

ACADEMIC YEAR 2021-2022

Research/Project Title: Tracer Study of Graduates of Northwestern University

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Abstract

This study aimed to trace the graduates from the various colleges of this university enrolled from SY 2009-2017. It also determined their sex, civil status, degree earned, year graduated, licensure examination passed, and membership to a professional organization, employment status, occupation, occupational sector, place of work, promotions and needs. It also figured out the relevance of the programs, how the competencies and skills based on CMO and 21st-century skills contributed to their present job, and their suggestions for improving the program. Along with profile of respondents, the majority are male; single; with licensure examination passed and with membership to professional organization. As to employment data, most of them are employed in LGU's with non-supervisory position and with permanent status here in the country and were promoted due to their educational qualification. However, they need seminars, conventions, continuing professional development. Further, those who have difficulties in getting promoted are caused by a lack of training and seminar. The foundational courses contributed much to their present job and their competencies and skills-based on CMO and 21st-century skills. The respondents suggested updating of references and other instructional materials, participation of stakeholders, alumni, industry in the curriculum planning, competent faculty, aligning theory and practice, presence of simulation facilities, timely review of curriculum, and integration of students and faculty evaluation in the curriculum for the improvement of the various programs.

ACADEMIC YEAR 2019-2020

Cohesion Pattern in Essays of Student Writers in the Tertiary Level

By: Dr. Jurlita Basuel

ABSTRACT

This study aimed to determine the patterns used by the student writers in constructing cohesive texts in four levels (intra-sentence, Inter-sentence, inter- paragraph, inter-text) through lexical and grammatical devices. It also aimed to show the extent of the use of cohesive ties, its effect on the structural surface of the text and to analyze ambiguities arising from cohesion problems that impair understanding and interpreting meanings.

This descriptive study used the qualitative method of analysis which is reading- based inquiry.

Twenty editorial texts, specifically the essays of student writers of the Northwestern University, Laoag City were the preliminary units of investigation. Each text was analyzed using Basuel's (1992) classification scheme of cohesion devices, an enhanced version of Halliday and Hasan's cohesion model (1976) and Leech' model of linguistic analysis in four levels: intra-sentence, inter-sentence and inter-paragraph and inter-text. The main items taken into consideration were the types of devices used, their frequency in a sentence and the text as a whole, to determine the recurring pattern, and the direction to which these ties refer.

Cohesion devices are effective linguistic strategies to reduce the lengths of texts particularly needed in editorial texts. Cohesion markers create links across sentence. It was found out from the text studied that the most frequently used ties are conjunctions, specifically the additive *and* which was often used as substitute for other functions aside from indicating additional information. The second group of most recurring ties was reiterations: simple repetitions, synonyms, superordinates and collocates. The third group of recurring ties was references dominated by personal pronouns. Substitute and ellipsis were found still not frequently used among the ties.

Two types of cohesion devices were attested in the investigation—lexical and grammatical. The analysis uncovered the use of cohesive structures as collocation, reiteration, reference, substitution, ellipsis and conjunctions.

Three patterns have been traced in the essays-1) distant lexical repetition, 2) central sentences and 3) marginal sentences. The first pattern, an addition to the ones discovered in previous cohesion studies, is the use of distant lexical repetition and other cohesive devices to make a meaningful text. This pattern uses either a question, a short sentence, a phrase, or a word at the beginning paragraph of a text then is and is repeated at the close of the essay either as an answer to the question posed, or a re-statement of the short sentence or phrase as the writer's final agreement or disagreement on the issue discussed. In between these two paragraphs are discussions of the question or the short sentence or phrase with the use of multiple cohesive devices that link the paragraphs together.

The second pattern uses central sentences—interrelated packages of information connected by multiple lexical devices known as reiterations. Most of the cohesive texts studied used this pattern. They only differed in the sequence in the use of these ties.

Less cohesive texts used a pattern that employed marginal sentences. These are sentences that contribute less to the development of the theme of the text. What they say neither builds lexically upon what has gone before nor provides the lexis of subsequent element. This does not mean the same as saying that these sentences have no purpose. They only needed linkers or cohesion markers to make reading smooth, consequently easier to understand.

The extent of the use of these devices has an effect on the surface structure of the text. Foremost of all, cohesion devices point out relationships of words, phrases, clauses, sentences and paragraphs within a text. More specifically, excessive use of grammatical ties causes ambiguity especially with the use of references in the inter-paragraph level. The use of lexical ties in inter-paragraph or inter-sentence levels makes more cohesive ties than grammatical

devices. Simple repetitions though, used in the intra-sentence level are loose ties and often cause monotony or even suggest limited vocabulary.

Frequent referring to a person or place creates a tone of prominence while over repetitions of a negative reaction to a person or place suggests hatred. Exophorical reference as manifested being used in a few of the texts studied is often a world shared by a writer or receiver of a linguistic message regardless of culture and background, thus, references are culture-bound and outside the experience of the language learner.

The prevalence of intra-sentence level especially in the use of grammatical ties accounted for the loose texts. It is interesting to note that the writers had a greater use of ties at the inter-paragraph level than at the inter-sentence level.

The study also showed that the number of ties a writer used did not guarantee the cohesiveness of the text. The use of effective ties depends on how they are clearly and properly used in terms of proximity and correctness of forms.

The use of more grammatical ties and less lexical devices among the texts investigated parallel previous studies on cohesion. The textual ambiguities are natural problems that may arise from the use of cohesive devices. These are also common among native users of English.