

ACADEMIC WRITING IN FILIPINO: Aspect Use in Psychology Theses

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1. INTRODUCTION

There have been very few studies in the area of genre analysis in the Philippines. And yet, the results of genre analysis are interesting in the insights they yield about the use of language and in the important pedagogical applications they suggest. Recent studies such as those by Hill, Soppelsa, and West (1982), Swales (1986), Malcolm (1987), Hopkins and Dudley-Evans (1988) have provided valuable linguistic and discourse findings that are useful to the teaching of academic writing in English.

The purpose of this paper is to study the genre of psychology theses written in Filipino by focusing on just one linguistic characteristic: the use of the different verbal aspects in the theses. Being a pioneering study, this is intended to be exploratory and hopes simply to generate hypotheses that can be tested in future studies. At the same time, the study can lead to a greater awareness of the nature of academic writing in Filipino and of the implications of the findings for teaching.

An extensive literature exists on the use of the past, present perfect, and present tenses in academic writing in English. The studies have shown that the choice of tense in English, even among first language users, is fraught with complexity. Investigators have explored the interconnections and disjunctions between temporal meanings and the level of generality given to a finding. To give one example, Lackstrom et al. (1972) arrived at the conclusion that time lines are sometimes obscured by rhetorical considerations, i.e., because of requirements of generality, the past tense is used for the less generalizable findings and the present perfect or the present for the more generalizable findings. Given the continuing discussion of tense choice (see Swales 1990 for a comprehensive summary). Malcolm (1987:31) has proposed

a comprehensive analysis of tense choice in EST discourse ... that specifies a hierarchical relationship between context-dependent rhetorical functions, context-independent temporal meanings, and, finally, actual tense choice.

The problem may be of a different nature in Filipino academic writing because the Tagalog¹ verb is not inflected for tense, but for aspect. In the words of the *Tagalog Reference Grammar*:

The Tagalog verb system includes no true tense distinction like the English distinction between past and non-past...

For purposes of describing the Tagalog verb system, aspect may be defined as the characterization of an event as completed or not completed, and, if not completed, as begun or not begun. All Tagalog verbs are inflectable for three aspects: PERFECTIVE, IMPERFECTIVE, and CONTEMPLATED. The perfective aspect characterizes an event as completed, the imperfective as not completed but begun, and the contemplated as not begun ... Since these three aspects are not associated with a tense system (past/non-

¹For our purposes, 'Filipino' and Tagalog' will be considered the same language. Otones (personal communication) claims that, to the linguist, they are one and the same language but, to the sociolinguist, they may not be.

past), no one-to-one correspondence with English tense/aspect formations obtains. Each of the Tagalog aspects has several English equivalents. The closest equivalent in any case depends upon the semantic and structural context in which the verb occurs. (Schachter and Otnes 1972:66)

At any rate, no study has yet been done on the use of the different aspects in academic writing in Filipino. Questions like the following can therefore be asked: What aspects are used in academic writing in Filipino? Is the choice as complex as that confronting the writer of English research papers? What would guide the writer in choosing between Perfective and Imperfective in referring to activities that happened in the past? Would there be differences in the occurrence of the aspects in the different rhetorical sections of a thesis? The hypothesis would be that the Methodology section would be preponderantly in the Perfective, but there seem to be no hypotheses for what the other sections would look like.

2. SELECTION OF THE CORPUS

The help of a specialist informant was sought in selecting the theses to be used in the study. The specialist informant was Virgilio Enriquez, considered the chief proponent of *Sikolohiyang Pilipino* 'Filipino psychology' and the principal mover in uncovering indigenous concepts and promoting indigenous methods in the study of psychology in the Philippines. (See Enriquez 1983 for a survey of the use of Filipino in psychology and for a description of the major developments in *Sikolohiyang Filipino*.) The only criterion given in the selection of the theses was that they be very good examples of theses written in Filipino in the area of psychology. The theses identified were then obtained from the Philippine Psychology Research and Training House (PPRTH) and, with the permission of the PPRTH, photocopied. Of the eight theses originally recommended by Dr. Enriquez, two were eventually discarded after consultation with him because one was in the area of experimental psychology and the other in physiological psychology and thus very different from the other studies in the sample.

The six theses included in the sample are all in the area of social psychology. Of these six, five were written at the University of the Philippines, and one was written at the Ateneo de Manila University; five were submitted for a Master's degree, and one was presented for a doctoral degree. The theses in the corpus, arranged chronologically from the earliest to the latest, are

- a. Velasco, Abraham B. 1976. *Ang Ikabubuti ng Kainginero: Isang Pagsusuring Sosyo-Sikolohikal ng Pangangaingin sa Pilipinas* 'The Welfare of the *Kainginero* : A Social Psychological Investigation of the *Kaingin* System in the Philippines'. M.A thesis, University of the Philippines. (Adviser: Virgilio Enriquez)
- b. Henson, Erlinda Nicdao. 1977. *Ang Konsepto ng Panahon ng mga Taga-Tiaong The Concept of Time of the People of Tiaong*'. M.A. thesis, University of the Philippines. (Adviser: Virgilio Enriquez)
- c. Villariba, Marianita C. 1978. *Ang Pananaw ng mga Magsasaka sa Pangangalaga at ang Kaugnayan Nito sa Kanilang Pakikipagkapwa-Tao* 'The Perception of Farmers regarding Caring for One's Health and Its Bearing on Their Relationship with Others'. M.A. thesis, Ateneo de Manila University. (Adviser: Alma de la Cruz)

- d. Regalado, Josefino Averilla. 1981. *Ang Mithiin sa Buhay ng mga Magniniyog sa Tayabas, Quezon* 'The Aspirations in Life of the Coconut Farmers of Tayabas, Quezon'. M.A. thesis, University of the Philippines. (Adviser: Virgilio Enriquez)
- e. Marcelino, Elizabeth Protacio-. 1985. Pag-angkop sa Kagipitan at Ligalig: Isang Panimulang Pag-aaral sa Karanasan ng mga Anak ng Bilanggong Pulitikal 'Coping with Difficulty and Stress: A Preliminary Study of the Experience of Children of Political Prisoners'. M.A. thesis, University of the Philippines. (Adviser: Virgilio Enriquez)
- f. Dalisay, Grace Aguilin-. 1990. *Ang Konsepto ng Kapayapaan ng mga Batang Na lantad sa Armadong Tunggalian* The Concept of Peace of Children Exposed to Armed Conflict'. Ph.D. dissertation, University of the Philippines. (Adviser: Lourdes Ledesma)

Ideally, a larger sample should have been used, but, at the time of the study, the other two theses that could have been included were not available at the PPRTH. It is envisioned that those two theses and future theses written in Filipino can be subjected to the same analysis, and the findings from that new sample used to validate those obtained from this limited sample.

3. METHOD

It would have been a daunting task to study all the verbs in the corpus. I decided to study only the verbs in the main clauses of the corpus, in order to have a basis for making hypotheses that can be verified in future studies. For the purpose of studying verbs in main clauses, I used the T-unit (minimal terminable unit) as the constituent structure for analysis. As identified by Hunt (1965:20), the T-unit refers to "one main clause with all the subordinate clauses attached to it." The number of T-units per rhetorical section in each thesis was determined.

Then, a count of the occurrence of the verbs in the different aspects was made per rhetorical section per thesis. For this study, the following were considered as verbs to be counted: the Perfective (Pfv.), Imperfective (Ipfv.), Contemplated (Cont.), Modal (Mod.), and Infinitive (Inf.). Since the three aspects have been described above, there is need only to describe what has been counted as Modal and as Infinitive here. Tagalog has a group of verbs, called pseudo-verbs (Schachter and Otnes 1972:261) that seem to function like modals, words like *kailangan* 'need(s) (to), ought to, must, should', *dapat* 'ought to, must, should', *maaari* 'can, may, could, might', and *puwede* 'can, may, could, might': these are what have been counted as Modals here.² On the other hand, Tagalog infinitives are used for the imperative (e.g., *Tingnan ang Hanayan 1* 'Look at Table 1') and in some negative contexts (e.g., *Hindi makapagplano nang matagalan ang pamilya* 'The family cannot [could not] plan for the long term'). All of these forms—Perfective, Imperfective, Contemplated, Modal, and Infinitive—were considered in doing the frequency count.

Only one verb was counted per main clause of the T-unit: thus, even if the predicate of the T-unit main clause had two or three verbs, only the first verb was counted. After the first counting, a check was done to make sure that the analysis and counting the first time around were correct. Tables were then prepared for each rhetorical section (see Appendix), indicating total number of T-units, number of verbal and non-verbal T-units, and the frequency of occurrence of the different

²Also counted were the other pseudo-verbs: *nais* 'want(s), like(s), would like', *gusto* 'want(s), like(s), would like', *ibig* 'want(s), like(s), would like', and *ayaw* 'do(es)n't like, wouldn't like'. From hindsight, I realize that these do not function like Modals and therefore should not have been counted as such. However, their number is small and their inclusion under Modals would not have affected the results in any meaningful way.

aspects of the verbs in the verbal T-units. By dividing the occurrence of each aspect with the number of verbal T-units, percentages were obtained and entered in the Tables.

The term “rhetorical sections” has been used to refer to the parts regularly associated with a thesis and constituting recognizable units of a thesis, whether or not these appeared as separate chapters and whether or not they were distinctly called such in the thesis. The sections considered as rhetorical sections in this study are the Abstract, Introduction, Review of Related Literature, Methodology, Results and Discussion, and Recommendations.

There might be a question about the Conclusion disappearing as a separate rhetorical section; after all, all of the theses had a separate chapter called *Paglalagom* 'Summary' or *Konklusyon*. Initially, in the early part of the analysis, I in fact considered the Conclusion as a separate rhetorical section. However, while doing the analysis of the Results and Discussion section for the *bigger* paper (see Bautista 1991), I realized that most of the Conclusion sections in the six theses looked like part of the Results and Discussion. I therefore do not now have a separate rhetorical section called Conclusion.

It should be pointed out that some portions of the theses remain unaccounted for in the analysis of aspect because I did not know what rhetorical sections I should attach them to; these are the description of the research area of Henson (two chapters) and Regalado (one chapter), the case studies of Villariba (Part 1 of her Results), the summary of the whole thesis of Villariba, and the summary of the findings and recommendations of Henson.

4. FINDINGS

Let us first take a look at the predicate structure of the T-units in the corpus. In Filipino, the predicate of a sentence can be verbal, adjectival, or nominal (Schachter and Otnes 1972:61). For our purposes, we can separate the T-units with verbs from those without verbs (i.e., those with adjectival or nominal predicates). Table 1 shows the distribution of verbal and non-verbal T-units in the sample.

Table 1: Verbal and Non-Verbal T-Units in Six Theses

	Abst* %	Intro %	RelLit* %	Meth %	R&D %	Rec %
Verbal T-units	64	56	60	55	53	61
Non-verbal T-units	36	44	40	45	47	39
	N=226	N=595	N=887	N=913	N=3851	N=335

*Only five theses were included in these sections: Villariba had no Abstract and Velasco had no separate Review of Related Literature inasmuch as his whole thesis was an integration of all the literature on the *kaingin* system.

Table 1 shows that approximately 58% of the T-units have verbs. It should be noted that some information seems to naturally call for non-verbal clauses—the description sample, for example, where percentages are given for number of males, females, different age groups, etc.

Excerpt 1

Isang daan at dalawampung bata ang kalahok sa pag-aaral na ito; 60 mula sa lugar na nalantad sa armadong tunggalian at 60 rin sa lugar na hindi nalantad sa armadong tunggalian. Hati at pareho ang dami ng babae at lalaki sa bawat grupong ito;

pareho rin ang dami ng mga bata sa bawat grupo ng ika-apat at ika-anim na grado sa mababang paaralan at ikalawang taon ng mataas na paaralan. (Dalisay 1990:ii)

'One hundred twenty children [are] the subjects in this study; 60 from a place exposed to armed conflict and 60 from a place not exposed to armed conflict. Equal [is] the number of girls and boys for each group; equal also [is] the number of children from the fourth and sixth grades of the elementary school and from the second year of high school.³

Furthermore, because of the composite nature of the table, with the averaging of frequencies for several theses producing a leveling effect, the predilections of individual writers are not reflected here (see the Appendix for details). It seems that Villariba had a stronger inclination towards non-verbal T-units (54% non-verbal and 46% verbal) than the others, while Henson had a stronger inclination towards verbal T-units (64% verbal and 36% non-verbal) than the others.

There are as yet no frequency counts of verbal and non-verbal clauses in running text, and therefore the findings here cannot be compared with other findings. Likewise, there are as yet no studies of the readability of verbal vs. non-verbal clauses; this gap in the linguistic study of the Filipino needs to be addressed in future studies.

Now we can focus on those T-units with verbs. Table 2 gives an overview of the results for the verbal T-units; it presents the summary of the different tables by providing an average of the percentages obtained per aspect per rhetorical section. (The Appendix given at the end of this paper presents the individual table for each rhetorical section considering different aspects and different authors.)

Table 2. Aspect per Rhetorical Section in Six Theses

	Abst* %	Intro %	RelLit* %	Meth %	R&D %	Rec %
Pfv.	62	31	38	60	30	6
Ipfv.	13	33	41	21	39	24
Cont.	11	21	9	6	16	27
Mod.	14	12	11	10	12	36
Inf.	0	3	1	3	3	7
	N=145	N=332	N=526	N=504	N=2047	N=205

*Only five theses were included in these sections: Villariba had no Abstract and Velasco had no separate Review of Related Literature inasmuch as his whole thesis was an integration of all the literature on the *kaingin* system.

A close look at the data and the individual tables for the rhetorical sections revealed rather clear patterns for four rhetorical sections: the Abstract, Review of Related Literature, Methodology, and Recommendations. The patterns were less clear for the Introduction and the Results and Discussion.

Let us now turn to those rhetorical sections that showed clear patterns:

It can be said that the Abstract was written mainly in the Perfective aspect. The table showing the figures across writers has not been given in the main body of the paper (see Appendix, Table A), but it can be pointed out that for the Perfective, Regalado had 81%, Velasco 79%, Dalisay 67%, and Henson 55%; only Marcelino had a low 31%, and that was because her Abstract

³The translations given are close to the literal. The square brackets indicate that the English translation needs to have a verb, while the original Filipino excerpt does not have a verb.

focused on Recommendations and therefore used a lot of Modals (52%). It seems easy to explain why the Perfective is the predominant aspect. Although the Abstract is the first rhetorical section to appear in the thesis, in fact, it is the last section to be written. Therefore, everything has been said and done, and all the activities related to the thesis can be given in the Perfective. However, the actual findings are sometimes presented in the Imperfective. This is seen in the following excerpt from Velasco's Abstract:

Excerpt 2

Sa pagtalakay ng sikolohikal na aspeto ng pangangaingin, binigyang pansin (Pfv.)⁴ at sinuri (Pfv.) ang iba't ibang konsepto ng Pilipino, lalung-lalo na ng Kainginerong Pilipino, ukol sa kalawakan, panahon, lupa, pagmamay-ari, seguridad at pakikipagsapalaran, batas, gantimpala at parusa. Marunong at hindi ignorante ang kainginerero. May sarili siyang pangangailangang alam niyang tugunan, mga mithiing pinagsusumikapang (lpfv.) makamit, at mga pagpapahalaga, damdamin, at mga ganyak na umaapekto (lpfv.) o nag-iimpluwensiya (lpfv.) sa kanyang mga kilos. (Velasco 1976:14)

'In discussing the psychological aspect of the *kaingin* system, the researcher noted (Pfv.) and examined (Pfv.) the different concepts of the Filipino, especially the Filipino *kainginerero*, about space, time, land, ownership, security and risk-taking, law, reward and punishment. The *kainginerero* (is) knowledgeable and not ignorant. He has his own needs that he knows how to meet, aspirations that he strives (lpfv.) to achieve, and values, feelings, and motivations that affect (lpfv.) or influence (lpfv.) his behavior.'

Table 2 shows that the Review of Related Literature had an almost equal split between the Perfective and the Imperfective. That should not be interpreted to mean that there was vacillation in choosing between these two aspects. Rather the clear pattern is that the Perfective was used in referring to an author's work, i.e., in citing an author, but the Imperfective was used in presenting his/her actual findings. It follows, then, that the greater the number of authors cited, the more the occurrence of the Perfective, while the longer the discussion of the cited authors' findings and conclusions, the more the occurrence of the Imperfective (see Appendix, Table C for figures for each thesis). Here is an excerpt that shows the use of the Perfective and the Imperfective in the Review of Related Literature:

Excerpt 3

Maaaring nagsilbing (Pfv.) modelo ang pag-aaral ni Troyer para sa pag-aaral na ginawa (Pfv.) ni Estefania Wangdali noong 1970. Tinalakay (Pfv.) niya ang naturang paksa tulad ng ginawang (Pfv.) pagtalakay ni Troyer ngunit itinuon (Pfv.) naman niya ang kaniyang pansin sa mga Sagada Igorot. Napag-alaman (Pfv.) niya na hinahati (lpfv.) nila ang panahon ayon sa mga makabuluhang penomenang kaugnay nito tulad ng mga gawain, lagay ng kalikasan, antas ng tubo ng palay, at iba pa. Batay ang konsepto nila ng isang buwan sa kabuuan ng pagbabagong-hugis ng buwan sa langit. Hindi rin nila binibilang (lpfv.) ang mga araw. Bagkus tinatandaan (lpfv.) na lamang nila ang mga pangyayaring tulad ng anihan, kasalan, panseremonyang ritwal at iba pa. Ang mga ito ang nagiging (lpfv.) basihan nila sa pagsabi ng panahon. (Henson 1977:11-12)

⁴ In these passages I have indicated the aspect of all the verbs with aspects related to the point under discussion, but note that in the actual counting for the Tables, I considered only the verb in the main clause of the T-unit. Thus, the excerpts give a more detailed identification than the various Tables. For purposes of the present discussion, this more detailed identification better emphasizes the use of aspect by the authors.

'The study of Troyer might have served (Pfv.) as the model for the study that was done (Pfv.) by Estefania Wangdali in 1970. She discussed (Pfv.) the said topic in the same way that Troyer did (Pfv.) but she fixed (Pfv.) her gaze on the Sagada Igorot. She discovered (Pfv.) that the Sagada Igorots divide (Ipfv.) time according to significant phenomena related to their activities, the state of nature, the height of the rice plant, and others. The basis of their concept of a month (is) the changing shape of the moon in the sky. Neither do they count (Ipfv.) the days. Rather, they remember (Ipfv.) events like harvests, weddings, ceremonial rituals, and others. These [become] (Ipfv.) the basis of their reckoning of time.'

As for the Methodology section, as predicted, it was predominantly in the Perfective, with the individual tables showing Dalisay with 81%, Marcelino with 62%, Regalado with 59%, Villariba with 54%, Henson with 53%, and Velasco with 52% (see Appendix, Table D). The relatively high incidence of Imperfective in the Methodology section in three authors (Henson with 37%, Villariba with 27%, and Regalado with 27%) can be explained. Henson included the life history of her informants in the Methodology and thus used the Imperfective in describing their present activities:

Excerpt 4

Nang bumalik (Pfv.) [si Boy] sa baryo, nagsimula (Pfv.) na siya sa pagtrabaho sa bukid. Bukod sa pagsasaka sa lupang ipinatrabaho (Ipfv.) sa kaniya ng kaniyang biyenan, pumapasok (Ipfv.) din siya bilang suwelduhang manananim at manggagapas sa iba pang bukirin kapag panahon na ng taniman at anihan ng palay. Para makadagdag pa sa kanilang kabuhayan, nag-aalaga (Ipfv.) rin siya ng mga punong mangga. Bukod sa mga ginagampanan (Ipfv.) niyang ito, nagsisilbi (Ipfv.) rin siya sa Health Center (Sentro ng Kalusugan) sa Tiaong bilang dyanitor o tagapaglinis. (Henson 1977:77)

'When Boy returned (Pfv.) to the barrio, he started (Pfv.) working in the field. In addition to farming the land he was being made to work on (Ipfv.) by his parents-in-law, he also worked (Ipfv.) as a paid planter and harvester in other rice fields whenever [it was already] time for planting and harvesting the palay. In order to still add to their income, Boy grew (Ipfv.) mango trees. Besides all these that he was doing (Ipfv.), he also served (Ipfv.) in the Health Center of Tiaong as a janitor or cleaner.'

Villariba and Regalado used the Imperfective to describe their belief in indigenous methods or to describe the methods:

Excerpt 5

Dalawang kaugalian sa nayon ang pinag-babatayan (Ipfv.) ng pagpili sa mga kalahok sa pagsisiyasat: Una, ang pagbabahagi ng mga karanasan, ang pagpapalitan ng mga kuru-kuro o ang pagbibidahan na nagaganap (Ipfv.) sa mga umpukan sa nayon. Ikalawa, nagbubukas (Ipfv.) at tuwirang nag-bibigay (Ipfv.) ng mga taganayon kung kapalagayang-loob nila ang nagsisiyasat. (Villariba 1978:9-10)

'Two ways of behaving in the village [are] what the choice of the respondents in the investigation has been based (Ipfv.) on: First, the sharing of experiences, the exchange of opinions, and the telling of all those happening (Ipfv.) in the gatherings in the village. Second, villagers open up (Ipfv.) and directly give (Ipfv.) information if they feel at home with the investigator.'

Excerpt 6

Naniniwala (Ipfv.) ang sumulat na ang mga karanasang iyon ay bahagi rin ng kabuuan ng isang pag-aaral lalo pa at ang mga pamamaraan ay makatao. Sa pamamagitan ng paglalarawan ng mga karanasan, inaasahang (Ipfv.) mabibigyang-linaw ang mga metodo at sitwasyong humingi (Pfv.) ng paggamit ng mga ito. (Regalado 1981:51-2)

'The writer believes (Ipfv.) that those experiences (are) part of the whole study especially if the methods (are) humanistic. By means of describing these experiences, it is hoped (Ipfv.) that the methods and the situations that called for (Pfv.) the use of these methods (will be) clarified.'

But the occurrence of the Imperfective in descriptions of past actions in the Methodology was striking. Consider the following from Henson's description of her stay in the barrio:

Excerpt 7

Habang nakatigil ang sumulat sa baryo, nakisangkot (Pfv.) din siya sa ilan sa mga karaniwang gawain ng mga taga-rito. Halimbawa, paminsan-minsa'y nakikipagkwentuhan (Ipfv.) siya sa mga kababaihang tuwing umaga'y nangaka-umpok at naglalaba (Ipfv.) sa harap ng posong malapit sa bahay niyang tinutuluyan (Ipfv.); nakikipagbidahan (Ipfv.) siya sa mga taong nangaka-upo at nagpapalipas-oras (Ipfv.) sa harap ng tindahan; nangangapit-bahay (Ipfv.) siya matapos mananghalian; at dumadalo (Ipfv.) siya sa iba't ibang pagtitipong idinaraos (Ipfv.) dito. Nakisalamuha (Pfv.) siya sa mga taga-roon at nakiisa (Pfv.) sa ilan nilang mga gawain upang pasamut-samot na kumalap ng mga kabatirang unti-unting nagpalawak (Pfv.) sa kaniyang kaalaman ukol sa kalinangan ng mga taga-roon. (Henson 1977:67)

'While the writer was in the barrio, she involved (Pfv.) herself in a few of the ordinary activities of the residents. For example, from time to time, she chatted (Ipfv.) with the women who, every morning, were grouped together (Ipfv.) and doing (Ipfv.) the laundry in front of the well close to the house where she was staying (Ipfv.); she exchanged stories (Ipfv.) with the people who were seated and passing the time (Ipfv.) in front of the store; she visited neighbors (Ipfv.) after lunch; and she attended (Ipfv.) the various affairs held here. She mingled (M.) with the folks and was one with them (Pfv.) in some of their activities so that she could collect some information that gradually broadened (Pfv.) her knowledge of the culture of the people there.'

Now consider the following excerpt where Marcelino described what she did during her visits to the detention center to observe the political prisoners and their children:

Excerpt 8

Dahil hindi sa lahat ng pagkakataon ay nakakausap (Ipfv.) ang mga bata, may mga panahon na nagmamasid (Ipfv.) lamang ang mananaliksik habang naglalaro (Ipfv.) ang mga bata. Tumatagal (Ipfv.) ng kalahati hanggang isang oras ang ganitong obserbasyon sa mga bata bagamat hindi ito regular na ginagawa (Ipfv.) tuwing dumadalaw (Ipfv.) ang mananaliksik. Nakikinig (Ipfv.) din siya sa mga kuwentuhan ng mga bata habang sila ay naglalaro (Ipfv.) o kapag kausap sila ng mga matatanda. Karaniwan ay hindi nila namamalayan (Ipfv.) ang ganitong pagmamasid at pakikinig. Sa ganitong paraan higit

na napatutunayan (Ipfv.) ang katotohan ng kanilang mga sinabi (Pfv.) sa naunang proseso ng pagtatanong-tanong at pakikipagkwentuhan sa kanila. (Marcelino 1985:68)

'Because it was not in all instances that the researcher was able to speak (Ipfv.) to the children, there were times when the researcher only observed (Ipfv.) them while they were playing (Ipfv.). This kind of observation lasted (Ipfv.) from half an hour to an hour, although this was not regularly done (Ipfv.) every time the researcher would visit (Ipfv.). She also listened (Ipfv.) to the story-telling of the children while they were playing (Ipfv.) or being spoken to by elders. Usually they were not conscious (Ipfv.) of this observing and listening. In this way was the truthfulness verified (Ipfv.) of what they had said (Pfv.) in the earlier process of [the researcher's] asking around and exchanging stories with them.'

It appears that these two descriptions in the Methodology are in the Imperfective because they describe a process, something that is going on, where, as Comrie (1976:5) points out, the focus is on the internal temporal constituency of the situation. The two excerpts stress habituality, and the feature that is common to all habituales, whether or not they are also iterative, is that they describe a situation which is characteristic of an extended period of time, so extended in fact that the situation referred to is viewed not as an incidental property of the moment but, precisely, as a characteristic feature of a whole period (Comrie 1976:27-28).

That the emphasis is on the habitual and even iterative characteristic of the situation is revealed by the words/phrases *paminsan-minsan* 'occasionally, from time to time', *tuwing umaga* 'every morning', *matapos mananghalian* 'after lunch' in Excerpt 7, and *habang ...* 'while ...', *tuwing dumadalaw ang mananaliksik* 'every time the researcher paid a visit', and *karaniwan* 'ordinarily' in Excerpt 8.

Going now to another rhetorical section, the Recommendations section. In the case of five out of the six authors, this was written predominantly in the Contemplated and Modal forms. That is, the combination of these two forms accounted for 94% in Marcelino, 77% in Regalado, 67% in Dalisay, and 60% in Velasco and Henson (see Appendix, Table F). Here is an example.

Excerpt 9

9. Ang ano mang hakbang na magpapaalis (Cont.) sa mga kainginero (mula sa Bundok Makiling) ay dapat (Mod.) may kasamang plano ng pagpapalipatan (resettlement plans) para sa mga gustong mailipat. Para sa mga ayaw malipat, dapat (Mod.) maturan din sila ng iba pang paraan upang makapaghanapbuhay sila (Duldulao 1975).

10. Dapat (Mod.) may tiyak na lilipatan (Cont.) ang mga kainginero upang hindi sila aangal (Cont.) na parang naghihintay sa wala (Angeles 1976).

11. Dapat (Mod.) mabigyan sila ng lupa sa kapatagan upang hindi na kinakailangang magputol o manira pa ng punongkahoy (De la Cruz 1976).

12. Pagpapalipat? Hindi maaari (Mod.) ito! Hindi sila aalis (Cont.) sa lupa nila sapagkat naging bahagi na sila nito. Dapat (Mod.) ang mga kainginero'y kumuha ng konsesyong mangangaingin tulad ng konsesyon sa pagtotroso at mapahintulatang magkaroon din ng alokasyon ng dami ng kahoy na puputulin (Cont.) upang hindi mapalawak ang kanilang konsesyon (Tobia 1976).

13. Dapat (Mod.) nating intindihin ang pangangailangan nila (mga kainginero) bago tayo gumawa ng hakbang upang sila'y paalisin (Angeles 1976). (Velasco: 154-155)

9. Whatever steps are taken to remove (Cont.) the *kainginero* (from Mt. Makiling) most (Mod.) have accompanying resettlement plans for those who wish to be transferred. For those who do not wish to transfer, they should (Mod.) be taught other ways of earning a living.

10. There should (Mod.) be a definite place for the *kaingineros* to relocate to (Cont.) so that they will not complain (Cont.) that they seem to be waiting for nothing.

11. They should (Mod.) be given land on a level area so that they will not need to cut down or destroy trees anymore.

12. To be transferred? This can (Mod.) not be! They will not leave (Cont.) their land because they have become part of it. The *kaingineros* should (Mod.) get a *kaingin* concession like the logging concessions and should also be allowed to have an allocation of the number of trees to be cut down (Cont.) so that their concession cannot be expanded.

13. We should (Mod.) take into account their needs (the *kaingineros*) before we take any step to make them leave.

Only Villariba appeared to deviate from this pattern of using the Contemplated and Modals in the Recommendations section. The last paragraph of her Recommendations section, given below as Excerpt 10, shows first a Modal and then a succession of Imperfectives to explain the process: because of the small number of T-units from her, the results were skewed towards the Imperfective rather than the Modals/Contemplated. (Note that Villariba's use of the Imperfective to describe a process accords well with the explanation given above about the occurrence of the Imperfective in the Methodology section of Henson and Marcelino.)

Excerpt 10

Ang proseso ng paglulunsad ng isang kampanya sa kalusugan ay maaaring (Mod.) iakrna sa makamasang paraan. Nagsisimula (lpfv.) ang makamasang paraan sa isang masusing pagsisiyasat ng mga pananaw at materyal na kalagayan ng mga masang magsasaka. Kinakalat (lpfv.) ang mga kalat-kalat na kaisipan at binabalangkas (lpfv.) ang mga ito sa isang sistematikong pananaw. Ibinabalik (lpfv.) ang mga natukoy na datos sa masa upang kanilang matalakay at masagap hanggang sa mayakap nila ito bilang kanilang kaisipan. [And so on, with five more Imperfectives in this paragraph.] (Villariba 1978:77)

'The process of starting a health campaign can (Mod.) be made to fit a pro-masses method. The pro-masses method begins (lpfv.) with a thorough investigation of the perceptions and material conditions of the mass of farmers. The fragmented beliefs are collated (lpfv.) and these are outlined (lpfv.) into a systematic perspective. The data are then returned (lpfv.) to the masses so that they can discuss and cull these data and internalize them in their thinking.'

And so, in the rhetorical sections Abstract, Review of Related Literature, Methodology, and Recommendations, it appears that there are clear patterns in the use of the different aspects and modals.

The picture is less sharp in the Introduction, on the one hand, and Results and Discussion, on the other.

Concerning the Introduction: Table 2 shows that the average across the six authors for the Introduction is 33% for Imperfective and 31% for Perfective. Unlike the Review of Related Literature, where the split between Perfective and Imperfective was explained in a fairly

straightforward fashion, here there is no explanation except the fact that different authors did different things in their Introductions. To take two very different ways of introducing a topic: Velasco presented the ecosystem, described the interaction of the different components, and explained the process of *kaingin* farming; he therefore used the Imperfective extensively (45%, for Imperfective; see Appendix, Table B). On the other hand, Henson explained the steps she took to ensure writing a paper that would contribute to the development of a different methodology and an interdisciplinary approach and she discussed how the sections of her thesis would unfold; she did this mainly in the Perfective (54% for Perfective; see Appendix, Table B). For both Velasco and Henson, the percentage of the aspect second to the leading one was only about half of the first one. However, in the case of the four remaining authors, the different aspects showed a clustering of percentages. For those four authors, there was a ranging about among the Perfective, Imperfective, and Contemplated aspects (and occasionally, the Modals) to explain the present situation, to refer briefly to key studies, to outline steps taken in the study, and to express certain hopes for the thesis. Thus, I found no clear pattern for aspect use in the Introduction section.

The Results and Discussion section constitutes the bulk of each of the six theses, and it is not surprising that the total of all the T-units for the Results and Discussion in the six theses is greater than the total for all the other rhetorical sections combined: 3851 T-units for the Results and Discussion compared to the 2946 T-units for the Abstract, Introduction, Review of Related Literature, Methodology, and Recommendations sections combined.

In this section, again, there was variation among the authors. The Imperfective was used quite frequently by Villariba (58%), Henson (50%), Velasco (49%), and to a certain extent, by Regalado (40%); see Appendix, Table E. Here, I believe that the Imperfective was used to show that this is the way things are—in the terminology of feature analysis, plus begun [+ begun], minus completed [- completed].

On the other hand, the Perfective was used more than the Imperfective by Marcelino (52% for Perfective vs. 3286 for Imperfective) and by Dalisay (31% Perfective vs. 24% Imperfective). In Marcelino the very high occurrence of the Perfective can be explained by the fact that the main bulk of her Results and Discussion presented episodes in the detention history of the political prisoner; the chapters described the repercussion of each episode on the children's lives. In Dalisay, there were many Perfectives in the *Kinasapitan* 'Results' section, where she simply presented results and tables, but much less in the *Pagtatalakay* 'Discussion' section, where she interpreted the results, and she used verbs distributed among the different aspects and modals.

The preceding discussion has shown that there are differences in the use of the different aspects among the different rhetorical sections. Thus, the Abstract and the Methodology appeared heavily Perfective, while the Introduction, the Review of Related Literature, and the Results and Discussion each appeared equally divided between Perfective and Imperfective, and the Recommendations appeared heavily Modal and Contemplated. The frequency count helped to underscore the regularities, and, in a way, confirmed patterns that may have been transparent.

Setting aside the Contemplated, Modals, and Infinitives, which do not appear problematic at all, I surmise that there is a unified and simple pattern operating for the Perfective and the Imperfective, which is applied on the verbs independent of rhetorical section. When all is said and done, the writer of the thesis in Filipino basically uses the Perfective for things s/he did in the course of doing and writing up the study or for things that other researchers did in doing and writing up their study. And the writer uses the Imperfective for beliefs, activities, and processes that constitute the findings about his/her respondents: what their aspirations are, how they tell time, how they cope. etc. What emerges from my quick and dirty analysis is that aspect choice in Filipino, compared to tense choice in English, is less fraught with difficulty—fewer considerations have to be taken into account, and there is no such thing as aspect harmony. (Consider also the fact

that, in the first place, the predicate of the Filipino clause need to be a verb, and therefore aspect choice may not even enter the picture.)

For activities and events done and completed in the past the Perfective is used, which is natural because there is, after all, a natural correlation between past time reference and the Perfective—just as there is a natural correlation between present time reference and the Imperfective (Comrie 1976:120). However, even if the activities were done and completed in the past, if the focus is on the continuous or habitual nature of the activities (sometimes indicated by words like *kadalasan* 'ordinarily', *habang ...* 'while ...', *tuwing* 'every ...'), then the Imperfective is used (as in Excerpts 7 and 8). Furthermore, even if the study was done in the past, the findings about the people of Tiaong, Guiguinto, Bulacan and the farmers of Tayabas, Quezon and of Bae, Laguna and the children exposed or not exposed to armed conflict and the *kaingineros* are still applicable, are still [- completed], and therefore, in the thesis written in Filipino, are stated in the Imperfective. However, if the findings are applicable only to a certain period of time in the past and therefore are [+ completed] now, then the aspect is Perfective, as in the Results and Discussion of Marcelino, where the sequential episodes undergone by the children of political prisoners were described mainly in the Perfective aspect.

Future studies of aspect choice in academic writing in Filipino, then, should test the following hypotheses:

Hypothesis 1: The Perfective is used for citing what authors (including the author of the thesis) did and said.

However, even for activities done in the past, the Imperfective is used for stressing the continuing or on-going or habitual nature of those activities.

Hypothesis 2: The Imperfective is used for discussing the authors' findings.

However, the Perfective is used for presenting activities, processes, events that were done and completed in the past and have been replaced by subsequent activities, processes, and events.

5. CONCLUSION

Obviously, future studies should test the hypotheses presented here. This investigation used 'quick and dirty' methods because it was exploratory and hoped simply to generate hypotheses for testing. It also used a very limited sample of six theses in social psychology. Other methods of analysis might produce different results. For instance, is the pattern for aspect use generally as simple as that presented here or will a more painstaking analysis of both typical and seemingly anomalous choice of aspects reveal different patterns? Will the use of another sample (psychology research articles, linguistics theses) validate or disconfirm the findings for aspect choice presented here?

Even when limited to just linguistic considerations, genre analysis looks exciting indeed. When the linguistic findings are given pedagogical implications, then, genre analysis looks even more promising.

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APPENDIX

Table A. ASPECT IN THE ABSTRACT SECTION*

	Vel %	Hen %	Reg %	Mar %	Dal %
Pfv.	79	55	81	31	67
Ipfv.	5	30	11	4	9
Cont.	11	3	8	13	15
Mod.	5	12	0	52	7
Inf.	0	0	0	0	2
Verbal T-units	N=18	N=33	N=26	N=23	N=45
	%	%	%	%	%
Verbal T-Units	55	94	67	47	64
Non-verbal T-units	45	6	33	53	36
Total T-units	N=33	N=35	N=39	N=49	N=70

*Villariba's thesis had no Abstract.

Legend:

Vel	=	Velasco
Hen	=	Henson
Vil	=	Villariba
Reg	=	Regalado
Mar	=	Marcelino
Dal	=	Dalisay
Pfv.	=	Perfective
Ipfv.	=	Imperfective
Cont.	=	Contemplated
Mod.	=	Modal
Inf.	=	Infinitive

Table B. ASPECT IN THE INTRODUCTION SECTIONS

	Vel %	Hen %	Vil %	Reg %	Mar %	Dal %
Pfv.	11	54	23	27	35	35
Ipfv.	45	27	46	22	29	29
Cont.	23	12	31	22	21	21
Mod.	20	7	0	22	12	9
Inf.	1	0	0	7	3	6
Verbal T-units	N=137	N=41	N=13	N=41	N=66	N=34
	%	%	%	%	%	%
Verbal T-Units	54	73	41	65	50	60
Non-verbal T-units	46	27	59	35	50	40
Total T-units	N=256	N=56	N=32	N=63	N=131	N=57

Table C. ASPECTS IN THE REVIEW OF LITERATURE SECTION

	Hen	Vil	Reg	Mar	Dal
	%	%	%	%	%
Pfv.	61	17	40	27	45
Ipfv.	33	61	29	48	34
Cont.	4	5	12	16	10
Mod.	2	17	19	8	9
Inf.	0	0	0	1	0
Verbal T-units	N=139	N=23	N=78	N=180	N=106
	%	%	%	%	%
Verbal T-Units	69	49	50	60	61
Non-verbal T-units	31	51	50	40	39
Total T-units	N=202	N=47	N=156	N=299	N=173

*Velasco had no Review specified as such because his thesis is an integration of the literature on the *kaingin* system.

Table D. ASPECT IN THE METHODOLOGY SECTION

	Vel	Hen	Vil	Reg	Mar	Dal
	%	%	%	%	%	%
Pfv.	52	53	54	59	62	81
Ipfv.	4	37	27	27	20	10
Cont.	9	3	4	10	6	4
Mod.	35	0	15	3	1	3
Inf.	0	7	0	1	11	2
Verbal T-units	N=23	N=79	N=26	N=71	N=84	N=221
	%	%	%	%	%	%
Verbal T-Units	61	56	31	54	57	60
Non-verbal T-units	39	44	69	46	43	40
Total T-units	N=38	N=141	N=83	N=132	N=148	N=371

Table E. ASPECT IN THE RESULTS AND DISCUSSION SECTION

	Vel	Hen	Vil	Reg	Mar	Dal
	%	%	%	%	%	%
Pfv.	19	12	16	15	52	31
Ipfv.	49	50	58	40	32	24
Cont.	18	16	7	27	7	25
Mod.	13	18	19	15	5	14
Inf.	1	4	0	3	4	6
Verbal T-units	N=556	N=233	N=81	N=217	N=706	N=254
	%	%	%	%	%	%
Verbal T-Units	51	61	52	38	56	66
Non-verbal T-units	49	39	48	62	44	34
Total T-units	N=1100	N=382	N=156	N=572	N=1254	N=387

Table F. ASPECT IN THE RECOMMENDATIONS SECTION

	Vel	Hen	Vil	Reg	Mar	Dal
	%	%	%	%	%	%
Pfv.	2	13	20	0	0	0
Ipfv.	2	20	60	23	6	33
Cont.	14	36	7	18	19	67
Mod.	46	24	13	59	75	0
Inf.	36	7	0	0	0	0
Verbal T-units	N=109	N=45	N=15	N=17	N=16	N=3
	%	%	%	%	%	%
Verbal T-Units	65	59	58	65	62	21
Non-verbal T-units	35	41	42	35	38	79
Total T-units	N=167	N=76	N=26	N=26	N=26	N=14