



THE SCHOLASTICAN JOURNAL

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of the College Unit of
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ANTONIO • BOLAÑOS • DELUPIO • GUTIÉRREZ • LIMSON
MACAPINLAC • MORATILLA • MANRIQUE • SABIO • SIOSON

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Insights on the Elements of Democracy

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Abstract

Democracy is seen in many lenses. Within the political science lens, democracy is equated with limited government, freedom, will of the majority and rule of law. Using the same lens, democracy can be broken down to its important elements and with it the elements can be discussed in terms of its strengths and weaknesses. More importantly, the paper provides key opinions on the significance and operational interpretation of democracy within the Philippine societal context. The interpretation of democracy is critical in the way we see ourselves as citizens and the manner in which government functions to serve the needs of the majority. It is along these lines that this paper is anchored on.

Introduction

Democracy has been interpreted and reinterpreted in several ways in the discipline and allied fields of Political Science. The concept has undergone and evolved in a manner in which that reflects in the changing degree and character of interaction between the state and society. As the interaction transpires, it is highly dependent on the context in which democracy is premised on, the context being the underpinning culture and economic base of society. Democracy as such is heavily conditioned by the needs of society and the ability of the state to address identified concerns responsively. The article started off with a review of the elements that comprise democracy. These elements include participation, rule of law, limited government and freedom. Democracy was discussed in relation to political culture. This article intends to provide an outline of the elements that embodies democracy using the Philippine context.

Review on the different definitions of democracy

Democracy is understood in various perspectives; one's understanding is based on the lens being utilized. Definitions of democracy abound, a review of definitions is thus imperative to fully appreciate its diversity. Democracy originated from the words *demos* and *kratia*, the former refers to people while the latter refers to rule or authority. In Abraham Lincoln's Gettysburg Address, democracy is interpreted as government of the people, by the people and for the people.

Heywood (2003) identified a number of elements that comprise democracy. Heywood cited the following elements that correspond to democracy: 1) a system of rule by the poor and disadvantaged; 2) a form of government in which the people rule themselves directly and continuously without the need for professional politicians or public officials; 3) a society based on equal opportunity and individual merit rather than hierarchy and privilege; 4) a system of welfare and redistribution aimed at

narrowing social inequalities; 5) a system of decision making based on principle of majority rule; 6) a system of rule that secures the rights and interests of minorities by placing checks upon the power of authorities; 7) a means of filing public offices through a competitive struggle for popular votes; and 8) a system of government that serves the interests of the people regardless of their participation in political life.

Ranney (2001) defined democracy as a form of government organized in accordance with the principles of popular sovereignty, political equality, popular consultation and majority rule. Ranney provided a breakdown of the four principles. Ranney stated that sovereignty requires that the ultimate power to make political decisions is vested in all people rather than in some of them or one of them. Ranney defined political equality as a condition which requires that each adult citizen has the same opportunity as every other adult citizen to participate in the political decision making process. On the other hand, popular consultation necessitates that a polity must have some kind of institutional machinery through which public officials learn what public policies are needed by knowing people's references. Lastly, majority rule is seen when people disagree on an issue, the government should act according to the wishes of the majority rather than the minority. (Ranney, 2001, pp.96-98)

Sodaro (2001) argued that the essential idea of democracy is that the people have the right to determine who governs them. Sodaro added that in most cases, they elect the principal governing officials and hold them accountable for their actions. Democratic systems of government impose legal limits on government's authority by guaranteeing certain rights and functions to their citizens. Sodaro pointed out that the core actions most often associated with democracy include the following: a) legitimacy based on popular determination; b) elected governments; c) accountability; d) limited government and; e) guaranteed rights and freedom. Sodaro claimed that the proper role of the state in a democratic setting is that of an interventionist. The state as an interventionist delegates to the citizens the ability to control its destiny. Sodaro clarified that democracy is not a fixed thing that comes in only one size and shape, democracy can mean different things to different people.

In examining the theoretical heritage of democracy, it is important to look into the four influential works of Alexander Hamilton, Thomas Jefferson, Woodrow Wilson and James Madison as they interpret democracy in relation to the three branches of government. Kettl (2002) in his work "Transformation of Governance" provided a substantial discussion on how their respective works view democracy specifically on how government is administered. The salient points made by Kettl are as follows:

1. Hamilton believed in the concept of separation of powers and advocated for a strong executive. Once Congress passed a law, it needed to allow the executive flexibility in determining how best to administer it. Hamilton recognized that one of the most important roles for the executive was concentrating the expertise required to administer the law. Hamilton emphasized that in addition to independence and power, there must be responsibility. This was his argument in keeping administration accountable and preventing it from becoming too powerful. Hamilton stressed that if the executive were to be empowered to act independently of Congress, it would also ultimately be subject to its oversight.

2. For Jefferson on the other hand, the local government is the key to democracy. Jefferson believed in local government, a strong legislature and popular control. Jefferson stated that there must be limited government. He wanted to keep as much power in the people's hands as possible. If government needed to exercise power, it ought to be state and local governments, he argued, not the federal government. Jefferson strongly believed in federalism because it established the predominance of state governments in the American system. Jefferson affirmed that the foundation of society is individual liberty. And that government's foremost responsibility was to promote that liberty. Jefferson held that accountability in the system had to come from the bottom up.
3. For Madison, the hallmark of democratic government is the balance of power. Madison claimed that it is evident that each department ought to have a will of its own. Thus, to prevent a gradual concentration of the several powers in the same department Madison contended that the key lies in giving to those who administer each department, the necessary constitutional means and personal motives, to resist encroachments of the others. The provision for defense must in this, as in other cases, be made commensurate to the danger of attack. Madison emphatically stated that "Ambition must be made to counteract ambition". Madison added that one must first enable the government to control the governed; and in the next place, oblige it to control itself. Separating government powers provided dual checks, through the legislative and judicial branches, on executive power.
4. Wilson advocated for the separation of politics and administration in a democratic setting. Wilson believed that administration lies outside the proper sphere of politics, administrative traditions are not political questions. Wilson argued that separating administration from politics could free administrators from political interference in their work and thus enhance administrative efficiency. Wilson added that separating politics from administration could strengthen the ability of elected officials to oversee administration and thus enhance accountability.

Democracy has always been pitted against its anti-thesis, the authoritarian government as seen in communist and socialist states. In the Cold War era, the debate between the two dominant systems of government has been marked by the economic and political competition between the US and USSR in Europe and Asia. As the Cold war concluded with the disintegration of the USSR and subsequent collapse of communist states in Eastern Europe, it is evident that democracy has exerted its hegemony.

Fukuyama (1992) in his work "End of History" explored the dominance of democracy over its rival ideology. He argued that the collapse of communism in East central Europe and the Soviet Union signaled the failure of the last remaining ideological challenge to liberal democracy. While a variety of authoritarian regimes held sway around the world, Fukuyama believed that these lingering despotisms were bereft of any appealing ideas that might attract mass following. Above all they cannot offer every individual, in Fukuyama's view, what a person cherishes above all else in social life-recognition by others as an equal human being. Only democracy

can respond to these innermost yearnings of the human spirit, he maintains, because only democracy provides opportunities for participation in the life of the community on the basis of equal dignity and respect. Its ultimate spread around the world will therefore constitute the “end of history”, in the sense that no better political alternative would come out. (Sodaro 2001, p. 238)

Magstadt (2009) discussed Hudson’s typology of democracy as protective, developmental, pluralist and participatory. The major premise of protective democracy is that government characterize by governing least. It refers to a constitutional democracy which functions to protect liberty and property rights while placing few demands on citizens to participate beyond voting. Developmental democracy emphasizes indirect popular participation in government as the essential training ground for citizenship. Through representative democracy civic virtue is incorporated into citizens. Pluralist democracy refers to the ability of groups to pursue their interest and the success of the interest group depends largely on its ability to recruit, promote and reward leadership. Lastly, participatory democracy requires that citizens be given as many opportunities as possible to participate directly in decision making in all areas of life that affect them such as the school, churches, neighborhoods, communities and the workplace, as well as election and referenda. (Magstadt, 2009, p.113)

Democracy has been discussed within the context of the social contract theories of John Locke, Thomas Hobbes and Jean Jacque Rousseau. Elements that include consent, sovereignty and state of nature were important as to how the three political thinkers interpret democracy. According to Thomas Hobbes as indicated in his work, “The Leviathan”, democracy is present when people give their consent on a government. In the words of Hobbes, the consent of the governed as manifested when people legitimized government through support and compliance. Hobbes emphasized however that government must be trusted to the full extent in administering political and societal affairs because of the presence of said consent. In addition, Hobbes stressed the need for government in regulating individuals as they pursue their interest; Hobbes supported this premise when he said that every man is up against other men. (Ebenstein, 2001)

Locke, on the other hand, stated that democracy is present when government upholds and safeguards life, liberty and estate. Democracy is likewise manifested when government is limited by the will of the people. Rousseau for his part said that democracy is seen in the form of a social contract, people coming together to surrender a part of their rights to a government to rule over them, culminating in a contract wherein both parties have to deliver their respective ends of the deal. Rousseau referred to this situation wherein individuals comply with the general will which is based on the common good of all. The views of Locke, Hobbes and Rousseau made the intellectual discourse on democracy more vibrant as it further solidifies the growing interest on the concept to re-adjust itself to conform to prevailing context of the time. (Ebenstein, 2001)

At this segment of this paper, various elements that describe democracy would be discussed along the lines of its strengths, weaknesses, manifestations and role in

conflict resolution. This approach will give democracy a more grounded understanding as the concept is analyzed along the backdrop of the Philippine setting.

Elements of democracy: Limited government - separation of powers, checks and balances within the government

The elements of limited government are intended to guarantee that government will always be subordinate to the will of the people. The elements of limited government are manifested with the provisions of the 1987 Philippine Constitution on the executive, legislative and judiciary branches of government. The Constitution provides for an explicit definition of the powers of the three branches and prevents one branch from dominating the other two. For instance, the powers of the Chief Executive are limited in terms of the provision of no reelection and that relatives of the President up to the fourth degree of consanguinity cannot be appointed to government positions. Under the Constitution, the power of the President to appoint members of departments and agencies as well as the declaration of martial law is limited by Congress.

On the other hand, Congress has the power of oversight on the implementation of laws by the executive, the power of the purse because of its function to approve the general appropriations of government and Congress can overturn the veto power of the President through a two thirds vote. The judiciary for its part has the function of interpreting laws passed by Congress and implemented by the executive. Aside from this, the judiciary has adjudicatory functions. The judiciary has the final word on any law and mediates between the executive and legislative in terms of the legality of a specific law.

The democratic elements of limited government as manifested in separation and balance of power as well as that of check and balances within the three branches of government not only provides the government and its citizens instruments of resolving conflict in policy decision and directions, more importantly, stability in government-citizen transactions. The check and balance in the form of impeachment on the Chief Executive addresses the concern of the waning legitimacy of the President but it also mitigates conflict because the issue of legitimacy will be settled by the impeachment court as chaired by the Chief Justice and composed of senators acting as judges.

Democracy recognizes the need to limit government or to some degree make it subject to popular control. Through the Constitution, the power of government are: a) defined in terms of its distinct function and jurisdiction thus the concept of separation of powers wherein a branch of government is not allowed to encroach on the other branch's operations and affairs; and b) limited in such a way that there are specific mechanism instituted to prevent one branch of being dominant over the other two branches, said mechanisms are known as checks and balances. The Constitution through its democratic element of limiting government is a direct recognition that an overly powerful government does not serve well over the long term. Government needs to be close to the people.

The rationale behind limiting government stems from the fear of abuse of government power in a monarchical and dictatorial system wherein government pushes the envelope so to speak in terms of decision making with wanton disregard to the interest of stakeholders. Limiting government gives further legitimacy to its actions as any ill advised decision of one branch of government is corrected by another branch of government. For instance, if the President decides to veto a legislative bill, Congress can counteract by a two thirds vote and the bill becomes a law. This check on the Chief Executive prevents unilateral and partisan decisions on a legislative bill aimed at working for common interest. The power of the Judiciary to review the content and objective of any law passed by Congress and implemented by the Executive branch provides a safety net against any law that may circumvent specific rights and interests of the marginalized sector.

Limiting government, implementing the separation of powers and checks and balances is difficult to observe in practice. Ideally, the check and balances looks ideal and promising to some extent on paper. Sadly, however, reality presents a different picture of limiting government. The President's allies for instance, in the House of Representatives provide the President a first line of defense against impeachment charges. This is because the House of Representatives under the check and balance framework initiates the process of impeachment.

Another case of being undemocratic in terms of limiting power is that of controlling presidential power. Appointments made by the President would go through the Commission of Appointments made up of members of Congress, this check however is somewhat compromised when the President's political party in the majority in Congress. The Commission of Appointments in this context would just be a rubberstamp of the Chief Executive. Moreover, the President can appoint anyone without the judicious and discerning scrutiny of the Commission. The President's power to appoint members of the Supreme Court can likewise be seen as a threat to the element of checks and balances. The impartiality of the Supreme Court Justice in deciding on a certain case is questioned because of the appointee's debt of gratitude to the President.

Democratic elements: Rule of law, freedom and rights

The democratic element of rule of law, freedom and rights are seen in the Constitution's emphasis on the due process, presumption of innocence, speedy disposition of cases, provisions on the conduct of search and arrest warrant based on probable cause and the right of the accused to be heard and to post bail. In a democratic setting, the law protects everyone regardless of their ideological leanings, social class and ethnicity. When the rule of law is observed violators are made accountable and are meted out the appropriate punishment. The Constitution upholds individual freedom with the right to privacy, supremacy of civilian rights over the military, protection of indigenous people, freedom of expression, assembly, media and speech as well as religious freedom. In addition, the Constitution provides for the separation of church and state and accountability of public officials through the SandiganBayan and Ombudsman.

Conflict is minimized and ultimately resolved when the rule of law is utilized. The rule of law dictates that the due process must be observed in its full extent. The due process is manifested when law enforcers practice and respect the rights of demonstrators in a protest action, evicting informal settlers or arresting suspects to a crime, in doing all these actions, law enforcers must be guided by the requisites of the law to prevent conflict. Cases of conflict arise when law enforcers circumvent the due process. Conflict is manifested when law enforcers fail to establish probable cause in arresting suspects. For this reason, it is imperative that law enforcers be educated as to the details of the law. Matters such as the need for an arrest and search warrant pertaining to settling a criminal case must be instilled within the law enforcers' mindset to prevent questions and doubts which subsequently brings in conflict.

Conflict is put into hold by other manifestations such as 1) the respect for freedom of speech, expression, assembly and media; 2) separation of church and state; and 3) making government accountable for their actions. The respect for the freedom of expression and media, for instance, gives aggrieved elements of society a venue to voice out their respective elements. Through this access and openness, conflict is minimized and given the opportunity for participative deliberations. The separation of church and state dichotomizes the roles played by the two entities. Conflict to some extent is mitigated. For instance, on the issue of reproductive health, under a democratic setting, the church as well as that of the government is free to openly express their stand on the issue. Conflict is put into control as seen in the issue-oriented discourse between the church and state because each side respects their distinct ideological leanings.

Another point of lessening and resolving conflict is making people in the private sector and more importantly, that of government to be accountable for their actions. By making people liable, dissent is controlled, especially to those who were aggrieved by any form of injustice. Conflict is tempered off because someone was punished, thus there will be no need to protest and aggravate the issue further. A case in point would be the August 23, 2010 hostage taking in the Quirino Grandstand in Manila City which resulted in the killing of a number of Hongkong nationals. The elements of the due process and accountability would appease the ill sentiments of the Hongkong towards the Philippines.

The democratic element of rule of law provides government and citizen a guideline of what is allowed and what is prohibited in terms of their respective actions and decisions. It is equally important to point out that with rule of law, accountability follows. The rule of law is needed to establish accountability. In a democratic setting, the due process is respected not only by citizens but more so on the side of government. The Office of the Ombudsman provides a realization of this approach, through the process of investigation, anomalous transactions in the public sector are discovered, and thus, officials are held accountable. Government approaches such as the lifestyle checks are operationalized manifestations of the synergy of rule of law and accountability, the earnings of the government official should match their current assets and their spending capacity.

One of the strength of the democratic element of rule of law is that of respect for the rights of indigenous people. More often than not indigenous people are not prioritized by the government; their land in particular is compromised in the name of development. The law protects their interest and welfare through an agency known as the National Commission for Indigenous People (NCIP). Another strength of the democratic element of rule of law pertains to the rights of the accused, specifically the presumption of innocence. The final verdict of any criminal case would be determined by the velocity and weight of evidence against the accused. The accused in the democratic context should be given his/her day in court.

The most evident weakness of the democratic element of rule of law and accountability is that its realization is at times disappointing. The Philippines has the adequate, well-defined electoral laws. Despite this, elections particularly during the campaign period are often marked with questions of irregularities. Rampant violations in campaign spending in media advertisement are not observed and unfortunately no candidate is made accountable. The rule of law is quite good when it is being said but tangible and concrete manifestations of compliance to the due process are inadequate.

Another contentious element of democracy is freedom and human rights. In the Philippine context, the freedom of speech and media is somewhat to a certain extent misused and interpreted in a negative way. The freedom of media and speech should be predicated on responsibility and common good. Media for one is criticized for being biased in terms of reporting and analyzing key socio-economic and political concerns. The lack of objectivity is compromised as their primary motive will always be increased ratings and attention. Media in order to be responsive must always be open to critique. They are good instruments of oversight and a mouthpiece of the marginalized but in order to be effective in these functions, media entities need a process of introspection, i.e., looking into oneself as to what purpose or end would you want to realize. The downside of democracy is that everyone has to say their own piece. Media, instead of mediating and filtering information serves to aggravate conflict because of sensationalized interpretation of the issue. Ideally from a democratic standpoint, the freedom of speech and media should be utilized as a means to educate and empower citizens.

Democratic elements: Participation and will of the sovereign

The democratic element of participation is manifested in the right of the people to form organizations and the right to information on matters of public concern. Participation is an important component of policy making because the policy process must consider the interest and needs of the community. Through consultations, government gets a better understanding of what needs must be addressed and incorporates the community as partners in identifying possible alternatives for immediate concerns. Participation and the will of the sovereign is seen when citizens take part in political processes such as voting. The will of the sovereign or majority rule is reflected when as citizens we select members of Congress, local government officials and more importantly, the President. The will

of the sovereign is also shown when we invoke our sovereignty by overthrowing a sitting president through a revolution.

Participation, equality, toleration and the will of the sovereign are important aspects in building empowered and informed citizens. With empowerment and information, citizens are in a better position to settle disputes. Moreover with participation, policy makers are accorded an opportunity to reconfigure their policy direction and content to better serve its identified target client. Only through genuine consultation can stakeholders come together to iron out their differences in opinion and conflicting interest. Voting as expressed by the sovereign resolves questions of legitimacy for elected government officials in the national and local government. The conduct of snap elections, plebiscite, national and local elections are means through which the will of the majority addresses questions on how best to avoid conflict and foster social cohesion.

The strong point of participation is that it is grounded on the indispensable role of public opinion in shaping policies formed and implemented by government. Aside from the power of the voters to determine national leaders, the 1987 Constitution recognizes the role of women, youth and information in the process of nation building. Democracy dictates that government listens and acknowledges that each segment of society has an important role towards development. A manifestation of this acknowledgement is the presence of laws protecting women and children. The Constitution also guarantees the flourishing of non-government and sectoral organizations to promote the interest of the disenfranchised and to more importantly be an able partner of the state and public sector in working for economic progress and social stability. The element of *laissez faire* refers to less government intervention in the operation of the domestic economy. This approach further strengthens the ability of the private sector in contributing to the economy.

Participatory processes may promote empowerment in the psychological or sociological rather than strictly legal political sense. Even if the consultative procedure is purely advisory, the mobilization of people to participate in them has two further effects, both within are of indirect political consequence. One is to give people participating in the consultation a psychological boost in confidence – and often on good grounds, insofar as they acquired additional information, insights and skills in the course of engaging in the process. A second effect is sociological – insofar as large groups of people were mobilized to participate in the consultative process, groups thus mobilized will be in a better position to bring political pressure to bear on the macro-political system in other ways as well (Luskin, Fishkin & Jowell, 2002, pp.455-487).

Tocqueville (1961) in his work “Democracy in America” stated that “It is hard to make the people take a share in government”. There are several reasons why people are apprehensive to participate. Power structures and dynamics in the community could stymie genuine participation from taking place. As an inherent characteristic of organizations, power relationships have invariably shape the conduct of who gets what, when and how. Given the pluralistic nature of social systems in which individuals are engaged in conveying their interest, it is apparent that dominant

segments comprising of generally elites dictate the extent of participation of certain groups within society. The struggle for resources have been the defining feature of societies and in their struggle, people are naturally differentiated by the amount resources they have, the way they utilize their resources, their motivations in using and pursuing for resources, given such situation participation is quite difficult to enlist as development planners have to consolidate the myriad of interests operating within a specific community. This is especially true for working liberal democracies such as the Philippine setting, wherein participation is uncertain because communities are rendered ungovernable due to the number of unmitigated voices expressing their concerns.

In the absence of an authority to arbitrate or serve as an umpire for the participation of stakeholders, no substantial output is made in the long term. More often than not, it is the elite that stipulates the degree of participation, in this context the objectives of participation is defeated. In addition, the intramurals among the elites further hampers the flourishing of participation. It is imperative on the part of the development practitioners to rationalize these conflicting interests into a consensus, a compromise capitalizing on the civic culture of society. In my view, this is of utmost importance, as development planners should learn the intricacies of the context to which people's practices are based and how they are motivated to act in a way that is in line with a widely accepted norm. Dismantling the elite's control is likewise critical to pave the way for a more responsive participation and should largely be based on equity.

The amount and quality of information provide limits to participation, as the adage pointed out that information is power. Individuals are constrained in participation due to the fact that most of them do not know the benefits resulting from participation. They are not aware of the various details relevant to the discussion and they do not have the necessary data to make a position on a specific matter as such they could not participate effectively. Part of the reasons why they could not participate is that they do not have access to such relevant information. This information could only be accessed through education and technological means.

In addition, individual attitudes affect their information acquisition, while some are eager to know some are either indifferent or apolitical about it. Some individuals feel that their participation would be inconsequential because their inputs are valued less by other people, their inputs are not substantial to merit attention and that the results would still be the same even if they participate or not. Making the apolitical group into participative elements necessitates that reforms are needed in establishing more incentives to participation. Eliminating discrimination, providing quality education, responsible political communications through an impartial mass media are among the alternatives in increasing information. With these alternatives, individuals are empowered to participate, to make critical decisions and significant stands on issues they are passionate about and more importantly to be responsible on the courses of actions they have taken.

Participation per se does not correspond to the success of a specific government intervention. As decision-making has been confined with the upper

echelons of society, i.e., the power brokers and not with stakeholders as a result of inequalities within society's power structure and the imposition of western style participative methods, it is relatively difficult to have a viable environment to realize the aims of participation. In the event that said concerns are adequately addressed, the motives behind participation should then be evaluated. There are instances wherein participation's function is somewhat cloaked with ambiguity. Participation can serve the interest of the donor, it can just be ceremonial measures of letting people speak but their recommendations are not taken to full use. Some inputs and parameters are at times recalibrated to put the donor and implementing counterpart in a good light. In this context, participation is but a put on, an ornament, as the mechanisms of the policy are made beforehand, the inputs of participation are thus futile in the final analysis.

Political culture and democracy

Political culture is defined as the pattern of shared values, moral norms, beliefs, expectations and attitudes that relate to politics and its social context. Political culture reflects the ways people think and feel about the political elite. It consists of clusters of attitudes about authority, government and society that are accepted by large portions of a country's population, quite often the majority. It includes broadly diffused core values, especially those that relate to political ideals and social relations (Sodaro, 2008).

In Almond and Verba's seminal work, "The Civic Culture", political culture is categorized as participant, subject and parochial. In the participant perspective, people are actively involved in political processes while in the subject perspective, people have less knowledge on the affairs and dynamics of political processes. Parochial, on the other hand refers to a situation wherein people are less concern on national issues and are limited to engaging on local issues. Almond and Verba contend that a good political culture should lead to the emergence of civicness – a concept shared by Robert Putnam whereby he emphasized that trust forms the basic backbone of organizations. With trust, people help each other out willingly, quite simply out of the goodness of their hearts.

Political culture is perceived in the Philippine context differently, it is based on the manner in which we treat our leaders, the collective perception of government and more importantly the way we see ourselves as citizens in a political system. It is through our political culture that we interpret our concept of democracy. Most of us see democracy not within the purview of civicness. This interpretation is seen in the most utilized framework in explaining political culture in the Philippines, the patron-client relationship.

The Patron-Client framework describes the power relations among domestic political elites and one important work done pertaining to the subject matter was undertaken by Carl Lande. He examined the Philippine elite in the 1950s and 1960s. He noted that the "Philippine polity is structured not so much by organized interest groups or composed of individuals who in politics think of themselves as members of

categories (i.e., of distinctive social classes or occupations), but rather is structured by a network of mutual aid relationships between pairs of individuals (dyadic ties in anthropological terminology)." Lande stated that the ties that bind prosperous patrons to poor dependent clients were the most significant relationships that determine the dynamics of Philippine politics. The political elite-drawn from those who can afford to be patrons, i.e., from landowners who have tenants, from employers, from professional men whose occupations permit them to do favors for a large number of ordinary voters are linked to the masses in "supraclass political combinations based on mutual aid." Lande argued that political factions, as manifested in traditional political parties, "are specific manifestations of a widespread phenomenon of people seeking good relations with others above and below them" (Lande, 1965).

Another approach in the relevant to the discussion is the clash between the political machines against that of the political clan. Francisco Magno defined political machines as "functional but not necessarily formal organizations, usually inserted within a political party, in which power is centralized and whose members are motivated by divisible material incentives rather than ideological considerations". He added that said incentives that included money, gifts, jobs contracts and other favors, are employed to set up an elaborate vote getting machine to gain electoral victory. Some scholars argue that the political clan, once the center of a network of patron client relations, is diminishing in importance because of socio-economic changes. Instead the political machine has taken over. Alex Magno noted that the decline of traditional political networks since the martial law regime weakened local elites who relied on the control of state resources as a source of patronage. He added that the Batasang Pambansa, made political bailiwicks politically irrelevant. Magno reiterated, "Access to the top, more than the control of small grassroots constituencies, decided who should occupy seats in parliament". Moreover he said that "cacique politics is dead, citing the case of Salvador Laurel, the last representative of traditional politics" whose marginalization "personified the slow death of a pattern of elite rule that has now been transcended" Others however, contest this view. They say there is more continuity than change in the nature of the Philippine political elite (Gutierrez, 1994, p.300).

All politics in the Philippines is local, elected through a network often centered on the family (political clan) and extended through districts by alliances and patronage. (Abinales & Amoroso, 2005) This is how people see democracy at work. Elections are dominated by political clans who have persisted and still exert considerable control over the outcome of electoral results. It is interesting to note that ideally Philippine political culture see democracy as an instrument to enlist people's participation over important political processes such as the elections. In a democratic setting, everyone is free to run for public office, provided that the candidate satisfies residency requirements, minimum age, citizenship and the ability to read and write. A good question would then be are we making wise choices in terms of our leaders? I observed that most of us are still behaving in a parochial or subject manner. Parochial in the sense that, if the issue is national in scope some of us do not even bother to participate in consultations or worse of all, being subject, that is, being indifferent to whatever it is happening around us.

Developing a participative political culture supplements a good appreciation of democracy. While we have our freedom, our mindset should be geared towards what should be for the common good. In my view, we could start off by looking to our leaders not as patrons and our leaders not treating us as clients. Rather, citizens and leaders must look at each other as partners. As citizens, we must never ask too much from our leaders. In a democracy, everyone is free to voice out their concerns but have we asked ourselves what we have contributed to the country. Not too long ago, President Ferdinand Marcos wanted to make this nation great again; his Kilusang Bagong Lipunan wanted to reform Philippine society. Marcos' approach however was made without democracy. It is the opportune time to learn from our past, changing our political culture and the manner in which we appreciate democracy could start in incremental steps. One of which is the belief that even as an individual, one single vote counts. Doing simple things such as following traffic rules are manifestations of incremental strides that could hopefully be played forward.

Conclusion

From the review of the concept of democracy through an outline of its elements as presented, it can be surmised that democracy can never be pinned into a single and universal interpretation. Its elements will always be susceptible to discourses paving the way for subsequent reconfigurations. Looking back to democracy's various reinterpretations; it can never be discounted that its rich theoretical history can be attributed to the need to fit democracy to a specific socio-economic and political context; this fit is pursued by a critical mass which is jointly made up of the middle class and the elite.

The Philippine brand of the democracy has been often described as one that is patterned after American democracy. Our democracy incorporates the elements of limited government based on the rule of law and citizens enlisted to participate in decision making. Moreover, democracy includes respect for human rights, equality and toleration. While it is true that we have been democratic since 1986, our brand of democracy has been questioned in terms of its ability to translate its ideals to concrete decisions and action that works for the common good in government and society. The 1987 Constitution is a manifestation of our concerted democratic ideals, sadly however, it lacks considerably in terms of operational examples that indicate that democracy indeed answers our endemic social, economic and political concerns.

Though we have observed the elements of limited government, freedom, rule of law to some extent, as a nation we still have a lot to improve on in terms of understanding said elements. What is unfortunate is that some elements of democracy have been abused. The rule of law for one has been utilized not for the pursuit of justice and truth but in some cases because of a mere technicality the accused is set free. In my view, our concept of democracy is relatively centered on participation, more specifically in our practice of freedom. More often than not our democracy enables us to say what is on our minds. But a good number of Filipinos do not have the ability to engage themselves into an in depth and substantial discourse on a specific social issue. While it is true that we are free to speak out, the content

and relevance of what we say leaves much to be desired. This in my opinion, is one of the glaring weakness of our understanding of democracy which we must resolve incrementally as much as possible.

Slowly addressing this concern would necessitate the government to rethink its agenda on information access and content implemented by a responsible mass media and relevant educational institutions. At the end of the day, government must look into innovating the process of not only enlisting participation but on building capacities of individuals to make themselves informed. As their knowledge on the different facets of the issue increases so is their quality to make rational choices. For instance, when protesters in an anti-charter change rally are asked of their views, they can fully articulate what charter change is all about and more importantly, they have the ability to educate others of the importance of their position.

We should not look at democracy as an answer to our problems. In 1986 we used the concept to rally the majority to overthrow a dictator. In 2001, a majority from the National Capital Region invoked for the second time the democratic element of sovereignty to replace a President midway into his term. Ironically, the very same man came in second in the May 2010 Presidential elections. This is our brand of democracy. Filipino style of democracy is a) driven by patron-client relationships instead of the due process and equality; b) participation is centered on the interest and desires of the elite; c) limiting government is clouded by doubts that one branch of government is dominant over the two; d) rights and freedom are not used for the purpose of maximizing one's interest; and e) the absence of accountability and equality. In our brand of democracy we are free to criticize one another. We are good in identifying our problem, what is clearly lacking is our ability to give an alternative to the problem. Everyone has its own expert opinion on how best to solve a problem, but when asked to operationalize the solution we seem to be at a lost on how to get about in doing it.

Democracy as an ideal would work as long as people have a more profound understanding of how its elements ought to work. Our understanding of democracy should not be limited as a rallying point to legitimize government decision or as a remedy to make the country developed economically as well as politically. Democracy is not a pill that society and government would take as a remedy to its social and political ills. Democracy is a measuring stick that we should utilize in our transactions with government and other members of society.

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Specific Comprehension Strategies Good L2 Readers Use When They Process Expository Texts in Linear and Nonlinear Environments

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Abstract

The main concern of this study is to identify the specific comprehension strategies good L2 readers employ when they read expository texts in print and hypertext environments. In the study, sixteen (16) female college freshmen participants were randomly and evenly distributed into two groups of equally good L2 readers. They were then asked to concurrently read and think aloud that revealed their individual comprehension processing strategies. Results of the study indicate that, in general, good L2 readers are armed with multiple and coordinated strategies when they read expository texts in either print or hypertext environments. These strategies are also found to be almost the same in both environments.

Introduction

Reading has never been as indispensable as it is in today's highly complex technological world. And in a society where innovation is the norm, it is hard to imagine how an illiterate individual can manage to survive. Indeed, the literacy knowhow of an average citizen a decade ago is no longer sufficient to cope with the increasing demands of technological breakthroughs in recent years. There is simply enormous amount of information to read and process today.

As an academic discipline, reading holds a prominent place in the curriculum. This is understandable since across academic levels, the success of every student lies largely in how good he or she is at managing torrents of information. As it is the usual case, the school is always left with the daunting task of making students skilled consumers of information in both print and electronic environments.

The spectacular proliferation of Internet has given rise to what is called "hypertext" which is commonly described as nonlinear and nodal. As described by Burbles and Callister (2000, p. 43), hypertext is "a kind of informational environment in which textual materials and ideas are linked to one another in multiple ways". Given this nature of hypertext today's students read inside and outside of the classroom, reading has become more complex compared with the traditional print. And as a result of such problem as disorientation that is associated with hypertext, comprehension has also become a popular issue especially for research.

Anderson (2003) claims that studies investigating the nature of comprehension and comprehension strategies in online environment are too limited. Aside from Konishi (2003), only Coiro and Dobler (2007) did an elaborate study on the topic. It goes without saying then that the area is under investigated. Fontanini (2004) states that due to the dearth of studies in the area, the differences in the processing of linear text and hypertext seem not to be totally established yet. This, of course, is not a welcome news since educators who subscribe to research-based

pedagogy would not have sound basis for instruction, in particular, of comprehension strategies.

As mentioned, Konishi (2003) was one of the few scholars who investigated the area. Her study centered on reading strategies Japanese ESL students employ when they read in hypertext context. Specifically, her study aimed at investigating the following: (1) whether readers are using the same kinds of strategies for print and hypertext environments, (2) whether readers are using new kinds of strategies unique to hypertext, and (3) whether reading behaviors are influenced by background variables such as prior reading experiences and language proficiency in L1 or in L2. As regards the profile of her participants, all were international students from Japan studying their major fields in the undergraduate and postgraduate levels in a major university in Australia. Japanese is their L1 and they learned English in school. Methodologically, the participants were equally grouped into two, corresponding to the two types of tasks they did. Task A which corresponds to Chen and Rada's (1996) open task typology includes browsing, skimming, and careful reading. Task B, on the other hand, is considered by Chen and Rada as closed task and this includes searching and scanning. Data analysis showed that some of the strategies readers used seemed similar to those used for reading print text, especially for reading a single text carefully. It was also found out that all the participants availed themselves of several strategies specific to reading hypertext, and lastly, some participants expanded their intelligent curiosity over the extent of the tasks they were assigned to and voluntarily went into more pages to read. This study offers interesting findings particularly on the seeming relationship between proficiency and cognitive flexibility which are also interesting areas in literacy now. It also supports what other scholars like Schmar-Dobler (2003, as cited in Atchison, 2004) and Sutherland-Smith (2002) claim that there are some strategies distinct to hypertext as a medium of information presentation.

Coiro and Dobler's (2007) is the recent and probably the most comprehensive of the studies on hypertext strategies. Their exploratory study investigated the online reading comprehension strategies used by sixth-grade skilled readers to search for and locate information on the Internet. Their 11 good readers of traditional print form were tasked to locate, evaluate, and synthesize content area information within informational websites and search engines. Data analysis of verbal protocols, interviews, and field observations following a grounded theory model (Glaser, 1992; Glaser & Strauss, 1967) demonstrated that first, "in some ways, reading on the Internet looks the same as reading printed text" (p. 229) and second, "reading on the Internet is uniquely more complex" (p. 229).

Responding to the call for more studies that explore the reading strategies readers apply while engaged in online and print reading tasks, this study aimed at identifying the specific comprehension strategies good L2 readers use when they process texts in linear and nonlinear contexts. This study is also a deliberate attempt to problematize the usual way good readers are described - active, skilled, proficient, among others - which can be said to be vague.

Premised on the view that reading is a process of constructing meaning while interacting with texts (Ruddell, 2002), the comprehension processing in this study was accounted for by some theories and models such as self-regulated learning by Azevedo (2005, as cited in Scheiter & Gerjets, 2007) which states that for better processing of any textual information, awareness and monitoring of the reading

activity being performed are necessary; cognitive flexibility theory by Spiro, Feltovich, Jacobson, and Coulson (1991, as cited in Bolaños, 2009, p. 70) which argues that for successful hypertext navigation, flexibility is important for it is centered on the cognitive aspect which is in command of restructuring knowledge processing in hypertext context; new literacies by Leu, Kinzer, Coiro, and Cammack (2004) which succinctly asserts that as new technologies emerge, new ways of reading also emerge; and cognitive load theory by Sweller, Chandler, Tierney, and Cooper (1990) which explains that to reduce the mental effort readers must exert in comprehending a text, readers must be presented with organized, readable material. This would not tax working memory's limited capacity.

Method

This study employed a qualitative research perspective to draw out the specific comprehension strategies as evident in the readers' verbal protocols. In this comparative inquiry, 16 participants who were equally good L2 readers were randomly assigned to read three editorials in just one of the two reading environments – either in print or in hypertext. Their usage of comprehension strategies was then compared. This design followed the argument that making the same readers read the same text in both environments and then examine them for the differences in their use of strategies later would yield contaminated data, for their exposure to the content in one environment would have a corresponding effect when they process the same text in the other environment. Thus, making the same readers read the same texts in both environments was not done. As Anderson (1999) argued, activation of prior knowledge can influence reading comprehension strategies and comprehension as a whole. Just as there is a causal relationship that exists between comprehension strategy use and comprehension (Pressley, 2002), the same thing can be said between schema and comprehension strategy. To control the influence that schema might bring, the need to have two sets of equally good L2 readers randomly assigned to read only in a particular environment became necessary.

The participants were able to successfully hurdle the inclusion criteria set by the researcher in order to establish the idea of “good L2” readers. Among these criteria were grades in their previous language course, IQ level, age, scores in a standardized test, and scores in a cloze test.

Eight readers were randomly assigned to read in each environment. Since intensive data were gathered, it took each participant an hour and a half to complete all the required tasks. Besides, data collection could only be done in the school setting between 8:00 AM and 5:00 PM, thus, allowing only eight participants. In a more technical context, Internet web pages, particularly those of online broadsheets, change constantly because of updates. This rendered the extension of data gathering until the succeeding day impossible.

The data from 16 comparable female readers were obtained through verbal protocols. Three editorials of Philippine Daily Inquirer in print and online forms available during the data-gathering schedule were used as primary research materials. As the main objective of this study was to identify specific strategies being used by good L2 readers when they read expository texts in print and online forms, periodicals - particularly broadsheets - were used as main materials. According to Marshall and Bly (2005), “periodicals represent a type of material that invites many

different kinds of reading –browsing, skimming, flipping, and glancing – and a variety of strategies” (Introduction section).

Triangulation was also observed in collecting the needed data as evident in the following methods: transcribed videotapes of think-aloud protocols, individual interviews, and focus group discussion.

As to the locale, the study was carried out in a private tertiary institution in Manila that is exclusive for female. The need to conduct this study with college students was generally spurred by its main objective that required participants who are experienced users of the Internet and who have the ability to handle print and online expository texts with a high degree of independence.

Since this study focused on expository text - the kind of text where the writer’s primary goal is to give or share information - three editorials which appeared to be argumentative were used as reading texts for the study. These texts are good examples or representatives of academic reading texts as many critical academic reading books today contain editorial texts. Being an article in a newspaper, editorial gives the views of the editors or publishers. They can be argumentative depending on the subject or the pressing issues of the day. As such, it can be claimed that it still falls under the rubric of expository texts.

The data gathering which was done for two weeks, specifically six school days (three days for each environment), proceeded in three phases.

I. Pre – Gathering Phase

The activities under this phase (think-loud training and setting up the venue) were done only once in the entire duration of data collection.

1. Think-aloud training

Since thinking aloud is an activity that is not common among readers, training became necessary. Part of doing this training was orienting the participants on how think-aloud is done and informing them of its potential benefits to the meaning-construction process as well as its effectiveness as a reading strategy.

2. Setting up the venue

The discussion room of a library was the venue for gathering the pertinent data. This room had the following equipment and other materials ready: 2 video cameras, 1 digital camera, 1 computer with Internet access, 1 TV set, 1 DVD player, 2 lapel microphones, 1 karaoke, 2 copies of PDI broadsheets, papers, dictionary, and ball pens.

II. Gathering Phase

The procedure that follows was employed in gathering the data. Note that all the activities under this phase was video recorded for validation and verification purposes later on. So as to avoid the possible negative psychological time-of-day effects on the readers that might eventually jeopardize the smooth and rich data collection, (since data collection in each environment was done for three consecutive days), shifts in their reading schedules were observed each data gathering day.

Before reading:

Warming up through think-aloud practice

A think-aloud warm up for two minutes was accorded to each of the participants before starting the activity. She was also given enough time to relax.

During reading:

A. Navigating

The participant was given a piece of paper containing directions that she would follow. This set of instruction was: 1) Connect to the Internet; 2) Proceed to the Philippine Daily Inquirer website; 3) Navigate through the “opinion” section; 4) Look for the “editorial.” (Once a reader shows a distracting sign of disorientation or any navigation problem, assistance would be given); 5) Read the editorial as your text for this think-aloud activity; and 6) Do not forget to verbalize your thoughts.

B. Observing and field note taking

The researcher took note of the participant’s verbal and kinesthetic reactions and other behaviors that could possibly add information to the data collected.

After reading:

A. Giving retrospective verbal report

While viewing her video when she was reading and thinking-aloud, the participant was asked about what she was thinking about, especially at points or episodes where she was evidently demonstrating any form of difficulty. She was also reminded to just talk when a certain point catches her attention, or at any point, when she feels she wants to say or explain something. Questions on what was happening or going on her head as well as her strategies while reading were the central points. The purpose of this retrospective verbal report was to further capture the thoughts readers might have failed to verbalize while on reading task.

B. Interviewing

This was done to further obtain data on their think-aloud experience, navigation, use of prior knowledge, comment on vocabulary, understanding of the main point of the text, use of strategy, and opinion on their preferred reading environment.

C. Doing focus group discussion

As soon as the last participant was done on the third day, all the participants were gathered together. They were asked about their hypertext reading experiences with particular emphasis on their use of reading strategies. The questions asked focused on their PDI online reading strategies and comprehension, and on their hypertext reading experiences, strategies, and comprehension, in general. Their perception about the similarities and differences between the two environments (in whatever aspect they see those similarities or differences) was also sought.

III. Post-Gathering Phase

The following procedure was followed in treating all the data from the three reading activities in each environment:

Verbal Protocols

1. Preparing the text

Copies of the texts (editorials) with bigger font size and space were prepared. These were where the think-aloud verbalizations were inserted during transcribing.

2. Transcribing

All the verbalizations made by the participants while reading were transcribed. Likewise, important information that showed strategies and their uses gleaned from their retrospective verbal reports was inserted. No particular transcription conventions were followed as they were not necessary in the treatment of the data.

3. Validating the transcription

Qualified professionals were asked to countercheck or validate the transcription done by the researcher. This was done to ensure that all the verbalizations of the readers were captured accurately.

4. Inferential coding and validation of strategies

The data were inferentially coded for the strategies that surfaced following Caldwell's (2002, pp. 194-196) methods and examples as shown in the following:

AMY: Me too, and I bet the allies were happy to be out of the war.
[Inferring] I know I would be happy too. [Reacting personally]

WILL: I was thinking probably some of the Germans too were glad it was over. [Inferring]

TONY: So the war's all over. All the guns and stuff are quiet.
[Retelling]

The steps that follow show the whole process employed in inferentially coding the strategies in both print and hypertext environments: 1) Preparing the final/polished transcription (think-aloud protocol); 2) Reading/rereading with analysis (inferring) to elicit strategies; 3) Defining and coding each strategy that surfaces based on the evident samples; 4) Refining / verifying the strategies elicited by enriching their definitions; 5) Presenting the polished list of elicited strategies with representative examples to the intercoders for comments and/or suggestions; 6) Incorporating the intercoders' feedback; 7) Validating the coded data by the intercoders, and 8) Incorporating the improvement collectively suggested by the intercoders.

It must be noted that no specific existing model or list of comprehension strategies was used so as not to limit the codes to the specific codes or strategies prescribed.

Results and Discussion

As operationally defined in this paper, strategy (reading strategy) refers to any specific conscious verbal or nonverbal act that readers engage in to facilitate and/or enhance their meaning-making of the text or to address actual or even perceived comprehension difficulty. This is in agreement with Alexander, Graham, and Harris' (1998, as cited in Varaprasad, 2006) definition that strategies are procedural, purposeful, effortful, willful, essential, and facilitative in nature. It also conforms with Duffy (1993, as cited in Almasi, 2003) who states that strategies are "plans for solving problems encountered in constructing meaning" (p. 214) as well as with Paris, Wasik, and Turner (1991, p. 692, as cited in Koda, 2005, p. 205) whose definition of strategies is "actions selected deliberately to achieve particular goals." Thus, in essence, it can really be said - and that there is sense to believe - that strategy is a "planned and useful action in context" (Allan & Miller, 2005, p. 16). It can likewise be said that the strategies identified here adhered to those definitions with fidelity.

Furthermore, strategies in this paper were deduced, inferred, identified, and defined based on the context in which they occurred in the readers' verbal or think-aloud protocol. In short, these strategies were data-driven, adhering to the bottom-up approach of data treatment.

To draw the line between skill and strategy in the coding process, which in some instances created ambivalence for other researchers (Koda, 2005), the differentiation made by Koda between these two concepts was considered. That is, "skills are used subconsciously, strategies require deliberate activation" (p. 210). Thus, all throughout the coding, the intention of the reader for using a certain strategy was considered and became the primary compass in determining whether a certain behavior is a strategy or merely a skill.

As an overview, the following are the strategies elicited: 1) rereading; 2) repeating; 3) rehearsing a key word or an idea; 4) unlocking vocabulary; 5) recognizing unfamiliar lexical item; 6) offering a synonymous term; 7) agreeing; 8) disagreeing; 9) justifying an agreement / disagreement; 10) acknowledging information / learning / realization; 11) noticing a grammatical item or structure; 12) noticing a textual element; 13) commenting on the text; 14) guessing / estimating / approximating; 15) confirming a (correct) guess; 16) questioning; 17) raising a clarificatory question; 18) self-questioning; 19) gesturing; 20) recasting / reformulating the question; 21) responding to a self-generated question; 22) responding to a rhetorical question; 23) asking where they are at in the text; 24) drawing on background knowledge / recalling; 25) suggesting an action or a solution; 26) giving an immediate reaction; 27) making a personal stance; 28) responding emotionally; 29) code-switching / code-mixing / processing in L1; 30) pronouncing the new plan of attack; 31) giving specific online mental response; 32) using a physical action or an expression; 33) looking back; 34) previewing / overviewing / surveying; 35) marking the portion where they are in; 36) changing / modifying / correcting oneself; 37) expressing / showing absence of knowledge; 38) expressing surprise; 39) expressing assumption, apprehension, or reservation; 40) expressing a hope or a wish; 41) paraphrasing; 42) inferring; 43) synthesizing; 44) forming a conclusion; 45) evaluating a point; 46) taking risk; 47) adjusting speed; 48) establishing the linkage of information; 49) keeping track of information; 50) providing additional relevant information; 51) elaborating; 52) pausing; 53) waiting for a clue; and 54) toning down.

In the section that follows, specific samples lifted verbatim from the readers' think-aloud protocol (henceforth, TAP) are provided for each identified strategy. Note that, on the surface, some of these strategies may be judged all the same; however, a careful reading of the definitions provided for each strategy as well as the analysis of the representative TAP may prove otherwise.

For the interest of clarity, the extracts from the TAP are denoted by *S* (sample) and a number; thus, S1 means sample 1 or first of the samples provided in explaining each strategy and the number goes on. In the same vein, the information in bold type stands for the readers' verbalization, while the item within the braces pertains to the strategy's name. Notice that there is also a number that comes next to the strategy's name. That is the number code of that strategy as used in the TAP coding. The readers' and editorials' codes are also given as indicated by the items within the brackets. For instance, [BR3, ed1] means that the TAP was produced by the third (3) print (*B*) reader (*A*, on the other hand, represents the hypertext group) reading the first editorial [ed1].

The following are the aforementioned 54 different *specific* and carefully defined reading strategies, mostly having representative samples from print and hypertext environments.

1. **Rereading** – it pertains to the purposeful reading of a word, a phrase, a sentence or two, or paragraph for two or more times to facilitate meaning-making of the text or to emphasize an idea. It is usually denoted, clued or driven by a difficulty that readers encounter in the text. In many cases, this strategy is executed in whisper. Consider the following examples:

S1 *In April 2001, the world dealt nuclear power another blow (**the world dealt nuclear power another blow {REREADING1}**) when the UN Sustainable Development Conference refused to label nuclear power a sustainable technology. [BR3, ed1]*

S2 *The members of the ruling coalition are thus confronted with the problem of having in their hands a strong case against a powerful official who will cling to power at all costs but who also happens to have the goods on a great number of them or their patrons and allies up and down the official hierarchy. (**the members of the ruling coalition are thus confronted with the problem of having in their hands a strong case against a powerful official who will cling to power at all costs but who also happens to have the goods on a great number of them or their patrons and allies up and down the official hierarchy {REREADING1}**) [AR5, ed2]*

2. **Repeating** – this simply indicates a reiteration of a word, a phrase, or a sentence done by the readers when they opt to continue an “interrupted reading” and thus they are to repeat a word, a phrase, or a sentence previously read to maintain or start in a thought unit thereby keeping order in their mind. The examples that follow exemplify this strategy:

S3 *And yet another alternative is wave energy which is unlimited, predictable (**predictable {REPEATING2}**) reliable and renewable. [AR2, ed2]*

S4 *We may have forgotten what it is exactly that the President's husband, Jose Miguel Arroyo (“Attorney Mike” to various insiders and hangers-on), does as a lawyer — in the various scandals that have battered the walls of Malacañang he has always come across as smooth operator rather than legal advocate— but his spirited if somewhat summary defense*

of Ombudsman Merceditas Gutierrez (**Merceditas Gutierrez {REPEATING2}**) on Tuesday offered a timely reminder. [BR6, ed3]

S5 But, in fact, the impeachment complaint filed against Gutierrez by former Senate president Jovito Salonga and (**other alleged {MISCUE} and {REPEATING2}**) others alleges the exact opposite: that she is not doing her job, that in the midst of all the scandals plaguing the Arroyo administration the public must not let her alone. [BR6, ed3]

3. Rehearsing a key word or an idea – this happens when readers single out and reread a certain important word or idea in the text, for emphasis. The context of the sentence, being the primary determinant of naming a strategy in this paper, is also the basis for judging whether the word or the idea rehearsed by the reader is “key.” This is different from “rereading” (as a strategy) in that it does not bear a certain difficulty sensed by the readers but is simply indicative of the significant concept that might have registered to the readers. Likewise, rereading here is concentrated only on a key word or idea. This strategy is also different from “repeating” since like rereading, it is purposeful. Note also that the act of rehearsing may be close to or far from the word being rehearsed. Lastly, this strategy may come in any language and form available to the linguistic resources of the readers. By applying this strategy, the readers’ understanding and retention of ideas are further reinforced as can be deduced from the following extracts:

S6 That he took advantage of the opportunity to say anything at all — well, that says something about his relationship with Gutierrez. (**relationship {REHEARSING A KEY WORD OR AN IDEA3}**) [AR5, ed3]

S7 But, in fact, the impeachment complaint filed against Gutierrez by former Senate president Jovito Salonga and others alleges the exact opposite: that she is not doing her job, that in the midst of all the scandals plaguing the Arroyo administration the public must not let her alone (**the public should be bothered by Gutierrez {REHEARSING A KEY WORD OR AN IDEA3}**). [BR2, ed2]

4. Unlocking a vocabulary – this involves figuring out the meaning of an unfamiliar word or phrase. Examples can be looking up the meaning of a word in a dictionary, guessing the meaning of an unknown word or phrase, determining its meaning through context clues, and the like. With this strategy, the readers make a prompt remediation to a potential foreseen problem that an unfamiliar vocabulary might bring. The samples below provide evidence of this strategy:

S8 In April 2001, the world dealt nuclear power another blow when the UN Sustainable Development Conference refused to label nuclear power a sustainable technology. **sustainable, ibig sabihin, sustain, tuloy-tuloy. {UNLOCKING A VOCABULARY4}** [AR8, ed1]

S9 The Corazon Aquino administration could have refused to pay the corruption-tainted loans used to build the BNPP, but it didn't. The payment is a **fait accompli**; (**among fait accompli? [looks up the word “fait accompli” {UNLOCKING A VOCABULARY4}**], nothing more can be done about it. [BR7, ed1]

5. Recognizing an unfamiliar lexical item – this refers to the readers’ acknowledgement of an unknown word, term, acronym, or even phrase. It is done

through either directly verbalizing their unfamiliarity with any lexical item, or questioning what it means, or simply repeating it with or without an interrogative tone, or can also be through deliberately not pronouncing it – all without any extra effort or attempt to figure out its meaning and/or its pronunciation. By doing this strategy, readers, at least, become aware of the possible effect of such unfamiliar term on their reading engagement which they might later on attribute a resulting comprehension failure to. It is through this awareness, though, that readers can trace back their source of possible comprehension failure and thus make necessary moves to address such. The following examples exemplify this strategy:

S10 In her tenure (tenure, tenure, whatever {RECOGNIZING AN UNFAMILIAR LEXICAL ITEM5}) as Ombudsman, Gutierrez has served as midwife to the perfect crime. [AR5, ed3]

S11 The technology of generating electricity from nuclear fission (what is this term? {RECOGNIZING AN UNFAMILIAR LEXICAL ITEM5}) can also be used to produce nuclear weapons. [BR8, ed1]

6. **Offering a synonymous term** – this plainly involves giving another word that means nearly the same as the word in the text. The synonymous word can be in English, Filipino, or any other language. What makes it distinct from “code-switching / code-mixing / processing in L1” (as a strategy) is that it is limited only to a lexical or word level. On the other hand, what makes it different from “unlocking vocabulary” is that the reader already knows the meaning of the word. By applying this strategy, the readers may get a clearer picture or meaning of a certain word as typified in the extracts that follow:

S19 The consequences of a catastrophic accident are immense. (big {OFFERING A SYNONYMOUS TERM6}) [AR7, ed1]

S12 And yet another alternative (choice {OFFERING A SYNONYMOUS TERM6}) is wave energy which is unlimited, (no restriction {OFFERING A SYNONYMOUS TERM6}) predictable, reliable and renewable. [BR1, ed1]

7. **Agreeing** – this is characterized by the readers’ plain and straightforward expression of concession with either the text or sometimes with what they say to mark its acceptability for them. It is usually introduced by concession markers such as *yes*, *true*, *right*, *agree*, and the like, and their equivalent terms in Filipino. Consider the given examples below:

S13 That he took advantage of the opportunity to say anything at all — well, that says something about his relationship with Gutierrez. (oo nga naman, AGREEING7) [AR6, ed3]

S14 All of these, according to the charges against Gutierrez, constitute betrayal of public trust and culpable violations of the Constitution. (that is true {AGREEING7}) The ombudsman is supposed to be the protector of the people, but instead she has become a bodyguard of crooks. (tama {AGREEING7}) [BR3, ed2]

8. **Disagreeing** – this shows the readers’ forthright expression of opposition, contradiction, negation, or refutation to / of the text or a passage on it which they probably consider critically important to do to address contentious or debatable information in the text. This differs from “responding emotionally” (as a strategy) since it only mirrors plain disagreement without being emotionally involved. Markers

such as *no*, *not*, *disagree*, and the like and their equivalent terms in Filipino are used to denote disagreement as shown in the following extracts:

S15 *Developments in the field of energy are moving in the right direction (well, that's not true! {DISAGREEING8}). [AR2, ed1]*

S16 *Developments in the field of energy are moving in the right direction. (no, not really {DISAGREEING8}) [BR2, ed1]*

9. **Justifying an agreement/disagreement** – this is shown when the readers state their reason for conceding/dissenting from a certain point or idea in the text. This comes next to the readers' expression of agreement/disagreement. By engaging in this strategy, readers get the chance to justify and assert their point which makes processing more balanced or at least bidirectional as these samples show:

S17 *The Philippines, being a sun-drenched country, can make greater use of solar energy. (sobrang totoo {AGREEING7} dahil nga sobrang init sa bansa natin, {JUSTIFYING AN AGREEMENT/DISAGREEMENT9}) [BR1, ed1]*

S18 *Nuclear power is expensive and nuclear plants take a long time to build. (no, not true, not necessarily have to be expensive and take long to build {DISAGREEING8} kasi ano yan nasa kanila kung papabilisin o pababagalin {JUSTIFYING AN AGREEMENT / DISAGREEMENT9}) [BR3, ed1]*

10. **Acknowledging information/learning/realization** – this is manifested when readers tersely make a comment on a new or sometimes familiar information, learning, realization presented or encountered with a purpose of, or further acknowledging, recognizing, realizing, or accepting such. This strategy creates an “oh-I-see” effect or feeling that makes reading more meaningful to the readers. Examples are the following:

S30 *The payment is a fait accompli; nothing more can be done about it. (a, ok {ACKNOWLEDGING INFORMATION/LEARNING/REALIZATION10}) [BR3, ed1]*

S19 *All of these, according to the charges against Gutierrez, constitute betrayal of public trust and culpable violations of the Constitution. The ombudsman is supposed to be the protector of the people, (ah ok, ito 'yung work n'ya {ACKNOWLEDGING INFORMATION/LEARNING/REALIZATION10}) [BR4, ed2]*

S20 *Nuclear power produces radioactive waste that remains dangerous for tens of thousands of years. (oh, ganun pala kagrabe ang nuclear plant, akala ko masama s'ya sa panandaliang panahon, 'yun pala for tens of thousands of years! {ACKNOWLEDGING INFORMATION/LEARNING/REALIZATION10}) [AR6, ed1]*

11. **Noticing a grammatical item or structure** – this is exhibited when readers deliberately pay attention to a particular grammatical item or syntactic structure in the text, and say something about it. By this, readers can make extra effort to prepare for the possible difficulty a grammatical structure might cause. The following samples illustrate this strategy:

S21 *The extortion case against former Justice Secretary Hernando Perez, in which she stands accused of ('yung stands accused can simply be said is accused yung construction {NOTICING A GRAMMATICAL ITEM OR STRUCTURE11}) either being so incompetent as to deserve removal from office, or of deliberately bungling the filing of extortion charges so that the courts were left with no choice but to throw out the cases. [BR3, ed2]*

12. Noticing a textual element – this pertains to singling out a specific lexical, typographical, and other similar element in the text which readers may find different, bizarre, or even unnecessary to shun possible confusion a textual element might create. This may also include the author’s style of writing. The samples below demonstrate this strategy:

S22 *It said multiple risks and the possibility of corruption (again!) [may “again”] {NOTICING A TEXTUAL ELEMENT12}} outweigh imagined benefits. [AR6, ed1, p36]*

S23 *Greenpeace has rightly said that nuclear power “belongs in the dustbin of history.” (wow, gandang ano ha, gandang quoted na phrase nito ha {NOTICING A TEXTUAL ELEMENT12}} [AR6, ed1]*

13. Commenting on the text – this is manifested when readers make a specific or general observation about the text - be it structure- or content-related - to assess the text’s merit or demerit, or to warn themselves of possible challenges present in the text so that they can prepare as they go on interacting with the text. What makes this distinct from “noticing a textual element” strategy is that the latter is specific to lexical, typographical, and even style of writing which readers may find strikingly unnecessary. This strategy (commenting on the text), on the other hand, focuses on the text as a whole piece of writing different from other texts in terms of content, degree of difficulty, style, organization, among others. Examples are:

S24 *Apparently, while he requires the services of the avuncular Jesus Santos or the pugnacious Ruy Rondain to defend his actions, Attorney Mike thinks nothing of lawyering for his law school year mate. What, after all, are friends for? (This one is less difficult, a lot easier than the first two {COMMENTING ON THE TEXT13}} [AR2, ed3]*

S25 *The fertilizer fund scandal involving former undersecretary of agriculture Jocelyn Bolante, in which charges separately filed by the Senate, former solicitor general Frank Chavez and the late journalist Marlene Esperat ended up gathering cobwebs on her desk. She created task force “Abono” and announced in December 2008 that she would resolve the case by the end of January 2009 — a deadline that came and went without any resolution or concrete action. (there seems to be a pattern with all the cases here. The three cases are related to the president. {COMMENTING ON THE TEXT13}} [AR3, ed2]*

14. Guessing / estimating / approximating – this is demonstrated by the readers’ uncertain or tentative claim or assertion of their own belief, point, or idea; thus, the readers are seen here guessing or estimating. This is commonly introduced by indefinite markers like *maybe, perhaps, probably, I think, I guess, approximately*, and their related terms, and their identical lexical items in Filipino. This strategy allows the readers to entertain their conjectures and anticipation that, in turn, heighten their engagement with text. Take into account these examples:

S45 *Attorney Mike (sinong Mike ‘to, ‘yung asawa ni Gloria? {GUESSING / ESTIMATING / APPROXIMATING14}, sinong Atty. Mike? Mike, Mike, ‘yung ano sa channel ? GUESSING / ESTIMATING / APPROXIMATING14}} [AR6, ed3]*

S26 *Average construction time for nuclear plants has increased from 66 months in the mid-1970s to 116 months between 1995 and 2000. (nadodoble baka ngayon, 2009, so baka malaki na ‘yon, 200 na ‘to {GUESSING / ESTIMATING / APPROXIMATING14}} [AR6, ed1]*

S27 *Last week the Catholic Bishops' Conference of the Philippines (CBCP) threw its weight behind the opposition to the proposed rehabilitation of the mothballed Bataan Nuclear Power Plant. (so baka ito 'yung tungkol sa Bataan Nuclear Power Plant tapos ayaw pumayag ng mga officials ng CBCP {GUESSING / ESTIMATING / APPROXIMATING14}) [AR8, ed1]*

15. **Confirming a (correct) guess** – this is made clear by verifying the correctness of the conjecture made – overt or covert. This is introduced by confirmatory markers such as *right, correct*, and other similar terms and their morphological equivalent in Filipino. This strategy reminds the readers that they are on the right track. Observe these examples:

S28 *We may have forgotten what it is exactly that the President's husband, (oo nga, si Mike nga {CONFIRMING A (CORRECT) GUESS15}) [AR6, ed3]*

S29 *And yet another alternative is wave energy which is unlimited, predictable (that's what in my mind already, galing ko ah! {CONFIRMING A (CORRECT) GUESS15}) [AR2, ed1]*

16. **Questioning** – this is shown when the readers generate questions as triggered by the text. Readers oftentimes do this to demonstrate curiosity, satisfy their questioning mind, and speculate about the text – indicators of interactive dialoguing with the text. This strategy may have or may not have specific addressee. This comes right after the information or point that propelled them to raise a question or sometimes a series of questions as delineated in these samples:

S30 *One alternative energy source that is now widely used in the Philippines is geothermal energy. It is one renewable energy technology that can supply continuous, base load power, and the costs for electricity from geothermal are declining (why? QUESTIONING16}) [AR2, ed1]*

S31 *Unacceptable Risk (bakit kaya s'ya unacceptable? {QUESTIONING16}) [BR3, ed1]*

S32 *Developments in the field of energy are moving in the right direction. (in what way? {QUESTIONING16}) [BR6, ed1]*

17. **Raising a clarificatory question** – this occurs when the readers ask questions to explicitly clarify or disambiguate a word, phrase, idea or a point stated in the text or made by them. Oftentimes, this kind of question occurs immediately after the said seemingly vague element in the text or after the uncertain point made by them. Though this is also text-initiated in nature, what makes it different from “formulating/asking a text-initiated question” (as a strategy) is the condition that there is a vague uncertain information that compelled the readers to seek for clarification and that doing so is important for a clearer negotiation with/understanding of the text. Sample markers such as *is this, what, what is*, among others, and their parallel questions in Filipino qualify for this strategy. Consider these samples:

S33 *Thus, the supreme irony: In her tenure as Ombudsman, Gutierrez has served as midwife to the perfect crime. (anong perfect crime na sinasabi, 'yung Mega Pacific or lahat? {RAISING A CLARIFICATORY QUESTION17}) [BR2, ed3]*

S34 *We use the verb “address” advisedly, however, because this first half of Arroyo's defense is meant to respond to the issue, without actually resolving it. (oh, anong ibig*

sabihin ng is meant to respond to the issue {RAISING A CLARIFICATORY QUESTION17} [BR3, ed3]

18. **Self-questioning** – this simply involves raising a question by the readers addressed directly to themselves. The question can be reader- or text-initiated in nature. This differs from “asking/questioning” strategy since the addressee here is not other people or subject of the text but the readers themselves who crafted the question. This strategy makes the readers value their personal connection and role to the text, as can be noticed in the examples below:

S35 *What Gutierrez has demonstrated, however, is a determination to fight, and her determination to stay in office (gagawin rin kaya ako ka-brave? {SELF-QUESTIONING18}) sends a clear signal to members of the House of Representatives that they have to tread carefully around her case.* [BR3, ed2]

S36 *There is also the matter of using her powers to suspend politicians with whom Malacañang has not been too friendly, like Gov. Neil Tupaz of Iloilo province, or out of a personal vendetta, (gagawin ko ba ‘to? {SELF-QUESTIONING18}) such as Gov. Enrique Garcia of Bataan, the political rival of her brother.* [BR4, ed2]

19. **Gesturing** – this is shown when the readers make specific movements during their verbalization that consequently enhance their verbal processing of the text. Examples of these are: hand movements that force them to further elaborate, movements that give them clues to access the ideas/lexical terms especially when they seem to experience difficulty, and movements that keep them active meaning-makers. Also included in this strategy is the adjustment in proximity like moving too close to the text (broadsheet/computer monitor) that they do to answer is-it-for-real questions that the text has created in them. Visualize this strategy in these examples:

S37 *It rejected the opening of the nuclear plant as “the most dangerous and expensive way to generate electricity.” [moves closer to the text {GESTURING19}][AR2, ed2]*

S38 *What Gutierrez has demonstrated, however, is a determination to fight, and her determination to stay in office sends a clear signal to members of the House of Representatives that they have to tread carefully around her case. Even if she has done little by way of prosecuting crimes, she can undoubtedly claim to possess mountains of evidence against everyone, on both sides of the aisle, and she retains vast powers to use — and inflict — on anyone who crosses her the wrong way. [puts her hand on her head {GESTURING19}] (what Gutierrez has demonstrated, however, is a determination to fight, and her determination to stay in office sends a clear signal to members of the House of Representatives that they have to tread carefully around her case, {REREADING1}[AR5, ed2]*

20. **Recasting / reformulating the question** – this occurs when readers revise, polish, or rephrase their previously stated question for a better or more correct expression of what they exactly mean. This strategy encourages readers to strive for or reach their desired or intended formulation of questions. The following examples illustrate this point:

S39 *We do not know why certain parties are pushing for the operation of the Bataan Nuclear Power Plant (BNPP) when there are less expensive, less risky, less polluting, more readily available alternatives. (bakit nga ba kailangan pa nilang i-ano, I mean di ba hindi na dapat pang i-push ‘yun?) {RECASTING / REFORMULATING THE QUESTION}[BR5, ed1]*

21. Responding to a self-generated question – this is shown when readers provide an answer to their own inquiry or question either reader- or text-initiated, to share what they perceive as the best answer to their own question with an awareness that sometimes the answer is not in the text but in their head. This strategy also exemplifies the readers' attempt to address their questions when at times they fail to sustain their response for an unanticipated lack of a relevant idea. This usually comes right next to their self-generated question as supported by the samples that follow:

S40 *“She’s just doing her job. Just let her alone, leave her alone,” Arroyo said. (the question is, is she’s really doing the job? {QUESTIONING19} She might be doing her job, I don’t think she’s doing it honestly {RESPONDING TO A SELF-GENERATED QUESTION21}) [AR5, ed3]*

S41 *One alternative energy source that is now widely used in the Philippines is geothermal energy. It is one renewable energy technology that can supply continuous, base load power, and the costs for electricity from geothermal facilities are declining. (bakit kaya nagde-decline? {FORMULATING / ASKING A TEXT-INITIATED QUESTION16} e, siguro nga kasi, available lang s’ya {RESPONDING TO A SELF-GENERATED QUESTION21}) [AR8, ed1]*

22. Responding to a rhetorical question – this is evident when readers pay attention to the rhetorical question in the text by answering it. Through this, readers are further invoking and sustaining their engagement with the text. Consider these examples:

S42 *After the Senate blue ribbon committee had established the anomalies in the Mega Pacific contract as facts, and the Supreme Court (after castigating the same Ombudsman for slowness of action) confirmed the existence of irregularity, what did Gutierrez do? (she absolved every one left and right, so she forgave every one, ok {RESPONDING TO A RHETORICAL QUESTION22}) [AR3, ed3]*

S43 *They may not have been classmates, but in a small batch of would-be lawyers, did that really matter? (I supposed so {RESPONDING TO A RHETORICAL QUESTION22}) [AR5, ed3]*

23. Asking where they are at in the text – this is demonstrated when readers get lost after a period of processing with their eyes off the text and they would want to get back and continue reading. Through this strategy, readers can return to the text and pursue the activity smoothly. The following examples exemplify this strategy:

S44 *The point — or, rather, the proof — is that Gutierrez has acted most deferentially to her “year mate,” treating him, despite the avalanche of scandals, with extra-tender kid’s gloves. Thus, instead of acting as a tribune of the people, she has acted as though she were a Palace page. (ah ok, {ACKNOWLEDGING INFORMATION/LEARNING/REALIZATION10} so, si Mercedes Gutierrez, ombudsman, instead na mag-work s’ya for the people parang nagpapa-uto o nagpapaalipin pa rin sa, do’n sa mga mas nakakataas sa kanya, so she’s not doing her real job which is to serve the people, she’s not serving the people {INFERRING42}) Andito na ba ako sa next line? {ASKING WHERE THEY ARE AT IN THE TEXT23} [BR6, ed2]*

24. Drawing on background knowledge / recalling – this is displayed when the readers summon or access from their schema a relevant knowledge or experience that they (can) use to connect/relate with the text and enrich their understanding of it. This

is oftentimes introduced by recall markers such as: *I remember, I learned before that*, among others, and their equivalent terms in Filipino. Below are the examples:

S45 *We join the CBCP and other groups opposing the opening of the nuclear power plant because we believe that nuclear power is an unacceptable risk to the environment and to humanity. (When we say nuclear, it's like nuclear bomb in Japan, for all we know, it's very dangerous. The nuclear in Japan caused a lot to human health and the environment in general {DRAWING ON BACKGROUND KNOWLEDGE / RECALLING24}) [AR5, ed1]*

S46 *Last week the Catholic Bishops' Conference of the Philippines (CBCP) (maganda 'to naalala ko 'don sa pinag-aaralan 'nung high school sa Values, sabi religious daw 'to e {DRAWING ON BACKGROUND KNOWLEDGE / RECALLING24}) [AR6, ed1]*

25. **Suggesting an action or a solution** – this is shown when readers offer or propose a possible course of action or solution that should be done or should have been done in order to address a certain issue in the text. It also takes the if-I-were-you-I-would form or stance and may appear with an interrogative tone. Through this, the readers are challenged to find ways to resolve a certain issue in the text, thereby making themselves more involved in the process. An evidence can be deduced in these examples:

S47 *Even if she has done little by way of prosecuting crimes, she can undoubtedly claim to possess mountains of evidence against everyone, on both sides of the aisle, and she retains vast powers to use — and inflict — on anyone who crosses her the wrong way. (Dapat 'yung House of Representatives tutukan 'yung case n'ya {SUGGESTING AN ACTION OR A SOLUTION25}) [BR2, ed2]*

S48 *If anything, the filing of the impeachment complaint comes two years too late. The very same case could have been filed against her in the House of Representatives — betrayal of public trust and culpable violation of the Constitution, because of alleged inaction (so dapat two years ago pa lang kinasuhan na s'ya, dapat hindi s'ya pinatagal ng gano'n {SUGGESTING AN ACTION OR A SOLUTION25}) [BR8, ed3]*

26. **Giving an immediate reaction** – this is exhibited when readers make quick, extra, evaluative, judgmental, descriptive comment(s) or remark(s) about an idea (someone or something) mentioned in the text. This may come in a form of a short spontaneous reaction. It usually occurs immediately after the referent being described, evaluated, reacted to, or commented on. Readers benefit from this strategy through being alert and critical. Consider these examples:

S49 *Developments in the field of energy are moving in the right direction. (parang 'di ko napapansin {GIVING AN IMMEDIATE REACTION26}) [AR6, ed1]*

S50 *Or it can be preserved as a very expensive monument to folly and corruption ('di maganda {GIVING AN IMMEDIATE REACTION26}). [BR6, ed1]*

27. **Making a personal stance** – this surfaces when readers blatantly take a position that bares their personal opinion, point, claim, or assertion about something. Examples of but not limited to these markers - *I think, In my opinion*, and equivalent terms in Filipino indicate the use of this strategy. This strategy makes the readers aware that they are entitled to a belief or position different from that of the author.

This, in the end, increases their involvement with the text. Find out in the following samples:

S51 *We join the CBCP and other groups opposing the opening of the nuclear power plant because we believe that nuclear power is an unacceptable risk to the environment and to humanity. (kung ako tatanungin 'di rin ako papayag kasi masyado delikado 'to e {MAKING A PERSONAL STANCE27}) [BR1, ed1]*

S52 *We join the CBCP and other groups opposing the opening of the nuclear power plant (I'm one of those who oppose {MAKING A PERSONAL STANCE27}) [BR8, ed1]*

28. **Responding emotionally** – this appears when readers react to the text emotionally or with intense feeling by uttering strong, negative, or sarcastic expressions, words or statements reflective of their exasperation or anger brought about by an issue or idea in the text. This sometimes portrays the readers venting their ill feelings as incited by the text. It may appear in exclamatory or even in interrogative form, at times. This strategy shows the readers' high degree of engagement with the text by proving that reading is not only a cognitive activity but more so, an affective one. Here are supporting examples:

S53 *And can the representatives afford to embarrass the Philippine National Police by poking into the euro scam once again? Can they afford to antagonize Bolante and his patrons? (si Bolante e talaga namang, dapat nga binitay na 'yan e! {RESPONDING EMOTIONALLY28}) [BR8, ed2]*

S54 *The second half of Arroyo's defense of Gutierrez is a blanket assertion — a take-my-word-for-it argument, less than useful to any lawyer who must earn a living by the sweat of his brow. "She's just doing her job. (doing her job!? Talaga lang ha? {RESPONDING EMOTIONALLY28}) [BR8, ed3]*

29. **Code-switching/code-mixing/processing in L1** – this is exhibited when readers process the information through a mere translation, restatement or re-echoing of an idea, in another language or in mixed languages as shown by the phrase or sentence (syntactic) structure, without any alteration to / of the meaning. This is used fluidly by readers to restate or code the idea in another or stronger language for better processing and retention of the text. Observe the example that follows:

S55 *The fertilizer fund scandal involving former undersecretary of agriculture Jocelyn Bolante, in which charges separately filed by the Senate, former solicitor general Frank Chavez and the late journalist Marlene Esperat ended up gathering cobwebs on her desk. She created task force "Abono" and announced in December 2008 that she would resolve the case by the end of January 2009 — a deadline that came and went without any resolution or concrete action. (ah, so Merceditas, 'di n'ya na-solved 'yung kay Jocjoc Bolante, 'yung fertilizer fund scandal samantalang nagbigay s'ya ng deadline pero wala ding nangyari {CODE-SWITCHING/CODE-MIXING/PROCESSING IN L1-29}) [BR7, ed2]*

30. **Pronouncing the new plan of attack** – this is seen when readers announce the strategy to use in processing the text. This is oftentimes hinted by a difficulty being encountered. As such, it appears as a new plan of attack in managing the text. Some examples of markers indicating this strategy are *repeat*, *again*, and similar words in Filipino. Consider this evidence:

S56 *Nuclear power is not carbon free. Fossil fuels are needed to run the nuclear cycle, from mining uranium ore to disposing of the radioactive waste (ok let me see. Again, {PRONOUNCING THE NEW PLAN OF ATTACK30} nuclear power is not carbon free. Fossil fuels are needed to run the nuclear cycle, from mining uranium ore to disposing of the radioactive waste, {REREADING1} [AR4, ed1]*

31. **Giving specific on-line mental response** – this involves explicit or clear and precise mention of what actually goes on in the readers’ mind while processing the text. Through this, readers remind themselves of what is happening to/in their mental faculty at the moment, dictating on them to do something in order to perform the task of reading any better. These examples indicate the use of this strategy:

S57 *The extortion case against former Justice Secretary Hernando Perez, in which she stands accused of either being so incompetent as to deserve removal from office, or of deliberately bungling the filing of extortion charges so that the courts were left with no choice but to throw out the cases (I didn’t know a lot of the background information on that. I couldn’t understand the next part {GIVING SPECIFIC ONLINE MENTAL RESPONSE31} [AR3, ed2]*

S58 *Apparently, while he requires the services of the avuncular Jesus Santos or the pugnacious Ruy Rondain to defend his actions, Attorney Mike thinks nothing of lawyering for his law school year mate. What, after all, are friends for? (‘di ko na-gets ‘yung “apparently, while he requires the services of the avuncular Jesus Santos or the pugnacious” {GIVING SPECIFIC ONLINE MENTAL RESPONSE31} [BR3, ed3]*

32. **Using a physical action or an expression** – this is a nonverbal or wordless way of responding to or processing the text. This is manifested through actions or expressions such as nodding, laughing, smiling, sighing, frowning, and the like to demonstrate the text’s kinesthetic effect on them. What makes this strategy distinct from the other strategy which is “looking back” is that the physical action here primarily denotes agreement or disagreement. Visualize how this strategy is realized in the following examples:

S59 *But, in fact, the impeachment complaint filed against Gutierrez by former Senate president Jovito Salonga and others alleges the exact opposite: that she is not doing her job, that in the midst of all the scandals plaguing the Arroyo administration the public must not let her alone. nods {USING PHYSICAL ACTION OR EXPRESSION32} [BR2, ed3]*

S60 *Apparently, while he requires the services of the avuncular [looks up the meaning of the word “avuncular”]) {UNLOCKING VOCABULARY4} avuncular Jesus Santos or the pugnacious Ruy Rondain to defend his actions, Attorney Mike thinks nothing of lawyering for his law school year mate. What, after all, are friends for? (sighs {USING PHYSICAL ACTION OR EXPRESSION32}) [AR1, ed3]*

33. **Looking back** – this is shown when the readers refer back to what has already been read in order to locate specific information or to increase understanding of the text or a certain portion of it. This is different from scanning and skimming for this strategy is employed after reading the whole text. Moreover, this strategy is somehow suggestive of reviewing the text. Again, picture out the images created by the example that follows:

S61 *Can they afford to antagonize Bolante and his patrons? (si Bolante ay sa fertilizer fund {KEEPING TRACK OF INFORMATION49} [looks back {LOOKING BACK33}}) Perez and his pals? (Perez, si Perez ay, nasaan s'ya? [looks back {LOOKING BACK33}}) Abalos and his henchmen? (ok, 'yun, voting machines that are tainted with corruption {KEEPING TRACK OF INFORMATION49} [looks back {LOOKING BACK33}}] [BR4, ed2]*

34. Previewing / Overviewing / Surveying – this is observed when the readers look or see in advance the text to be read to get an overview of it. In here, the readers are seen jumping forward and backward or scrolling up and down in the text. This strategy somehow typifies skimming and scanning. Visualize the actions suggested in the examples below:

S62 *“Where is your evidence? Bring it to the proper forum!” and “Let he who is without sin cast the first stone” — mantras that are, incidentally, beloved of the very administration with whom she is alleged by the complainants to be in collusion. (oh dito sa next paragraph may continuation na sinasabi s'ya) [BR2, ed2] (next {PREVIEWING / OVERVIEWING / SURVEYING34}) In responding to the charges, the ombudsman alternated between shrieking calumny on her accusers and dropping the names of....*

35. Marking the portion where they are currently in – in this strategy, the readers are seen marking the text either through highlighting (particularly in the hypertext environment) or pointing the finger on the text (hypertext or print) and folding it (print) to direct their focus on or attention to the part of the text where they are in or where they are experiencing difficulty while reading. Instead of marking for key points which is the common use of highlighting, here, readers mark for concentration. Examples are:

S63 *[highlights {MARKING THE PORTION WHERE THEY ARE IN35}] That, according to the citizens who filed an impeachment complaint against Ombudsman Merceditas Gutierrez, is what she is. And arbitrary, tyrannical, partisan, and possibly downright incompetent, too. The complaint lays down a powerful indictment of an ombudsman who, according to the complainants, either deliberately bungled or simply sat on some of the most shocking cases of official malfeasance in living memory.[AR8, ed2]*

36. Changing, modifying, correcting oneself – this is observed when the readers make an alteration in their previous belief or position after having personally realized that they were wrong. As a result, readers get a clearer perspective of the text as they proceed with the task. Extracts indicative of this strategy are the following:

S64 *The Corazon Aquino administration could have refused to pay the corruption-tainted loans (nag-refuse na tapos, e hindi pala, could have refused lang ito {CHANGING, MODIFYING, CORRECTING ONESELF36}) used to build the BNPP, but it didn't. [BR7, ed1]*

37. Expressing / showing absence of knowledge – this is shown by the readers' open or hinted admission or confession that they know nothing about a certain idea or point in the text, making it different from simply “asking/questioning” strategy. It is through this strategy that readers become open to more learning, keeping them engaged in learning something new from the text. The following samples illustrate this strategy:

S65 *This scam, to be sure, is included in the present complaint. (I have never encountered this scam, I am not aware {EXPRESSING / SHOWING ABSENCE OF KNOWLEDGE37})* [AR5, ed3]

S66 *In April 2001, the world dealt nuclear power another blow when the UN Sustainable Development Conference (ano ‘yon? ano ‘yung UN Sustainable Development Conference, ano’ng ginagawa no’n? {EXPRESSING / SHOWING ABSENCE OF KNOWLEDGE37})* [BR5, ed1]

38. **Expressing surprise** – this is illustrated when the readers encounter what they probably consider as striking statements, points or ideas that would lead them to make remarks or intonation that reflect their shock, astonishment, disbelief, unawareness, ignorance, and the like, about an issue or point in the text. The facial expressions that go with their remarks are also important considerations in determining this strategy. At times, it may appear in either exclamatory or interrogative form. Sometimes, too, it gives or leaves the readers with I-can’t-believe-it effect or feeling. As a result, the reader’s comprehension is enhanced. This strategy, moreover, contributes to their retention of the text. Consider the following examples:

S67 *The Mega Pacific case against Commission on Elections Chair Benjamin Abalos Jr., in which the Supreme Court found the contract for election voting machines tainted with corruption and void, firmly establishing a case for prosecution. Instead, Gutierrez absolved (ay!) {EXPRESSING SURPRISE38} Abalos and company.* [AR1, ed2]

S68 *Average construction time for nuclear plants has increased from 66 months (from 66 months? {EXPRESSING SURPRISE38})* [BR8, ed1]

39. **Expressing assumption, apprehension, or reservation** – this occurs when the readers make statements or remarks that reflect their supposition, doubt, uncertainty, and partial or conditional acceptance, agreement, or consideration of a point made in the text. These suppositions and apprehensions are always inspired or caused by the text. Among the sample markers are: *I don’t think so, I’m not sure, it might be, maybe, probably*, among others, and their equivalent expressions in Filipino. By expressing what they think and feel through this strategy, they are volunteering information that facilitates their processing. This strategy helps in further generating meaning. Some examples are the following:

S69 *She created task force “Abono” and announced in December 2008 that she would resolve the case by the end of January 2009 — a deadline that came and went without any resolution or concrete action. **posibleng, posibleng si Ombudsman Merceditas, ano s’ya, aware s’ya sa mga katiwalian pero wala s’yang ginagawa, siguro dahil baka nababayaran s’ya** {EXPRESSING ASSUMPTION, APPREHENSION, OR RESERVATION39})* [BR2, ed2]

S70 *She had a firm basis for launching an investigation, but didn’t do so. (She probably got paid, she was bribed {EXPRESSING ASSUMPTION, APPREHENSION, OR RESERVATION39})* [AR3, ed2]

40. **Expressing a hope or a wish** – this is demonstrated when the readers articulate their expectation or a desire for something (at times, with accompanying justification for such) as moved by an idea or a point in the text. Through this, readers are made to think of how a situation in the text could be or could have been better, thereby deepening their meaning-making of the text. Examples are:

S71 *Why not study these alternatives, and find out which can be adopted in our country?*

I just hope people will understand {EXPRESSING A HOPE OR A WISH40} [AR2, ed1]

S72 *Ah, but the BNPP proponents say, dismantling the power plant would mean the total loss of about P200 billion spent on it, not including the \$9.5 million spent in the late 1980s on a study commissioned by the Senate to study the feasibility of operating the plant. (sana hindi na lang ginamit ang pera dito, 'di naman pala nagamit dahil delikado {EXPRESSING A HOPE OR A WISH40})* [BR1, ed1]

41. **Paraphrasing** – this is made evident when the readers simply restate or retell a concept or an idea in their own words but in the same language as the original. It is oftentimes introduced by markers such as *so it means*, *so*, and the like. In this strategy, the readers are deliberately interpreting the text, knowing or realizing if they themselves are having and making a good grasp of it. To show, take into account these examples:

S73 *Nuclear power is expensive and nuclear plants take a long time to build. (so not only does it harmful, it will also take too long and cost too much {PARAPHRASING41})* [AR4, ed1]

S74 *There is also the matter of using her powers to suspend politicians with whom Malacañang has not been too friendly, like Gov. Neil Tupaz of Iloilo province, or out of a personal vendetta, such as Gov. Enrique Garcia of Bataan, the political rival of her brother. (so she's using her status to eliminate her rivals or the rivals of family and friends which seems bad {PARAPHRASING41})* [AR3, ed2]

42. **Inferring** – this is manifested when the readers integrate their explicit or implicit understanding of the text with their prior knowledge resulting in an interpretation which is the product of this blending. Here, the readers are seen reading between the lines while making connections not explicitly stated in the text. This strategy demonstrates a high level of processing that makes the readers absorbed in the reading task. This is oftentimes introduced by the adverb “so” which may mean “thus” and the equivalent terms in Filipino. This is usually lengthier than the “giving immediate reaction” strategy in terms of syntactic form. Evident samples are the following:

S75 *The payment is a fait accompli; nothing more can be done about it. (so, nasayang lang pala ang malaking pera {INFERRING42})* [BR1, ed1]

S76 *There is also the matter of using her powers to suspend politicians with whom Malacañang has not been too friendly, like Gov. Neil Tupaz of Iloilo province, or out of a personal vendetta, such as Gov. Enrique Garcia of Bataan, the political rival of her brother. (so parang nagkakapersonalan, {INFERRING42})* [BR5, ed2]

43. **Synthesizing** – this is exemplified when the readers offer a summary statement pertaining to a specific section or point in the text. This keeps the readers focused on the main points of the text and on how to put them together. The following samples illustrate this strategy:

S77 *Greenpeace has rightly said that nuclear power “belongs in the dustbin of history.” There are many safe, renewable, reliable and less expensive sources of energy. Why not study these alternatives, and find out which can be adopted in our country? (so, the last paragraph*

says that nuclear power plants, I mean, it is a threat to the environment and we do have other reliable sources of energy {SYNTHESIZING43} [AR3, ed1]

S78 *It may be that “Attorney Mike’s” defense of a batch mate would not have come about without the enterprising work of a reporter (in this case, Kara David of GMA News). But this is not the first time that Arroyo had had the opportunity to speak to reporters. That he took the opportunity to ask the public to let the ombudsman alone tells us something about his essentially political approach even to legal matters. (so dito naman sa part na ‘to, parang pinalalabas na hayaan na lang si Gutierrez at ang mga ginagawa n’ya {SYNTHESIZING43})* [AR6, ed3]

44. **Forming a conclusion** – this takes place when the readers, after having understood and considered the preceding point(s) or statement(s), make a general statement or comment about the said points that are indicative of a final outcome or result. In here, the readers’ interpretation or contribution to meaning-making is evident, as can be inferred in the following examples:

S79 *And can the representatives afford to embarrass the Philippine National Police by poking into the euro scam once again? (she’s dismissing all of these cases to cover up the integrity of the Philippine government. {INFERRING42}) Can they afford to antagonize Bolante and his patrons? Perez and his pals? Abalos and his henchmen? (so the government is just protecting the government, that’s it, there’s no interest in the people {FORMING A CONCLUSION44})* [AR3, ed2]

S80 *The Mega Pacific case against Commission on Elections Chair Benjamin Abalos Jr., in which the Supreme Court found the contract for election voting machines tainted with corruption and void, firmly establishing a case for prosecution. Instead, Gutierrez absolved Abalos and company (ok, so in conclusion, she’s involved in cheating during the elections {FORMING A CONCLUSION44}).* [AR4, ed2]

45. **Evaluating a point** – this involves the readers’ weighing some propositions, or citing alternatives, or mentioning possible consequences and the like, if for instance, a decision or an action will be carried out. This is different from “inferring” in a sense that the latter involves more speculating, hinting, implying, and the like which are not as heavily done in this strategy for again, this strategy is simply specific to cases where an action, which is the product of a careful decision, is to be made. This strategy supports readers’ development of critical thinking necessary in the meaning-making engagement. Below are the examples that apparently point to this strategy:

S81 *The government can now dismantle the plant to avoid having to pay for maintenance costs, or study the feasibility of converting it into another facility. Or it can be preserved as a very expensive monument to folly and corruption. If they reopen it, there will be extra cost for the government meaning extra taxes for the people and that’s not good {EVALUATING A POINT45})* [AR3, ed1]

S82 *And yet another alternative is wave energy which is unlimited, predictable, reliable and renewable. Because water is about 800 times denser than air, the energy density of waves vastly exceeds that of wind, (so ibig sabihin, mas madaming mapo-produce na energy kaysa sa wind, gagamit pa ng windmills, siguro nga much less expensive pa ‘to {EVALUATING A POINT45}) dramatically increasing the amount*

of energy available for harvesting. (*'yan, so p'wede pa palang makatulong 'to para mas maraming mapo-produce na energy. Parang mas maganda 'ata 'tong wave energy kaysa sa heat and wind {EVALUATING A POINT45}*) [AR8, ed1]

46. **Taking risk** – this is exhibited when the readers start processing the text despite its complexity. Here, the readers get trapped in a manner of speaking when they can no longer pursue the processing. As often, this is denoted by interrupted, halting, and unfinished processing – indicators that risk is being taken. Through this strategy, the readers can assess the status of their interaction with the text and at the same time, build a positive atmosphere that constructing meaning involves some kind of risk taking. Examples that support this strategy are:

S83 *We join the CBCP (teka, kapag ba editorial, I don't know, basta kapag {TAKING RISK46}) and other groups opposing the opening of the nuclear power plant because we believe that nuclear power is an unacceptable risk to the environment and to humanity.* [AR6, ed1]

S84 *The point — or, rather, the beginnings of proof — is that Gutierrez, except for one showcase filing against her former boss Hernando Perez, has failed to act decisively on any of the major scandals that have haunted the administration she once served as justice undersecretary and chief presidential legal counsel. (so wala s'yang gaanong {TAKING RISK46}) Thus, instead of acting as the people's vanguard, she has acted as though she were the Praetorian guard. (aha, I don't know {RECOGNIZING AN UNFAMILIAR LEXICAL ITEM5})* [BR6, ed3]

47. **Adjusting speed** – this is evident when the readers show obvious signs of changes in speed as based on their usual or normal reading rate. As observed, this strategy is contingent upon the processing demand of the passage which the readers can determine. By executing this strategy, the readers are addressing the actual challenges being posed by the text. Slowing down and/or accelerating their speed of reading which show irregularity of speed constitute(s) this strategy. Visualize how this strategy is used in the example:

S85 [*reads slowly*] *In November 2000 the world recognized nuclear power as a dirty, dangerous and unnecessary technology by refusing to give it greenhouse gas credits during the UN Climate Change talks in The Hague. [then reads fast] In April 2001, the world dealt nuclear power another blow when the UN Sustainable Development Conference refused to label nuclear power a sustainable technology {ADJUSTING SPEED47}.*

48. **Establishing the linkage of information** – it is realized when the readers consciously show the connection of an idea with other ideas through redundancy or the mention of the two or more ideas being connected. By doing this, the readers are paying attention to the text's macrostructure (for instance, the title vis-à-vis the key points) which can help them organize the information and see the relationship between and among ideas in the text. The following samples validate the use of this strategy:

S86 *We join the CBCP and other groups opposing the opening of the nuclear power plant because we believe that nuclear power is an unacceptable risk to the environment and to humanity. (ah 'yung unacceptable risk 'yung 'yung nuclear power plant, {ESTABLISHING THE LINKAGE OF INFORMATION48})* [AR6, ed1]

S87 *The World Bank findings of collusion among contractors and government officials. Gutierrez got an oral briefing on the matter in 2006 and documents were sent to her as far back as 2007. She had a firm basis for launching an investigation, but didn't do so. (shameless, kasi Philippines ang pinag-uusapan at 'di lang s'ya, kaya s'ya ang may kasalanan pero ang daming damay, ang buong bansa {ESTABLISHING THE LINKAGE OF INFORMATION48}) [AR8, ed2]*

49. **Keeping track of information** – this is made apparent when the readers follow or monitor the delivery of information in the text for easy and organized processing. This is usually denoted by enumeration or listing markers such as *first, second, next*, among others, and their similar terms in Filipino. This strategy makes the readers conscious of the pieces of information in the text and the ways by which they are presented. Consider these samples:

S88 *And yet another alternative is wave energy (kanina sa sun, then wind, ngayon wave {KEEPING TRACK OF INFORMATION49}) [AR6, ed1]*

S89 *The curious case of the police generals and their confiscated euros, and the evidence gathered, including an admission from Police Director Eliseo de la Paz that he broke regulations, that resulting in no concrete action by Gutierrez. (ilang kaso na 'to a na pinapalampas n'ya, pang-apat na 'to, {KEEPING TRACK OF INFORMATION49} [BR1, ed2]*

50. **Providing additional relevant information** – this is shown when the readers offer related extra information to a certain concept, point, or idea stated in the text. Through this, readers can further enrich their engagement with the text. This strategy is exemplified by the following:

S90 *Nuclear power is not carbon free. Fossil fuels are needed to run the nuclear cycle, from mining uranium ore to disposing of the radioactive waste. (yung uranium isa s'yang element na ginagamit do'n sa mga explosives {PROVIDING ADDITIONAL RELEVANT INFORMATION50}) [AR8, ed1]*

S91 *One alternative energy source that is now widely used in the Philippines is geothermal energy. (this is the energy na galing sa lupa, geothermal, thermal parang heat, geo is parang earth, {PROVIDING ADDITIONAL RELEVANT INFORMATION50} [BR4, ed1]*

51. **Elaborating** – this transpires when the readers explain or discuss further a certain statement or issue in the text (most of the time). This is longer than the other strategy – “providing additional relevant information” which is simply limited to dishing out additional information. In doing this, the readers are offering their interpretation that leads them to further generate meaning and to further experience the text. The examples below illustrate this point:

S92 *No proven solution exists for dealing with radioactive waste. (yun 'yung mahirap e, kaya unacceptable risk, walang solution para pigilan kaya ginagawa nila dahil mahirap i-cure, prevent na lang sila ng prevent {ELABORATING51}) [AR6, ed1]*

S93 *We do not know why certain parties are pushing for the operation of the Bataan Nuclear Power Plant (BNPP) when there are less expensive, less risky, less polluting, more readily available alternatives. (probably because since nuclear power plants, like everybody knows is gonna be expensive, it's not that difficult to pocket some amount. They can*

always present a budget this much although what they only need, people think it's expensive, it's easier to cheat {ELABORATING51} [BR8, ed1]

52. **Pausing** – this is manifested when the readers stop for a period of five seconds to a minute or two to (silently) process the text. This oftentimes indicates a careful reflection on the part of the readers regarding the information they encounter in the text. Through this, the readers are addressing a possible problem carefully, thus, making them experience a deeper processing of the text. This differs from “adjusting speed” since in terms of focus, this strategy is not after capturing the irregularity or the switch between slow and fast reading speeds. Visualize how this strategy is realized in this example:

S94 *Apparently, while he requires the services of the avuncular Jesus Santos or the pugnacious Ruy Rondain to defend his actions, Attorney Mike thinks nothing of lawyering for his law school year mate. What, after all, are friends for? [PAUSES {PAUSING52}] [AR2, ed3]*

53. **Waiting for a clue** – this surfaces when the readers find the given information inadequate for them to process the text, and thus, they express their sentiment that more clues might be up next in the succeeding sections of the text that, in turn, enable them to process the text effectively. Again, picture out how realization of this strategy happens in the following samples:

S95 *Here are Gutierrez's credentials to the hall of shame: (a, so 'pag binasa ko 'to, baka mas maiintindihan ko kung ano 'to and why she is shameless {WAITING FOR A CLUE53}) [AR6, ed2]*

S96 *Last week the Catholic Bishops' Conference of the Philippines (CBCP) threw its weight behind the opposition to the proposed rehabilitation of the mothballed Bataan Nuclear Power Plant. (so CBCP {REHEARSING A KEY WORD OR AN IDEA3}) It rejected the opening of the nuclear plant as “the most dangerous and expensive way to generate electricity.” It said multiple risks and the possibility of corruption (again!) outweigh imagined benefits. ('di ko masyadong maintindihan {EXPRESSING ONLINE MENTAL PROCESS31} kasi 'di ko alam, 'di ko alam 'yung topic, 'di 'ko masyadong familiar sa sinasabi n'ya, {EXPRESSING / SHOWING ABSENCE OF KNOWLEDGE37} baka sa next {WAITING FOR A CLUE53}) [BR2, ed1]*

54. **Toning down** – this strategy is manifested when the readers soften, modulate, or decrease the volume of their voice while reading in order to heighten their concentration. This strategy is usually employed in portions of the text where they seem to flounder in processing. Thus, this strategy helps readers to address better a difficulty that might bog them down. Here are examples showing the use of this strategy:

S97 *The point — or, rather, the beginnings of proof — is that Gutierrez, except for one showcase filing against her former boss Hernando Perez, has failed to act decisively on any of the major scandals that have haunted the administration [tones down {TONING DOWN54}] (ah, the point — or, rather, the beginnings of proof — is that Gutierrez, except for one showcase filing against her former boss Hernando Perez, has failed to act decisively on any of the major scandals that have haunted the administration {REREADING1}) [AR5, ed3]*

Addressing the main purpose of the study which is to identify the specific reading strategies readers use in print and electronic environments, Table 1 presents a summary of the 54 strategies that emerged from the readers' TAP (think-aloud protocol) with their corresponding frequency of occurrences. Note that a great majority of which (93%) were shared by or appeared in both environments.

Table 1
Frequency of strategies that emerged from the two environments

<i>Strategies</i>	<i>Hypertext</i>	<i>Print</i>	<i>Total</i>
Rereading1	121	155	276
Repeating2	11	6	17
Rehearsing a key word or an idea3	49	91	140
Unlocking a vocabulary4	28	23	51
Recognizing an unfamiliar lexical item5	23	37	60
Offering a synonymous term6	4	2	6
Agreeing7	75	79	154
Disagreeing8	15	5	20
Justifying an agreement/disagreement9	37	35	72
Acknowledging information/learning/realization10	112	128	240
Noticing a grammatical item or structure11	2	0	2
Noticing a textual element12	7	3	10
Commenting on the text13	12	7	19
Guessing/estimating/approximating14	7	5	12
Confirming a (correct) guess15	4	4	8
Questioning16	103	163	266
Raising a clarificatory question17	13	25	38
Self-questioning18	0	4	4
Gesturing19	10	10	20
Recasting/reformulating the question20	1	2	3
Responding to a self-generated question21	12	15	27
Responding to a rhetorical question22	7	2	9
Asking where they are at in the text23	2	2	4
Drawing on background knowledge/recalling24	40	47	87
Suggesting an action or a solution25	25	30	55
Giving an immediate reaction26	55	53	108
Making a personal stance27	4	7	11
Responding emotionally28	13	24	37
Code-switching/code-mixing/processing in L1-29	26	37	63
Pronouncing the new plan of attack30	15	5	20
Giving specific online mental response31	11	9	20
Using a physical action or an expression32	33	43	76

Looking back33	0	19	19
Previewing/overviewing/surveying34	2	4	6
Marking the portion where they are in35	13	8	21
Changing/modifying/correcting oneself36	2	0	2
Expressing/showing absence of knowledge37	20	19	39
Expressing surprise38	33	28	61
Expressing an assumption, an apprehension...39	27	36	63
Expressing a hope or a wish40	3	4	7
Paraphrasing41	21	5	26
Inferring42	51	63	114
Synthesizing43	8	5	13
Forming a conclusion44	3	1	4
Evaluating a point45	15	17	32
Taking risk46	10	12	22
Adjusting speed47	4	1	5
Establishing the linkage of information48	13	5	18
Keeping track of information49	5	10	15
Providing an additional relevant information50	23	13	36
Elaborating51	20	19	39
Pausing52	28	29	57
Waiting for a clue53	2	2	4
Toning down54	13	2	15
<i>Total</i>	<i>1197</i>	<i>1362</i>	<i>2559</i>
<i>%</i>	<i>46.78%</i>	<i>53.22%</i>	<i>100%</i>

It can be observed in the table that only four (4) or 7% of the 54 strategies are not shared by both environments. They are: 1) noticing grammatical item or structure (strategy #11) and 2) changing/modifying/correcting oneself (strategy #36) that appeared exclusively in hypertext, and 3) self-questioning (strategy #18) and 4) looking back (strategy #33) that surfaced exclusively in print. Except for “looking back” (strategy #33) that appeared 19 times, the other three strategies only had either two (2) or four (4) occurrences, small figures that are probably not substantial enough to show if those strategies are simply isolated cases or really peculiar to the environments where they occurred. The reason is that, by observation, those three strategies can be used in the other environment if one would try to. The same hypothesis, however, cannot be made in the case of “looking back” (strategy #33). Its 19 occurrences might signify that in print, “looking back” is easier and more efficient than how it is in hypertext. Nonetheless, this minimal case of non-shared strategies is a far cry from what is expected considering that numerous strategies emerged.

Though efforts were made to make the data gathering setup as natural as how readers would read on their own (notation materials and copies of each broadsheet for every participant were even made available), it is quite surprising that readers did not even attempt to do marginal notations – a strategy that research acknowledges to be effective among skilled readers (Keene & Zimmerman, 1997), yet missing in the list of specific strategies elicited above. This can be attributed to the readers’ claim that

since they did not acquire the reading texts on their own, they consider it improper to just mark these texts despite the instruction from the researcher. This being the reason, it is clear that the absence of usage of such a strategy is not an indication that they do not have ownership of it.

It can also be gleaned from Table 1 that the frequency of strategies yielded in the print environment is only slightly higher than hypertext; the difference being 165 (6.44%). This can, possibly, be attributed to the fact that these readers, in general, are more exposed to print than hypertext, having read print books since their basic education.

Another attribution though, can be made to the readers' good exposure to hypertext – that because they have been used to it, they are no longer alienated by how it operates. In effect, the hypertext environment then is no longer causing any friction that might make readers feel that they are in a completely different medium; thus, they can sustain their basic reading processes without much adjustment. Shapiro and Neiderhauser (2004) aver that despite the differences noted by some studies regarding the two environments such as the claim of Foltz (1996) that hypertext presents a new way to read online text that differs from reading standard linear text, still, there are some similarities that remain in the basic cognitive processes associated with reading in either context.

Another point that can be made is that the presence of these numerous strategies in both environments may also be considered a good indicator of metacognition. Thus, it could be assumed that the metacognitive qualities of these good readers may not be hindered by the environment in which the act of constructing meaning occurs. Since most of these strategies were skillfully employed or used in concert with other strategies, these readers satisfyingly measure up to Almasi's (2003) definition of a good strategy user which, for her, is someone who "consciously adapts individual strategies within an overall plan for constructing meaning and who uses sets of strategies, coordinates those strategies, and shifts strategies when appropriate" (p. 232).

Notice too that there is a difference in the readers' frequency of strategy usage as evident in Table 2.

Table 2

Frequency of strategies across environments, readers, and texts

<i>Hypertext Readers</i>	<i>Text 1</i>	<i>Text 2</i>	<i>Text 3</i>	<i>Total</i>
AR1	52	29	36	117
AR2	50	39	31	120
AR3	43	30	24	97
AR4	64	27	23	114
AR5	70	53	42	165
AR6	93	79	61	233
AR7	64	38	43	145
AR8	82	64	60	206
<i>Total</i>	<i>518</i>	<i>359</i>	<i>320</i>	<i>1197</i>
<i>%</i>	<i>43.27%</i>	<i>30.00%</i>	<i>26.73%</i>	<i>100%</i>

<i>Print Readers</i>	<i>Text 1</i>	<i>Text 2</i>	<i>Text 3</i>	<i>Total</i>
BR1	78	72	57	207
BR2	45	36	34	115
BR3	44	32	39	115
BR4	42	34	36	112
BR5	83	47	64	194
BR6	62	71	58	191
BR7	82	69	112	263
BR8	60	54	51	165
<i>Total</i>	<i>496</i>	<i>415</i>	<i>451</i>	<i>1362</i>
<i>%</i>	<i>36.42%</i>	<i>30.47%</i>	<i>33.11%</i>	<i>100%</i>

As Table 2 demonstrates, the frequency of strategy usage varies from one text to another as evidenced by the two patterns which are 1-2-3 and 1-3-2. The 1-2-3 strategy usage pattern means that a reader generated the most number of strategy use in T1 or text 1, followed by T2, and then T3. The same line of thought applies to 1-3-2 pattern.

Notice in the table that the hypertext group, except for AR1, followed the 1-2-3 trend while the print group has a 50-50 per cent share of the two trends (BR1, BR2, BR6, BR8 for 1-2-3; BR3, BR4, BR5, BR7 for 1-3-2). All in all, a majority of the 16 readers (11/69%) were found to follow the 1-2-3 pattern, suggesting that for these readers, the text gets more and more complicated each time they read. Considering that T2 and T3 are content-related (the former dealing with Ombudsman Gutierrez and the latter talking about the First Gentleman and their alleged collusion), it can be surmised that these 1-2-3 readers had a hard time establishing intertextuality/text-to-text connection (Keene & Zimmerman, 1997). Specifically, they seemed to have difficulty connecting T2 to T3. Though this is not as alarming as what many would consider since there are still other 5 (the 1-3-2 readers) who were able to relate T2 to T3, in a sense, the 1-2-3 pattern runs contrary to what Pearson, Roehler, Dole, and Duffy (1992) claim that good readers connect their previous knowledge with the new information in the text. However, this can also be explained by some other factors and one of those is the readers' interest. Since they regarded T2 uninteresting, they probably did not care to remember it, much less relate it to the new text which is T3.

Given this observation, Table 2 clearly shows that strategy use or its frequency is not constant as they change depending on the difficulty or nature of the text, the context of reading, and most of all, the readers' schema. As pointed out by the subjects in this study, among the texts' and readers' variables that posed major challenges to them are: confusing organization, vocabulary load, writer's style, as well as their limited schema – variables that Alderson (2000) believes are threats to smooth comprehension especially in a L2 text. This finding that readers vary in the frequency of their strategy use supports the conclusion made by Arias (2004) in her investigation of reading teachers' reading beliefs and their comprehending strategies.

Worth noticing too is the profile of the top 10 strategies that appeared in both environments. The table that follows provides the information.

Table 3
Ranking of top 10 strategies across environments

<i>Strategies in hypertext</i>	<i>f</i>	<i>Rank</i>	<i>Strategies in print</i>	<i>f</i>	<i>Rank</i>
1. Rereading	121	1	1. Questioning	163	1
2. Acknowledging information...	112	2	2. Rereading	155	2
3. Questioning	99	3	3. Acknowledging information...	128	3
4. Agreeing	75	4	4. Rehearsing a key word...	92	4
5. Giving immediate reaction	55	5	5. Agreeing	79	5
6. Inferring	51	6	6. Inferring	63	6
7. Rehearsing a key word...	49	7	7. Giving immediate reaction	53	7
8. Drawing on ... knowledge	40	8	8. Drawing on ... knowledge	46	8
9. Justifying their agreement...	37	9	9. Using physical action ...	43	9
10. Using physical action...	33	10	10. Recognizing unfamiliar lexical ...	37	10

From the table, it can be seen that 9 or 90% of the most commonly used strategies in one environment also occur in the other environment. The only strategies that are not common to them are “justifying their agreement/disagreement” (strategy #9) for hypertext and “recognizing unfamiliar lexical item” (strategy #5) for print. Comparing their rank in each environment, it can be emphasized that they are not far from each other; one ranks 9th, the other ranks 10th. To illustrate, the first four strategies in both environments are almost similar in their order or rank. Taking from this view, it can be said that this finding is likewise surprising knowing that, obviously, numerous strategies emerged from the data.

Not only are the most frequently used strategies noticeable, but the least used strategies as well. The succeeding table presents these bottom 10 strategies.

Table 4
Ranking of bottom 10 strategies across environments

<i>Strategies in hypertext</i>	<i>f</i>	<i>Rank</i>	<i>Strategies in print</i>	<i>f</i>	<i>Rank</i>
1. Looking back	0	1.5	1. Noticing grammatical item...	0	1.5
2. Self-questioning	0	1.5	2. Changing...correcting oneself	0	1.5
3. Recasting... the question	1	3	3. Forming a conclusion	1	3.5
4. Noticing grammatical item...	2	6	4. Adjusting speed	1	3.5
5. Waiting for a clue	2	6	5. Waiting for a clue	2	7.5
6. Changing...correcting oneself	2	6	6. Toning down	2	7.5
7. Previewing/overviewing...	2	6	7. Offering synonymous term	2	7.5
8. Asking where they are at...	2	6	8. Recasting... the question	2	7.5
9. Forming a conclusion	3	9.5	9. Responding to a rhetorical ...	2	7.5
10. Expressing a hope or a wish	3	9.5	10. Asking where they are at...	2	7.5

Note that from Table 4, 8 (64%) of the total strategies identified as least frequently used in one environment are also present in the other. These eight (8) strategies still comprise the majority. These strategies are: 1) recasting/reformulating the question, 2) noticing grammatical item or structure, 3) waiting for a clue, 4) changing/modifying/correcting oneself, 5) asking where they are at in the text, 6) forming a conclusion, 7) adjusting speed, and 8) offering a synonymous term. Such commonality is, as in the top 10 (Table 3), unexpected, considering again the number of strategies elicited from the readers' TAP. Moreover, similar to the shared frequently used strategies (Table 3), their rank in each environment is also not far from each other.

These findings are, as pointed out earlier, unanticipated, given what Gunning (2005) claims that reading is an individual activity - that though no two readers process the same text exactly alike - it still is surprising to realize here that good readers seem to use similar sets of strategies. A closer look brings us to an explanation for this result, and that is, good readers tend to have a wide repertoire of reading strategies with them, what Almasi (2003) refers to as cognitive toolbox. Those that they frequently used, as in the top 10 strategies in this study, were those that worked well with them after proving these strategies' worth, while those in the bottom were either probably not as useful and effective or the ones reserved for special case; thus, they were used the least.

Essentially, there seems to be no important difference that came up between the strategies being used by good readers in either print or hypertext environments. This observation corroborates the early finding of Foltz (1993) in his experimental study where he found that despite the different text formats, his participants utilized similar reading strategies. Shapiro and Neiderhauser's (2004) belief may also help explain this finding. They believe that despite the differences between reading hypertext and traditional print, the basic reading process basically remains the same. Dail's (2004) case study on tenth-grade English students also concurs with this finding as it shows that readers tend to employ traditional reading strategies when reading hypertext via the Internet. Last is Coiro and Dobler's (2007) exploratory study on the online reading comprehension used by sixth-grade skilled readers searching for and locating information on the Internet which also suggests that, in some ways, reading on the Internet looks the same as reading printed text and, in other ways, reading on the Internet is uniquely more complex. Perhaps, the higher cases of miscues observed in hypertext than those in print (30 out of 45 or 67%) may help prove hypertext's complexity. In an interview, subjects of this study agreed on the complexities embedded in the hypermedia environment. As a matter of fact, 14 (88%) out of the 16 participants across environments would prefer to read in print form when asked to choose where they would want to read. Portability, linearity, simplicity, accessibility, practicality, and conventionality of the print form were among the most cited reasons for such preference.

As bonded by some common though not overlapping attributes, the 54 strategies can be appropriately accounted for and grouped into six clusters. They are, in the rank of frequency: 1) meaning-negotiating or transacting strategies (681/26.67%), 2) trouble-shooting or facilitating strategies (589/23.07%), 3) meaning-enhancing or feedback-giving strategies (499 / 19.55%), 4) meaning-reinforcing or meaning-remembering strategies (443/17.35%), 5) meaning-generating

or meaning-constructing strategies (308/12.06%), and 6) information-checking or information-monitoring strategies (33/1.30%).

In arriving at these clusters, reviewing the individual definition of each strategy was done. Through this, patterns of engagement by the readers with the text surfaced and they formed the bases for the names given or coined for each cluster. By clustering, it would be easier to figure out the common nature of the strategies readers oftentimes or seldom use.

Below is the discussion or definition of each of these clusters of strategies:

1. *Meaning-negotiating or transacting strategies* - they are those strategies that readers employ when they want to confer with the text so as to arrive at a two-way negotiated settlement regarding the points in the text. The transactional nature of this cluster of strategies puts the reader and the text in a dialogue which purpose is “common understanding” between these two parties involved.

Among the strategies that belong to this cluster are, in the order of most to least frequent: asking/questioning (266/39.06%), agreeing (154/22.61%), using physical action or expression (76/11.16%), justifying their agreement/disagreement (72/10.57%), suggesting action or solution (55/08.08%), raising clarificatory question (38/05.58%), and disagreeing (20/02.94%).

This cluster constitutes 681 or 26.67% of the 2,553 total strategies found in both environments. This may entail that good readers are not only conscious of the value of negotiating as an effective strategy in making sense of the text, but probably, they have proven its value every time they are engaged in the reading activity. They have probably likewise reached the point of realizing that texts are not “static containers of meanings” (Borasi, Siegel, Fonzi, & Smith, 1998) and that they are simply senseless if not to be treated as animate entity waiting to be handled, argued, and negotiated by readers. Rosenblatt (1994), being the ardent advocate of transactional theory of reading, would agree on this idea.

2. *Trouble-shooting or facilitating strategies* – they are those strategies that readers summon when the going gets tough to address actual and anticipated problems – the two subcategories of this cluster. In essence, these strategies seek to maintain/sustain a harmonious engagement with the text during and in the entire incoming duration of the reading activity. These strategies provide an insight that good readers usually think ahead to ensure a problem-free encounter with the text.

The strategies that belong to this cluster are, in the frequency of usage: a) *for actual problems subcategory* – rereading (276/46.86%), pausing (57/9.68%), unlocking vocabulary (51/8.66%), pronouncing the new plan of attack (20/03.40%), giving specific on-line mental response (20/3.40%), toning down (15/2.55%), adjusting speed (5/.85%), asking where they are at in the text (4/.67%), waiting for a clue (4/.67%), changing/modifying/correcting oneself (2/.33%); b) *for anticipated problems subcategory* - recognizing an unfamiliar lexical item (60/10.19%), marking the portion where they are in (21/3.57%), commenting on the text (19/3.23%), repeating (17/2.89%), noticing a textual element (10/1.70%), previewing/overviewing/surveying (6/1.02%), and noticing a grammatical item or structure (2/.33%).

Overall, this cluster ranks second among the six clusters, contributing 589 or 23.07% of the total strategies in both environments. This result may mean that even good readers are not spared from experiencing some troubles; it is just that they are aware when their comprehension has gone awry, and so they find ways to fix it up

through, primarily, the use of these trouble-shooting strategies. Pearson et al. (1992) agree that these repair strategies are critical to expert reading.

3. *Meaning-enhancing or feedback-giving strategies* – these are the strategies readers used to improve, increase, heighten, or intensify their engagement with the text. Their primary purpose is to make meaning-making more meaningful by making the attack deeper as evident in the evaluative nature of the strategies hereunder. As such, this cluster can also be considered meaning-enriching.

These strategies are: giving immediate reaction (108/21.64%), drawing on background knowledge/recalling (87/17.43%), expressing surprise (61/12.22%), expressing/showing absence of knowledge (39/7.82%), responding emotionally (37/7.41%), providing additional relevant information (36/7.21%), evaluating a point (32/6.41%), responding to self-generated question (27/5.41%), looking back (19/3.81%), guessing/estimating/approximating (12/2.40%), making personal stance (11/2.20%), responding to rhetorical question (9/1.80%), confirming a (correct) guess (8/1.60%), offering synonymous term (6/1.20%), self-questioning (4/.80%), and recasting/reformulating the question (3/.60%).

Being the third-ranking cluster of strategies sharing 499 or 19.55% of the overall strategies found, it suggests that after ensuring a sustained engagement with text through negotiation (first cluster) and clearing the obstacles (second cluster), the next in the good readers' agenda is looking at the quality of engagement. They, presumably, believe that investing on the depth of their involvement would pay double dividends, something that will bring them to critical and creative levels of comprehension. Pressley (2000) and Pearson et al. (1992) agree that one reason why good readers use strategies is to enhance their grasp of the text.

4. *Meaning-reinforcing or meaning-remembering strategies* – they constitute the strategies readers apply when they identify and retain, store or restore the text's key ideas or key points and strengthen or bolster such.

Strategies that are subsumed under this cluster are: acknowledging information/learning/realization (240/54.18%), rehearsing a key word or an idea (140/31.60%), and code-switching/code-mixing/processing in L1 (63/14.22%).

Though it can be observed that this cluster has only a few strategies in terms of number, the fact that they ranked fourth (443 or 17.35%) may suggest that all these three strategies are useful. This finding may also prove that for these readers, retaining the key ideas of what they have read is essential for later recall or as a stock knowledge to be used for future intellectual pursuit. As Pearson et al. (1992) state, thoughtful readers are able to determine what's important in the texts they read (p. 162). This, they do, to reinforce their construction of meaning.

5. *Meaning-generating or meaning-constructing strategies* – these are the strategies that readers utilize in order to originate, gather, and summarize information, as well as to form, produce or create meaning from the text.

Among the strategies under this cluster are: inferring (114/37.01%), expressing assumption, apprehension, or reservation (63/20.45%), elaborating (39/12.66%), paraphrasing (26/8.44%), taking risk (22/7.14%), gesturing (20/6.49%), synthesizing (13/4.22%), expressing a hope or a wish (7/2.27%), and forming a conclusion (4/1.30%).

Ranking fifth for having contributed 308 or 12.06% of the total elicited strategies, this may suggest that good readers acknowledge the significance of bringing or contributing vital knowledge to the text and integrating them in the

construction of meaning. Rumelhart (1977), N. Anderson (1999), Carrell and Eisterhood (1988), Gunning (2005), Ruddell (2002), Manzo and Manzo (1990), among others, all recognize the immeasurable value of one’s schema in reading. In fact, R. Anderson, Reynolds, Schallert, and Goetz (1977) state that “Every act of comprehension involves one’s knowledge of the world as well” (p. 369).

This cluster, as can also be noted, is approximately the most demanding when it comes to expending the cognitive resources of the readers.

6. *Information-checking or information-monitoring strategies* – they refer to a cluster of strategies readers use in guarding/monitoring the delivery and the amount of information being loaded to or presented in the text.

Included in this cluster are only two of the 54 strategies which are: establishing the linkage of information (18/55%) and keeping track of information (15/45%).

Though the last cluster in rank, its contribution cannot be underestimated for it makes the readers extra conscious of the development of ideas or information in the text. By being such, readers can monitor if the information coming up is still relevant, necessary or important. This cluster, then, can possibly serve as their basis if the author continues to be sensible. Duke and Pearson (2002), Pearson et al. (1992), Pressley (1998) and other scholars concede that good readers monitor their comprehension and always make necessary adjustments when needed.

Below is the chart showing the clusters discussed earlier. As shown, the clusters are arranged from the highest to the lowest frequency or percentage of strategy occurrences.

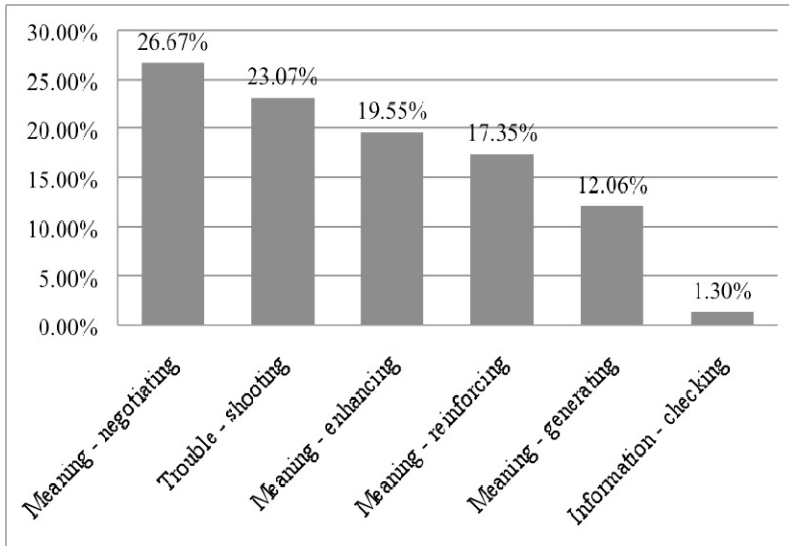


Figure 2. Percentage distribution of the clusters of strategies

These clusters of strategies demonstrate that, truly, reading is a complex skill, consisting of aggregate of strategies used to negotiate meaning with the text, assemble faulty comprehension, enhance meaning-making, reinforce meaning-retention, generate more meaning, and monitor density of information in the text.

By close observation, it can be stated that among the aforementioned reading strategies and their clusters, there is almost none that stands out as unique to a certain environment. What can be claimed though is that there is such a thing as “navigating” strategies for hypertext that readers use when they look for information as a pre-reading task. Horney and Anderson-Inman (1994, as cited in Shapiro & Neiderhauser, 2004) were able to identify navigation patterns among readers while they read hypertext. The six distinct strategies they found were: skimming, checking, reading, responding, studying, and reviewing.

Examples of navigating strategies observed from the participants of this study are browsing, following links, jumping from one node of information to another, among others; however, they tend to have counterparts in the print form such as leafing through the pages, marking the text in any form, and the like. These navigating strategies can be likened to conventional terms and concepts such as skimming and scanning which are both viable strategies in both environments if they are to be employed.

Relating the foregoing clusters to Anderson’s (1991) three classifications of strategies which are cognitive (thinking), metacognitive (thinking about your thinking/planning), and compensating (p. 82), the two tend to be similar for the strategies found here fit Anderson’s categorization. To illustrate and borrow the terms, meaning-enhancing, meaning-reinforcing, and meaning-generating strategies fit well under cognitive template. On the other hand, trouble-shooting and information-checking strategies are appropriate for metacognitive strand, while meaning-negotiating strategies are suitable for compensating group.

By and large, the results indicate that good readers possess a wide range and repertoire of strategies as evident in the table below:

Table 5
Frequency of different strategies summoned across texts

Readers	Texts			Average
	Text 1	Text 2	Text 3	
AR1	20	14	13	16
AR2	19	21	31	24
AR3	21	18	14	18
AR4	20	12	12	15
AR5	24	22	21	22
AR6	32	29	23	28
AR7	19	21	22	21
AR8	22	18	23	21
BR1	19	21	20	20
BR2	25	16	17	19
BR3	17	18	20	18
BR4	19	17	16	17
BR5	26	14	18	19
BR6	22	20	17	20
BR7	25	21	22	23
BR8	22	21	21	21
<i>Overall Average</i>	<i>22</i>	<i>19</i>	<i>19</i>	<i>20</i>

Table 5 shows the frequency of strategies summoned by good readers. Across texts and environments, it can be observed that their summoned strategies range from 15 to 28 on the average, out of the 54 identified strategies. This is a good number considering that strategies can pump up comprehension (Duke & Pearson, 2002; Pearson et al. 1992). Since there is a positive relationship between strategies and comprehension, the figures in the table would mean that the higher the number is, the better the comprehension becomes.

Conclusion

In the light of the findings of this study, the following conclusions are drawn: a) reading is truly an activity or experience unique to every individual. Though readers arrive at a common understanding of the text, the process by which they explore or make their way through text and respond to the information varies. The variations in the readers' processing strategies attest to this; b) reading is not solely a cognitive endeavor. It is also affective, as indicated by high cases of strategies which are emotionally laden in nature; c) strategies have primordial roles in the meaning-making process of good readers. They are aware of their strategy usage and how it helps them handle the text effectively; d) strategies and schemata are two influential and converging variables in reaching a desired level of comprehension. The participants of this study believe that successful comprehension happens when there is convergence and fusion between prior knowledge and strategies; e) there is no one best strategy to make sense of text. As evident in the processing strategies of good readers, strategies come in combination or in most cases, in group; f) good readers employ an aggregate of strategies that they bring with them each time they read or interact with a text; g) good readers are "good" because they are cognitively advanced, they are motivated and focused, they monitor their engagement with text, they apply the appropriate strategies available in their resources, they are in control of the whole reading activity, they have a clear grasp of their roles as readers, and they know how to skillfully summon or invoke the appropriate strategies and the strategies to combine or coordinate; h) regardless of environment or situation, good readers can manage and probably transfer reading skills and strategies they use in the traditional context; i) good readers are dynamically using the linguistic resources they have to their advantage. The code-switching/code-mixing cases provide evidence on this; j) even good readers are not spared from the challenges of processing a certain text especially those in which limited prior knowledge is available to them. However, they always make it a point to address those concerns.

Everything considered, good college readers of L2 expository texts take advantage of and benefit from their being multistrategic. Since they possess a heightened awareness of reading strategies in either linear or nonlinear environments, they are, in most cases, successful comprehenders.

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Ang Bayan ng Malolos sa Panahon ng Unang Republika – Anim na Buwan Bago ang Sigwa ng Digmaan (Setyembre 14, 1898 – Marso 31, 1899)

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Abstrak

Makasaysayan ang bayan ng Malolos dahil nagsilbi itong kanlungan ng mga pangarap at saligan ng mga adhikain ng Pilipino para sa isang wagas na kalayaan at kasarinlan. Sa bayang ito nilinang ang kauna-unahang saligang batas noong Enero 21, 1899. Sa bayan din ng Malolos pormal na inihayag ni Pangulong Emilio Aguinaldo ang kauna-unahang Republika ng Pilipinas noong Enero 23, 1899 sa kabila ng panganib ng pagsakop at kolonisasyon.

Sa loob ng mga kritikal na sandali ng pakikipagtunggali ng Unang Republika sa bagong mananakop sa bansa, layunin ng papel ang buhayin ang mga kaganapan sa loob ng anim na buwang pamamalagi ng Pamahalaang Rebolusyunaryo sa Malolos. Magsisimula ito ng pormal na lumipat at pinatakbo ni Aguinaldo ang pamahalaan noong Setyembre 14, 1898 (ito ay base sa kanyang dekreto noong Agosto 22, 1898), hanggang sa mga huling araw ng pagsuko ng bayan sa kamay ng mga kaaway noong Marso 31, 1899. Sa tulong ng mga batis pangkasaysayan, bibigyan tinig ang mga kamalayan at damdamin na kadalasang naisasantabi sa pagbabalik tanaw sa ating nakaraan--- ang naging estado o kalagayan ng mga sibilyan sa kanilang pang araw-araw na buhay na may mga pangunahing pangangailangan sa trabaho, pagkain, serbisyong bayan, libangan at seguridad. Buhay sibilyan sa loob ng anim na buwan na binalot ng kawalan ng katiyakan at panganib dahil sa sigwa ng karahasan at digmaan.

Panimula: Kaligiran at Kasaysayan

Pinasinayaan sa pagtatapos ng ika-19 dantaon ang pagtahak ng Amerika upang maging isa sa makapangyarihang bansa sa buong mundo. Noong Abril 25, 1898, pumutok ang Digmaang Kastila-Amerikano (Agoncillo, 1990), dahil dito nabigyan ng pagkakataon ang bansang Amerika upang maisakatuparan ang interes ng pagpapalawak sa pamamagitan ng pakikipag-away at pakikidigma sa Espanya. Kasunod nito, noong Mayo 1, 1898, naging hudyat ang pagkapanalo ni Almirante George Dewey sa look ng Maynila sa panimula ng pagdating ng mga Amerikano sa Pilipinas (Agoncillo, 1990).

Sa pagbalik ni Emilio Aguinaldo sa Pilipinas noong Mayo 17, 1898, muli niyang pinamunuan ang pakikibaka at paglaban sa pamahalaang Kastila. Matapos ang dalawang buwang pakikidigma, ipinahayag ni Aguinaldo ang kalayaan ng Pilipinas sa Cavite noong Hunyo 12, 1898, at itinalaga sa sarili bilang diktador (Agoncillo, 1990).

Noong Hunyo 23, 1898, pinalitan ng Pamahalaang Rebolusyonaryo ang Pamahalaang Diktador (Agoncillo, 1990). Itinatag ang mga pangunahing sangay ng pamahalaan na binuo ng apat na kalihim at hindi nagtagal ay naging anim. Ang mga ito ay interyor, pandigma, ugnayang panglabas, pananalapi, hukom, at fomento. Bukod dito nagpalabas din si Aguinaldo ng iba pang dekreto upang isaayos ang pagtatakda ng pamahalaang lokal, pagtatayo ng mga hukuman (Taylor, 1971) at kautusan ng paghalal ng mga kinatawan sa bawat bayan na magsisilbing miyembro ng kongreso sa ilalim ng Pamahalaang Rebolusyonaryo (Agoncillo, 1990).

Pormal na sumuko noong Agosto 13, 1898, ang mga Kastila sa loob ng Intramuros sa tropang Amerikano sa isang makasaysayang pangyayari na tinaguriang, "the Mock Battle of Manila." Habang abala ang mga Amerikano sa lihim na pakikipagsabwatan sa mga Kastila at paghahanda ng karagdang tropa na manggagaling sa Amerika, inilag ni Aguinaldo ang pagbalangkas ng isang saligang batas para sa Pilipinas. Sa kautusang ipinalabas ni Aguinaldo noong Agosto 22, 1898, itinakda ng nasabing kautusan ang pagtatalaga sa bayan ng Malolos bilang sentro ng kapangyarihan ng Pamahalaang Rebolusyonaryo (Agoncillo, 1997). Mahalaga at isang mahusay na taktikang pang militar ang pagtatalaga ni Aguinaldo sa bayan ng Malolos bilang sentro ng kapangyarihan ng kanyang pamahalaan. Ligtas ang bayan laban sa panganib ng pag-atake ng mga sundalong Amerikano. Bukod dito, malayang maililipat ni Aguinaldo ang kanyang pamahalaan saan mang bahagi ng Hilagang Luzon. Isinalaysay ng isang sundalong Amerikano nanggangalang Louis Stanley Young ang realidad na ito (Majul, 1998):

"This is a good strategic move. Bakoor is between the American forces at Manila on the north and Cavite on the south, with Laguna behind him. A sharp, quick advance from both points at once would crumble him (Aguinaldo) up before he takes the two forces, or saved him scurrying into the mountain behind Imus. In the north, however, he takes no such risk, and there is plenty of country behind him easy of access for his men, but extremely difficult for our soldiers to traverse."

Noong Setyembre 15, 1898, nagpulong ang iba't ibang kinatawan ng Pamahalaang Rebolusyonaryo upang balangkasin at buuin ang Saligang Batas ng Pilipinas (Agoncillo, 1997). Sa loob ng higit tatlong buwang pagpupulong at pagdedebate ng mga kinatawan sa kongreso, pinagtibay ni Aguinaldo noong Enero 21, 1899, ang Saligang Batas ng Malolos. Dalawang araw matapos nito, pormal na isinilang ang kauna-unahang Republika ng Pilipinas sa Malolos, Bulacan, sa pamumuno ni Heneral Emilio Aguinaldo bilang pangulo (Tiongson, 2004).

Sa ibang banda, pilit binigyan ng legal na balabal ng Amerika ang pagkuha sa Pilipinas. Upang gawing lehitimo ang pagkuha sa bansa, pormal na nilagdaan ng Amerika at ng Espanya ang Kasunduan sa Paris noong Disyembre 10, 1898. Noong Disyembre 21, 1898, inihayag ni Pangulong William McKinley ang kanyang Mapagpalang Asimilasyon (Benevolent Assimilation). Nilayon ng patakarang ito ang pagkuha sa Pilipinas sa ano mang kaparaanan gamitan man ito ng dahas militar. Ipinamalas ng patakarang McKinley ang pagsakop ng Amerika sa buong Pilipinas na pumutok at nagsimula noong Pebrero 4, 1899 (Agoncillo, 1990).

Ang Bayan ng Malolos: Kalagayan at Problemang Panlipunan

Kahit nasa kritikal na sitwasyon, laban sa nakaambang panganib sa mga Amerikano, ipinagpatuloy ng Pamahalaang Rebolusyunaryo ang pagtugon sa mga pangunahing pangangailangan ng mamamayan. Higit itong mapapatunayan ng mga kautusang ipinalabas at balitang ipinahayag sa mga diyaryo at pahayagan na may kaugnayan sa kagustuhan ng tao na makapag-aral, suliranin sa pampublikong gusali at daan, sapat na pagkain at hanapbuhay.

Programang Pang-edukasyon

Isa sa mga halimbawa ng ganitong dekreto ay ipinalabas ni Pangulong Emilio Aguinaldo noong Nobyembre 4, 1898 (Ukol sa Pag-aaral, 1898), ipinag-utos niya sa kanyang *Secretario ng Fomento* na si Felipe Buencamino ang pagsasaayos ng sistemang pang-edukasyon sa bansa. Naging unang kautusan ng nasabing dekreto ang pagbalik ng mga guro at muling pagbubukas ng mga primaryang paaralan. Isinaad din ang opisyal na oras ng pagbubugkas at pagtatapos ng mga klase.

Ayon din sa dekreto, tungkulin ng estado ang magbayad sa mga guro. Iniatang sa mga presidente lokal ang pagpapasweldo sa mga ito. Mahigpit ding ipinagbawal na makisangkot ang mga guro sa anumang hanapbuhay maliban sa pagtuturo. Ibinigay din sa mga guro ang kapangyarihan at kalayaan ng pagtuturo ng mga aralin at pamamalakad ng kani-kanilang mga klase. Sensitibo rin ang kautusan sa mga pribilehiyong dapat matamasa ng mga gurong. Ang pagpapasahod sa mga ito sa takdang araw at pagdadagdag ng sahod sa mga gurong kinakitaan ng kagalingan sa pagtuturo.¹

Binigyan pansin din ang pagtatatag ng isang unibersidad pang estado na nakilala bilang *Universidad Literaria de Filipinas*² na nagbigay ng mga pangunahing kurso sa abogasya, medisina, siruhiya, parmasya at notaryo. Nagtatag din ng mga paaralang pang-sekondarya na nakilala bilang *Burgos Institute* (Alzona, 1930). Bukod sa pagtatag ng mga paaralan sa lahat ng antas ng pag-aaral, itinatag din ang isang paaralang militar sa pamumuno ni Manuel Sityar. Layunin ng paaralan ang pagsasanay ng mga opisyal at kawal ng hukbong Pilipino (Aral Militar nang Sundalo, 1898).

Matutunghayan din ang pag-usbong ng mga pribadong paaralan sa mga panahong ito. Isang halimbawa na rito ang paaralan ni Florencio Daluz na matatagpuan sa Barrio de San Vicente na nagbigay at nagturo ng kaalamang primarya bilang paghahanda sa sekondaryang pag-aaral. Nagtayo rin ng paaralan panggabi para sa nakatatanda (adult school) sa pamumuno ni Maestro G. Bautista na nagturo ng Espanyol, aritmetika at kalusugang pangkatawan. Bukas ang klase sa nasabing paaralan mula ikapito hanggang ika-walo ng gabi (Florencio Daluz: Maestro de Instruccion Primaria, 1898).

Suliranin sa Daan at Pampublikong Gusali

Sa pagtatakda sa Malolos bilang sentro ng kapangyarihan ng mga Pilipinong makabayan, maraming problema itong kinaharap at isa na rito ay may kinalaman sa

¹ Tunghayan ang Apendiks A para sa kumpletong nilalaman ng nasabing dekreto sa pag-aaral.

² Ang pagkakatag ng unang unibersidad na nakilala bilang *Universidad Literaria de Filipinas* sa ilalim ng Unang Republika ay opisyal na ipinahayag sa pahayagan ng *El Heraldo De La Revolucion* noong ika-23 at ika-27 ng Oktubre, 1898.

pampublikong gusali, mga daan at tulay (infrastructure). Pangunahin at mahalaga ang mga pampublikong gusali upang mapatakbo ang bagong silang na pamahalaan. Upang pansamantalang mabigyan ng kalunasan ang suliranin sa mga pampublikong gusali, itinalaga sa mga pribadong bahay at ilang pagmamay-ari ng simbahan ang mga pangunahing sangay ng pamahalaan. Ang punong himpilan ng pangulo (Presidential Palace) ay makikita sa kumbento ng simbahan ng Malolos. Ang tanggapan ng iba't ibang sangay ay makikita sa mga sumusunod na pribadong bahay: Kalihim ng Pandigma (bahay ni Jose Tiongson); Kalihim ng Interyor (bahay ni Erastro Cervantes); Tagapag-ugnay ng Pandigma (bahay ni Ponciano Tiongson); Kalihim Pang Kaunlaran (bahay ni Antonio Bautista); Kalihim ng Ugnayang Panlabas (bahay ni Lino Reyes); Kalihim ng Hacienda (Basilia Tantoco); samantalang ang imprenta, ang Kongreso ng Pilipinas at *Literary University* ay makikita sa Barasoain (Tiongson, 2004).

Bukod sa usapin sa mga pampublikong gusali, suliranin din ang pagkakaroon ng isang maayos na daan. Sa isang artikulo ng *El Herald de la Revolucion* noong Oktubre 16, 1898, ipinahiwatig ng mga mamamayan ang malungkot na kalagayan ng mga daan sa Malolos. Kahit ilang araw nang hindi umuulan hanggang tuhod pa rin ang putik sa lansangan. Sadyang malubha ang problema dahil kahit sa harap ng simbahan na kung saan nakahimpil ang pangulo ng republika ay hindi maayos ang mga daan dito. Ito ang pagkakasaad ng damdamin ng taong bayan hinggil sa problema sa daan:

*Bahagya na coming dinalao nang ulan sa
manga arao na ito'y ang putic sa lansangan ay
hangang tuhod na at ano ang mangyayari cung
magluluat pa ang ulan?*

*Marahil ay cami gagamit na nang manga
tairan o bancang maliliit upang macapaglayag sa
boong Malolos.*

*Ngayong linalansag na ang bacod sa harap
nang simbahan at nangag buntan ang mga bato, baquit
di isipin ang pagpapataas at pag-ayos man lamang ng
nagagau sa harapan ng Gobierno?*

*Baquit di magbucas ng mga agusan ng tubig?
Upang ang tubig na napipiguil ay umagos sa ilog.
(p.55)*

Batid din ng mga opisyal ang naturang problema sa daan. Sa isang ulat na ipinadala ng *Secretaria nang Fomento* na si Felipe Buencamino kay Pangulong Emilio Aguinaldo, ipinahiwatig niya ang kanyang pagkabahala sa kalagayan ng mga daan. Iminungkahi ng kalihim sa mga pinuno ng bawat lalawigan sa bansa ang agarang pagsasaayos ng nasabing problema. Ipinagbilin din ng kalihim ang pagbibigyan ng karagdagang pansin sa mga daan sa harap ng mga pangunahing sangay ng pamahalaan at mga daan na nag-uugnay sa bawat lalawigan. Tinukoy din ng kalihim ang dahilan sa suliraning ito, ang kawalan ng pondo ng pamahalaan, kaguluhan na dulot ng digmaan at pagpapabaya ng ilang opisyal na dapat ay

nangangasiwa at nagsasaayos ng mga lansangan. Bukod sa daan, ipinaalala din ng kalihim ang pangangalaga sa mga tulay, mga tanggapan ng pamahalaan at ilang gusali o bantayog na pagmamay-ari ng estado. Tunghayan ang nilalaman ng kanyang nasabing pahayag na inilimbag ng *El Heraldo de la Revolucion* noong Oktubre 27, 1898:

Gobierno Revolucionario sa Filipinas
Secretaria nang Fomento
Direccion sa Obras Publicas

Ang mga daanan ay isa sa mga bagay na malaquing nacatutulong sa pag-papalago ng iguiguinhaua ng mga bayan, ay sapagcat halos lahat ng lansangan dito sa sangcapuluan ay totoong cahambalhambal ang calagayan dahil sa di nailagan pagpapabaya tungcol sa pagcacagulo, ay quinacailangang lubos ang harapin ngayon ang pagcacalinga sa nasabing mga lansangan: Dahil dito’y ipinagbibilin cong mahigpit sa camahalan ninyo na ipag-utos sa mga Juntas locales niyang proviciang na sa matapat ninyong pamamahala, na canilang gamitin ang boong caya sa pagpapala ng lahat ng lansangan sa canicanilang bayang nasasacop lalonglalo na ang mga daanang patuloy sa mga bayang calapit at mga provincieng caugnay.

Sa lahat ng mga gagauing yaon, gayon din ang pag-iingat ng mga tulay, bahay-Gobierno at iba pang mga edificios nang Estado, na hindi mang-yaring magaua ng mga bayan, una’y sa calac-han ng guguguling salapi at ang icalaua’y di mangyaring di paquialaman ng isang may ganap na carapatan sa bagay na ito, ay inaanatay cong marapatin ninyo ang magpadala ng isang relacion ng upang magaua nitong Gobierno Revolucionario ang mga bagay na lalong nararapat. (p.77)

Pansamantalang nabigyan ng solusyon ang problema sa daan sa pangunguna at malasakit ng taong bayan. Sa mga unang linggo ng Disyembre 1898, dala ng diwa ng bayanihan, sama-samang gumising ng maaga ang mga mamamayan, ang ilan ay nagpala, samantalang ang ilan ay naghakot ng lupa upang magtambak. Ayon sa pagtatala ng pahayagang *El Heraldo de la Revolucion* noong 1898, hinggil sa kasipagang ipinamalas, “cung magtutuloy ang sicap na ito’y maaasahan ngang hindi malalaon at maquiquita nating papatag ang daan, na maguiguig capara ng palad ng camay” (Lansangan, 1898).

Kasiguruhan Para sa Sapat na Pagkain

Isa sa pinakamatinding suliraning kinaharap ng bayan sa panahon ng digmaan ay ang usapin sa pagkain. Sa panahon ng Unang Republika, nagsilbing kanlungan ang Malolos ng mga tao mula sa Maynila at iba pang karatig bayan na nagnanais umiwas sa kaguluhan at makatamasa ng sapat na ikabubuhay (Tiongson, 2004). Ayon sa ulat ng *El Heraldo de la Revolucion* noong Pebrero 19, 1898, kahit dagsa ang tao sagana at mura ang isda sa bayan ng Malolos (Isda, 1899).

Sa kaso ng bigas at karne tulad ng baka iba ang naging realidad. Nagpalabas ng isang anunsiyo ang *Factoria Militar* ng Pamahalaang Rebolusyunaryo noong Oktubre 20, 1898, upang kontrolin ang presyo ng dalawang pangunahing bilihin. Sa pagnanais ng pamahalaan na ibaba ang presyo ay nagsagawa sila ng isang subasta (biding) upang bilhin sa mga magsasaka at maghahayop ang dalawang nasabing produkto. Sa kaso ng bigas, binili ng Pamahalaan Rebolusyunaryo ang magandang klase (2a at 3a na klase) at kulay. Kasama rin sa nasabing anunsiyo, ang prosesong gagawin ng mga taong nagnanais na maibenta sa pamahalaan ang kanilang produktong bigas. Upang makasali sa subasta, inisyal ang paglalagay ng halaga sa isang sobre na ipriprisinta sa *Secretaria nang Hacienda*. Ayon sa proseso, ang sino mang magsasaka na may pinakamababang halaga at pinakamagandang kalidad ng bigas ang siyang bibilhan ng pamahalaan. Sa kaso ng karne ng baka ay gayon din ang proseso na susundin tulad ng proseso sa bigas. Ang nasabing subasta at pagbili ng pamahalaan ay tuwirang isinagawa sa unang araw at ikalabing limang araw ng bawat buwan. Itinalaga ang ika-sampu ng umaga at ikaapat ng hapon bilang oras ng bagsusubasta (Paunau sa manga mag Bibigas at mag Vavaca, 1898).

Bukod sa problema sa pagtaas ng halaga ng ilang pagkain, isang problema rin ang kalidad at kawalan ng pagkukunan ng ilang produkto. Tinukoy ng Pamahalaang Rebolusyunaryo na may kinalaman sa pagtatago (hoarding) ng ilang produkto tulad ng alak ang mga Intsik. Bukod sa pagtatago, problema rin ang kalidad ng produkto at kamahalan ng halaga sa pagsingil sa mga ito (over pricing). Tunghayan ang nasabing realidad na tinukoy din ng pahayagang *El Heraldo de la Revolucion*:

*Anopa't ang labas, ay hindi lamang ang tuba
ang inalac, cundi sampo pa naman nang magtutuba,
tendera, manginginom, at lahatlahat na'y quinucunan
niya ng espiritu.*

*Alalahanin mong cung noong arao na panahon
ng castila, ay nacararaan ang gangayong gaua dahil sa
cadiliman; ngayong maliuanag na ang panahon at
hindi na castila ang namamahala, cundi ang bayan
ding iyong dinadaya, ay maguari at baca naman
masaui ca.*

*Pinaquiabinabangan mo sana'y huag nang
dadayain: huag nang pumaris sa fraile. Tingnan siya't
muha nang halimbaua. Ac Alain mong cung ang fraile
nang may dalawang ahit; ahit, бага sa paliguid nang
ulo at ahit pa sa ubod nang puyo, ay napalis, dahil sa
cagagauang iyan, icao sana'y magbago na naman.
Tantoin iisa lamang ang ahit mo. (p.52)*

Trabaho sa Panahon ng Kagipitan

Sa unang pagmamalas, kapansin-pansin ang pagtanggap ng mga taga Malolos ng mga tao mula sa iba't ibang karatig lugar. Sa katunayan, dala ng ihip ng damdaming makabayan, hindi maikakaila na ito ay makikita rin sa mga pangalan ng ilang establisimiento sa bayan ng Malolos. Itinayo ang “*Restaurant Union*” sa Pariancillo, “*Hotel Katipunan*” sa Kalye Real, “*Fabrica de Limonadas KKK*” na pagmamay-ari ni Lorenzo del Rosario sa Barasoain at “*Barberia La Independencia*” na pagmamay-ari ni Sixto Reyes (Veneracion, 1986). Sa isang anunsiyo ni Sixto Reyes masasalaming ang pag-aalok ng pagupitan ng isang magandang serbisyo sa mga kababayan (Paunaua sa Madla, 1898). Tunghayan ang nasabing anunsiyo sa pahayagan ng barberya ng bayan:

Paunaua sa Madla

Acay ng magandang nais ay ipinatatapat sa madla na pinasimulan ng icadalauang puo at apat nitong buang umi-iral ang lubhang maayos na gaua tungkol sa pag putol ng buhoc, pag huhusay ng balbas at pag cuculot at gayon din naman ang sadyang mahalagang casangcapang gamit na sangcap na iba't ibang perfumes o mga pabangong caaya-aya ang amoy na inilalagay sa ulo at maligayang pulbos sa baba at batoc, sa caniyang cabutihan ay higuít ang taglay na carangalan sa mga itanalag ng mga castila; caya nga't upang maalaman nang madla ay ang lugar na quinalalaguian, ay ang pang ulong lansangan ng cagalang-galang na bayan Malolos na doo'y maquiquita ang taglay na ngalan Barberia La Independencia caya nga't doon ang sino mang mag papagupit ng buhoc ay malalalahan ng caniyang damdam ang matamis na simoy ng hangin at caluagan ng catauan; caya nga't inihahandog ng namamanihalang may ari ng ualang sauang at lincod na tumatalaga at tapat na catoto na si, Sixto Reyes.(p.80)

Sa kabila ng ganitong pagtanggap, dahil sa paglaki ng bilang ng populasyon, malaki rin ang naging suliranin ng bayan ng Malolos sa pagbibigay ng trabaho hindi lamang ng taga-Malolos ngunit maging sa mga tao na inampon na ng bayan. Isang halimbawa na rito ang pagsasaka sa bayan ng Malolos. Malaking bilang ng mga alagang kalabaw ng magsasaka ang ninakaw o ipinagbili upang kumita ng pera. Sa isang tula ipinahiwig ng mga taga-Malolos ang kanilang damdamin upang lunasan at mabigyan ng solusyon ang nasabing problema. Ayon sa magsasaka hindi matatawaran ang kahalagahan ng kalabaw sa pagsasaka, sa pagtutulak ng mga ito ng mabibigat na bagay at sa pagiging katuwang ng mga magsasaka sa kanilang hanap-buhay. Hinimok nila ang pamahalaan at kapwa magsasaka na huwag pabayaang ang nasabing hayop. Dahil naging laganap ang pagpatay at pagbebenta sa mga ito sa

buong lalawigan. Bukod dito, marami ring kababayan ang nagnanakaw sa panahon ng kagipitan (Calabao, 1898). Sa huling bahagi ng nasabing tula, sila ay nagbigay ng kanilang pangaral sa kapwa magsasaka at mga kababayan:

*Ang marami namang catauang matigas
na ayao banatin sa mabuting hanap,
din a namimilit nacao ang madalas
na pinupuhunan sa pagcacapilac.*

*Mga tauong itong guising sa mahalay,
ang dalaua tatlo ay ualang anomang
cunin sa may-ari't matuling ibigay
nang mura sa madlang ninili nang nacao.*

*May di pagcaubos itong manga hayup
cun ang gayo'y siyang laquing masusunod,
bucod ang sa ibang may puhunang impoc
caramay ang madlang nagsisipangducot.*

*Maguing may puhuna't, maguing magnanacao
at maguing cahima't sa anong paraan
ang hayup na ito'y dapat ipagbaual
hamaquin sapagcat ating cailangan.*

*Cung maubos ito'y anong masasapit
cung sa pagsasaca'y uala nang magamit
cayo bagang manga nagsipamutictic
sa salapi'y siyang lilingang nang buquid?*

Sumagot cayo. (p.183)³

Ang problema ng pagsasaka ay hindi lamang sa bayan ng Malolos mababakas ngunit, maging sa iba pang lalawigan sa bansa. Sa kaso halimbawa ng Tayabas, malaki ang suliranin nila sa pag-ani ng kopra dahil minamadali ang pagkuha sa mga ito. Kadalasang mura ang mga niyog na nilalako sa Maynila at iba pang lugar na nagiging sanhi ng pagbaba ng halaga ng nasabing produkto. Bilang sagot sa problema nagpalabas ng kautusan⁴ sa pag-ani at pagbili ng kopra (Cautusan Pahayag sa Lahat, 1898). Ang isa sa mga kautusan ay ang pagbawal ng pagbili ng kopra na hindi tuyong mabuti. Bahagi rin ng kautusan ang pag-paparusa sa nagbenta at bumili ng mga kopra sa pamamagitan ng pagkulong at pagbabayad ng multa. Panghuli, bahagi rin ng kautusan ang pagbibigay kapangyarihan sa mga pinunong lokal at *Delegado de Justicia* na ipatupad sa kani-kanilang nasasakupan at solusyunan ang nasabing problema.

Bukod sa pagtatanim, problema rin ang mga pangunahing nagbibigay serbisyo sa bayan tulad ng mahal na singil ng mga kotsero sa mga pasahero (Ang aba po,

³ Tunghayan ang kumpletong nilalaman ng tula sa Apendiks B.

⁴ Tunghayan ang kumpletong nilalaman at mga pag-uutos sa Apendiks C.

1898). Ang katotohanang ito ay dala na rin ng kagipitan sa salapi at nagbabadyang gulo sa digmaan. Ngunit sa huli ay nahabag din ang mga nagpapatakbo ng kalesa at ibinaba ang mga singil dito. Sa isang tulang inilimbag sa pahayagang *El Herald de la Revolucion* noong Enero 19, 1899, nagpasalamat ang mga mamamayan sa nagbagong lakarin ng mga kotsero. Sa pamamagitan ng pagkatha ng isang tula taos pusong nagpasalamat ang taong bayan at iminungkahing tangkilikin pa ang mga kotsero. Tunghayan ang damdamin ng pasasalamat ng mga mamamayan:

Sa Mga Cotsero

*Hindi maulatan ang pasasalamat
namin sa cotserong nagbago ng lacad,
sa pagca't ang dating mahal magpabayad
ngayo'y naging mura't natutong mahabag.*

*Sa capua nila't parang nagcamalay
sa gauang maaua; caya cami naman
nagpupuring lubos, pagca't camahalan
ng sarili nila ang ganitong asal.*

*Dangal ng cotsero ay dangal din naming
at cadugo silang di maitatacuil,
mga caibiga'y inyong palauarin
at murangmura na cung sila'y maningil. (p. 59)*

Ang Bayan ng Malolos: Mga Pagdiriwang at Libangan

Sa kabila ng mga problema at ilang mga balakid sa pagkalinga ng isang bagong silang na pamahalaan, nagkaroon din ng maraming gawain upang maglibang kahit na nasa panahon ng kagipitan at unos ng digmaan. Sa katunayan noong Nobyembre 20, 1898, nailathala ang mithiin ng taongbayan na magtatag ng isang samahan na tinagurian “*Club ng Bayan.*” Layunin ng samahan na magkaroon ng pagtitipon na kung saan na may sari-saring laro at libangan gaya ng eskrima, boksing at palaruan (gymnasium). Bahagi rin ng plano ang pagkakaroon ng lugar na kung saan maari magpalit ng kuro-kuro ang mga mamamayan. Iminungkahi rin na sa araw ng lingo o pistang bayan, ang pagkakaroon ng mga salo-salo upang pag-usapan ang ilang isyung may kinalaman sa musika, mga debuho, pag-aaral ng ibang wika, kasaysayan, agham, literatura at ilang diskusyon sa ikagagaling ng bayan (Club ng Bayan, 1898). Ang mga nasabing programa ay iminungkahi kay Emilio Aguinaldo, ngunit dala ng kagipitan sa panahon at panganib ng digmaan hindi ito lubos na naisakatuparan.

Maaaring bigo ang pagkakaroon ng “*Club ng Bayan*” ngunit, lumitaw pa rin sa Malolos ang ilang mga paraan ng paglilibang. Isa sa naging libangan ng mamamayan sa Malolos ay ang pagtatanghal sa mga teatro. Ang nasabing teatro ay matatagpuan sa baryo ng Caingin ay dinarayo ng mga bata at maging ng mga matatanda. Kapansin-pansin sa kanilang panonood at paglilibang ay hindi maiwasan ang labis na kaguluhan sa pagtatanghal. Sa pahayagan matutunghayan ang ilang paalala sa mga manonood ng teatro ng tamang pag-uugali sa panonood. Mga paalala na huwag tumayo sa upuan, huwag maghiyawan at huwag manigarilyo habang may

nagtatanghal (Teatro, 1899). Tungahayan ang nasabing paalala at ang magandang diwang ibinahagi nito noong mga panahong iyon:

Cung di man sana maalala ito, ay maalaala man lamang na ipagamit sa nanasoc doon ang carampitan. Sa macatuid baga'y magcaroon nang caayosang nagsisipanood, at huag nagtindig sa talagang nacalaang uupan, pagcat ang uupan ay hindi tungtungan, at cung masigla man, ay layoan ang nacapupusiao na sigauan at pangungusap na di malinis sa dingig, at angat sa lugal na pinagccatipunan nang marami; manigarilio sa oras na ualang palabas o tinatauag na intermedio, at huag cung casalucuyang may pinanonood, pagca't nacaabala sa ibang nasasa licod, na capoua rin natin nan dayohan doong gumugol nang caunti, upang malinang, at hindi sa icaquiquita nang icamumuhi. (p.23)

Sa buwan ng Disyembre, nagsilbi ring libangan ng bayan ang pagdalo ng misa sa gabi. Sa panahong ito, hindi rin lubusang nawala ang tradisyon at kinagawian ng mga Pilipino tulad ng pagsisimba. Matapos ang misa sila ay nagtitipon sa mga malalaking bahay upang magsaya. May simpleng palamuti ang mga bahay at ang mga bisita ay suot ang mga damit na nagpapahayag sa damdaming makabayan at pagmamahal sa kalayaan na umiiral noon. Inilarawan ng pahayagang *El Heraldo De la Revolucion* ang katotohanang ito at binigyan ng sumusunod na mga pananalita, “ang saya’y puting sinabugan nang maliliit na bandilang filipino, at ang baro ay pinya namang puti, na may sabog na arao, sa iguinayac na isang malaquing bahay na mapaglupunan, ay nagtitipong dumalo matanda, bata, mayaman at duc-ha” (Simbang Gabi, 1898).

Ang pista ng *Purissima Concepcion* ay nagsilbi ring paraan ng paglilibang at pagsasaya. Ayon sa isang pahayagan, “macapal ding tauo ang naquita naming dumalao sa tinatauag na patente ng Santisimo, na ito’y tatlong arao na nauna sa pista. Sa umaga, tanghali at gabi ng mga arao na yaon ay tatlong bugso ang paiquit nang campana, na sinasabayan ng tugtog ng musica ng bayan, at sa paguitan ng bau’t campanaan ay ang dating tugtog ng trompa buhat sa campanario ay siyang nadiringig sa bayan” (Capistahan, 1898). Bukod dito may sayawan ding naganap sa mga bahay-bahay at may balitang dinayo pa ang pista ng mga karatig bayan at mga lalawigan.

Bukod sa panrelihiyong pista, inalala rin ang ikalawang taon ng kamatayan ni Jose Rizal. Sa kautusang ipinalabas ni Aguinaldo, kinilala ang Disyembre 30 bilang pista nag pag-alala kay Rizal (*El Heraldo de la Revolucion*, 1899). Batid ng mamamayan ang inilaang pasakit ni Rizal upang matamo ng bayan ang minimithi nitong kalayaan. Ang ganitong pagdiriwang at pagkilala ng tao kay Rizal ay makikita sa isang tulang inalay para sa kanyang alaala (Marilao, 1899). Tungahayan ang nilalaman ng nasabing tula:

*Dahilan sa iyong maagang pagpanaw
naagap sa amin itong kalayaang
malaong minimithi sa boo mong buhay
na lugod ng iyong lupang tinubuan.*

*Malinaw mong dugo't sampo ng sa lahat
ng nangamatay ng humayin sa hirap
sa ating bandila'y lalong nagpadilag
at nagtanghal ngayon nitong Filipinas.*

*Kaya sa pagganti ng bayang gumiliw
sa sinapupunan ninyo'y humahayin
taglay ang pagasang inyong kukupkupin
alaalang itong sa puso'y nangaling.*

Ang Anac Pilar (p.57)

Naging malaking senyales ng tagumpay ng bagong silang na pamahalaan ang pagkakaroon ng kuryente sa bayan ng Malolos (Libangang paquiinabangan, 1898). Isang tula ang kinatha upang bigyang pagpupugay ang realidad na ito. Kaakibat ang damdamin ng pasasalamat, ipinahayag ng taong bayan ang kanilang kagalakan kay Ginoong Canon ang taong tumuklas at nagpatakbo ng kuryente sa bayan. Ipinagmalaki ng mamamayan ang tagumpay ng bayan kahit na nasa gitna ng panganib at digmaan, unang nakarating sa Malolos ang liwanag ng ilaw kaysa sa pagdating ng kislap ng bala ng mga kaaway. Madami ang naging gamit ng bagong tuklas na kuryente, nagdala ito ng liwanag sa mga bahay kung gabi at madilim, nakapagluto sila ng iba't ibang pagkain at mas napadali nila ang mga gawaing bahay na kadalasang buong araw kung gawin. Maituturing na ang bagong tuklas na kuryente ay liwanag na gagabay sa magandang kinabukasan para sa bayan. Tunghayan ang tulang “Sa Bagong Ilaw,” na sumalamin sa damdamin ng taong bayan hinggil sa pagkakaroon ng bagong liwanag sa bayan:

Sa Bagong Ilaw

*Oh kaliwanagang bulaklak nang dunong
nang aming kadugong si Ginoong Canon,
lamig nang ilaw mo'y laguing nagtatapon
nang caligayahang walang makaukol.*

*Sino ang aasang dito sa Malolos
sa panahong ito'y una pang aabot
ang ilaw mong iyan nagbibigay lugod
sa balang magmasid na may dalang lungkot?*

*Icaw ang liwanag sa gabing madilim
ikaw ang ligayang tinatanaw naming,
ikaw nga ang hiyas nang bayang guiniliw
nang aming marangal na Punong may angkin.*

*Ang electricidad na tunay mong ina
dapat na hangaan yaong bisa niya,
di pa nalalaon na aming nakita
nagluto nang kafe ang ilang kasama.*

*Quisap mata halos ang naging paguitan
kumulo ang kafeng sa kaniya'y nasalang
sa kuro nga nami'y darating ang araw
na mailuluto pati nang azukal.*

*Kung magkaganito'y saan di susulong
ang madlang gagauing daraan sa apoy
sapagka't sa kaniyang mahalagang tulong
sukat ang gamitin ang munting panahon.*

*Ang dating maghapon ipagaabala
sa kaniya ay halos isang kisap mata
kaya pasalamat tayo't ipagsaya
si G. Canong sa kaniya'y nagdala. (p.58)*

Naging pansamantala lamang ang liwanag na dulot ng bagong tuklas na kuryente, sa dako ng Maynila ay nagbabadya ang panibagong kadiliman at kapighatian. Hindi nagtagal ang ningning ng ilaw, ito ay pinalitan ng kislap ng kanyon at bala ng paparating na kaaway. Babalutin ang bayan ng Malolos ng kadiliman ng unos at pait ng digmaan.

Ang Bayan ng Malolos: Sigwa ng Pakikidigma

Nagbago ang ihip ng hangin ng magkasundo ang mga Amerikano at Kastila sa Tratado ng Paris noong Disyembre 10, 1898. Ang mga bulong-bulungan hinggil sa totoong pakay ng mga Amerikano ay nagkatotoo na. Nabatid na ng mga Pilipino na ang mga Amerikano ay hindi tunay na kaibigan at sa halip ay may sarili rin pakay na sakupin ang Pilipinas. Dahil sa papalapit na bagong digmaan, nabuhay muli ang damdamin ng paglaban ng mga Pilipino. Naging pangunahing laman ng mga pahayagan sa panahong ito ang paghahanda at pagbuo ng diwang makabayan ng mga mamamayan. Itinala ng pahayagang *El Heraldo de la Revolucion* ang diwang mapaghimagsik ng taong bayan sa mga kritikal na sandali ng digmaan at nagbigay ng ganitong pagpapahayag (Manga Kababayan, 1899):

*Yaong naciong nagkunuang kaibigan at
napatulong sa atin ng pagsupil sa kastila; yaong
nagpapanggap na talagang mahal na puso at
mananakop ng alipin ay naglitaw na ng katutubong
kasakiman; ang budhing marawal ay di napiguilan;
ang talagang gawi ngayo'y pinalilitaw, at tampkan ng
ipinahalata ang tangkang mangamkam.*

*Igayak nanga ang dating palatamain nating
sandata, makita ng sangsinukob na ang isang bayan ay
hindi maaalipin ng gayon lamang; turuan natin ang
amerikanong magaral magpitagan sa kapwa at
magmahal sa katowiran.*

*Asahan ng lahat na ang pagdidiwang ay nasa
piling ng katowiran. Atin na nga ang pagtatagumpay
pagka't may lubos tayong matowid.*

*Mamatay ang masakim na amerikano!
Mamatay ang may marawal na budhi!
Magdiwang ang katowiran!
Mabuhay ang Filipinas!
Mamalagi ang kalayaan at pagsasarili natin!*

*Pagcatapos ng ganitong pahayag at sa guitna
ng di magcamayao na sigla, lumacad na inilibot sa
boong bayan ang procession, na may ualong libo cataaw
ang abay. (p.58)*

Hindi matatawaran ang kaisahan ng puso at kahandaan ng mga Pilipino para lumaban sa kalayaan. Sa isang tula ipinahiwatig nila ang damdamin ng pagtutol at paglaban sa isang bagong mananakop. Batid ng mga Pilipinong makabayan ang lakas militar ng mga Amerikano ngunit kahit gulok lamang ang kanilang sandata, handa sila mamatay para sa inang bayan (Nang Viernes, 1899). Tunghayan ang diwang nilalaman ng nasabing tula:

*Ang kanua'y katotong dito ay dumating
saka nang malao'y ibig na poonin,
matuid nang baya'y nais na lupiguin
at tayong dinatna'y upang maalipin.*

*Ang bagay na ito'y di maipapayag
nang di nangingiming gulok na matalas,
ngayon tatanghalin nang sangmaliwanag
ang lahi nang tawong taga Filipinas.*

*Kayong manga yankis na dating maraya,
kanyon ninyo'y huag paasahang lubha;
sa talad nang gulok naming bagong hasa,
maliligo kayo sa dugong babaha.*

*Paasahan ninyong ang pagtatagumpay
malayo sa balang walang katuiran,
kaming nagtatangol nang puri nang bayan
may di pagwawagui? Kayo ay magnilay!*

*At alalahanin ang ikalalait
ninyo at sampo pa nang bayang tanquilik,
cahiyahiya rin sa ibang naciones
ang isang malaquing potencia'y magahis.*

*Sa magpakamatay cami'y nahahanda
nitong pagtatangol sa sariling lupa,
umaasa kaming maliit ma't aba
sa matuid nama'y lubos na sagana.*

*Kaya dahil dito'y di tinatanguihan
ang guerra, sapagka't siyang inilitao
nang laong paglubog nitong aming bayan
at ngayo'y tumiquim nang malayang buhay. (p.23)*

Sa pag-abante ng kawal Amerikano laban sa mga Pilipinong rebolusyunaryo, nagkatotoo ang pangamba ng nakakarami, ang pagbuwis ng maraming buhay sa isang madugong digmaan. Noong Marso 31, 1899, narating ni Heneral Arthur MacArthur ang kabisera ng Unang Republika at pormal na itong napasakamay ng kaaway (Agoncillo, 1997). Sa pagdating ng mga kawal Amerikano sa bayan ng Malolos, naging simula ito ng wakas ng pamahalaang tumakbo sa loob ng anim na buwan. Sa kabila ng pagkatalo at pag-atras ni Aguinaldo sa hilaga, nanatiling buhay ang alaala ng paglaya sa mga puso at damdamin ng mga mamamayan na may tunay na pagpapahalaga sa totoong kabuluhan ng diwang ito.

Paglalagom

Sa pagbabalik tanaw sa nakaraan, matutunghayan ang naging kalagayan ng bayan ng Malolos sa mga kritikal na sandali ng pakikipagtunggali ng Unang Republika sa bagong mananakop at kolonisasyon. Nagsilbing kanlungan ang bayan sa mga adhikain ng mga Pilipino para sa isang wagas na kalayaan. Sa gitna ng digmaan at panganib, isinabuhay ng mga karaniwang mamamayan ang kanilang pang araw-araw na gawain na walang bahid ng kolonyalismo at malaya sa dikta ng dayuhan. Itinaguyod at ipinagamalaki ng mga Pilipino ang kanilang natamong kasarinlan at lantaran nilang inihayag ang kanilang pagmamahal sa Inang Bayan.

Sa loob ng anim na buwang pamamahala ng Unang Republika sa Malolos, ipinamukha ang isang realidad na tumatalakay sa pang araw-araw na buhay ng mga karaniwang Pilipino. Mga isyung panlipunan tulad ng kalagayan ng pag-aaral, suliranin sa pampublikong gusali at daan, sapat na pagkain at hanapbuhay at mga pagdiriwang at libangan. Mga realidad na kadalasang hindi nabibigyan ng pansin mula sa konserbatibong pagsusulat ng kasaysayan.

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Apendiks A

SECRETARIA NANG FOMENTO* UKOL SA PAG-AARAL

Pasiya

Sa palagay ng aqing Secretario de Fomento ay iniuutos co:

Una. Ang mga maestro at maestra ng mga huling arao rito ng castila, na tumatangan ng Escuelang bayan ay mag-papatuloy ng pagtuturo, samantalang ang Gobiernong ito ay di nagpapasiya ng iba.

Icalawa. Sa mga bayang ang Escuelahang na saguitna ng bayan ay mainit o macacasama sa catauan ng bata, ay dagling iuutos ng mga Presidentes locales na ang

* Ukol sa Pag-aaral. (1898, Nobyembre 4). *El Heraldo de la Revolucion*, pp. 107-108.

mga maestro at maestra ay lumipat sa Convento, na huag magcacahalo ang isa at isa. Hindi macititira rito ang mga maestro.

Icatlo. Ang clase ay magmulan ng a las 8 hangang a las 10 y media ng umaga, at buhat sa a las 2 y media hangang a las 5 ng hapon, sa mga arao na di pangilin. Dapat mauna sa escuelahan ng calahating oras ang mga maestro at maestra, upang maigayac ang clase at matanuran ang mga batang dumarating.

Icaapat. Cung magcadahilan ang mga maestro at maestra sa pagtupad ng articulong sinusundan, ipatatanto sa Presidente local, at cung may catulong o ayudante ay siyang hahanlin sa caniya.

Icalima. Baua't Presidencia local ay magtataglay nang isang librong talaan ng Presidente ng hindi pagpasoc nang maestro at maestra, at sasaysayin ang dahilan ng pagcuculang sa clase.

Icanim. Ang mga maestro at maestrang binabayaran nang Estado, ng provincia o ng bayan ay hindi macapag ooficio ng macahabang sa caniyang tungcol; at sa unang pag labag sa cautusang ito'y macaltasan ng bayad buhat sa tatlo hangang anim na buan, at sa pag-ulit ay mauaualan ng catungculan.

Ang pagcaalis ng bayad at pagcauala ng catunculan, ang Direccion general ay siyang magtatadhana, ayon sa expedienteng pananagutan nila.

Icapito. Sa mga oras ng claseng nauutos sa Art. 3.0, ang maestro at maestra'y di macatatangap ng dalao, at di mapaquiqualaman nino mang pinuno ng bayan, liban sa mga bagay at paraang itatag ng Reglamento sa pagpapalacad ng escuelahan.

Icaualo. Ang mga vacanteng escuelahan ng lalaqui ay dadaanin sa oposicion ng may mga titulong maestro de Instruccion primaria, Bachiller en artes at ng mga nacatapus ng segunda ensenanza.

Icasiam. Ang mga maestro at maestra, na ayon sa tadhana ng articulong una ng Decretong ito, na samantana'y dapat magpatuloy ng pagtuturo, cacamtan ang pagcapropretario sa tu(?) marapatin ng susulat sa Tribunal, na sa bagay na ito'y ihahalal ng Direccion nang Instruccion publica.

Icasampuo. Ang mga vacanteng escuelahan nang babae ay gayun din ang gagauin sa mga may titulong maestra.

Icalabing isa. Cacalingain ng mga Presidentes locales, na ilalagay sa presupuesto ng gastos taon taon ng canicanilang bayan, ang canilang bayad na maluag na icabubuhay ng maestro't maestra at mga catulong cung mayroon, ayon sa caya ng bayan.

Icalabing dalaua. Ang bayad sa mga maestro't maestra ay di maipagpapaliban ng Presidente local, sa umaga nang unang arao ng buan at cung pangilin ang arao na ito ay sa susunod na ang gagauin ng Presidente local ay ipadadala sa bahay ng mga maestro't maestra ng bayan niyang sacop, at sa dubleng recibo nila, ang isa'y ipadadala dito sa Direccion, at ang isa'y malalagac sa oficina ng bayan.

Icalabing tatlo. Ang mga maestro't maestrang mamucod sa magaling na pag-ganap ng caniyang tungcol, ay gagantihing dadagdagan ang bayad.

Ang dagdag na ito'y la'agui, sa tuing di magbabago ang canilang sicap.

Icalabing apat. Ang Secretario de Fomento ay agad gagaua ng isang Reglamento general na susundin ng escuelahang bayan.

Ang decretong ito'y ipagbibigay alam sa Congreso.

Lagda sa Malolos, icapat ng Nobiyembre ng 1898- Ang Presidente, Emilio Aguinaldo.

Ang Secretario ng Fomento, Felipe Buencamino.

Apendiks B

Calabao*

Isa sa mahalagang bagay na dapat calingaing lubos at pagpalain ay ang mga hayup na ito, palibhasa'y siyang cagamitan sa ating lalong pinacamalalaquing cailangan, maguing sa pagsasaca, maguing sa mga hilahing mabibigat: ito'y pangdugtong buhay rin at pinagcacaquitaan ng salapi.

Caya dahil dito'y dapat pagsaquitang mga pinuno't sampong mamamayan, ang hayup na ito'y huag pabayaang hamaquin ng balang masasamang asal.

Ngayo'y ugali na't calat nga sa madla ang hayup na ito ang sinasalanta, pinagpapatay cahit batang bata't ipinagbibili ng ualang bahala.

Sa halagang murang paquiinabangan ng ibang gaui ng ayao mahirapan hangal na may aring sa pilac ang tanao ay agad-agad nang ipagsusulungan.

Ang bumili namang capua rin haling sa salapi'y agad namang papatayin, nasa'y maguing pilac at ng maibaling na ibili uli ng mapapatay rin.

Ang marami namang catauang matigas na ayao banatin sa mabuting hanap, din a namimilit nacao ang madalas na pinupuhunan sa pagcacapilac.

* Calabao. (1898, Disyembre 11). *El Heraldo de la Revolucion*, p. 183.

Mga tauong itong guising sa mahalay,
ang dalaua tatlo ay ualang anomang
cunin sa may-ari't matuling ibigay
nang mura sa madlang ninili nang nacao.

May di pagcaubos itong manga hayup
cun ang gayo'y siyang laqing masusunod,
bucod ang sa ibang may puhunang impoc
caramay ang madlang nagsisipangducot.

Maguing may puhuna't, maguing magnanacao
at maguing cahima't sa anong paraan
ang hayup na ito'y dapat ipagbawal
hamaquin sapagcat ating cailangan.

Cung maubos ito'y anong masasapit
cung sa pagsasaca'y uala nang magamit
cayo bagang manga nagsipamutictic
sa salapi'y siyang lilingang nang buquid?

Sumagot cayo.

Apendiks C

Cautusan Pahayag sa lahat*

Malolos icasampu ng Octubre ng 1898. Ayon sa calatas ng Pangulo sa provincia ng Tayabas ng icadalauampo't apat ng Septiembreg cararaan din na ipinadala sa cagalang-galang ng Sr. Presidente ang bandong itinadhana ng nasabing Pangulo, na ang mga umaani ng coprax o linalangis na niyog sa nasabing bayan, ay di macapagbibili ng di pa tuyong mabuti hangang sa mag culay tinga pagca't na pag aninao na sa Maynila'y culang sa halaga ang nangagaling sa nasabing provincial; itong Secretaria ng Hacienda, alinsunod sa carapatan ng itinadhana ng nasabing Jefe provincial; minarapat na pagtibayin ang gayong bando at inilalaganap sa lahat ng provincieng pinangagalingan ng gayong calacal, at ini-uutos na ihayag na casunod nitong Decreto o pasiya sa lahat nang periodicong filipino upang matalastas ng lahat. Ang Secretario ng Hacienda. M. del Rosario.

G. Manuel Arguelles at Agregado Jefe civil interino dito sa provincia.
Ipinaunaua co:

Napagtanto na ang maraming nag sisiani ng coprax ay di pinatutuyong mabuti ang niyog cun di ualang bahalang ipinagbibili cahit sariua, ay dahil doo'y nabababa ang clase at ipinagcuculang ng halaga ng nasabing coprax at ang cahahanganan cung ito'y mananatili ay mamumura ng mamumura gaya ng nangyari sa abaca at azucal na

* Cautusan, Pahayag sa lahat. (1898, Octubre 16). *El Heraldo de la Revolucion*, p. 52.

galing sa iba't ibang bayan; ay sa pagca't dapat maputol ang bagay na ito na di lamang ang mga productores o nagsisi ani ng gangayong articulo ang nasisiraan cun di naman pati ng nangagsisibug o cumacamalig, at ucol namang pagsaquitan ang ica-aanyo ng nasabing mga articulo cun ang Administracion publica ay siyang dapat cumalinga sa mga pinagcacaquitaan at ng mga calacal, ay minamarapat co ang susunod:

Unang lagda. Ipinagbabaual ang pagbibili nang coprax na hindi tuyong mabuti at ipalalagay na gayon ang ualang culay tinga at maquiquita sa cabooan o bahagui ang caputian ng niyog.

Icalauang lagda. Ang magbili o bumili ng nasabing bagay na di pa tunay na yari gaya ng saysay sa sinusundang lagda ay mumultahan capua ng tiglilimang piso ang nagbili at bumili, sa unang pangyayari, sampuonng piso sa icalaua at dalauampong piso sa icatlo.

Icatlong lagda. Ang lahat ay macapagsusumbong ng gangayong mga pagcuculang at ang bandong ito ay mumulang tupdin sa icapat na arao ng canyang pagcahayag.

Icapat na lagda. Ang mga Presidentes locales casama ang Delegado de Justicia, ay siyang macapagcacapit ng mga saysay nitong bando na magtatatag agad ng isang acta sa nayong pinangyarihan ng gayong pagcuculang cailan ma't matanto nila.

Yari sa Lucena icadalauampuot tatlo ng Septiembre nang 1898. Manuel Arguelles. May rubrica. May sello na ang saysay ay ganito: Hucumang Tayabas. Sangunian.

Ang Pag-aaral ng mga Kababaihan sa Ilalim ng Patakarang Pang-edukasyon ng mga Amerikano (1898-1918)

Marlon S. Delupio
Department of Social Sciences

“Ngayong tumugon kayo sa uhaw naming sigaw ng ikagagaling ng bayan; ngayong nagpakita kayo ng mabuting halimbawa sa kapuwa dalagang nagnanasang paris ninyong mamulat ang mata at mahango sa pagkalugami, sumisigla ang aming pag-asa, inaaglahi ang sakuna, sapagka’t kayo’y katulong na namin, panatag ang loob sa pagtatagumpay.”--- Jose P. Rizal (Liham sa mga Kababaihan ng Malolos).¹

Abstrak

Makasaysayan ang naging pagkilos ng mga kababaihan ng Malolos sa kanilang pagnanais na makapag-aral at magbukas ng paaralang panggabi. Mapangahas at nagsilbing malaking hamon ito sa mga Kastila lalo’t higit sa mga prayle na may kontrol ng mga paaralang parokyal. Sinagisag lamang nito na hindi magpapahuli ang mga babaeng Filipino sa larangan ng edukasyon at pag-aaral. Bago rito, ang tangang antas na naabot ng mga kababaihan sa pag-aaral ay ang primaryang antas. Karaniwang tumutulong na lang sila sa gawaing bahay at nagpapalaki ng mga anak. Ang pangyayaring ito ay hindi nalingid sa kaalaman ng ating pambansang bayani na si Dr. Jose Rizal at bilang sagot sinulatan niya ang mga ito at binigyan ng pagpupuri at pagpupugay sa hakbanging ginawa at sa angking katapangan ng mga Kababaihan ng Malolos.

Kasabay ng pagpasok ng mga Amerikano sa bansa ay ang pagbibigay ng pampublikong pag-aaral na bukas sa parehong kasarian. Naging malawakan ang pag-aaral ng mga kababaihang Filipino mula sa primarya, intermidyet at maging sa sekondaryang antas. Lumalim din ang kanilang kaalaman sa pamamagitan ng pagbibigay ng iba’t-ibang asignatura at bagong aralin. Ngunit sa huli, kung bibigyan ng isang pagsusuri, talaga bang naialis at nailayo ang mga babae mula sa dati nitong pokus? Sa nasabing pag-aaral ay tuluyan na ba silang nailayo sa gawaing bahay? Sa edukasyong ipinagkaloob, tuluyan na bang naiangat ang antas ng mga babaeng mag-aaral kung ihahambing sa mga lalaki? Tuluyan na ba nilang nabuwag ang konserbatibong pagtingin ng lipunan hinggil sa pag-aaral at edukasyon ng mga tinaguriang “mahinang kasarian (weaker sex)?”

Layunin ng papel, sa tulong ng mga pangunahing datos (primary source) na maipakita ang epekto na pag-aaral sa ilalim ng mga Amerikano noong 1898 hanggang 1918. Partikular na bibigyan ng pagsusuri ang ipinagkaiba ng pokus ng

pag-aaral sa pagitan ng mga lalaki at babaeng mag-aaral. Maaaring nagkaroon ng karagdagang daan (access) ang mga babae sa pag-aaral at edukasyon, ngunit nananatili pa rin na naisantabi ang mga babae kung titimbangin ang kanilang kahalagahan sa pamayanan. Pinairal ng kolonyalistang pag-aaral ang isang kaisipan na ang mga babae ay para lamang sa gawaing bahay at ang kanilang kahalagahan ay hindi na hihigit pa rito. Sa pamamagitan ng pag-aanalisa sa layunin ng pagtatag ng mga paaralan, hinabing kurikulum at ilang asignaturang inilag, mababakas na sadyang hindi pantay ang naging pag-aaral at natamong karunungan ng dalawang kasarian.

Kaligirang Kasaysayan: Ang Blueprint ng Pananakop ng Amerika sa Pilipinas

Ang kasaysayan ng pagiging maka-imperyalista ng bansang Amerika ay pinasinayaan sa pagtatapos ng ika-19 dantaon nang tinahak nito ang daan tungo sa digmaan laban sa Espanya. Sa nasabing digmaan, ipinakita ng mga Amerikano ang kanilang bagong tuklas na lakas militar at mithiing maging makapangyarihang bansa sa buong mundo. Sa digmaang Kastila-Amerikano, pinalitan ng mga Amerikano ang mga Kastila sa mga kolonyang sakop nito at isa na rito ang Pilipinas.

Ang pagkapanalo ni Almirante George Dewey sa hukbong dagat ni Patricio Montojo noong May 1, 1898 sa Labanan sa Look ng Maynila (Agoncillo, 1990) ang naging hudyat ng panimula ng pananakop ng mga Amerikano sa Pilipinas. Sa pagsuko ng mga tropang Kastila sa Intramuros noong Agosto 13, 1898, inilipat sa kamay ng mga Amerikano ang pamamahala sa bansa. At noong Disyembre 10, 1898, pormal na nilagdaan ng Amerika at ng Espanya ang Kasunduan sa Paris na nagtatakda sa bansang Amerika bilang bagong mananakop ng Pilipinas. Kasunod nito, noong Disyembre 21, 1898, inihayag ni Pangulong William McKinley ang kanyang Mapagpalang Asimilasyon (Benevolent Assimilation) na naglalayon ng hayagang pag-angkin at pagsakop sa bansa (Agoncillo, 1990).

Alinsunod sa patakaran na sakupin ang Pilipinas bilang kolonya ng Amerika, dinigma ang Pilipinas ng mga Amerikano noong Pebrero 4, 1899 (Agoncillo, 1990). Naging mabilis ang pag-atake ng mga tropang Amerikano at hindi nagtagal, nagapi nila ang tropang Pilipino sa pamumuno ni Emilio Aguinaldo sa Maynila at naitaboy sa mga hangganan ng bawat lalawigan. Naging marahas ang mga Amerikano sa panahon ng digmaan. Gumamit sila ng mga kaparaanang hindi makatao, ilan lamang sa mga ito ang “water cure,” “rope cure” at pagpatay para maisakatuparan ang ganap na kolonisasyon.

Ganumpaman, nabatid ng mga Amerikanong sundalo ang kamalian ng kanilang marahas na taktika, hindi lamang armas ngunit mabisang paraan din ang pagbibigay ng edukasyon upang higit na mapayapa ang mga Pilipino. Napansin ng mga Amerikanong sundalo na isang pagbabagong tanggap ng mga Pilipino ang pagbubukas ng mga paaralan (Gates, 1973). Kasabay ng kanilang pag-atake, nagbukas ng mga pampublikong paaralan ang mga Amerikanong opisyal sa isla ng Corregidor mga ilang linggo matapos ang pagkatalo ni Patricio Montojo kay George Dewey sa Look ng Maynila (Forbes, 1945). Ganito ang naging kadalasang ginagawa sa iba pang bayan na sumailalim sa kanilang kapangyarihang military (Alzona, 1930). Sa Maynila, tatlong linggo matapos itong maokupa, pitong paaralang pampubliko ang agad na binuksan at napailalim sa pangangalaga ni W.D. McKinnon isang paring kabilang sa regimentong Amerikano (Worcester, 1930).

Ang Akto 74: Ang Bumalangkang ng Pampublikong Pag-aaral

Noong Setyembre 1, 1898, unang itinayo ni W.D. McKinnon ang pitong paaralan sa Maynila (McDevitt, 1956). Makalipas ang halos isang taon, noong Hunyo 1, 1899, humalili at hinirang si Tenyente George P. Anderson bilang Tagapamanihala ng Paaralang Panlungsod (City Superintendent). Pagkalipas ng isang taon noong Marso 30, 1900, iniatang kay Kapitan Albert Todd ang naturang posisyon (Worcester, 1930). Sandali lamang ang naging paglilingkod ni Todd, ibinigay sa isang sibilyan ang katungkulan dala ng kagustuhan ni William Howard Taft na magkaroon ng sentralisadong sistema sa edukasyon. Itinakda sa katauhan ni Dr. Fred W. Atkinson ang maging kauna-unahang Direktor ng Edukasyon noong Mayo 5, 1900 (Barrows, 1908).

Nasa kamay ni Fred W. Atkinson ang pangangasiwa sa patakarang pang-edukasyon sa buong bansa. Si Atkinson din ang nagplano ng isang sistematikong operasyon ng mga paaralang pampubliko na itinayo sa buong kapuluan. Ang mga planong ito ang naging batayan ng Akto 74, na naipasa noong Enero 21, 1901 (Manila Times, 1901).

Naglalaman ng 27 probisyon ang kabuuang batas. Batid ng batas ang kahalagahan ng edukasyon sa bansa, ang pagkakaloob ng libreng pag-aaral at ang pormal na paglilipat ng mga Amerikanong sundalo ng kanilang responsibilidad sa pagtuturo sa isang sentralisadong Kagawaran ng Edukasyon (Department of Education). Batay ang paglilipat sa pagtatakda ng isang Pamahalaang Sibil na humalili sa Pamahalaang Militar na nagtagal ng tatlong taon. Pormal na inihayag ang Pamahalaang Sibil noong Hulyo 4, 1901. Kaakibat din ng isang sentralisadong pamamahala sa edukasyon, ang tiyak at malawakang kapangyarihang ipinagkaloob sa Punong Tagapamanihala ng Pampublikong Pag-aaral (Director of Education/Director of Public Instruction).

Bilang pagtalima sa batas, nabuo ang Kagawaran ng Edukasyon at hinati ang buong bansa sa pamamagitan ng mga debisyon. Hindi nagtagal, hinati ang mga dibisyon sa bawat distrito upang higit na masubaybayan ang pag-unlad ng sistemang pang-edukasyon. Nagtakda rin ng mga plano para sa pagpapatayo ng mga gusaling pampaaralan at kasama rin ang mga kurikulum, aklat, at mga kagamitan para sa klase.²

Ang Pagtatayo ng mga Paralan: Layunin at Adhikain

Pormal na naging sentralisado at malawakan ang pag-aaral sa pagpasa ng Akto 74 noong Enero 21, 1901. Nagtatag ng isang pampubliko at malawakang pag-aaral tulad ng primarya, intermidyet at sekondarya. Sa pagtatatag ng mga nasabing paaralan, higit na magandang suriin ang kanilang naging layunin at mga adhikain. Sa pag-aanalisa ng mga dahilan ng pagkakatatag ng bawat paaralan, mababakas ang ilang katotohanang may kaibahan ang naging pag-aaral ng isang lalaki at babaeng mag-aaral sa mga pampublikong paaralan.

Ang Mga Paralang Primarya

Nakabatay sa probisyon ng Akto 74 ang pagtatayo ng mga paaralang primarya. Laman ng nasabing probisyon ng batas ang pagkakaroon ng isang malawakan at pampublikong pag-aaral sa buong Pilipinas. Ang pagbibigay ng programang pang-edukasyon ay upang maiangat ang mga taong sinakop sa antas na magiging kapaki-pakinabang sa mga kolonyalista. Ito rin ang naging papel ng pagtatayo ng primaryang pag-aaral sa Pilipinas, ang maiangat ang mga Pilipino at gawing sibilisado sa pamamagitan ng pagtuturo ng Ingles at ilang kasanayan sa pag-aaral. Higit itong pinatotohanan ayon sa tala ni Dr. David P. Barrows, ang Punong Tagapamanihala ng Edukasyon noong 1908:

The main purpose of the primary schools is to give children a knowledge of letters; it is to make the common people literate in the English tongue. To those who advocate practical instruction, I reply that the most practical thing obtainable for men is a civilized community, and the most desirable acquisition is literacy. Civilized communities are civilized because they are literate. The achievement of letters marks the transition from barbarism to civilization. (p.15)

Bukod sa Ingles, itinuro rin ang mga pangunahing aralin tulad ng heograpiya, kalinisan at ihiyene (sanitation and hygiene), pamahalaan at pag-aaral ng tamang pag-uugali (right conduct). Sa mga asignaturang nabanggit, bukod tanging may dagdag na minuto para sa babaeng mag-aaral ang pag-aaral ng kalinisan at ihiyene at pag-aaral ng tamang pag-uugali (White, 1911). Ito ay nagpapakita lamang ng paghahanda ng mga babaeng mag-aaral sa paglilinis ng bahay at komunidad at tamang pagpapalaki ng magiging mga anak.

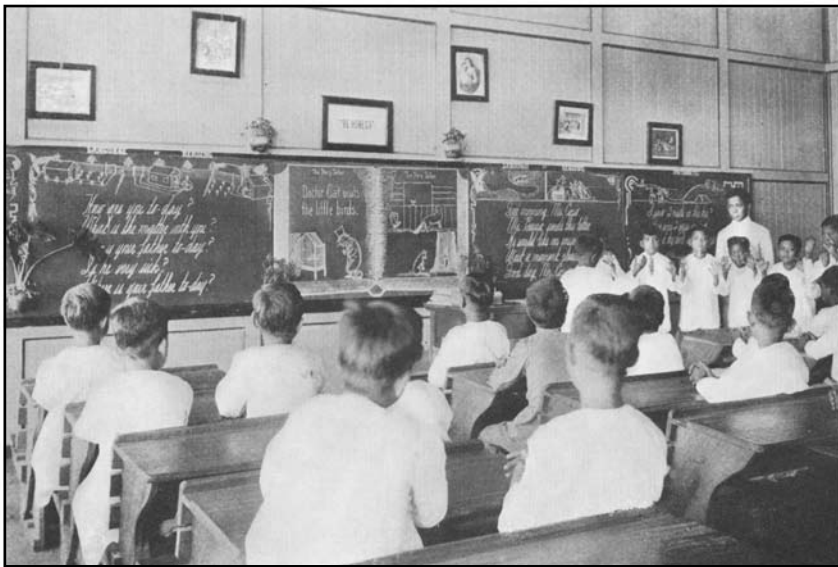
Mabilis na lumaki ang bilang ng mga mag-aaral at mga paaralan sa primaryang antas. Sa katunayan, unti-unting lumaki ang bilang ng mga paaralang primarya mula sa 2,000 noong 1903, sa bilang na 4,121 noong 1911. Bukod sa mga paaralan, lumaki din ang bilang ng mga mag-aaral sa mga pampublikong paaralan. Mula sa inisyal na bilang na 361,955 noong 1907, patuloy itong lumaki ng 529,694 noong 1917. Ayon din sa datos, may bahagyang pagbaba ng bilang noong 1912 at 1913 ito ay dahil sa pagbubukas ng mga natatanging paaralan tulad ng *Philippine School of Arts and Trades*, *Philippine School of Commerce* at mga *Farming Schools* sa mga lalawigan. Kapansin-pansin din mula sa datos, simula noong 1907 hanggang 1911 hindi malinaw ang bilang ng mga lalaki at babae na pumapasok sa mga paaralan. Magkakaroon lamang ng kaibahan sa datos noong 1912, na kung saan hiwalay ng tinitingnan ang datos ng mga lalaki at babaeng pumapasok sa mga primaryang paaralan sa buong kapuluan. Ang higit na kapansin-pansin ay ang maliit na bilang ng mga babaeng mag-aaral kung ihahambing sa mga lalaking nagsisipasok. Pinatutunayan lamang nito na kahit na libre at pampubliko ang pag-aaral, nananatiling mas mahalaga ang pag-aaral para sa mga lalaki at dominante parin ang pagtingin ng lipunan na ang mga babae ay para lamang sa bahay at mga gawaing may kaugnayan dito. Tunghayan ang datos sa Talaan Bilang 1 na nagpapakikita ng bilang ng mag-aaral mula 1907 hanggang 1917.

Talaan Bilang 1
Bilang ng Mga Mag-aaral sa Primaryang Pag-aaral
1907-1917

Taon	Gradong Primarya								Kabuuan
	Una		Ikalawa		Ikatlo		Ika-apat		
	Lalaki	Babae	Lalaki	Babae	Lalaki	Babae	Lalaki	Babae	
1907	244,016		79,249		31,761		6,929		361,955
1908	233,020		81,604		30,899		14,215		359,738
1909	280,816		87,686		35,438		17,795		421,735
1910	275,108		95,177		44,010		18,290		432,585
1911	289,119		99,282		48,125		23,550		460,026
1912	135,578	99,538	55,722	33,743	32,925	15,643	19,325	7,793	400,267
1913	97,324	70,283	44,646	27,481	31,459	15,358	21,083	8,429	316,063
1915	161,901	120,863	65,292	41,723	38,594	19,657	26,490	11,412	485,932
1917	161,769	117,326	74,423	49,170	50,148	27,736	33,031	16,091	529,694

Pinagkunan: *Annual Report of the Director of Education, 1907-1917.*

Mula sa larawan sa ibaba at sa susunod na pahina, matutunghayan din ang realidad ng paghihiwalay ng mga mag-aaral sa mga klaseng kinabibilangan. Magkahiwalay na tinuturuan ang mga lalaki at babaeng mag-aaral.



First-grade class, Santa Clara School, Manila.



CLASSES IN THE LARGE ASSEMBLY ROOM OF THE SAN ANDRES PRIMARY SCHOOL, MALATE, MANILA.
This modern new sixteen-room reinforced-concrete building of standard design has a daily attendance of over 500 boys and girls in the primary grades.

Pinagkunan: *Annual Report of the Director of Education*
Mga karaniwang silid-aralan sa mga pampublikong paaralan
na nagtuturo ng aralin at kasanayan sa Ingles
sa mga Pilipinong mag-aaral

Mga Paaralang Intermidyet

Tatlong taon matapos simulan ang pag-aaral sa primaryang antas, binuo ang ideya sa pagdagdag ng tatlong panibagong grado na nakilala bilang gradong-intermidyet. Nilayon ng mga paaralang intermidyet ang higit na mapalawak at mapagyaman ang kanilang natutunan sa mga unang taon ng kanilang pag-aaral sa mababang primarya (Alzona, 1930). Ito ang pagkakasaad ni Barrows hinggil sa pagkakaroon ng gradong intermidyet noong 1904:

The intermediate course completes the elementary instruction. It aims to give the child an actual practical fitting for life, to equip him for new duties and responsibilities, and to cultivate in him qualities of unselfishness and honor. This course presents at the present time the best field for experiment on new lines and it is here that the results of education upon the race can be studied most profitably. (p. 28)

Noong 1909, naging tiyak ang gampanin ng mga gradong intermidyet upang pagsilbihan ang hangarin ng Amerika sa Pilipinas. Sa mga panahong ito, hinango sa mga gradong pang-gramatika sa Amerika ang mga paaralang intermidyet at dinesenyo ang mga ito na maging praktikal (UNESCO-Philippines Education Foundation, 1953). Naging kapansin-pansin ang pagdiin sa pag-aaral bilang paghahanda sa mga mag-aaral na magkaroon ng trabahong kapaki-pakinabang. Mapapatunayan ito sa mga kurso tulad ng pagtuturo, pagsasaka, pangangalakal,

gawaing bahay at pang-negosyo. Ito ay pangunahin ding mapapatunayan ayon sa pagkakasaad ng *Philippine Review* noong 1915:

Following the primary course is a three-year intermediate course, and knowing that the great majority who enter these courses will stop either at their conclusions or before, an attempt is again made to prepare the student for the life which he will probably follow if he does quit at this period. Farming, trade, domestic science, commercial and teaching courses have been provided in addition to the present courses which, are given in the majority of the intermediate schools of the Islands. These special courses prepare the pupil to become a farmer, cabinet maker, carpenter, machinist, blacksmith, clerk or primary teacher. (p.40)

Unti-unting lumaki ang bilang ng paaralang intermidyet mula 17 noong 1904 sa bilang na 296 noong 1913 (White, 1913). Mula sa nasabing datos, kung ihahambing higit na mas maliit ang bilang ng mga mag-aaral na pumapasok sa mga gradong intermidyet. Ganumpaman, pataas pa rin ng pataas ang bilang ng mga mag-aaral na nagsidalalo dito mula 1907 na may bilang na 4,545 hanggang 1917 na may bilang na 53,192. Tulad din sa primarya, hindi malinaw ang bilang ng lalaki at babaeng mag-aaral sa mga taong 1907 hanggang 1911. Magsisimula lamang noong 1912 ang tiyak na paghihiwalay ng datos para sa lalaki at babaeng mag-aaral. Mula 1912 hanggang 1917, kapansin-pansin ang mas maliit na bilang ng mga babaeng nagsisidalalo sa mga gradong intermidyet kung ihahambing sa mga lalaking mag-aaral. Bukod sa kaunti na ang bilang ng mga babaeng mag-aaral, itinuon pa sila sa mga tiyak na propesyon na kakailanganin ng kolonyal na pamahalaan. Ang ilan sa mga propesyong ito na hinulma para sa mga babae ay ang pagtuturo, gawaing klerikal at gawaing-bahay. Para naman sa mga lalaki ay ang pagsasaka at pagnenegosyo. Tunghayan ang kumpletong datos sa ibaba.

Talaan Bilang 2
Bilang ng Mga Mag-aaral sa Intermidyet na Pag-aaral
1907-1917

Taon	Ika-lima		Ika-anim		Ika-pito		Kabuuhan
	Lalaki	Babae	Lalaki	Babae	Lalaki	Babae	
1907	3,016		1,529				4,545
1908	7,062		4,550		1,857		13,469
1909	7,042		4,569		2,559		14,170
1910	8,431		5,261		3,206		16,898
1911	11,016		6,832		3,852		21,700
1912	9,390	2,974	6,239	1,859	3,899	1,063	25,424
1913	9,439	3,228	7,325	2,187	5,076	1,383	28,638
1915	14,225	4,828	8,457	2,867	6,082	1,698	38,157
1917	17,951	6,960	11,761	4,435	9,046	3,039	53,192

Pinagkunan: *Annual Report of the Director of Education, 1907-1917.*

Ang Paaralang Pang-Sekondarya

Hindi nanatili ang pag-aaral sa mababang antas. Noong 1902, kinumpleto ng sekondaryang pag-aaral ang sistemang pang-edukasyon sa Pilipinas (Cable News American, 1904). Binigyang kapangyarihan ang mga lalawigan na magtatag ng mga paaralang sekondarya batay sa Akto 372 na ipinasa ng komisyon noong Marso 6, 1902 (UNESCO-Philippines Education Foundation, 1953). Pangunahin sa mga layunin, ang paghahanda sa mga Pilipinong mag-aaral na pumasok sa mga kolehiyo at unibersidad sa Amerika (patakarang pensionado).³ Layunin ding itugma ang mga kurso ng mga mag-aaral sa mga tiyak na propesyon at hanap-buhay (UNESCO-Philippines Education Foundation, 1953). Noong 1911, ayon sa punong tagapamanihala ng edukasyon, layunin ng mga sekondaryang paaralan ang ihanda ang mga lalaki at babae bilang pinuno sa lahat ng larangan ng lipunan at pamahalaan (White, 1911). Ito rin ang isinaad ng *The Teacher's Assembly Herald* noong 1913:

The general social function of a school system is two fold. One purpose is to select and train leaders. The other is to raise the mass of the people to the plane intelligent participation in all essential school activities. This latter is the function of the elementary school; the former, of the secondary school and higher. But leaders must be trained for specific service, and it is the duty of these schools to prepare for these specific lines as well as to give the general training which may furnish the foundation for several of them. (p.36)

Mapapansin na naging eksklusibo lamang ang pag-aaral sa sekondaryong antas dahil sa limitadong layunin nito ng paglinang ng mga pinuno sa lahat ng larangan ng lipunan. Sa katunayan, nanatiling maliit ang bilang ng mga sekondaryong paaralan sa Pilipinas mula 35 noong 1904 tumaas lamang ito sa 43 noong 1913 (White, 1913). Ito rin ang obserbasyon ni Frank L. Crone, ang Punong Tagapamanihala ng Edukasyon noong 1915:

To give the great mass of the population a primary education; second, to give an intermediate education to those who will constitute the substantial middle class of the country; and third, to provide secondary and higher instruction for those who are to assume leadership in thought and in action. (p.14)

Mapapatunayan din ang katotohang ito sa maliit na bahagdan ng mag-aaral na nakapasok sa mga pang-sekondaryang paaralan sa bansa. Sa katunayan, hindi umabot ng isang libo ang mag-aaral sa mga sekondaryang paaralan noong 1907, na may bilang lamang na 915. Hindi lubusang lumaki ang bilang nito noong 1913 na may 4,753 na mag-aaral na nagsisidalò. Tunghayan ang datos sa ibaba na nagpapakita ng mga nasabing bilang ng mag-aaral mula 1907 hanggang 1917.

Talaan Bilang 3**Bilang ng Mga Mag-aaral sa Sekondaryang Pag-aaral: 1907-1917**

Taon	Antas								Kabuuang n
	Una		Ikalawa		Ikatlo		Ika-apat		
	Lalaki	Babae	Lalaki	Babae	Lalaki	Babae	Lalaki	Babae	
1907	690		189		36				915
1908	866		326		179		22		1,393
1909	985		491		197		157		1,830
1910	1,423		536		319		177		2,455
1911	1,703		687		312		261		2,963
1912	1,752	319	726	135	416	71	236	34	3,689
1913	2,133	430	945	162	541	89	386	67	4,753
1915	3,200	640	1,313	279	768	103	465	82	6,850
1917	4,833	1,149	1,911	364	1,248	206	822	149	10,682

Pinagkunan: *Annual Report of the Director of Education, 1907-1917.*

Mula sa datos noong 1912 hanggang 1917, kitang-kita ang malaking agwat ng mga lalaki at babaeng nakapag-aral sa sekondaryang antas. Noong 1917, bukod tanging 24% lamang ang babae na nasa unang antas ng sekondaryang pag-aaral, patuloy itong bababa ng 19% at 17% sa ikalawa at ikatlong antas. Bahagya lamang ito lalaki sa 18% sa ika-apat na antas. Kung sadyang inilaan ang sekondaryang pag-aaral para sa paglinang ng mga pinunong mag-aaral para sa lipunan at pamahalaan, pangunahing mababatid na ang pamumuno ay nananatiling teritoryo ng kalalakihan at hindi ng kababaihan.

Sa Talaan Bilang-4, makikita at higit na mapapatunayan ang naging estado ng mga kababaihan sa sekondaryang pag-aaral. Sadyang layunin ng sekondaryang pag-aaral ay ang paglinang ng mga mag-aaral na magsisilbi sa lipunan at pamahalaan. Kaisa rin dito ay ang pagtuturo sa mga mag-aaral upang mapabilang na iskolar na maipapadala sa Amerika. Sa mga Pilipinong nakapag aral sa Amerika sa ilalim ng patakarang pensionado, dalawa lamang ang napuntang babae sa mga tiyak na posisyong pampamahalaan sa pagbalik nila sa Pilipinas noong 1905. Nagsilbi sina Eleanor de Leon sa ilalim ng Kagawaran ng Pampublikong Pag-aaral at Honoria Acosta Sison sa ilalim ng Kagawaran ng Kalusugan. Maliit lamang itong bahagdan kung ihahambing sa napakaraming bilang ng lalaki na naging bahagi ng patakarang pensionado na nadestino sa iba't ibang sangay ng kolonyal na pamahalaan sa Pilipinas.

Talaan Bilang 4
Mga Pensionado Noong 1905
at Listahan ng Ahensiyang Kinabilangan Pagbalik sa Pilipinas

Ahensiya	Pangalan	Pangalan	Pangalan
Kagawaran ng Pampublikong Pag-aaral	Digno Alba Clemente Asturias Jose Batungbakal Conrado Benitez Francisco Benitez Pablo Bueno Jose Maria Cuenco Jose Espiritu	Gregorio Esponola Ludovico Hidorosollo Esteban Ibalio Eustacio Ilustre Eleanor de Leon Roman Licup Francisco Llamado	Sixto Maceda Cenon Monasterial Mariano Mondonedo Jose Nieva Alejandro Santos Emilio Quisumbing Jose Teodoro
Kagawaran ng Pampublikong Gawain	Apolinario Baltazar Carlos Barreto Vicente Fragante Luis Francisco Marcial Kasilag	Fidel Larracas Saturno Lopez Ambrosio Magsaysay Vicente Manalo Rufino Martinez	Lorenzo Onrubio Mateo Roco Antonio Toledo Julian Vallarta Francisco Ycasiano
Kagawaran ng Kalusugan	Jose Bantug Gervacio Cayugan Arturo Garcia Liborio Gomez	Potenciano Guazon Perpetuo Gutierrez Daniel De La Paz	Carmelo Reyes Antonio Sison Honoracia Acosta Sison

Pinagkunan: William Sutherland, *Not By Might*, pp. 91-131.

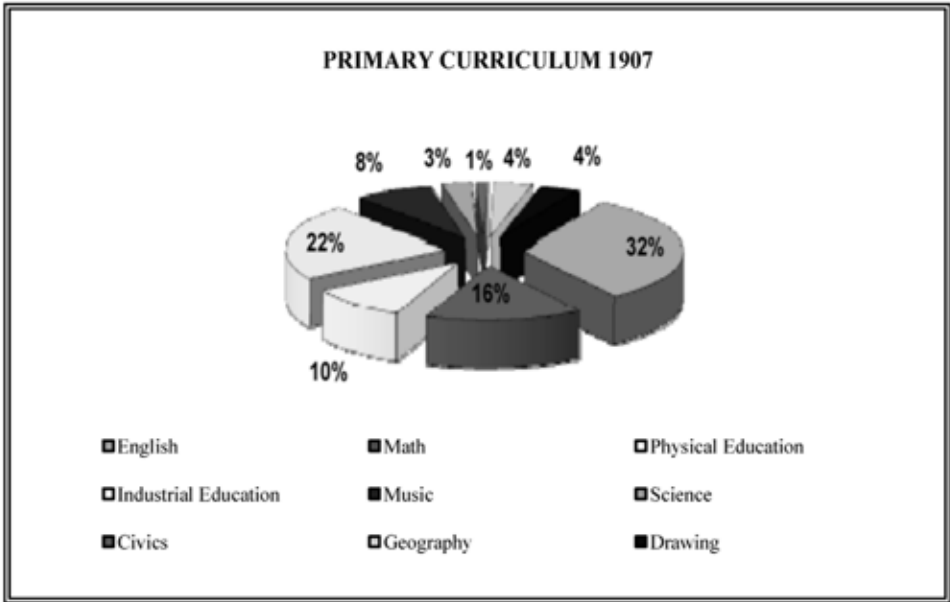
Ang Kurikulum sa mga Paaralan

Bukod sa pagtatakda ng mga layunin sa bawat antas ng pag-aaral, mahalaga rin ang suriin ang bawat kurikulum at asignatura upang higit na mapatunayan ang pagkakaiba ng pag-aaral ng isang lalaki at babae sa mga pampublikong paaralan. Sa mga paaralang primarya, siniguro ang kalinangan sa mga pangunahing asignatura tulad ng Ingles, edukasyong industriyal, kasanayang pangkatawan at pagkamamamayan na dapat taglay ng bawat mag-aaral. Ngunit kapansin-pansin na may kaibahan din ng pokus kung ang mga signaturang ito ay ituturo sa isang babae o sa isang lalaki. Sa mga gradong intermidyet, tiyak at natatanging propesyon ang nilinang, ang ilan sa mga ito ay ang Kursong Pangkalahatan, Kurso sa Pagtuturo, Kurso sa Pagsasaka at Pagtatanim, Kurso sa Pakikipagkalakalan, Kurso sa Agham ng Gawaing Pantahan (Domestic Science).

Kurikulum sa mga Paaralang Primarya

Apat na beses nirebisa ang kurikulum para sa primaryang pag-aaral ito ay noong 1904, 1907, 1910 at 1913. Binalangkas ng Sirkular Bilang 2 ng Kagawaran ng Edukasyon (Fresnoza & Casim, 1957) ang mga pangunahing kurikulum para sa primaryang pag-aaral. Makikita sa talangguhit sa susunod na pahina ang bahagdan na ibinigay sa mga pangunahing asignatura sa mga gradong primarya. Pangunahing pokus ang Ingles na may 32% sa kabuuang oras na inilalaan sa pag-aaral. Pumapangalawa ang edukasyong industriyal na may 22%. Matapos ang dalawang pangunahing aralin, sumusunod ang aritmetika na may 16%, edukasyong

pangkatawan na may 10%, at musika na may 8%. Ang iba pang aralin tulad ng agham, pagkamamamayan, heograpiya, at paglalarawan ay bumubuo sa maliit na bahagdan ng mga asignatura.



Mapagtatanto na Ingles at edukasyong industriyal ang pinakamahalaga sa konteksto ng pag-aaral sa mga gradong primarya kung pagbabasehan ang mga minutong inilaan para sa pag-aaral sa mga ito. Bukod dito, susuriin din ang edukasyong pangkatawan at asignatura sa kasaysayan at pamahalaan upang patotohanan ang pinag-iba ng pag-aaral ng dalawang kasarian sa pagitan ng isang lalaki at babae sa mga panahong iyon.

Ang Pag-aaral ng Ingles

Hindi matatawaran ang kahalagahan ng pagtuturo ng Ingles sa lahat ng antas ng pag-aaral sa panahon ng mga Amerikano. Ngunit kung pagbabasihan ang deklarasyon ng unang Punong Tagapamanihala ng Edukasyon na si Fred Atkinson noong 1900 maaaring mahinuha na ang talagang layunin ng pampublikong pag-aaral ay ang turuan, sanayin at linangin ang mga lalaki at hindi ang mga babae para sa pag-aaral. Ito na rin ang magpapakita kung bakit nanatiling maliit ang bilang ng mga kababaihan sa mga pampublikong paaralan. Ito ang pagkakasaad ni Atkinson noong 1900:

The boy, who in his school days has learned the language of a civilized nation, even if he has learned nothing else, has put himself “en rapport” with civilization. Aside from the practical circumstances of his life, it makes little difference whether he learns English, French, German or Spanish, but it makes a great deal of difference whether he learns French or Tagalog, English or Bicol. The one makes him a citizen

*of the world the other makes **him** a citizen of a province in the Philippine Islands. (p.24)*

Sa aspeto ng nilalaman ng asignaturang Ingles, mapapansin din na sadyang inilalaan na sa isang lalaking mag-aaral ang antas na dapat niyang marating sa pag-aaral. Samantalang sa babae, mapatotohanan na ang edukasyon na kanilang natanggap ay isang paghahanda para lalong matali at manatili sa gawaing bahay. Sa aralin na isinulong ni Padre McKinnon, na nakabatay sa aklat na *The School Reader First Book*, makikita ang pagkakaiba ng pokus ng pag-aaral para sa dalawang kasarian. Sundan ang ilan sa mga aralin na nagpapakita ng ganitong paniniwala na inilimbag ng *Manila Times* noong 1901:

Lesson 17: Do you know Ben Frisk? Ben Frisk is a bright boy of sixteen. Since his first age he has been in the stage. --- How long has he played forth? --- 8 years. --- Did he get many a prize? --- Oh, many. All this time through, he got a fine scrap-book, each page of which had pretty pictures. He is a sage boy and never falls in a rage.

Lesson 18: Emmy, how is your task? --- It is done. --- Is it so? --- Yes, ma, all is done now. The room is dun...(p.2)

Makikita sa aralin-17 ang pagbuo sa kaisipan ng isang lalaking mag-aaral na siya ay dapat maging magaling at matalino sa pag-aaral. Bukod dito, kinakailangan na siya ay maraming patimpalak na nasasalihan at napagwagian. Kung ihahambing sa aralin-18, matutunghayan naman ang estado ng mga mag-aaral na babae na ang pangunahing kasanayan na itinatanim sa isipan ay ang paglilinis at pag-aayos ng bahay. Sa dalawang aralin, nananatiling mataas ang pinag-aralan ng lalaki at nagpapakita ng kahusayan sa pag-aaral (achiever) samantalang, patuloy na nalulugmok ang kasanayan ng isang babae sa pangangalaga at pag-aasikaso ng mga gawaing-bahay.

Edukasyong Industriyal

Sa mga gradong pang primarya, makikita ang epekto ng pag-aaral ng edukasyong industriyal sa mga niyaring kagamitan ng mga Pilipinong mag-aaral sa paglalala ng mga basket, kagamitang kahoy at kasanayan sa pananahi. Noong 1912 higit na pinalawak ang araling ito sa pamamagitan ng pagkakaroon ng isang jornal na tinawag na *The Philippine Craftsman*, na pangunahing pinanggagalingan ng makabagong impormasyon at kaalaman sa edukasyong industriyal sa mga pampublikong paaralan. Isang paraan upang magkaroon ng pagkakataong maibenta ng mga bata ang kanilang niyaring produkto ay ang pagsasagawa ng isang eksibit tuwing buwan ng Pebrero na nakilala bilang *Philippine Carnival*. Bukod sa pagbebenta, naging paraan din ang eksibit upang higit na palawakin ang edukasyong industriyal sa buong bansa. Dinaluhan ng mga mag-aaral, guro at mga opisyal ng Kagawaran ng Edukasyon ang nasabing pagdiriwang (*The Teacher's Assembly Herald*, 1913).

Pumapangalawa ang edukasyong industriyal sa dami ng minutong inilaan ng primaryang pag-aaral. Sa aralin at kasanayang nilinang, makikitang hindi pareho ang paglalaan ng aralin sa isang babae at lalaking mag-aaral. Kung bibigyan ng pag-aanalisa, karaniwang napupunta sa mga lalaki ang aralin na may kaakibat na kita tulad ng agrikultura, gawaing bakal, gawaing kahoy, gawaing kawayan, pagguhit mekanikal at seramika. Samantalang kitang-kita sa mga babae na nananatiling pambahay (domestic) ang kasanayang nililintang sa kanila, ang bukod tanging araling itinuro ay ang pagbuburda ng damit at gawaing pantahanan (Brinx, 1907). Tunghayan ang larawan sa ibaba na nagpapakita ng kasanayan ng mga babae sa pananahi at pagbuburda.

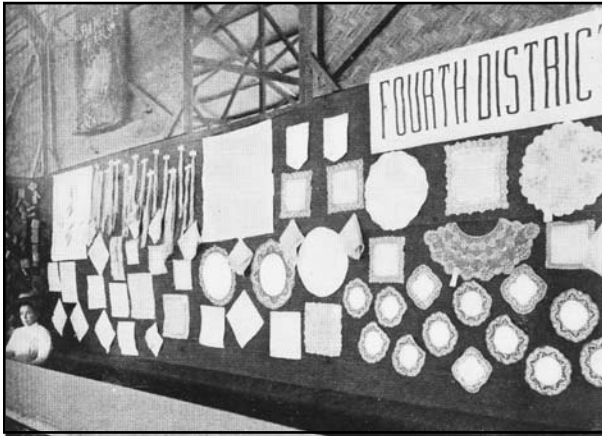


EXHIBIT OF LACE AND EMBROIDERY FROM THE MANILA PRIMARY SCHOOLS.



A CLASS IN EMBROIDERY, SAMPALOC PRIMARY SCHOOL, MANILA.

PLATE XIII.

(Pinagkunan: *Annual Report of the Director of Education*)

Mga produkto ng pagbuburda at ilang mag-aaral sa primarya na nagbuburda

Ang bukod tanging aralin sa edukasyong industriyal na itinuturo sa kapwa lalaki at babae ay ang paghahalaman. Ngunit, maging dito sa araling ito ay magkaiba ang pokus. Ang mga lalaki ay nagtatanim sa mga hardin ng paaralan, na maaaring ipagbili sa merkado, samantalang, ang mga babeng mag-aaral ay may hardin sa bahay na tinataniman na maaaring kainin. Patuloy lamang nito pinalaganap na iba ang oryentasyon ng paghahalaman sa pagitan ng isang lalaki at babae, panghanapbuhay ang isa, samantalang ang isa ay pambahay. Tunghayan ang dalawang larawan sa ibaba na nagpapakita ng ganitong realidad.



School garden, San Andres Primary School, Manila.

(Pinagkunan: *Annual Report of the Director of Education*)



Back-yard garden of a Manila school girl. There are nearly one thousand such gardens in Manila.

Kasanayan sa pagtatanim sa paaralan at sa bahay

Ang Edukasyong Pangkatawan

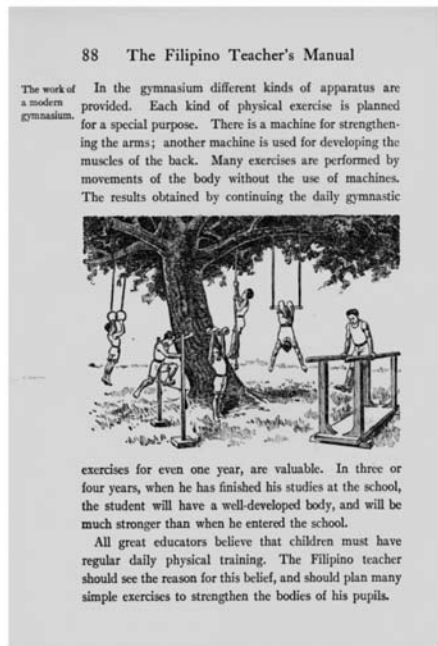
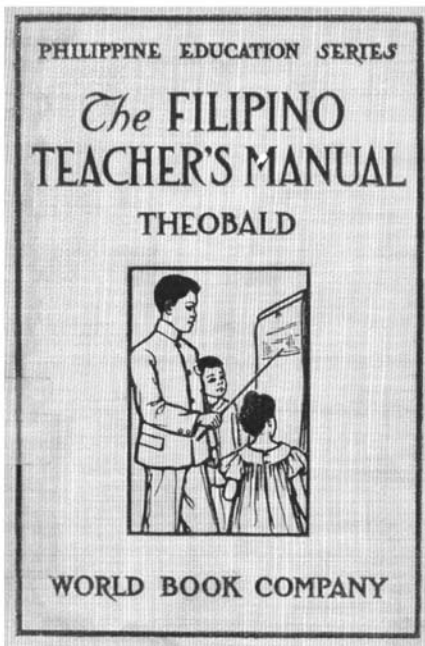
Pumapangatlo ang edukasyong pangkatawan sa mga asignaturang mahalaga sa pampublikong pag-aaral kung pagbabasehan ang mga minutong inilaan. Layunin ng asignatura ang magkaroon ng malakas na pangangatawan ang mga Pilipinong mag-aaral. Noong 1901, napansin na ng mga Amerikanong guro ang kahinaan ng pangangatawan ng mga Pilipino kaya una nilang ibinahagi ang *military drill* at *gymastics* sa mga mag-aaral. Sa unang kurikulum na nilinang sa pag-aaral ng primarya noong 1901, inilaan agad ang asignaturang *physical exercise* at *body training*. Ito ang pagkakasaad ng *Cable News American* noong 1906 tungkol sa *military drill*:

The drill has been of great assistance in preserving order in the schools and upon the school grounds, and in moving pupils in and out of crowded buildings in the shortest possible time. Beyond this the improvement effected in the general physical condition of pupils is gratifying. Three regiments of one thousand boys each are organized, officered and uniformed. Uniforms are not allowed in the school room and are worn upon occasions of a special nature: parades, special drills, etc. Extreme economy has been observed in the selection of this uniform. It consists of the ordinary white school suit with detachable

shoulder straps and chevrons, red, yellow or blue according to the colors of the particular regiments. The shoulder straps and chevrons are for the most part made in the school rooms by the girls and lady teachers and represent a cost of perhaps twenty cents per uniform. A white cap or straw hat completes the outfit. (p.7)

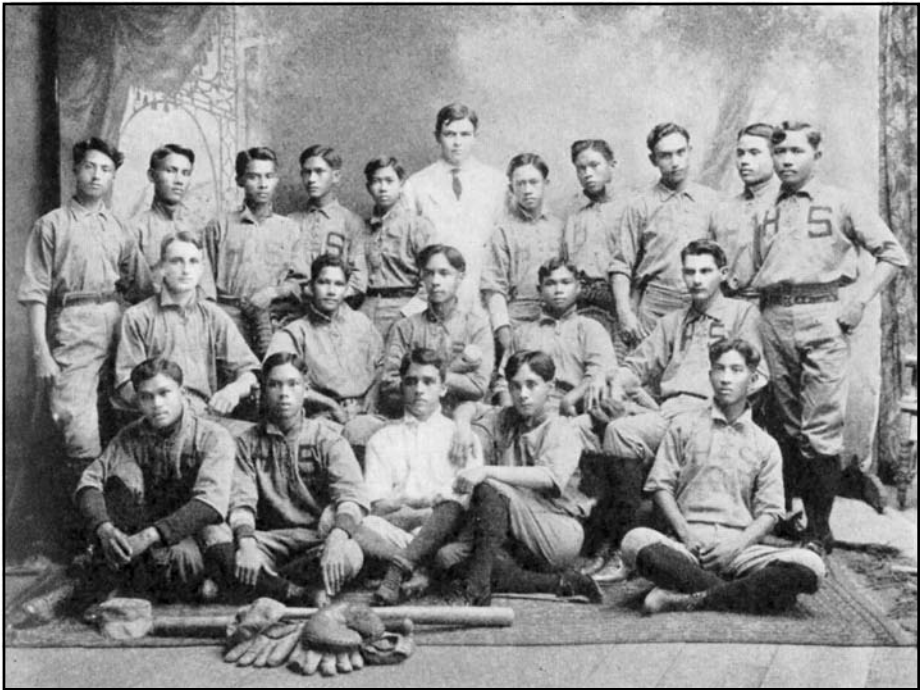
Sa pamamahagi ng *military drill* mapapansin agad ang pinag-iba sa pagitan ng lalaki at babaeng mag-aaral. Ang mga lalaki ay kasangkot sa aktibidad samantalang nalimitahan lamang sa pag-aayos ng kasuotan (uniform) ang mga babae. Nagsilbing taga-tahi lamang sila at katulong ng mga babaeng guro sa mga pampublikong paaralan. Dito makikita ang hatian ng gawain ayon sa kasarian (division of labor) mas nagsisilbing nakakaangat ang sa mga lalaki kung ihahambing sa mga babaeng kamag-aaral.

Sa pagpasok ng 1907, lalong pinaunlad ang kasanayan sa pangangatawan na makikita sa ibinigay na instruksyon sa mga Pilipinong guro (*Filipino Teacher's Manual*) (Theobald, 1907). Pinaunlad ang mga simpleng ehersisyo at *gymnastics* sa mga pampublikong paaralan. Isinagawa ito sa pamamagitan ng paglalagay ng mga makabagong kagamitan pangkatawan. Sa nasabing kasanayan, higit ding makikita ang mas malawak na partisipasyon ng mga lalaki, habang nagpapalakas ng katawan ang mga ito ang mga babae naman ay nagsasagawa ng pananahi at pagbuburda. Tunghayan sa ibaba ang nasabing intruksyon sa mga Pilipinong guro at ilang pahina na nagpapakita ng kasanayang pangkatawan ng mga lalaki lamang.



(Pinagkunan: American Historical Collection- Ateneo De Manila University)
Filipino Teacher's Manual by H.C. Theobald

Bukod sa simpleng ehersiyon na ginagawa sa bawat paaralan, ipinakilala rin ng mga Amerikano ang ilang larong pampalakasan tulad ng *basketball*, *baseball*, *volleyball*, at *athletics*. Hindi nagtagal ay mas pinalawak ang mga paglalaro nito na umabot sa bawat lalawigan ng bansa. Nagkaroon ng mga palaro at paligsahan ang ilang halimbawa rito ay ang *Manila International Athletic Association*, *Bicol Meet*, *Inter-Visayan Meet*, *Central Luzon Meet* at mga natatanging liga tulad halimbawa ng *baseball* na isang sikat na isport noon. Mga liga tulad ng *Manila Carnival* at mga palaro sa mga lalawigan ng bansa (White, 1911). Sa mga paligsahang ito, hindi hihigit ang partisipasyon ng mga babae sa antas intermidyete at kadalasan puro lalaki lamang ang sumasali at nakikisangkot sa mga paligsahang ito. Tunghayan sa ibaba ang larawan na nagpapakita ng isang halimbawa ng pakikilahok ng mga lalaking mag-aaral sa sekondarya sa larong *baseball*. Ang *baseball* ay isang halimbawa ng mga laro na isinasagawa sa buong kapuluan.



MANILA HIGH SCHOOL BASEBALL TEAM, 1910.

(Pinagkunan: *Annual Report of the Director of Education*)

*Ang baseball team na kinabibilangan
ng mga sekondaryong mag-aaral ng Maynila*

Mga Aralin sa Kasaysayan at Pampamahalaan

Magka-kambal ang aralin sa kasaysayan at pampamahalaan na itinuturo sa mga paaralang primarya at intermidyet. Karaniwang ginagamit para sa araling pangkasaysayan ay ang dalawang aklat na pinamagatang, *The Story of the Philippines* na isinulat ni Adeline Knapp (1903) at *A Short History of the Philippines* ni Prescott Jernegan (1904). Para naman sa asignaturang pampamahalaan pangunahing ginamit ang aklat na pinamagatang, *Civil Government in the Philippines* na isinulat ni Dudley McGovney (1903).

Ang mga aklat na ito ay batay na rin sa kautusan ni Pangulong McKinley sa mga komisyon na ituro sa mga Pilipino ang kasaysayan ng Amerika partikular na ang pulitika at pamamalakad nito (Barrows, 1904). Naging papel ng mga mababang paaralan, partikular na ang mga nagtapos ng gradong intermidyet para maihanda ang mga mag-aaral para sa karapatan nilang bomoto. Ito ang pagkakasaad ng pahayagang *Manila Times* noong 1905:

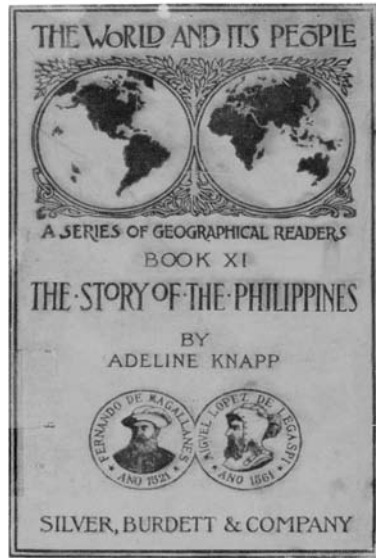
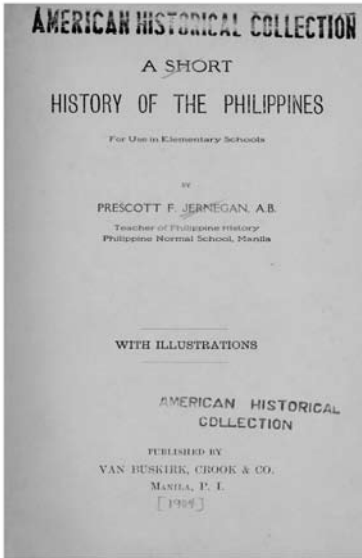
Dr. Barrows, superintendent of the Bureau of Education, to give these pupils adequate instruction in civics and politics, which he deems are necessary, he has adopted a course of instruction for them which will embrace the following subjects: 'Government of the Philippine Islands, in which a thorough course will be given based upon McGovney's civil government in the Philippines; a study of the Municipal Code; the act of Congress of July 1, 1902; the instructions of President McKinley to the Philippine Commission and other notable papers dealing with the government and politics of the islands under American rule. Other subjects include Government in the United States; Colonial Governments of European States; and Parliamentary Law and Party Organization.

These subjects will hereafter be made a matter of instruction in the public schools in the belief that more knowledge of practical politics is needed, and, in giving such instruction, it will be the constant aim of the teacher to develop in the pupils an understanding and appreciation of what good government is, the advantages of stable order, of peaceable appeal to legal methods for the redress of wrongs, of the proper respect for individual rights, and for the rights of society, and for loyalty to the existing system of government in the islands. (p.8)

Pangunahing isinulong ng mga aralin sa kasaysayan at pampamahalaan ang paghahanda sa mga Pilipino bilang mamamayang kolonyal. Ngunit mababatid pa rin kung ano ang posisyon ng mga kababaihan sa lipunang ito. Hindi kalahok ang mga babae sa pagboto at pagpili ng kanilang magiging kandidato o pinuno ng lipunan. Nananatiling panlalaki ang estado ng pulitika at pamamahala. Noong 1937, sa

panahon ng Komonwelt ni Pangulong Manuel L. Quezon, binigyan ng pagkakataon ang mga babae na bomoto at madinig sa larangan ng pulitika at pamamahala.

Ang dalawang aklat na matutunghayan sa ibaba ay ginamit sa aralin sa kasaysayan at pampamahalaan sa mga unang taon ng pananakop ng Amerika sa Pilipinas.



(Pinagkunan: *American Historical Collection- Ateneo De Manila University*)

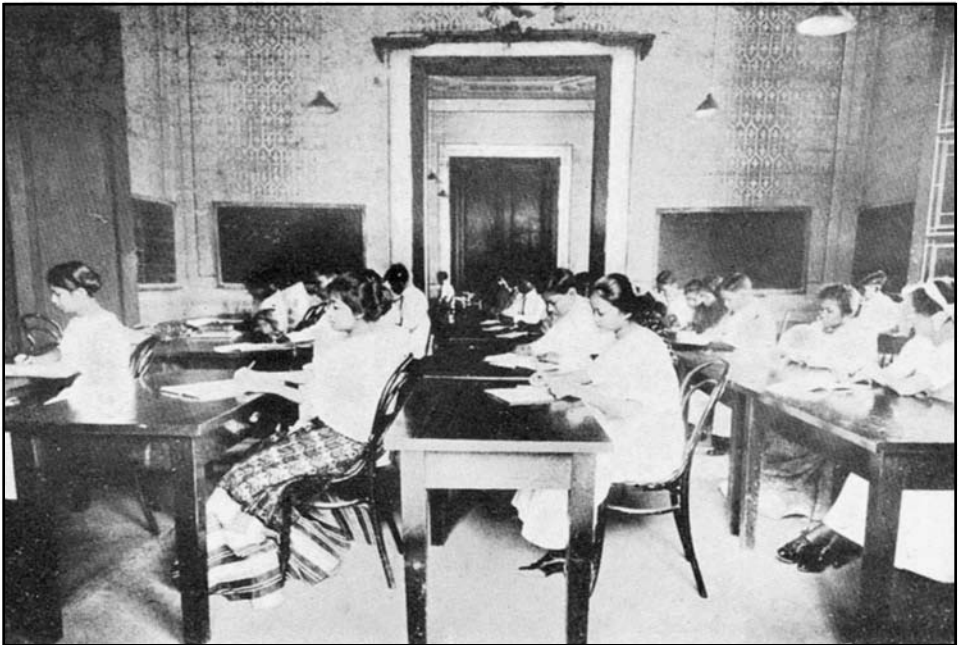
Kurikulum sa mga Paaralang Intermydet

Naging kakaiba ang kurikulum at mga aralin sa gradong intermydet sa bansa. Bukod sa pananatili ng mga pangunahing aralin, mababakas ang paggamit sa ganitong antas ng pag-aaral sa paglinang ng mga tiyak na kurso. Sa mga unang taon, nagsilbi ang mga aralin sa intermydet bilang pagpapalalim sa mga asignaturang natutunan ng mga mag-aaral sa gradong primarya. Mapapatunayan ito noong 1904, sa binuong kurikulum para sa pag-aaral ng gradong intermydet na may apat na pangunahing asignatura (Barrows, 1908). Tulad ng sa primaryang pag-aaral nanatili ang pag-aaral ng Ingles, aritmetika, heograpiya at panlipunang kaalaman. Mababago lamang ang asignatura sa ika-anim na grado sa pagpalit ng asignaturang pampamahalaan sa heograpiya. Patuloy pa rin ang pagdiin sa kahalagahan ng Ingles sa pag-aaral ng mga mag-aaral. Binigyang diin ang kahalagahan ng isang praktikal na kaalaman (UNESCO-Philippines Education Foundation, 1953).

Noong 1909, ginamit ang kurikulum sa intermydet ayon sa itinakdang layunin ng paggamit sa edukasyon bilang paglinang sa mga propesyon mahalaga sa pamahalaang Amerikano. Naging kakaiba ang pag-aaral, dahil na rin sa pagtakda ng anim na kurso. Ang mga kursong hinubog ay ang Kursong Pangkalahatan (General Curriculum), Kurso sa Pagtuturo (Teaching Kurikulum), Kurso sa Pagsasaka at Pagtatanim (Farming Curriculum), Kurso sa Pakikipagkalakalan (Trade Curriculum), Kurso sa Pangnegosyo (Business Curriculum) at Kurso sa Agham ng Gawaing Pantahan (Domestic Science).

Muling binago noong 1913 ang kurikulum ng 1909, ngunit kung pag-aaralan minimal lamang ang pagkakaiba nito. Ang tanging kaibahan ay ang pagbaba ng mga minutong inilaan sa bawat kurso ng pag-aaral (Crone, 1914).

Nananatiling panlalaki ang Kurso ng Pagsasaka na tumatagal ng tatlong oras bawat araw. Pangunahing kasanayang nilinang para sa mga lalaking mag-aaral ay ang paghahalaman, pagtatanim ng mga punla at paggamit ng wastong kagamitan sa pagsasaka. Ang ilang kursong nanatiling panlalaki ay ang Kurso sa Pangnegosyo at Kursong Pangkalahatan. Para naman sa mga babae nananatili ang Kurso sa Pagtuturo, Kurso sa Pakikipagkalakalan at Kurso sa Agham ng Gawaing Pantahan (Domestic Science). Sakop ng Kursong Pakikipagkalakalan ang pagsusulat, pagmamakinilya, bookkeeping, pagbabaybay at pagdidikta mga halimbawang gawain na sinasabing pangbabae lamang (Barrows, 1909). Bukod dito, matutunghayan sa Paaralang Pang-Komersyo ng Maynila ang isang tipikal na klase sa takigrapiya na binubuo ng mga babaeng mag-aaral. Tunghayan ang larawan sa ibaba na nagpapakita ng isang tipikal na klase sa takigrapiya (stenography).



CLASS IN STENOGRAPHY AT THE PHILIPPINE SCHOOL OF COMMERCE, MANILA.

The demand for stenographers and clerks is so great that most students of the School of Commerce receive business offers long before graduation.

(Pinagkunan: *Annual Report of the Director of Education*)

*Isang tipikal na klase sa takigrapiya
sa paaralang pang-komersyo sa Maynila*

Sa Kurso sa Agham ng Gawaing Pantahan (Domestic Science), pangunahing naging pokus dito ay ang kasanayan ng mga babae. Unang isinagawa ang pagbalangkas nito noong Enero 3, 1905, sa pangunguna ni Bb. A.W. Fergusson. Pangunahing layunin ay ang linangin at turuan ang mga batang babaeng mag-aaral sa mga gawaing bahay sa pamamagitan ng aktwal na karanasan sa loob ng isang modelong bahay. Mga praktikal na kaalaman tulad ng tamang pagluluto, pangangalaga ng mga silid tulugan, pagsasaayos ng lamesa sa hapag kainan, pangangalaga ng mga bata, pag-aasikaso sa may sakit at makabagong pamamaraan ng pananahi.

Bukod sa paglinang ng mga babaeng bihasa sa gawaing bahay, binago rin ng kurso ang mga pag-uugali at pamamaraan ng mga Pilipino sa isang sistemang maka-Amerikano. Binago ang sistema ng pamumuhay sa loob ng mga tahanan. Mga paraan tulad ng pagluluto, paghahanda ng hapagkainan, paraan ng pagkain, gamit sa pagtulog at maging simpleng pamamaraan ng pagiging malinis sa katawan. Matutunghayan sa ipinalaganap na Kurso sa Agham ng Gawaing Pantahanan noong 1908, ang pagdiin sa mga kasanayan ng mga babaeng mag-aaral na makikita sa kanilang pangangalaga ng mga tahanan. Isang halimbawa dito ay ang binagong pamamaraan ng paglalaba na kung saan pinapakulo ang mga damit, paggamit ng sabon at tamang pagkusot. Isa ring pagbabago ang pagsusuot ng mga damit tulad halimbawa ng *duster*, *apron* at paglalagay ng mga *bedroom furniture* at *table linen*. Ngunit marahil ang pinakamalaking pagbabago ay ang pagpapakilala ng bagong pagkain at pamamaraan ng paghahanda o pagluluto nito. Ang ilang halimbawa nito ay ang *cereals*, *soups*, *cookies*, *doughnuts*, *salads*, *bread puddings* at mga *cakes* (*Domestic Science*, 1908). Ang katotohang ito ay pangunahing nabatid din ng pahayagang *Cable News American* noong 1906:

In the manner of cooking, eating and sleeping perhaps the greatest changes have been brought. First of all, pigsties and chicken roosts are being removed from the kitchen, better facilities for cooking are being substituted for the old ones, dining tables, with tablecloths, are gradually coming into daily use, and the practice of eating the food from the floor is becoming less common than formerly. The practice of the whole family eating from one common dish is being discontinued in many families, and greater is being made of knives, forks, and spoons. Where it is possible, the family occupy two or more sleeping-rooms instead of the one large one, as was formerly the custom. And the people are learning the desirability of using beds instead of the floor. For sleeping purposes. Nor are all the windows of the bedroom closed tightly at night, as was formerly the case. Thanks to lesson learned in hygiene classes, the children are persuading their parents to pay more attention to the matter of ventilation. (p.8)

Tunghayan ang larawan sa ibaba ng pahina na nagpapakita ng kasanayan ng mga babaeng mag-aaral sa Kurso sa Agham ng Gawaing Pantahan (Domestic Science). Sa larawan ay may laboratoryo (model home) ang mga paaralan na kung saan matatagpuan ang mga karaniwang gamit sa tahanan, sinasanay at tinuturuan ang mga babae sa tamang paggamit at tamang pangangalaga ng isang karaniwang bahay.



(Pinagkunan: *Annual Report of the Director of Education*)

Mga kasanayan sa kurso sa Agham ng Gawaing Pantahanan na nililintang sa mga pampublikong paaralan

Sa Kurso sa Agham ng Gawaing Pantahan, hindi maikakaila ang mababang tingin ng mga Amerikanong edukador sa estado ng ating mga kababaihan. Sadyang nilinang ang kurso para magsilbi ang mga babaeng mag-aaral sa larangan ng pagsisilbi at pagiging mga kasambahay. Gaya ng pagkasasaad ng *Manila Times* noong 1905:

Incidentally such instruction will raise up among those who choose domestic service as a means of livelihood after leaving school, a superior class of servants and, with a registry bureau which will be of later organization, will be of great reflex value to the householders in the Islands. (p.5)

Lubos din itong pinatotohanan ng Punong Tagapamanihala na si Frank White, ayon sa kanya, malaki ang naitulong ng kurso sa pag-unlad ng mga bihasang manggagawa. Mga babae na may kasanayan sa pananahi, pagluluto, at paglalaba. Mga kasanayan na kakailanganin upang maging maayos at matatatag ang bawat tahanan at lipunan bilang kabuuan. Ito ang pagkakasaad ni White noong 1910:

It is believed that in time this plan will result in the development of a large body of skilled workers who will be able not only to improve the facilities and attractiveness of the home, but also to promote local industries which will enter into the world's trade. (p.29)

Paglalahangom

Bahagi na ng ating kasaysayan ang pakikipagtunggali ng mga kababaihan para matamo ang isang mataas na antas ng edukasyon at pag-aaral. Sa panahon ng kolonyalistang Espanyol, nalimita ang kanilang pag-aaral hanggang sa antas primarya. Naging makasaysayan ang liham ng mga kababaihan ng Malolos dahil sa kauna-unahang pagkakataon nilayon ng mga kababaihang Filipina na makapag-aral at magtatag ng panggabing paaralan. Sa pagpasok ng bagong mananakop sa bansa, ipinairal ng mga Amerikano ang isang pag-aaral na libre, sekular at pangkalahatan. Pinalalim din ang mga aralin at inilatag ang mga pangunahing asignatura tulad ng Ingles, edukasyong industriyal, edukasyong pangkatawan at aralin sa kasaysayan at pampamahalaan. Nagtayo ng mga paaralan sa iba't ibang antas ng pag-aaral mula sa intermidyet, primarya, at sekondarya. Sa unang tingin, mukhang maganda ang bagong balangkas ng pag-aaral at edukasyon ng mga Amerikano sa Pilipinas.

Sa pagtatayo ng mga paaralan, mababakas ang ilang realidad na umiiral pa rin ang hindi pagkakapantay-pantay ng mga lalaki at babae sa pag-aaral. Kung susuriin ang bilang ng mga paaralan sa primarya, intermidyet at sekondarya, kapansin-pansin ang mas mababang bilang ng mga babaeng mag-aaral kung ihahambing sa bilang ng kalalakihan. Bukod pa rito, makikita rin sa paghubog ng mga pangunahing kasanayan at pagtatakda ng mga aralin sa mga paaralan ay higit na nakakaangat ang mga lalaki kung ihahambing sa mga babaeng kamag-aral.

Sa intermidyet binuo ang ilang kurso na nagtatakda ng trabaho at propesyon ng mga mag-aaral. Ang ilan sa mga kursong ito ay ang Kursong Pangkalahatan, Kurso sa Pagtuturo, Kurso sa Pagsasaka at Pagtatanim, Kurso sa Pakikipagkalakalan, Kurso sa Pangnegosyo at Kurso sa Agham ng Gawaing Pantahan. Mula sa mga kursong nabanggit, nanatiling kurso para sa mga babae ang pagtuturo, pakikipagkalakan at gawain at pangangalaga ng bahay.

Sa sekondaryang pag-aaral, kitang-kita rin na iilan lamang ang babae na nakatungtong sa mga paaralang ito. Bukod pa dito, mula sa datos noong 1905, tanging dalawang babae lamang ang nakasali sa patakarang pensionado na nanilbihan sa mga sangay ng kolonyal na lipunan. Kung ang sekondaryang antas ay nilinang upang hubugin ang mga mag-aaral sa gawaing administratibo at pamamahala, walang duda na ang pamumuno at ang mga posisyong may kaugnayan dito ay nakalaan lamang para sa mga kalalakihan.

Higit lamang pinairal ng maka-Amerikanong pag-aaral ang dikotomiya at paghihiwalay ng gawain (gender division of labor) batay sa kasarian sa karunungan at edukasyon na makikita pa rin hanggang ngayon. Bukod pa rito, ibinalabal din ng pag-aaral ang mentalidad na higit na nakakaangat ang isang lalaki, higit sa kakayahan at karunungan ng isang babae, na ang isang lalaki ang nagtrabaho at nagiging pinunong panlipunan, samantalang ang mga babae ay nanatiling nakatali sa bahay at mga gawaing may kaugnayan dito. Ang adhikain ng mga kababaihan ng Malolos para sa edukasyon ay nagpatuloy sa panahon ng pananakop ng Amerikano sa bansa. Ang kanilang mithiin para sa ganap na karunungan na kung saan ay pantay-pantay ang dalawang kasarian ay nagpapatuloy pa rin na isang hamon hanggang sa kasalukuyang panahon. Isang balintuna na ang pag-aaral at edukasyon, sa halip na makamulat at manggising ng kamalayan ay nagsilbing bulag sa paglalahad ng katotohanang hindi pantay ang karunungan natamo ng dalawang kasarian sa edukasyon at pag-aaral.

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¹ Ito ay hango mula sa liham ni Rizal sa mga kababaihan ng Malolos na isinulat noong Pebrero 22, 1889, batay na rin sa kahilingan at mungkahi ni Marcelo H. del Pilar. Pinarangalan ni Rizal ang mga ito dahil sa kanilang katapangan at katatagan ng imungkahi nila sa pamahalaang Kastila ang pagbubukas ng isang paaralang panggabi. Sinasabing radikal at mapangahas ang hakbang na kanilang ginawa dahil bago rito ang mga kababaihang Filipina ay karaniwang nakakapagtapos lamang ng antas primarya.

² Batay ito sa Seksyon 1, 2, 3e, 20 at 21 ng Akto 74.

³ Matutunghayan sa dalawang artikulong may pamagat na, “Higher Education of Filipino,” *Cable News American* (Agosto 5, 1903), p.1 at artikulong “Preparation for College,” *Cable News American* (Marso 24, 1904), p.6, ang paghahanda para sa mga Pilipinong mag-aaral dahil na rin sa pagpapatayo ng Unibersidad sa Pilipinas.

Students' Perception of the Effectiveness of Highly Rated Tertiary Instructors

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Abstract

This qualitative study explored the effectiveness of highly rated instructors as perceived by the students. The central phenomenon addressed in this study revolved on the characteristics and teaching effectiveness of the highly rated instructors, and the classroom experiences and self-improvements of their students. Focused group discussions were conducted among five groups of students. Results reveal that the effective teachers possess favorable traits, pedagogical knowledge and content in their classroom teaching. Their effectiveness and the classroom experiences they provide to students were also found to be linked to their characteristics. Findings also show that the students' classroom experiences were mostly positive than negative and that students reported to have improved resulting from the instructors' effectiveness.

Introduction

Studies about the effective teacher have been investigated by different researchers. Results generally reveal that an effective teacher or instructor is someone who has a good rapport with students (Catt, Miller, & Schallenkamp, 2007), provides positive emotional experiences and teacher support (Meyers & Turner, 2006), and provides feedback to students about one's performance (Phelan, 1992; Ursano, Kartheiser, & Ursano, 2007). In terms of competency, the qualities considered to indicate teaching effectiveness center on communication (Taranda & Clarke, 2004; Springer, Morganfield, & Diffily, 2007; Catt, Miller, & Schallenkamp, 2007), goal identification (Ursano, Kartheiser, & Ursano, 2007; Springer, Morganfield, & Diffily, 2007). In addition to these, teacher quality is also found to be anchored on degree attainment, certification, and experience (Strunk & Robinson, 2006).

Such findings suggest that effective teachers are not only characterized by traits reflecting competency. Effective teachers are also defined by other traits that show good interpersonal relations and communication. Utilizing the qualitative approach, this current study investigated the students' perception of the characteristics, experiences, and teaching effectiveness of tertiary instructors who are recognized as exemplary instructors in a particular academic institution. The study also looked at the perceived improvements of the students resulting from the instructor's effectiveness in teaching.

Since students are the direct recipients of teaching, the students' perceptions are deemed to be valid because their perceptions may reflect the realities of teachers' effectiveness in facilitating learning in the classroom. Thus, they can provide insights about the teaching effectiveness and present very specific features of their instructors' strongest assets.

The tertiary instructors referred to in this study are those who were awarded the teaching chair, an award that is based on the teacher's evaluation rate from students, the academic chairperson, and college dean, and attendance to the school's obligatory functions. The whole evaluation process in selecting the teaching chair awardees is largely objective and quantitative. In addition, only the fulltime permanent faculty is given the opportunity to earn this recognition, which may pose as a limitation in honoring and identifying other instructors who also exemplify good teaching skills and teacher-student alliance. From a modest number of fulltime faculty pool, almost the same professors earn the award from year to year.

It is therefore worthwhile to look into the teaching qualities possessed by these instructors in order to see what makes them effective instructors from the students' vantage point. Through this study, the specific characteristics of the instructor, student experiences with the instructor, and improvements on the part of the student shall be discussed with more depth which would hopefully provide a more detailed profile of the instructors' effectiveness in the classroom. The qualitative approach will enable the researcher to understand and reveal the students' perceptions more deeply and could probably lead to more novel and unique findings.

Characteristics of effective teachers

A vast set of literature presents various aspects of teacher effectiveness which was addressed in studies that focused on revealing the characteristics of an effective teacher and classroom learning. Quite recently, Wang, Gibson, & Slate (2007) conducted a study utilizing a mixed-methods design. They explored the effectiveness of instructors from the college students' point of view. The researchers took Wimberly, Faulkner, and Moxley's (1978) criteria for an effective teacher and regarded this as their basis for assessing the instructor. The dimensions of teacher effectiveness covered the following: considers students' rights and needs, contributes to intellectual growth, evaluates students' performance fairly, command of the subject, stimulates students, professional integrity, sets course objectives, and transmits subject matter. Results from Wang, Gibson, and Slate's (2007) study show that students considered a teacher to be effective when the teacher uses a variety of teaching methods and when teachers show concern for students. Qualitatively, the researchers also discovered twenty four (24) dominant themes from the stories students narrated in response to two open ended questions. The themes include: female teacher, male teacher, helping, teaches well, motivating, teaches for understanding, service, explains material well, caring, communication, fun, good attitude, builds relationships, uses different modalities, challenges students, makes learning interesting, passion, high school teacher, involving, being understanding, friendly, being respectful, and being fair.

Likewise, a study also reveals that a good instructor is someone who has a good rapport with the students, can deliver well, displays fairness, has a good grasp of knowledge, has credibility, and is organized. More importantly, the effective instructor is described as a person who can communicate and can keep students involved at all times (Catt, Miller, & Schallenkamp, 2007). Teacher effectiveness is also reflected on the students' performance. Some indicators of the effective teaching

process are the students' test scores, improved performance, and development (Haskin & Loeb, 2007). More cognitively, the effective teacher places importance on goals or instructional goals (Ursano, Kartheiser, & Ursano, 2007), and instructional strategies (Springer, Morganfield, & Diffily, 2007).

In another study that explored the good teacher and the supposed characteristics of the teaching alliance, which is simply defined as the teacher-student relationship, Ursano, Kartheiser, and Ursano (2007) learned that the qualities of a good teacher cover characteristics such as giving feedback, providing relevant learning, being active and engaged, acting as mentor, doing perspective taking, and letting students identify what they feel they need to learn. Furthermore, the teaching alliance is defined by three characteristics. First is the teaching alliance itself which is centered on tasks, goal identification, and attitudes. Second is imparting knowledge in the best interest of the learner. Third is the students' agreement to learn. This study also brings forth the musts of the teaching alliance which requires the teacher to establish learning contexts, to communicate with students, and identify impediments to learning if there are any.

Classroom experiences

Regarding classroom experiences, Meyer and Turner (2006) claimed positive emotional experiences is a must in the classroom and that positive teacher support need to be present in the classroom environment in order to engage students in learning. Such positive experience is found to be necessary for motivation to learn and interactive instruction. They generally concluded that emotion is a generative factor in learning and motivation. Springer, Morganfield, and Diffily (2007) investigated the actual and the preferred classroom experiences of students and teachers. Results disclose that education standards set by the state are not preferred by students but are strongly preferred by the teachers. These concern pedagogical competencies such as instructional goals and strategies, classroom atmosphere and management, communication, student engagement, assessment, diversity, and technology. Student preferences were not totally aligned with the principles of effective teaching, and both students and teachers exhibit considerable diversity of beliefs about effective teaching.

Ineffective teachers

On the other hand, a study conducted among secondary school principals dealt with ineffective teachers. The study instead determined the characteristics considered by most school principals to be ineffective among teachers. The most frequently perceived qualities were deficiencies in components of pedagogical knowledge. This included lesson-implementation skills, ability to establish rapport with students, and classroom-management skills, and lesson-planning skills. Results showed however that deficiency in content knowledge was the least perceived characteristic of an ineffective secondary school teacher (Torff & Sessions, 2005). Likewise, Ursano, Kartheiser, and Ursano (2007) also identified barriers to the teaching alliance. These are dependence, transference, competition, teacher's negative feelings toward a disruptive student, expectations of shame on the part of the student, and anxiety.

The studies mentioned reveal a variety of indicators and qualities defining the effective or the good classroom instructor. However, the studies did not specifically explore whether teachers or instructors whom academic institutions regard as outstanding, excellent, or exemplary instructors truly exemplify the qualities and characteristics expected of highly rated instructors. The perceptions derived from both quantitative and qualitative analysis relied on students' preferences and beliefs about an instructor whom they personally judge to be good and effective regardless of the actual skills of the teacher.

Conceptual Framework

The characteristics of an effective instructor include qualities ranging from personal traits to instructional skills and competencies. These traits are implied in the dimensions of teacher effectiveness (Wimberly, Faulkner, & Moxley, 1978 cited in Wang, Gibson, & Slate, 2007) and the various themes that have emerged from students' account of their teachers (Wang, Gibson, and Slate, 2007). These cover characteristics such as being considerate, intellectually stimulating, fair, motivating, concerned about course objectives, and transmitter of subject matter. Given these descriptions of an effective instructor which were derived from both quantitative and qualitative methods of investigation, the students' perspective regarding instructors' effectiveness could make the aforementioned characteristics more meaningful and explanatory. Students' perception of classroom instructors is considered to be valuable or important since students are the direct recipients of the instructor's skills and expertise in the classroom. Students form their perceptions about their teachers as they observe or witness how their instructors facilitate learning in the classroom.

The students' exposure to instructors will enable them to gain perceptions about their instructors' efficiency as a transmitter of knowledge and skills. Thus, being directly exposed to course instructors teaching skills, it could be therefore said that teachers or instructors really have an impact or influence on the students' lives (Wang, Gibson, & Slate, 2007). In fact, a particular study also showed that positive emotional experiences in the classroom and positive teacher support (Meyers & Turner, 2006) motivate students to perform in class. This belief about the teacher's influence over students' lives justifies why student views and perceptions are essential in further understanding what makes a teacher effective, the self-improvements of students resulting from instructors' effectiveness, and the classroom experiences of students with effective instructors.

To examine the issues at hand, a qualitative approach is viewed to be a suitable method to elicit responses with more depth and details since qualitative inquiries are said to be advantageous as it unearths an insider's perspective (Klassen & Lynch, 2007). Through this, more distinctive themes and trends could surface to characterize instructors or teachers who are judged to be exemplary by a credible body of academicians.

Teaching effectiveness is gauged by students based on the observation of three major criteria covering planning and preparation, classroom environment, and

instruction. From the school administrators' end, the criteria for effective teaching include teacher characteristics, teaching procedure, and classroom management. On the other hand, teacher performance and professional evaluation is also rated in terms of academic function, professional growth, professional traits, and data record (St. Scholastica's College-Manila Faculty Manual, 2007).

Recognitions and/or awards are granted to faculty members who exhibit exemplary performance. College faculty members who earn superior ratings in the college teacher's evaluation and teaching effectiveness are recognized through the teaching chair award. The recipients of this award are faculty members who have garnered an above average overall teaching performance for the past three consecutive years. In addition to these objective ratings, the recipient should have also earned a permanency status and should have consistently shown commitment and dedication in the fulfillment of obligatory functions prescribed by the administration (St. Scholastica's College-Manila Faculty Manual, 2007).

Receiving this recognition suggests that the faculty member is an effective instructor since the major criteria to earn this is the exemplary teaching performance which is largely gauged by instruments that are highly quantitative. The qualitative method of focus group discussion allows the researcher to explore how a group of randomly selected students view or perceive their instructors personal traits and instructional skills and techniques, to reveal the students' classroom experiences that characterizes their instructors' effectiveness, and to identify what the students think they have improved, gained, or learned from their instructors' effective teaching. Likewise, the qualitative data yielded from these findings could help in understanding what factors students may consider when they rate their instructors quantitatively. The illustration below shows the central phenomena that are addressed in this study.

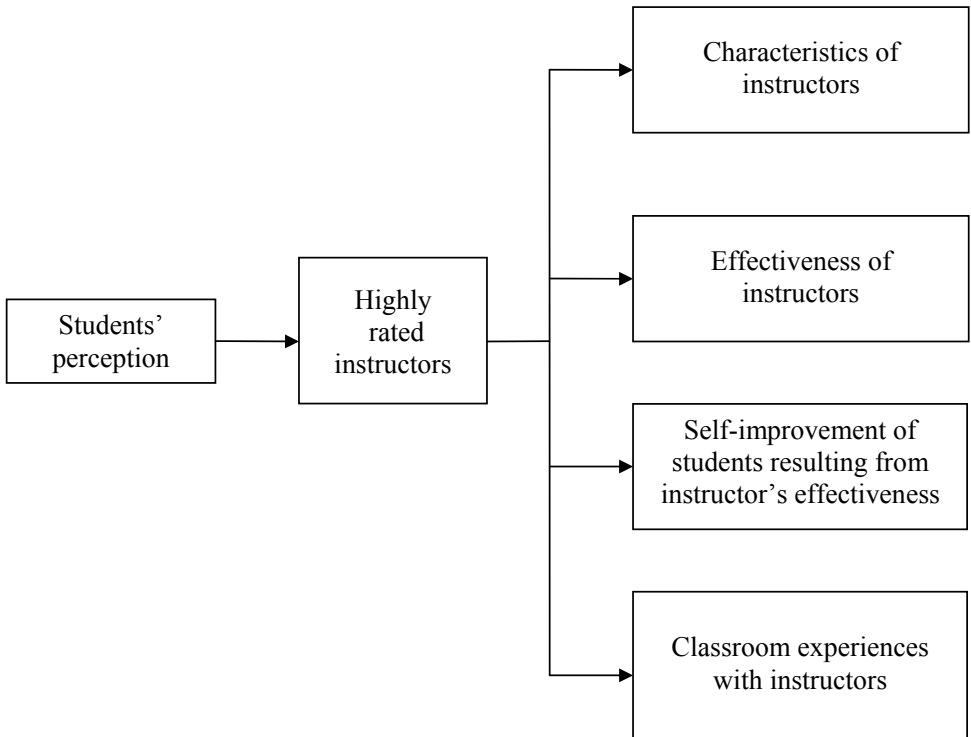


Figure 1. The illustration shows the students' perception of their teachers' characteristics, effectiveness, classroom experience, and self-improvement. The students' perception are presumed to be rooted from their exposure and observation of their teachers in the learning environment

Statement of the Problem

The central phenomenon explored in this study was the teaching effectiveness of highly rated tertiary instructors taken from the point of view of students. More particularly, the researcher investigated the students' views regarding the characteristics, and effectiveness of the said instructors. Furthermore, the classroom experiences and the students' perceived self-improvements under the said instructors were also studied. Students' perceptions were analyzed and presented based on the themes deduced from the responses. Specifically, the following research questions are addressed in this study:

What themes have emerged from the students' perception of the following:

- a. characteristics of the instructors
- b. instructors' effectiveness
- c. classroom experiences with the effective instructors
- d. self-improvements resulting from the instructor's effectiveness in teaching

Limitations of the Study

The study only covered the students' perspective and shall be limited to the students' assessment of the instructors' effectiveness as facilitators of learning. Data gathering was done using focus group discussion (FGD) guided by open-ended questions covering the domains stated in the research problem statements. Four of the five FGD sessions were conducted by the researcher herself. The other remaining FGD was conducted by another trained facilitator since the FGD for one session focused on the researcher of this study. The FGD responses were transcribed, coded, and analyzed by examining the patterns and trends and identifying themes derived from the responses of the participants.

As a limitation of the study, the qualitative data analysis and coding was carried out by the researcher alone. Likewise, the codes were not validated by an external judge/ reviewer. A slight problem also occurred during the coding as some lines were inaudible and incomprehensible due to poor audio of the video recording and the simultaneous discussion of the FGD participants in some portion of the discussion. However, this problem was remedied by referring to the notes made by the researcher during the sessions. Data analysis was done by the researcher. Analysis was solely qualitative and focused on the central phenomenon explored in the study. Themes and descriptions, and student responses that support the themes are presented in the results portion. The student responses are presented in Tagalog since most parts of the FGD were conducted in the students' first language. An English translation of the Tagalog statements is provided in the results section.

Method

Research Design

The researcher utilized the qualitative approach in order to arrive at a description of the characteristics of the highly rated instructors, the instructors' effectiveness, the students' classroom experiences with the effective instructors, and the self-improvements of the students resulting from the instructor's effectiveness in teaching.

Creswell (2005) emphasized that qualitative research is undertaken when the purpose of the researcher is to present and further understand the experiences of participants about a certain event or phenomena. Hence, the qualitative approach was deemed necessary in this paper since the researcher intends to obtain descriptions and develop themes based on the students' perceptions and classroom experiences with the said instructors.

Participants

Participants were college students from a particular tertiary institution in Manila for school year 2007-2008. Their ages ranged from 16 – 19 years old. All participants were current students of the highly rated instructors for second semester of school year 2007-2008. There were a total of thirty (n=30) participants consisting of four groups of third year students, and a group of first year students. Participants were selected by convenience sampling.

The group that evaluated teacher 1 consists of 7 students while 5 students joined the discussion for teacher 4. For the remaining teachers 2, 3, and 5, the focus group participants included 6 students per group. Thus, thirty students (30) participated in the FGD sessions. Three out of the thirty students were male while the rest of the sample was composed of female students. Their course majors were psychology (n=13), music education (n=6), information technology (n=6), and interior design (n=5). The subjects taught by the highly rated instructors were in the field of natural sciences, languages and literature, psychology, education, and art.

Setting

The focus group sessions were conducted in the psychology testing counseling room and in the psychology laboratory observation room. The testing and counseling room has a space enough to accommodate 6-7 students. During the sessions, the students and the facilitator sat facing each other. Students were seated at the couch while the facilitator sat on the counselor's desk which is the room's focal point. On the other hand, the psychology laboratory observation room has a space big enough for 7-10 students. The first and fifth sessions were held at the laboratory observation room. The second and the fourth group sessions were held at the counseling area of testing and counseling room while the third session took place at the small testing area of the same room. A video recorder was used in all the sessions and was placed in area that did not physically distract the participants from discussion. Lunch was provided for two groups who attended the FGD sessions during their lunch break which was their only free time.

Instruments

Focus Group Discussion Guide Questions

This instrument is composed of an introductory script explaining the group discussion purpose and assuring the confidentiality of their identities. Five open ended questions with a series of possible follow up questions for each item were included. The first question is intended as a rapport building question that is focused on inquiring how students are doing in their classes in general and in their class with the highly rated instructor. Incidentally, the rapport-building question also elicited responses that contributed to the students' description of teacher characteristics. The second question inquired about the characteristics of the teacher while the third question asked about the students' perception of the effectiveness of their teacher. The purpose of asking these was to find out what characteristics are seen by the students in their teacher and what their observations are regarding their teachers' effectiveness. The fourth question was posed in order to reveal the classroom experiences of the students with the instructors. Lastly, the fifth question was raised for the purpose of finding the perceived changes and improvements that the students have undergone as a result of their instructors effective teaching.

Video Recorder

All focus group sessions were video recorded using a video eight camera. The recorded film was then transferred to DVD format prior to transcription.

FGD Transcripts

Five FGD transcripts were yielded from the procedures carried out in this study. The transcripts presented a text record of what has transpired during the actual FGD sessions. These transcripts served as sources for the coding and themes formulated in this qualitative study.

Data Analysis

Data were analyzed from the responses revealed in the FGD transcripts. Data were analyzed by open coding, by rereading the codes and transcripts until themes are arrived at. From the coding procedure and assigning of themes, common and unique themes were deduced in answering the research questions posed in this study.

Procedure

The highly rated instructors belonging to a particular tertiary institution were identified through the annual teaching chair award given to faculty members who have met the criteria for the said recognition. Out of the seven awardees, the top five positions were considered to represent the study's reference for highly rated instructors.

Participants for the FGD were purposively selected from among the current students. Five groups participated in the FGD sessions, in which each group served as evaluators of each of the highly rated instructors.

Data was video recorded and transcribed. However, the transcription could not be done verbatim since some parts were inaudible and unclear due to students who spoke softly and students who were speaking all at the same time. Transcription was read and coded by the researcher. After this, the coded descriptions were again read and re-analyzed by the researcher for the purpose of checking redundant ideas and integrating those whose meanings are closely associated. The coded descriptions were read and narrowed down to common and unique themes. Each of the themes was presented with a corresponding description of the themes accompanied by supporting statements from the students. In order to establish objectivity in the qualitative data analysis and coding, the researcher reviewed the transcriptions more than three times and reviewed the codes thoroughly before presenting them in the results.

Results

The results are presented according to themes, its description, and some statements depicting actual student responses that support the themes identified. The themes were also labeled as common and unique. Common themes are those ideas and concepts that were commonly shared by students across the different focus groups. Unique themes, however, are those emerging themes that are peculiar to a particular focus group.

The data derived from the discussion regarding the students' perception of the instructors' characteristics resulted in 39 codes. After rereading the manuscript and the codes, the codes were reduced to themes. Redundant ideas were integrated and formed a theme. Finally, eight common themes and two unique themes were derived from the results. The table below presents the ten themes with their corresponding descriptions and supporting student responses.

Table 1. Themes pertaining to students' perception of instructors' characteristics.

Common Themes	Description	Student Responses
Kind teacher/ instructor	Instructor is kind, considerate, approachable, never seen angry, good to students, always smiling	<p>Student on Teacher 1: Sobrang bait...Kasi she gives chances to students. Tulad po nun isa kong kaklase. Dapat po drop siya, pero nagkaproblema po siya sa pamilya....Binigyan po siya ng chance pero di pa rin pumasok <i>(So kind. She gives chances to students. Like one of my classmates. She's supposed to drop due to problems with her family. She was given a chance but she still didn't go to class)</i></p>
		<p>Student on Teacher 2: Mabait...Halimbawa po pag may request yun student, hindi niya binabalewala lang <i>(Kind...For example, if a student is requiring something, she does not ignore the request)</i></p>
		<p>Student on Teacher 3: Ever since naging prof. namin, never naming siyang nakitang nagalit, parang kami di kami gumagawa ng way para magalit siya...mabait si Ms. ____...dapat nag bebehave tayo, dapat may limitations <i>(Ever since she became our prof, we never saw her get angry, so we don't do anything to make her angry... Miss ____ is kind... we should behave, we should have limitations)</i></p>
		<p>Student on Teacher 4: Sa tingin ko approachable siya tsaka malapit siya sa students <i>(My perception is that he is approachable and close to students)</i></p>
		<p>Student on teacher 5: Sinasabi niya minsan, yung mga students na pag mag fa-fail na talaga, kino-consider daw niya kasi naawa siya sa parents <i>(She sometimes says that when students are about to fail, she gives consideration because she pities the parents)</i></p>
Relates with students	Instructor is a friend, relates to students while maintaining respect	<p>Student on Teacher 1: Pero siya tinitignan namin siya as a friend pero may respeto pa rin pag kausap niya kami <i>(We see her as our friend but we respect her when she talks to us)</i></p>
		<p>Student on Teacher 2: Gusto niya maka relate dun sa students niya. Hindi siya yun prof na pag nagtuturo, nakikipagusap sa black board <i>(She wants to relate with her students. She is not the kind of prof who seems to be talking to the blackboard while teaching)</i></p>
		<p>Student on teacher 3: She has her own way of expressing the limitations and rules in the class by not being so strict and parang traditional. Parang she is still coping with our generation.</p>
Facilitative	devoted to students, trusts students, optimistic about students, motherly/ fatherly, motivating, inspiring	<p>Student on Teacher 3: She's very supportive. Ina-assure niya kami na kaya naming yun method na ganito...so with that na-momotivate kami <i>(She assures us that we are capable of performing a particular method...with that, we are motivated)</i></p>
		<p>Student on teacher 3: Sobrang optimistic niya...kapag gumagawa requirements, optimistic siya na mapapasa naming on time <i>(She is very optimistic...so when we make requirements, she is optimistic hat we can submit it on time)</i></p>
		<p>Student on Teacher 4: Napaka supportive niya. Halimbawa may kailangan kami, gagawa siya ng paraan para matulungan kami <i>(He is very supportive. For example, when we need something, he finds a way to help us)</i></p>

Common Themes	Description	Student Responses
Provides feedback	Corrects work, gives details, gives options, honest in giving feedback about the students' work	<p>Student on Teacher 2: Gusto ko sa kanya...yung words kino-correct niya, sine-circle niya yun caption, tapos nakalagay yun points na mali ko...kaya next time alam ko kung saan ako mag improve <i>(What I like about her... she corrects words, she circles the caption, then she indicates the points where I was wrong... that's why next time I know where I should improve)</i></p> <p>Student on teacher 3: Honest po kasi siya kapag tama ba yung ginagawa mo, so sina-suggest niya wag ganito... <i>(She is honest if you are doing right, so she suggests that you do not do it this way)</i></p> <p>Student on teacher 4: So pag pinass namin, right away may comments kung ano gagawin mo. Ganito, ganyan. Yun halimbawa yun options na binibigay niya para yun subject na pinili ko kunwari, lumalawak pa siya. <i>(When we submit our work, he gives comments right away on what to do. For example, he gives options to broaden the subject matter)</i></p>
Less structured	Informal classes, classes not very structured	<p>Student on teacher 3: Kasi po sa classroom setting, parang di siya very structured pero alam naming natututo kami na kahit yun way of teaching niya...parang yung go with the flow <i>(In the classroom setting, she is not very structured but we know we are learning even with how she teaches... it's more on go with the flow)</i></p> <p>Student on teacher 4: Not too strict. When he discusses subject matter parang informal</p>
Sense of humor	Entertaining, jokes around with students	<p>Student on Teacher 1: Entertaining po siya tsaka po mabait. Pag sa klase... <i>(she is entertaining and kind too in class)</i></p> <p>Student on teacher 3: She knows how to make us laugh, learn our jokes, our behavior. She's reading nga po our behavior</p>
Mastery	capable of teaching different subjects, has mastery, organized, good communication skills, uses a variety of strategies,	<p>Student on teacher 3: Everything about personality alam niya... kahit saan mo po siya ilagay kahit among subject na expertise niya alam po niya talaga. We're rest assured na kapag nagtanong kami kaya po niyang sagutin <i>(she knows a lot about personality... even is she handles another subject that is her expertise, she really knows it. We're rest assured that if we have questions, she can answer it)</i></p> <p>Student on teacher 5: As a professor she knows what she is discussing. Alam niya yun sinasabi niya. Very organized tapos she uses good materials let's say OHP, powerpoint...Okay yung communication skills niya when it comes to construction of sentences...She uses different types of strategies <i>(She knows what is discussing. She knows what she is saying. She is very organized and uses good materials let's say OHP, power point... her communication skills are okay when it comes to construction of sentences)</i></p>
Enjoys teaching	Enjoys what they are doing, work is not simply perceived as work, exudes happy aura	<p>Student on teacher 2: Parang enjoy na enjoy siya sa ginagawa niya <i>(she seems to be really enjoying what she is doing)</i></p> <p>Student on teacher 3: Parang ang ganda lang pong tignan laging naka smile tapos parang laging ang saya saya po <i>(It's nice to see her always smiling and looking happy)</i></p> <p>Student on teacher 4: Ano po siya, the way he sees yun work niya, hindi lang siya work, parang masaya siya sa ginagawa parang its part of life <i>(He sees work not just as work. He looks happy with what he is doing and work is like a part of life)</i></p>

Unique Themes	Description	Student Responses
Fair	Not biased in grading, sets limitations and rules in manner that is not strict	Student on teacher 2: Kunwari, hindi ka nakikita nag wo-work sa classroom pero pag nag pass ka ng report, you'll have a lot of insights...Hindi yun sinungitan mo, tinarayan mo, D na agad siya. Talagang naka-focus siya sa work <i>(Even is she does not see you working in the classroom, when you pass a report, you'll get a lot of insights ...Not because you are unkind and obnoxious, you will get a D. She is really focused on the work)</i>
Challenge	Challenges students	Student on teacher 3:parang ganun mapapa isip ka talaga. Sometimes lang po talaga siya mag ask ng question.... Kapag po nagbibigay siya ng mag challenges para po kasi yung nga ano nya napaka simple pero if you'll think about it parang ang hirap hirap <i>(You will be prompted to think. She occasionally asks questions. When she gives challenges, it looks simple but if you'll think about it, it's quite difficult)</i>

Table 1 presents an array of descriptions depicting the highly rated instructors. The emerging themes are composed of personality attributes, content and pedagogical related concepts as well. All the instructors were perceived as kind which encompasses being approachable, considerate, and good. Students also recognize how their professors relate with them. This implies that instructors find ways to connect with the students both in a personal and pedagogical manner. Providing feedback also surfaced as a characteristic. The instructor is described to be honest about students' flaws. They also indicate student's mistakes and make corrections, give comments, and offer suggestions. The instructors also seem to have a sense of enjoyment with teaching as students claimed that the teacher appear to enjoy what they are doing.

The instructors were also said to be facilitative, and have sense of humor. More importantly, the instructors are said to have mastery as they are able to explain lessons and answer students' questions. In terms of teaching pedagogy, they are also described to be less structured in their teaching. Moreover, these instructors challenge students from time to time by raising questions that make students think. Lastly, one trait seen by students is being fair. They claimed the instructor is fair and not biased in grading.

The discussion regarding the students' perception of the effectiveness of the instructor resulted in 48 codes. After reviewing the transcripts and the codes, the concepts were reduced to themes. Redundant ideas were again integrated to form themes. Finally, six common themes and six unique themes emerged from the results. The table below presents the twelve themes with their corresponding descriptions and supporting student responses.

Table 2. Perceptions of effectiveness of instructors

Common Themes	Description	Student Responses
Teaching style	Uses visual aids, students enjoy and learn from activity	<p>Student on teacher 3: For me effective si Miss kasi normally kapag class lalo na pag (name of subject)___ , parang nagkakarun ng interaction sa class. So parang minsan after mo mag class kapag ano, kunwari may pag uusapan kayo ng friends mo, bigla mo na lang i-bro-brought up yung topic... with that parang dun sa nangyari, nag eenjoy ka na di mo alam natututo ka din pala <i>(For me, Miss is effective because normally there is interaction in <name of subject> _____. So sometimes after class, the topic is brought up during conversations with friends. With that, you tend to enjoy without being aware that you are also learning)</i></p> <p>Student on teacher 1: Sa approach niya din po, yun way ng pagtuturo niya. Sa kanya po kasi kung titingnan more on sa visuals... <i>(Her approach, her way of teaching is more on visuals)</i></p>
Able to answer	Can answer questions, extends beyond subject matter	<p>Student on teacher 4): ...lagi siyang prepared. When you have questions masasagot niya <i>(Always prepared. When you have questions, he can answer them)</i></p> <p>Student on teacher 5: Walang question sa face niya lalo na pag nagtatanong kami, parang kahit anong bagay na itanong mo sa subject, alam niya, ganun <i>(When we ask her questions, anything about the subject, she knows it)</i></p>
Utilization of learning	Students can impart/ discuss what they learned to others, learn things useful to other subjects and to everyday life	<p>Student on teacher 1: Masasabi po talaga naming effective siya parang everywhere we go or do, lahat ng tinuturo niya napapagusapan po... Na rerelete po namin yun tinuturo niya, binabanggit niya sa natural... <i>(We can really say that she is effective since everywhere we go or do, we are able to talk about what she taught us. We can relate with her teachings, she discusses it in natural setting)</i></p> <p>Student on teacher 3: Yun teachings nya...ako po personally na-aapply ko yun sa iba kong subject and then may impact siya sa akin. Nadadala ko talaga siya with other subject also sa everyday life... <i>(I can personally apply her teachings to my other subject and it has an impact on me. I am able to carry it on with my other subjects and also to my everyday life)</i></p> <p>Student on teacher 4: Yun sa kin po kunwari after ng meeting after ng class. Sa mga sinabi niya, hindi pwedeng wala kang makukuha na pwede mo pang gamitin sa iba mo pang class. Yun mga binibigay niyang examples parang marerelate mo din siya sa lahat <i>(After class meeting, it is not possible that you will not get anything that is not useful in your other class. You can relate the examples he gives to almost everything)</i></p>
Helpful	not selfish and lends books, extends help	<p>Student on teacher 3:Saka parang di siya madamot. For example, kapag un mga books po kapag di na extend siempre po sa lib, talagang pahihiramin ka po niya para pag-aralan <i>(She is not selfish. For example, when books on loan could not be extended at the library, she will lend you a book so you can study)</i></p> <p>Student on teacher 4: Tinuturuan niya kami kahit sa ibang areas, hindi lang mismo dun sa subject. Pag ina-approach naming siya, parang game siya mag extend ng helping hand sa amin about sa iba pa naming mga subjects <i>(He teaches us even about the other areas and not only about his subject. When we approach him, he is willing to extend a helping hand about our other subjects)</i></p>

Common Themes	Description	Student Responses
Touches conscience	Students feel guilty about disrespecting and foolishness, commands respect without threats	<p>Student on teacher 2: Para sa akin, siya po yun tipo ng prof na you don't have to be scared to respect her...may something sa kanya na na pag kausap mo siya di mo siya pwedeng bastusin kasi mako-konsensya ka sa sarili mo <i>(For me, she is the type of prof in which you don't have to be scared to respect her... there's something about her that will touch your conscience if you treat her rudely or in unkind manner)</i></p> <p>Student on teacher 3: Yung presence niya...parang kapag lagi siyang naka smile di ako makagawa ng masama <i>(It's her presence....because she always smiles, I couldn't do anything foolish/bad)</i></p>
Feedback	Points out mistakes, gives feedback about work, reads work	<p>Student on teacher 2: Effective kasi siyang prof kasi sinasabi niya talaga yun mistakes namin. Yun ang pinaka nagustuhan ko kay Miss. Sa mga exercise niya, lalagay niya talaga ano yun sagot <i>(She is an effective prof because really tells us what our mistakes are. That's what I like most about her. In the exercises, she writes down the correct answer)</i></p> <p>Student on teacher 4: Siguro po yun marami siyang feedback about your works as opposed to yun prof na when you submit something, you'll hear about it after a month na...kung may sinubmit, yun work sure ka na babasahin niya. <i>(Maybe it's the feedback he gives regarding your work as opposed to a prof who lets you hear about your work a month after you submit... When you submit something, he will surely read your work)</i></p>

Unique Themes	Description	Student Responses
Students remember lesson	Presents detailed lessons, difficult lesson sinks in	<p>Student on teacher 1: Kahit mahirap yun lesson nag si-sink in sa amin <i>(Even when the lesson is difficult, it still sinks-in)</i></p> <p>Student on teacher 1: Siya po kasi detail by detail. Kaya po pag nakauwi na po kami, maaalala mo yun naturo niya yun <i>(She goes "detail by detail". That's why even as we get home, we still recall what she taught us)</i></p>
Student involvement	Students participate in class, good class attendance, students are motivated to submit	<p>Student on teacher 2: Nagpaparticipat po yun mga students. Nakikita naman po. Kung di po siya effective, di magpaparticipat yun students.... Kay Miss, lahat talaga pumapasok tsaka nag paparticipate by passing requirements, assignments <i>(Students participate. It's observable. If she is not effective, students will not participate... With Miss, everyone comes to class and also participates by passing requirements, assignments)</i></p>
Imitate teacher	Teacher models behaviors and students imitate (Student on teacher 5)	<p>Student on teacher 3: Parang nagagaya na namin siya...parang gingaya namin siya dun sa mga concepts, pati yung delivery <i>(We tend to imitate her.... Even her delivery)</i></p>
Student centered	Patient and persistent in repeating lessons till student understands, students not embarrassed to ask if they don't understand, considers students' capacity	<p>Student on teacher 3: At tsaka Miss talagang di siya titigil hangga't hindi mo naabsorb. Parang kahit paulit ulit siyang magturo, kapag may nag question pa okay lang po sa kanya na ulitin yun as long as di pa nakukuha <i>(She doesn't stop until you have not absorbed. She teaches repeatedly. If you have questions, it's okay with her to explain again as long as students have not understood it)</i></p> <p>Student on teacher 3: .di nakakahiyang sabihin na di mo alam kasi i-a-accept nya yun and ituturo niya talaga sa yo <i>(It's not embarrassing to say you did not understand because she will accept it and really teach it)</i></p>

Unique Themes	Description	Student Responses
		Student on teacher 3: Effective siya in the sense na nakakalevel siya sa mga students.... parang alam niya kung ano ang kaya ng students niya, na di too much na di naman masyadong kulang <i>(She is effective as she is able to level with students... she knows what her students are capable of which is not too much no too little)</i>
Years in teaching	Is a professor to other instructors, has years of teaching earned	Student on teacher 4: Siguro yun sukatan namin sa kanya yun kanyang years in teaching. Ang dami profs ngayon na naging prof siya <i>(Our gauge is his years in teaching. He was the professo o many current professors)</i>
Considerate	Considerate to students who are failing in class	Student on teacher 5: Tsaka somehow considerate naman. Kasi kung hindi siya considerate. Ano, din na niya accept yung classmate namin.... <i>(Somehow, considerate. If she is not considerate, she would not have accepted our classmate)</i>

Table 2 shows the students view about the effectiveness of their professors. From the discussion, it was evident that the professors are perceived to be effective because they are able to incorporate activities that are visual and interactive. In addition to this, the instructors are also considered effective since they are able to extend their teaching beyond the subject matter and are able to answer students' questions. Similar to Table 1, pointing out mistakes and giving a lot of feedback has emerged again but this time, students thought that this was a characteristic that makes them effective. Furthermore, the instructors are also said to be helpful even in domains beyond the subject matter. One emerging theme that seemed new was that the instructors is said to stir one's conscience. There is something in the professors' persona that students feel guilty about disrespecting and doing foolishness. The other emerging themes are as follow: lessons students remember lesson, student involvement, imitation of teacher, student centeredness, being considerate, and having spent years in teaching.

As for classroom experiences, the discussion yielded a range of open codes resulting in 65 ideas since here was quite a number of classroom experiences shared by the students. After reviewing and reanalyzing the codes, five common themes were produced and eight unique themes were arrived at. The table below presents the thirteen themes with their corresponding descriptions and supporting student responses.

Table 3. Students' classroom experiences with instructors

Common Themes	Description	Student Responses
Informal Class	Not too formal, class is fun and not boring	Student on teacher 1: Masaya kasi may sasabihin kami, maya maya magtatawanan kami tapos balik ulit sa lesson. Hindi po nakaka bore. Hindi po masyadong formal may mga jokes <i>(It's fun. We talk and laugh then go back to the lesson again. It's not boring. It's not very formal since there are jokes)</i> Student on teacher 2: Ano po parang nakikipag-biruan siya. Pag nag joke siya basta, kaya niya talaga makisama. <i>(She exchanges jokes.... She gets along well too)</i>

Common Themes	Description	Student Responses
High Grades	Students think grades are high	<p>Student on teacher 1: Sobrang taas po kung i-co-compare ko siya sa past experience ko kay _____. Basta yun content gusto niya nandun. Sobrang taas po talaga siya magbigay <i>(Very high grades compared to my experience with _____. She considers the content. She gives very high grades)</i></p> <p>Student on teacher 1: Depende po kasi. Sa _____ sobrang matataas po talaga pero sa _____ po kung ano lang po ang kaya namin yun lang <i>(It depends. In <name of subject>, it's really very high but with <name of subject>, we get what we deserve)</i></p> <p>Student on teacher 3: Akala ko kasi miss, feeling ko ang baba ng grade ko kasi ang daming questions na kailangan kong sagutin, sabay pag tingin ko sa grade, wow!. Ang taas pala magbigay <i>(I felt like I got a low grade because there were many questions that I had to answer. When I saw my grade, wow! She gave a high grade)</i></p>
Activity	Activity leads to appreciation of others, activity is perceived to be new/ novel, authority is maintained during activity	<p>Student on teacher 1: Gusto ko po sa klase niya may mga lesson na di lang sa loob ng classroom pwede maski lumabas ka. Katulad po sa activity namin, Sa activity na yun unti unti kaming nawawalan ng kamay. Maiisip niyo po yun sa sarili niyo at the same time maappreciate niyo yun ibang tao kahit ganun sila, hindi yun hadlang for them to live <i>(What I like about her class are the lessons which are not only useful inside the classroom. Like in the activity we had. In that activity, we simulated that we slowly lost our hands. You'll think about it and appreciate others that's it's not a hindrance for them to live)</i></p> <p>Student on teacher 1: Kasi po every meeting may bago siyang pinapagawa sa amin na di pa pinapagawa ng ibang teachers, I mean nun high school. <i>(Every meeting, she asks us to do something new which our other teachers in high school did not ask from us)</i></p> <p>Student on teacher 3: Miss parang it's comfortable yet may authority. Parang activities are parang family lang kayo pero at the same time may authority pa rin during the activity si Miss...hindi mo hahayaan yung sarili mo na gumawa ng napaka irresponsible na bagay na parang "anu yung sinasabi ko...hindi related" ganun <i>(It's feels comfortable yet there is authority. The activities make us feel like family but at the same time Miss is still the authority during the activity. You will not let yourself do something irresponsible, something that is not related)</i></p>
Affirmation	Student are motivated and feel appreciated through positive feedback	<p>Student on teacher 3: Yung effectiveness po kasi ng prof is yung namomotivate ka po and na appreciate niya yun ginawa mo...Kinausap po niya ako na good report daw po yun parang, ako parang simula nun...parang kahit gaano po kahirap pero meron pa rin pong nakaka appreciate <i>(The effectiveness of the prof happens when you are motivated and whe the prof appreciates what you do. She told me I did a good report. From then on, I thought that no matter how difficult, someone will appreciate)</i></p> <p>Student on teacher 5: ...Sa tingin ko okay naman yung aking pagkaka-present. Tapos sabi niya nun pag end ng klase namin, "That was a very good presentation". Ganun tapos parang natuwa naman ako sa sarili ko <i>(The way I see it, my presentation was okay. When the class ended, she said "That was a very good presentation". I felt glad about it)</i></p>

Common Themes	Description	Student Responses
Options and direction	Students are given options and directions	<p>Student on teacher 3: Nilapitan ko po siya. Parang hopeless na po ako...nung kinausap ko siya parang dumami yung choices ko from nothing nagkaroon ng marami na naka pick ako ng nung topic na for me na gusto ko rin at the same time, parang may direction dun sa lahat ng sinabi niya <i>(I approached her. I was hopeless. When I talked to her, I realized that I had many choices. From nothing, I was able to pick a topic that I liked. I got directions from what she said)</i></p> <p>Student on teacher 4: Marami pa siyang option para sayo so yun mga knowledge mo hindi malilimit...Parang yun sa exhibit...Yun sa kanya gusto niya yung ma expose yun mga students outside, hindi lang yun nasa loob ng school setting <i>(He provides many options so your knowledge will not be limited. Like during the exhibit. He wants students to be exposed to the outside and not be limited to the school setting)</i></p>
Unique Themes	Descriptions	Student Responses
Very organized	Students perceive that lessons are well prepared every meeting	<p>Student on teacher 2: She's very very to the nth level, organized. For example po, this week ang plano is romantic period and neo-classicism. Pag neo-classicism idi-discuss po niya. Talagang ano, yun prayer, tapos punta siya OHP. Tapos every time matatapos ang prayer, mag qu-quiz siya then after quiz, mag sy-synthesize siya, tapos transition to the next period. Mabilis, kumbaga yun sa course outline namin walang na ski-skip <i>(She's very organized to the nth level. For example, the plan for this week is to cover romantic period and neo-classicism. As neo-classicism is discussed, she says the prayer, goes to the OHP. After the prayer, she gives a quiz, then after the quiz she gives a synthesis, and then moves to the next period. It's quick. Nothing in the course outline is skipped)</i></p>
Questions	Student knowledge is verified by instructor	<p>Student on teacher 3: Miss ako parang sa reporting din po... kasi miss ako yun reporter di ko makalimutan yun talaga...nung nagreport ako, may tinanong si Ms. sa kin sa interpersonal relationship na hindi ko nasagot... I mean parang sa isip ko kaya pala nagtatanong si miss talagang parang tinitignan nya talag kung alam mo talaga yun report mo kung masasagot ko ba yung mga tanong niya... <i>(I could not forget when I was the reporter. While I was reporting, Miss asked me something about interpersonal relationship and I was not able to answer. In my mind, I thought that Miss is asking me to see if I really know my report and answer her questions)</i></p>
Informative	Student gained a lot of knowledge, and learn a lot from mentoring experience	<p>Student on teacher 4: Marami po siyang na-iimpart sa kin. Yun nga po yun sinasabi nila na hindi nag po nalilimit sa research methods... <i>(He has imparted a lot to me. Like what they were saying, it is not limited to research methods)</i></p> <p>Student on teacher 4: ...sa kanya po kasi parang mentor... pag teacher one way lang. Pero pag mentor, nag sha-share kami. Ako yun natutunan ko sa kanya yun nag-sha-share <i>(With him, it's like mentorship and not teaching which is one way... I learned to share <referring to sharing in class>)</i></p>
Grades	Students perceive grades received were not commensurate to effort and work	<p>Student on teacher 5: ...Siguro isa sa mga pinaka natatandaang experience ko talaga yun binigay sa kin na grade. Sa isip isip ko, parang hindi ito yung grade na worth sa effort na binigay ko <i>(Perhaps one of the experiences I remember is the grade she gave me. I thought that this grade is not commensurate to the effort I gave)</i></p>

Unique Themes	Descriptions	Student Responses
Halo Effect	Performance rating is somehow influenced by student's previous performance	Student on teacher 5: ...parang since okay na yung nakuha niya parang okay na yung susunod na performance niya (Since she did okay, her next performance will also be okay <referring to rating/ grade>)
Threat	Feelings of threat led to positive changes	Student on teacher 5: Actually miss effective naman in a way na kahit na threaten kami at least now naging ano kami...more alert kami...sa min kasi siempre negative yun dahil na threatened kami dun sa nangyari pero at least may nadevelop sa min. At least in a way naging mas more responsible in a way... <i>(Actually, it was effective in a way that we were threatened. At least not, we became more alert. For us, it was negative that we felt threatened with what happened but at least something was developed in us. At least in a way, we became more responsible)</i>
Emphasizes explanation	Stirs appreciation for process, explains possible outcomes	Student on teacher 1: Yun po may particular incident na may recitation kami kinabisado po naming yun, parang sabi niya why and how? Parang sabi ko kailangan pa pala malaman ko yun how and why yun tapos inexplain niya sa amin (In one particular incident where we had a recitation, I familiarized myself with topic, then she asked why and how? I learned that I need to know how and why, then she explained it to us) Student on teacher 1: Kasi po kunwari nagbibigay siya ng precautions warnings alam niya yun mga pwedeng mangyari tapos parang pinagiingat niya kami...Ine-explain niya niya po sa amin na yan nilagyan mo ng ganyan, ganito ang mangyayari. Alam niya yung pwedeng mangyari, yun mga possibilities. <i>(For instance, she give precautions/ warnings. She knows what can happen. She tells us to take care...She explains to us that this can happen if you put this on that. She knows the possibilities of what might happen)</i>
Problem based	Tests are not objective	Student on teacher 1: Pag nagbibigay po siya ng quiz, di po siya basta basta nagbibigay ng objective type. Lagi po siyang problem based. Tapos pag nagbibigay po siya ng problem sa amin, we're able to answer and analyze it kasi ano kapag nagbibigay po siya ng problems parang you should answer that problem na related dun sa tinuturo niya... <i>(When she gives quizzes, she doesn't just give the objective type. It's always problem based. When she gives problem cases, we're able to answer and analyze it because it is related to her lesson)</i>

The results seen in Table 3 reveal that the students' classroom experiences with the effective instructors are more unique than common. Effective instructors are perceived to be informal in class. Their classes are described to be fun and more importantly, not boring. Classes are also facilitated with activities which are new to the students. This finding also coincides with the findings in Table 2 showing teaching style as a notable feature of the effective instructor. Indeed, the feature that makes them exemplary instructors is truly manifested in classroom experience as students recall how the activities made an impact on them. Students also remember being given options and directions in class, and affirmations. These experiences made the students aware that they have an array of choices in their work and made them feel good about themselves. Additionally, a part of their classroom experience involves receiving high grades which most students did not expect.

The unique themes presented show a dichotomy. Some experiences were positive while some were negative. While the classroom experiences were said to be informal, a unique theme that emerged showed that students also experienced being exposed to a very organized lesson presentation and informative environment. Furthermore, students also appreciate the instructor's use of the problem based approach rather than objective forms of assessment. They have also discovered the importance of knowing the why and the how through their class experiences. However, students claimed that not all their classroom experiences are good. They felt negatively about their grades and their experiences of halo effect.

Regarding the students' perceived self-improvements, the students expressed ideas that resulted in 31 codes. After going through the codes again, five common themes were produced and six unique themes came out. The table on the next page shows the eleven themes with their corresponding descriptions and supporting student responses.

Table 4. Perceived self-improvements resulting from instructors' effectiveness

Common Themes	Description	Student Responses
Self-regulated behaviors	Student felt shame in being unprepared for a quiz, realized it is abusive not to study, self-initiated research/ learning, became more disciplined in terms of attendance, became cooperative in discussions, and wrote faster	Student on teacher 1: Parang may quiz ayos lang, pwede naman kumopya sa kaklase. Eh ngayon parang nakakahiya na parang pag quiz, sasalang ka sa quiz tapos wala kang alam, tapos binigyan ka ng ganung grade na hindi mo naman deserve <i>(When there is a quiz, I can just copy from my classmate. But now, it is embarrassing to take a quiz without studying, then she'll give you a grade you don't deserve)</i>
		Student on teacher 1: Ako naisip ko ang taas masyado ng grade na binibigay niya, ang abusive ko naman kung hindi ako mag-aaral, kung di ako mag study or mag strive hard sa subject <i>(I thought that the grade she gives is very high. It is abusive of me not to study or strive hard in the subject)</i>
		Student on teacher 1: Honestly nun naging teacher namin si miss ____, nakakainggit siya na pati yung yahoo news binubuksan ko na. Kapag library po, kapag ano bihira po kasi, hindi kami pumupunta sa library pero ngayon po hindi lang po dahil sa requirements sa _____. Pagka may spare time po <i>(Honestly, when miss became my teacher, I envied her. I now open yahoo news. I rarely go to the library but now I do not only because of the requirements but when I have spare time)</i>
		Student on teacher 2: Mabilis na ako...mabilis na kami magsulat <i>(I now write fast)</i>
		Student on teacher 5: Saka after class, kunwari meron kang di maintindihan, you yourself mag-iinitiate na mag research about sa topic na yun <i>(And after class, when there's something you don't understand, you yourself would initiate to research about that topic)</i>
		Student on teacher 5: Mas naging disciplined kami when it comes to yun, attendance <i>(We became more disciplined when it comes to attendance)</i>
		Student on teacher 5: Saka nag co-cooperate na sa classroom discussions <i>(We also cooperate in class discussions)</i>

Common Themes	Description	Student Responses
More motivated	More intrinsically motivated to listen and answer better and listen	<p>Student on teacher 2: Ngayon parang lalo na sa mag corrections na binibigay sa akin. Sa mga corrections sinasabi can you make clear points? Parang dahil dun na motivate ako na pagbutihin ko na mas maging matino yung sagot ko kesa sa isang tanong, isang sagot <i>(Regarding the corrections in my work, she asks "can you make clear points?" Because of that, I got motivated to do better in answering)</i></p>
		<p>Student on teacher 2: ...Madalas akong spaced out natutulala...Pero sa class niya bigla akong napapa-ano hindi dapat ma spaced out, dapat making ako medyo may...nakakamotivate talaga na dapat making ako <i>(I'm frequently spaced-out but in her class, I feel I have to listen. I am really motivated that I listen)</i></p>
		<p>Student on teacher 4: Siguro in way na realize ko na yun result ng work ko hindi siya pilit, yung compared to my output in other subject...you do it just for the sake of your grades...you want to do it because you need to research <i>(I realized that I don't feel forced to do my work like in my other subjects...you do it just for the sake of your grades...you want to do it because you need to research)</i></p>
Esteem and confidence	Boosted self-esteem and confidence	<p>Student on teacher 3: Yung sa akin din po kasi yun affirmation ni miss, parang it can boost your confidence, self-esteem to work hard <i>(For me, it is the affirmation of Miss. It can boost our confidence, self-esteem to work hard)</i></p>
		<p>Student on teacher 3: For me in reporting... nakita ko naman po na si Miss nakikinig naman po siya sa akin, parang ina-affirm pa rin po niya your doing great sige lang kaya mo yan, nga ganun, parang na-boost po yung self-esteem ko na kaya ko to kasi nga may naniniwala sa akin <i>(For me in reporting... I can say that miss listens to me, she affirms that you're doing great and that you can do it. This boosts my self-esteem that I can do it because somebody believes is me)</i></p>
		<p>Student on teacher 4: Nakaka lift siya ng self-esteem, nakaka inspire yun mga kwento niya <i>(He lifts our self-esteem. He stories inspire us)</i></p>
		<p>Student on teacher 4: Nakakadagdag ng tiwala sa sarili, na kaya ko pa lang gawin yung ganun based dun sa comment niya <i>(My confidence increased based on his comments)</i></p>
<p>Student on teacher 5: Saka ano, more on ano na kami, yung mas naging confident na sa, yung mag discuss sa loob ng classroom. Siguro naging confident kami sa sobrang takot naming... <i>(We became more confident to discuss within the classroom. Maybe we became confident because of our fear...)</i></p>		
Value for time	Realized the importance of time	<p>Student on teacher 1: Miss ano po yung natutunan ko po sa kanya yun how to value your time na kasi po ano po sa mga experience po niya... kiinukwento po niya sa amin...Parang ico-compare ko po like this Monday gagawin ko na to para maaga, sayang ang oras <i>(What I learned from her is how to value your time based on the her experiences which she shares with us.... For instance, this Monday I should do this already because time is wasted)</i></p> <p>Student on teacher 3: Talagang sobrang manage talaga siya miss na parang...parang pag binigay sa kin yung requirements...pag uwi ko sa bahay talagang gagawin ko siya, talagang hindi naman ako napre-pressure. Pero gusto ko matapos agad para ayos yung schedule ko <i>(She really manages well... For instance, a requirement is given. When I arrive home, I'll really do it without really feeling pressured. I want to finish it at once so that I'll be on schedule)</i></p>

Common Themes	Description	Student Responses
Value for learning and understanding	learned value of thinking, deriving understanding/ meaning from material,	<p>Student on teacher 2: Siguro nasa isip ko na may maganda akong matututunan sa kanya pag naking ako (Perhaps, in my mind, I know I'll learn something good if I listen)</p> <p>Student on teacher 3: Saka parang mas gusto ko po, nai-inspire po ako na aralin yung report ko and then explain it (I want to, I am inspired to study my report and then explain it)</p> <p>Student on teacher 4: Natutunan ko kay ____, halimbawa sa isang bagay naniniwal ako. Si ____ pipilitin niyang alamin...Parang kasi natuto ako mag-isip ng malalim na mag question... (What I learned from <name of professor> ____ is, for example, I believe in something. For <name of professor> ____, he will try to find out more about it. Hence, I think I learned to think deeply, to question)</p> <p>Student on teacher 5: Ako personally ganun na yun ginagawa ko kasi pag may times na di ko talaga naiintindihan nire-research ko na sa sarili ko tapos inalala ko yun sinabi niya (Personally, that's what I now do. If there's something I do not understand, I research about it and recall what she said)</p>
Unique themes	Description	Student Responses
Responsibility	Realized responsibility as reporter	<p>Student on teacher 3: Siguro po naging responsible, nag start po yun nun sa factorial. Kasi po yun po yung pinaka mahirap na design...yun responsibility ko bilang, yung ine-expect sa akin sila rin po as my classmates kasi ako po yung representative nila para ma relay yung information na naka assign sa kin so dun nag start na yung sobrang OC (referring to Obsessive-Compulsive)... (Maybe, it's becoming responsible. It started with the factorial topic. That was the most difficult design. My classmates expect from me. My responsibility as the representative is to relay the information assigned to me. That where my being OC started from)</p> <p>Student on teacher 3: Kasi siya po yung professor na alam niya na kaya mo pero ikaw i-gra-grab mo yun as your responsibility as a student so yun parang ako na challenge....ang response ko dun, responsibility ko and hard work... (She is the kind of professor who knows that you can do it. Hence, you will grab that as your responsibility as a student. I was also challenged. My response to that is responsibility and hard work)</p>
Quick Decision Making	Arrive at decisions within a time frame	<p>Student on teacher 3: Ako miss bumilis yun decision making ko, kasi yung sa mga requirements niya parang, yung every requirement niya talagang parang isang ganyan lang kailangan meron na kasi experiment, thesis topic mga ganun, mga major. (My decision making became quicker/ faster. Her requirements are instantaneous because it involves experiment, thesis topics, all major)</p>
Articulation of Thoughts	Able to express thoughts better in writing	<p>Student on teacher 3: Saka parang miss ako pa rin in a way nagkarun ng way of expressing things kasi when you write miss parang you express it. Parang ako nagkakaran na rin ako ng parang expression yun parang ability to express clearly. Parang kasi di ba miss... kailangan talaga kapag nag explain ka sa paper kailangan...in detail kasi wala ka dun para i-explain yun so ako kapag nag reason out or sa reports din miss parang na de-detail ko siya (In a way, I developed a way of expressing things because when you write, you express it. So I developed the ability to express clearly. Miss, when you explain in paper, you have to be detailed because you cannot be there to explain it further. So when I reason out and during the reports also, I make it detailed)</p>

Unique themes	Description	Student Responses
Rights	Realized that one must know one's rights	Student on teacher 1: Parang ang nag sink in sa akin yun right...yun tinuturo niya sa amin... Parang sa akin nag sink in sobra...may karapatan ka na dapat mong ipaglaban (What sank-in to me was about rights... She teaches us that. It really registered in me... that I have rights to fight for)
Team Work	Learned to work with a group mate/ partner	Student on teacher 2: Marunong na kaming mag team work ngayon...kasi po by pairs po ang team and hindi naman po parating pareho kaming may alam...Kaya po pag team work na yun, pag friends di maiiwasan may difference kayo, pag away kayo di na kayo friends. Kailangan mag aral (I now know teamwork. The teams are by pairs and both of you do not always know what to do. That's why when there's teamwork, with friends, differences / quarrels cannot be avoided. You need to study)
Critical thinking	Asked questions pertaining to lessons, learned to critique	Student on teacher 5: Saka mahilig na din kaming magtanong... sa reporters, teachers...every teacher (We also asks... and address the reporters, teachers....every teacher) Student on teacher 5:Saka miss na-aapply din namin yun mga tinuturo niya like kapag may teacher na magbibigay ng exam sa amin na-critique na namin kung ano yun ... (We are able to apply what she taught us like when a teacher gives an exam, we are able to critique)

The results presented in Table 4 shows that students thought they had improved in certain areas that are self-regulated in nature. This includes initiating behavioral changes in the classroom in as seen in their attendance, cooperation to name a few. They also claim to be more motivated, confident, and have a higher esteem. Results also show that they learned to value time, and learning.

The emerging unique themes included learning their responsibility as a student, and being quick in decision making. Students also claimed that they had greatly improved in their ability to write or articulate their thoughts as they now write in a more detailed manner. Furthermore, becoming aware of one's rights also surfaced in the findings as this was strongly emphasized by students during the FGD. Students also learned that it is important to do one's part in a team work so that relationships will not be affected. Lastly, students engage more in critical thinking by asking questions and by applying what they learned.

Discussion

From the emerging themes seen in the findings, inferences were made regarding the effective instructor that provided a framework that describes the effective instructor.

On characteristics of the highly rated instructor

The highly rated instructor exudes favorable personality traits characterized by kindness, supportiveness, and sense of humor. Pedagogical knowledge is also reflected in their human relation and classroom management skills. This is seen in the rapport and connection they have established with the students. Students also find them to have mastery over their discipline which suggests that effective instructors

have content knowledge of their subject matter. These findings are consistent with literature findings on effective teachers. Effective teachers also possess favorable personality traits such as being caring, having a good attitude, and being helpful (Wang, Gibson, & Slate, 2007). Effective instructors also have good rapport with students (Catt, Miller, & Schallenkamp, 2007), and gives feedback to students about one's performance (Phelan, 1992; Ursano, Kartheiser, & Ursano, 2007).

The highly rated instructor enjoys teaching and conducts class with less structure. While previous studies have cited that effective teachers have passion and create fun in the classroom (Wang, Gibson, & Slate, 2007), being less structured or being informal is are characteristics that are beyond personality trait. In this study, the instructors were less structured and not too strict in class. These characteristics may reflect the instructor's classroom management style. Hence, instructors are defined not only by their traits but also by their classroom management as well.

Being fair and challenging emerged as characteristics too but they did not appear to be widespread characteristics of the instructors. Such findings verify what has been discovered in the past showing that effective teachers display fairness (Catt, Miller, & Schallenkamp, 2007), challenges students (Wang, Gibson, & Slate, 2007), and have good rapport (Catt, Miller, & Schallenkamp, 2007).

Hence, highly rated teachers exude favorable personality traits, provide feedback to students, and establish rapport and connection with students. They also enjoy teaching, have mastery over their subject matter, and less structured in handling classes.

On perceptions of effectiveness of instructors

Among the characteristics of the effective instructors mentioned previously, providing feedback and being less structured are strongly linked with the effectiveness of the instructor. For instance, teaching style where the use of activities is deemed to be a significant motivating factor enables an instructor to become effective. The less structured characteristic of the instructors could have been experienced by the students when activities are implemented in class, and the rapport established by the instructors could have been also attributed to the use of these activities. Likewise, feedback is also important as it emerge as an indicator of effectiveness.

Effectiveness is also recognized when the instructor is conversant about a subject matter. Again, this matches one of the characteristics mentioned previously emphasizing that the instructor knowledgeable. Being conversant could in fact be rooted from having content knowledge. Furthermore, effectiveness is also seen when the student see that they can apply what they have learned to other academic disciplines and to other aspects of life. While literature says that test scores are indicators of teaching effectiveness (Harris & Rutledge, 2007), these findings suggest that the transfer of learning to other aspects of life indicate the instructor's effectiveness.

The instructors were also considered effective because they willingly extended help and are able to touch the student's conscience. While being supportive and helpful are popular traits of effective teachers, interfering with one's conscience is a more novel trait. Such findings were not specifically seen in previous studies done. Sherman and Blackburn (1975) found that personality factors predicted teaching effectiveness such as dynamism, amicableness, and being pragmatic. Traits similar to what emerged in this study were not mentioned.

Less prevalent indicators of teaching effectiveness were mastery, student involvement, student imitating teacher, student centeredness, years in teaching, and being considerate. Such findings could be true in the case of mastery. In a particular study, deficiency in content is perceived as the least cause of teacher ineffectiveness (Torff & Sessions, 2005). Thus, content knowledge is less important than pedagogical skills. Years in teaching may also not necessarily lead to becoming more effective. In fact, teaching effectiveness has a tendency to decline with added experience (Marsh, 2007).

Thus, the instructors' effectiveness is reflected in the following: a teaching style that utilizes activities that are interactive and novel, being conversant, learning is transferred to other aspects of students' life, helpfulness, able to touch conscience, and relays feedback.

On classroom experiences

Highly rated instructors provided both positive and negative classroom experiences. The less structured characteristic of the instructors and the activities used by the instructors also provided the students with good experiences. The informal classroom experiences were not judged unfavorably. In fact, students seem to prefer it. It perhaps enabled the instructor to guide and direct the students better in their work. Students also acknowledge the affirmation they have experienced in class for this is very positive experience for them. Receiving high grades is also a common experience that surprises students. Positive emotional experiences is a must in the classroom and that positive teacher support need to be present in the classroom environment in order to engage students in learning. Truly, positive experience is found to be necessary for motivation to learn and interactive instruction (Meyer & Turner, 2006).

Though not found in common, students also have negative experiences with the highly rated instructor. This is highlighted by students' perception of threat, partiality of the instructor to some students, and receiving grades which were not commensurate to their performance. On a more positive note, these experiences may also be explained in a positive light. First, the threatening experience was also reported to have resulted into something favourable since a student reported that this led to becoming more responsible. Warning or imposing threats to students may also be necessary in shaping students' behavior more positively. Second, receiving a grade which students claim are not commensurate to their performance may also indicate that the instructors set high standards of learning and performance. Lastly, the alleged

partiality of the instructors may also be because students who perform satisfactorily consistently perform well in the succeeding requirement in class. However, given these classroom experiences, the highly rated instructors still generally offer a positive classroom experience characterized high grades, activities, affirmations, options, and informality.

On self-improvements

Highly rated instructors made an impact on the students affect, cognition, and classroom behavior. The effects are positive as even the negative classroom experiences have yielded self-improvements. Students have initiated changes in their classroom behaviors like becoming more disciplined with attendance, becoming more cooperative and participative during discussions. They also became more motivated and have claimed that their confidence and esteem greatly increased. Values were also affected as they now claim to place importance on time, learning, and understanding. Students also claim that they became more responsible, quicker in decision making, more able to articulate thoughts in writing, learned about rights and team work, and engaged more in critical thinking. Thus, instructors have transformed students' behaviors, cognition, and affect as seen in the students' increased motivation, esteem and confidence, and the values acquired by the students.

Overall, students claimed that encouraging and positive traits contribute to being an effective instructor. Students consistently stated that feedback giving, being considerate, helpful, and facilitative of learning are the characteristics that make instructors effective. One characteristic of the highly rated instructors observed by some student is their apparent enjoyment of teaching. Perhaps, when instructors show enjoyment in teaching, such disposition also positively affects students in class. Students also consider an instructor effective when one is able to stir the conscience of the students. Furthermore, instructors were also perceived to be effective due to their instructional competencies, teaching style, content mastery, and student centeredness. Hence, the effectiveness of the instructor is based on both personality traits and instructional competencies of the teacher or instructor.

The results provided a basis for claiming that a range of the instructors' characteristics such as their favorable personality traits, mastery, and being less structured could have contributed to their teaching effectiveness as indicated by their teaching style, students' transfer of learning, helpfulness, ability to touch students' conscience, and feedback giving. Likewise, the characteristics and the effectiveness of the instructors also offered the students positive classroom experiences. Finally, self-improvements on the part of students resulted from the interplay of the instructors' effectiveness and classroom experiences.

Recommendations

It is recommended that the themes that have emerged in this study be content validated by external judges or reviewers. This is necessary in order to further validate and verify the themes identified by the researcher.

Since the phenomenon in the study yielded a number of indicators and descriptors, a quantitative approach is suggested in order to determine the degrees in which these characteristics, classroom experiences, and self-improvements have actually manifested. A quantitative instrument is also proposed as a measure of the particular themes and descriptions that were presented in the four previous tables.

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Ang Kahalagahan ng Katangiang Pangkapaligiran sa Pagkakatatag ng Bayan ng Los Baños noong Dantaon 17-19

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Department of Social Sciences

Abstrak

Ang literal na kahulugan ng mga salitang Los Baños ay “mga paliguan.” Bago pa man nasakop ng mga Español ang Pilipinas, dinadayo na ito ng mga Pilipino mula sa iba’t ibang lugar upang makaligo sa mga maiinit nitong bukal, hindi lamang upang maging malinis at maglibang kundi dahil sa paniniwalang nakakapagpagaling ang mga ito ng iba’t ibang karamdaman. Sa panahon ng kolonyalismong Español, pinaunlad ang lugar bilang sentro ng paglalakbay at panggagamot.

Ang sumusunod na papel ay isang maikling pag-aaral ukol sa kasaysayang lokal ng Los Baños, Laguna. Sinisikap nitong talakayin ang mahalagang ugnayan ng tao at ng pisikal na kapaligiran sa pagsulong ng kasaysayan. Sa pamamagitan ng paggamit ng mga primaryang batis-pangkasaysayan, inilalarawan sa papel ang mga katangiang pangkapaligiran ng bayang ito na pinagmulan ng pangalan nito, ang pag-unlad nito bilang sentro ng paglalakbay, at ang pagiging tanyag nito bilang sentro ng panggagamot bunga ng maiinit nitong mga bukal na nakapagpagaling ng iba’t ibang karamdaman. Binibigyang-pansin sa pag-aaral kung paano ginagamit ng tao ang pisikal na kapaligiran para sa kanyang kapanginabangan. Itinatampok sa papel ang paggamit ng mga elementong heograpikal tulad ng lokasyon, mga likas na kayamanan, at likas na kagandahan ng Los Baños upang mapakinabangan ito ng mga mamamayan at gayundin ng mga mananakop na Español.

Nagtungo sila sa mga maiinit na bukal upang makapagpagaling mula sa iba’t ibang karamdaman. Sa mga nakalipas na taon, naging tanyag ang mga bukal ng Bai, sa may dalampasigan ng lawa ng Bai, at maraming Español, babae at lalaki, at gayundin ang mga pari at mga tauhan ng Simbahan, ang nagtungo sa mga ito upang malunasan ang iba’t ibang sakit.

– Padre Pedro Chirino, S.J.
(Chirino, 1604, 212-217,
salin sa Filipino mula Ingles
ng kasalukuyang may-akda.)

Bago pa man napasakamay ng mga mananakop na Español, Amerikano, at Hapon, tanyag na ang Los Baños bilang dagsaan ng mga manlalakbay at sentro ng panggagamot. Napuna ng mga misyonerong Español na unang nakarating sa lugar na dinadayo ng mga tao ang baryo dahil sa mga maiinit na bukal. Hindi lamang paliligo at paglilibang ang nagdadala sa mga tao sa lugar, kundi pati na ang paniniwalang nakakapagpagaling ang mga ito ng iba’t ibang karamdaman. Sa sarili nilang pag-

aaral, napatunayan ng mga misyonerong Pransiskano na tunay ngang nakakagamot ang tubig mula sa mga bukal. Nang mailipat ang hurisdiksyon ng Los Baños sa kamay ng mga Pransiskano, sinimulan kaagad nila ang pagtatayo ng pampublikong paliguan dito. Bunga nito, lalo pang dinagsa ng maraming tao ang lugar.

Sa pamamagitan ng papel na ito, inaasahang matukoy at maipaliwanag ang mga katangiang heograpikal ng Los Baños bilang mga pangunahing salik sa pagkakatatag nito bilang isa sa mga bayan sa lalawigan ng Laguna. Layunin din nito na mailahad at maipaliwanag ang mga mahahalagang pangyayari sa Los Baños mula noong bahagi pa lamang ito ng bayan ng Bay, Laguna hanggang sa naitatag ito bilang isang ganap na hiwalay na bayan. Bibigyang-diin sa bahaging ito ang mga mahahalagang kaganapan sa Los Baños bilang paboritong pasyalan at sentro ng panggagamot.

Nahahati sa dalawang bahagi ang pagtalakay. Una, tutukuyin ang mga hakbang sa pagtatatag ng bayan. Ipinakita kung paanong ang mga gawain ng mga relihiyoso, *i.e.*, pagtatayo ng ospital, ay naging mahalagang ikutang pangyayari sa usaping pulitikal. Naging pangunahing salik sa pag-akit ng mga tao at gawaing kabuhayan ang nasabing pagtatayo ng ospital sa baryo. Ito ay naging sentro ng mga gawain.

Ikalawa, ilalarawan ang paglago ng lugar bunga ng pagdagsa ng mga manlalakbay, lokal at banyaga. Naakit patungo rito ang maraming mga manlalakbay dahil sa mga magagandang tanawin, katulad ng Lawa ng Laguna at Bundok Makiling, at ang mga may karamdaman, dahil sa mga tanyag na paliguan at ang ospital ng mga Pransiskano.

Ang Bayan ng Maiinit na Bukal

Unang ginamit ng paring Pransiskano na si Pedro Bautista ang mga salitang “Los Baños” – na ang literal na kahulugan ay “mga paliguan” – upang tukuyin ang mga pampublikong paliguan na kanilang itinatag sa naturang bayan matapos mapatunayang nakakagamot ng sarisaring karamdaman ang mga maiinit na bukal sa lugar na ito. Sa pamamagitan ng suporta mula sa pamahalaang sibil, nagtayo rito ang mga Pransiskano ng isang pagamutan, na tinawag na *Hospital de Nuestra Señora de las Aguas Santas de Mainit*. Sa paglipas ng mga taon, nakilala ito bilang *Hospital Real de Los Baños* at sa bandang huli bilang Los Baños. Naging isang hiwalay na parokya ito noong 1613. Pormal itong naitatag bilang isang munisipalidad noong 1615 (Pamahalaang Bayan ng Los Baños, 2001a).

Mahilig sa paliligo ang mga sinaunang Pilipino. Mula sa mga kasisilang na sanggol hanggang sa mga katatapos pa lamang manganak ay napakahilig na nila sa pagligo. Ginawa nila ito hindi lamang para sa kalinisan kundi bilang isang paraan ng paglilibang. Ayon sa mga tala ni Chirino,

Mula pagkabata, parang mga isda kung lumangoy ang mga lalaki at babae. Hindi na nila kailangan ang mga tulay upang matawid ang mga ilog. Madalas silang maligo, para sa kalinisan at paglilibang. Maging ang mga katatapos lamang manganak ay ayaw magpaawat sa pagligo, at ang mga sanggol na kasisilang pa lang ay pinapaliguan na sa mga ilog at malalamig na bukal... Kadalasan silang naliligo kapag palubog na ang araw, sapagkat tapos na silang magtrabaho. Naliligo sila upang magpahinga at guminhawa ang pakiramdam; sa kanilang

pag-uwi, may dala-dala silang sisidlan ng tubig na gagamitin sa mga gawaing pambahay... (Chirino, 1604, 212-217, salin sa Filipino mula Ingles ng kasalukuyang may-akda).

Hindi lamang upang maging malinis at maglibang ang dahilan ng pagkahilig ng mga sinaunang Pilipino sa pagligo. Ayon pa kay Chirino, mahilig din silang magtungo sa maiinit na bukal sa paniniwalang nakakapagpagaling ang mga ito ng iba't ibang karamdaman. Binanggit niya sa kanyang ulat na sa mga panahong iyon, tanyag ang mga maiinit na bukal sa Bay. Nagtungo rito ang mga katutubong Pilipino at mga Español, maging ang mga pari, upang maligo at nang malunasan mula sa pagkakasakit (Chirino, 1604).

Maging ang mga may karamdaman ay hindi tumigil sa pagtungo sa mga paliguan, lalo na sa mga maiinit na bukal. Napuna ni Padre Diego de Bobadilla, isa pa sa mga paring Español na unang nakarating sa Pilipinas, ang labis na pagkahilig ng mga Pilipino sa paliligo. Ayon sa kanya, "naliligo sila (ang mga Pilipino) kahit na sila ay may karamdaman, at sa ganitong kalagayan ay nagtungo sila sa mga maiinit na bukal, lalo na yaong sa dalampasigan ng Laguna de Bay." (De Bobadilla, 1640).

Ang tinutukoy na lugar nina Chirino at Bobadilla ay ang Los Baños na noon ay bahagi pa ng bayan ng Bay. Dati itong kilala bilang "Mainit." Nagpapakita ito ng pagpapahalaga ng mga sinaunang Pilipino sa katangian ng lugar. Batay sa tala ni Martinez de Zuñiga ganito ang pagtawag nila "dahil sa taglay nitong mga maiinit na bukal." (Martinez de Zuñiga, 1802).

Nang narating ni Foreman ang Los Baños noong kalagitnaan ng ika-19 na dantaon, napuna niyang iba pa ang tawag sa lugar na ito ng mga katutubong Pilipino kaysa tawag ng mga Español. Ayon kay Foreman,

Ang pinagmulan ng katawagang Los Baños (mga paliguan) ay ang mga maiinit na bukal, na dumadaloy sa bolkanikong Bundok Maquiling, at kilala na ng mga katutubo noon pa man, nang ito ay tinawag pang Maynit (sic) (Foreman, 1906, 359, salin sa Filipino mula Ingles ng kasalukuyang may-akda).

Itinatag ng mga Español bilang isang bayan at parokya ang Bay noong ika-30 ng Abril 1578. Bilang isang parokya, itinalaga ito kay San Nicolas de Tolentino. Nasa ilalim ito ng pamamahala ng mga Agustino sa pangunguna ni Padre Juan Gallegos (De San Agustin, 1698). Noong 1590, nakarating sa kaalaman ng mga misyonerong Pransiskano ang mga nakakagamot na katangian ng mga maiinit na bukal ng Bay. Natuklasan nila ito nang napadaan sa lugar si Padre Pedro Bautista, O.F.M., na kilala rin sa kasalukuyan bilang Santo Martir de Japon.

Sinuri ni Bautista ang tubig mula sa mga bukal at napatunayan niyang nakakagamot nga ito. Sinimulan kaagad ng mga Pransiskano ang pagtatayo ng pampublikong paliguan. Bagamat yari lamang sa cogon at kawayan, nagdulot ito ng lalo pang pagdagsa ng maraming tao (Pamahalaang Bayan ng Los Baños, 2001).

Ang pangarap ni Bautista na makapagtatag ng isang ospital sa naturang lugar ay naisakatuparan sa pamamagitan ni Padre Diego de Santa Maria, O.F.M. Nanguna si Santa Maria sa pagpetisyon sa mga awtoridad na pahintulutan ang mga Pransiskano na magtatag ng isang ospital sa Mainit. Hindi sila nabigo sa kanilang kahilingan. Inaprubahan ng Cabildo ng Santa Iglesia de Manila ang petisyon nina Santa Maria noong ika-29 ng Hulyo 1602. Kinumpirma naman ni Gobernador-Heneral Pedro de

Acuña ang pahintulot at pinangalanan niya ang ospital na *Hospital de Nuestra Señora de las Aguas Santas de Mainit*. Inilagay ang ospital sa ilalim ng pangangasiwa ng mga Pransiskano. Si Santa Maria ang siyang inatasang mangasiwa sa pagpapatakbo ng ospital.

Nang lumaon, nakilala ang naturang ospital bilang Hospital Real de Los Baños, na pinaikli bilang Hospital de Los Baños at sa bandang huli, ay Los Baños, na siya nang naging popular na tawag dito. Ito na rin ang naging pangalan ng bayan na lumago sa palibot ng ospital (Dery, 2001).

Upang maiwasan ang pagkakaroon ng problema sa hurisdiksyon, nagkasundo ang mga pinuno ng mga Agustino at Pransiskano noong ika-22 ng Abril 1603 na igawad sa mga Pransiskano ang pamamahala sa lugar kung saan matatagpuan ang ospital. Nakapaloob din sa naturang kasunduan ang pagpapahintulot sa mga Pransiskano na magtayo ng isang simbahan at isang monasteryo para sa mga ispiritwal na pangangailangan ng mga pasyente ng ospital at gayon na rin ng mga katutubo na namirmihan na sa may palibot ng ospital (Dery, 2001 at Fernandez, 1979). Hindi naging mahirap para sa dalawang pangkat na magkasundo sapagkat ayon kay Manuel Buzeta, “pareho naman nilang inisip ang kapakanan ng naturang lugar” (Buzeta, 1850).

Naging isang ganap na bayan o pueblo ang Los Baños nang maitatag dito ang isang parokya noong 1613. Noong ika-17 ng Setyembre ng taong iyon, pormal na inilipat ni Gobernador-Heneral Luis Villa ang pamamahala ng Los Baños sa mga Pransiskano. Naging isang hiwalay na parokya ang Los Baños at ang itinakdang Santa Patrona nito ay ang *Inmaculada Concepcion de Agua Santas*.

Natapos itayo ang simbahan noong 1671, subalit ito ay natupok ng apoy noong 1727. Muli itong itinayo noong 1790 sa pangangasiwa ni Padre Domingo Mateo. Natapos ang kampana, sakristiya, at bubong nito noong 1852, sa pangunguna ni Padre Manuel Amat. Nakaranas ito ng matinding pagkasira noong 1863 dahil sa malakas na lindol. Itinayo itong muli noong 1880 sa ilalim ng pangangasiwa nina Padre Manuel Rodriguez at Padre Gilberto Martin (NHI, 1993 at Pamahalaang Bayan ng Los Baños, 2001a).

Samantala, itinatag ang pamahalaang-bayan ng Los Baños noong 1615. Hinirang si Juan Castañeda bilang una nitong *gobernadorcillo*. Itinatag ang sentro ng kapangyarihan ng pamahalaang kolonyal malapit sa daungan. Ito ay dahil sa mga panahong iyon, ang pangunahing paraan ng pagtungo sa lugar mula sa ibang bayan ay sa pamamagitan ng sasakyang pantubig na dumadaong sa may hilagang bahagi nito. (Pamahalaang Bayan ng Los Baños, 2001a at Sangguniang Barangay ng Batong Malake, Los Baños, Laguna, 1994).

Sentro ng Paglalakbay at Pangagamot

Sa pagtangkilik ng pamahalaang Español, naging sentro ng paglalakbay at pangagamot ang Los Baños. Dahil sa mga magagandang tanawin sa lugar, katulad ng Lawa ng Laguna at Bundok Makiling, at dahil malapit lamang ito sa Maynila, maraming mga manlalakbay ang nagtungo rito upang makapamasyal at makapagpahinga. Naakit ding magtungo sa lugar ang mga may karamdaman, lokal man o banyaga, dahil sa mga taglay nitong maiinit na bukal. Balitang-balita noong nakakagamot ang mga ito ng sari-saring karamdaman.

Ang mga impresyon ng mga banyaga ukol sa Los Baños ay naipahayag sa maraming pagtatala. Isa sa mga namangha sa likas na kagandahan ng lugar ay si Jean de Man, isang manlalakbay na taga-Belhika. Bahagi ng kanyang gunita hinggil sa Los Baños ay nagsasabing:

Sa ilalim ng napakaliwanag na buwan, napakaganda ng gabi at ang tanawin sa palibot ay kahanga-hanga. Tahimik ang paligid; sa kanan namin, sinasalamin ng payapang tubig ng lawa ang liwanag ng buwan; sa may kalayuan ay mga naglalakihang bato na may kakaibang mga hugis na nagpapatotoo sa pagka-bolkaniko ng lugar; kaibang-kaiba ang luntiang tanawin ng mga nagtataasang mga puno ng palmera, niyog, saging, atbp. sa kumikinang na liwanag na buwan... sadyang matulain ang lupaing ito! (De Man, 1875, 78-79, salin sa Filipino mula Ingles ng kasalukuyang may-akda).

Hinangaan din niya ang mainit na pagtanggap sa kanya ng mga taga-Los Baños na mahilig aniya sa sabong. Sa pagpapatuloy ng kanyang mga tala,

Tanda ng kanilang pagtanggap sa amin, nagkaroon ng isang sabong sa pamayanang ito. Dumalo ang lahat ng mga mamamayan nito. Nagpakitang-gilas naman sa amin ang isang katutubo at ang kanyang magandang anak, nang lumapit sila sa amin at ipinagmalaki ang kanilang kakayahang magsalita ng Español (De Man, 1875, 78-79, salin sa Filipino mula Ingles ng kasalukuyang may-akda).

Naging paboritong lugar ng mga manlalakbay, lalo na ng mga mahihilig sa pangangaso, ang Bundok Makiling dahil sagana ito sa mga hayop at ibon. Sa kanyang pananatili sa Pilipinas nang mahaba-habang panahon, nagsilbing gabay si Paul de la Gironiere ng kapwa niya mga banyaga sa pamamasyal sa Los Baños, lalo na sa bundok. Ayon sa kanya,

Doon sa may burol, nakatitiyak kaming makakahuli ng maraming ibon. Wala man lamang paghihinala tungkol sa masamang mangyayari sa mga ito, panatag na nakadapo sa naglalakihang mga puno ang mga magagandang kalapati, gayong napakalapit na namin. Bumalik ang aking mga kasamahan nang may napakaraming bitbit na mga naturang ibon.

Tuwing araw ng pahinga, nagtutungo kami sa may kagubatan at doon ay nakipaghabulan sa mga unggoy, na pumepeste sa aming mga pananim. Kapag tumahol na ang dala-dala naming aso, na sadyang sinanay sa pangangaso ng mga unggoy, nagtungo kami sa eksaktong lugar at sinimulan ang pamamaril. Pagkatapos mapatumba ang malaking bilang ng mga ito, ipinatuhog ko ang mga ito sa malalaking tinidor-pambukid (*fork*) upang takutin yaong mga nakatakas. Ngunit palagi kong ipinadadala ang pinakamalaki sa mga nahuli namin kay Padre Miguel, ang aming butihing kura paroko, na mahilig sa karne ng unggoy. (De La Gironiere, 1854, 126, salin sa Filipino mula Ingles ng kasalukuyang may-akda).

Malawak ang pagtangkilik sa ospital na itinatag ng mga Pransiskano sa Los Baños. Hindi lamang mga katutubong Pilipino ang nagtungo rito upang malunasan ang kanilang mga karamdaman. Maging mga Español at iba pang mga banyaga ay kumbinsido sa kakayahan ng mga maiinit na bukal na gamutin ang sari-saring sakit.

Noong Agosto 1621, iniulat ni Padre Miguel Garcia Serrano, na noon ay Arsobispo ng Maynila, sa Hari ng Espanya na nakakabuti ang mga pagligo sa maiinit na bukal sa mga may sipon at pamamaga ng ilang bahagi ng katawan. Hindi lamang mga katutubo ang nagpagamot sa ospital na ito kundi maging ang mga Español at iba pang mga banyaga, lalaki man o babae (Serrano, 1621).

Bukod sa mga nabanggit na karaniwang sakit, sinasabi ring nakagagamot ang mga bukal ng Los Baños ng mga malulubhang karamdaman. Sa kanyang ulat tungkol sa mga gawain sa Pilipinas ng kanyang ordeng panrelihiyon, nabanggit ni Padre Maldonado de Puga na sa ospital na ito dinala ang mga maysakit na sundalo. Ayon pa sa kanya, itinatag ang ospital dahil sa taglay na kapangyarihang manggamot ng tubig sa lugar na iyon, partikular na ang mga sakit na nakakahawa sa pamamagitan ng pagtatalik (*venereal diseases*) (De Puga, 1742).

Tinukoy ni Martinez de Zuñiga ang pinagmumulan ng mga bukal at kung gaano kainit ang tubig ng mga ito. Ayon sa kanyang mga tala,

Sagana sa mga balon ng kumukulong tubig ang kabundukan, ngunit ang pinagmumulan ng mga maiinit na paliguan ay isang estero na dumadaloy sa isang kanal na yari sa bato patungo sa gilid ng kumbento. Sa lugar na pinagmumulan ng estero, sapat na ang init ng tubig upang lutuin ang isang itlog sa loob lamang ng apat hanggang limang minuto (Martinez de Zuñiga, 1802, 154, salin sa Filipino mula Ingles ng kasalukuyang may-akda).

Mula nang naitatag ito noong 1602, mabilis na umunlad ang ospital. Dulot ito ng mga sumusunod na salik: 1) donasyon ng mga katutubo ng kanilang mga lupain para sa ospital; 2) tulong mula sa pamahalaan at 3) mga pagsisikap ng mga pari na makalikom ng pondo (Fernandez, 1979).

Noong 1608, dalawang beses na nagkaroon ng donasyon ng mga lupain. Noong ika-4 ng Hulyo ng taong iyon, pormal na iginawad nina Bernardino Alizon at Andres Duarte, na parehong *principales* ng Tabuco (kasalukuyang Cabuyao, Laguna) ang kani-kanilang mga lupain sa sitio Danpalit, kung saan nakatayo ang ospital. Sa harap ng Alcalde Mayor ng Laguna, kusa nilang ibinigay ang kanilang mga lupain dahil na rin sa magandang serbisyong ibinibigay ng ospital.

Noon namang ika-8 ng Nobyembre ng taon ding iyon, ibinigay rin bilang donasyon ng mga *principales* ng Bay, sa pangunguna ni Phelipe Panilagan, ang pinuno ng naturang bayan. Pormal na tinanggap ni Alcalde Mayor Juan Arias Giron ang donasyon noong ika-3 ng Pebrero 1610, nang iniharap sa kanya ni Padre Francisco Ruiz ang mga papeles ng donasyon.

Makailang ulit ding sinuportahan ng pamahalaang kolonyal ang ospital. Halimbawa, inirekomenda ng Gobernador-Heneral sa Hari noong ika-14 ng Hulyo 1604 na bigyan ng 300 hanggang 400 fanega (1 fanega = 35 kilo) ng palay taun-taon ang ospital para sa pagkain ng mga pasyente nito. Inaprubahan ito ng Hari sa kanyang dekreto ng ika-3 ng Hunyo 1607.

Noong ika-19 ng Agosto 1626, nagpetisyon sa Gobernador-Heneral si Padre Juan de San Bernardino na ang 50 inahing manok, na ipambabayad sana ng mga

katutubong pamilyang naninilbihan sa ospital sa encomendero ng Bay, ay ipambayad na lamang sa ospital. Inaprubahan ng Gobernador-Heneral ang naturang petisyon. Bukod pa rito, inatasan pa niya ang encomendero ng Bay na ilaan sa ospital ang $\frac{1}{4}$ ng kabuuang mga tributong sinisingil sa nabanggit na 50 pamilya taun-taon. Nang sumunod na taon, ipinagkaloob ng pamahalaang kolonyal ang serbisyo ng 40 kalalakihan sa bisa ng polo y servicio para sa kapakanan ng ospital (Buzeta, 1850, 168-170).

Noon namang ika-11 ng Agosto 1736, inireklamo ng procurador-general ng mga Pransiskano na si Padre Blas de San Diego sa Gobernador-Heneral na hindi ibinigay ng Alcalde-Mayor ng Laguna ang P10 buwanang tulong para sa ospital na itinakda ng dekreto ng Gobernador-Heneral ng ika-16 ng Setyembre 1691. Nang nalaman ito ng Gobernador-Heneral, ipinag-utos niya sa Alcalde-Mayor noong ika-18 ng Enero 1737 na ibigay ang naturang suportang pinansyal sa mga Pransiskano.

Hindi naging sapat ang mga donasyon ng mga katutubo at ang suportang ibinigay ng pamahalaan. Upang madagdagan pa ang pondo para sa ospital, pinasok nila ang agrikultura. Taong 1670 nang nakiusap sa mga mamamayan ng Pila, Laguna ang pinuno ng mga Pransiskano na ipagamit muna sa kanila ang mga bakanteng lupain sa naturang bayan upang gamiting pastulan ng mga baka na pag-aari ng ospital. Ibinigay ng mga taga-Pila ang sitio Jalajala, na noon ay bakante. Pinahintulutan nilang ipagamit ito bilang pastulan ngunit mananatili pa rin itong pagmamay-ari ng mga taga-Pila (Pambansang Sinupan, 1753 at Dery, 2001).

Kasabay ng pagdami ng pasyente ng ospital ay ang pangangailangang patatagin ang mga istruktura sa loob nito. Noong katatayo pa lamang ng ospital, yari lamang sa cogon at nipa ang gusali nito. Noong 1614, sinimulan na itong patatagin sa pamamagitan ng mga matitibay na materyales katulad ng mga bato at kahoy. Natapos ito noong 1671. Inilarawan ni Martinez de Zuñiga ang mga naturang istruktura:

Sa may itaas ng esterong ito ay may tatlong kulob na mga silid (*furnace*) na magkakalayo sa isa't isa upang makapamilya ang naliligo ng timpla ng init na naaayon sa kanyang pangangailangan. May isang maliit na silid-bihisan malapit sa kulob na silid para sa kapakanan ng mga pasyente, subalit nakakaabala ito sa mga gustong makalanghap ng usok mula sa bukal. Sa labis na init ng mga bukal, hindi nakakatagal ang mga pasyente sa loob ng mga kulob na silid (Martinez de Zuñiga, 1802, 154, salin sa Filipino mula Ingles ng kasalukuyang may-akda).

Sa paglipas ng maraming taon ay tila gayon pa rin ang kalagayan ng mga bukal. Mababasa natin sa mga tala ng Austriyanong si Karl von Scherzer na bagamat masama na ang kalagayan ng gusali, patuloy pa rin itong ginamit sa paliligo. Subalit napansin niyang mas madalas na ginamit ang mga bukal sa pagluluto. Ayon sa mga tala ni von Scherzer,

Bagamat sa kasalukuyan ay nasa masamang kalagayan na, mayroon pa ring isang gusali na napapalibutan ng mga pader, na sa loob ay mayroong malalim-lalim na mainit na bukal na ang temperatura ay nasa 186 °F, na pinaliliguan ng mga katutubo at mga banyaga, bagamat mas madalas itong gamitin upang tanggalan ng balahibo ang lulutuin nilang mga manok. (Von Scherzer, 1858, 251, salin sa Filipino mula Ingles ng kasalukuyang may-akda).

Maging ang ating pangunahing bayani na si Jose Rizal, na tubong Calamba, Laguna, ay hindi pinalampas ang pagpuna sa pagpapabaya sa ospital. Sa isa sa mga artikulong isinulat niya para sa pahayagang *La Solidaridad*, inilarawan niya ang kalunus-lunos na kalagayan ng mga gusali sa ospital:

... (N)abubulok na ngayon ang mga gusali, napabayaan na tila ba isinumpa ng mga luha at pait ng mga nagdusa para lamang maipatayo ang mga ito (Rizal, 1889, 275, salin sa Filipino mula Ingles ng kasalukuyang may-akda).

Ipinaliwanag ni Martinez de Zuñiga na hindi naipaayos ang mga nasirang bahagi ng ospital “dahil sa kakulangan sa pondo.” (Martinez de Zuñiga, 1802, 154.) Para naman kay Buzeta, ang masamang kalagayan ng ospital ay bunga ng pagpapabaya ng mga nasa pamahalaan. Ayon sa kanya,

Ipinasa ng mga Pransiskano ang pamamahala ng ospital sa isang direktor na inatasan ng Real Patronato. Mula noon, napabayaan na ang ospital (Buzeta, 1850, 168-170).

Lalo pang lumala ang kalagayan ng ospital nang natupok ito ng apoy noong 1727. Matagal na panahon bago ito muling naitayo. Noong 1877, nagpahayag ng interes si Gobernador-Heneral Domingo Moriones y Murillo na magtayo ng bagong gusali para sa ospital. Nakalikom ng malaking pondo ang mga Pransiskano, pagkatapos ng isang malawakang kampanya. Umabot ito sa P33,000. Ang mga materyales na ginamit ay nagmula sa iba’t ibang lugar. Umangkat ng apog (*lime*) mula sa Binangonan at mga bato mula sa Meycauayan at Guadalupe. Mula sa Bundok Makiling ay kumuha ng 91 malalaking kahoy. Mahigit P28,000 ang iginugol para sa pagpapatayo ng gusali, na umabot sa 31 buwan para matapos (NHI, 1993 at Pamahalaang Bayan ng Los Baños, 2001a).

Hanggang sa kasalukuyan, patuloy pa rin ang pagdami ng mga namamasyal sa Los Baños. Dinadagsa pa rin ng mga lokal at banyagang manlalakbay ang Bundok Makiling at mga resort na may maiinit na bukal. Ang naturang bundok ay tinutungo ng mga mahilig sa pakikiisa sa kalikasan (nature-tripping). Pinamamahayan ito ng mahigit sa 2,000 species ng mga hayop at halaman. Isang malaking hamon para sa mga mahihilig umakyat sa mga bundok ang Bundok Makiling, na may taas na 3,575 talampakan (ft.). Sa kanilang pag-akyat ay nakakaharap nila ang mga matatarik na bahagi. Subalit napapawi naman ang hirap sa pag-akyat ng mga kamangha-manghang mga tanawin sa bundok. Sa may itaas na bahagi nito ay nadadaan nila ang “flat rocks” at “observant point.” Matatagpuan din dito ang isang bukal ng mainit na putik (mud spring). Ito ang kinikilalang bunganga ng natutulog na bulkan ng Makiling. (Pamahalaang Bayan ng Los Baños, 2001b)

Isa pang nakakamanghang pasyalan sa kabundukan ay ang misteryosong magnetikong burol. Tumitigil sa isang markadong bahagi ng burol ang mga dumadaang manlalakbay. Bagamat nakatigil ang kanilang sasakyan, tila kusa itong umaakyat sa burol. Mayroon din ditong tatlong resort na may mga swimming pool at lugar para mag-piknik, at mga mayayabong na hardin. Ang mga ito ay ang Pook ni Maria Makiling, ang Boy Scouts Jamboree Camp at ang Makiling Botanic Gardens.

Marami rin ang namamasyal sa Los Baños dahil sa mga magagandang languyan at kaaya-ayang akomodasyon sa lugar. Mayroong dalawampu’t pitong (27) resort sa Los Baños. Labingtatlo (13) sa mga ito ay nasa barangay Lalakay, lima sa

barangay Baybayin, at ang iba pa ay nasa Jamboree Site, sa may itaas na bahagi ng Bundok Makiling, at sa barangay Maahas at Barangay Tadtak. Hindi lamang swimming pool ang matatagpuan sa mga ito. Mayroon din ditong mga lugar para mag-piknik, mga silid na may airconditioner at mga bulwagang pang-kumperensiya.

Naging pangunahing atraksyon na rin sa bayan ang mga museo at mga makasaysayang tanawin nito. Ilan sa mga makasaysayang lugar na maaaring pasyalan sa loob ng Los Baños ay ang bahay ni Paciano Rizal, ang Kampo-Bilangguan na itinatang noon ng mga Hapon (Japanese Internment Camp) at ang lugar kung saan binitay sina Heneral Tomoyuki Yamashita at Heneral Homma (Pamahalaang Bayan ng Los Baños, 2001b).

Kilala rin ang Los Baños dahil dito matatagpuan ang iba't ibang mga institusyong pang-kaalaman. Dinadayo rin ito ng mga mag-aaral at mga nagsasanay sa iba't ibang larangan. Dito nakabase ang mga institusyong lokal, rehiyonal, pambansa at pandaigdig. Pangunahin sa mga institusyong pangkaalaman na tinutungo rito ay ang Unibersidad ng Pilipinas sa Los Baños (UPLB), isa sa mga awtonomus na yunit ng Sistema ng Unibersidad ng Pilipinas.

Kilala ang UPLB sa buong mundo dahil sa de-kalidad na edukasyon, pananaliksik, at serbisyong pang-ekstensyon na ipinapalaganap nito. Nagtutungo rito ang mga mag-aaral mula sa iba't ibang bahagi ng bansa at daigdig upang magkaroon ng kaalaman sa agham, teknolohiya, agrikultura, panggugubat, panggagamot ng mga hayop, at iba pang larangan. Ang naturang unibersidad ay kasalukuyang nahahati sa siyam na kolehiyo: Pagsasaka (Agriculture), Agham at Sining (Arts and Sciences), Komunikasyong Pangkaunlaran (Development Communication), Kabuhayan at Pangangasiwa (Economics and Management), Inhinyeria at Teknolohiyang Agro-Industriyal (Engineering and Agro-Industrial Technology), Panggugubat at Likas Yaman (Forestry and Natural Resources), Ekolohiyang Pantao (Human Ecology), Usaping Pampubliko (Public Affairs), at Panggagamot ng Hayop (Veterinary Medicine). Mayroon din itong Paaralan ng Agham at Pangangasiwa ng Kalikasan (School of Environmental Science and Management) at Paaralang Gradwado (Graduate School). Bukod sa mga pasilidad nito, ipinagmamalaki rin ng unibersidad ang mga kaguruan at tagapangasiwa nito, na binubuo ng mga pinuno sa larangan ng mataas na edukasyon, pagnenegosyo at industriya, agham, inhinyeria, at iba pang propesyon (University of the Philippines Los Baños, 2003).

Patuloy na lumalaki ang bilang ng mga nanatili sa unibersidad. Noong 1998, ang bilang ng mga mag-aaral ay nasa 9,856. Ang mga guro naman ay nasa 826. Ang kabuuang populasyon ng unibersidad ay umabot sa 18,368. Ang mga mamamayang direktang konektado sa UPLB ay nasa 13,402. Ang natitirang bilang (4,966) ay konektado naman sa mga institusyong nasa loob ng UPLB subalit hindi direktang napapasailalim nito. Ang mga naturang institusyon ay ang Pandaigdigang Aralan sa Pananaliksik ng Palay o *International Rice Research Institute* (IRRI), Maquiling School at Christian School International (University of the Philippines Los Baños, 2003).

May kabuuang 5,156 na ektarya ang lupaing nasasaklawan ng UPLB sa kasalukuyan. Nahahati ito sa walong uri ng lupain o sona. Ang mga lupaing nakalaan sa pananaliksik at pagpapaunlad ay umaabot sa 717 ektarya, o halos 14 % ng kabuuan. Nakalaan naman ang 140 ektarya, o halos 3 % para sa mga gawaing akademiko. Pinakamalaking bahagdan nito ang nakalaan para sa mga parke at mga

lugar na protektado. May sukat ang mga ito na 4,146 na ektarya o 80.442 % ng kabuuan.

Marami ring mga dumadagsa sa UPLB para maglakbay-aral (educational tour). Kadalasang pinupuntahan ng mga mag-aaral mula sa iba't ibang panig ng bansa ang mga museo at makasaysayang lugar nito. May dalawang museo sa loob ng UPLB. Isa na rito ang Museo ng Kasaysayang Pangkalikasan (Museum of Natural History), na nasa Kolehiyo ng Panggugubat at Likas-Yaman. Nasa eksibit nito ang koleksyon ng mahigit sa 200,000 species ng mga hayop at halaman sa Pilipinas. Ang ikalawa naman ay ang Museo ng Daigdig ng Palay (Rice World Museum) na nasa loob ng IRRI. Itinatampok nito ang mga impormasyong may kinalaman sa palay, mula sa iba't ibang species nito hanggang sa teknolohiya ng pagtatanim nito ng iba't ibang grupo ng tao sa daigdig.

Konklusyon

Inilahad at ipinaliwanag sa papel na ito ang mga mahahalagang pangyayari sa Los Baños upang maipakita ang unti-unting pag-unlad nito, mula sa pagiging isang bahagi lamang ng bayan ng Bay, Laguna tungo sa pagkakatatag nito bilang isang ganap na hiwalay na bayan. Bago ito narating at nasakop ng mga Español, naging dagsaan na ang Los Baños ng mga tao. Nagtungo sila rito upang makaligo sa mga maiinit na bukal. Bilang pagkilala sa katangian ng lugar, tinawag nila ito bilang *Mainit*. Dumayo sila rito hindi lamang upang maglibang mula sa paliligo sa mga naturang bukal, kundi upang makapagpagaling mula sa mga karamdaman. Noon pa man, mayroon nang paniniwalang nakakagamot ng sarisaring karamdaman ang mga tubig dito.

Ang pagtatayo ng mga Español ng ospital sa lugar ay nagdulot ng lalo pang pagdagsa ng maraming tao. Nanatili rito ang marami sa kanila. Dahil sa paglago ng bilang ng mga mamamayan nito, itinatag ang isang parokya na hiwalay mula sa parokya ng San Nicolas de Tolentino ng Bay. Paglipas lamang ng ilang taon, itinatag na rin ang Los Baños bilang isang hiwalay na munisipyo simula noong 1615.

Isa lamang maliit na bayan sa lalawigan ng Laguna ang Los Baños. Sa kabila nito, mayaman sa karanasan ang bayan at ang mga mamamayan nito. Naging tanghalan ito ng mga pangyayaring makabuluhan hindi lamang para sa mga mamamayan nito kundi maging sa mga nakapalibot dito at sa kabuuan ng lipunang Pilipino. Ipinakita sa pag-aaral kung gaano kahalaga ang ugnayan sa pagitan ng pisikal na katangian ng lugar at ng tao.

Naging mahalagang salik ang mga bukal at paliguan sa pagsulong ng kasaysayan ng Los Baños. Subalit binigyang-diin sa pag-aaral na ang mga mamamayan ang may pinakamahalagang papel sa paghubog ng kasaysayan ng lugar. Inaasahan na ang pag-aaral na ito ay makakapag-ambag sa pagpapayaman ng kaalaman hinggil sa mahalagang ugnayan ng tao at kanyang pisikal na kapaligiran.

Talahuli

Si Padre Pedro Bautista Blazquez y Blazquez ay ipinanganak sa Espanya noong ika-29 ng Hunyo 1542. Noong 1567, siya ay naging isang pari sa ilalim ng ordeng Pransiskano. Mula 1586 hanggang 1591, hinirang siyang tagapangalaga (*custodian*) ng mga Pransiskano sa Pilipinas. Naging abala siya mga gawaing misyonero sa Pilipinas, kung saan nagtatag siya ng maraming mga kumbento at pamayanang Kristiyano. Noong 1593, ipinadala siya ni Gobernador-Heneral Dasmariñas sa Hapon bilang isang *ambassador*. Naging tagapamahala siya ng mga misyong Pransiskano sa Hapon. Nagtayo siya roon ng ospital para sa mga ketongin at isang kumbento sa lungsod ng Miaco. Noong ika-5 ng Pebrero 1597, pinatay siya at lima pa niyang mga kasamahan sa orden, at ilang mga Hapong naging Kristiyano, sa Nagasaki. Hinirang siyang santo ni Papa Pio IX noong 1862 (Blair at Robertson, 1903-1909, 233).

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Music & Peace Values in Action: Engaging Students in the Music Appreciation Course¹

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Abstract

The purpose of this action research was to use songwriting in the Music Appreciation course as a tool for understanding and communicating peace values. The study investigated the impact of songwriting on the college students' awareness and praxis towards social responsibility and peace building. As an action research, a transformative music pedagogy was designed and field-tested for 8 weeks among 139 college students in the Music Appreciation course at St. Scholastica's College-Manila. The research data generated from the projects and questionnaires that were given to the students were analyzed qualitatively. While the study does not negate the possibility of music as a source of conflict and peacelessness, a significant finding of the investigation pointed out how music could be a potent social force in education towards a culture of justice and peace.

Context

Social unrest in our nation and other parts of the world has become a common scenario for all of us. We continue to witness global conflicts and wars, increased security measures prompted by terrorist attacks and threats, environmental catastrophes that result to water-food shortage, and worldwide economic and political gimmicks that downplay the ethical values and moral fabric of individuals and societies.

Do educators, scholars and performers in the arts (music, visual art, film, performance art, theatre, dance, literature) play significant roles in addressing these urgent issues that affect us? To what degree can practitioners and educators in music and art be socially responsible to ethical and societal issues? How can we engage in advocacy for social transformation through our particular academic disciplines?

As educators in humanities in a Catholic liberal arts women's college in Manila, Philippines, we are convinced that the music appreciation course in the college classroom can be an important locus of transformational learning. Of all the arts, music is perhaps one of the most available to us. The ability of music to evoke and express emotions has been one of its most significant attractions as an art form.

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As an emotive inductor, it is undeniable that music has the power to move us beyond factual knowledge towards intellectual, emotional, spiritual or political change. For instance, shifts in awareness brought about by music can dramatically change our visions about the world and our sense of possibilities regarding issues of social justice and peace.

Purpose

The relationship between music and values is complex and multifaceted. Music and song have always been a converging point in contemporary culture, even as we speak of social movements and cultural change. Interrelations between music and education for peace can be linked with studies made by Eyerman and Jamison (1995) on culture and the theory of cognitive praxis. Viewed from this perspective, music and art – expressions of culture – are forms of knowledge and action, which are used to represent and interpret social movements that in turn influence social changes. As such, music has been a vehicle of peace movements, as found in the evolution of the song “We Shall Overcome”. Studies made by Seeger (1993) pointed out how this song evolved from a spiritual to a civil rights anthem.

The integration of values through music in social movements such as the peace movement can be applied as well in the college classroom settings (Gutiérrez, 2004). Since popular music is accessible to today’s youth, songs invite them to greater participation. The unique contribution of music in inspiring new movements of political and cultural change reveals how songs/music could be utilized in transmitting peace values through education. Songs are resources for the academic peace worker as well as channels of communication for peace activist (Gutiérrez, 2006).

In the light of these theories, the following questions emerge, which are addressed in the current paper:

- a) Why use music as transformative pedagogy for social justice and peace?
- b) What are the academic applications of music as cognitive praxis in higher education?
- c) What are the responses of the college students in the use of music as a vehicle in sustaining the values of social justice and peace?

Method

The main purpose of this action research was to use music as transformative pedagogy for social justice and peace in a humanities course and to find out its impact on the college students’ awareness and praxis towards sustaining justice and peace. In order to address the research questions, the investigation used an interdisciplinary approach based on a peace pedagogy module designed and field-tested by an earlier study done in a Theology class at St. Scholastica’s College (Gutierrez, 2004).

For this investigation, a module was designed and field-tested, which we term as ‘transformative pedagogy in Music Appreciation’ college course. This transformative pedagogy was used for 8 weeks or a total of 8 hours per semester during the two semesters of school year 2006-2007. The total respondents/participants in the study were 210 college students belonging to 6 classes in the Music Appreciation course. The students were all women in the second and third year college levels, between ages 16 – 19 years old, majoring in commerce, psychology and accounting.

Three research instruments were used: a) the module that was designed and field-tested as 'transformative pedagogy in Music Appreciation'; b) an open-ended questionnaire that was answered by the students after the module; and c) the original song output of the group project. The design of this module was theoretically grounded in the following: a) the "conscientization" pedagogy of Freire (1998) that insisted on critical thinking and critical teaching, which involved a dynamic and dialectical movement between "doing and "reflecting on doing "; b) the social teachings of the Catholic church (CST) based on the writings of Pope John Paul II and Pope Benedict XVI as a framework for sustaining personal and social "pax" or peace; and c) the Benedictine peace values rooted in the spirituality of St. Benedict based on the Gospels, which were aligned with peace education concepts (Gutierrez, 2004). This module was accomplished within the framework of a songwriting activity that was given to the students in the form of a group project.

Qualitative data analysis of the questionnaire and of the song/multimedia projects given to the students was used in order to arrive at the results and interpretations of this action research.

Results and Discussion

After careful study in the design and field-test of the 'transformative pedagogy in Music Appreciation' module, it appears that song/music can be a potent tool in teaching-learning values towards building social justice and peace. Our claim is based on the "cognitive praxis theory" of Eyerman and Jamison (1991) who conceived of music as the cognitive praxis of social movements. They referred to music as cognitive because it communicates meanings/ideas and music as source of praxis/action because of its power to unite people to act for a cause. When viewed from this 'cognitive praxis theory', song/music becomes expressions of cultural knowledge and action, which can be used to represent and interpret social movements that in turn influence social changes. Hence, songs and multimedia were used as cognitive-praxis resources because music has the potential to communicate meanings/values and bring people together for the cause of justice and peace.

In using song/music as the focus of the group project, the students learned to research, analyze, synthesize and interpret the knowledge (cognitive aspect) on peace/justice concepts-issues, which they gained from the course. These peace/justice concepts include: a) aspects of global peace such as non-violent and peaceful alternatives to conflicts, sustainable development, justice, human solidarity, respect for human rights; b) aspects of personal peace such as self-respect, respect for others, anger management, tolerance, cooperation, care for the environment; c) aspects of Benedictine values such as listening, obedience, service, and others; and d) aspects of Catholic Church social teachings which focus on dignity of the human person, stewardship of creation, common good, option for the poor, role of the government in promoting justice and peace, and global solidarity and development.

When these peace concepts are applied to contemporary social issues related to violence and peace building, the use of popular song/music as a medium can help bring about the 'praxis' element by creating among the students a sense of collective identity that can empower them to get involved (praxis aspect) in building justice and peace. In this sense, song/music becomes a form of ritual, as it affects persons in an emotional and physical manner. Contemporary songs with social issue themes have

indeed the power to conjure meanings and strong emotions to today's generations as they search for personal and collective justice, love and peace.

From the group activity of the module, the students were challenged to: a) research on current social issues/problems; b) make reflections and critique based on Benedictine values and Catholic Social Teachings; c) synthesize and interpret their insights by creating a song; and d) communicate their proposed response or praxis for peace building as Scholastics through performance of the song. Through this process, song/music is used as cognitive praxis in the educational setting. This means that pop song/music created by the students becomes representations of social knowledge and action that are used to communicate peace building in order to influence social changes.

As educators, we believe that this transformative pedagogy approach can also be applied to other liberal arts core courses for the purpose of building justice and peace in our communities. If educators are to remain true to their calling/mission, it is imperative that values on justice and peace are integrated in the higher education classrooms.

The second research question in this study asks: What are the academic applications of music as cognitive praxis in higher education? In our attempt to conceptualize the values of justice and peace in the Music Appreciation course, it becomes clear that the knowledge, skills and values in the education towards justice and peace are multifaceted. It is important that students understand the meaning of positive and negative peace. Negative peace is the absence of direct/physical violence while positive peace is the presence of conditions that contribute to the well being and just relationships in the human and ecological world. A comprehensive understanding of peace involves knowledge of the following: causes and non-violent resolutions to conflict, some peaceful alternatives such as negotiation, disarmament and sustainable development based on justice, respect for human rights, democratization and need for human solidarity (Peace Education Foundation Curricula, 1999).

Some of the skills in promoting peace that the students need to learn are the following: reflection, critical thinking and analysis, teamwork, listening attentively, communicating honestly, problem-solving and putting goals into action, anger management and self-control. These skills can already be put into conscious practice by the students in their classroom activities and in their day-to-day interactions with peers, families and their teachers.

The 5th century precepts of St. Benedict, with its basis on the Scriptures, provide a rich perspective on peace that endures for all times. The Rule of St. Benedict mentions peace eight times: Prologue 17; 4:25, 73; 34:5; 53:4-5; 63:4; 65:11. The first reference, "Seek peace and pursue it" (Prologue 17) is the key to all the others. This is followed by the two instruments of good works: first, "not to give a false peace" (4:25), indicating that peace is related to truth and second, "make peace before sundown, if you have a quarrel with someone" (4:73). These references express concern to build up a community in peace and to set that peace in the context of reconciliation (Horta, 1998).

Service is most essential in the promotion of justice and peace. Our responsibilities to God and neighbor, *Ora et labora*, are capsulated in this attitude of service. There is an intrinsic connection between service and works for peace. This means commitment to others, social action aimed at option for the poor and the marginalized, solidarity and fraternal love lived out in gentleness and dialogue.

The word PEACE/PAX has been the symbol of the Benedictine congregations down the centuries. First of all it means being at peace with ourselves and with our communities. This can only be possible through genuine mutual charity. Second, it is being at peace with all humanity, which means welcoming without distinction all who knock at the monastery door, especially the poor, elderly and the young (Rule of St. Benedict 53:15; 4:71; 37:1). The abbots/prioresses or heads of Benedictine monasteries have always resisted impoverishment through integration of the marginalized, disarmament, non-violent action against injustice and fostering ecology, as a way of keeping peace with the whole of creation (Houtryve, 1946).

It is not possible to explain in this paper all the peace and justice values that can be found in the Rule of St. Benedict because it will take page after page of voluminous commentaries and reflections. A parallelism of the peace education values with the Benedictine peace values in the following tabular format (Gutierrez, 2004) was used as basic content in the Music Appreciation module of this study:

Peace Education Concepts Paralleled with Benedictine Peace Values

Peace education concepts	Benedictine peace values
Reflection & critical thinking	Silence (6), listening (prol), prayer (19)
Respect for life & justice for others	Stewardship (31)
Global & ecological concern	Responsibility (32)
Compassion & tolerance	Compassion (66)
Non-violent resolution of conflict	Service & caring (35)
Sustainable development	Participation & dialogue (3)
Human solidarity Mutual	Obedience (5) & equality (63)
Team work & group building	Hospitality (53) & Order (31)
Honest communication	Accountability (34)
Self-respect & positive vision	Simplicity & honesty (34)
Setting goals & putting into action	Work (32) & discipline (3)
Anger management	Humility (4)

Aligned with the above peace concepts and values are the following themes of the Catholic Social Teachings or CST, which were also used as the theoretical framework for building and sustaining social justice and peace in the Music Appreciation module: 1) dignity of the human person; 2) common good and community; c) option for the poor; d) rights and responsibilities; e) role of government and subsidiarity; f) economic justice; g) stewardship of God's creation; h) promotion of peace and disarmament; i) participation; and j) global solidarity and development.

An important teaching strategy that was used in the module was the critical pedagogy for music education (CPME). Critical Pedagogy is a postmodern teaching model that views teaching and learning as a conversation among teachers and their students. Grounded in the social theories of Freire (1970), McLaren (1998, 2002), and Giroux (1985, 1997), it advocates a shift in the power structure in classrooms by acknowledging that students come to the class with information gleaned from their

own life experiences. The goal of Critical Pedagogy is to use that knowledge as a bridge to new learning. This results in a change of perception for both the students and their teacher. Critical pedagogues claim that when students and their teachers “know that they know,” the phenomenon of “conscientization” has taken place. After this moment of revelation, one may claim that learning has occurred.

This ‘conscientization’ approach insisted on critical thinking and critical teaching, which involved a dynamic and dialectical movement between “doing and reflecting on doing “. Applied to music, the lessons pose and solve problems that engage students in critical thinking, critical action, and critical feeling. The lessons inspire a dialogue that breaks down power structures and barriers. Throughout this process, students are empowered as musicians. When both students and their teacher realize “they know that they know”, the result is a transforming experience for all of them.

The ‘transformative pedagogy in Music Appreciation’ module in this study utilized the following key principles of critical pedagogy for music education (Abrahams, 2005):

1) Music education is a conversation. Students and their teachers pose problems and solve problems together; 2) Music education broadens the student’s view of reality. For CPME, the goal of music teaching and music learning is to affect a change in the way that both students and their teachers perceive the world; 3) Music education is empowering. When students and their teacher “know that they know,” one can claim that the phenomenon of “conscientization” has occurred. Conscientization implies a knowing that has depth and goes beyond the recall of information and includes understanding and the ability to act on the learning in such a way as to affect a change (Freire, 1970). In this view, music is conceived as a verb of power. It evokes critical action and critical feeling by engaging students in musical activities that are both significant and consistent with what musicians do when they are making music (Schmidt, 2002); 4) Music education is transformative. For those teaching a CPME approach, music learning takes place when both the teachers and the students can acknowledge a change in perception. It is this change or transformation that teachers can assess; 5) Music education is political. There are issues of power and control inside the music classroom, inside the school building, and inside the community. Those who teach the CPME model resist the constraints that those in power place on them. They do this first in their own classroom by acknowledging that students come to class with knowledge from the outside world and, as such, their knowledge needs to be honored and valued.

Just as critical pedagogy for music education (CPME) is concerned with connecting to the students and their realities, a critical perspective allows teachers to view their role inside the context of their own realities. Like their students, such realities include previous experiences, and their own conception of the political, cultural, and economic components of schooling. They can connect what they know with what their students bring to the classroom and as a result, together they move from the “is” to the “ought.” Believing that music education can be empowering and liberating, the approach extends Elliott’s (1995) conception of music as a verb, to that of a verb of power (Schmidt, 2002). Music, by its very nature, has the power to liberate, transform, and effect change.

Applying all of the above teaching content and strategies, the 'transformative pedagogy in Music Appreciation' module used the following procedures:

1. The professor discusses to class the CST and Benedictine values that can help build justice and peace. The students are given handouts on the topic to help deepen their knowledge and facilitate group and class discussion.
2. Students are grouped into five students per group. Each group chooses a social issue theme from the list given by the professor.
3. They start to write the text/lyrics supervised by the professor.
4. Students follow a musical form template (such as required theme/content of the lyrics, the proper accents between music lyrics and music, proper stylistic setting, musical phrasing and form) given by the professor.
5. The following guidelines were given to the students:

a) In groups of five students per group, create a short, original song/jingle in A-B (binary) or A-B-A (ternary) form, either English or Tagalog, not Taglish. Example: verse-refrain or refrain-verse-refrain or vice versa. Length of song is 3-4 minutes. Overall presentation/performance before class, each group may have 5-7 minutes.

b) Students may use the following media: live instruments, recorded accompaniments, MTV, all possible PA system. Without spending extra, you may be creative/resourceful in using costumes or backdrop. During your performance, you may invite guests.

c) Students are given three class sessions to work on this project. They are encouraged to consult with the professor during these sessions, regarding the following: required theme/content of the lyrics, the proper accents between lyrics and music; correct stylistic setting of the lyrics and music; and performance – sing in tune, clear/understandable lyrics, well-rehearsed, creativity of format/stage presentation.

6. Instructions to the students for the required theme/content of the song lyrics was given.

Please choose a social issue theme, which deals with the problem of violence and peace building in our world today. This is in line with our SSC school year theme of "Serve Others, Save the Earth & Seek Peace". Examples of social issues on violence: injustice/abuse of migrant women/men workers, sexual harassment at the work place, land conversions/industrialization & environment problems, women trafficking/white slavery, child labor and prostitution, terrorism, kidnapping, government officials corruption, drugs, rape/incest, abuse of authority, dehumanization, etc. (This will be the material for the verses.)

Examples of peace-building values based on our Benedictine values and Catholic Social Teachings, which can be our response as Scholasticans: non-violent conflict resolution, respect, listening with the ear of our hearts, cultural tolerance, acceptance of differences, cooperative group learning, stress or anger management, honesty, aggression control, community building through care and taking responsibility for one's actions, good stewardship/care for the environment, expressing/communicating one's feelings peacefully, acting with courage and conviction, empowering oneself and one another, simplicity of lifestyle, community service. (This will be the material for the refrain. The song title/hook should be based on the refrain)

7. Upon completion of the songwriting project, students are to perform the song and submit a written essay/reflection in answer to the questionnaire given by the professor. The research questionnaire consisted of the following items:

- a. Give 3 peace values you learned from working with one another in project and briefly explain why.
 - b. Based on the lyrics of the song, what can you do as a Scholastic in order to build peace in our families/communities today?
 - c. Any values you gained from the music appreciation course, and why?
 - d. Did you become more aware and critical of the social issues from the project?
 - e. Is music effective in bringing out the values of the CST?
 - f. Did the project motivate you to contribute and/or solve our social problems, and put into action the CST values you learned?
 - g. Do you think music has a role in sustaining social justice and peace?
8. The professor's assessment of this songwriting project was done through the use of a rubric that was explained and given to the students before the project started.

After this module was field-tested, we highlighted the responses of the college students in the use of music as a vehicle in sustaining the values of social justice and peace. We selected 6 original songs of the students from the total group output of 42 original songs to represent the values they learned. From our analysis of the lyrics of these 6 original songs composed by the students, we summarized the Benedictine values and Catholic social teachings towards sustainable social justice and peace, which the students expressed in their songs.

First Song title: *Love Will Lead the Way*
by group members of Commerce majors, class 206C

Verse I: *The world is spinning so fast
Everything has changed
What should we do, act upon?
Isn't it strange?
Violence is slowly taking over
It destroys, it kills...it conquers.*

Verse II: *Have we forgotten the truth?
That we are all brothers
We should share equal rights
With each other
People tend to use their power,
Against those who are weaker.*

Refrain: *Why don't we give Peace a chance?
To make us stronger
We must put violence away
'Coz it wont give us the chance to live
In order and in peace
Let's help each other and pray.*

Chorus: *A Peaceful living is all we need
Let's make it happen today
Forget the anger and hatred
Let the spirit of Love lead the way.*

Verse III: *The thirst for power has caused
The pride of man to rise
The value of sharing is lost,
Lost in the skies
Those who are weak become weaker
They are abused so they are never better*
Repeat Refrain and Chorus except last line

The following table summarizes the values learned by the students as represented in the above original song:

Benedictine Values	Catholic Social Teachings
<ul style="list-style-type: none"> - truth - equality - love and prayer - praxis/action - service and caring - responsibility 	<ul style="list-style-type: none"> - human dignity - social justice and love - respect for human rights and human dignity - constructive role of the government

Second Song title: *Make Things Right*
by group members of Psychology members, class 301B

Chorus: *We can make things right
Just believe in this world
We can make it through
Let's work together,
And fight for the Love.*

Verse I: *People living in confusion,
Facing the world in frustration
Wishing for brighter tomorrow
And seize the feeling of sorrow.*

Refrain: *Blood that shatter, killing that grows
Seeks for justice, wandering souls
In this world where we try to hide
The beauty of God's gift and pride.*

Repeat Chorus

Verse II: *Bring unity from our hearts,
Communicate, participate (that's we're ought to do)
We need more faith in ourselves
Unity against terrorism*

Repeat Chorus

Bridge: *This is what we're trying today
And this plague that kills innocent lives
(Innocent lives)*

*Ponder on this for we are all in danger
Bring back the sunshine on this dark,
and horrible phase.*

Chorus 2x and fade...

The following table summarizes the values learned by the students as represented in the above original song:

Benedictine Values	Catholic Social Teachings
<ul style="list-style-type: none"> - community building - participation and dialogue - trust - praxis/action 	<ul style="list-style-type: none"> - human dignity and global solidarity - social justice and love - promotion of peace and active non-violence

Third Song title: *Little Hands*
 by group members of Accounting majors, class 216A

Verse I: *They had to work*

Those gentle hands

In our touch

Those little hands

Where books and toys must be.

Verse II: *And they won't mind*

Because they had to work,

To survive

Forget the dreams

They have in mind,

Just strive for food to eat.

Chorus: *It's their minds they face*

Their lips that would speak

Those sweet little eyes

That stare at us

And, they would say

How cruel this world to them

We could help

Bring them to a better world

We can do it

Let's work hand in hand.

The following table summarizes the values learned by the students as represented in the above original song:

Benedictine Values	Catholic Social Teachings
<ul style="list-style-type: none"> - compassion - work, service and caring - community building 	<ul style="list-style-type: none"> - preference for the poor (street children, child labor) - dignity of human work - people empowerment (renewing our country)

Fourth Song title: *Inang Kalikasan (in Filipino)*
Translated: *Mother Earth*
by group members of Accounting majors, class BSA2

Verse I: *Nagunita ang mga araw
Halik ng ningning ng iyong ilaw
Sadyang naisip ang nakaraan
Punong mayabong ang aking nasilayan.*

Bridge: *Ngunit ngayo'y iba na
Ano nga ba'ng nagawa?
Diwa ko'y nagtatanong
Isang lahing 'di marunong
Nasa'n ba ang malinis na hangin?
Ano nga ba ang gagawin?*

Chorus: *Lukuban ng lilim sa malambay na pakpak
Kalinga niya'y natitiyak, mapapawi lahat ng luha
Wangis ng kasakiman, sa wangis mo'y sumisira
Paano na kaming Inang Kalikasan? Kung wala ka na.*

Verse II: *Hindi ba kayang umasa pa
Gandang likas mo'y wala na ba?
Ang lahat ng lupa'y pagmasdan
Sa 'ting mga mata ay kulay luntian.*

Bridge – Chorus
Coda: *Ngunit 'di na papayag
Matapos mo akong ingatan
Ngayo'y hayaang ipadama
Sa 'yo o' aking Ina
Ibabalik ang kahapon mo ngayon...
Bangon na...
Chorus*

A brief translation of the above song speaks about the nostalgic memories of the beautiful natural sights and wonders of the Philippines. However, the Filipinos have exploited these natural resources, leaving the people hopeless, with all its polluted environment and impoverished land. The song ends with a message of hope that we work together to help recover what was lost by caring once again for our natural resources.

The following table summarizes the values learned by the students as represented in the above original song:

Benedictine Values	Catholic Social Teachings
<ul style="list-style-type: none"> - responsibility - stewardship - accountability - discipline - service and caring 	<ul style="list-style-type: none"> - care for creation - community and the common good - people empowerment (renewing our country and the environment)

Fifth Song title: *Korapsiyon*
 Translated: *Corruption*
 by group members of Commerce majors, class 206C

Verse I: *Maraming pinuno sa pamahalaan*
Puspos sila ng katiwalian
Di man lang nabagabag sa batas
Sila rin ang lumalabag.

Verse II : *Silang walang sinusunod*
Maging ang Dakilang Diyos
Hindi pansin banal nitong utos
Kani-kaniyang kapakanan
Pansariling kagustuhan
Di na baleng bayan ang mawalan.

Chorus: *Di ba nila nalalaman*
Kaligtasan ng Inang Bayan
Sa langit lang nagmumula
Pag-asa ng bansa.

Verse III: *Walang pagsisi*
Sa dami ng pagkakamali
Tatalikdan sila
Sa pagkakasala.

Chorus: *Di ba nila kailangan*
Tanggapin nitong nalalaman
Pilipinas at madla
Pagpapala ay takda.

The above song describes the evil of corruption of government leaders, who break the law of justice instead of being role models for society. They only seek the interest of their families instead of the common good that is why they plunder the coffers of the nation. In their corruption, they have lost their sense of sin as they continue to violate God’s commandments. Thus, the hope of the Philippines lies only in God’s mercy, to save mother country from the clutches of corrupt government leaders.

The following table summarizes the values learned by the students as represented in the above original song:

Benedictine Values	Catholic Social Teachings
<ul style="list-style-type: none"> - honesty - obedience - order - accountability - service and caring - truth - fraternal correction 	<ul style="list-style-type: none"> - constructive role of the government - human dignity - community and the common good - social justice and love (dishonesty and corruption)

Sixth Song title: *Kapayapaan*

Translated: *Peace*

by group members of Commerce students, class 206C

Verse I: *Matatanda at musmos ang nahihirapan*

Sa dulot ng digmaang walang katapusan

Saan hahantong itong kaguluhan

Kun'di sa sugatan at kamatayan

Chorus: *Kung 'di titigilan itong digmaan*

Mawawasak pati ang kalikasan

Pa'no naman ang ngayon lang isinilang

Mayron pa kaya, silang aabutan.

Verse II: *Bawat isa'y naghahangad ng kapayapaan*

Maging sa sarili nating tahanan

Pa'no natin ito makakamtan

Kung puot at galit sa puso'y nanahan.

Repeat Chorus and 1st Verse

The above song describes the social and environmental damage brought about by war and terrorism. The evil of wars affects generations of both old and young people. In our search for peace, let us start in our own families and communities by getting rid of anger and hatred and instead strive to live in harmony.

The following table summarizes the values learned by the students as represented in the above original song:

Benedictine Values	Catholic Social Teachings
<ul style="list-style-type: none"> - compassion - participation and dialogue - service and caring - community building - silence and listening 	<ul style="list-style-type: none"> - human dignity and solidarity - social justice and love (community and the common good) - peace and active non-violence (harmony, not conflict)

After the students wrote and performed their original songs, they were given a questionnaire. To analyze how the students represented meanings from their experience of the 'transformative pedagogy in Music Appreciation' module, we used the inductive approach of comparing their responses to the questionnaire by coding them into descriptive categories. As young adolescents, many of them voiced out similar feedback in various shade and nuances. This resulted in a series of emerging themes or patterns of generalizations from the students' responses. The students' accounts of their significant experiences and reflections on what they have learned from the module are hereby represented in a form of exegetical narratives.

1. Students' conscientization regarding social problems and issues:

"We became more aware of the struggles and issues of women in today's society. From this group project, we realized that we should not allow sexist abuse and discrimination. We should stand for our human rights and show our capacity and worth as women." (class 301B)

"This project made us critically aware of the problems of conflicts and wars. Young people like us can help build unity and harmony so that we can help end suffering and destruction brought about by wars and conflicts." (class 206C)

"Researching on the topic of terrorism in order to create words for our songwriting project opened out minds and hearts on how terrorism destroy many people's lives. This project is an eye-opener for us. We feel challenged to 'make things right' in our country and in our society." (class 301B)

"Working on this music appreciation project made us realize the evil of graft and corruption in our Philippines government, which makes our leaders greedy and selfish. We want to help heal our country by striving to be sincere and honest in our everyday life." (class 206C)

2. The role of music in teaching the values of social justice and peace to the students:

"While working on our song project, our group members learned the values of unity, teamwork and patience. The creativity and hard work of the group members made us appreciate each other's ideas, efforts and talents." (class 206A)

"Our group had fun working on the project, even though the topic of our original song was quite serious. We realized that we first should have peace in our hearts before we can hope to build peace in our communities. Music has the power to inspire us to live the values of discipline and responsibility so we can work for peace in our world." (class BSA2)

"Music has a great impact on our lives. The project made us reflect on the importance of solidarity and it challenged us to share what we have to the less fortunate members of society." (class 301B)

"Music was effective in bringing out the principles of Catholic social teachings. Working on the lyrics of the song impressed on us the importance of respecting the human dignity of each person and our obligation to protect the common good." (class 206C)

3. The influence of music on the Scholastican students to put into action the Benedictine peace values and Catholic social teachings in order to build social justice and peace:

"This music project inspired us to promote peace in our communities by starting the work for peace in ourselves first. Music helped to heighten our

awareness on social issues like drug addiction and other forms of addiction that are currently consuming the youths of today. Working on this project made us realize our full potential as youths to help build a better world.” (class 206A)

“Human dignity is essential that’s why we need to value our life by learning to say “no” with conviction to different kinds of vices. Working on the song project challenged us to work as responsible stewards of God’s creation. We feel motivated to build God’s kingdom by being role models to our fellow youths.” (class 301A)

“Music can influence the way people think, feel and act. This project convinced me that we should exercise our rights to elect only good leaders for our country. We need servant-leaders who can help build justice and peace in our society.” (class BSA1)

“Music is a vehicle to express our ideas and a channel to convince people to face problems and act upon these problems and issues. Even though we are only students, we can make a difference in this world by doing our responsibilities, right now as students and putting into practice the Benedictine values and Catholic social teachings we learned here at our college. We believe these are the significant results of this music appreciation project.” (class 206B)

These comments resound with the passion and determination of youths who aspire for a better and peaceful tomorrow, despite the injustices of today’s world. The songs/music they used in their projects made an emotional impact on their resolve to build justice and peace. From the insights of the students, it is clear that St. Scholastica’s College education for social transformation significantly includes the praxis/practice of Benedictine peace values and Catholic social teachings. The ‘transformative pedagogy in music appreciation’ module also demonstrated the influence of music as a medium in inspiring students to create a peaceful and just world and hence, a better tomorrow.

Conclusions and Recommendations

From the findings of this study, the following conclusions can be drawn::

1. The ‘transformative pedagogy in music appreciation’ can be a powerful teaching tool in conscientizing college students on contemporary social issues and problems. Music can be a potent social force for building and sustaining the values of justice and peace in our multicultural, multi-religious and global societies.
2. Various disciplines in the liberal arts courses in higher education institutions could integrate the transformative pedagogy towards social responsibility, if education is to be an active agent in helping transform our prevailing culture of violence into a culture of peace and social justice.
3. Findings from the songwriting project and questionnaires given to the students demonstrated the significance of Benedictine peace values and Catholic social

teachings as relevant framework in the values and moral formation of college students.

4. While this research does not negate the possibility of music, on the contrary, as a source of injustice and peacelessness, further studies need to be done on the sociological implications of music and the arts in this area. The present investigation clarifies the benefits and the possibilities of using music and the arts in the transformation of society.

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Political Overtures: The Songs of Yano as Counternarratives

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Abstract

One of the influential local bands of the 1990's, Yano produced and performed songs on social and political themes such as the EDSA revolt, religious hypocrisy, and the failings of the educational sector. Unlike many of their contemporaries, Yano chose to politicize their music, that is, by fusing upbeat and aggressive melodies with lyrics about social problems and concerns. Deploying elements of parody and sarcasm, the songs may be seen as counternarratives exposing and negotiating the complications of the social structure. Given that many of the issues addressed by the songs remain unresolved, the music of Yano can be constitutive of alternative literary practices for exposing and countering these unsettling and unsettled tensions.

Introduction

Since 50 years ago, the crisis of representation (and subjectivity) brought about by Marxist, postmodernist, and poststructuralist theories has engendered a different mode of looking at and reading texts and cultural products, one that rejects and negates the notion of art (literature, music, etc.) as the simple mirror-image of reality. Cultural products can no longer be dissected and discussed without invoking polyvocality and the multiplicity/fluidity of meaning, and “totalizing,” single world-views have since become subject to suspicion (Barthes, 1979). Metaphors, representations, narratives, even their interpretations, are now seen as means of resistance, of transgression and aggression.

Ileto's (1979) groundbreaking *Pasyon at Rebolusyon*, for instance, analyzed the *pasyon*—the poetic narrative about the life, passion, and resurrection of Christ—as an integral aspect of the natives' anti-colonial aspirations during the Spanish regime. Balagtas' *Florante at Laura*, a *corrido* considered as a masterpiece of Philippine literature, was an allegorical attack against Spanish colonialism. Because of strict censorship during the Spanish era, some musicians wrote love songs (*kundiman*) which could be read as veiled critiques of colonization and as affirmations of the people's desire for independence from colonial hegemony. A *kundiman* entitled *Sa Iyo ang Dahil* (circa 1872), which on the surface is simply a lover's lament to a woman, might have been the first recorded patriotic song. The lines “*Sukat mong pakaalalahanin/ na ang hirap kong ito'y para sa iyo ang dahil*” (You ought to remember/ that my sufferings are caused by you) from the song may not only be read as a suitor's expression of love, but also as a declaration of a native son's willingness to make the supreme sacrifice for his country (Ileto, 1998).

Historia Famosa ni Bernardo Carpio, according to Ileta (1994), is also replete with images and symbols pertaining to the nationalist struggle against Spain. In this folk narrative poem popular during the Spanish regime, Bernardo, the protagonist, denounces his stepfather, the king. This has been construed as the rejection of Spain, symbolized by the stepfather. Despite his having originated from a Spanish metrical romance, Bernardo Carpio was appropriated by the Tagalogs into the misty stratum of myth and symbol as a messiah who would emancipate them from colonial bondage. Ileta (1994) adds:

The myth of Bernardo Carpio is translated into the history of the Tagalog people, which feeds into the construction of a Filipino people. Not only was Bernardo Carpio the man in the mountain who would come down to free his people from oppressors, but as (Katipunan Supremo) Bonifacio (and other Katipuneros) saw it, each lowly Indio could be a Bernardo Carpio (p. 26).

Indeed, narrations whether in the form of testimonies, epics, or songs have the potential to negotiate, circumvent, or undermine even the inherent constraints of hegemony and domination. Narrations, to quote de Certeau (n.d., as cited in Barette, 1996) enable their (re)producers to discover “their own paths in a jungle of functionalist reality”—a reality that operates within and is built upon, while also constantly destabilized by, capitalist or western (ir)rationality. The need to find these paths becomes more pronounced especially in certain historical conjunctures characterized as well by more pronounced forms of repression and coercion, such as the Martial Law period in the Philippines when state apparatuses rode roughshod over civil liberties. These narrations can be counternarratives when read as oppositional responses to the hegemonic impositions of imperialism, the state, patriarchy, capitalism, organized religion, etc.

Since their roots plunge deep into the soil of any society, repression and coercion take forms other than those usually associated with political power. With the “restoration” of civil liberties in 1986, for instance, the institutions of exploitation (both repressive and ideological) reconstituted themselves under an administration which initially vowed to be the antithesis of its predecessor. The Aquino administration chose to kowtow to military and economic advisers (local and foreign), as well as *caciques* and a new pack of cronies—a regime reminiscent of the years before the power grab (Laurel, 2003).

Basking in the newfound “freedom” of artistic expression (stifled during the Martial Law period), local musicians experimented with form, style, and content appropriated from American musicians. “Alternative” music groups were formed by teenagers and young adults who had grown up during the Marcos years, and lorded it over the music scene with songs about teenage life, unrequited love, youthful angst, etc. With the commodification of the restored “freedom” of expression, successful groups like the Eraserheads and Rivermaya superseded with more upbeat melodies the sentimental ditties of the late 1980’s and early 1990’s.

One group named *Yano* opted to use their songs in taking up expressly political and social issues, including the mall “culture,” religious hypocrisy, and social activism. The band fit into and exemplified, but also blurred the Apollonian-Dionysian contrast of Nietzschean aesthetics—the Dionysian revelry and forgetting found expression in the galvanic beat and aggressive performances, while invoking

the Apollonian sense of contemplation on the basis of their social and political themes (Alleyne, 2002).

This paper aims to present a textual analysis of the songs as counternarratives. Counternarratives, as defined by Giroux, Lankshear, McLaren, and Peters (1996), are those narratives that critique the “‘official’ and ‘hegemonic’ narratives of everyday life: those legitimating stories propagated for political purposes to manipulate public consciousness by heralding a national set of common cultural ideals” (p. 6). In particular, the discussion revolves around the following questions: What subjective and collective, individual and social concerns are foregrounded by/in the texts? What “official” narratives do the songs expose and interrogate? How is resistance (re)presented in them? Lastly, what possibilities, if any, are proffered?

Progressive Origins

The first incarnation of Yano was the band called Patatag, a progressive vocal ensemble, of which Dong Abay and Eric Gancio were members. A year later, Abay and Gancio decided to form their own group called NG (pronounced as en-ji) with Renmin Nadela as the drummer; they were later joined by Onie Badiang as the bassist. In 1993, the group (now named Yano) recorded their demo songs at the home studio of Joey Ayala, another alternative artist. A song entitled “Kumusta Na?” about the EDSA revolution would soon earn popularity, and this enabled the band to play in local clubs (Mayrics, Club Dredd, etc.). Percussionists from other bands (Ang Grupong Pendong, Put3ska, Ex-President’s Combo among others) would join some of the performances. An eponymous album released in 1994 included classic rock songs like “Banal na Aso, Santong Kabayo,” “Tsinelas,” and “Esem,” which earned more followers for the group, let alone more performances in many parts of the country. Pressure induced by their new-found fame drove Dong Abay to quit the band after producing 2 more albums. The group dissolved before long. Abay grappled with clinical depression and stayed home for several years while composing more songs and poems. Another band, Pan, was formed by Abay after coming out of depression, but the group did not become so influential as its predecessor. Gancio went back to his homeland in Davao; he has revived Yano as a multi-instrumentalist but two other musicians as session performers (Yano, 2010).

The Repertoire

“Kumusta na,” (How Are You?), one of the more popular tracks from the band, demystifies the EDSA “revolution.” The individual to whom the song is addressed was part of the crowd that drove Marcos and his ilk out of power—participants in a “revolution” which, apologists claim, inspired other “upheavals” of its kind (peaceful, nonviolent) in other parts of the world. EDSA is hailed as the symbol of the Filipinos’ struggle for the “restoration” of democracy, an event that ushered in a new chapter in the country’s history. However, the persona in the song, rhetorically asks: Was EDSA really worth the sacrifices of that mighty concourse of people? The poor EDSA participant to whom the song is addressed (representing the many others who risked lives during those fateful days) hoped that with the dismantling of the dictatorship and the “restoration” of democratic institutions would effect authentic change. But EDSA has proven to be a Sisyphian undertaking: the

persona finds the addressee pushing his *kariton* (cart) along the same highway where he and countless others assembled to oust a dictator. Pushing his *kariton*, the addressee passes by a shopping mall—that monumental, redoubtable symbol of modern-day consumerism:

*Nakita kita kahapon, may hila-hilang kariton
Huminto sa may Robinson, tumanga buong maghapon...*

I saw you yesterday with a cart,
You stopped near Robinson's Mall, and stood by the whole day...

Notice the juxtaposition of images associated with both misery and progress, illustrative of a lopsided “development” that characterizes the modern capitalist system—one that privileges the few while neglecting, if exploiting, the many. Ultimately, the concerted effort on EDSA ultimately did not pay off, and the persona ruefully asks:

*Ang buhay natin, kaya pa ba?
Eh, kung hindi, paano na?*

Can we still bear this kind of life?
If not, what do we do now?

And the persona himself answers: *Ewan ko* (I don't know)—a terse expression of disappointment and uncertainty, recalling Sartre's existentialist man who laments: “I await myself in the future. Anguish is the fear of not finding myself there, of no longer wishing to be there” (Palmer, 1994, p. 124).

Like the *kariton*, another quotidian image appears in another favorite Yano tune, “*Tsinelas*” (Slippers) which is an ode to the persona's slippers, the poor man's footwear. The slippers have been his constant companion in his adventures and mishaps:

*Kasama-kasamang madalas
Ilang taong lumipas
Mahal kita*

My constant companion
For several years
I love you

The footwear becomes an extension of the self, a sort of “security blanket” when facing and defying cops in demonstrations:

*Una akong naligtas
Noong kami'y ma-tear gas
Buti't nakaiwas
Sa mga ahas at mga hudas...*

I was first saved
 When we were assaulted with tear gas
 Luckily I escaped
 From the serpents and the Judases...

But the slippers, given their “lowly” stature, would also be a reason why he could not even enter a grocery:

*Sabay pinalabas sa grosering ma-class...
 Mukha raw takas, mukhang mandurugas*

My slippers and I were whisked out of a grocery...
 Because I looked like a fugitive and a hooligan...

The allusions constitute an acerbic denunciation of an establishment that discriminates against the dishabille, slipper-wearing man/woman on the street, and of its myopic fixation on social status.

In “State U,” the state university becomes a microcosm of the education sector as it grapples with a cavalcade of problems arising from a lackadaisical attitude towards education and other basic services.

*Walang efficiency
 Mga government employee
 Sa state university...*

*Kahit may demolition
 Private corporation
 Barat na allocation
 Sa education...*

There’s no efficiency
 Among government employees
 At the state university...

Though there are demolitions,
 Private corporations (are prioritized),
 (While there’s) inadequate allocation
 For education...

Ignoring the universalist premise that a society’s survival hinges on the education of its citizens, the state fails to address the perennial problems: inadequacy of classrooms, instructional materials and teachers; the low emoluments of education workers; the flawed curricula, among others. The persona likewise censures the concerned workers and students for their seeming apathy; it may also be an exhortation:

*Bakit walang nagrarali?
 Why are there no rallies?*

The persona himself seems to provide an answer:

Parami na nang parami
De-kotseng estudyante

Growing in number
Are students with cars

That is, while ironically the university seems to suffer from poor budget allocation, the students who troop to the institution and avail of its “quality” education belong to the higher ranks of population. To confound it all, commercial establishments have re-shaped the landscape literally and figuratively; private enterprises invade what is supposed to be public land. Nemenzo (n.d.), a former state university president himself, provides the following observation as regards the problems of the education sector:

While other countries have worried over the relevance of their educational curriculum to the demands of modernity and globalization, our concerns have remained basic: the chronic lack of classrooms and textbooks and teachers. Not enough attention has been paid yet to the quality of instruction and relevance of the curriculum, although no doubt these are equally pressing problems. Curricula do not foster love of country nor nurture a strong sense of national identity. Compounding the basic problems brought about the paucity of resources allotted to education is the extreme poverty of our people at the bottom rungs of the population. Poverty results in high dropout rates at all levels and poor performance at school. Pressing economic need also forces many highly qualified teachers to seek alternative employment abroad (p. 25).

“Kaklase” (Classmate) is also a novelty tune about education, but here the focus is on the poor students who find themselves on the receiving end of institutionalized brutality and oppression in school. Failure to cope with the lessons and any sign of insubordination become grounds for the imposition of corporal punishment:

Pinalibot sa quadrangle
Pinaikot hanggang magbell

(The student was) required to go around the quadrangle
Until the school bell rang

Somehow, the students’ predicament under the terror teachers becomes an allegory for that of the people.

Another song about education, “Iskolar ng Bayan” (People’s Scholar), is a sardonic ditty about not being a scholar at all. It begins with a backhanded compliment addressed to a new graduate:

Congratulations, congratulations nga pala
Nakakagulat ka, parang nagmilagro ang bobong tanga...

Congratulations, congratulations
You surprised me, it seemed that an imbecile had made a miracle

The song excoriates the “scholar” who cheats in order to hurdle the rigors of academic life:

*Pasalamat ka naman sa klasmeyt natin
 Na kinopyahan mo nang apat na taon
 Pasalamat ka naman sa teacher natin
 Na sinipsipan mo nang apat na taon...*

Say ‘thanks’ to our classmate
 Whom you copied from for four years
 Say ‘thanks’ to our teacher
 Whom you did favors for...

Another stanza becomes an undisguised denunciation of the bourgeois lifestyle:

*Mahilig ka pa rin ba sa chicks?
 Nagdidisco ka pa rin ba sa Euphoria at Paces ?
 Gumamit ka pa rin ba ng “S”?
 Naga-outing ka pa rin ba sa United States?*

Do you still like chicks?
 Do you still go to Euphoria and Paces to disco?
 Do you still use “S”?
 Do you still spend your vacations in the United States?

With the song “Kaka,” the band also touched on the energy crisis that gripped the country in the early 1990’s. This Yoyoy Villame-esque tune injects humor into an otherwise serious concern. The ill-fated character named Kaka falls prey to the establishment’s (deliberate?) mishandling of the power sector. The song relates how Kaka, groping in the dark, encounters one misfortune after another—unhinged, literally and figuratively, by the darkness:

*Sa gitna ng dilim, si Kaka’y nangangapa
 Nagpumilit makahanap, posporo at kandila
 Sa kasamaang palad ay iba ang nakapa...
 Malambot, mamasa-masa, malagkit at malata...eh
 Sumibad siya pakusina, maghuhugas ng kamay niya...
 Eh, minalas nga naman—natapakan ang sabon
 Si Kaka ay nadulas, puwit niya ay nagasgas*

Kaka was groping in the dark,
 Trying to find a matchbox and candles
 Unfortunately, he found something else...
 Soft, pasty, sticky...
 He scampered towards the kitchen to wash his hands...
 Unluckily, he stepped on a bar of soap...
 Kaka slipped and injured his rump...

When he goes out of the house, Kaka hurtles toward more annoying mischances:

*Lumabas s'ya ng bahay, doon sa kalye nagpahangin
At galit na tinadyakan ang aso ni Mang Gusting
Eh, nandoon pala si Mang Gusting na siga sa lugar namin
Ang kawawang si Kaka sa ospital nakarating...*

He went out of the house and onto the street for fresh air
He angrily kicked Mang Gusting's mutt
Mang Gusting, a bully in our place, happened to be there
Poor Kaka landed in the hospital in no time...

Notwithstanding the exaggeration, the song articulates the struggle of the ordinary Filipino amidst the darkness of everyday uncertainty. Furthermore, the power outages and the energy crisis alluded to in the song may well illustrate the inherent contradictions of the capitalist dispensation: scarcity in plenitude, uncertainty in the midst of development.

In "Paalam, Sampaguita" (So Long, Sampaguita), a budding relationship is cut short by a woman's migration to the United States.

*Paalam, Sampaguita
Bakit ba lalayo pa?
Maninirahan sa Amerika
Di na tayo magkikita*

Farewell, Sampaguita
Why do you have to go?
You will stay in America
Never shall we meet again

A long-distance affair is not likely as the woman's ambitious mother prefers her daughter's affluent suitor, the son of a ship owner (*anak ng may-ari ng barko*)-- a reference to the privileging of material wealth even over unfeigned love and affection. Dignity, reputation, family ties are pawned in favor of financial security.

"Banal na Aso, Santong Kabayo" (Holy Dog, Saintly Horse), one of the group's most popular songs, is a scathing censure of the pretender, the religious hypocrite who flaunts religiosity and kindness as a coping mechanism to disguise his/her true character. In the song, a woman praying the rosary mouths expletives as she alights from a jeepney, to the consternation of the other passengers.

*Kaharap ko sa dyip ang isang ale
Nagrorosaryo, mata'y nakapikit
Pumara sa may kumbento
"Sa babaan lang po", sabi ng tsuper
"Kasi may nanghuhul"i...
Mura pa rin ng mura ang ale...*

On a jeepney, I was seated in front of a woman
 Praying the rosary, her eyes closed
 She was to alight near the convent
 “Only at the unloading zone,” said the driver,
 “Or we’ll get caught...”
 But the woman started cursing...

Also, a girl asking for money to save her empty stomach is given the cold shoulder by a Bible preacher.

Nangangaral sa kalye ang isang lalake
Hiningan ng pera ng batang pulubi
 “Pasensya na.” Para daw sa templo
 “Pangkain lang po,” sabi ng paslit...
 “Talagang di pupuwede.”
Lumipat ng pwesto ang lalake...

A man was preaching on the street
 A girl asked for alms
 “I’m sorry...this is for the temple.”
 “Just for food, sir,” the girl said
 “I really can’t give you any.”
 The man moved away.

The persona repeatedly intones:

Hi-hi-hi-hi
Natatawa ako sa iyo

I can’t help laughing at you

The laughter and the sardonic quip, while directed at the hypocrites, also become the persona’s mechanism to get to grips with what he saw as manifestations of blatant deceit and pretension.

In “Esem” (a corruption of SM, the name of a popular mall), the persona strolls around the mall in his desire to escape from the drudgery of everyday existence. The mall serves as another dimension, a haven of escape from his poverty. Like the addressee in “Kumusta Na,” the persona in “Esem” realizes in the end that all is not well, that the entertainment provided by the mall is transitory and outside, one can find the real world, an arena of countless struggles in which one must be equipped with the gall and the audacity to survive. As darkness falls over the city, the persona intones:

Ako’y uuwi na
Tapos na ang saya
Balik sa problema
At bukas ng umaga
Uulitin ko pa ba ang kahibangang ito?
Sa tingin, hindi na...

I'm going home
The joy is over
Now, I'm back to problems
And tomorrow morning,
Should I go on with this delusion?
I suppose I won't...

It is not mere introspection nonetheless. The persona says in a rather angry, even menacing tone:

Nakakainip ang ganitong buhay
Di nakakaaliw ang ganitong buhay...
Nakakabaliw ang ganitong buhay
Di nakakaaliw ang ganitong buhay...

This kind of life is boring
This kind of life is not enjoyable
This kind of life is crazy
This kind of life is not enjoyable...

What is certain is that the persona will no longer indulge in the same kind of fantasy and illusion:

Uulitin ko pa ba ang kahibangang ito?
Sa tingin ko, hindi na

Should I go on with this delusion?
I suppose I won't!

A more serious form of escape, of forgetting may be found in *Mersi*, a song about a woman that is demonstrably mad:

May isang marusing na babae
Na tinubuan ng bigote
Kinakausap ang sarili
At kahit sinong makatabi.

There was a disheveled woman
Who had grown a beard
She would talk to herself
And to anyone beside her...

The persona repeatedly asks:

Nasa'n ka na kaya
Mersing makata
Sa'n ba gumagala
At bigla kang nawala...

Where could you be,
Mersi, the poet
Where do you wander
Now that you're gone?

Her actuations, to put it mildly, are strange. But her case, as intimated in the song, is the result of abuse:

Ika'y walang awang ginahasa
You were mercilessly raped

Her case then ceases to be a private one—illustrative of the dialectic inseparability of the personal and the political. She may be read as a metaphor for women whose lives are bristled with difficulties in a patriarchal setup. Her insanity, her poetry, her sudden disappearance may just be techniques she deploys in order to address, negotiate, and circumvent its inherent strictures.

Conclusion

The songs of Yano are narrations meant not just to tell stories, but also to expose instances of, while resisting, the relations of power brought about and sustained by western/capitalist (ir)rationality, and by the “official” narratives of political and cultural forces in order to manipulate public consciousness. The songs as counternarratives may be retrieved and revived in order to project and amplify the failure of the establishment to effect genuine radical change especially in the years after the 1986 power grab, the historical period alluded to in the songs. According to San Juan (2000, p. 265), “After the February 1986 urban insurrection, the old ruling elite...returned with schemes that revitalized the neocolonial stranglehold by transnational capital.” The songs are still relevant since the issues they advert to have remained unresolved. They still strike a collective nerve, as it were. But not like the revolutionary songs of the organized left, many of which are characterized by doctrinal didacticism, the songs of Yano wed social awareness with everyday realities; the lyricism is a hybrid of satire and profundity. Yano consciously transformed a cultural practice into a tool that relates to the struggle for freedom, and against tyranny and oppression through the subtle narration of the social experiences of the marginalized Filipinos. These songs, these articulations may help us make an assessment, however belated, of historical conjunctures which have been blurred through the mythopoeic tendencies of certain institutions bent on rewriting and inflecting “history” in order to protract the western/capitalist dispensation obviously for their own good. (Perhaps, “history” in this regard as it appears to us in textbooks or in mainstream media needs to be problematized, that is, unmasked and sifted through. The subject of analysis in this paper may well represent a discontinuity vis-à-vis the “historical truths” purveyed and refracted through ideological apparatuses.) Songs as narrations and songs as cultural practice can thus be instruments to expose and heighten the ever-present tensions and contradictions in the social process.

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Appendices

“Kumusta Na”

Kumusta na, ayos pa ba
Ang buhay natin, kaya pa ba
Eh kung hinde, paano na
Ewan mo ba, bahala na?

Napanood kita sa tv, sumama ka sa rali
Kasama ang mga madre, pinigilan mga tangke
Umiiyak ka pa sa harap ng mga sundalo
Namigay ka pa ng rosas na nabili mo sa kanto

Dala-dala mo pa, estatwa ni Sto. Nino
Eskapularyo't Bibliya, sangkatutak na rosaryo
At sa gitna ng EDSA, lumuhod ka't nagdasal pa
Our Father, Hail Mary from thy bounty thru Christ our Lord amen

Pebrero, bente-sais nang si Apo ay umalis
Ngiti mo'y hanggang tenga sa kakatalon, napunit a'ng pantalon mo
Pero hindi bale, sabi mo, marami naman kame
Kahit na amoy pawis, tuloy pa rin ang disco sa kalye

Nakita kita kahapon, may hila-hilang kariton
Huminto sa may Robinson, tumanga buong maghapon
Sikat ka noon sa tibi kase kasama ka doon sa rali
Pero ngayo'y nag-iisa, naglalakad sa may EDSA

Ewan mo ba, bahala na
Bahala na, bahala na

“Tsinelas”

Mang kulas
Pabili nga ng tsinelas
Pudpod nat gasgas
Baka mapigtas tong luma kong tsinelas
Tong luma kong tsinelas
Tong luma kong tsinelas
Tong luma kong tsinelas

Una akong naligtas
Noong kamiy ma-teargas
Butit nakaiwas

Sa mga ahas at mga hudas
 <<Ako! at aking tsinelas
 Kaya... mang kulas
 Pabili nga ng tsinelas
 Pudpod na at gasgas
 Baka mapigtas tong luma kong tsinelas
 Tong luma kong tsinelas
 Tong luma kong tsinelas
 Tong luma kong tsinelas

Sabay pinalabas sa grocering ma-class
 Masakim na balbas
 Mukha raw takas, mukhang mandurugas
 Ako ba? at aking tsinelas
 Kaya... mang kulas
 Pabili na ng tsinelas
 Pudpod na at gasgas
 Baka mapigtas tong luma kong tsinelas
 Tong luma kong tsinelas
 Tong luma kong tsinelas
 Tong luma kong tsinelas

Ubos na ang oras, puno pa ang bus(bas)
 Di makaangkas
 Wala ng lakas
 Inip at banas!
 Ako! at aking tsinelas
 Kaya... mang kulas
 Pabili nga ng tsinelas
 Pudpod na at gasgas
 Baka mapigtas tong luma kong tsinelas
 Tong luma kong tsinelas
 Tong luma kong tsinelas
 Tong luma kong tsinelas

O aking tsinelas
 Palitan bukas na ang wakas
 Kasa-kasamang madalas
 Ilang taon ang lumipas
 Mahal kita!
 O aking tsinelas
 Kaya... mang kulas
 Pabili na ng tsinelas
 Pudpod na at gasgas
 Baka mapigtas tong luma kong tsinelas
 Tong luma kong tsinelas
 Tong luma kong tsinelas

Tong luma kong tsinelas
Tong luma kong tsinelas
Tong luma kong tsinelas
Tong luma kong tsinelas
Tong luma kong tsinelas

“State U”

Parame na ng parame
De kotseng estudyante!

Sa state university!
4x

Walang efficiency
Mga government employees

Sa State University!
4x

Antique na laboratory
Bulok na facilities

Sa state university!
4x

Administration policy
Itaas ang tuition fee
Pati na din ang dorm fee
Baket walang nagrarily?

Kahit may demolition
Private corporation
Barat na allocation sa education
Commercialization, colonialization
Privatisation, kawawang oblation!
Sa state universty!

State u! hate u!
5x

State university (til fade)

Congratulations, congratulations nga pala!
Nakakagulat ka, parang nagmilagro ang bobong tanga!

Tantya ko sa yo siguro, ang talitalino mo
Taga UP ka kasi, kay daling makakahanap ng trabaho

Congratulations, congratulations nga pala!
Nakakagulat ka, parang nagmilagro ang bobong tanga!

Congratulations, congratulations nga pala!
Nakakagulat ka, parang nagmilagro ang bobong tanga!

Congratulations... (til fade)

“Paalam, Sampaguita”

Paalam sampaguita
Bakit ka lalayo pa
Maninirahan sa america
Di na tayo magkikita

Anong silbi ng larawan mo
Kung hindi ka naman naririto
Habangbuhay ko bang ilalagay
Sa pitika ko na un ibibigay

Tatay at nanay mo ang nagsabi
Di raw tayong maaring mag-steady
Gusto nilang maging asawa mo
Ung anak ng mayari ng barko

Paalam sampaguita
Bakit ka lalayo pa
Maninirahan sa america
Di na tayo magkikita

Sabi mo mahal mo ako
Sa ilalim ng buwan nagsumpaan pa tayo
Na walang makakahadlang
Kahit sino man sa ating pag-iibigan

Kay saklap naman ng kapalaran
Nilisan ka 'pagkat ika'y napilitan lng
Kaya ito laging kasama ko
Ang tamis ng pait ng ala-ala mo

Paalam sampaguita
Bakit ka lalayo pa
Maninirahan sa america
Di na tayo magkikita

Ganito ba talaga ang pag-ibig
Di maaring magtagpo ang lupa't langit
Ganito ba talaga ang pag-ibig
Di maaring magtagpo ang lupa't langit

Paalam sampaguita
Bakit ka lalayo pa
Maninirahan sa america
Di na tayo magkikita

Paalam na
Paalam na
Paalam na
Paalam na, bye bye...

“Banal na Aso, Santong Kabayo”

Kaharap ko sa dyip ang isang ale
Nagrorosaryo mata niya'y nakapikit
Pumara sa may kumbento
Sa babaan lang po sabi ng tsuper kase me naghuhuli
Mura pa rin nang mura ang ale

Banal na aso, santong kabayo
Natatawa ako hihihahi
Banal na aso, santong kabayo
Natatawa ako hihihahi
Sa 'yo

Nangangaral sa kalye ang isang lalake
Hiningan ng pera ng batang pulubi
Pasensya na para daw sa templo
Pangkain lang po sabi ng paslit
Talagang di ba pupwede?
Lumipat ng pwesto ang lalake

Banal na aso, santong kabayo
Natatawa ako hihihahi
Banal na aso, santong kabayo
Natatawa ako hihihahi
Sa 'yo

Anuman ang iyong ginagawa sa iyong kapatid
Ay siya ring ginagawa mo sa akin

Banal na aso, santong kabayo
Natatawa ako hihihhi
Banal na aso, santong kabayo
Natatawa ako hihihhi
Sa 'yo
Sa 'yo(x2)

“Esem”

Patingin-tingin, di naman makabili
Patingin-tingin, di makapanood ng sine
Walang ibang pera, kundi pamasaha
Nakayanan ko lang, pambili ng dalawang yosi

Paamoy-amoy, di naman makakain
Busog na sa tubig
Gutom ay lilipas din
Patuloy ang laboy
Walang iisipin
Kailangang magsaya, kailangang magpahangin

Nakakainip ang ganitong buhay
Nakakainis ang ganitong buhay
Nakakainip ang ganitong buhay
Nakakainis ang ganitong buhay
(Repeat)

Gumagabi na
Ako'y uuwi na
Tapos na ang saya
Balik sa problema
At bukas ng umaga
Uulitin ko pa ba ang kahibangang ito
Sa tingin ko hindi na

Nakakainip ang ganitong buhay
Nakakainis ang ganitong buhay
Nakakainip ang ganitong buhay
Nakakainis ang ganitong buhay

Nakakabaliw ang ganitong buhay
Di nakakaaliw ang ganitong buhay
Nakakabaliw ang ganitong buhay
Di nakakaaliw ang ganitong buhay

No... no no no

“Mercy”

Isang marusing na babae
Na tinubuan ng bigote
Kinakausap ang sarile
O sinomang makatabe

Na'san ka na kaya
Mercyng makata
San ba gumagala
Ba't bigla kang nawala

Parang bula

Mangungulit mangiistorbo
Manghihingi sa'yo ng piso
Kapalit nito'y isang tula
Sinulat nya sa palara

Lalalalalalalalalala...
Lalalalalalalalalala...
Lalala...

Siya'y walang awang ginahasa
Simula ng kanyang di paglaya
Nawalan ng tino sa kahihyan
Pangarap nya'y di na nasundan

Lalalalalalalalalala...
Parang bula...
Lalalalalalalalalala...
Parang bula...
Lalalalalalalalalala...
Parang bula...

“Kaklase”

Kaklase ko si Lot-lot, Di makasagot
Sa sobrang takot kay Sir Kilabot
Hinampas sa ulo ng libro ng Bio (2x)
Hinampas...(4x)

Kaklase ko si Nok-nok, Inaantok
Sinapok sa batok, Pinalunok ng chalk
Pinalibot sa quadrangle, pinaikot hanggang mag-bell (2x)
Pinalibot...pinaikot (2x)

Kaklase ko si Kit, Di-nagpagupit
Di pa nag-ahit, Kinurot sa singit
Pinalabas sa kwarto, pinagtabas ng damo (2x)
Pinalabas, pinagtabas (2x)

Kaklase ko si Mamaw, May tato, may hikaw
Binilad sa araw, parang kalabaw
Pinag-walis ng basura, pinaglinis ng kubeta (2x)
Pinagwalis, pinaglinis (2x)

Kaklase ko si Sam, Wala raw syang alam
Binagsak sa exam, Sa isandaan, syam
Minura ng minura, kick-out sa eskwela (2x)
Minura...minura...kick-out...sa eskwela

* The lyrics of the songs, except for “Kaklase,” were downloaded from <http://www.lyricsmode.com>. The lyrics of “Kaklase” were taken from <http://www.timog.com/forum/tf-kyorlor-ii?page=43>.

Paradigm Shift in Business Education: A Call for New Pedagogy

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Introduction

The advent of information communication technology has led educational institutions into a new era. The impact of the revolution in communications has been so phenomenal that even the term “Global Village” seems inappropriate to describe the shrinking frontiers of our world (Mattoo, 2003). Education is being transformed so radically that it demands new approaches and new pedagogical tools. Thus, in today’s communication age, learning is no longer confined within the four walls of a classroom. An instructor armed with a textbook is no longer the sole source of knowledge and educational experiences. Information resources nowadays are everywhere, often only separated from learners by time and space.

The information communication revolution that we are experiencing today has shifted the modes of education system in our society: from print to electronic to digital and is ready to switch over to the automatic mode. The system has shifted from a teacher-centered approach to a student-centered approach, and is now evolving new directions. New technology and new possibilities put pressure on the educational institutions to change and deliver new products. Even companies become more and more conscious towards developing the competence and skills of their employees. As a result, the way we view teaching and learning is changing. The themes *learning, lifelong learning, continuing education, continuing professional development, distance education, flexible learning, etc.* have been subject to remarkable attention. The information and communication revolution lead the lecturers and teachers into creative thinking of new ways and means of teaching and learning. Former and coming students are also creative and *demanding* the use of the new technology in the learning arena. They cry out for *higher quality, more efficiency, less compulsory presence and more play and less effort* in the learning process (Lindberg, 1999).

The Paradigm Shift

Educational institutions are experiencing a paradigm shift in the way they satisfy their students / clients / customers. The shift is from a commonly known *public and synchronous* way of deliverance, to a way which is under demand to be *individual and asynchronous* - individualism and asynchronism being made possible *by the use of new technology* and not by the use of new and more teachers. Individual not being meant literally, groups of learners can be called individual in this sense. The teachers and lecturers, at large, will have to change roles from being specialists and sources of information and facts, - to that of being organizers, tutors and pedagogical

mentors. For a lot of us, the *specialist role* will slowly fade and disappear (Lindberg, 1999).

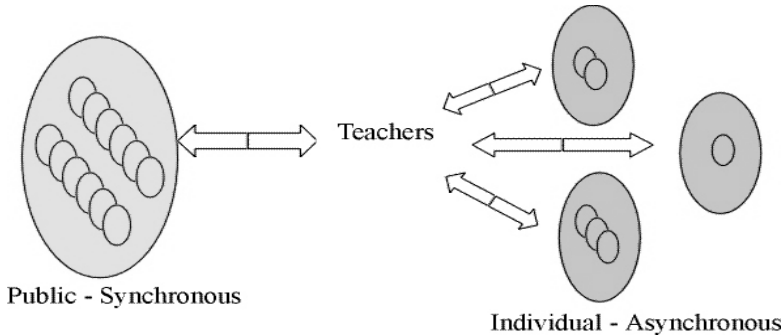


Figure 1. The Paradigm Shift

The shift also incorporates an inflow of a new type of student: *the student undertaking continuing education*. A student with a prior degree and with work experience. A very different student from the ordinary undergraduate. The "new campus", where there are very few students *physically present* will comprise of just as many continuing education students as ordinary undergraduates (Lindberg, 1999).

OLD PARADIGM OF TEACHING AND TESTING

Success is artificially limited to a few "winners." All others are made to consider themselves and their work as mediocre or inferior.

Competition-based.

Lessons are linear, consecutive segments of one-way communication.

Product-oriented. Focused solely upon results, without acknowledgment of their short-term nature. Grades and rankings are important in themselves.

Life, including schooling, is only worthwhile if you reach your goals. The process has little or no intrinsic merit, and must be abbreviated, whenever possible, so the goals can be reached sooner.

The system and its processes don't matter, as long as the ends are achieved.

NEW PARADIGM OF CONTINUOUS LEARNING AND IMPROVEMENT

Unlimited, continuous improvement and successes are the aims of the school and community.

Cooperation-based.

Learning is like a spiral with offshoots, with energy directed toward continuous improvement.

Process-oriented. Goals are important, but the process of getting to the goal is at least as significant. Assessments are used for diagnostic and prescriptive purposes.

Life is a journey, and has intrinsic merit if lived with a zest for life, love and learning. Developing a "yearning for learning" is most important of all.

The integrity and health of the system, its processes, and its people must be maintained, or the system will be sub-optimized and will eventually fail.

Work is a task, not intended to bring joy and pride to the worker.

Work should be challenging, invigorating, and meaningful. Workers should take pride and joy in the products and processes of their work.

School is a place where teaching is done to students. Students are passive while teachers are active.

School is a true community of learners in which administrators, teachers, and students learn how to get better and better at the work they do together, so that everyone succeeds optimally.

Teachers are isolated from each other by time and space.

Teachers work together on school time to build success with each other and with a manageable number of students in a cohort group.

Administration is viewed as the teacher's natural adversary (perhaps the enemy).

Administrators are viewed as teammates and partners in removing the obstacles to student and teacher success.

Teachers are viewed as the students' natural adversaries (perhaps as enemies).

Teachers are viewed as teammates and partners in removing obstacles to students' progress.

Single-discipline instruction.

Multi- and cross-discipline instruction.

School learning is restricted to the curriculum, often in its narrowest interpretation.

School learning is the foundation for life-wide, life-deep, and lifelong learning: *3-Dimensional Learning*.

Taylor-esque factory model: Rule by compliance, control, command. Authoritarian, hierarchical. Management based upon fear.

New model: Lead by helping and by providing vision and support, making it possible for teachers and students to take pride in their work together and to have joy in the processes and products of continuous improvement. (*In Japan this is called kaizen.*)

Centralized control over resources, curriculums, teaching methods, length of class periods, etc.

Site-based management of resources, curriculums, teaching methods, length of class periods, etc.

External validation of truth and the "one right answer" for every question asked by teacher, text, test.

External and internal truths are discovered through teachers' and students' questioning together.

Testing as the primary means of assessing results of the learning process.

Testing, when appropriate, to help modify (improve) the teaching-learning process. Other modes include process portfolios, exhibitions, performances, etc.

Instruction is set up to generate (right) answers.

Instruction is set up to generate better and better questions, followed by student inquiry into some of the areas of those questions. Student performances

<p>Teachers are expected to know everything about their subjects. They give students data and information; students memorize it, then forget most of it.</p>	<p>demonstrate improved understanding of the nature of the questions and some of the ways they might be solved.</p>
<p>Parents are outsiders, often made to feel unwelcome, even if unintentionally.</p>	<p>Teachers are experts in their field. But more importantly, they are the most enthusiastic and dedicated learners in the classroom. Students learn from teachers, other students, the community and other sources, and incorporate these learnings into their lives, applying their insights as appropriate to real-life challenges.</p>
<p>Business sometimes welcomed to "adopt" a school; kept at arm's length.</p>	<p>Parents as partners, suppliers, and customers. They are an integral part of the student's progress from the very beginning through the end of the schooling process.</p>
<p>People of the community are not encouraged to take part in the life of the school, or in the education of the community's young people. They are not encouraged to take pride in the community's schools.</p>	<p>Businesses invited to become partner (secondary suppliers and customers) in the students' continuous progress, not for direct commercial gain.</p>
<p>Ultimate goal: Students as products of the school.</p>	<p>People of the community are brought into the school and made welcome, and encouraged to contribute time and talents to the betterment of their school and the community's children.</p>
	<p>Ultimate goal: Students as their own products, continually expanding their interests, improving their abilities, and developing their character-getting better and better every day, and helping others to do the same.</p>

Source: John Jay Bonstingl, "From Teaching and Testing to Continuous Learning and Improvement". The Quality Paradigm Shift, 1995

Figure 2. Comparison of the Old and New Paradigm

An emerging approach to twenty-first century learning calls for instruction to become more learner-centered. Networked learning environments will be able to put the learner at the center of the learning experience, that is, connect learners to a rich and varied network of data and human information resources in ways that make them feel they are at the center of that network. Access to both information sources and instructors and others who can provide guidance and support will allow learners to construct knowledge and experiences that are meaningful to them. What is meaningful, of course, depends on the context and situation. In some instances, learning will be meaningful as it relates to personal growth and development; in others as it allows learners to perform their job responsibilities more effectively (Chute, Thompson, & Hancock, 1999).

20th Century Learning (Instructor-Centered)	21st Century Learning (Learner-Centered)
Lecture	Facilitation
Individual learning	Team learning
Student as listener	Student as collaborator
Instructor as source	Instructor as guide
Stable content	Dynamic content
Homogeneity	Diversity
Evaluation and testing	Performance

Figure 3. *A Comparison of 20th Century and 21st Century Workplace Learning Environments*

Increasingly, learning activities can be customized and individually paced to serve a variety of learner needs. In this environment the learner can be less of a listener and more of a collaborator in the learning experience. Technologies that support collaborative work by geographically separated participants will allow team learning, with the learners and instructors sharing responsibility for structuring and maintaining the learning process. As learners gain more experience and confidence in this type of learning environment, the instructor can increasingly fill the role of “guide on the side” rather than “sage on the stage.” In this new learning environment most content is acknowledged to be dynamic rather than static. For this reason, multiplicities of resources – not just textbooks – are made available to the student to ensure that the content is both up to date and relevant to the learners’ situation. The tremendous diversity in the learning resources and activities offered by this learner-centered approach will allow the accommodation of a wide variety of learner needs. A focus on the specific needs of individual learners also mean that learning outcomes will be more relevant and immediately applicable to improved job performance (Chute, Thompson & Hancock, 1999).

Conclusion

As conventional higher educational institutions venture into becoming an excellent business education provider to networked leaning environments, many technological and pedagogical challenges will have to be addressed along the way. Currently, the information communication technology has had a theatrical impact on how we do things, e.g. how we work, entertain ourselves, live our lives, and learn, has great impact on how we expect to do things in the future. With this, higher educational institutions, especially those offering degree programs via interactive and electronic mode, must continue to search for solutions – solutions which incorporate consideration of technologies that do not only offer new and more powerful ways to communicate but also completely reshaping modern life. We need to start now – with the intention and vision – on our journey along the evolutionary and revolutionary path to creating future networked learning environments, for example, the advent of social networking sites as mode of learning, especially in the field of business, can be utilized to foster learning (Garcia Jr, 2009; Salazar-Clemeña 2008).

Another example is the use of technology-enhanced learning environment (TELE). TELE is a learning environment that uses technology to enhance and enrich the learning process. In this environment, the TELEs have been created to match the content presentation, interaction, and assessment to the learning styles of the students. This personal tailoring of the content to the individual abilities and aptitudes of the learners is possible because of rapid development of the computer and Internet technologies. Using these new technologies, teachers can provide multiple/ different approaches for learners to learn the same material. For instance, visual and auditory learners can choose to view step-by-step solutions to the example problems through the use of streaming video. Other learners might choose to read a text -based discussion without any additional audio/video support. Also, learners that require specific examples will have access to them while other learners can spend their time learning the same principles from more abstract or mathematical descriptions. It is this “content redundancy” that provides a learning environment that can support the wide range of learners needs and abilities (Hinton et.al. 2000).

With the changing needs and modes of learning, teachers should foster a wide variety of teaching methodologies that would reach out to students with different and varied learning styles. Learning is everything – teachers should make it happen!

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Organizational Patterns, Rhetorical Moves, and Diction in Filipino and American Presidential Campaign Blogs

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Abstract

The study aimed to identify the organizational patterns, rhetorical moves and diction in the presidential campaign blogs of a Filipino and American candidate. It was found out that both groups employed the deductive style of writing, enumerated the abilities of the qualities as the most frequently used move, and employed mostly predicate type of diction which may have been attributed to the purpose, audience and the nature of blogs.

Introduction

With the growing interest in and influence of genres in the field of contrastive rhetoric, Rodgers (2001, as cited in Derewianka, 2003) pointed out that such influence has led to paying attention to functionally based approaches to language. Moreover, literacy education and how language use is seen have been influenced by genre approaches (Hyland, 2002 as cited in Derewianka) which then resulted in “a major paradigm shift...towards a more social, contextual approach based on genre theory” (Deriwianka, p. 2003).

With such shift of focus to genre, there have been slight variations in the way genre is defined. For example, Derewianka, (2003) cited Martin (1985) and Painter’s (2001) definition of genres as “social practices that have evolved to enable us to achieve our goals” (p. 135). This is also reflected in Swales’s 1990, as cited in Connor, 1999) definition that genres comprise of ‘a class of communicative events, the members of which share some set of communicative purposes’ (p. 127). For Swales, purpose, patterns in structure, style, content, and audience are aspects that genre considers. For Bakhtin (as cited in Connor) though, the “linguistic dimensions of genres in social groups” are located and are therefore dynamic, rather than static (p. 128). Derewianka has further asserted that “we recognize the generic expectations of various situations and are able to respond by deploying the appropriate genre” (p. 135) as a result of our membership in a particular culture or community. Because of the dynamic nature of genre, it may be expanded to include various forms of communication media.

With the widespread use of technology and media in communication, the internet has become a common tool for people to send and receive message or information. This communication tool may be in the form of e-mails, discussion boards, chatrooms or blogs. Blogs or web logs are ‘personal or organizational web pages organized by dated entries, with newer items posted to the top of the site, usually consisting of links, media, commentaries, personal thoughts, essays, papers and ongoing discussions’ (Blood, 2003 as cited in Makri & Kynigos, 2007, p. 73) and

according to Educause Learning Institute (ELI, 2005), can be considered as personal diaries or journals online. Makri and Kynigos (2007) have cited previous research (e.g., Mortensen & Walker, 2002; Carraher, 2003; Ward, 2004; Williams & Jacobs, 2004; O' Donnell, 2005) which were able to establish the usefulness of blogs as instruments of communication in the fields of language learning, journalism, academic research, law, higher education and teachers' professional development.

Generally, five representative features characterize blogs: (1) personal editorship, (2) hyperlinked posting structure, (3) frequent updates, (4) free public access to the content via the Internet, and (5) archived postings (Bartlett & Bragg, 2003 in Makri & Kynigos, 2007). With these features, readers may post articles or comments, respond to other blogs, or provide links to reference other blogs related to the discussion which all constitute the "blogosphere" in which information is quickly and widely spread (ELI, 2005). Such features draw a "large and dedicated readership" because of the interactive nature of blogging (ELI, para. 4). Other characteristics of blogs may include (1) informality in tone, characterized by abbreviations and/ or acronyms, (2) use of emoticons and/ or graphics, (3) anonymity of the writer who may use aliases

A variety of types of blogs are available which are based on the topics the blogs discuss, the most common being personal blogs which usually present musings/ reflections of the blogger/s regarding their experiences. Other types of blogs include business blogs, community blogs, Liblogs (library blogs), EduBlogs (for education) (ELI, 2005), and political blogs. Political blogs usually contain articles or issues and/or the reaction of the blogger/s on the issue, and may also be used to campaign for a certain political candidate, the latter usually employing argumentation.

The persuasion of the audience has been studied particularly in the area of the language in politics (Pernot, 2000 as cited in Duranti, 2006). For Aristotle (as cited in Connor, 1999), "rhetoric existed primarily to persuade" (p. 64) and that the "means or sources of persuasion, the language, and the arrangement of various parts of the treatment" (p. 64) are involved in argumentation. While persuasion appeals that were taught included affective appeals, credibility of the source, and rational appeals, persuasion in the writing curriculum had been replaced by argumentation, which emphasized logic (Connor, 1999). Perelman (1982 as cited in Connor) and Olbrechts-Tyteca's (1969 in Connor) "new rhetoric" in the area of argumentation, however, put emphasis on the audience which then considered "informal argument as it is practiced in the modern world" (p. 69). Furthermore, how the adherence of the audience to the "theses that are presented for their consent" (Perelman, 1982, as cited in Connor, p. 69) became the focus, and in which Perelman characterized three types of audience which include (1) the addressee of the speaker/ writer, (2) the speaker/ writer him/herself, and (3) universal audience. He further asserted that the choices of the speaker and the types of audience have an effect on the use of different argumentative strategies. The audience, purpose, topic are therefore considered in deciding on the strategies, structure or pattern and language choice in a particular text. Moreover, such decisions could also be influenced by culture as the text produced reflect the cultural context of a community, for "the organizational structure of written discourse is a cultural phenomenon" (Matsuda, 1997, p. 48).

In Hirose's (2003) study on the L1 and the L2 organizational patterns used by Japanese EFL students in argumentative writing, it was found out that most of the

students used deductive type of organizational pattern in both languages, despite the conclusion Kubota (1998 as cited in Hirose) made after having reviewed previous research which identified the inductive pattern (i.e., specific-to-general organization) as a common feature in Japanese writing. Moreover, Hinds (1990) and Hirose (2003) have cited other research (e.g. Kobayashi, 1984; Oi, 1984) that found out that American L1 students tended to use the deductive pattern (i.e. general-to-specific). The results of Hirose's study seemed to contradict Kobayashi's (1984 as cited in Hinds, 1990) findings that Japanese writing tended to use the inductive style i.e. "progressing from the specific to general in contrast to English...[which is] characterized as progressing from general to specific" (p. 90). The specific-to-general pattern also seems to be a characteristic of Korean writing wherein the thesis statement is usually found at the end of the text (Koons, 1986 as cited in Hinds, 1990).

Patterns in argumentative writing have been identified as (1) stating writer's position, (2) giving supporting reasons for the position, (3) introducing counter-arguments and opposing them with further reasons, and (4) restating the position (Hirose, 2003). In the context of different kinds of texts, Thatcher (2004) suggests that the organizational and textual patterns may be influenced by the forms of communication media since the "specific context and audience- author relations to understand fully the textual patterns" (p. 306) of the writer become considerations. Other researchers (e.g. Bolter & Grusin, 1999 as cited in Thatcher) have argued that the patterns and assumptions in writing and print communication have been continuously influenced by communication media (e.g. email, hypertext). Hence, if blogs were to be recognized as a form of a specific genre, aspects such as the audience, the subject matter, organization, and diction, among others, must then be regarded.

However, there has not been any available literature on the patterns, moves and diction used in blogs, more specifically in political blogs that campaign for a particular candidate. Since political campaigns play a crucial role in the decision making of the voting public and that according to ELI (2005) blogs have already been recognized as legitimate tool for editorials or persuasive texts, varied forms of media such as blogs are being tapped to widen the reach of audience. Hence, familiarizing the voting public with the conventions of blogs (e.g. patterns, moves, and diction) would somehow contribute to the choice of candidates that they would make. Furthermore, since blogs are interactive by nature, it provides the voters an opportunity to participate actively in the discussion and to adhere to the conventions of the genre. It is for these reasons that current study was undertaken which specifically aimed to address the following questions:

1. What organizational patterns do the Filipino and American presidential campaign blogs use?
2. What rhetorical moves do the Filipino and American presidential campaign blogs employ?
3. What types of diction do the Filipino and American presidential campaign blogs use?

Method

The Corpus

Twenty five blogs campaigning for Filipino presidential candidate, Benigno “Noynoy” Aquino III (November 2009- April 2010) were taken from his official blog site, www.noynoy.ph/blog, and twenty five blogs campaigning for American presidential candidate, Barack Hussein Obama II (February 2008) were taken from his official site, www.barackobama.com. The blogs contained 150- 400 words. While there were blogs campaigning for Aquino which made use of the Filipino language, only the blog entries with 97-100% English words were included in the study. Overall, the blogs for Aquino therefore, were 99.31% written in English. Furthermore, because of the nature of blogs which is a journal that records the insights, opinion or reflections, these blogs either directly or indirectly campaigned for the candidate by stating the writer’s own opinions and directly or indirectly urging readers to take the same stand as that of the writers.

Analysis of the organization, moves, and diction

In order to identify the organizational patterns used in the blogs, the study adapted the organizational patterns used by Hirose (2003) which was based on Kubota’s (1992) three types of analysis: (1) the location of main idea/s, (2) the macro-level rhetorical pattern, and (3) presence or absence of a summary statement. In this study, the writer’s position statement for a particular candidate was considered the main idea. For the location of main idea, the opinion- stating sentence was identified as one of the following: (1) *initial*, if it is stated in the introduction, (2) *middle*, if it is in the middle section, and (3) *final*, if it is in the conclusion. For the macro-level rhetorical pattern identified in each text were two major patterns: *explanation and induction*. Explanation is subcategorized into (1) *explanation-collection*, in which the writer’s opinion on the topic is first presented and is followed by an enumeration of the supporting reasons, and (2) *explanation-comparison*, in which the writer’s opinion on the topic is presented and is then followed by supporting reasons that compare or contrast two elements. The *induction* rhetorical pattern, on the other hand, presents the main idea at the end of the text which is preceded by supporting reasons, while *induction-collection* presents the main idea at the end and is preceded by supporting reasons in a form of enumeration. For the presence or absence of summary located at the end of each text, three categories were used: (1) + was coded if the writer’s opinion on the topic is reiterated or is summarized, (2) – if neither opinion nor summary is presented, or (3) 0 if the writer’s only statement of opinion is located at the end of the essay. For this study, it is important to note that it is the *physical* location of the thesis statement that became the basis for categorizing the location of main idea.

The coding was done by the researcher and a validator who is an MA degree holder in the English language and is an English teacher. There was 88% agreement in the coding for blogs campaigning for Aquino and 96% agreement in the coding for blogs campaigning for Obama. They arrived at an agreement in case of discrepancies in the coding.

Since there were no available genre- specific moves in political blogs known as of the moment, labels for the moves were derived inductively based on the corpus and the following were the labels identified: (1) *citing the abilities of the candidate* (i.e., writer’s expression of confidence in what the candidate can or will do once

elected), (2) *enumerating qualities of the candidate*, (3) *citing the candidate's track record*, (4) *urging readers to vote for the candidate*, (5) *urging readers to campaign for the candidate*, and (6) *providing encouragement to the candidate*. Because of the blog's interactive nature in the sense that the types of audience include the voting public and the candidate, the last three moves may be specific to blogs, which may not be found in other campaigns in different political advertisement forms (e.g. flyers, posters).

To answer the third research question, the classification of diction was adapted from Kamimura and Oi's (1998) on the comparison between the argumentative strategies of American and Japanese English in which "the American types of diction are those of "emphatic devices" and the "softening devices" are the types of diction Japanese employ. According to them, they focused on such types since "American discourse is often described as hyperbolic and Japanese writing as downtoning" (p. 311). They identified the American and Japanese types of diction in writing and categorized them according to the predicates, adverbs, adjectives, and nouns. Examples of predicates in American types were "should/must, I am sure, I believe" while examples in Japanese writing were "I think, I wonder, may, might". For adverbs, American types were "totally/ absolutely, strongly, no doubt, no means" while Japanese types were "perhaps, maybe". In terms of adjectives, some examples of American types were "only, ultimate/ supreme", the + superlatives" while Japanese type included "sad". Lastly, for nouns "no one, nobody, firm believer" were included in American types and for the Japanese type included "sorrow".

The current study, however, excluded the last category (nouns) since the blogs mostly used nouns such as "leadership", "competence", "dedication", "management" to express the qualities that the candidates possessed and such quality/ abstract nouns may result in problems in the consistency of classification. Also, this study made use of "emphatic devices" for American and "softening devices" for Japanese as labels to represent the two types of diction that Kamimura and Oi (1998) identified.

To address the second and the third question, the number of blogs that used each item (i.e., rhetorical moves and types of diction) at least once was counted to determine the frequency-percentage distribution of each item.

Results and Discussion

The organizational patterns of Filipino and American blogs

Table 1

Categories of organizational patterns

Category statement	Location of main idea	Macro-level pattern	Summary
Pattern 1	initial	explanation- collection	-
Pattern 2	initial	explanation- collection	+
Pattern 3	initial	explanation- comparison	+
Pattern 4	initial	explanation- comparison	0
Pattern 5	middle	explanation- collection	+
Pattern 6	middle	explanation- collection	-
Pattern 7	middle	explanation- collection	0

Pattern 8	middle	explanation- comparison	-
Pattern 9	middle	explanation- comparison	+
Pattern 10	final	induction	0
Pattern 11	final	induction	-

The patterns observed in the blogs are listed in Table 1 for easier reference. The *explanation-collection* and *explanation comparison* were regarded as instances of the deductive style, while *induction* was considered as an inductive style (Hirose, 2003). No *induction- collection* was observed in the data. It can be observed that while both patterns 10 and 11 made use of induction wherein the main idea is found at the end of the text, two types of summary statement occurred in the blogs: 0 if the writer’s statement of opinion is located at the end of the essay which normally takes place in inductive style, and – if neither opinion or summary is presented. Pattern 11 included blogs that employed the inductive style but had an additional statement of encouragement or sentiment (e.g. “May God bless us all Filipinos”, “Go Barack!”).

Table 2
 Organizational patterns in blogs

Category	Filipino	American
Pattern 1	32%	12%
Pattern 2	16%	12%
Pattern 3	0%	8%
Pattern 4	0%	12%
Pattern 5	8%	28%
Pattern 6	0%	8%
Pattern 7	0%	8%
Pattern 8	4%	0%
Pattern 9	12%	0%
Pattern 10	12%	4%
Pattern 11	16%	8%

Table 2 shows the organizational patterns used in the blogs campaigning for the Filipino and American candidate. It can be seen that both Filipino and American blogs used more of the deductive pattern the inductive style overall, with 28% of the Filipino blogs, and only 12% of the American blogs used the inductive style.

Overall, 72% of the Filipino blogs and 88% of the American blogs used the deductive pattern. Such findings on the American style of writing is supported by previous studies mentioned by Hirose (2003, e.g. Achiba & Kuromiya, 1983; Kobayashi, 1984; Oi, 1984) which concurred that the “deductive rhetorical patterns were most frequently employed” (p. 183) by Americans. The Filipino blogs using more of the deductive style may be attributed to the writing orientation of the Filipinos, which also observes the deductive style of American writing, as reflected in the use of writing textbooks written by Americans in Philippine schools. Because of the rich resources/ availability in the market of such writing textbooks that prescribe the use of writing the thesis statement in the introduction, which is then realized in the writing instruction of teachers, the organization pattern used by Filipino writers may

have been influenced by the American pattern of organization. The American influence in Filipino writing, to a certain degree, may have also been brought about by the country's history since Americans colonized the Philippines; hence, a certain part of the American culture has become embedded in the Philippine culture. This aspect may have become manifested in the writing of Filipinos, and the Filipino's perception or regard for the Americans. While Tan (2007) claims that "the incorporation of English into Filipino does not necessarily reflect American cultural domination" (para. 7), the results can be partly explained by American influence to Filipino culture.

It is also interesting to note that pattern 1- *initial, explanation-collection* was more frequently used in Filipino blogs (32%) while pattern 5- *middle, explanation-collection* was used more often in American blogs (28%). The difference in the placement of the thesis (i.e. the physical location) may be due to the fact that the American blogs made use of introductory devices such as narration and quotation. An example of the narrative device in the introduction is shown in blog 17b:

There was a moment on West Wing when Josh had heard Jed Bartlett speak, and he goes to NYC to tell Sam, who was working at a law firm, "I found the guy." That's how I felt when I read *The Audacity of Hope*

and blog 11b illustrates the use of a quotation

"The eyes of the future are looking back at us and they are praying for us to see beyond our own time"- Terry Tempest Williams.

These were then followed by an exposition of the narration or quotation and hence, the thesis appeared in the middle position of the text, in contrast to most Filipino blogs which contained the thesis located in the first or second sentence of the blog entry. In this case, it appears that bloggers of Filipino blogs were more straightforward in their point and did not use as much introductory devices as that of the American bloggers.

The rhetorical moves in Filipino and American blogs

Table 3
Rhetorical moves in blogs

Move	Filipino	American
Citing abilities of the candidate	32%	36%
Enumerating qualities of candidate	56%	60%
Citing track records of candidate	20%	16%
Urging readers to vote for candidate	20%	12%
Urging readers to campaign for candidate	16%	28%
Providing encouragement to the candidate	20%	4%

Table 3 shows the rhetorical moves observed in the blogs campaigning for the Filipino and American presidential candidate. As can be seen, both the Filipino and American blogs enumerated the qualities of the candidates most frequently as a way of campaigning for the candidate. Some of the qualities that the Filipino candidate

apparently possessed according to the bloggers included “sincerity”, “integrity”, “honesty”, and “courage”, while the American candidate was deemed by the bloggers to be “reasonable”, “refreshing”, and “active”, among others. This move may have been the most common in the two sets of blogs because voters usually base their choices on their perceived qualities or characteristics that the candidates possess. By citing these qualities as support to why the writers chose a particular candidate, the bloggers then tried to persuade their audience (i.e., the voters), to vote and/ or campaign for the same candidate. It is deemed necessary by the voters that a candidate’s character would somehow attest to what he/ she could do as a leader.

Another move that both Filipino and American bloggers used more frequently is the citation of the abilities of the candidate (Filipino- 32%, American- 36%). This move particularly includes the writer’s expression of confidence in what the candidate can or would do once they were elected. Some examples of this move in Filipino blogs include

- (4a) ...we have strongly believed in [the candidate’s] ability to bring back hope

- (8a) I am supporting, campaigning, and vote for a man who demonstrate sincerity and honesty, a man who will bring the lost glory and dignity of the Filipino people.

In American blogs, this move is demonstrated in the following examples:

- (2b) Barack Obama: He is the reasonable man with the reasonable plan for our future.

- (17b) Bill Clinton built the bridge to the 21st century. George Bush burned it down. Obama can rebuild it.

By articulating their belief in the candidate’s abilities to meet their own expectations, the bloggers were trying to convince and assure the readers that these candidates can deliver and achieve the hopes and ideals of the citizens.

The third most used moves in Filipino blogs are citing the track record of the candidate, and urging voters to vote for the candidate, both with 20%, while American blogs, urging readers to campaign for candidate is the third most used move. Examples of citing the track record of the Filipino candidate are found in blogs 13a and 24a:

- (13a) He stood against scams worth millions, against issues that linked the president to corruption and stayed to see the truth about the other candidate’s C5.

- (24a) At the end of the day, the RH Bill supported by Noynoy is the most humanistic and practical approach to family planning.

The bloggers provided the readers what their presidential bet did in the past and in effect, added credibility to the endorsed candidate since the voters tend to elect candidates who were able to fulfill their responsibilities and delivered results. The assumption there is that such candidates would continue their work once elected.

Urging readers to vote, the third most frequently used move in Filipino blogs, refers to the explicit call of the bloggers to vote for the candidate and is a direct appeal to the audience to choose that candidate. This is very much similar to other forms of advertisement endorsing a particular candidate. Some examples of this move include

(6a) Vote for Noynoy and Mar Roxas

(8a) TULOY- TULOY TAYO KAY NOY AND MAR Please!

(10a) VOTE AQUINO, ROXAS AND THE LIBERAL PARTY STRAIGHT WITHOUT DOUBT!!!

Such statements provide a strength in their campaign as these were direct persuasion. Another characteristic of this move, worthy of noting is the way such statements were written. The use of all capital letters and exclamation all added to the emphatic effect of the blog entries, further intensified the urgency of the call to vote for the candidate. In contrast with the American blogs, this move was used less (12%)

In American blogs, the third most used move is urging the readers to help campaign for the candidate exhibited in the following examples:

(16b) Let's get to work! Obama '08

(22b)...I am supporting Senator Obama for President. I hope you will join me

This move is used probably because it is driven by the interactive nature of blogs, the assumptions of which is that the readers respond to blogs. This move also adds to the conversational tone of the blogs since the readers are addressed in the second person and provides a more personal appeal to the reader. This could be attributed to the degree of indirectness in American blogs by utilizing more often other types of moves. The use of quotation or narration as devices which was discussed previously, could also somehow explain the "indirectness" of the campaign in American blogs.

It can also be observed that providing encouragement to the candidate were the least used moves in American blogs (4%), while in Filipino blogs, it is used more often (20%). This may be due to the Filipino's sense of community (*pakikisama*) that tries to create a positive, direct feedback and moral support to the candidate by addressing him directly. Some examples of this include:

(4a) we believe in you.

(23a) Give it your best SIR!!!

Diction in Filipino and American blogs

Table 4
Types of diction in blogs

Type	Filipino		American	
	Emphatic	Softening	Emphatic	Softening
Predicate	48%	8%	48%	4%
Adverb	12%	0%	4%	0%
Adjective	8%	12%	12%	36%

Table 4 shows the types of diction in both Filipino and American blogs. Emphatic predicates such as “I choose to vote for”, “I believe”, “I will vote”, “I support” were the most frequently used in both Filipino and American blogs (48%), compared to the low occurrence of softening predicates (Filipino- 8%, American-4%). Some examples of these softening predicates include “in my opinion”, and “I think”. This could be attributed to the strong impact of the message in using the emphatic predicate, trying to assert the writer’s choice of candidate since the goal of these blogs is to convince readers to vote for the candidate endorsed.

For the emphatic adverbs, Filipino blogs used them more often (e.g. “WITHOUT DOUBT”, “only”, etc.) than American blogs (e.g. “clearly”, “very”), while both blogs did not use any softening adverb.

Adjectives that were in positive degree were considered softening while adjectives in superlatives were considered in the as emphatic. Both Filipino and American blogs used more softening adjectives such as “honest”, “true”, “reasonable” than emphatic adjectives such as “the best”, “the most honest”. The mere enumeration or listing of characteristics that the candidate has may have been deemed sufficient by the bloggers to convince the readers, so they might not have thought anymore of comparing or referring the candidate with the other presidential candidates.

Conclusion

The results of the study may have been influenced by the nature of blogs, as Thatcher (2004) asserts that “the use of each communication medium in a particular rhetorical tradition can influence the textual organizational patterns of writers from that tradition” (p. 306). Another reason that may have contributed to the findings is that since blogs are a form of hypertext medium and have an interactive nature, the blog conventions somehow contribute to the more conversational and personal tone of the blog entries, and therefore may exhibit genre-specific strategies, particularly in argumentation.

Caveats and Recommendations

Characteristics such as informality may become limitations in terms of establishing the credibility and/or nationality of the bloggers, and since blogs are a more modern mode of communication, the following are recommended for future studies:

1. explore organizational patterns, moves, diction, style of Filipino writing,
2. investigate other genre-specific strategies in hypertext media
3. explore moves, patterns, and diction other hypertext media such as emails, chats, social networking sites
4. identify different rhetorical moves used in campaigns
5. consider mechanics (e.g. abbreviations, spelling, capitalization, emoticons, etc.) in hypertext media and how they can affect the audience, and
6. consider the use of such materials in teaching writing

Such studies, especially the investigation of Filipino writing, may be useful in education in terms of materials design, writing instruction and assessment in the Filipino context. It is also important to note that writers be conscious of the medium, the purpose, and the audience and be aware of the variety of strategies, style, and organization as helpful tools in communication.

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Guide to Submission to *The Scholastican Journal* [TSJ]

Journal Objectives

The Scholastican Journal is a peer-reviewed journal that aims to showcase the research work of the faculty members of St. Scholastica's College Manila. It serves as a venue through which faculty members can share knowledge, expertise and developments in their respective fields. Thus, the articles found in this journal offer its audience a wide range of topics to read.

The journal is published by the Institutional Research and Academic Development [IRAD] Office. The IRAD Office in coordination with the Editorial Board oversees the editing, compiling and printing of the journal.

Article Expectations

Since publication makes one's research findings public, research works are subjected to examination and use by other scholars and knowledge users. One's publication is a form of certification that one has an important contribution to his or her field of knowledge. Thus, to be considered for publication a research article must

- have pedagogical content and relevance;
- be accurate and original;
- include a complete list of literature cited (as references);
- be clear, concise and direct to the point; and
- not be previously published or submitted for publication elsewhere.

Likewise, book reviews and short reports may also be submitted for publication. It is expected that authors have done a thorough literature search to ensure that articles do not duplicate previously published work/s.

Required Article Format

To facilitate the reading and editing of your articles, authors should make sure to:

- use Times New Roman size 12 (or its equivalent)
- double-space the whole article
- cite sources using APA (6th Edition) for all other works and MLA (latest edition) for Language and Literature
- check that all in-text citations have their corresponding bibliographic citations
- print the article on short bond paper (8.5 by 11) and must be 20 pages or less

The article should have the following sections (for data-based articles):

- Abstract
- Background of the Study or Introduction without the heading "Introduction". This should include the rationale, context, goals and significance of the study followed by a coherent and integrated review of related literature. This section must also include the theoretical or conceptual framework of the study and should end with the statement of the problems (if applicable).
- Methods and Procedures
- Results
- Discussion
- Conclusion and Recommendations
- References

Submission Guidelines

Articles must be submitted to the IRAD Office on or before the set deadline. Articles must be submitted in printed form (hard copy) and in soft copy. Ensure that files are saved as a word document. Document files should be virus-free and can be accessed through Microsoft Office program.

The IRAD Office personnel will not re-type submitted articles. Should there be a need to re-type an article it will be returned to the author for re-typing.

Table and/or figures contained in an article should be incorporated into the word document file. For special photos/figures and/or characters that cannot be incorporated in the word document, a clean clear copy of such should be provided for scanning.

Upon submission, a tracking form will be attached to the printed article. This form will detail the reviewing and editing process before said articles are published in *The Scholastican Journal*.

The Reviewing and Editing Process

Upon receiving an article, the Editorial Board will do a preliminary screening of the article. At this stage, the Editorial Board will check whether the article meets the required format and whether in-text and bibliographic citations are congruent with each other. Should the article lack some of the items identified in the section Required Article Format, it will be returned to the author for revisions.

Once an article has passed the initial screening stage, it will then be forwarded to a reviewer who will evaluate its merit. The reviewer is someone who has expertise or knowledge about the topic of the research. The reviewer will provide a commentary of the article that may contain praise for it and/or suggestions for revision if there is a need to do so. The article will be returned to the author to address the suggestions from the reviewer.

Note that *The Scholastican Journal* is adopting a blind-reviewing system. As such the identity of the reviewer is not known to the author and vice-versa. This will ensure that the reviewing process is fair and impartial. Likewise communications with the author regarding revisions and subsequent revisions of the article are coursed through the Editorial Board.

After the article has been revised, it will be reviewed by the Editor-in-Chief together with the Editorial Board in preparation for publication. Articles will also be reviewed by a proofreader who shall correct typographical and grammatical errors. Should there be major corrections or revisions to be made, the proofreader informs the Editor-in-Chief. The author of the said article shall also be consulted regarding such.

Once copy-editing has been done, the article will then be prepared for publication in *The Scholastican Journal*. The tracking form attached to the article will detail the process that it has undergone in terms of reviewing and editing.

