‘Uhm, Aahhm’: The Writing Apprehension Of A Future Member Of The Workforce

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Abstract: The causes and manifestations of the writing apprehension phenomenon have been defined by different scholars in different countries. Whether it is in the EFL or ESL setting, students seem to display such skill-specific anxiety in varying degrees. This case study of one student in a hospitality school in the province of Cavite reveals that the phenomenon also manifests through the use of fillers, pauses, and repetitions to mean nervousness, doubt, strife in the use of the English language, and is caused by frustration as well. In a constructivism-interpretivism lens, the reality of our case is weighed in order to pose his condition as he is placed in an OBE setting and the demanding workforce of the hospitality industry.

Keywords: constructivism-interpretivism, hospitality, writing, writing apprehension

1. Introduction
English for Specific Purposes (ESP) dictates that the English subject be taught as a language geared toward real-life needs – as in the workplace needs or the language skills leaning toward analysis and critical thinking (Jacinto, 2015). For college-level English classes, this dictates that the identified language skills specific to a job are the ones to be taught in the classrooms. Listening, speaking, and reading are skills that are utilized in the language program designed. Writing, the most complicated language skill (Irawati, 2015) as cited in Ningsih (2016) as compared with the skills mentioned previously, is generally not given much attention though, because the hospitality management students who shall benefit from the language program are not expected to write longer texts, beyond that of filling out forms. At present, the thesis requirement and other longer written tasks are required of the students not only in the language classes but also in the other technical subjects that may evaluate learning using essay questions.

1.1. Language curriculum in the identified hospitality school
The school in a province in the Philippines offers a two-year program where the English language subjects are: English 1 (English for Food and Beverage Service Attendants); English 2 (English for Bartenders); English 3 (Speech and Public Speaking) which basically deal with the language use of the Front Office personnel and the housekeeping staff. The four-year program, on the other hand, extends to English 4 (Technical Report Writing) and the research writing subjects – Methods of Research and Research Project in Hospitality. Other courses in the school identified (e.g. BS in Nutrition and Dietetics and BS in Tourism Management) have the same English and writing courses but the nomenclature is modified. Marlon, the respondent, is a student of that school and is taking up Hospitality Management (then termed as ‘Hotel and Restaurant Management’). He has taken up English 1, 2, 3, and Methods of Research. This semester, he is taking up English 4 for the second time as he has received a failing grade in that subject last academic year. Next semester, he shall enrol the Research Project in Hospitality subject – where he shall be writing his thesis with a group. Then, after passing all the other subjects, he graduates from the BSHM program and joins the workforce. The English subjects previously stated, together with Philippine Literature and World Literature, contain writing as in the syllabi. The other core subjects (e.g. Organizational Management and International Cuisine among others) employ essay questions in the evaluation portions of the lessons. Hence, whether or not the student is enrolled in an intensive writing class, writing is a skill that is highly potent. In the co-curricular and extra-curricular activities though, writing is not considered to be a skill that is deemed necessary. Students would be given opportunities to join contests where they showcase their skills in table-setting, preparing and presenting international dishes, and flairtending among others. This is where writing is not a top priority. In a class, for example, who would be tasked to operate a moot restaurant, only a few students in the class would be the ones who would write and describe the dishes, write the menu offerings, and furnish the reports needed after the week-long restaurant operation. It is actually possible that a student may not have the opportunity or encounter the need to write. Marlon who is now in his last year in the school, has participated in some of those events and was not required to come up with a written output. In his Restaurant Entrepreneurship subject during his second year in college where he was rather asked to describe a restaurant he plans to put up, he worked with a group and writing was very minimal. The group output thrived on images and the descriptions mostly came from downloadable texts. The English language subjects that Marlon was required to enrol are the ones offered by the school before the launch of the new General Education curriculum where the English subject is termed ‘Purposive Communication.’ Moreover, the respondent is assigned to undergo the old curriculum.

1.2. Writing curriculum and endeavor
Chin (2008) identified some more sub-skills in writing that may be deemed complex and difficult both to teach and learn. These are summarizing, using reported and direct statements, rearranging and reorganizing ideas, and on lexical and grammatical competence. As these are taught, the more basic writing issues like cohesion and coherence cannot be undermined. The writing curriculum then is required to carefully build up from the basic skills to applying the more complicated skills to more complicated genres. In the hospitality school, the language courses supplement the core courses. Students spend 54 hours in their English subject per
semester. The coverage of English 1 which is taken for one semester, for example, is initially on grammar lessons where the students answer rote learning evaluation tools. Sample conversations in the restaurant are then introduced to the students. With regard to the writing skill, they are just presented the forms they need to fill out during restaurant operation. These are the order forms and the other checklists where the items like bottles of condiments and packs of ingredients shall be counted and labeled accordingly onto the form. The writing lessons in the other English subjects are also minimal. The students only write longer structures when they reach English 4 (Technical Report Writing). From filling-out forms where they merely write short phrases or tick boxes in their English 1, 2, and 3, they are taught and are required to write formal letters, and descriptive and narrative paragraphs. Meanwhile, core courses like Organizational Management and International Cuisine among others require the students to defend management principles and describe and compare the cuisine of Italy and the Asian countries for example, when the writing skill itself has not yet been learned nor mastered by the students. The major dilemma is created or aggravated when the students are then tasked to write argumentative paragraphs in the complex thesis requirement (Bitchener and Basturkmen, 2006; Apawu and Anani, 2017) when they are already enrolled in their Research Project in Hospitality subject, after simply being taught descriptive and narrative paragraphs. The student who was not able to master the basic writing skill of descriptive and narrative paragraphs shall now not just learn to pose her/his argument but be able to arrange it comprehensively. This is also seen to be neglecting the issue of the readiness of the students, or even considering writing apprehension as a timely phenomenon. Marlon who claims to have inadequate exposure to written samples and writing tasks in his previous English classes in the grade school and high school levels is confronted with these writing tasks and the apprehension to write. As he represents the students of the hospitality school, what he experiences must be heard and considered.

1.3. Writing apprehension

Daly and Miller coined the term ‘writing apprehension’ in 1975, to mean the anxiety in writing. They said that this is associated with ‘any resistance’ to a given writing task whether because of perceived readiness to the skill or not, manifesting physically through stomach upsets, cramps, or emotionally as in fear, sadness, or anger. Cheng, et.al. (1999) adds low self-esteem as another emotion and specifies that the fear earlier identified is rather the fear of being evaluated. Lin and Ho (2009) pinpointed other factors behind writing apprehension. They cited Chang (2004) and said that grading and peer influence significantly play a role on the phenomenon. Additionally, Lee (2001) as cited in the same manuscript, identified that lack of interest affects writing apprehension too. The statement of Lee, though, is inconclusive and did not define if the disinterest is dependent on the topic, on the skill itself, or on the manner of presentation or the teacher among others. The more tangible manifestations of writing apprehension are identified by Apawu and Anani (2017) as: giving insufficient responses to questions; avoiding the courses that require more writing tasks; giving excuses when tasked to write; and lacking confidence about one’s writing skill. Marlon was not granted the opportunity to delay enrolling the subjects that primarily dealt with writing as he was regular student. Writing apprehension is further seen to directly relate with writing performance. Badrasawi, et.al. (2016) specified that writing apprehension has a negative effect on writing performance. In addition, Magno (2008) as cited in Singh and Rajalingam (2012) labels writing apprehension to be a ‘significant predictor’ of the success of the students in their writing tasks or in the skill in general. The combination of the confidence of the student on her/his writing performance and the display of the components Nik, et.al. (2010) identified as in content, vocabulary, organization, language use, and mechanics, and the writing apprehension level make up the entire writing proficiency of the student. On the other hand, Dracopoulos and Pichette (2011) do not agree with the previous statements, as in the claim that writing apprehension is not correlated with learning performance in general. Writing apprehension can thus be defined as a complex phenomenon. Meanwhile, Negari and Rezaabadi (2012) identify ‘writing apprehension’ as a ‘little’ stress that is necessary and would rather facilitate better concentration and accuracy in writing. Mahfoodh (2017) even cites Swain (2013) and Hyland (1999) in order to further describe that writing involves both cognition and emotion. It does not just involve the product, but the process as well. What the student undergoes when confronted with a writing task is just as important as the grammatical flaws and the organization issues that may be present in the output. Knowing what to write yet not ‘feeling’ confident about it, or knowing little about what to write and having second thoughts about how to organize the ideas and translate it into words that shall be appreciated by an audience, can sound so complex as it is. Moreover, with these varying degrees of cognition and emotion that can influence a writer, the writing apprehension phenomenon remains to hold research interest. Qashoa (2014) further cited the basic claim of Krashen in 1982 – that low stress level within a learning situation helps alleviate writing apprehension. It would then call for a responsibility to present the writing skill while considering the affect. This agrees with Cheng (2002) that writing apprehension is indeed an issue of the affect. It is said that writing is both a cognitive activity, and an emotional one too. As the student thinks of what and how to write, the thinking and the feeling are both involved. Language also plays a big part in causing writing apprehension. Shang (2013), in a quantitative study, found out that the language itself and how the students perceive themselves to be knowledgeable (or not) of English, as in the case of Marlon, causes writing apprehension. The student who has a high level of writing self-efficacy belief has a low level of writing apprehension. The student who has a low level of writing self-efficacy belief tends to have high levels of writing apprehension. In addition, Erkan and Saban (2011) and Choi (2013) as cited in Apawu and Anani (2017) made mention of the challenge being posed by the interference of the first language in the writing apprehension phenomenon. They claim then that writing is not just a skill to be taught, but the underlying concepts of interlanguage must also be considered. Alico (2016) also conducted a quantitative research and found out that writing apprehension is also caused by the factors mentioned earlier. In order to decrease writing apprehension, the teachers should motivate the students, and even serve as role models in promoting the applications of the writing skills to real life.
1.4. Writing self-efficacy

The concept closely defined with the phenomenon of writing apprehension is that of self-efficacy, identified with the writing skills. Bandura said that self-efficacy revolves around one’s personal beliefs related to motivation and effort. It largely has an effect on apprehension. Hence, the more specific writing self-efficacy which is seen in Marlon, is expounded. Hidi and Boscolo (2006) defined that cognition, affect and behavior are regulated by a writer in order to cope with the demands of the writing skill. Writing self-efficacy, as in the perception of the writer with regard to her/his own ability to write and design the resources in a written output, is now explained. Citing Schunk and Swartz (1993) in the same book, writing self-efficacy is said to be ‘highly predictive’ of the writing skills and the strategies applied with it. If the student does not evaluate himself to be capable of writing, the skills and strategies taught in the writing classes may not be applied. Fischer, et.al. (2017) states that self-efficacy beliefs directly affect writing apprehension. This case study shall explain the lived experience of Marlon. He is confronted with all these requirements of having to write different kinds of paragraphs but his writing apprehension is not paid attention. He shall enter the workforce in a few months and be faced with the demands of a job in the hotel or a restaurant, but the writing skill which is seen to be necessary is not attended to. The teachers focus on the writing performance which is most likely evaluated and assigned numeric grades, but the lived reasons behind mediocre writing performance are neglected. Writing self-efficacy is also defined as inversely proportional with writing apprehension.

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The causes why Marlon would be uncomfortable with writing and its tasks are well-studied but the gravity of those, as made manifest in the fillers, repetitions, and the likes would lead to the explanation of the phenomenon.

2. Methods

The hospitality school is accredited by both the TESDA (Technical Education and Skills Development Authority) and CHED (Commission on Higher Education) of the Philippines. Its curriculum, as anchored on the training regulations of TESDA and the CHED memorandum orders, intelligently places the skills in all its course offerings. The students are then not just expected to display the skills prescribed in the training regulation documents (e.g. making simple requests, describing routine procedures, and implementing work meetings), but are also to display the language skills therewith. However, writing is not a skill involved in the listing. The writing skills prescribed are limited. This study shall then delve into the lived experiences of a student who is confronted with writing tasks when the demands of her/his future job does not necessarily require writing. On the other hand, in case the student gets promoted to a higher position in the hotel and more analytical skills be required of him, his writing skills are not fully developed, especially in school. The phenomenon writing apprehension also arises as the student evaluates himself as to his readiness to the demands of the job. For the study, Marlon was oriented of the structure of the responses asked of him. He was asked to write about something that interests him as Lin and Ho (2009) suggested. However, the respondent asked the researcher to assign the topic and he assumed it in his writing afterward. As the respondent was left in a room alone for forty-three (43) minutes, he was able to write about two things: about his future and his hobby. Meanwhile, as Marlon was writing, he was thinking aloud and recording his insights and apprehensions during the task, using his mobile phone. The recording was transcribed with the respondent himself. (Please see the appended transcript.) The themes were then coded in order to better understand the writing apprehension phenomenon. Considering the complex scene of writing apprehension as a phenomenon and issues like efficacy beliefs and performance or competence described with it, a case study to better unlock the relationships of the issues raised would be appropriate. The writing samples were also then collected to be able to see how the phenomenon is manifested by the case in point. A short stimulated recall interview was also done afterward, in order to clarify the think aloud protocol earlier collected. The questions during this recall interview were regarding the think aloud protocol such as the repetitions and fillers present, and the writing component items designed by Cheng and Schallert (1999).
3. Results

Marlon is nineteen years old, in his senior year in the Bachelor of Science in Hospitality Management, and is undergoing his internship as a room attendant in a hotel in General Trias, Cavite. He graduated his high school as a below average student in a school in Cavite. His grades in the English subjects would range from 75% to 83%. In his previous English subjects in the tertiary level, his grades would be passing marks but still below average. Marlon knows his shortcomings especially when it comes to his readiness in joining the hospitality industry workforce in the near future. When he was writing about his future job, he immediately touched the topic of language – that he cannot speak or use the language functionally. When he was also writing about his hobby, he said he could have chosen a hobby that could have led him to manage his time better and even develop some skills he would need for his future – and language is one of those. It can be noticed that Marlon was hesitant in writing. This can be seen in his outputs that would be full of erasures.

Marlon had a lot of pauses in the think aloud protocol. Two instances of his pauses were beyond ten seconds and he said he was thinking of the next word to write. Sometimes, though, when he was thinking, he would use fillers such as uhm and aahhm. He also had elongated vowel sounds in the transcript. According to him, during the stimulated recall interview, he was thinking and was actually hesitating if the idea he had thought of should be considered or parked. “Hindi ko na po alam ano yun next.” I no longer do not know what to write next, he explained to the researcher. Marlon also committed lots of repetitions in his words, phrases, and sentences because he said he was definitely thinking of what to write next. The phrase that’s why, for example, was uttered thrice in the recording, but was just written once.(See the appended output.)

It can be seen that the respondent has not yet written three complete sentences yet four erasures had already been done. The topic could have been easy but the other factors like the use of the English language could have significant roles as well. It can be seen that writing apprehension is shown by the erasures. The same topic hobby was written first in the Tagalog language, the L1 of Marlon.

Figure 3: Marlon’s Draft on His Hobby (an excerpt)

Figure 4: Marlon’s Draft on His Hobby in the Vernacular (an excerpt)
Marlon was thinking in his first language and translating it verbatim to English afterwards. (Chin, 2008) The think aloud protocol could have revealed the reasons for writing apprehension labeled by Apawu and Anani (2017) but it rather requires the respondent to enunciate her/his thoughts aloud while thinking and writing down the ideas regarding his hobby and his view of his future. The verbalizing part for the think aloud protocol was rather taxing for the respondent to think about, while also verbalizing what he had in his mind to write down. An apprehensive person dislikes too many thinking processes going on (Hadley, 1993) as cited in Singh and Rajalingam (2012), and the method of a think aloud protocol would somehow affect what the respondent really thinks and feels. The picture would have been imperfect but the written samples, the stimulated recall interview, and the written outputs of our respondents did not make it to the final data-gathering procedure. One was able to submit written samples but was not able to perform the think aloud procedure because of the inability to verbalize her own thoughts and insecurities. The other was invited but was rather too shy to participate in the study. Marlon, our sole case in point, was able to prove the said relationship of thinking and feeling. In him, we saw that he did not perceive his writing skill to be in a developed level nor did he think that he can perform written tasks in a collegiate level. Writing apprehension was thus obvious in Marlon. In the think aloud protocol, he manifest the writing apprehension phenomenon in various ways: erasures; fillers; repetitions (Chin, 2008); and pauses. He admitted that he did not know what to write and he was not certain how to phrase his thoughts. Knowledge of what to write or the content itself plays a key role in the written output, and in turn affects the anxiety of the student (Apawu and Anani, 2017).

In the think aloud protocol, Marlon manifested various instances of hesitation. It was evidenced by his use of fillers and repetitions. He also lowered his voice or wholly verbalized what he was thinking while he was hesitating on what to write next. The latter is seen in the lines: “Sana tama ko” and “Okay na’to” among others. He also verbalized physical difficulties while he was writing. He mentioned, “Sakit ng kamay ko ah (My hand is already aching). This implies that he must have ceased thinking of more ideas to write because his hands were already painful. He implies a justification that his outputs could not be expounded any longer.Marlon also said, “Lamig ahi!” while he was writing as he was in an airconditioned room then. It seems that the temperature of the room also mattered to a student who is supposed to be writing. Finally, Marlon was informed of the flow of the final paper. He then gave permission to the researcher, as seen in the appended screenshot of an online chat of the researcher and the respondent.

4. Discussion

The junction of the outcomes of the think aloud protocol, the stimulated recall interview, and the written outputs of our respondents proves the strong relationship of cognition and emotion. Cheng, et.al. (1999) and Fischer, et.al. (2017) discussed that the concept of the self specifically is touched when writing activities are given to the students. A written task which looks intellectual on the outside can cause fear and anxiety to the student. Those emotions may not manifest outwardly but it can affect how the students execute the skill or even seek to practice and develop it. Shang (2013) agrees with this and adds that this is prevalent in the writing classrooms in the less English-proficient countries. To Hidi and Boscolo (2006), regardless of the background, the students then ‘regulate’ the issues of cognition, affect, and behavior when they are faced with the writing activities. The researcher noticed that this fact is familiar to the students. They are aware that their insecurities and other emotions might arise in the study. Thus, two other prospective respondents did not make it to the final data-gathering procedure. One was able to submit written samples but was not able to perform the think aloud procedure because of the inability to verbalize her own thoughts and insecurities. The other was invited but was rather too shy to participate in the study. Marlon, our sole case in point, was able to prove the said relationship of thinking and feeling. In him, we saw that he did not perceive his writing skill to be in a developed level nor did he think that he can perform written tasks in a collegiate level. Writing apprehension was thus obvious in Marlon. In the think aloud protocol, he manifest the writing apprehension phenomenon in various ways: erasures; fillers; repetitions (Chin, 2008); and pauses. He admitted that he did not know what to write and he was not certain how to phrase his thoughts. Knowledge of what to write or the content itself plays a key role in the written output, and in turn affects the anxiety of the student (Apawu and Anani, 2017).
evaluated. When asked if he fears being graded by his teacher, he declared that he is. He said he just was uneasy about seeing the teacher read what he has written. A sense of regret could also be seen in Marlon. His awareness of his writing skill and his spending most of his time playing computer games have clearly affected his self-efficacy belief. He admits he regrets not taking his studies seriously, and only in his penultimate semester is he able to realize this need. However, with regard to the writing skill, he is yet to work it out together with his teachers (Apawu and Anani, 2017; Ningsih, 2016), and more specifically in terms of being encouraged (Badrasawi, et.al., 2016) and trained in the skill. Mediocrity was also made manifest in the think aloud protocol. Although it was not expounded by the respondent himself, it can be seen that a certain level of frustration is present in Marlon. Rizal (2005) as cited in Singh and Rajalingam (2012) stated that students are able to experience frustration and dissatisfaction with the kind of written output they are able to present in their classes. Marlon ended his written output abruptly verbalizing the line okay na ‘to (This is already acceptable). This may be telling of the virtue of mediocrity that he could have developed from the apprehension-causing environment he was exposed to in his almost fifteen years of formal schooling. However, this could be point of another research to be able to examine the deeper effects of the writing apprehension phenomenon.

5. Conclusion
With the implementation of the outcomes-based education curriculum where the focus is having the students execute the skills or manifest comprehension of the content being taught, the learning process the student has to journey in may be of little significance. However, this case study poses the challenge of considering the complex phenomenon of writing apprehension. Simply minding if the student has produced the output remains superficial if the inward and outward manifestations of writing apprehension occur in combination with each other in varied levels of intensity is incomplete and unscientific. Minute issues raised in this study should likewise be paid attention. In the case of Marlon, who has gone past the critical period of learning and is soon embarking on the challenge of the workforce, the challenge is definitely larger in scope but is revealed better by this study. In tertiary-level education, students may have gone past the stage where they could easily be molded and taught but if a language teacher is action-oriented, writing apprehension may remain a phenomenon but would be given careful solutions.

References


Author Profile

Maria Elena G. Jacinto gained both her Bachelor of Secondary Education and Master of Arts in Education degrees both at the Philippine Normal University in Manila. Both of those degrees were on teaching the English language. In her more than 12 years of teaching it, she received a scholarship from the Commission on Higher Education. She is then, at present, taking up her PhD in Applied Linguistics degree at the De La Salle University – Manila.
Appendices

Consent Form

CONSENT FORM ON A WRITING APPREHENSION CASE STUDY

You are invited to participate in a study being conducted by Prof. Maria Elena G. Jacinto.

PARTICIPATION
Your participation is through the writing sample with the thinking aloud protocol. The interview to follow it shall be a stimulated recall of the writing process. Your participation is voluntary, and you may refuse to take part in the research without penalty. You are free to decline for any reason.

BENEFITS
You will receive no direct benefits from participating in this research study. However, your responses may contribute to the pool of knowledge about the research topic.

RISKS
There are no foreseeable risks involved in participating in this study.

CONFIDENTIALITY
Your identity will remain anonymous. Please identify the pseudonym (Marlon) you would want the researcher to use in the entire study to refer to you. With this, no one will be able to identify you and relate it with your answers.

CONTACT
If you have questions at any time about the study or the procedures, you may contact me through maria_elena_jacinto@dlsu.edu.ph.

CONSENT
By signing this form, you indicate that you have read the above information, voluntarily participate in the study, and you are 18 years of age or older.

Marlon G. Saped

August 8, 2018

DATE
Hobby

Ang kaya't repili ang hobby
lewi kahut ng tu ay mero
neta. Nasasabi ko ang
hobby ay subanag mahalaga
sa isang tao. Kasi di ko yung
nag paparaya sa isang tao
ka kailangan telega posting labut.

Bawat tao ay may kanya kanyang
hobby sa lubag at minsan
ito'y pa bago-bago din minsan
kasi may mga ginagawa ko
dati na ayaw mo ng ginawa
ngayon. Leua ko nasabi ito dahil
kasi mo pa nang piles-piles ko
dati kasi puro tambayan lang ako
pay gutapo sa school at puro
law lang ng computer games
puro paglalagay labot ito mula
muyay nag ojt ako paying
finatamad nang may computer games
paying maging hobby ko yung pay
pasok ko sa ojt hindi ra нам
kaya ka kailangan telega ito.
Para maka graduate, minsan leksi pag parang nampaanin ko na malapit na ko malakas sa ojt. paga obery Nahaon kert minsan nga egesa ko ko parang sa school mas gusto ko nolong mag ojt na sinasabi ko sa sami ko dati ha nolong mangyayani sabin sa ojt ko leksi nga hindi ako saway may trahloho pero mali para yra mang namadon raoko my moderni na한다는 ha bagay bagay ha mas kakaiyganin na sa pagtando mo mas ha enjoy ko sir ko leko sa pag-amai at duma ko din ko realize ha ko nakaran na hindi ako nga caul naka-ko leksi sobreong haip pago mahina ha sa English lao ha pago noro trabaho Vean English talaga. Ang kaikiran na mahim mo mittawan ha mamasa ko sobrang hinda talaga pago dating sa trabaho.
I'll pick hobby because all the people is having that. Hobby is so important in all people because hobby can make you happy. Sometimes your hobby is change. That's why I say that because sometimes you do last week a lot month. Maybe not you doing now like what I do now when I was 3rd year after school I'll always do is computer games but now when I'm already start in 9th I already stop computer games.

My mind and heart is focus on 9th. When you start 9th you realize that you very need study, however not but you need study and most important is you know how to English because for me English is everything.
Marlon: pet dog favorite na subject favorite subject bring me to your house hobby (7) mahirap ah ah (15) kaya ko napili hobby kaya ko napili ang hobby (7) kasi (15) kaya ko napili ang hobby kasi lahat ng taon ay meron nito (15) uhm masasabi ko (15) ang hobby ay sobrang mahalaga (15) kasi ito yung nagpapasya sa bawat tao uhm hobby hmmm kasi ito yung nagpapasya sa tao (15) na kailangan natin uhm (15) bawat tao ay may kanya-kanyang hobby sa buhay (15) minsan ito may pabalag na diin (15) pabalag na diin (15) share ko nga po yun hobby ko (15) minsan kasi (4) kaya ko nasabi ito kaya ko nasabi ito dahil na rin dahil na rin sa mga pinagdaanang ko (15) dati kasi dati kasi puro tambay lang ako after school (15) at puro laro lang ng computer games pero nagbago lahah ito mula nung nagojt ako hindi nanam sa wala kong time sa computer games pero parang tinatamad nako tinatamad nako magcomputer games gusto ko na lang magojt palagi gusto ko na lang magojt parang nagging hobby ko na mula nung pumasok ako sa ojt hindi nanam dahil kailangan sa iskul para makagradweyt minsan kasi pag pag napapansin ko lang pag malapit nako matapos sa ojt ko para kong malulong ko para kong nalulong ko (15) minsan nga minsan ayoko na pumasok ayoko na pumasok sa iskul gusto ko na lang magojt na sinasab ko sa sarili ko dati sa sarili ko dati (15) walang walang mangyayari sakin sa ojt ko kasi nga di ako sanay magtrabaho (15) dati dati (15) pero mali pala un yung nandun nako mas madami kang mari mari realize mari realize (10) na bagay bagay na mas na mas kakailanganin sa pagtanda ko (2) sakit ng kamay ko ah (15) mas mas naenjoy ko sya sya kesa sa pagaaral (15) aaaaahhh bring me to your house favorite subject (10) dun ko din na realize nakakapag nakakapagsisi na hindi ako nagaral mabuti kasi sobrang sobrang hirap lalo na pag nasara trabaho ka na (15) english talaga yung kailangan kailangan mo matutunan sobrang halaga english talaga yung kailangan matutunan pagdating sa trabaho (5) wala na kong masabi a (2) tama na onglishun ko na lang to (10) english my goodness (2) hobby (2) i pick hobby ill pick iill pick (3) hobby because (5) because (5) because all the people is have that people is is having that having that i can say nasabi ko (5) sobrang mahalaga sa isang tao ang hobby hobby is hobby is is important is is important hobby is so important hmmm ino one people because because hobby can make you happy can make you happy can you can you make happy (10) ahhhhhhh bawat anu ba English ng bawat (8) ibat ibat all the people is having (----) (10) sometimes sometimes your hobby is is sometimes your hobby is is change (10) thats why that thats why thats why

(enters the room)

Ms. Jacinto: marlon wait lang (3) e magui judge pala ko sa taas pag natapos ka ay sorry pag natapos ka pag natapos ka san ka ↓

Marlon: po ↓

Ms. Jacinto: pag natapos ka iwan mo dyan

Marlon: pati po yun phone ko ↓

Ms. Jacinto: ay oo nga no pano mo mapapasa sakin yan (5) nirerecord mo ba mamaya na

Marlon: bawal po ipause mam

Ms. Jacinto: ahm humanap ka na lang ng paraan

Marlon: punta na lang po ako sa inyo

Ms. Jacinto: YEHHEY
Think Aloud Protocol (page 2)

Marlon: mam iphone to iphone nga lang po pala to
Ms. Jacinto: ay iphone nga pala gamit mo (3) na – man anong gagawin natin send mo sakin yun sound files
Marlon: opo sa facebook po mam
Ms. Jacinto: pag nagkita na lang tayo bukas
Marlon: may shareit po ba
Ms. Jacinto: wala kong shareit (5) nahihiya kong makipaguspas sayo wait lang

(Ms. Jacinto left the room)

Marlon: kinakabahan ako ha nawala na thats why thats why i say that tama ba tong english ko↓ wala eh nawala talaga (5) thats why thats why say that because some some sometimes sometimes you do sometimes you do last week maybe last month last month (5) last month thats why i say that because ay hindi na ginagamit yung (3) hirap ay hindi mo na ginagawa ngayon (5) ay hindi mo na ginagawa ngayoooon maybe you not doing now okay na yan maybe you not doing now kaya kaya ko nasabi ito dahil na rin sa mga pinagdaanan ko (10) doing now dahil what i do now (10) (human voice as background) like what i do

(Ms. Jacinto enters the room again)

Ms. Jacinto: [how is this marlon↓ anong solusyon mo akin to anong solusyon mo (2) magkikita tayo
Marlon: [ngayon po↓
Ms. Jacinto: [or ipasa mo na lang sa messenger
Marlon: [ipasa ko na lang sa messenger
Ms. Jacinto: () tapos galto na lang ↓ puntahan moko ilock mo to kasi ang dami kong gamit e
Marlon: [opo san ko po ilolock mam
Ms. Jacinto: [ilock mo pag paalis ka na
Marlon: [san ko po kayo makikita mam
Ms. Jacinto: [library ay wait lang EDWARD library ba↓ Edward

(Ms. Jacinto left the room)

Marlon: lamig a (
Ms. Jacinto: second floor or library daw
Marlon: [eto po ↓ iwan ko na lang po ditto
Ms. Jacinto: [ay ooo
Marlon: thank you po mam

Marlon: ayoko na maybe what i do now when i wheeeeen when i was when i was third year after school i always i always do is computer games but now when im already already when im already start on ojt i stop i already stop i already stop computer games my mind is focus on ojt my mind and heart is focus on ojt in ojt (5) in ojt on ba or in oh my god ultitin ko my mind is focus on ojt (10) ang hirap naman when you ojt when you when you ojt you realize is (8) you realize that you realize bagay bagay you realize hmmm when you when you
start ojt WHEN YOU START OJT when when you start ojt that that that that you very need you very need very need very need () study maybe not hard maybe not hard study and most most important most important is is you know how to english you know how to english (5) english always study maybe not but maybe maybe is study maybe not hard you need study and most important ↓ is you know how to english (5) because because for me for me english is everything english is everything everywhere everything everywhere everything everywhere (20) sana tama yung pinaggagawa ko (background noise) hay dyosko bobo ko magenglish (10) pero yun pagaaral minsan (3) pinipilit ko naman talaga pero parang ayaw talaga ng utak ko (15) okay na kaya to okay na to
Screenshot of Conversation after the Study

Hi. I am nearing the end of my paper which is a case study where I featured you. I shall be sending it to you not later than the first week of September, just so you know what happened to the data you have shared with me.

Please feel free to tell me to edit some information only if it will not affect the findings. I plan to share this to the school administration, especially to Dean Fernandez, so she can seek to resolve issues like this.

Thank you ultt a.

Congrats mam and goodluck po sa kulang pa 😊

No worries mam about sa mga information. Okay lang po lahat 😊

Thank you din po.