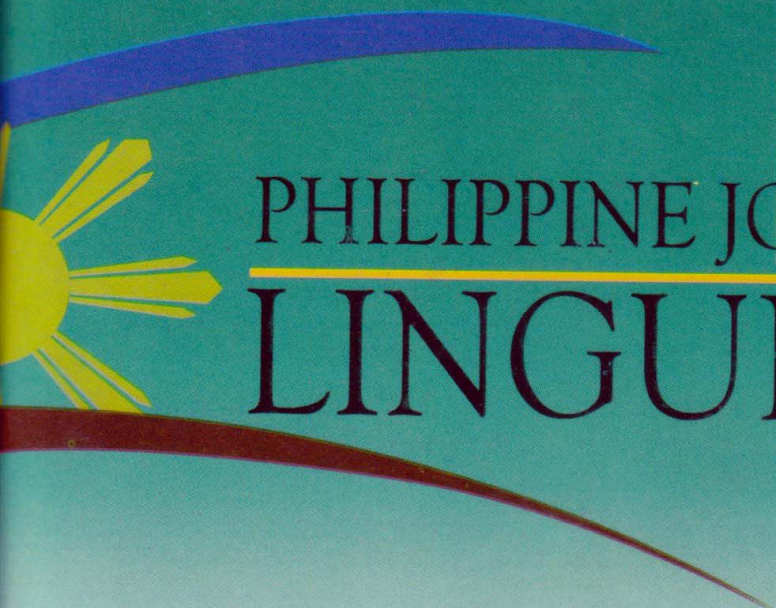


ISSN 0048-3796



PHILIPPINE JOURNAL OF

LINGUISTICS

VOLUME 48

DECEMBER 2017

PUBLISHED BY THE LINGUISTIC SOCIETY OF THE PHILIPPINES



 paperustrading@gmail.com
 0956-665-3859 

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Asuncion Z. S. & Madrunio, M. R.

Domains of Language Use among Gaddang Speakers in Nueva Vizcaya, Philippines

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Abstract

As a sociolinguistic study, this paper investigated domains of language use among Gaddang speakers, a multilingual ethnic group in the northern part of the Philippines and its possible differences in using Gaddang, Tagalog/Filipino, Ilocano, and English in the public and internal domains considering geographical area, age, gender, economic status, and educational attainment. There were 568 Gaddang speakers who participated in the study. Employing survey questionnaire to gather quantitative data and a semi-structured interview to support quantitative results, the study revealed that the Gaddang speakers used Gaddang, Tagalog, Ilocano, and English in the public and internal domains, but the dominant language preferred is Tagalog. Significant differences in domains of language use were apparent in terms of geographical area, age, socio economic status, and educational attainment in the use of Gaddang and English in the public domain. In the internal domain, the Gaddang speakers vary in their use of Gaddang, Ilocano, Tagalog, and English considering geographical area, age, socio economic status, and educational attainment. Significant implications on two linguistic phenomena such as language maintenance and language shift can be deduced from the results.

Keywords: *sociolinguistics, domains of language use, public domain, internal domain, multilinguals, ethnic groups/communities*

1. Introduction

Language use has been a common interest in sociolinguistic studies in recent years particularly in multilingual communities. Fishman (1972) opines that in multilingual communities, speakers tend to choose a language they need to use considering the person they communicate with, the place or setting where the communication takes place, the reason for communicating, and the manner of communication. Hence, language domain may refer to the home, public domain, and even internal domain or self-directed speech situations such as talking to oneself, thinking in words, doing metal

Torres, J. M. & Flores, E. R.

Exploring the role of L2 in L1 writing: Clues from English teachers' Think Aloud Protocols

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Abstract

In the past, the ESL/EFL field has intensively explored the effects of L1 to L2, yet overlooked the possible effects of L2 to L1. Hence, this study is an attempt to offer an initial answer as regards the considerable interest in how bilinguals make use of their language repertoires when engaged in an L1 composing task. Four Filipino English teachers from four senior high schools were asked to compose essays in their L1 (Tagalog). Think Aloud Method was used to identify the roles of L2 (English) during the L1 composing activities and a semi-structured interview was carried out to determine participants' reasons for language switching. Data from their Think-Aloud Protocols revealed that L2 was adopted as a common strategy during the L1 composing process particularly in text-generating (producing and reviewing the text), idea-generating (planning), idea-organization (planning), task examining, and process-controlling. The amount of L2 use varied with each category of composing activities and among the participants. Participants' exposure to L2 and the lack of equivalent concepts in L1 made the participants resort to their L2 while writing in their L1.

Keywords: *L1 writing, language switching, cross-linguistic influence, composing activities*

1. Introduction

1.1 Background of the Study

Grosjean and Li (2013) posit that language processing is a dynamic process since it involves just one language at one point, and at some other times involves several languages. The prominent stand in the recent years, specifically that of current cognitive and psycholinguistic models, is that bilingual speakers' languages are all active, and thus interfere in domains in which only one is being utilized and even in language specific processing. The concept of dual language, proposed by Kecskes and Papp (2003) and Kecskes and Cuenca (2005) cited in Kecskes (2008) as a substitute to the concept of interlanguage, explains how bilinguals' dual language channels are

Tarrayo, V. N.

Capturing the Language of Flash Fiction: A Stylistic Analysis of a Filipino-Authored “Short” Short Story

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Abstract

The 21st century has witnessed the gradual popularization of flash fiction as a literary genre. However, it has not been extensively explored in literary studies, and most investigations undertaken about it were on genre studies ((Ben-Porat, 2011; Guimarães, 2010; Lucht, 2014; Nelles, 2012; Taha, 2000) and a few on its use in writing pedagogy (Batchelor & King, 2014; Lucht, 2014). In order to add to the increasing number of studies on flash fiction, this paper examines along stylistic lines the flash fiction piece “Bettina” written by Gémino H. Abad, a renowned Filipino author. Using Leech and Short’s (2007) schema, the present study attempts to decipher the language code of the said text in terms of the following features: lexical categories, grammatical categories, figures of speech, and context and cohesion. The implications of the present study for literature and language teaching are also discussed.

Keywords: *fiction; flash fiction; literary interpretation; Philippine literature; stylistics*

1. Introduction

In this society of ‘instant’ emerges people’s willingness to explore and create miniatures, particularly among artists. According to Nelles (2012), “Our contemporary society has been especially prolific of miniature art forms, such as post cards, pop songs (and their accompanying videos), television commercials, and bumper stickers” (p. 87). Where does literature reside in this array of miniature and ‘instant’ art forms, from its creation (by a writer) and its consumption (by a reader)? Some traditional short poetic forms, such as sonnets, haikus, and epigrams, have been distinguished as literary genres. At present, too, it seems that very short prose works have gradually developed as miniature narrative genre, variously called *flash fiction* (coined by Shapard & Thomas in 2007; for consistency, this term is used generally in the paper), *microfiction*, *sudden fiction*, “*short*” *short fiction*, *short-shorts*, *pocket-size story*, *smoke-long story* (just long enough to be read when smoking a cigar), and many others. Just like any other social media, such a miniscule narrative called flash fiction, with its compressed nature (and intensity), has the ‘immediacy of a newsfeed.’

As a short form of storytelling, *flash fiction* does not have a clear definition as a genre in terms of length, for such varies from writer to writer and from editor to editor – one may say that

¹ The author wishes to thank Prof. Remedios Z. Miciano, Ph.D. for her informative and constructive comments that substantially helped in the development of this article, and the Philippine Social Science Council (PSSC) for the financial assistance.

LINGUISTIC SOCIETY OF THE PHILIPPINES

Annual Report for 2017

I.) ACADEMIC/SCHOLARLY ACTIVITIES

A. Monthly Board Meetings

January 24, 2017 (11:30 – 1:30 PM)
University of Santo Tomas

February 18, 2017 (10:00 – 1:30 PM)
De La Salle University

May 3, 2017 (9:00 – 12:00 NN)
De La Salle University

June 13, 2017 (1:30 – 3:00 PM)
Far Eastern University

July 11, 2017 (10:00 – 12:00 NN)
University of Santo Tomas

August 8, 2017 (10:00 – 12:00 NN)
De La Salle University

September 5, 2017 (10:00 – 12:00 NN)
De La Salle University

September 30, 2017 (12:00 – 2:00 PM)
Ateneo De Manila University

November 28, 2017 (11:00 – 3:00 PM)
Manila Hotel

B. Lectures

1. The Br Andrew Gonzalez FSC Distinguished Professorial Chair in Linguistics and Language Education

Speaker: Professor Lawrence A. Reid
University of Hawai`I at Manoa

Topic: 'Revisiting the Position of Philippine Languages in the Austronesian Family'

Date: February 18, 2017 (10:00 12:00 nn)

Venue: Room 408, Yuchengco Building
De La Salle University, Manila