

# SPOKEN DISCOURSE PERFORMANCE OF INDUSTRIAL EDUCATION STUDENT TEACHERS

Dr. Emily L. Beltran

Technological University of the Philippines- Cavite

---

**Abstract:** The study described the spoken discourse performance of the Industrial Education student teachers in three levels of language namely: phonology, morphology and syntax during their on-campus teaching. It primarily described phonology through the student teachers' intonation patterns of their utterances. It also investigated the production of inflected morphemes "ed" for description of their performance on morphology. Lastly, it analyzed the student teachers' sentence structures of their utterances to describe their spoken discourse performance in terms of syntax. The research used the qualitative research method to analyze the data and describe the spoken discourse performance of the student teachers. It also utilized an interview guide to gather data on the language profile of the student teachers. The on-campus teaching underwent video recording to describe the actual spoken discourse performance. Results showed that the utterances of the student teachers displayed evidence of intonation patterns variation on wh-questions and yes/no questions. Findings also demonstrated that common to the utterances were inconsistencies in the production of the inflected morpheme "ed. Thus, student teachers' production resulted from the common linguistic phenomenon in which they tended to carry the intonation and pronunciation rules from their mother tongue (Filipino) into their English spoken discourse. Syntax, on the other hand, was described based on the error scheme on misformation, addition, omission, and misordering. Data showed that the most common slip-ups in the sets of video transcripts of on-campus teaching were the misformation errors. Another ungrammatical element observed was the errors of omission on verbs. There were also errors of addition in they demonstrated the use of unnecessary tense markers. Likewise, student teachers also made errors of ordering when they wrongly sequenced their utterances. This research implies that there is an interference of Filipino language in the production of the student teachers' intonation patterns, inflected morpheme and sentence structures which describes the spoken discourse performance of the student teachers.

**Keywords:** Spoken Discourse, Industrial Education, Student Teachers.

---

## 1. INTRODUCTION

Spoken discourse is a dynamic method of putting up meaning which entails more than just producing and receiving of words but more of processing of information (Burns & Joyce, 1997). The form and meaning of spoken discourse as a process are dependent on the situation in which it happens, including the participants' involvement and the motives for speaking. It has its own skills and conventions different from written language (Cohen, 1996). It is habitually spontaneous, open-ended, and progressive.

However, this importance of spoken discourse performance is not completely acknowledged. In phonology for instance, Gussenhoven and Warner (2002) present a survey on spontaneous speech and they ascertain that little focus is paid to intonational structure. Likewise, Levis (2005), argues that the decision to focus more strongly on segmental features contrast the approach which tends to foreground the suprasegmental features such as intonation pattern. In morphology,

Solt et al. (2003) and Basnight-Brown, Chen, Shu, Kostic and Feldman (2010) discovered the inconsistent use of inflected morphemes in spoken discourse across languages. In syntax, on error analysis in particular, many research studies such as those of Cribb (2001), Ting, Mahadhir, and Chang, (2010), Abbasi and Karimian, (2011) mainly focused on written and spoken English varieties but inadequate on error analysis of spoken discourse using Philippine English.

As regards performance, the researcher visited various resources and found out that many studies have been carried out on spoken discourse. However, among a multitude of study area are of artificially created utterances, while a few have looked at the natural setting of actual spoken discourse performance of non- native speakers of English exclusively or almost exclusively to cover the three components of language system: phonology, morphology, and syntax. In some of the foregoing studies on language system, Pennington and Ellis (2000) find that even for Cantonese speakers with advanced competence in English find difficulty recognizing the use of intonation in cuing various meanings. These non-native speakers were able to demonstrate significant improvement in performance only after they were explicitly directed to intonation on sentences. Further research is necessary to verify the findings. Tayao (2004) on the hand, described the evolution of studies of Philippine English phonology which provided a description of distinctive phonological features. The research suggested that future studies of Philippine English intonation according to first language background. Similarly, Gomes (2007) observed from her fellow Brazilian that there was actually an interference of Portuguese language structure in the production of words in English with inflected morpheme "ed". There was a better production of verbs that had the allomorph /d/, followed by /t/, and then /əd/. It is recommended that it may be helpful to go on utterances rather than a mere word frequency. Similarly, Ting, Mahadhir and Chang (2010) examined the grammatical accuracy in spoken English and discovered that the surface structure description on misinformation and omission account for the majority of the total grammatical errors among Malaysian learners of English. They recommended further research involving error analysis of spoken discourse of non- native speakers that would provide baseline on grammatical accuracy.

With these related studies and limited findings on spoken discourse performance on Philippine English variety, it is uncertain if student teachers who are non- English major perform their spoken discourse during classes because no research studies have been conducted yet for actual on- campus teaching. The need to describe their production of intonation pattern, inflected morpheme and utterance structure may provide answers to some unresolved issues concerning spoken discourse performance. Specifically, there is a need to know whether or not the English language used by student teachers constitutes another variety of English.

The research findings of the spoken discourse performance of student teachers may contribute the following to the body of knowledge:(1) The study provides a reference of the student teachers' spoken discourse performance in terms of phonology, morphology, and syntax that may be used for its enhancement; (2) it presents a perspective of variousness (Kachru, 2006) in the World Englishes through a variety of the Philippine English.

## 2. METHODOLOGY

### Data Gathering Procedures:

Data on spoken discourse performance of Industrial Education student teachers during on-campus teaching were gathered through the following course of actions (1) subsequent to identifying who the subjects would be, based on the English language proficiency test, the researcher personally interviewed the participants for their language profile utilizing the developed and modified interview guide of Pareja (2003). The participants of the study were also told that there would be no right or wrong responses. The language profile structured interview took approximately 15 minutes to finish; (2) the researcher then observed and video recorded three classroom sessions for each student teacher in which a total of 18 classes were videotaped during the actual teaching of the participants; and (3) the researcher then transcribed the recordings into transcripts. To simplify the analysis, each utterance was given a line number in accordance to the student teachers' turns.

For this research, ethical considerations were closely observed hence, the identities of participants were kept confidential through the use of codenames in the analysis and reporting of data. For the description of phonology, the researcher limited its analysis to the production of intonation patterns for wh- and yes/no questions of the student teachers under study.

For the morphology, the entire 18 video transcripts were analyzed to describe the production of the allomorphs /d/, /t/ and /əd/ for the inflected morpheme “ed”. This was done to be able to capture patterns that would describe the spoken discourse performance of the student teachers in on-campus teaching context. Analyses of data were limited to the utterances displaying inflected morpheme “ed”, which were illustrated through their extracts from the actual on-campus teaching videos. All the utterances with inflected morpheme “ed” with allomorphs /d/, /t/, and /əd/ were selected and analyzed. Transcription symbols were based on Trager and Smith’s, (as cited in Rubba, 2010).

For syntax, error analysis was employed using the error scheme of Dulay, Burt and Krashen (1982). The entire 18 video transcripts were once again analyzed to identify common errors in sentence structure of the student teachers. Line numbers were assigned to video transcripts for reference on phonology, morphology and syntax analysis as the total spoken discourse performance of the student teachers.

### 3. RESULTS AND DISCUSSION

#### On Phonology:

The results of the study showed contrary to what Crystal (1975) reported that almost majority of tones will be falls – almost in any type of discourse in spoken English and to what Celik (2011) stressed that a falling tone is by far the most common used tone of all. The present study however, shows that majority of the utterances of student teachers used rising intonation (both for wh-questions and yes/no questions). This is possibly because the participants tended to ask questions during class discussions, thus, the use of the rising intonation pattern. As Brazil, Coulthard, and Johns (1980) point out, the rising intonation is frequently used by a speaker who has a more dominant role in a conversation, which is true among student teachers for they nearly dominated the class discussion.

The findings presented in this study however, have so far shown some distinct features in the intonation patterns of student teachers’ utterances. One is a rising intonation on wh-questions. Another is a falling intonation to some yes/no questions, which is normally rising. These erratic intonation patterns produced by the student teachers for wh and yes/no questions may be comparable to what Rintell (1984) found that there was a negative L1-L2 transfer in the production of phonology particular the difficulty in identifying the English intonation pattern that resulted to errors. In view of that, the present research supports what Cruz- Ferreira (1983) stressed in his study that the difficulties in the learning of second language intonation patterns are often due to the non-equivalence of the intonation structure of the learners’ native language and the second language structure. Likewise, it also agrees to the claim that intonation carries little functional load for changes of basic linguistic meaning (Gonzalez, 1990). Also, as Hudson (1996) argued, intonation is less liable to standardization as compared to morphology and syntax.

Truly, every language has its own intonation system; certain correlations exist between intonation patterns with special meanings (Jiang, 2005). In fact, the utterances of the student teachers showed that their intonation patterns would indicate that they have their own choice about prominence of syllables or words within their utterances according to their perception of the understandings they share with their students (Brazil, 1997). Participants of the study may have demonstrated a variety of Philippine English, which Dayag (2003) refers to as ‘localized’ or ‘nativized’. This is shown by adding some language features of its own, like the Philippine English intonation patterns characterized by McArthur (1998) as “sing song” intonation pattern.

Thus, the data show that there is an interference of the mother tongue of the student teachers in the production of their intonation patterns that further describes their spoken discourse performance on phonology.

#### On Morphology:

With the allomorphs produced by the student teachers, data support what Mac Donald (1989) asserted. He claimed that the speech of non-native English speakers may exhibit pronunciation characteristics that result from such speakers imperfectly learning the pronunciation of English, either by transferring the sound rules from their mother tongue into their English utterances.

The inconsistent use of inflectional morphology in the speech of second language learners is well attested across many second languages (Solt et al., 1996). Student teachers for instance, often produced these verbs without the required inflections.

As observed further, the participants of the present study hardly pronounced the schwa sound in the allomorph /əd/. These were observed when they plainly pronounced schwa /ə/ sound as /ε/ sound. It supports further the statement of Wolfram (1985) that the English regular past tense morpheme “ed” appears late in the acquisition process. That is possibly why participants of the study used this morpheme inconsistently and even not at all. Commonly non-native English speakers like the student teachers under study did not carefully pronounce the allomorph /əd/ because it does not exist in Filipino language.

Consequently, student teachers’ production of inflected morpheme “ed” appears to support Gonzales’ (1978) claim that Philippine English’ spelling pronunciations are prevalent. This further reveals that the spoken discourse performance of the student teachers in terms of morphology is influenced by the latter’s vernacular pronunciation. Besides, Mc Arthur (1998) said that Philippine English is syllable timed, following the rhythm of the local languages. Full value is therefore given to unstressed syllables and schwa is usually realized as a full vowel.

With these, the present research seems to agree with Lardiere’s, (2003) claim that L1 transfer or variable L2 input, might be a barrier to production of the English regular past, which appears to be true to the spoken discourse performance of student teachers on production of inflected morpheme “ed”.

### **On Syntax:**

As the study described the spoken discourse of the student teachers in terms of syntax in which error analysis was employed. The findings show that based on the surface structure description of Dulay, Burt and Krashen (1982), misinformation and omission account for most of the total grammatical errors identified, with addition and ordering of elements being less frequent. Indeed, errors of the student teachers show that misformation got the highest number of slip-ups. The student teachers repeatedly use the wrong forms of the words in place of the correct ones. However, there are also other grammatical errors in which the types of error are not easily identifiable such as the code mixing between and among their utterances. This code mixing was not thoroughly described and identified in the present study since it does not fit Dulay, Burt and Krashen’s (1982) surface structure taxonomy.

Nonetheless, findings are similar to that of Ting, Mahadhir, and Chang (2010) that errors on misformation and omission were the most frequently errors observed. Even so, these student teachers were able to convey their message to their students demonstrating their spoken discourse performance.

The results of the study are also similar to the findings of Cribb (2001) where non- native speakers like the student teachers produced miscues on the verb phrases. However, these miscues did not play significant part in creating incoherence in the spoken discourse.

Language interference also influenced the spoken discourse performance of the student teachers in terms of syntax. As Dulay, Burt and Krashen (1982) defined language interference as the automatic transfer, due to habit, of the surface structure of the first language (Filipino) onto the surface of the target language (English). In other words, the errors in the student teacher’s production of the English grammar are the results of the influence of their native language structures to produce a spoken discourse of the target language (L2). As Ellis (1997) also asserts, the farther the structures of the two languages, the higher the instances of errors made in the second language which bear traces of first language structures.

Student teachers who claimed they spoke English fluently although they nearly produced up to standard intonation patterns still demonstrated inconsistencies. Likewise, those student teachers who asserted that they spoke Filipino fluently demonstrated more inconsistencies in the production of intonation patterns. However, student teachers, who claimed that they spoke English fluently, produced nearly General American intonation patterns than those student teachers who claimed fluency on the Filipino language. These data have similarity with Tayao’s findings (2008). The findings show that final rising intonation nearly followed the General American Pattern in yes/no question in most of the utterances of the student teachers. Data also show final rising intonation in wh- questions suggesting that the use of the final rising intonation pattern is for all types of questions.

With reference to their language background in which Filipino language takes more of their speaking time, the features of the production of intonation pattern of the student teachers seem to be very much dependent on the mother tongue. Results support the claim of Hirst and Di Cristo (1998).

As regards morphology, Student Teacher A and Student Teacher F demonstrated nearly similar to that of the General American pattern in the production of inflected morpheme “ed” for the allomorphs /t/, /d/ and /əd/ of regular past tense. However, Student Teacher E, who claimed fluency in English failed to produce appropriate allomorphs for inflected morpheme “ed”. Although at first, she was able to produce the allomorphs /d/ and /t/ in most of her utterances but not the allomorph /əd/. The other student teachers who did not claim fluency in English were not able to produce the allomorphs /d/, /t/, and /əd/. Again, those who asserted that they spoke English fluently recognized and produced the allomorphs correctly.

The data also support the claim of Solt et al. (2003) that there is inconsistent use of inflectional morphology in the spoken discourse of second language (L2) learners. Results further agree to what Gomes’ findings (2007) that there was an interference of mother language in the production of words in English.

With regard to syntax, all of the student teachers under study committed ungrammatical sentence structure. However, it was Student Teacher B who displayed more errors on misformation, addition, and omission. There were also errors on misformation committed by Student Teacher A, but they were minor since she had the longest series of utterances among the 18 video recorded on-campus teaching. Nonetheless, Student Teacher A and F who stated that they spoke English fluently, committed less ungrammatical sentence structures as compared to the other participants of the study, who claimed fluency in Filipino. Student Teacher E, on the other hand, tried to build up the production of General American English but demonstrated difficulty in organizing this knowledge into appropriate structures. She was inclined to depend more on her native language (L1) structures to produce utterances. Results support the claim of Abbasi and Karimian (2011) that most of errors of non- native speakers of English were of interlingual, indicating the influence of the mother language.

#### ***Contribution to the Body of Knowledge:***

This study of spoken discourse performance of student teachers has identified contribution to the existing body of knowledge. One, the study provides a reference of the student teachers’ spoken discourse performance in terms of production of intonation pattern, inflected morphemes, and utterances structures that may be used for the enrichment of their methods of teaching. Two, it presents a perspective of Philippine English variety.

#### ***Theory Building:***

After conducting this study, the researcher formulated an assumption that the spoken discourse performance of student teachers in terms of phonology on intonation patterns and morphology on inflected morphemes are erratic or inconsistent. This research study presumes the inclusion of the description in the production of intonation pattern and inflected morpheme “ed” to the Philippine English. As observed in the data, student teachers’ spoken discourse performance on intonation pattern for wh and yes/ no questions were produced erratically. With these observations, a probable new description of Philippine English in terms of the production of intonation pattern and inflected morpheme may be considered.

## **4. CONCLUSION**

The student teachers’ intonation patterns, display of correct usage of inflected morpheme, and knowledge of sentence structure rules account for their spoken discourse performance. The student teachers demonstrated variations of intonation patterns in asking wh-questions and yes/no questions during their on-campus teaching. Their intonation patterns did not conform to the General American Pattern. Intonation patterns of student teachers for wh- and yes/no questions had rising tones. The analysis shows that the participants assigned prominence to words to highlight new information in order to expand students’ shared understanding. In general, however, the student teachers’ production of inflected morpheme “ed” suggests that they had a fairly common production of the allomorphs which, unfortunately, did not agree with the standard or the native-speaker pronunciation. As observed, it is clear that their irregularities as well as failure to produce the correct allomorphs could be possibly traced to their mother tongue pronunciation especially on the allomorph /əd/ due to its non-equivalence in Filipino language. It appears that the production of the utterances with inflected morpheme “ed” was that of Philippine English pronunciation. Student teachers also committed grammatical errors on misformation, addition, omission, ordering.

Thus, data of the present study reveal that there was an interference of Filipino language (L1) in the production of intonation patterns, regular past tense morpheme “ed”, and structures of the utterance of English language (L2). Data further present a variety of Philippine English based on the utterances of student teachers which are patterned on the Philippine language structures.

## 5. RECOMMENDATIONS

The study puts forward the following recommendations as a result of the conclusions:

There is an evidence of a need to disseminate the results of the study to other student teachers who are teaching content subjects using English as a medium of instruction for them to be aware of their own levels of spoken discourse performance.

Also, there is a need for English teachers who handle student teachers to make their students develop effective spoken discourse performance in terms of phonology, morphology, and syntax because these are what the latter’s important tools in communication when they will be in the field of actual professional teaching.

Likewise, in order to generalize the results to other populations, it is necessary to have geographically diverse samples that would include student teachers across disciplines from different colleges and universities.

In addition, it is deemed necessary that the findings of the present research should be explored further. In particular, it would be interesting to more directly investigate spoken discourse performance through a descriptive-quantitative longitudinal research which warrants both descriptive and inferential statistics.

Thus, it is hoped that the study of spoken discourse performance of student teachers presented here will serve as a stimulus for further research in this area.

## REFERENCES

- [1] Abbasi, M., & Karimnia, A. (2011). An analysis of grammatical errors among Iranian translation students: Insights from interlanguage theory. *European Journal of Social Sciences*, 25(4), 525-536.
- [2] Basnight-Brown, D, Feldman, L., Kostic, A., Filipovic Djurdjevic , D., & Pastizzo, M.. (2010). Morphological facilitation for regular and irregular verb formations in native and non-native speakers: Little evidence for two distinct mechanisms. *Journal of Bilingualism: Language and Cognition*, 13, 119-135.
- [3] Brazil, D., Coulthard M., & Johns, C. (1980). *Discourse intonation and language teaching*. London:Longman.
- [4] Brazil, D. (1997). *The communicative value of intonation in English*. [2nd Edition] Cambridge: Cambridge University Press.
- [5] Celik, M. (2001). Teaching English intonation to EFL/ESL students. *TESL Journal*, 7 (12). Retrieved from <http://iteslj.org/Techniques/Celik-Intonation.html>
- [6] Cribb, M. (2001). An analysis of discourse miscues in the oral production of non-native speakers of English. *JALT Journal*, 23 (1), 111-129.
- [7] Cruz-Ferreira, M. (1983). Non-native comprehension of intonation patterns in Portuguese and in English, Unpublished doctoral dissertation. University of Manchester. Retrieved from [http://www.academia.edu/922723/Portuguese\\_and\\_English\\_intonation\\_in\\_contrast](http://www.academia.edu/922723/Portuguese_and_English_intonation_in_contrast)
- [8] Crystal, D. (1975). *The English tone of voice*. London: Edward Arnold.
- [9] Dayag, D. (2003). English as an international language and the sociolinguistics of the Philippine English as a legitimate indigenized variety of English. Waseda University Digital Campus Consortium. <http://www.waseda.jp/ocw/AsianStudies>
- [10] Dulay, H. Burt, M., & Krashen, S. (1982). *Language two*. New York: Oxford University Press.
- [11] Ellis, R. (1997). *Second language acquisition*. Oxford: Oxford University Press.

- [12] Gomes, M. (2007). The Production of words with the morpheme ED by Brazilian speakers of English as a foreign language. *Proceedings of the Fifth International Symposium for the Acquisition of Second Language Second Language Speech*. Florianópolis SC Brazil.
- [13] Gonzalez, A. (1978). *Philippine English of mass media*. Manila: De La Salle University Press.
- [14] Gonzalez, A. (1990). Evaluating bilingual education in the Philippines: Towards a model of evaluation in language planning. In R. Baldauf Jr. & A. Luke (Eds.), *Language planning and education in Australasia and the South Pacific*, (pp. 319-334). Clevedon, Avon: MultilingualMatters Ltd.
- [15] Gussenhoven, C., & Warner, N. (2002) *Laboratory Phonology 7*, Berlin and New York: Mouton de Gruyter.
- [16] Hirst, D., & Di Cristo, A. (1998). *Intonation systems: A survey of twenty languages*. Cambridge: Cambridge University Press.
- [17] Hudson, R. (1996). *Sociolinguistics*. Beijing: Foreign Language Teaching and Research Press.
- [18] Jiang, P. (2005). Application of the optimality theory to the study of Chinese dialects. Suzhou University, Suzhou, China.
- [19] Kachru, B. (2006). World Englishes and culture wars. In Kachru, Kachru, and Nelson, *The handbook of World Englishes* (pp. 446-471). UK: Blackwell Publishing.
- [20] Lardiere, D. (2003). Second language knowledge of [+/-Past] and [+/-Finite]. In J. M. Liceras, et al., (Eds.), *Proceedings of the 6 th Generative Approaches to Second Language Acquisition Conference (GASLA 2002)* (pp. 176-189). Somerville, MA: Cascadilla Proceedings Project.
- [21] Levis, J. (2005). Changing contexts and shifting paradigms in pronunciation teaching. *TESOL Quarterly Forum—The Lingua Franca Core*, 39(3) 369-377.
- [22] MacDonald, M. (1989). The influence of Spanish phonology on the English spoken by United States Hispanics. In Bjarkman, Peter; Hammond, Robert, *American Spanish pronunciation: Theoretical and applied perspectives*, (pp. 215–236). Washington, DC: Georgetown University Press.
- [23] Mc Arthur, T. (1998). *Concise Oxford companion to the English language*. Oxford University Press.
- [24] Pareja, T. (2003). Selected Students' Oral Proficiency in Storytelling. *Sinag*. 2(2).
- [25] Pennington, M., & Ellis, N. (2000). Cantonese speakers' memory for English sentences with prosodic clues. *The Modern Language Journal*, 84, 372-389.
- [26] Rintell, E. (1984). But how did you feel about that? The learner's perception of emotion in speech, *Applied linguistics* 5, 255- 264.
- [27] Rubba, J. (2010). Learning phonetic alphabets for English. California Polytechnic State University; California. Retrieved from <http://learning-phonetic-alphabets-for-english.html>
- [28] Solt, S., Pugach, Y., Klein, E. C., Adams, K., Stoynezhka, I. & Rose, T. (2003). L2 perception and production of the English regular past: Evidence of phonological effects. *Proceedings of the 28th annual Boston University Conference on Language Development*. Somerville, MA: Cascadilla Press. 553-564.
- [29] Tayao, L. (2004). The evolving study of Philippine English phonology. *World Englishes*, 23:77-90. DOI: 10.1111/j.1467-71X.2004.00336.x
- [30] Tayao, L. (2008). A lectal description of the phonological features of Philippine English. In Bautista , L., and Bolton, K. *Philippine English: Linguistic and Literary Perspectives*. Anvil.
- [31] Ting, S., Mahadhir, M., & Chang, S. (2010). Grammatical errors in spoken English of university students in oral communication course. *GEMA Online™ Journal of Language Studies Malaysia Sarawak*. 10 (1), 53-70.
- [32] Wolfram, W. (1985). Variability in tense marking: A case for the obvious. *Language Learning*. 35(2), 229-253.