

philippine studies

Ateneo de Manila University • Loyola Heights, Quezon City • 1108 Philippines

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Philippine Studies vol. 38, no. 3 (1990): 333–357

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Fri June 27 13:30:20 2008

The Philippine Variety of English in Selected Universities in Metro Manila

PATRIA GARCIA-ARAÑAS

It is clear now that a new variety of English (PVE) has emerged in the Philippines. The English spoken by the educated Filipino has been "indigenized or nativized" to suit his needs within the context of his culture. Following trends in other countries where English is one of the languages used for education, commerce, government and industry, English in the Philippines has been nativized to express the Filipino mind, heart and soul.

THE STUDY AND DATA

A study was conducted for the purpose of characterizing the English spoken by educated speakers represented by the English and Mathematics teachers on the tertiary level of education in selected universities in Metro Manila. The study used sociolinguistics as a basis and the semiotic theory as a conceptual framework to explain the changes in a language to suit the different needs of the language learner/speaker, as well as the demands of the social unit.

Twenty-eight English and twenty-six mathematics teachers from the Ateneo de Manila University, University of the Philippines (UP), Technological University of the Philippines (TUP) and the University of the East (UE) were studied. Teacher talk for ten to fifteen minutes was tape recorded, analyzed for the lexico-semantic and syntactic features earlier used by Andrew Gonzalez, FSC and Dr. Nelia G. Casambre.¹ The same features were later presented to a panel made

1. Braj B. Kachru, ed., *The Other Tongue* (Oxford: Pergamon Press, 1983); Andrew Gonzalez, *Studies on Philippine English* (Manila, 1985); and Nelia G. Casambre, "What is Filipino English?," paper delivered at PALT Convention, University of the Philippines, May 1985.

up of two native and two non-native speakers for comprehensibility and acceptability.

The lexico-semantic features which appeared in the study of university teachers in Metro Manila include the borrowing of words for culturally-bound objects. Borrowing is a nativization strategy by which a native word, especially for a culture-bound object which has no English equivalent, is used in the English utterance. The features noted also include contextualizing or embedding which is a nativization strategy by which a native or first language (L1) word is included in the utterance and becomes self-explanatory. Calquing or loan translation also appears. Calquing is a nativization strategy by which L1 utterances are translated into English. The peculiar cultural and L1 features become part of the English utterance. There is also the use of inappropriate prepositions. This feature makes use of prepositions which would not normally be used by native speakers. The final lexico-semantic feature which appears in the study is the use of terms with new meanings. This feature is characterized by words which are given new meanings other than those found in the dictionary.

Among the PVE syntactic features which occurred in the study are splits which are characterized by a separation of elements which in American English are usually placed together. Splits occur between words/phrases/clauses. The university teachers also used peculiar word order. This feature is characterized by a word arrangement which would not ordinarily be observed with native speakers. There is also wrong word use, characterized by the use of inaccurate or inappropriate words, or in some instances, incorrect words and redundancy. (Redundancy could be considered as a means of emphasizing certain points in the lesson.)

Omission of elements also occurs in the teacher utterances. This feature is characterized by omission of words, phrases or in some instances, clauses, which would normally be part of the utterances. For speech in face-to-face situations, inexplicitness is a normal and acceptable occurrence because other extra information is also conveyed by "body language". The immediate physical environment can be referred to, and shared knowledge of the participants in the discourse makes explicitness unnecessary. In a conversation there is an opportunity for feedback from the hearer, so that the message can be clarified or repeated.²

There sometimes occurs unnecessary addition in the utterances i.e., the addition of words, phrases and, in some instances, clauses which

2. Geoffrey Leech, Margaret Deucher, Hoogenraad, *English Grammar for Today* (London: The MacMillan Press Ltd., 1982).

are not necessary in the utterances, and lack of sustained parallel construction. This feature is characterized by sentence elements which are not parallel but joined together with the use of coordinating conjunctions. The use of L1 syntax also occurs. L1 syntax is characterized by stringy elements, wordiness, inverted order of subject and predicate and in some instances, the absence of the subject, which is characteristic of Philippine languages. The final PVE syntactic feature which occurred in the study is repetition/correction. This feature is characterized by the repetition of words/ phrases within the same utterance.

STATISTICAL ANALYSIS OF DATA

Table 1 shows that the Philippine Variety of English (PVE) features in teacher talk appear in over a third or 36.8 percent of the total utterances in the samples. Of these PVE features, 76 percent (1,318/1,732) are syntactic elements and the rest, 24 percent (or 414/1,732), are lexico-semantic elements. Syntactic elements are more common PVE features in teacher talk compared to lexico-semantic elements with a ratio of about 3:1.

No difference occurs when the results are segregated by subject taught. (Table 2) PVE features in teacher talk appear with almost the same frequency among the English teachers (36.9 percent) as among the mathematics teachers (36.6 percent). In both cases, syntactic elements are again more typical PVE features than the lexico-semantic elements. The data show some difference in the percentage of the PVE features relative to the total number of utterances in teacher talk in the different universities. (Table 2) TUP teachers show the greatest percentage of PVE features (46 percent), followed by Ateneo teachers (42.9 percent), UP (38.0 percent), and finally UE (26.6 percent). Since the number of teacher respondents from the Ateneo is more than from TUP, the sample from these two universities could not be the cause of the difference. It therefore appears that the TUP teacher talk contains more PVE features than the teacher talk from the other universities.

Table 1 reveals that over a third (or 36.8 percent) of total utterances displayed PVE features in teacher talk. Thirty-six point nine percent of the total utterances of English teachers and 36.6 percent of the total utterances of Mathematics teachers showed PVE features. When the type of university is held constant in the original relationship between PVE features and subject, the results show that the type of university makes a difference in the PVE features found in the utterances of English and mathematics teachers. Table 2 presents these results.

Table 1. Occurrence of PVE Features in Teacher Talk (Total Sample)

PVE Features	N	Percent
Lexico-Semantic:		
Borrowing	7	1.6
Embedding	86	20.8
Calquing	106	25.6
Inapp prep	45	10.9
New Meanings	170	41.1
Subtotal	414	100.0
Syntactic:		
Splits	137	10.4
Peculiar Order	330	25.1
Wrong Word	129	9.8
Redundant	58	4.4
Omission	326	24.7
Addition	173	13.1
No par'l construction	55	4.2
Ll syntax	53	4.0
Rep/Cor	57	4.3
Subtotal	1,318	100.0
Total PVE	1,732	-
Total Utterances	4,710	-
Total PVE as of Total utterances	-	36.8

In sum, Table 2 shows that the type of university makes a difference in the way PVE is spoken by English and mathematics teachers. In private schools like the Ateneo and UE, PVE features appear more often among the mathematics than the English teachers. In government schools like UP and TUP, PVE features occur more often among English than mathematics teachers. The type of school is also likely to affect the frequency with which specific PVE features appear in the utterances of English and mathematics teachers. In relatively prestigious schools like the Ateneo and UP, English and mathematics teachers are likely to share the same kinds of lexico-semantic features. The most common of these are new meanings and calquing for the Ateneo and new meanings and embedding for UP. But teachers in the Ateneo

Table 2. Occurrence of PVE Features in Teacher Talk by
Subject Taught (English and Mathematics)

PVE	Subject Taught			
	ENGLISH		MATHEMATICS	
	N	PERCENT	N	PERCENT
Lexico-Semantic:				
Borrowing	4	1.8	3	1.6
Embedding	33	14.4	53	28.6
Calquing	64	17.9	42	22.7
Diff. Preposition	31	13.5	14	7.6
New Meanings	97	42.4	73	39.5
Subtotal	229	100.0	185	100.0
Syntactic:				
Splits	101	13.4	36	6.4
Peculiar Order	162	21.4	168	29.8
Wrong Word	87	11.5	42	7.5
Redundant	39	5.2	19	3.4
Omission	181	23.9	145	25.8
Addition	86	11.4	87	15.5
Lacking/construction	34	4.5	21	3.7
L1 syntax	29	3.8	24	4.3
Rep/Cor	37	4.9	20	3.6
Subtotal	756	100.0	562	100.0
Total PVE	985	-	747	-
Total utterances	2,669	-	2,041	-
Total PVE as % of Total utterances	-	39.9	-	36.6

and UP do not show agreement in the kinds of syntactic elements, compared to teachers in less prestigious universities like TUP and UE. In UE and TUP, English and Mathematics teachers are more likely to express redundant and peculiar order utterances. This seems to indicate more interference of L1 in the English spoken by teachers of less prestigious schools.

What remains generally unchanged, despite the introduction of the type of university as a control variable, is the relative predominance of syntactic over lexico-semantic features among English and mathematics teachers in all four schools. The overall ratio for the entire sample is as large as 4:1 in schools like UE and TUP.

Over-all, the results also show that the subject does make some

difference in the PVE features found in all schools. Syntactic features predominate over the lexico-semantic features in all schools regardless of subject taught. Likewise, new meanings and calquing are common lexico-semantic features found across all the schools and subjects in the study. However, the predominance of PVE features as a whole varies by school depending upon the subject taught. In addition, the subject taught affects the kinds of syntactic features found in all schools. English teachers in all four schools are more prone to omission, while mathematics teachers are more likely to utter expressions with peculiar order.

FINDINGS AND EXAMPLES

LEXICO-SEMANTIC FEATURES USED BY ENGLISH TEACHERS

The lexico-semantic feature obtaining the highest frequency among the English teacher respondents of the four universities was new meanings, used by twenty-three out of twenty-eight English teachers (82 percent). This was followed by calquing (78 percent), and inappropriate prepositions (64 percent). Embedding came fourth (39 percent). An analysis of the utterances showing these three features seems to indicate non-native culture transferred to the English language.

New meanings were used by 82 percent of the English teachers. One English teacher was noted to have used, *here/there*, giving it the meaning *this*. Examples of utterances with *here/there* given the meaning *this* are the following: (The meanings deduced by the researcher are in parentheses.)

Alright now so you have *there* business correspondence [this example of]

Meaning this number *here* is the number you have to put in the filing cabinet. [this]

If you have the introductory paragraph *here*, the selling point is what? [this]

Words which were used once by individual teachers and given new meanings are listed below. (The American English Versions, supplied by a native speaker are in parentheses.)

Some people are even planning before there is a *child*. [pregnancy] (This can also be classified as calquing for the Filipino expression, *bago magkaanak*)

They have *low* or no education. [elementary education]

It *swings* its two subjects. [compares with the use of the opposing pattern]

Ok, when his wife was dead, he wept and he mourned and he *alienated* himself. [kept to himself]

... some of the critiques that we associate with cinema ... being *battled* by the stage, by the theater. [harassed]

... And ah I was trying to explain the ... we started this this ... tragedy as *compounded* and as *formalized* by ... [written and staged]

The Filipino *lang* figured prominently in the calqued expressions as in the following:

Let me *just* read this; notice the predominance of images, *plenty of them*; that's meant to be a commentary of sorts; images are not *just* attractive. Is she an old maid who finally got married — *managed to catch the last bus*? But *wait a minute* ... then they will *just* inspect. Would you like to define that *a little bit*?

The Filipino expressions which appear to have been calqued in the foregoing utterances are the following:

Let me just read this.	Babasahin ko lang
... plenty of them ...	ang dami
... not just attractive	hindi lang maganda
... to catch the last bus	huling biah na
wait a minute	teka lang
they will just inspect	ririkesahin lang
a little bit	Ipaliwanag mo nga ng konti

The American English expressions for the foregoing examples would be the following:

read this	many images
not attractive	finally got herself a husband
hold on	they will inspect
	explain further

Other examples of calquing are the following: (AE=American English)

Utterance	Filipino Version
That's why we are coming up with <i>just knowing how to come up</i> with an opposing pattern.	Gumagawa ng paraan para lang <i>malaman kung paano gumawa</i> ng ...
AE - We are studying ways of showing the opposing pattern.	
As you might call it, it's <i>just an alternate</i>	... pampalit lang
AE - You might call it an alternative.	

The following calqued expressions show emotionalism with regard to social and political issues:

They live lowly lives.	Mahirap lang sila.
AE - They are poor and underprivileged.	
... ah ah we all have some kind of bitterness towards ah ah the supreme powers.	May sama ng loob tayo sa mga may kaya.
AE - We feel bitter about the supreme powers.	

The following calqued expressions show wordiness which is a manifestation of translation from the first language.

Utterance	Filipino Version
So in choosing the event that you're going to write about, make sure that they're only the significant ones.	Sa pagsulat, piliin lang ninyo ang pinakamasaysayan.
AE - Choose significant events for your topics.	
Is it ... would you call a woman liberated because she has an affair right and left, and she feels she can do sex with this man.	Tatawagin mo ba ang isang babaeng liberated kung siya ay nangangaliwa at nakikisama pa ngayon sa ibang lalaki.
AE - Would you consider a woman having extramarital affairs liberated?	

The following calqued expressions show the use of different words:

Utterance	Filipino Version
The babies that are born without lips or half-lips.	Yung mga sanggol na ipina- nganak na pingas ang nguso.
AE - Hare-lip babies ...	
When you collect a debt ... <i>five six</i> ...	Pag nangolekta ng pautang sa isang linggo, ang limang piso ibabalik ng anim.
AE - When you charge usurious rates for loans ...	
I'm over the proper age.	Nasa tamang edad na ko.
AE - I am of age.	

Other calqued expressions showing repetitiveness are the following:

Utterance	Filipino Version
Here, outside.	Dito, sa labas.
AE - It's outside.	

We have more and more women students in our engineering classes.

Dumarami ang mga babaeng nag-aaral sa . . .

AE - More women students enrol in engineering courses.

A little bit more light please. Konti ngang ilaw diyan!

AE - Could you please turn on another light?

Eighteen teachers, 64 percent, used thirty-one utterances using inappropriate prepositions such as *with* for *to*, *in* for *on*, *at*, *to* for *in*, *for* for *from*, *from* for *of*.

Examples of these are the following with the appropriate prepositions in parentheses:

This is related with other factors. [to]

The writer discusses one unit in its entirety before going on the other[s]. [to] (The letter s should be added to the word others.)

It's playing in tv. [on]

So you should know what things you're going to order in that agency. [from]

Just don't put your letter to the filing cabinet. [in]

I am very excited to read all about your report. [of]

. . . my . . . spelling . . . their spelling . . . has rubbed off from me. [on]

The term or expression *no* was noticeable in the utterances which have been categorized under embedding of non-English terms instead of considering them as mere expressions. Their meanings were dependent upon the voice intonation and inflection of the teacher. The term *no* for the Pilipino *ano* seemed to stand for is it? is it not? am I right? I am right? do you agree? I assure you. I know. The following utterances have embedded *no*, *ha*, *para*, *o*, *'di ba* which have been considered as more than mere expressions because, depending on the speaker's intonation and inflection, various meanings could be attached to them. The following are examples: (The implied meanings are in parentheses.)

. . . a pair of scissors, *para*, you just cut through the whole thing. So probably this diagram, *no*. (Do you agree?)

. . . he looked at the world . . . innocently '*no*. (Right?)

Alright, you will note that as I said earlier ah all literary forms *no* handle the same human experience. (I assure you)

Alright, maybe fourteen lines like in a sonnet maybe three lines like in a haiku *no* or perhaps . . . (Is it right?)

This is an example of the language of poetry specialized language that you were talking about *no*. (Is it not?)

Examples of expressions with embedded Filipino terms aside from *no* and *ha* are the following:

This is called *ano*, what is this called number 6?

But usually you don't put sir *din*

Bakit I know?

How do you know the *anak* is from your *asawa* and not from the ex-?

Now you noticed what you call *pasalubong*, he had presents.

Three English teachers used borrowed words and two expressions borrowed from Filipino, *di ba* for *hindi ba tama* /*mali* and *yan*. It could be said that borrowing is not a distinctive feature for the English teachers.

LEXICO-SEMANTIC FEATURES USED BY MATHEMATICS TEACHERS

The lexico-semantic features obtaining the highest frequency among the Mathematics teachers were new meanings (84.6 percent), calquing (65 percent), and embedding (53.8 percent). These lexico-semantic features could be considered as distinctive for the mathematics teachers.

Twenty-two out of the twenty-six mathematics teachers, 84.6 percent, utilized seventy-six utterances with terms given new meanings such as here, there, the right, left, this, that to refer to numbers in equations and formulas, angles and mathematical situations.

Examples of these are the following: (The new meanings as deduced by the researcher are in parentheses.)

Here secant times sine is 1 tangent 2 tangents is also 1. (this)

From here we can get what is tangent of negative data. (this)

Now if I have the coefficient here which is actually negative 1 by your roots or your properties of natural logarithms was actually an exponent here. (this for both here's)

This multiplied by that right to get this divided by . . . ah you increase this by one if you recall two factorial. (number to the right of the equation)

And by simplifying, expanding the right side of this equation since R is equal to 6. (numbers to the right of the equation)

Ok . . . after simplifying the left side. You have to reduce the right side to . . . to one. (numbers to the left and right of the equal sign in an equation)

Although the words here/there are meant for emphasis usually with a pointing gesture of the teacher, they have been categorized as new meanings, a measure which could be attributed to nativizing a foreign language.

Other words given new meanings were noted and listed as a necessary part of the changing language. These are the following: (The meanings are in parentheses.)

How do you make the two the same? (equal)

Just as a review, let's start talking of tangent. (solving for)

... ah you all know how to use the calculators in finding for example tangent of ah 62 degrees and ... (solving)

So you could have gotten the thing if you had used pi over 3 minus pi ... (answer)

This one except that you have to negate it, right? (use the negative sign for the number)

And ah since you have disapproved this polynomial then you have ... (not accepted)

You play around with these two equations. (compute/solve)

So let's look at a more elegant way of doing it. (convenient/easier)

If we sweep this side, how many points ... how many points will this side intersect ... side of the angle? (make this side intersect ...)

Because we have symmetry here. (logical)

Seventeen teachers, 65 percent, used calqued expressions such as the following utterances in which just and only approximate the Pili-pino *lang*. (The Filipino and American English versions are provided.)

Utterances	Filipino Version
Anyway try simplifying that and give me the ... in a little while. AE - Simplify that and give me the answer.	Gawin mo na yan at ibigay mo ang ... pagkaraan ng isang sandali.
... and just take the derivative with respect to ... AE - Compute the derivative in relation to kunin mo na lang ang derivative ...
We'll just go straight to the integrals because it is easier for you to get the integrals if you just took the derivatives. AE - Through the derivatives, it would be easy for you to compute the integrals.	Tukuyin na lang natin ang integrals kasi mas madali kung kukunin lang ang derivatives.
Your alpha is derived only so there is the possibility your alpha is wrong, di ba? AE - Since the alpha is derived, it could be wrong.	Kinuha mo lang ang alpha kaya maaaring mali ka.

Some of the above examples could also be classified under other features but calquing seemed to be better suited to them. Fourteen

teachers, 53.8 percent, embedded Filipino terms which made the meanings self-explanatory. These terms are similar to the embedded utterances of the English teachers, such as *no*, *ha*, *di ba*. Examples are the following with the implicit meanings achieved through intonation in parentheses.

We know the functions of pi over 6 *no*, let's . . . (don't we?)

One of those special values *no*. (I am telling you.)

Now we have done some exercises already *no*. (You have to agree.)

So if you know how to get the partial derivatives *no* the total differential would be very . . . suppose . . . (don't you?)

If you still remember *no* if you were reading . . . (do you?)

Ah I want to see this at least *no* after this you can . . . (I'm sure)

Nine mathematics teachers, 34.6 percent, used inappropriate prepositions. The following are utterances which make use of different prepositions: (The appropriate prepositions are in parentheses.)

. . . you may multiply ah the differential of Y to each term of this function expressions . . . (by)

Let us now generalize our findings to the case of $X+Y$ to the end. (in)

. . . therefore we need other methods for solving a system of linear equation in two unknowns. (in)

And substitute this equation into the first one. (with)

If we go back to the definition for sine angles, *pwede na ito* (of)

Now we have also two general or standard forms for parabola. (of)

What do you get in the left side? (on)

SYNTACTIC FEATURES USED BY THE ENGLISH TEACHERS

The syntactic feature obtaining the highest frequency among English teachers was omission (92.8 percent), followed by peculiar order (89 percent), then wrong word use and addition, both used by the same number of teachers, twenty-three (82 percent). Splits were used by twenty-one teachers (75 percent). Some of the teacher respondents used the feature more than ten times each. The features of lacking sustained parallel construction (57 percent) and redundancy (53.6 percent) came next. The features used by less than 50 percent of the English teachers were repetition/correction and L1 syntax.

Twenty-six out of twenty-eight English teachers, used 181 utterances with some omitted elements. These elements were articles, auxiliary verbs, pronouns, nouns used as subjects, which were apparently understood by the students. This could be explained by the fact that discourse in the classroom is often casual and at times conversa-

tional in an effort by the teacher to elicit answers/reactions from the students.

Examples of utterances with omitted subject and predicate are the following: (The omitted portion in parentheses was supplied by the researcher.)

(He was) A very popular poet because he dealt with very ordinary subjects – but then the trick here is how to make (the) ordinary lively, exciting, interesting, colorful.

(The portion is) About what the poet is really trying to emphasize, to stress.

(Do you) See what we said about images (the) last time?

(Did he go) Out of the country, which country (did he go to)?

(Do you have) Anymore (examples)? (Is there) Anything else (that you can add)? (Is there) Any other example? (Are there) Any more example(s)?

The following are utterances showing omitted nouns/noun phrases and pronouns:

Here you try to recreate (a human experience).

Paragraph . . . will you read (it)?

And in the process ah . . . (there) would be a realization that ah that his fate is written out and (he) has to contend with the decree of the gods.

(It) Should be wrestling.

Will you explain that further?(It) Encompasses so much within so little (space). (Little is also a wrong word. The appropriate word is small.)

Where is the primary (accent) of this word?

Can a woman tell (the difference)?

. Articles have been omitted in the following utterances:

. . . we'll have (a) lecture on the kinds of planning, alright, so . . .

But even (the) rhythm method has dangers.

So you know how (an) extender paragraph extends, elaborates, add(s) fulness to a preceding developer paragraph.

So what does this show again about . . . (the) attitude towards the fish which was started when she started calling him . . .

(The) First will be the intrinsic and the second will be (the) extrinsic.

Prepositions have been omitted in the following utterances:

Yes, he was kind of very normal (in) what he was doing.

. . . does not approve ah (of) artificial means.

You want to subscribe (to) a magazine.

Peculiar order features an arrangement of elements which would not ordinarily be used by native speakers. This could involve using

an interrogative pronoun as an ending word in the sentence, modifiers far from the words being modified, or statements with a rising intonation which are meant as questions.

Twenty-five English teachers, 89 percent, used 162 utterances in which the words had a peculiar order, the most common of which were, you mean what? and the like, where the interrogative pronoun appears at the end of the sentence instead of at the beginning. The following utterances of English teachers show this feature:

"The soft sound of hard-boiled egg," that appeals to what sense?
 "He moves his jaws slowly, slowly grinds his teeth," sense of what?
 Overcrowding of the cities, congestion creates what traits?
 What would you do with your own instant riches, if and when?
 Is this another growing up experience, could you say?

Some utterances showed a peculiar order of phrases, showing word or phrasal modifiers which were not immediately before or after the words modified. Examples of these are the following utterances of English teachers: (^ shows the appropriate place for the phrase/clause.)

Is this criminal ^ all bad who can think of a tip?
 ^ What is that term called, if the person you are speaking to is not really physically present before you?
 ^ He's basically suffering if we have the theme of suffering in Oedipus.
 ^ Where do we place the attention line in case of the envelope?

Some utterances showed a peculiar order of adverbs as in the following examples:

He's not ^ there really. He is not really there.
 You know how sometimes they ^ wrap up these gifts very elaborately.
 . . . he is trying to ^ relive partly his high school life up to the point when he found this job in the factory.
 I would like the class to ^ react spontaneously also. (This phrase should be: also spontaneously react.)
 You mean they are ^ very old already?
 In fact also the family ^ have an aversion in reading poetry. (Should be has and to.)

Some utterances showing a peculiar order of words featured declarative statements expressed with a rising inflection and considered as questions. These utterances could be classified as missing the interrogative pronoun. The following are examples:

Any group would like to volunteer to begin?
 You mean they are old already?
 You mean you were never exposed to these poems before?

But what a novel is, for example, would develop or present in maybe ah three pages or perhaps a even in one chapter, no, the human experience will be developed, the same human emotions will be presented by a short story writer maybe in how long, one page? (This is also an example of self-monitoring featuring repetitiveness in an apparent effort to explain and clarify some points in the lesson.)

What you should take into consideration in writing a letter making for an adjustment?

You mean they were more . . . they were, they know their religion better? (This also shows self-monitoring, therefore, it is repetitive/corrective.)

Some utterances with a peculiar order of words manifested repetition by which certain elements were adjusted/revised, such as the following:

So now this realization of this life being not so clean will not go away. (The expression "will not go away" also shows calquing. The Filipino equivalent is *hindi aalis*.)

^ One of the reasons, outside of the poem, in ordinary relationships, one of the reasons might be that the man is afraid that the woman might find another man.

^ Leucasta had to play her part by suffering . . . and in the play submitting to the verdict at the same time hanging herself.

Then the values we ahh we have not really explained ^ although this is the closest to our hearts and I think ah the core of any literature class no when we talk of the value system of the hierarchy of values that we try to examine from the works. (This is also a stringy sentence which is considered as a feature of L1.)

From your notes what can we underscore as important statements, what is within the work itself which we can manipulate or handle ourselves without the aid of [a] biographical sketch or historical-environmental influences on the work itself will be extrinsic influences. (This is also an example of a stringy sentence which could not be sustained; therefore it ended with a hanging verb phrase.)

The following examples show wrong words which were used by the English teachers: (The appropriate words are in parentheses.)

Mar Canonigo told (said) that in his speech.

What happens to people when they go over populations (become overpopulated)

The description looks like it approximates a slum area. (presents)

You hear that ah you open (turn on) the radio (for) some songs.

Don't choose significant events which whose themes (are) not connected (related) to each other.

How can you have (commit) adultery?

. . . and then wait for the rice (*palay*) to mature.

Twenty-three teachers made utterances with unnecessary addition of some elements, such as the words *there*, *really*, conjunctions, parenthetical expressions and some space fillers, apparently to give the teachers some time to think. The added elements could also have been used for emphasis or clarification as in any normal discourse.

The following examples show this feature (unnecessary added elements are in parentheses):

Probably the people living (there) in the tenement apartments belong to the lower social classes.

. . . we cannot just come up with this, (I suppose) because the thesis statement (shall we say) is not that substantial (if may go straight to the point).

You may have your (you may have any other kind of) . . . pattern . . . you may even have a . . . (actually your) style in writing; you may use the words, (whereas, however), on the other hand that is (very) contrasting.

You don't have to be (really) bothered by . . . think about what's alternating pattern or what is this opposing pattern. [This is also counted as manifesting the feature with a peculiar order of words—(what's, what is) instead of saying: Think about what alternating pattern is or what this opposing pattern is.]

Twenty-one teachers, 75 percent, made utterances with splits, where parenthetical expressions were inserted within verb, noun or adjectival phrases. Examples of these are the following:

Is it the father who has gone off to Saudi, let us say to work or is it the daughter do you think who has gone outside, who has left home and is writing to her father. Who is where fathers are supposed to be, at home?

Do you find it abnormal that a mother would want nothing but a nice, to say a gentleman for her daughter. Do you think it is the one wish of a mother to have, let's say the daughter get a good young man and stay happy, have her own life and probably this worries Amanda a bit because Laura was extremely shy.

The following examples show a split in the predicates: (Some omissions have been noted and enclosed in parentheses.)

Then you have all that description in the grocery store you know, of objects in the grocery store window.

Then you said it is in keeping with some ideals, probably that is frequent, looked forward to but probably there was (were) some circumstances in his life which prevented him from realizing such ideals.

Alright, that brings us to her personal experience about gentlemen callers, some kind of regret, probably that she wasn't lucky enough to be (a) Mrs.

... and of course, you may want, let's say the final paragraph or the last paragraph may give the general principle ... The format or the alternating pattern tells us one thing this is this thing class the alternating pattern can be thought of as ... a see-saw.

If they give you a salad bowl, oh but you see, look, what do you usually do to keep a package from falling apart and all the glasses and the salad bowl? (This also lacks parallel structure.)

The following examples show a split in prepositional phrases:

And so there is a sense of, be confused you know, about this poem which reflects, you might say, the mental and physical state this man is in.

You measure the distance between Manila and let us say the West Coast, that's approximately 8,000 miles.

The events that make up the play were part of the, let's say the narrator's life, experience, you might say, personal history.

... we also add a little bit of insight that we ah write in our short let's say critical analysis. (This also shows calquing of the Pilipino konti lang in the phrase a little bit.)

Sixteen teachers, 57 percent, used utterances that lacked sustained parallel construction.

Examples of these are the following:

Notice that the words of Prevert, you must admit that it sounds like conversation, dialogue, and yet it isn't like ordinary conversation and it is where the poet's imagination is perceived, no.

The clauses: it sounds like conversation ...

it isn't like ordinary conversation ...

it is where the poet's imagination is perceived ...

are not parallel.

Well she left all the work that she was doing and also her leisure in order to accommodate the gentleman caller.

The clause: the work that she was doing is not parallel to the phrase: her leisure ...

In the study of the special parts you will determine when to use each line, why we have to include such line, and where to place that particular part.

The clauses: you will determine when to use each line

why we have to include such line

where to place that particular part

are not parallel.

Fifteen English teachers, 53.6 percent, made thirty-nine redundant utterances. (The American English version, AE, is supplied.)

Or is there a reason why there is a lot of repetition going on in this poem?

AE - Or is there a reason for much repetition . . .

But first you have a family first before you plan.

AE - But you start a family before you plan it.

. . . that's why I said beforehand that even the statement may or contain the sufficient informations needed to really compare and to contrast the two things which are being viewed together.

AE - . . . that's why I said that even the statement could contain sufficient information to compare things.

You see the term third world has been bandied around as ah ah much as ah a frequently perhaps as the Bible.

AE - You see the term third world being bandied around like the Bible.

Pick out a line that foreshadows what will happen in the end.

AE - Pick out a foreshadowing line.

Thirteen of the English teachers used repetition/correction. This category had been added because the utterances could not be classified under the redundant category since the same words were repeated with slight adjustments in the form of additional modifiers or derivatives of the words. The following utterances show this syntactic feature.

Oh yah, what do you think is the theme of that play, theme of that play?

But nonetheless this is not this does not mean that Oedipus is is ah not liable to . . . he has to answer for his crime and he has to suffer.

Aside from the fact that . . . the country the third world country so called third world country is in the process of development.

But they they do not or they refuse to consider the disability as a handicap.

Twelve English teachers made utterances using the syntax of the first language. In using L1 syntax, PVE is characterized by stringy elements, wordiness, the absence of verbs and inverted subjects and predicates. This could show some deficiency in proficiency in English or a communication strategy to make the lessons comprehensible to the students. The following utterances show this feature: (The Filipino versions are in parentheses. The English versions are in brackets.)

Stringy Elements:

It's packed and then it's repacked and then there is tape and then there is masking tape and then there's string and then there is silver paper and

then there's bow, there's a ribbon and you know the couple get very excited they wanted to see that is the gift.

(Binalot at binalot pa uli, saka may tape, pagkaraan masking tape pa at lubid, saka silver paper, may laso at gustong-gusto na nilang makita kung ano ang regalo.)

[The couple is so excited that they quickly unwrap the gift.]

And ahh . . . people from the rural areas who do not have land of their own, very often go to the hills . . . and become kaingineros, you know.

(Ang mga tao sa baryo na walang sariling lupa, namumundok sila at nagiging kainginero, di ba.)

[Landless rural people are driven to the hills where they practice the kaingin system of livelihood.]

Wordiness:

. . . there's one more advice she gives Laura at the close of the scene which would actually be continued in Scene 2.

(Mayroon pang paalala kay Laura sa katapusan ng esena at tinutuloy sa susunod.)

[One more advice is given to Laura before the curtain closes. This is carried over to the next scene.]

And you're the one who made many mistakes.

(At ikaw ang mali-mali.)

[You made mistakes.]

Inverted order of subject and predicate:

But then what keeps him from smashing the window, the display window of the grocery is the police, naturally.

(Pulis ang pumipigil sa kanya para basagin ang salamin, ng tindahan.)

[The thought of the police keeps him from smashing the grocery windows.]

Why I remembered that line in particular, I really don't know, but I do up to now.

(Ewan ko nga ba kung bakit ko natatandaan yung linya na yon, peroandang-tanda ko pa.)

[I don't know why I clearly remember the verse.]

Absence of verb, compensated by an expletive:

There is over-population . . . there is lack of space.

(Maraming tao, walang lugar.)

[Over-population results in limited space.]

... there is nostalgia or there is sentimentality played up so that it is important to have, let's say, music for background.

(May sentimiento kaya kailangan background music.)

[Nostalgia deepens with background music.]

SYNTACTIC FEATURES USED BY MATHEMATICS TEACHERS

The PVE features which were used by the most number of mathematics teachers were peculiar order and omission (92 percent). These are followed by addition (84 percent), wrong word use (65 percent) and splits (61.5 percent). The rest of the syntactic features were used by less than 50 percent of the teacher respondents.

Twenty-four out of twenty-six mathematics teachers, 92 percent, made 168 utterances with a peculiar order of words. Most of the utterances had the interrogative pronoun at the end of the statements.

If I multiply your secant and your co-sine you'll get what?

And if you look at this quotient, you'll find the derivative of the denominator is actually what?

When N equals 2 that would be N minus 2 plus one so that would be what?

That really means that the normal vector N one which is what?

Then after . . . drawing the axis, you have what?

Some utterances featuring a peculiar order involved adverbs such as the following: (The American version is labeled AE.)

Can you give it exactly?

AE - Can you give the exact figure?

So what we have in particular actually is the plane is divided into three parts, a half plane another half plane and ok so this consists of points.

AE - We actually have a plane divided into three parts . . .

So let's now take up other methods.

AE - Now let's try other methods.

Ok when you recall now you memorized this by some other readings sort of how did you memorize this.

AE - Do you recall how through some readings you memorized this?

Some utterances show peculiar order of phrases/clauses:

So what should you get here if you transpose?

AE - If you were to transpose, what would you get?

So why cannot we compute for the arithmetic mean in case there are open end intervals?

AE - In case there are open end intervals, why can we not compute for the arithmetic mean?

For any triangle finding the area would be equal to one half the base.

AE - The area of any triangle would be equal to one half the base.

Before we took up the sine and cosine factors we took up already their derivatives.

AE - We had already taken up the derivatives before we took up the sine and cosine factors.

So using the theorem this will be equal to . . . cube root of 8 is what?

AE - By using the theorem, this will be equal to . . . ?

In some of the above utterances, some elements are omitted/added or are wrongly stated.

Twenty-four teachers, 92 percent, made 145 utterances with omitted elements. As in the case of the English teachers, the mathematics teachers omitted nouns/pronouns in subjects, phrases and verbs.

The following utterances show omitted subjects/verbs:

[It's] Easier to write it as one half of pi over 6.

[Do] You remember what ah right triangles and oblique triangles are?

[Are there] Any question[s] on partial derivatives?

So [I have] a reminder, all of you need . . .

This [is] one side, [that is] another side.

You're given 2 sides and then [there is an] angle opposite one side.

These utterances show omitted nouns/pronouns and prepositions:

Ah let's take a look [at the problem].

So the plus or the minus [sign] could be chosen depending on the quadrant [in] what half the arc is.

So we have a parabola that opens to the right, [one that] opens to the left, [one that] opens upward and [one that] opens downward.

Now there are numerical coefficients of the third term [which] can be found by multiplying the numerical coefficient of the second term by the exponent of the first term.

Twenty-two of the mathematics teachers (84 percent) used utterances with unnecessary additions. Added elements ranged from words like really, now, little to phrases which do not add to the meaning of the sentences. In some instances they show some effort at emphasis. In others they indicate wordiness, an accepted characteristic of the Filipino culture. Examples of these utterances are the following:

That's a little different from this one as you can see.

Actually the utility of the double arc formula is in the comes in ah when you do Calculus 21, Math 21.

Anyway there we know their equivalent because we try to figure out with the calculator although mathematics should be consistent.

Anyway I think it's obtuse and non-right triangle actually the book uses the term oblique . . . so I've been using the term oblique triangle for any triangle ah where you are not sure that some angle is a right triangle.

Seventeen mathematics teachers, 23 percent, made utterances using wrong or inaccurate words. One of the words is find for solve/ compute/look for. The following utterances show this feature: (Appropriate words are added in parentheses.)

In short you want to find (compute) the amount of distance covered by a point on the circumference of the ferris wheel in one minute assuming it moves . . .

If you have a coordinate system, it makes (creates/results in) a positive . . . it makes an angle of 42 degrees.

Not all of them are similar (equal).

For the first term you have one isn't it (don't you)?

Examples of the so-called splits among the mathematics teachers show the separation of verb phrases, noun phrases by parenthetical expressions. The device seems to approximate the indirect ways or nonconfrontational devices of communication usually attributed to Orientals. The following are examples of these utterances: (Some omitted elements in brackets were supplied by the researcher.)

So it's very easy to predict even without [a] graphic system where at least the system is consistent or not.

Well, you can perhaps say about $1/3$.

The answer is well because each terms was obtained by getting either an X or a Y from each of these and the possibilities are listed down here.

So a number if you recall in the common fraction that we have last week on we have what we call the mix[ed] expressions, the mix[ed] numbers, no.

If you use any other value, let's say a value less than this 2.749.

Aside from examples already featured with other utterances, the following are examples of repetition/correction: (Repeated elements are in bold print.)

But suppose N can increase to any value so you would have you have expression for some fixed N for some finite N so . . .

92 degrees, it makes . . . it means it makes an angle 92 degrees with a . . .

You will notice that this is a little different the result you will get is a little different.

... the only way I know is to rationalize the numerator . . you can
 ... you can rationalize the numerator.

Eleven mathematics teachers made utterances with coordinate clauses and elements which were not parallel or subordinate clauses which were not appropriately related.

And we will see how circular functions are applicable to the solution of right triangles and there are some very interesting problems with regards to this and also some very tough questions in the final exams and some problems involving oblique triangles. (This also shows L1 syntax characterized by stringy elements.

The clauses: we will see how circular function . . .
 there are some very interesting problems . . .
 are not parallel.

So what points of B the point the point negative B over N zero and there's a point where the graph of the line crosses the X axis.

The clauses: what points of B . . .
 there's a point where the graph . . .
 are not parallel.

The utterance indicates an effort at emphasis and repetitiveness characteristic of teaching.

... we use ... it's important we have you know which law to use the law of sines ... and then finally if 2 angles and any side[s] are given if 2 angles and any side is given here we use the law of sines. (This utterance also shows repetitiveness.)

The clauses: it's important we have
 you know which law to use
 if 2 angles and any side are given
 are not parallel.

Eight mathematics teachers, 30.7 percent, made nineteen utterances with redundant elements. Emphasis on certain points as well as vocabulary limitations seem to cause redundancy among the teacher respondents. Utterances with redundant elements are the following: (The American English versions are provided.)

Those that you hear as read as $2\frac{1}{10}$ or 24 and 500 the ... do you remember?

AE - Do you remember those that were read as $2\frac{1}{10}$ or 24 and 500
 ...

Of course, lately we've been thinking for quite a number of days, about three days now.

AE - For three days now, we've been thinking . . .

. . . you will also you will use B again, di ba?

AE - . . . you will use B again.

How do you explain or how do you account for these coefficients?

AE - How do you explain these coefficients?

The above examples also show repetitiveness.

Eight mathematics teachers, 30.7 percent, made utterances showing L1 syntax which was characterized by stringy elements, wordiness, inverted order of subject and predicate and in some instances, the absence of a verb.

There are some integrals which are not derivable from this one.

Mayroong mga integrals na hindi nakukuha dito.

AE - Some integrals are not derivable from this.

There are three there.

May tatlo diyan.

AE - There are three.

There is only one way of doing that and it results in this third.

lisa lang ang pagkuha niyan at itong pangatlo ang kalalabasan.

AE - Only one way results in this third.

So how many of those are there?

lilan be yang mga iyan?

AE - How many are there?

CONCLUSION

In relation to the total number of utterances of the teachers in the study, TUP English teacher talk showed 58.09 percent PVE as compared to 48.54 percent for the UP English teachers, 36.4 percent for the Ateneo and 25.27 percent for the UE English teachers. Among the English teachers, it would appear that the UP English teachers used the most PVE features and the UE teachers the least. Among the mathematics teachers, the Ateneo teachers showed 51.98 percent PVE as compared to 37.86 percent for the TUP teachers, 29.92 percent for the UE teachers and 28.76 percent for the UP mathematics teachers. It would appear that the Ateneo mathematics teachers used the most PVE features and the UP teachers the least. The over-all percentage of utterances using the PVE features, show that for the English teachers 59.09 percent of their teacher talk feature nativized English while the mathematics teacher talk show 36.57 percent nativized English. The

reason could be that Mathematics is an exact science and mathematics teachers are forced to be direct and exact in their language. For the English teachers, a tendency to elaborate, clarify, and stress various points in the lessons could explain the use of more PVE features of the English language.

Within the context of the classroom situation, the utterances with all the features mentioned seem to find explanation in the nature of the classroom situation. The teachers have to use a running explanation. Side comments are made by the teachers when they read the reactions on the faces and hear the comments of the students. These result in utterances showing omissions, peculiar order, additions, and in some instances, redundancy. Parenthetical expressions which cause some splits in the sentences serve as ways of establishing rapport with the students, of motivating them to relate to the lessons and to the teachers, of personalizing the content of the lessons.

The repetitions reflect some monitoring and thinking on the part of the teachers. In some instances, the result of the monitoring is the use of L1 syntax which is a translation of the English lessons. In others repetitiveness manifest the teacher's concern for clear presentation and explanation of a lesson which usually necessitates repetition for emphasis. The PVE appeared as communication strategies of the teachers in an effort to make the lessons comprehensible to the students. Code switching appeared to be one of these strategies.

This study reveals a variety of English which can rightly be termed as the educated Philippine Variety of English. The characteristics show "nativization and indigenization" which seem to answer the Filipino need to communicate. One could explain that the features which have so far been identified have been demanded by the situation in the classroom. However, when one considers that the students are exposed to teacher talk in the classroom and they assimilate what the teachers unconsciously teach, then the question has to be asked: What do we do with PVE?