level of Oral Proficiency among Students**

Table 3 presents the summary of the level of Oral Proficiency of students in terms of grades. Data show that the mean score of the oral proficiency of the students is posted at 85.05 with SD of 4.60. And this is categorized as moderate level.

This result implies that the respondents' oral proficiency is at general professional level. According to ACTFL (2012), this level means that the students are able to speak the language with sufficient structural accuracy and vocabulary to participate effectively in most formal and informal conversations in practical, social and professional topics. Thus, the respondents use the language acceptably, but with some noticeable imperfections, yet, errors virtually never interfere with understanding.

This is supported with the theory of O'Brien and Director (2013) which states that there are a number of advantages of being exposed to language learning, including cognitive advantages that can arise from achieving a particular level of proficiency in language learning; thus, students who are proficient orally specifically in English, are advantageous when it comes to other aspects of cognition.

This result also conforms in accordance to the theory which cited by Lawrence (2006), which states that, oral proficiency among students are as diverse as the students who

study them. Hence, the students' level of oral proficiency may vary from each other; depending on their own purpose of learning the language and on how they tend to use it.

**Table 3. Level of Oral Proficiency among Students, n=331**

| Indicator    | $\bar{x}$    | SD          |
|--------------|--------------|-------------|
| <b>Grade</b> | <b>85.05</b> | <b>4.60</b> |

**Legend:**

- 95 – 100 Very High
- 90 - 94 High
- 85 – 89 Moderate
- 80 – 84 Low
- 75 – 79 Very Low

**Difference on the Oral Proficiency among Students**

Shown in Table 4 is the significant difference on the oral proficiency when analyzed according to course taken. The researchers employed F-test using ANOVA to test the difference on the oral proficiency among students when grouped by course.

Data reveal that the students taking up AB-English have the highest mean of 88.25 with SD of 4.09; while the students taking up BSBA got the lowest mean score of 83.44 with SD of 4.39. The computed F-value is 7.307\* with the p-value of 0.000 at a 0.05 level of significance.

Thus, the null hypothesis is rejected because the p-value (0.000) is less than the  $\alpha = 0.05$  level of significance. Hence, there is a significant difference on the level of oral proficiency executed by the students from the different department.

According to Leonard S. Cohen as mentioned by Guo & Wang (2013), class-scale is an eternal factor in achieving oral proficiency. Moreover, according to Cohen, teachers and students in small-scale class are usually happier and more active than large-scale class and the demands of the students in small-scale class are easily met. Thus, to achieve a more effective oral English learning class-scale should not be too large.

Group cohesion is another factor that hones oral proficiency in a small-scale class (Clement et. al, 1994). According to them, it is the strength of the relationships existing among the students in a class. They believe that the relationship among the students is more strengthened in a small-scale class rather than large-scale classes. It can be achieved through activities such as games and group works. These activities can establish a friendly and supportive relationship among the students, and can hence increase their confidence and risk-taking to be more engaged with the tasks



**Table 4. *F-test using ANOVA on the Difference in the Oral Proficiency among Students when Grouped According to Course Relationship between Affective Variables and Oral Proficiency***

| Indicator | Group       | n  | $\bar{x}$ | SD   | $\rho$ |
|-----------|-------------|----|-----------|------|--------|
| Grade     | Criminology | 77 | 84.53     | 4.63 | 0.000  |
|           | HRM         | 31 | 84.55     | 4.07 |        |
|           | AB          | 12 | 88.25     | 4.09 |        |
|           | BSBA        | 90 | 83.44     | 4.39 |        |
|           | Education   | 69 | 87.20     | 4.04 |        |
|           | BSAT        | 52 | 85.05     | 4.75 |        |

Table 5 shows the correlation between affective variables and the oral proficiency of students at UM Tagum College. Using the Pearson r in computing the relationship between the two variables, the r-value is 0.036 with the p-value is 0.515. The positive correlation suggests that if the affective variable increases, the oral proficiency also increases. However, the p-value of 0.515 is greater than the level of significance which is 0.05, the positive correlation is not significant.

Therefore, the null hypothesis of no significant relationship between affective variables and oral proficiency among students is not rejected. This means that oral proficiency is not significantly related to affective variables. There is enough evidence that the relationship is statistically insignificant. The sample data is substantial to validate the claim.

This result deviates to the theory of Sadasivan (2015), which states that human behaviour in general is dominated by emotion and the affective variables are crucial in governing a person's success in being oral proficient. This could possibly mean that there are other factors that could affect significantly the level of oral proficiency of students at UM Tagum College. It is further supported by the study of Gardner and Lambert (1972) about attitude and motivation; and the study of Guiora, et al. (1972) about the effects, empathy and affective domains; wherein, it appears that difficulty in oral proficiency can be attributed largely to affective blocks of various kinds.

**Table 5. Correlation between Affective Variables and Oral Proficiency**

| Variables           | Correlation Coefficient, r | z Value | $\rho$ Value | Decision              |
|---------------------|----------------------------|---------|--------------|-----------------------|
| Affective Variables | 0.036                      | 0.655   | 0.515        | $H_0$ is not rejected |
| Oral Proficiency    |                            |         |              |                       |

## CONCLUSION

In the light of the aforementioned findings of the study, the following conclusions are drawn:

1. The extent of affective variables of students at UM Tagum College in terms of high motivation, self-confidence, and low anxiety is high.

2. The level of oral proficiency of students at UM Tagum College in terms of grades is moderate.

3. There is a significant difference on the level of oral proficiency of students at UM Tagum College when grouped according to course taken.

4. There is no significant relationship between affective variables and oral proficiency of students at UM Tagum College.

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# Coaching Skills of Teachers and Classroom Performance of Students in UM Tagum College

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## ABSTRACT

The main concern of this study was to determine the level of the coaching skills of teachers and classroom performance of students in UMTC. This study employed the descriptive-correlation method of research that had been supplemented with a researcher-made questionnaire as the main data gathering tool to assess the coaching skills of teachers and the classroom performance students. The respondents of this study are the English 202 students in this S.Y. 2017-2018. Based on the study, on one hand, the level of coaching skills of teachers of English 202 in terms of role model, synectic strategy, and pedagogical strategy is very high. On the other hand, the level of classroom performance of students in English 202 is high and there is no significant relationship between the coaching skills of teachers and the level of classroom performance of students in UMTC. Also there is a significant relationship difference on the level of classroom performance of students when grouped according to sex. Procedures for purchase of coaching skills of teachers need simplification for timely procurement, virtual linkage with university needs to be addressed, and produce effective teachers are required for improved students' capacity. It is concluded that improved teachers services and coaching skills can enhance students' development.

**Keywords:** *AB English, coaching skills, classroom performance, Philippines*

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## INTRODUCTION

Teacher's coaching skills are essential to improve students to their capacity and challenges. In each establishment today students are not ready to adapt up to their lessons because of unwillingness and timidity in various perspectives which comes about to coming up short their subjects and poor execution in class. The school has given a program which could help the students to conquer their troubles that they are experiencing. This is to boost the capability of execution and end up noticeably equipped expert. The advanced education has occupied with much discourse about the need to get ready for students to be all around aggressive in this inexorably complex world (Jaswal, 2009).

In Africa, particularly on southern region, the supply of qualified and proficient instructors remains a test. The educator additionally has a poor working conditions, they didn't bolstered by specialists, retirement and passing (Bernstein, 2011; Bertram, Mthiyane & Mukeredzi, 2013; Gordon, 2009).

In the Philippines, coaching program sees tutors as facilitators of on-going instructor learning in the acknowledgment of coaching in schools requires the enlistment of good guides. But unfortunately, good mentors are difficult to discover because not all teachers can become mentors in light of the fact that not all instructors can move toward becoming coaches that not every teacher who is excellent with students can qualify as a tutor and choosing the right people to get ready as tutors is in imperative thought in the coaching program (Fletcher, 2000).

On the other hand, in Davao del Norte, particularly in the UM Tagum College is expanding their assistance to the students learning. Even that the institution is providing training and seminar to the instructors. It is not an assurance that the instructors will apply it in class. The instructors are also a factor of student's improvement in school that is the reason they need to experience distinctive training to completely comprehend their part and responsibilities in the student's development.

The researchers believe that the coaching skills of teachers can affect the student's performance and on their grades. Unskilled teachers may lead to difficulties in achieving a good performance of student in English 202. Therefore, the researchers have felt the need to conduct a study that will provide a probable answer by trying to tap into new avenues through informing the institution to provide skilled teachers in order to achieve good performance.

### *Research Questions*

1. What is the level of coaching skills of teachers in UMTC College in terms of:
  - 1.1 role model;
  - 1.2 synectic strategy; and
  - 1.3 pedagogical strategies?
  
2. What is the level of classroom performance of students in UMTC College in terms of:
  - 2.1 student's 2<sup>nd</sup> examination result?
  
3. Is there a significant difference on the level of classroom performance among students when analyzed according to sex?

4. Is there a significant relationship between the level of coaching skill of teachers and the level of classroom performance among students in UMTC?

## **METHODOLOGY**

### *Research Design*

This study utilized the descriptive-correlation method in order to achieve the purpose of this study. The researchers used questionnaire and SPR (Student's Permanent Record) as the main gathering tool to assess the coaching skills of teachers and the classroom performance of the students that have English in UM Tagum Campus.

According to Burn and Glove (2009) descriptive research is designed to provide a picture of a situation as it naturally happen. It may be used to justify current practice and make judgment and also to develop theories. For the purpose of this study, descriptive research was used to obtain a view of coaching skills of teachers to improve the classroom activity performance among students in UM Tagum Campus.

### *Research Participants*

This study was conducted in the city of Tagum, Davao del Norte, particularly in UM Tagum College. The respondents of this study were the students under English 202 (Communicative English), specifically the 7 AB English students, 60 Bachelor of

Science in Business Administration students, 42 Criminology Students, 42 Education students, 10 Accountancy students and 30 Bachelor of Science and Hotel and Restaurant Management. It consisted of 110 females and 81 males. These students were chosen because they were doing some performance activity. Therefore, it was important to examine their levels of classroom activity performance and to find out whether they possess the necessary performing skills.

The level of the coaching skills of teachers and the level of classroom activity performance of the students were based on second year students enrolled in the second semester of the school year 2016-2017.

**Table 1. *Distribution of the Respondents of the Study***

| Course         | Population |           |           |
|----------------|------------|-----------|-----------|
|                | Female     | Male      | Total     |
| AB             | 5          | 2         | 7         |
| BSBA           | 38         | 22        | 60        |
| CRIMINOLOGY    | 18         | 24        | 42        |
| EDUCATION      | 23         | 14        | 42        |
| BSAT           | 6          | 4         | 10        |
| BSHRM          | 20         | 10        | 30        |
| <b>OVERALL</b> | <b>111</b> | <b>81</b> | <b>19</b> |

## **Data Collection**

In collecting the data, the following steps were undertaken.

*Validation of the questionnaire.* The primary step was the formulation of the questionnaire wherein the researchers made the first draft of the questionnaire. Second, the first draft was submitted to the thesis adviser for comments and suggestions. Third, the draft was finalized by implementing the recommendation and directions. Finally, the questionnaire was validated by the members of the thesis committee.

*Administration of the questionnaire.* One set of questionnaire was managed to the respondents. The questionnaire was for measuring the level of coaching skills of teachers. Prior to the administration, the respondents who fitted the purpose of the study were individually contact personally through oral communication informing them about the administration of the questionnaire within the school premises. During the administration of the questionnaires, directions were carefully read and explained to the respondents with examples.

### **Statistical Treatment of Data**

The following statistical tools were used in the analysis and interpretation of the results.

*Mean.* This was used to determine the level of the communication apprehension and the classroom performance of students.



*T-test.* This was used to determine the significant differences on the level of coaching skills of teachers and classroom performance of second year students when analysed according to sex.

*Pearson Product-Moment Correlation Coefficient (r).* This was used to determine the significant relationship between the level of the coaching skills of teachers and the classroom performance of the English 202 students.

## **RESULTS AND DISCUSSION**

### **Coaching Skills of Teachers and Classroom Performance of Students in UM Tagum College**

**Table 2.** *Level of Coaching Skills of Teachers n= 178*

**Legend:**

|           |           |
|-----------|-----------|
| 4.50-5.00 | Very High |
| 3.50-4.94 | High      |
| 2.50-3.49 | Moderate  |
| 1.50-2.49 | Low       |
| 1.0-1.49  | Very Low  |

Table 2 presents the level of coaching skills of teachers in UM Tagum College in terms of role model, synectic strategy and pedagogical strategy. Also presented are the specific mean scores of the three indicators under this variable with the corresponding descriptive level.

The overall mean of the all the indicators is 4.61. This means that the coaching skills of teachers in UM Tagum College is excellent. Among the indicators, pedagogical strategy got the highest mean score of 4.64, followed by role model with a mean score of 4.61 and synectic strategy with a mean score of 4.59. All indicators got a descriptive equivalent of very high.

This means that the instructors in UM Tagum College is very high in all indicators. This shows that the teachers in UM Tagum College is qualified in teaching the students. Furthermore, According to Ayeni (2011), desirable changes in students so as to achieve specific teaching is a process that involves bringing about outcomes. This was supported by Adunola (2011), who stated that in order for the method used for teaching to be effective the teacher should apply some coaching strategies to guide their students in their learning development.

Table 3 depicts the data on the academic performance research students of UM Tagum College. The data includes the specific, weighted mean and its corresponding descriptive level.

| <b>Indicator</b>     | $\bar{x}$   | <b>SD</b>    |
|----------------------|-------------|--------------|
| Role Model           | 4.61        | 0.462        |
| Synectic Strategy    | 4.59        | 0.482        |
| Pedagogical Strategy | 4.64        | 0.536        |
| <b>Overall</b>       | <b>4.61</b> | <b>0.427</b> |

### **Level of Classroom Performance of English 202 Students in UM Tagum College**

The variable, academic performance, obtained a weighted mean of 36.32 score. It shows that is within the range of high level. It implies that research students are possessing very satisfactory classroom performance.

Furthermore, it also implies that the classroom performance of English 202 students is on high level. It is stated that the coaching strategies of teachers have impacted positively on the improvement of the student's academic performance (López-Pastor, 2009).

### **Significant Difference on the level of Classroom Performance of Students when grouped according to sex**

Presented in table 4 are the significant differences on the level of classroom performance of students among AB-English, Bachelor of Science in Business Administration, Criminology,

Teachers Education, Bachelor of Science in Business Administration and Bachelor of Science in Accounting Technology and Hotel and Restaurant Management, Education students when analyzed according to sex. The males students have 33.02 and 8.221 total mean and SD respectively and the female students have 38.75 mean and 9.639 SD.

Using the t test, it shows that the computed t-value of 4.317 is greater than probability of .033. Thus the null hypothesis that there is a significant difference on the scholastic performance of AB-English, BSBA, Criminology, Teachers Education, HRM and BSAT students when grouped according to sex is accepted.

Therefore, there is a significant difference on the coaching skills of teachers of the said courses when analyzed according to sex. This Indicates that both male and female respondent have compatible classroom performance observation. Different researchers have been argued about the existence of different attribution patterns in boys and girls. According to Light body 1996, it stated that girls tend to give more emphasis to effort when explaining their performance; boys appeal more to ability and luck as causes of their academic achievement (Burgner & Hewstone, 1993). Regarding gender differences in academic performance, there is no evidence of such differences existing and when such differences do occur, it is to the detriment of the girls (Hilke & Conway, 1994).

## Correlation Matrix of the Coaching Skills of Teachers and Classroom Performance of Students

The test on the significant relationship between the two variables involved in this study is displayed in Table 5. The mean level of coaching skills of teachers is 4.61 while the academic performance of students in English 202 is 36.32. Data reveal that the null hypothesis is rejected since significant. The single data is substantial to claim the existence of the difference.

**Table 3. Level of Academic Performance of Research Students  $n = 178$**

| Indicator                          | $\bar{x}$ | S.D   |
|------------------------------------|-----------|-------|
| Students second examination result | 36.32     | 9.477 |

### Legend:

|       |           |
|-------|-----------|
| 41-50 | Very High |
| 31-40 | High      |
| 21-30 | Moderate  |
| 11-20 | Low       |
| 0-10  | Very Low  |

**Table 4. Independent samples t-test results showing the differences of Classroom Performance among Students when analyzed by sex**

| <b>Variables</b>      | <b>Group</b> | <b>n</b> | <b><math>\bar{x}</math></b> | <b>SD</b> | <b>t</b> | <b>p</b> |
|-----------------------|--------------|----------|-----------------------------|-----------|----------|----------|
| Classroom Performance | Male         | 81       | 33.02                       | 8.221     | 4.317    | .003     |
|                       | Female       | 110      | 38.75                       | 9.639     |          |          |

\*<p<0.05

Thus, there is no significant relationship between the level of coaching skills of teachers and classroom performance of students in UM Tagum College. This means that the second examination result of students in English 202 is not entirely dependent on the level of coaching skills of teachers. It may have been affected by the level of academic performance but not in a large way because there could be some other factors that highly influence it.

This is supported by Kwesiga (2002) who said that the performance of the students is also influenced by the school in which they studied. However, he further explained that the number of facilities a school offers usually determine the quality of the school, which in turn affect the performance and accomplishment of its students.

**Table 5. Correlations between Coaching Skills of Teachers and Classroom Performance among Students**

|                                      | CST  | CPS |
|--------------------------------------|------|-----|
| Coaching Skills of Teachers          | -    |     |
| Classroom Performance among Students | .040 | -   |

\* $p < 0.05$

## CONCLUSION

Based on the findings of the study, the following were drawn:

1. The level of coaching skills of teachers in English 202 in terms of role model, synectic strategy and pedagogical strategy is very high.
2. The level of classroom performance of students in English 202 is 36.32.
3. There is a significant difference in the classroom performance of students when grouped according to sex.
4. There is no significant relationship between coaching skills of teachers and the level of classroom activity performance of students in UM Tagum College.

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# Millennial Language: In the Lens of Generation X

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## ABSTRACT

This study aimed to view generation X about the millennial language. The researchers used the phenomenological approach for the better understanding of the topic. The purpose of the study was to know the effects of millennial language toward generation X about the millennial language and these are following themes emerged, the researchers believed that the individuals that we interviewed were being honest upon their points. The generation X view the language of millennial as confusing, unique, creative and very different from the language of generation X at the same time. In addition, the generation X were asked about their insights toward the millennial language. After reading some millennial language, they said that there is language gap between the two generation. Secondly, millennial language is appropriate in present time communication. Lastly, millennial language is easy to adopt and learn. The millennial language as of our current time, it is believed that it is acceptable enough since it has been used and made by millennials. We cannot deny that the world is slowly been maneuvered by millennial and the only thing that generation X can do is to accept and respect the millennial language.

**Keywords:** *Millennial language, Generation, Generation X, Language, Philippines*

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## INTRODUCTION

Millennial is the term usually considered to apply to individuals who reached adulthood around the turn of the 21<sup>st</sup> century. It is an identity given to a broadly and vaguely defined group of people; this is the generation followed by the Generation X or Xers. According to Whitman, language is not an abstract construction of the learned, or of dictionary-makers, but is something arising out of the work, needs, ties, joys, affections, tastes of long generations of humanity, and has its bases broad and low, close to the ground, we live in a world of language, principally used for communication purposes to establish and maintain social relationships.

Furthermore, according from the Pew Research Center they have found out about the emerging influence of the Millennials in creating their own language. Millennial language is at the forefront of this change, which is to be expected. For decades, the youngest generations have always been the ones to establish language shifts. They may do it as a way to create a generational identity, where these persons delineate their identities based on their craft, experiences, posture and wisdom that precipitate from immersing a particular role for a certain period of time. It is one of the reasons why a certain individual born in different generations have hard time in communicating and dealing with each languages especially the millennial language who are very known as the most influential generation, these generations have its unique languages and different usage in building social relationships each generations may changing the language but never ruining it (Beall, 2016).



Moreover, millennial language in the lens of generation X, in this study we will mainly focusing on the response about the millennial language. Since language has changed over the period of time, this research is the way to know how did/did not affect the community or the individual, what influences the millennials in making their own language.

However, we have not come across any study that specifically discusses the social meanings that some professionals (teachers, pharmacists, engineers and accountants) in their fields have constructed. This kind of understanding toward millennial language became part of their daily lives in the sense that they interact with these group of people. We are so much interested on how this group of degree holders socially understands handling the millennials' approach.

### *Research Questions*

1. What are the emerging interpretations of the generation X about the millennial language?
2. How does generation X view the language of millennials?
3. What are the insights of generation X about the millennial language?

## METHODOLOGY

### *Research Design*

This institutes the methods used in this disquisition on the query in discovering the perception of the interpretation of millennial language: In the lens of generation X. The investigation involved 14 participants, whose backgrounds were based on the generation X that they were born. The method used in this study is qualitative. Phenomenological study, which is other form of qualitative research depicts the experiences of all the respondents had in common (Cresswell, 2012).

According to Silverman, this design should look into pooled perspectives and conclude conclusions for this study. In this sense, deep understanding commence in inner experiences and language (Silverman, 2010).

Observers in social aspect were determined by their experiences. Their experiences helped them for understanding and act toward the things that surrounds them (Denzin & Lincoln, 2011).

This study concentrated on how the participants comprehend the interpretation of Millennial language: In the lens of generation X. As for participant's background, we took time to hear their views and behaviors to know more about them. Research questions were asked to the respondents or participants by FGD that will cater their very thoughts toward the research. The collections or every data were also served as the discussion gone along.

### *Roles of the Researcher*

Researchers played as presider and noters at the same time, as the interactions continue about the study through discussions. In focus group discussions, the interviewer stands as mediator. As the interviewer asks following questions to the respondents, the respondents were given a chance to ask questions for deeper understanding. The facilitator must do his/her very job to let the respondents feel comfortable as they continue the discussion (Dornyei, 2014).

### *Research Participants*

In doing the discussions, the participants were composed by women and men in different level. In focus group discussion, according to Dornyei, must be sized between 6-10 or 12 people to come up with potential conclusion for future research. Focus group discussions two technical questions must be remembered. First is to have heterogenous or homogenous individuals in the group and how many respondents to have (Dornyei, 2014).

In this study, the researchers agreed that respondents must be 7 in a group and part of the generation X to be connected in our study. In phenomenological study it was suggested that the discussion in purposive sampling must be 5 to 25 people to be used, 4 women and 3 men in X generation (Raagas, 2010).

### *Data Collection*

In gathering data, the following steps were observed:

First, by purposive sampling approach, the identification of the respondents must be assured They were asked to sign a consent for personal purposes and the assurance of their safety as professionals sharing their thought for this study.

Second, in starting the focus group discussion, the moderator will orient the respondents that collecting data will be happening through participation, but must take note that answering the question will not be forced. Discussions will be opened by welcoming address. The facilitator will set the parameters of the discussion. The confidentiality of the answers will be assured. Interviewer will clarify some misunderstandings on why researchers record the answers given by the participants. Researchers distributed copies about some millennial words that were being used widely in the world. Lastly, the interviewer must assured that there will be no wrong answers as they gave their answers knowing that it came from their very point of view (Dornyei, 2014).

The discussion, focus group, aimed to bring answers for the query number one (1 what are the interpretations of the textual product in discourse context of the millennial language?)

The moderator steered the discussion by using probes and body language and gesturing are effective devices to control the flow and keeping the group focused. Particular care were taken to also -allow socially less desirable views to be voiced because in a group session respondents may be more reluctant to share dis-preferred answers than in a one-to-one interview.

In the concluding-phase, the moderator needed to ask if there are any issues or concerns that require further discussion or have not yet been addressed. Because of the group nature of the session we also need to include a short winding down phase and some positive feedback so that nobody leaves the session being dissatisfied with them or with the social image they may have projected.

Third, to answer query number three (3) what are the insights of each generation language that can be shared? The participants were asked to simulate. The conversation evolved on topics preferred by the participants in the simulation.

Fourth, the transcriptions of the simulated conversation about the interpretation of generation X toward the millennial language were the basis for analysis of the linguistic features.

As a student's of the program AB-English, we also gave our view and relate our experiences in understanding and relating to the said kind of studies. The reflections of these experiences will serve as the data for the study. Reflections of experiences include behavior or attitude. In this study, the reflection is the written document of the researcher's interpretations towards (Creswell, 2012).

### *Data Analysis*

After decryption, the focus group discussion, answers that relate to the topic were distinguished from their principle that also reflects into their specific thought. The answers were divided into

themes that reflect the different sides of the problem. The data on the focus group interview were understood, grounded on query number one about what is revealed.

### *Trustworthiness and Ethical Consideration*

The questions on “Does it matter?” and “How the credibility is to be sustained and recognized?” were imposed on the discussions. After conducting this study, we tried our very might to check every detail given by the participants. We will make sure that the trust of the respondents will not wither even after the interview took place about this study (Creswell & Miller, 2000; Silverman, 2010).

### **Credibility**

Original data from the respondents were guaranteed for representing rational ideas. As researchers, we used 3 approaches for the said study. First, we discussed the experiences backgrounded by truth in every answers. Second, in research procedures, we used focus group discussions and in depth interview. Third, the reason why interviewer plays a massive role in the discussion it is because he/she will be the one who will set the flow and mood of the interview. These approaches will surely be useful in having a reliable data (Lincoln & Guba, 2011).

### **Transferability**

In this case, as researchers, we guaranteed the transferability of our study. We placed the possible information’s in our appendices. The documents used to gain some answers in research questions were also at the back. Our study will be open to

other researchers for recommendation and conclusion for further study.

### **Dependability**

We assured that the dependability of our study is highly reliable. The data analysis, collections and phenomenal explanation were based on scholarly conclusions connected to our study.

### **Conformability**

Researchers were adhered the law to see to it that their confidentiality as respondents. The collected data from the interviews were treated with care for specific purposes. The audios that have been recorded were given back to the respondents for authentication with their signed verification form.

### **Ethical Consideration**

The main concerns of our study were women of different age and status. Therefore, we have to ensure their safety, give full protection so that they will not lose their trust to us. We followed ethical standards in conducting this study as pointed, these are the following: respect for persons, beneficence, justice, consent and confidentiality (Boyatzis, 2011; Mack et al, 2010).

### **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, we asked permission from the women in different status where data collection belongs to Cresswell (Creswell, 2012).

**Consent** is another 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 consents were 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 about the results and findings of the discussions happened.

**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 cared, so every files of information were not left unattended or unprotected. Again the assurance of the protected answers will always be confidential (Bricki & Green, 2007).

**Confidentiality** towards the results and findings including the protection 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 decoded.



Some of the informants were hesitant to be interviewed at first because they were afraid on what they will going to say but because of the reassurance of the interviewer to them in regards to the confidentiality of their responses, they later gave the chance and showed comfort in answering the interview questions. We were extra careful with our 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).

## **RESULTS AND DISCUSSION**

### Categorization of Data

Upon performing the in-depth interviews and the focus group discussion, data from the audio-tape recordings were directly transcribed and for those answers in vernacular were carefully translated into English. Next, we listened cautiously to the sound recordings. This was to transform the data into texts and so that it would be easier for us to code our data later (Boyatzis, 2010).

Three steps were being taken during the data analysis that consists of data reduction, data display, drawing conclusion and verification. These were done in order to identify core and

essential themes about the phenomenon under investigation (Burns & Grove, 2007).

Data deduction was employed to transform those data into vital and logical material, simply understood by many to delete unnecessary data from the transcription. Thematic analysis was the approach used in braising and separating data, a way of sorting and compartmentalize. Through data deduction, the lengthy and large volumes of qualitative data accumulated came out polarized and manageable, easier to constrain and understood. We also asked for a helping hand from a professional who was expert on analyzing data (Moustakas, 1994; Creswell, 2012)

The next step was data display that was done through graphic organizers such as matrix or table for the viewer to draw his conclusion. In this step, we read my data several times to be acquainted with them. At first, we found several themes, but with the help of the data analyst, the themes were narrowed down to just few ones.

Lastly, drawing conclusion and verification were done for qualitative analysis. This was going back several more times and revisiting the data being analyzed to completely see to it the validity of the emergent conclusions. The data conversed through the emergence of conceptual categories and descriptive themes. These themes were crafted into which all of them were interconnected and became with sense (Van Manen, 1990).

On gathering these data, it is a must to provide information for better outputs. We interpreted the conceptual framework with

reference to the related literature on the phenomenon being investigated which was done in an attempt to explain the subject with a theory. We believed that this will be great help (Burns & Groove, 2007).

In making an interpretation of the report, we took into account what data have to be included and information to be discarded. The interpretation was written clearly and precisely. 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).

Different criteria for the evaluation of qualitative research must be considered. We considered the trustworthiness criteria which are credibility, metaphoric, dependability and transferability. We established extended engagement with my participants so that both of us got a clear understanding on every point of the phenomenon being studied. We used communal sources of my study; these communal sources of evidence were interview transcripts from the key informants and FGD participants, perspective field notes and readings from related literature to achieve triangulation (Guba and Lincoln, 1989).

In addition to triangulation method, peer debriefing was conducted. We manufactured the essential themes with the help of our data analyst. Nevertheless, before that, we asked some of our friends and classmates to help us examine and scrutinize the transcriptions. We considered their remarks and indication such as deleting data that are not significant to the study.

**Table 1. *Essential Themes and Core Ideas on Emerging Interpretations of the Generation X about the Millennial Language***

| Essential Themes | Core Ideas   |
|------------------|--|
| <b>Unique</b>    | <ul style="list-style-type: none"> <li>• It is often time confusing because it is different from what they mean to what they are talking.</li> <li>• Well, based on the observation, I must say that, the language of millennial is actually somewhat like very confusing in the fact that maybe; I was born in other generation so it definitely brings me confusions. But of course there is what we call respect since, I believe as a teacher of language I believe that a language is as a live it changes happen.</li> <li>• Well, Millennial words, it is fun, in the way that it is new for me, not common words they are using...then we can easily cope up with that because I have also learned that one and also it doesn't matter if the words are changing but as long as the importance or the essence of the particular words are the same.</li> </ul> |
| <b>Brief</b>     | <ul style="list-style-type: none"> <li>• I noticed that they can communicate with 2 letters just like my daughter. And it's really good</li> </ul>   |

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- Most of the words on the language of millennial are actually, abbreviated most of them are truly abbreviated
  - Everything is cut into short
  - Uhm, they are into acronyms like uhm like shortening the words and putting.
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As the results of this study revealed, the emerging interpretations of the generation X about millennial language is **unique**. It is different because of the new trends that millennials invented and automatically circulated throughout the masses. It has been considered unique because of the big difference of the language from the generation X. It is obvious that the family orientation of a certain millennial had a very big impact upon their lives. Knowing that generation X and millennials had a very dissimilar drive when it comes to putting up some rules inside the family. The conformity approach inside the family brought tons of ideas and principle to the millennials as they continue to grow up and live life. However, the uniqueness of the millennial language is somewhat acceptable to some respondents that consisted of group of professionals in sense that they had everyday interactions with the millennials and they already knew how to deal with it (Crossman, 2016).

Considering the statement of Chair (pseudonym), he said that the millennial language brought confusion to his generation since

they came from different times. According to him, since he's a teacher in language, it doesn't matter how millennials interact and deliver their thoughts every time they had discussions. The important thing is respect in each other and the communication goes on. We can say that the millennial language is unique because of the linguistic features. It cannot be denied that the millennial language has a different approach when it comes to interaction. The point is even if it sounded disrespectful toward generation X as long as the said thought was conveyed the language took place.

Considering the statement of Summer (pseudonym) that the millennial language is somewhat interesting knowing that some words that they mean is sometimes had different meaning or completely opposite to what it really means.

Other theme that also been observed is **brief**, millennials were known to be impatient. Since they want an easy way on most things, they want to finish things in a very comfortable way. So in the millennial language as people observed, they are fond of making acronyms for their satisfaction. In their communicative level, the millennials were also known for their frankness. They keep on trying to make new group of words which were short and on point (Hynes, 2017).

During interview, Taylor (pseudonym) shared that the millennial language is somewhat into acronyms when they interact with other people through internet. In non verbal realm of communication, almost of the millennials can communicate with just 1 to 2 letters, which is far more different than any other generations in the history.

They could use their time in very efficient way. On some point, the impatient character of millennials which lead on making of new words in a product of brief theme in the said discussion.

**Table 2. *Essential Themes and Core Ideas on Millennial Language on the view of Generation X***

| Essential Themes                  | Core Ideas  |
|-----------------------------------|---|
|                                   | <ul style="list-style-type: none"> <li>• language of millennial somewhat like confusing and I guess it will just as what I say it will just bring confusions to them especially, what I observed that the students using or fan of using the language the millennial language whenever they writing professional write ups or academic ups they are always had that confusions in spelling, because they are fun, used to it already in abbreviating those words so they ... they commit mistakes on that matter</li> </ul> |
| <p><b>Unique and Creative</b></p> | <ul style="list-style-type: none"> <li>• It is complicated but it is just, like give them an option for them to make everything easy</li> <li>• I feel a little bit awkward but what we can do it's the call of the time...just listen and understands but its okay but as long as it is not bad words.</li> <li>• I do not have any reaction because I just go with the flow I just accept it by heart.</li> </ul>   |

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- It is not formal.
  - For me, it sounds creative although for me it's informal especially when we are talking in you know like when we are in a business talk so we don't use those languages that they use.
  - They are not formal.
  - For me, it sounds creative although for me it's informal especially when we are talking in you know like when we are in a business talk so we don't use those languages that they use.

**Different from  
the language of  
Generation X**

- Really different, before we talk less because we're shy every time but now, teens have a high confidence
  - I guess that my language comparing to the millennial language are ... are actually not that far in terms of its meaning but I guess it just more on shall we say, the millennial language is somewhat like more on shortcuts, abbreviations and if you are not familiar to it, it will just definitely bring confusions to our, but my language it is just the normal one that can be easily understood by people.
  - Comparison millennial language is sound like ... like useless while our language is so very important and significant.
  - Our language is colorful while the millennials are dull.
  - There's a really massive difference in compared before so before it's somewhat
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there's a boundary, formalities, right now creativeness uprises ya.

- It was so different, our language before is formal.
  - How do I compare, maybe I can only contrast like they don't have any similarities at all. Really different than generation x.
  - For me, it is very difficult to compare this millennial language to generation X language, it is because I am not that familiar with, Gen X I think generation X language used appropriately the words or the language they want to denote or they give meaning to it whereas, in millennial language there is what you called slang words they do not directly point out to that particular meaning instead, they use other words but for you, you can already understand it.
- 

Generation X's view on millennial language based on our gathered points. One major theme is **confusing**. Generation X find the millennial confusing in a sense that millennials had many personalities which were really far from the characteristics of generation X. Since we already tackled about the geekiness of generation X, it is really an absolute thing to generation X that they find millennials confusing based on interviews (Eason, 2017).

Let us consider the notion of Selena (pseudonym) pointing out that millennial language is confusing because sometimes their using words in interacting without the proper meaning of it. They are into words which were opposite and it brings chaos to the

former generation. On the other hand, as long as they are not bad words to hear the millennial language is still acceptable in generation X.

Next is **unique and creative**, generation X viewed millennial language as unique and creative. We can't deny the fact that millennial can do a lot more or should we say multitask. They are active in today's trend and showed that they can do better and great works compared to the success of the past generation. However, the informality of the millennials bring no good to the generation X's view toward millennials (Verschoor, 2013).

Shan (pseudonym) observed that the uniqueness and creativity that has been engrossed in millennial language is a thing that can't be easily took away from them. Even though the unethical portion of them is being showed we can't deny that they are the ones bringing color to the modern world. It is a sad fact that some of the generation X cannot just go with the flow in interacting with the Millennials. Some tried to use the conformity approach to shape the future of their children, which can lead to hate or something against their principle as parents according to some studies.

**Different from the language of generation X**, since the world has been into different generations there is no surprise if generation X would say that there is a huge difference of language usage between millennial language and to generation X's to be exact. The characteristics of Millennials and baby boomers are so far different, and we all know that the characteristics reflect the way we deliver our speech or in conveying ideas. The family orientation placed a very big portion in the Millennials' lives. We

all know that every generation has their own highlight issues that affect their lives so much that even their environment and people around them has been affected (Crossman,2017).

**Table 3. *Essential Themes and Core Ideas on Revealed on Millennial Language on the Interpretation of Generation X***

| Essential Themes   | Core Ideas   |
|--|--|
| <p><b>There is language gap between the two generation</b></p> | <ul style="list-style-type: none"> <li>• In terms of the language there is a generation X language are more formal and maybe polite in using languages and in terms of expressing them especially to the elders</li> <li>• So my language is clear my language is can be understood because it's different from them so maybe what I have said before, their language maybe have or had another meaning if we will interpret it.</li> <li>• It is very different because before we use to write and speak words completely so it is expected to be a long talk and a long sentence to write or a text, unlike today...the millennials the way you use their language or the way you use some of their words makes you feel like in a higher class of the society.</li> </ul> |

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**Millennial language is appropriate in present time communication**

- For me millennial language is important especially if it is important in the sense that, others can still communicate and still do understand because the very purpose of communication, no matter what language we use is understanding, but on my view as a language teacher I don't think so, it is helpful in order to really develop every student's language facility.

**Millennial language is easy to adopt and learn**

- It differs, depends if where are you going to use, it also depends on the avenue and importance, but if a child is be with you ...you must go along. it is important to communicate but it always depend on the person you are talking.
- for the millennials it's really important especially when they are having fun talking about this and that but for me it's not that really important.
- So I just heard that millennials are lazy, so I think that is the advantage with using the millennial language because they do not have to write all the words out, why would you do that when you can abbreviate...it is easier way to do that.

- 
- The difference is just different, it is really different from before and now because before we are straightforward when you are talking to the elders before, but for me what I have met or reached are those .I already met those ‘bagets’ time those ‘bagets-bagets time...I think it is really a new.I have reached the new generation and I easily cope up and learn with it.
  - There is really no big difference between the language of millennials and generation X since that they are only followed by the generation X and convert also to the language of the millennials, they can easily cope up with that since generation X era are followed by the millennial.
  - To cope up easily to the trend...if not, then you cannot really understand what is the hip nowadays...for the millennials if you cannot communicate well using their language then they will not listen to you but for the generation X you will just get a bunch of laugh from the millennials if you cannot learn their language.
  - That’s it my generation X we are trying to cope up not from the
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work...not in the workplace but outside...because we cannot use their millennial language in the work place that's it the only thing is that in terms of communicating to the youths well that would be it but...in the business world it is prohibited in the work place.

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Millennial language in our current setting is obviously familiar to generation X. The fact that this group of professionals is facing teenagers every day, their insights will help more for the advancement of this study. **There is a language gap between the two generation**, as we observed there is a huge gap in every generation they have a different significant and impact to the society. Generation X are more informal way and polite in using languages and in terms of expressing them especially to the elders, while millennial are too frank with their feelings. Behavior and preferences are those which are different in kind or degree from previous generations at the same age and which are likely to become part of their lifelong culture (Sweeney, 2006)

**Millennial language is appropriate in present time communication**, since our study is all about millennial language ,we found out that millennial words are best in present time communication because we are living in the generation of millennials or generation Y. Others can still communicate and still do understand because that is very purpose of communication, no matter what language we're using, understanding as long as we communicate and understand each other.

New words was develop by millennials because they are too social literate .The trends around the world were made possible by the millennials (Beall,2016).

**Millennial language is easy to adopt and learn**, since the Millennials are born in the era of digital world so are the birth of their language through the influence of social media, when participants of the study insists on describing the difference of their language from the Millennials mentioning the language such as being unique, brief, confusing, and creative.

Being connective is one of the factors for interacting with other cultures and breaking boundaries. The connective quality that has been stated in here is just about the bright side that creates harmony within the society (Ganapathy, 2014).

## **CONCLUSION**

People tend to fear change and change can seem scary but it brought progress and development for the society and for the future; by that language change is a variation over time that we have to cope up with it, as for generation X and millennials in terms of adapting change view it as a vehicle for new opportunities. Generational differences are trying to convey its roles in each generation as they rule in different era, one of the most common management challenges involves how to effectively manage all kinds of different people, not just people who look and think as the same generation as they do.

Millennials or the next generation to rule over might be misunderstood in different level, especially on handling the issue of how they change language to the extent that other generation might feel uncomfortable and might find hardships in communicating with them.

As we are doing the interviews, watching and listening to their sentiments that we presented and explained, their reactions and reasons were felt by the researchers because obviously we, as the researchers are from the millennial generation, we sometimes find them very uncomfortable in terms of expressing what they truly feel. Sometimes, they just make a joke just to clear the awkward atmosphere.

From the result of the gathered data, we, the researchers really wanted to at least know the interpretations, insights, and views of the generation X as our subject to the millennial and also to understand more about the language of the millennial generation. We found out that the experiences of the individuals who are a generation Xers triggered them to speak their hearts out, tell, and adjust at the same time. This implies that there were so many misinterpretations of views, knowing it and at the same time understanding the millennial language. And so, it is our hope that we produced a study that corresponded its purpose. Lastly, it is our dream to do this in return to our department before we leave the University.



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# Needs Analysis in Creative Writing: Basis for Language Intervention

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## ABSTRACT

The main purpose of this study was to determine the English needs of AB English students. The study employed descriptive type of research of the study. There were sixty (60) respondents from the third year and fourth years have answered the survey questionnaire. The respondents chosen for this research are randomly selected. The results are presented according to research questions. What are the needs of students in writing composition and what intervention program based on the Needs of analysis. By answering this research question, AB English student were required to indicate which of the six English language skills namely: writing, language, grammar, convenient styles, composition and critical they found to be most important for their success in their course. They were also required to indicate which item under each skill was most important for their other subject. Overall, it was evident the needs identified rated as the skill important to their success in their studies. Finally, this study provided important implications, meaningful insights, and vital related topics which necessitate future undertakings.

**Keywords:** *AB English, needs analysis, Creative writing, Language Intervention, Tagum City, Philippines*

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## INTRODUCTION

Writing is an expressive language skill in which the writer uses written symbols to communicate. Indeed writing to communicate is a vehicle for increasing and deepening knowledge. It is expected that this should be acquired by the student in English classes. Learning to use English written form of communication is of great importance today because academic communication tasks relate primarily to the used English in international content.

Some progressive countries are not so particular in writing English. Due to this, they have difficulty in dealing with people around the world using English as an international language. Modern society is in need of the people who do not read and speak but also write effectively by (Zhenhui, 2010).

In the Philippines, the introduction of the communicative approach integrating the second learners aim at gaining communicative competence, yet the writing skills has been identified as a deficiency. Furthermore, English as a second language does not all the Filipinos good speaker and writing of the language. Although a lot of professionals could transmit ideas in English, there is no guarantee that everyone could do it as a good in writing English, point out by (Vai, 2008).

There are quite a number of AB students, particularly in UM Tagum College, who found difficulty in transmitting ideas correctly in written English, some of them put successfully their ideas into writing but they are obviously lacking fluency and accuracy. In spite of the introduction of new technology and instruction and employment of teaching innovation, still student

can hardly transmit their ideas in good English. Thus, these prevailing situations have impelled the researchers to carry out if this intervention can help creative writing skills of AB students. Hence, this study is conducted.

### *Research Questions*

1. What are the results of the AB English students Self Analysis in terms of creative writing?
2. What are the needs of students in writing composition?
3. What intervention program can be devised based on the result of the needs analysis?

## **METHODOLOGY**

### *Research Design*

The design of this study is descriptive for its main purpose is to analyze needs committed by the respondents by describing the needs committed, identifying its type and category, the way of improving the commission of needs and evaluation of needs committed.

Need analysis is a method used to document the systematic error that appears in learner language. These errors should not be taken as a negative feedback because people have different expressing word written or verbal (Regent, 2014).

### *Research Participants*

The respondents of the study were AB English students of UM Tagum College. They were chosen mainly because they are majority of the many people who will be directly affected of the errors in writing and composing sentences. The study was primarily behavioral and they are the one who can explain and provide variety of results to different behavioral assessment this study were set. The researcher will use a set of questionnaire to set definitions in picking up participants.

### *Data Collection*

The gathering of data for this study employed comprehensive procedure. The researchers undergo the following steps: First to seek permission from the Department Chair of Arts and Sciences to facilitate the research process. Upon approval, the researchers also asked permission to the Dean of College to ensure validity of the conduct of the study. Primary data will be used for the study. Structured questionnaires were prepared and distributed of AB English students by the researchers. Respondents may write their names or not in questionnaire for the purpose of confidentiality and were given a week fill in the questionnaire, and finally, the data will analyze and interpreted based on the research objective.

### *Statistical Treatment of Data*

In the analysis of data, the following statistical tools were employed:

***Frequency*** This was used to answer question 1 to 3 which determined the needs analysis of written composition basis for language intervene scheme, and which of the indicators influenced most.

***Percentage*** This was used to determine the respondents which of the indicator influenced most.

## **RESULTS AND DISCUSSION**

### **Self - Analysis**

The needs of students in Creative Writing in term to answer this research question, AB English students are required to indicate which of the six English language skills namely: writing, language, grammar, convenient styles, composition and critical they found to be most important for the success in their course. They were also required to indicate which items under each skill were most important for their other subject. The results for this question are displayed in Tables 2.

**Table 2. Self-Analysis**

---

| <b>Writing Proficiency</b>              | <b>Frequency</b> | <b>Percent</b> | <b>Description</b> |
|---|------------------|----------------|--------------------|
| Your comprehension when reading         | 5                | 8%             | Do well            |
| Your fluency and confidence in speaking | 10               | 16%            | Do well            |
| Your accuracy when you speak            | 5                | 8%             | Do well            |
| Your understanding of other speakers    | 6                | 10%            | Do well            |
| Your accuracy when writing              | 10               | 16%            | Do well            |
| Your range of vocabulary                | 10               | 16%            | Do well            |
| Artworks                                | 3                | 35%            | Not do well        |
| Photography                             | 5                | 8%             | Do well            |
| Drama                                   | 6                | 10%            | Do well            |
| <b>Total:</b>                           | <b>60</b>        | <b>100%</b>    |                    |

---

**Legend:**

Not to do well 1 2 3 4 5 Do well

## Needs Identified

Overall, as is evident in Figure 1, twenty-eight (28) or 46.7%, most of the AB students in UM Tagum College rated writing priorities under vocabulary as the skill Very important to the success in their studies. There are twenty four (24) that rated writing priorities under vocabulary for AB English students' success in course are important while 8 or 13.3% rated it important.

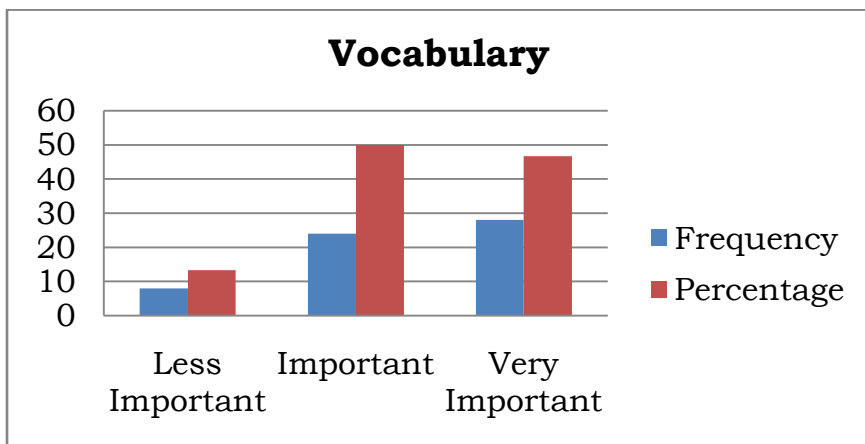


Figure 1A. Writing Properties under Improve writing for AB English success in courses

The level of writing priorities under improve writing is most important for AB English success in courses; half of AB English student rated improve writing as the skills , thirty (30) or 50% rated it as very important, twenty six (26) or 43.7% rated improve writing as important and 6.7% or four students rated as less important.

Figure 1B, twenty-nine (29) or 48.3%, most of the AB English students in UM Tagum College rated writing priorities under English test scores writing to be the skill that is very important to the success in their studies. There were 48.3% of AB English students gave the highest rating to English test scores as very important, 46.7% gave English test scores rated as important while three (3) or 5% rated English test scores as the skill less important to the success in their studies.

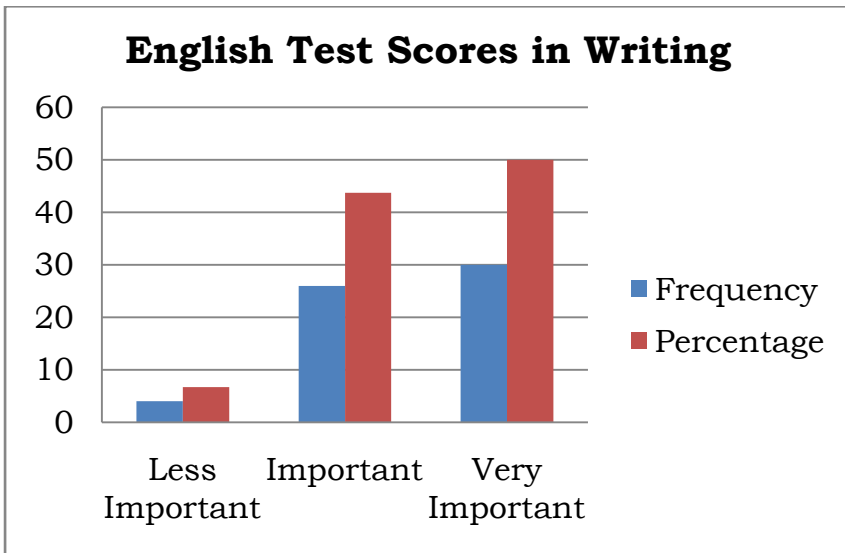


Figure 1B. Writing Properties under English test scores in writing for AB English success in courses

### Language Skills

Figure 2A indicates, most of the AB English students rated reading report as most important for their courses. Approximately thirty four (34) students identified reading report as important,

twenty two (22) or 36.7% rated reading report as very important while 6.7% or four (4) students rated reading report as less important.

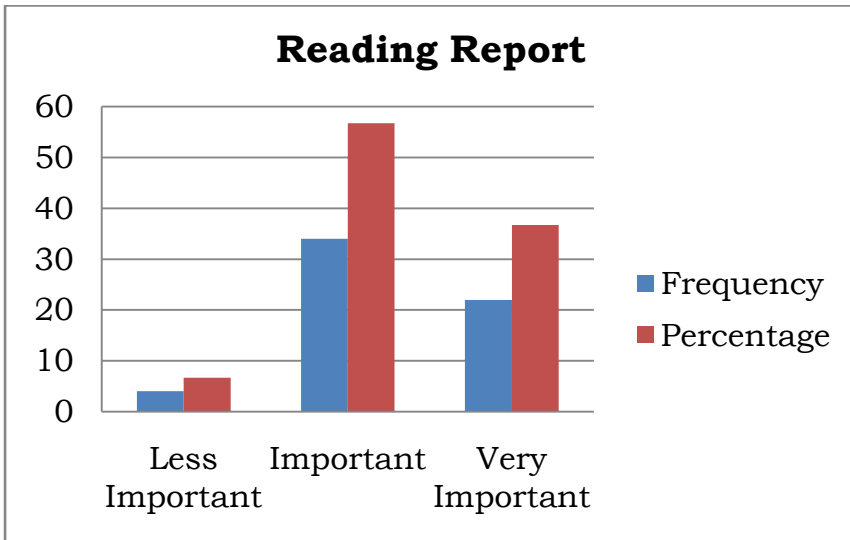


Figure 2A. Language skills under reading report for AB English success in courses

Figure 2B shows that students were homogenous in their rating of item under writing short stories important for courses. Most of the AB English students rated writing short stories, there were thirty nine or 65.0% rated it as important for their course. Sixteen (16) or 26.7% rated it as very important while there were five or 8.3 % students rated it as less important in their course.



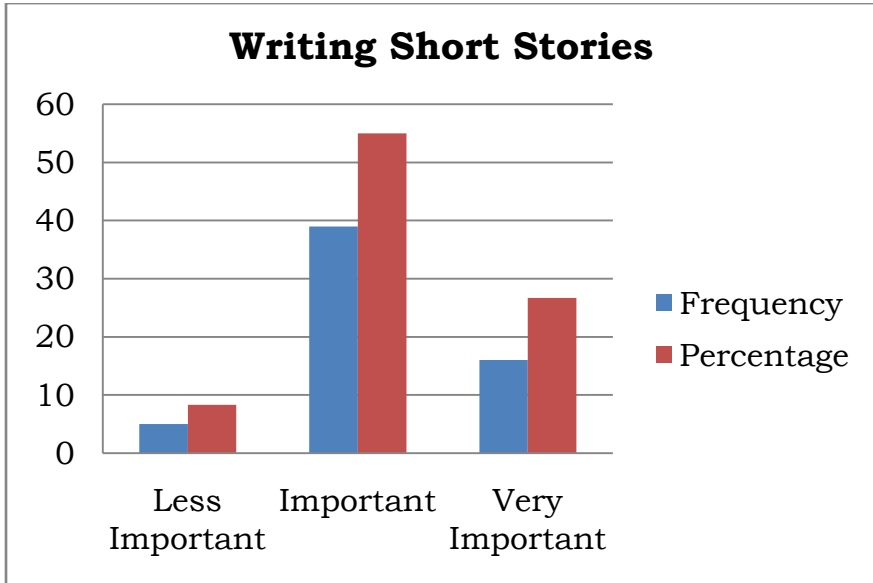


Figure 2B. Language skills under writing short stories for AB English success in courses.

## Grammar

3A show that there were diverse grammar needs in the students. More than half of the students 65.0% or thirty three (33) identified organizing paragraph and ideas as important for their course. 26.7% or sixteen students also identified organizing paragraph and ideas as equally very important while there were over (8.3%) or five students rated it as less important.

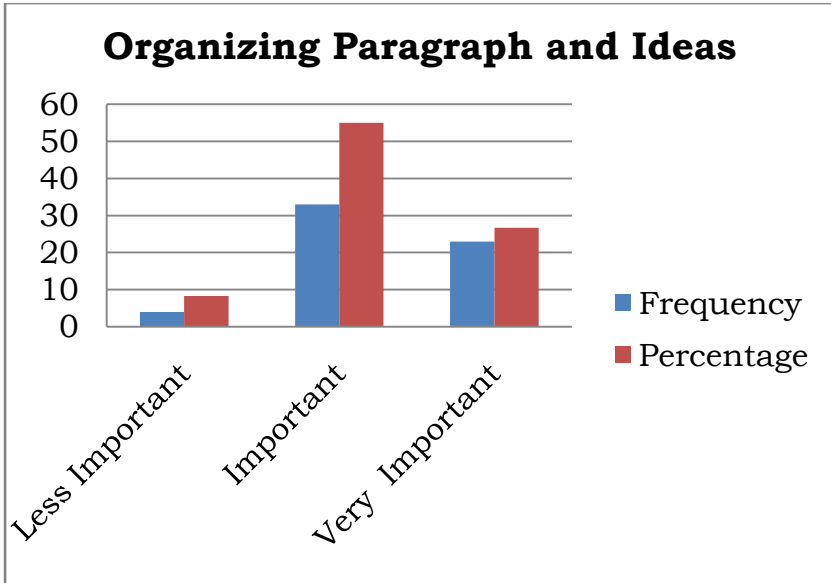


Figure 3A. Grammar under organizing paragraph and ideas for AB English success in courses

Figure 3B indicates that students were thirty four or 56.7% in their rating of items under writing composition as important for the course. Twenty one or 35% identified writing composition as most important while 8.3% or 5 students rated writing composition as less important.

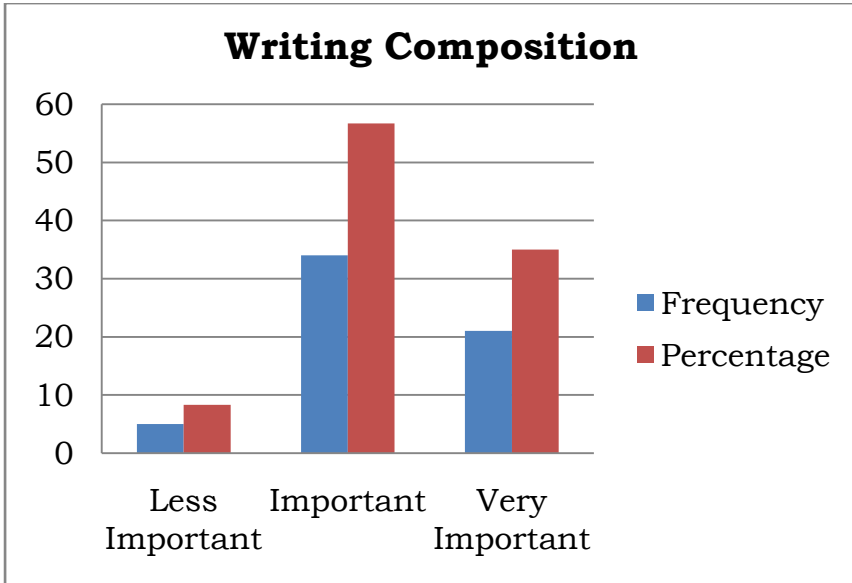


Table 3B. Grammar under writing composition for AB English success in courses

### Conventional Styles

As figure 4A indicates that most of the AB English students rated conventional styles under techniques in writing as most important for their courses. Approximately thirty four (34) students rated techniques in writing report as important, twenty two (22) or 36.7% rated reading report as very important while 6.7% or four (4) students rated reading report as less important.

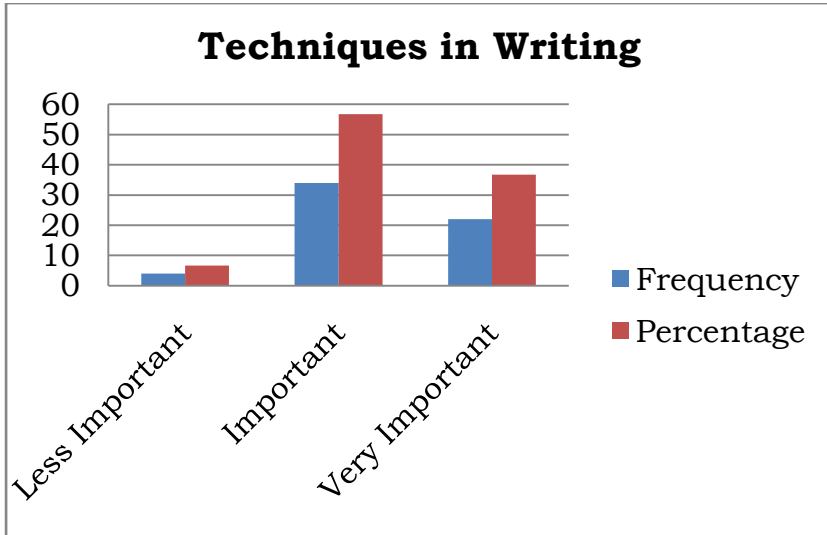


Figure 4A. Conventional Styles under techniques in writing of AB English students for their courses.

Figure 4B shows that students were rating conventional styles item under lecture note taking as important for the course. Most of the AB English students rated lecture note taking; thirty four or 56.7% rated it as important for AB English students, Twenty one (21) or 35.0% rated it as very important while there were four or 5.0% students rated it as less important in their course.

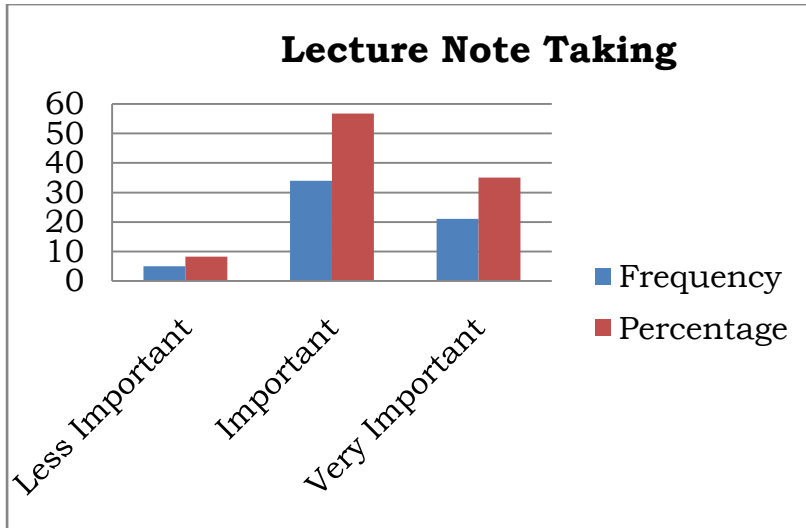


Figure 4B. Conventional Styles under lecture note taking of AB English students for their course.

Figure 4C shows that students were rating conventional styles item under essay writing as important for the course. Most of the AB English students rated essay writing: (34) or 56.7% rated it as important for AB English students. (21) or 35.0% rated it as very important while there were four or 5.0% students rated it as less important in their course.

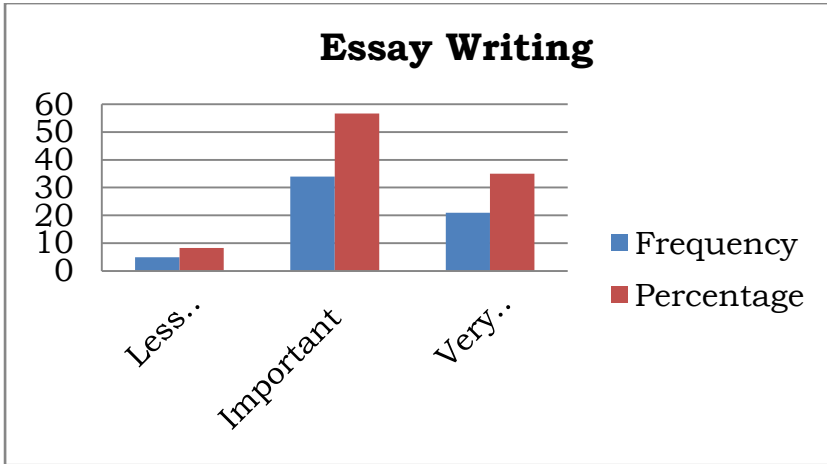


Figure 4C. Conventional Styles under essay writing of AB English students for their course

### Composition

As Figure 5A indicates, most of the AB English students rated composition under short stories as important for their course. Approximately thirty eight (38) or 61.7% students identified reading report as important, thirteen (13) or 21.7% rated composition under short stories as very important while 15.0% or nine (9) students rated short stories as less important.

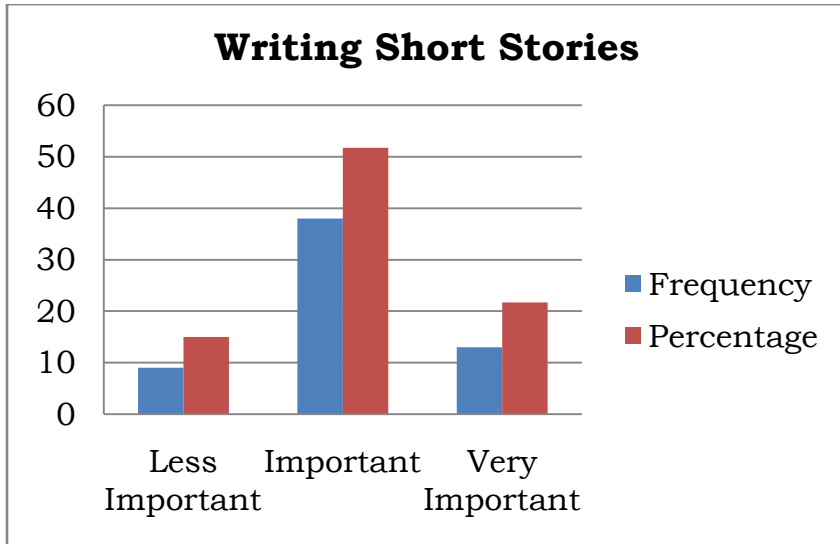


Figure 5A. Composition under short stories of AB English students for their course

Figure 5B shows that students rated composition itemorganize brief lesson as important for their course. Most of the AB English students rated organize brief lesson: thirty seven or 61.7% rated important for AB English students. Nineteen (19) or 31.7% rated very important while (4) or 6.7% students rated it as less important to organize brief lesson in their course.

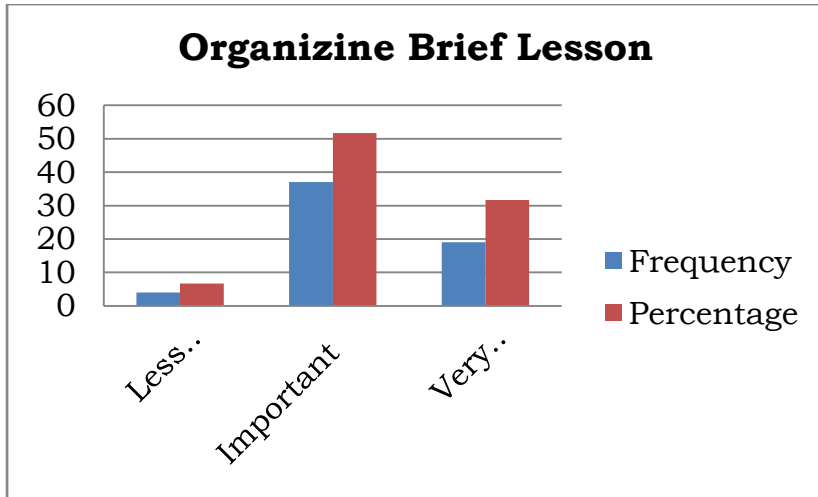


Figure 5B. Composition under organize brief lesson of AB English students for their course

Figure 5C indicates that students were forty or 66.7% in their rating of items under writing task as important for their course, sixteen or 26.7% identified writing task as most important while 6.7% or 4 students rated writing composition as less important.



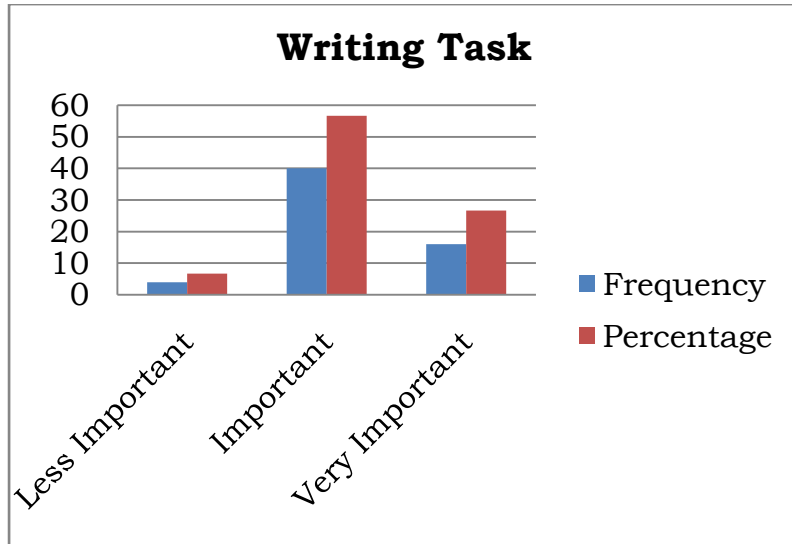


Figure 5C. Composition under writing task of AB English students for their course

### Critical Thinking Skills

Figure 6A indicates that students rating an items under depth analysis as important for theircourse. Thirty seven or 61.7% identified depth analysisas important, 33.3% or 20 students rated depth analysis as very important while 5.0% or 3 students rated it as less important for the course.

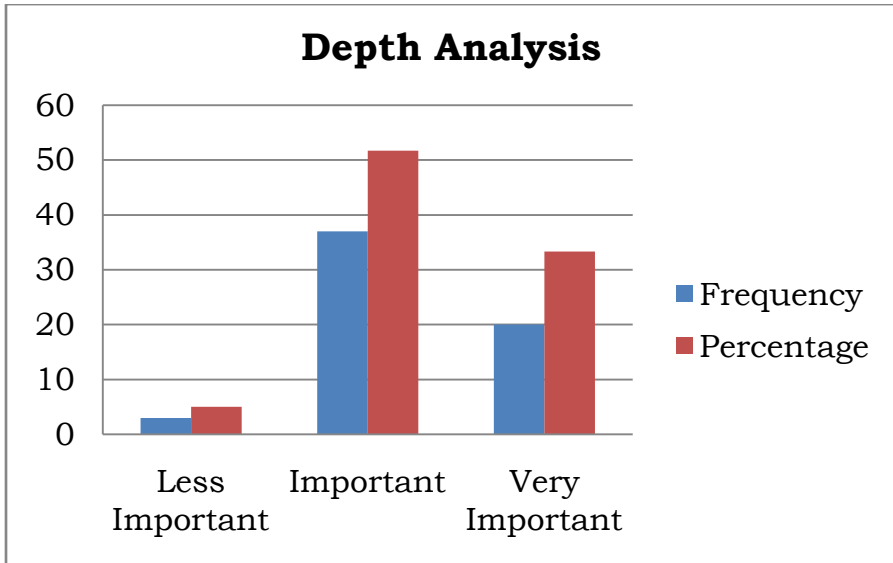


Figure 6A. Critical Thinking Skills under depth analysis of AB English Students for their course

Figure 6B indicates that students are rating items under coherence of arguments as important for the course, 63% or thirty eight students rated coherence of argument; eighteen (18) or 30.0% identified coherence of argument as most important for students while 6.7% or 4 students rated coherence of argument as less important.

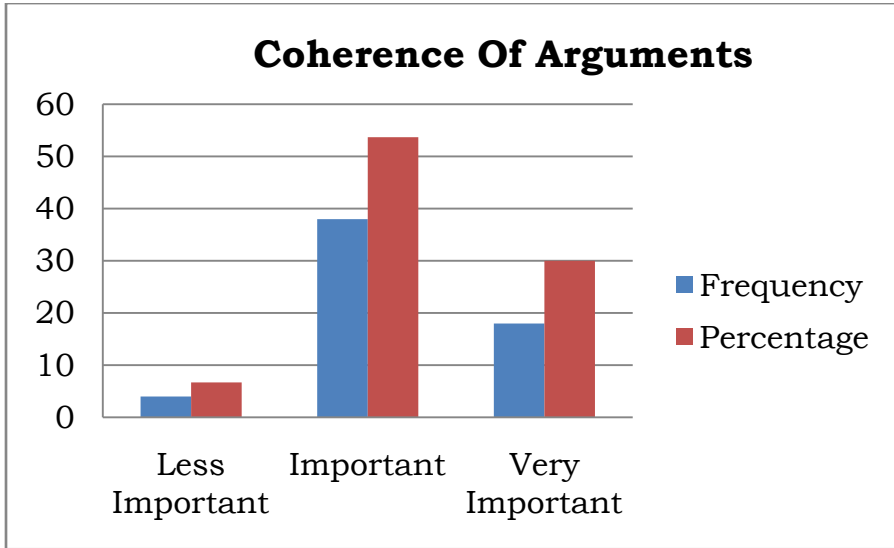


Figure 6B. Critical thinking skills under coherence of arguments as important of AB English students for their course.

Figure 6C, there were thirty three (33) or 55.0%, of the AB students in UM Tagum College rated critical thinking skill under work sharing and critiquing as important, 20 or 33.3% rated it as very important, while seven (7) or 11.7% rated work sharing and critiquing as less important to the success of their studies.

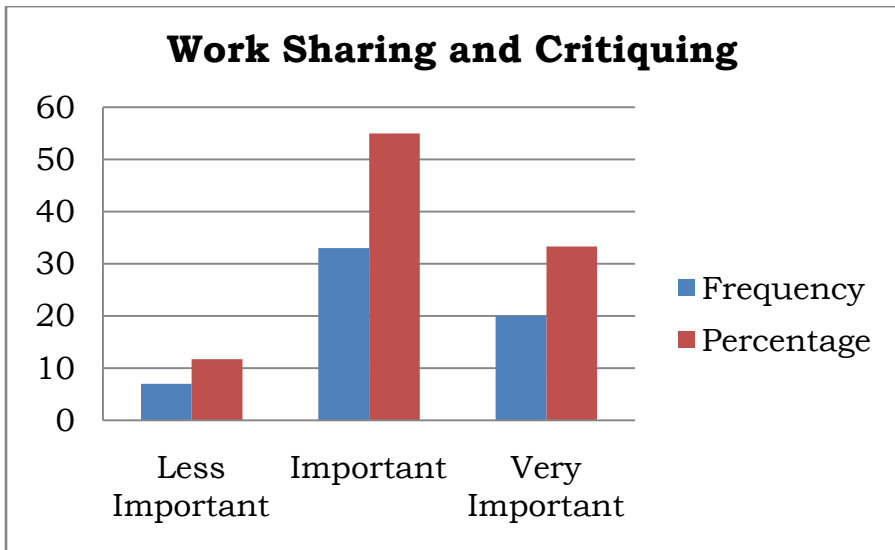


Figure 6C. Critical thinking skills under coherence of arguments work sharing and critiquing as important of AB English students for their course.

Figure 2. *Intervention Program based on Needs Analysis*

Based on figure 7 shows given the importance of developing language skills in this context, intervention program based on the analysis has shown that there is need for more observational survey to give light in the quality of Creative Writing in which designed in developing overall language ability. If course instructors are to provide adequate support for developing language skills, then they need data which can help them to understand the issues related to AB English Students for language development. This study attempts to provide this kind of information. This type of study has the potential to fill a gap and also provide information that is critical to course instructors. The

study's focus is the on the outcome of a Use of English course through needs analysis as the most appropriate way for course instructors to gain insights for AB English student and their perceptions of the effects of the course on the development of their language skills. This study analyzed students self reports to find out what language skills students considered to be important for success in their course and how they perceived the use of English course to contribute to the development of language skills. Knowledge of learner's language needs and the relationship between language courses and other academic courses can be potentially useful to course instructors who seek to design effective English for Communication (Hyland, 2006; Hinkel, 2006).

## CONCLUSION

Based on the summary findings, the following conclusions are drawn:

1. Writing proficiency for AB English students are described do well.
2. Writing Priorities under Vocabulary for AB English Success in Courses
3. Writing Priorities under Improve Writing for AB English Success in Courses
4. Writing Priorities under English Test Scores in Writing for AB English Success in Courses
5. Language Skills under Reading Report for AB English Success in Courses

6. Language Skills under writing short stories for AB English Success in Courses
7. Grammar under Organizing paragraph and Idea for AB English Success in Courses
8. Grammar under Writing Composition for AB English Success in Courses
9. Conventional Styles under Techniques in Writing for AB English Success in Courses
10. Conventional Styles under Lecture Note Taking for AB English Success in Courses
11. Conventional Styles under Essay Writing or AB English Success in Courses
12. Composition under Short Stories for AB English Success in Courses
13. Composition under Organize Brief Lesson for AB English Success in Courses
14. Composition under Writing Task of AB English Success in Courses.
15. Critical Thinking Skill under Depth Analysis of AB English Success in Courses
16. Critical Thinking Skill under Coherence of Argument of AB English Success in Courses.
17. Critical Thinking Skill under Work Sharing and Critiquing as important of AB English Students for their in Courses.

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# Translation Strategies and Linguistic Competence of Students

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## ABSTRACT

The main purpose of this study was to determine the level of translation strategies and linguistic competence of students. This study employed the descriptive-correlation method of research that had been supplemented. The researchers made a questionnaire as the main data gathering tool to assess the translation strategies and linguistic competence of students. The respondents of this study were the fourth year AB English and BSED English of S.Y 2017-2018. Based on the study, the level of translation strategies in terms of literal, direct, and free strategy categorized as high. Also, the linguistic competence of students in terms of vocabulary, morphology, and syntax was high. There was no significant relationship of translation strategies and linguistic competence of students. Since the  $r$  value of  $-0.062$  is less than the  $p$  value of  $0.439$  thus; the null hypothesis was not rejected. The student may read and read because reading is a very fundamental aspect especially when dealing with words as it widens one's vocabulary, which is essential for translation.

**Keywords:** *AB English, Translation, Translation strategies, Linguistic Competence and Philippines.*

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## INTRODUCTION

Linguistic has a bigger role to the linguist students, such as skills in translating words to another. It helps to convey broad communication and understanding of different countries though it required to be competent not just a extent of native dialect, but also the extent of second language (Chomsky, 1971).

Iraqi students of English face trouble in translation, especially at the beginning times of learning. Translation is seen as various issues of various types that require appropriate and conceivable arrangements. English and Arabic have a place with two diverse language families Germanic and Semitic, in this way trouble will emerge (Baker, 1992).

In the Philippines, as per the report of GMA's State of the nation address (SONA), the Condition of the Country, the Language, the simplicity with which individuals learn it to its being composed phonetically and having a basic structure and organization. The KWF (Komisyon para sa Wikang Filipino) likewise credits it to the language being comprised of words acquired from, and affected by, the language of the nation's colonizers and the shippers our predecessor once exchanged with Spanish, Malay, Chinese, and Arabic. Which blends Tagalog words with English, as well as utilizations Tagalog conjugation for English words too 'Filipino' is anything but difficult to learn, hard to translate, and a magnet for banter about (GMASONA, 2013).

In UM Tagum College, some students who enrolled in English subjects, have experienced difficulties in translation and their linguistic competence. Due to this problem they are attached

to their native language. Some afraid to express their understanding of words and meaning, most students have main issues of translation. However, Hatim and Munday (2004) stated that the real primary difficulties of such translations fib on areas such as manuscript and their capacity of linguistic knowledge. This is the reason why the research conducted.

### *Research Questions*

1. What is the level of translation strategies of students in terms of:
  - 1.1 literal,
  - 1.2 direct; and
  - 1.3 free?
2. What is the level of linguistic competence students in terms of:
  - 2.1 morphology,
  - 2.2 vocabulary; and
  - 2.3 syntax?
3. Is there a significant correlation between translation strategies of students and their linguistic competence?

## **METHODOLOGY**

### *Research Design*

This investigation used descriptive correlative survey design of research method. Descriptive design of research is utilized to portray a efficiently the realities and characteristics of a given populace or region of intrigued, truthfully and precisely. It aims to investigate and begins with a description, based on

observation, of an events or event, from which theories may later be developed to explain observation, the existence and the degree of relationship between two or more quantitative variable, it gives an indication of how one variable may predict another. If two variables are highly, related in one variable could be used to predicts scores on the other variable.

### *Research Participants*

This study was conducted at UM Tagum College. The respondents of the study were the selected fourth year of AB-English and BSED-English students. The randomly sampled respondents were asked by the researchers for consent and approval to answer the questionnaire until the desired number of respondents was reached. The researchers also asked permission from the office of the dean to conduct a study to the following students. The opinion of experts was also sought in this research to provide explanations regarding the respondent's translation strategies and linguistic competence.

### *Data Collection*

The following steps and procedures should be followed in gathering the data needed in this study.

First, the researchers was constructed a test questionnaire to determine the level of translation strategies and distinguish the level of linguistic competence of the AB-English and BSED English students of UM Tagum College. The draft of the said research instrument will be shown to the adviser for revision,

comments and corrections. After the series of consultation, the questionnaires will be submitted to the panel members for validation and then it will be finalized after incorporating of all the corrections and suggestions of the panel.

A letter of request was sent to the Dean of College of the said school, asking for permission to conduct the study. After the approval of the Dean of College, the researchers administered the questionnaire to the selected respondents which were distributed during vacant time. The researchers used random sampling in the selection of the respondents. The questionnaire should be fully filled up by the students and then the retrieval of questionnaires immediately followed.

The data subject to statistical treatment and interpretation to answer the question asked in the statement of the problem.

#### Statistical Treatment

The following statistical tools were used in the analysis and interpretation of the results.

*Mean.* This was used to determine the level of translation and linguistic competence of the AB-English and BSED English students.

*Pearson-r.* This was used to determine the significant relationship between the level of translation skills and linguistic competence of the 4<sup>th</sup> year AB-English and BSED English students.

## RESULTS AND DISCUSSION

### Level of Translation Strategies of English students

Presented in table 1 is the analysis of the result on the translation strategies among the English students. There are three (3) indicators: *Literal strategy*, *direct strategy*, and *free strategy*.

The first indicator which is *Literal strategy* has a mean of 3.71 and SD of 0.70 which a descriptive equivalent of high. The second indicator which is *Direct strategy* has a mean of 4.04 and SD of 0.55 with the descriptive equivalent of high. The third indicator which is *Free strategy* has a mean of 3.91 and SD of 0.61 with the descriptive equivalent of high.

The second indicator which is *Direct strategy* got the highest mean among the three indicators which a descriptive equivalent of high. Next is *Free strategy* got a mean of 3.91 which a descriptive equivalent of high. On the other hand *Literal strategy* got the lowest among the indicators which also means of 3.71 and has a descriptive equivalent of high. The overall mean and SD are 3.89 and 0.53 respectively with the descriptive equivalent of high. This signifies that the translation strategies are much manifested by the students.



**Table 1. Level of Translation Strategies of English Students**

| <b>Indicators</b> | <b><math>\bar{x}</math></b> | <b><i>SD</i></b> |
|-------------------|-----------------------------|------------------|
| Literal           | 3.71                        | 0.70             |
| Direct            | 4.04                        | 0.55             |
| Free              | 3.91                        | 0.61             |
| <b>Overall</b>    | <b>3.89</b>                 | <b>0.53</b>      |

Legend

| Range of mean | Description |
|---------------|-------------|
| 4.3 – 5.0     | Very High   |
| 3.5 – 4.2     | High        |
| 2.7 – 3.4     | Moderate    |
| 1.9 – 2.6     | Low         |
| 1.0 – 1.8     | Very Low    |

As stated, the direct strategy got the highest mean most of the students like and used direct strategy in translation. As proposed by Ghazala (1995) the translator takes a shot at deciphering importance as nearly, precisely and finish as conceivable on the grounds that this strategy is considered as a nearby translation. All translator chip away at deciphering meaning, yet this strategy in contrast with the past one, support translation importance in setting, and additionally it takes inconsideration the linguistic use and the word arrange "structure" of the objective language.

## Level of Linguistic Competence of Students

Presented in the table 2 is the analysis of the result on the level of Linguistic competence of English students. The indicators that attributed to the linguistics competence are *Morphology*, *Vocabulary* and *Syntax*.

The first indicator which is *Morphology* has a mean of 14.95 and standard division of 4.23 which is descriptive equivalent of high. The second indicator which is *Vocabulary* has a mean of 5.65 and standard division of 2.04 which is descriptive equivalent of high. The third indicator is *Syntax* has a mean of 18.85 and standard division of 6.66 which is descriptive equivalent of high. The third indicator which is *Syntax* got the highest mean among the three indicators which a descriptive equivalent of satisfactory.

**Table 2. Level of Linguistic Competence of English students**

| <b>Indicators</b>     | <b><math>\bar{x}</math></b> | <b><i>SD</i></b> |
|-----------------------|-----------------------------|------------------|
| Morphology (21 items) | 14.95                       | 4.23             |
| Vocabulary (10 items) | 5.65                        | 2.04             |
| Syntax (32 items)     | 18.85                       | 6.66             |
| <b>Overall</b>        | <b>39.45</b>                | <b>9.86</b>      |

### Range of means

| (Morphology) | Description | (Syntax)    | Description |
|--------------|-------------|-------------|-------------|
| 16.9 - 21    | Very High   | 25.7 -32    | Very High   |
| 12.7 – 16.8  | High        | 19.3 – 25.6 | High        |
| 8.5 – 12.6   | Moderate    | 12.9 – 19.2 | Moderate    |
| 4.3 – 8.4    | Low         | 6.5 – 12.8  | Low         |
| 0 – 4.2      | Very Low    | 0 – 6.4     | Very Low    |

### Legend for the total items

| (Vocabulary) | Description | Range of mean | Description |
|--------------|-------------|---------------|-------------|
| 9 - 10       | Very High   | 50.5 – 63     | Very High   |
| 8 – 7        | High        | 37.9 – 50.4   | High        |
| 5 – 6        | Moderate    | 25.3 – 37.8   | Moderate    |
| 3 - 4        | Low         | 12.7 – 25.2   | Low         |
| 0 – 2        | Very Low    | 0 – 12.6      | Very Low    |

Next is *Morphology* got a mean of 14.95 which a descriptive equivalent of high. On the other hand *Vocabulary* got the lowest among the indicators which also means of 5.65 and have a descriptive equivalent of moderate. The overall mean and standard division are 39.45 and 9.86 respectively with the

descriptive equivalent of high. It means that the linguistic competence of the students is very satisfactory.

*Therefore, the result of the study, the highest mean was in favour with syntax. As stated by Miller (2001) many students were good in constructing sentence, Language structure or syntax empowers individuals to make complex messages. Syntax explain how words are assembled to construct phrases, how phrases are put together to build sentences. Language user could communicate either gesture. Especially when dealing to different individuals. Complex messages for complex circumstances or complex thoughts require something other than single words. Every human language has a device with which its speakers can develop phrases and clauses.*

### **Significant relationship between translation strategies and Linguistic Competence of Students**

Table 3 shows the significant relationship between level of translation strategies and linguistic competence of English students. Data are shown both tabular and textual forms. The level of *translation strategies* has a mean of 3.89 with a standard deviation of 0.53 and the level of *Linguistic competence* has a mean of 39.45 with a standard deviation of 9.86.

**Table 3. Significant relationship between Translation Strategies and Linguistic Competence of English Students**

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| <b>Variables</b>       | $\bar{x}$ | <b>SD</b> | <b>r-value</b> | <b>r-square</b> | <b>p-value</b> |
|------------------------|-----------|-----------|----------------|-----------------|----------------|
| Translation Strategies | 3.89      | 0.53      |                |                 |                |
| Linguistic Competence  | 39.45     | 9.86      | -0.062         | 0.0038          | 0.439          |

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\*P<0.05

Using the Pearson-r in computing the significant relationship between the two variables computed at 0.05 level of significance, the result shows that the probability level of 0.439 is greater than the level of significance at 0.05 the null hypothesis is not rejected. Thus, the null hypothesis states that there is no significant relationship between the level of translation strategies and linguistic competence of students of UM Tagum College.

It further means that the linguistic competence is not dependent on translation strategies. There is no significant relationship of translation strategies and linguistic competence, the researchers found a theory and proponents that support the results of the study. Mounin underpins Cary's claim (1958) that translation is a special operation, and in this manner ought to be considered as such in all its viewpoints. As a scholarly interpreter himself, Cary accepts that scholarly interpretation is fundamentally a scholarly operation and not a phonetic one. His contention is that the etymological substance constitutes as it were the fundamental

device for the prepared of translation. It is the setting and the relations between two societies which characterize interpretation. Hence, for Cary, translation ought to be considered independently from other disciplines. Translation is without a doubt a scholarly endeavour, but phonetic information or investigation is vital for the understanding of source dialect content. A few translations, on the other hand, cannot be exclusively the result of a phonetic handle. A translation cannot be the result of a simply etymological investigation but primarily a item of a emotional movement of mind.

## **CONCLUSION**

The following are drawn based on the findings of the investigation.

1. The translation strategies of students in terms of literal, direct and free strategy is of high level.
2. The linguistic competence of students in terms of morphology, vocabulary and syntax is of high level.
3. There is no significant relationship between translation strategies and linguistic competence of students.

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