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Philippine Normal University
National Center for Teacher Education
College of Graduate Studies and Teacher Education Research

**LINGUISTIC IDENTITY OF CONFERENCE MESSAGES
IN THE PHILIPPINES**

A Dissertation Paper Presented to the Faculty of
Arts and Languages
College of Graduate Studies and Teacher Education Research
Philippine Normal University

In Partial Fulfillment of the Requirements for the Degree
Doctor of Philosophy in Linguistics
with specialization in Applied Linguistics

LYNN M. BESA
2021

APPROVAL SHEET

This dissertation entitled "LINGUISTIC IDENTITY IN CONFERENCE MESSAGES" prepared and submitted by LYNN M. BESA in partial fulfillment of the requirements for the degree of DOCTOR OF PHILOSOPHY IN APPLIED LINGUISTICS, is hereby recommended for approval and acceptance.


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DEDICATION

To +Andrew, whose love never faltered.

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THE RESEARCHER

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ABSTRACT

Title: Linguistic Identity in Conference Messages in the Philippines

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Writing is an expression of oneself. Hence, it becomes an avenue in constructing identity. This study explored the structure of the conference messages, examined the linguistic features that characterized a certain group of writers, and explained how identity gets constructed using linguistic features. In analyzing 246 messages from different international conference programs held in the Philippines from 2013-2018, the researcher used discourse analysis to impact the sociolinguistic field, the writing teaching, and learning and discourse study. Findings revealed that the messages are structured in an **introduction-conference details-closing structure**, which resembles a *linear writing pattern*. The use of linguistic features characterizes the conference program messages in which **lexical bundles** provided immediate clues that serve as essential means in facilitating discourse processing and producing with ease. **Metadiscourse markers** empowered the writers to express themselves as authorities while guiding the readers towards a clear, fluid, and engaging discourse. The **linguistic styles** such as *code-switching, the language of religion, polite expressions,*

and *positive tone* reflected the distinct ways of expressing ideas. Moreover, the **other linguistic elements**, including *deictics*, *the generic pronoun 'all,'* and *addition and reiteration*, strengthened clarity and inclusiveness in the discourse. In conclusion, linguistic features in the conference messages were instrumental in constructing a clear, interactive, inclusive, religious, polite, and positive linguistic identity.

CHAPTER 1

The Problem and Literature Review

Background of the Study

Identity is a general term used to refer to the concept of self as a marker of membership in a particular group (Edwards, 2009). Hence, with the many definitions of identity, one could agree that it is socially constructed. Dowling (2011) in Hortobagyi (2009) cited that some aspects of identity are constructed for humans while other aspects state that humans construct themselves through linguistic development and language use. The constant change in the areas of study in identity and identity construction attracts much attention in various disciplines. In sociolinguistics alone, there are numerous studies. A few of them are as follows: Kroskity (1993, 2000) explored identity in terms of history and ideology, Cronin (2006) on translation, Norton (2000) and Block (2007) on language learning and learner identity, Thurlow and Mroczek (2011) on digital media, Joseph (2004) on national, ethnic, and religious affiliation and Bucholz (2011) and Reyes (2011) on race.

Language links identity. Language gives shape to the images of identity (Pagliai, 2013). Thus, it serves as an avenue of identity construction (Khatib and Ghamari, 2011). Similarly, Le Page and Tabouret-Keller in 1985 found that the acts related to language are inevitably acts of identity. Through language, identity is constructed and represented as well (Felemban, 2012). A basic tenet in sociolinguistics states that language displays identity. Since language is a fundamental part of identity, it expresses identity, both individual and collective. In the paper of Shahrehabaki in 2018, he emphasized that language and identity have bilateral connections through various linguistic means. Crystal (2000) pointed out, however, that language serves as the marker of identity.

The role of language in identity construction has been an issue in Sociolinguistics (Hozhabrossadat, 2015). As cited by Coulmas in 2013, linguistic identity is a social construct, a matter of choice. It means that through language, a language user can situate himself/herself to a specific language community (Park, 2013). Thus, a person creates an impression globally and identifies himself/herself socially through language. Pugh (2000), in his paper, disclosed that linguistic identity is the result of an intersection between language and the individual and community.

In 1997, Cerulo cited in her paper titled *Identity Construction: New Issues, New Directions* that studies on identity have developed into sociological discourse. Sociologists focused on the exploration of ways towards interpersonal interactions. Similarly, Howard (2000), in his review of *Social Psychology of Identities*, found several studies on language and identities across times and anticipated that the next area of exploration would be on the structures of everyday lives and socio-cultural and sociopolitical realities of identities. Bhat (2010), in his study on critical issues in linguistic identities, accounted for several parameters involving language as interactional discourse.

In addition, the pioneering work of Labov (1963) on identity practices in the community (or group) paved the way to other studies related to identity. In the quest for language and identity's future directions, Block (2013) observed a growing interest among researchers in identity in applied linguistics. According to him, many of them included the construct of identity in their works. In comparison, several papers that focused on language and identity had been published in applied linguistics journals. Some researchers highlighted identity-related issues in either language teaching and learning or language in society.

However, according to De Fina (2018), it is only recently that identity flourished as a discipline where the theoretical developments in the field shifted towards a social constructionist and interactionist paradigm.

Discourse is one of the critical features of identity. Relatively, discourse links language and identity. Language has the power to situate, shape, and reshape identity (Leibowitz et al., 2005). Because identity is the persona in discourse (Scollon, 1996), it is concerned with identity representing cultural, individual, and collective identities and even social practice, as cited by Blomquist (2009).

Writing, as a discourse, is central to personal experience and social identities. Thus, the analysis of discourse is how the linguistic forms are employed for social purposes. According to Ivanic (1998), as cited by Kuhi & Rahimivand in 2011, writing is a tool in the construction of identity where "discourse becomes a carrier of social values" and "as a manifestation of social interaction." Specifically, academic writing is organized research written in other academic fields (Hyland, 2004). Fatimah & Md Yunus (2014) expounded the concept by stating that academic writing represents the self and not just imparting ideational content. Through writing, writers can reproduce or challenge dominant practices and discourses by realigning themselves and shaping subject positions. However, reality reveals that the choices made by the writers are constrained by the discourse norms and rhetorical styles of various disciplines (Takimoto, 2015). Even Thyagarajana (2016) found that students feel alienated as writing creates a conflict of identity in higher education. As Ivanic (1998) concluded, writers tend to develop multiple identities both as a consequence of an employed variety of cultures and shaped practices.

The language used in writing performs an essential role both in the construction and expression of identity. De Polo (2017), in his study among African American student writers, revealed a strong relationship between students writing and their socially constructed realities as demonstrated in their written text. Chen (2013), on his part, found that writers' representations of identities are indicated in their multiliterate choices of communication. In his several reviews, even Matsuda (2015) mentioned that identity becomes a fundamental concept in studying written discourse. Rahimivand & Kuhi (2014), in their investigation, found that metadiscourse elements play an essential role in the construction of identity in academic writing. Javdan's (2014) reviews on studies on voice as a significant rhetorical style in projecting identity arrived at similar findings. Moreover, Flowerdew & Ho Wang (2015), in their review of numerous studies in academic discourse, found correlations between identity and various linguistic resources. Thus, several linguistic features are found to be associated with the construction of linguistic identity.

It could be observed that studies on identity in connection to written discourse have been expanding. However, Bulcholtz & Hall (2004) said that one of the most significant weaknesses of previous researches on identity is the assumption that identities are generally attributed to individuals or groups. In *Researching Identity in Applied Linguistics*, Rezaei (2012) disclosed that the number of participants limits the generalizability of findings. This finding means that linguistic identity studies can only be extrapolated to the relevant context in which the studies are conducted. Likewise, Nazroo (2001) and Harries (2016) discussed the challenges of defining and understanding ethnic groups and identity concerning data collection and analysis.

Written texts present the identity of the language (Hajan, Hajan, & Marasigan, 2019). Thus, the literature presented numerous studies on linguistic identity in written discourse. Although (Morell 2015) cited that several studies have begun exploring conferences and international communication, only a few pieces of research address how identity gets constructed through linguistic features in conferences. As such, the limitation of exploration of linguistic identity in conference program messages paved the way in the conduct of this study.

This study tried to analyze how the different linguistic features in the conference program messages of international conferences held in the Philippines constructed linguistic identity.

Literature Review

Language and Identity

Language is a discourse, and discourse is language (Fairclough, 2003). Discourse is both a practice and an inextricable component of social interaction where individuals infuse reality with meaning. Whether spoken or written, communication includes conversations, lectures, events, news reports, advertisements, and many more. It always involves discourse. Thus, discourse plays an essential role in communication, a process through which individuals represent themselves and interact with each other (Hogg & Reid, 2006).

Language is more than what it signified. Language is used to express ideas, make claims, indicate allegiance, create and maintain relationships in the same discourse community (Sterling, 2000). Montgomery (1995) said that language informs thinking, experiencing, and interacting with others. It provides a basis for communication in which identity is constructed

through the use of linguistic forms. Thus, numerous studies prove a strong link between language and identity (Tabouret-Keller, 1998; Ivanic, 2006; Djenar, Mahboob, & Cruickshank, 2015; Thompson, 2003). Bucholz and Hall's (2005) concluded that identity is also a relational and socio-cultural phenomenon emerging and circulating in local discourse contexts, which means that the other way of looking at identity is through language. Thus, through language use, identity is built and negotiated regardless of its level. Linguistic variables allow language users to unfold, shape, and reshape interpersonal and group identity (Schilling-Estes, 2004).

Furthermore, identity is also seen as a dynamic social practice (Bucholtz and Hall, 2005). According to Kiesling (2013), identity is revealed when individuals use language. Thus, it is a vital gauge (Giles and Johnson, 1987) in defining, creating, or thinking of oneself toward other individuals and groups.

Collective Identity and Written Discourse

Collective identity, which acknowledges the collective notion of the group members' common interests and experiences, is an emergent group phenomenon. It describes collective action produced by several individuals as a process of construction and negotiation of social practices. For Owen (2013), collective identity refers to a sense of group unity associated with social construction or an "imagined community." Anderson (1991) suggested that collective identity operates with a sense of "groupness," revealing the concept of sameness and difference. Jamali & Sani (2015) implied that the social order presupposes collective identity through the social constructionist view. Pang & Hutchinson (2018) unraveled that an individual's identity is attached to a larger group identity.

Although there are very few empirical studies on the construction of collective identity in ESL classrooms, Idrus & Nazri in 2006 reported that identity is subjective to situation and environment. Accordingly, collective identity is indirectly shaped by mingling with others in the same community. Xiaoyan & Gu (2016) showed similar results by concluding that participants could forge and adapt to the host community and society, thereby creating a collective language identity through negotiation and adaptation. (Zhang & Huxham, 2019) also revealed that orchestrating discursive resources are instrumental in forming collective identity. Thus, the participants' negotiation, integration, solidification, and reformation of collective identity emerged from social practices in the discourse community.

Writing is one of the significant social practices. Writing is based on the understanding that a writer's identities are constructed, negotiated, and created through social practice (Kuhi & Rahimivand, 2011). Surveys reveal that writing is one of the most critical competencies (Sparks, Song, Brantly, & Liu, 2014). It involves several abilities to convey a message effectively. Furthermore, because writing is socially constructed, several conditions such as the audience, purpose, and the like, including the expectations and norms of the discourse community, must be considered. As such, writing practices reflect identity. While it is discursively constructed, it is networked and continuously reconstructed (Ivanic, 2006).

Identity in written discourse is a complex phenomenon (Park, 2013). It involves both empirical and phenomenological realities in which the identity positions of the writer and the features of text should be distinguished. According to Silva in 1990, identity is a social construct that does not just reside in the text. Instead, it is created among diverse elements of writing in a composite interaction, including the relationship between the writer and the reader who interact through the text in a particular situational context.

Furthermore, because identity could be a critical aspect of writing, teaching its features should emphasize writing in the classroom (Kuhi & Rahimivand, 2011). Analyzing collective identity in written discourse involves the text at the micro-level, the discourse practice at the meso-level, and the social context at the macro-level as levels of analysis to figure out how collective linguistic identities are constructed (Koller, 2012).

Linguistic Identity and Its Construction

Versluys (2018) stated that language and discourse are instrumental in post-structural identity. Kroskrity (1999) considered identity as the 'linguistic construction' of group membership in one or more social categories. Identity indicates that 'group membership or category' is the construction of identity by linguistic means. As Ansaldo (2010) put it, individual linguistic identities are shaped by the plurality of linguistic codes.

Linguistic identity is not a subtype of natural identity since individuals do not acquire identity through birth but as they socialize into the language (Rajagopalan, 2001). It is through socialization that linguistic identities are acquired. An individual is socialized into the L1 linguistic identity through interaction with other members of that speech community (Andrews, 2010). Thus, linguistic identity refers to the identity expressed depending on which language one uses in a given setting. Nowshin (2017) expounded this by stating that linguistic identities belong to the broader 'social identity or a community of equal language resources (Bucholtz & Hall, 2005).

Gee's (2001) perspective on identity is marked in the context of choice of linguistic code. To strengthen this, Andrew (2010), in his study of the Mexican students' identities, unveiled that language elements, which are social and cultural, are inclusive of linguistic

identity. It is through socialization with other individuals with the same identities that identities are acquired. Hence, linguistic identity would be the type of language an individual wants to be viewed. When individuals show a preference for a language, they intend to enact specific linguistic identities. Therefore, linguistic identity means identity in the context of linguistic code. In her study, De Fina (2018) found that the respondents' language choices function as cues to signal identities. Warschauer & de Florio-Hansen (2003) mentioned that language allows the flexibility of expressing dual identities through people's linguistic choices and remake.

A. Construction of Identity and Message Structure

The overall organization of every writing varies according to its structure. The structure which provides a scaffold serves as the framework and ensures that the critical elements of the composition are well supported and shapes the flow of the composition (Besa, 2016). Matsuda (1997) mentioned that part of the linguistic structure of the text is its organizational structure. At the same time, van Dijk (1985) stated that the structure of the message is not just an object of discourse but fundamentally a form of social interaction in which the data or the claim are revealed persuasively.

As early as 1966, Kaplan already described the internal structure of a paragraph as having culturally distinct characteristics. In comparing the rhetoric of Asian and western culture, findings revealed that the Asian style of writing is usually indirect and inductive, while the American style of writing is direct and deductive (Zheng, 2013). Lautamatti in 1987, on the other hand, observed that repetitions of keywords and phrases led to the development of

the topic in simplified discourse. On such account, (Leki 1992) suggested that teachers should be aware of the students' diverse cultural, linguistic, and rhetorical backgrounds in writing. In determining features of message structure, Sheng and Dillard (2013) divulged that in climax versus anticlimax structure, the climax is presented at the end of the structure while anticlimax is presented at the beginning of the message. On the other hand, they claimed that when the conclusion is omitted (conclusion explicitness), the readers draw their conclusions, making the messages more persuasive.

Van Dijk (1981) added that 'thematic unity' makes the paragraphs or episodes sequentially coherent. To explore the text, according to Rhodes (2010) as cited by Sparks, Song, Brantly, and Liu (2014), to explore the text, content development and organization of paragraph writing are imperative. In content development, writers' express ideas and utilizes adequate supporting details (US Department of Labor Employment and Training Administration, 2014), while in the organization of paragraph writing, writers develop logical, well-structured, and coherent pieces of writing (Council for the Advancement of Standards in Education, 2006).

According to van Dijk (1986), in the analysis of text, it is possible to interpret or utilize various phenomena as "wholes" (macrostructure), concerning the different "parts," "sections," or "elements" (Microstructure) of the whole objects. Hence, a text can be separable from the context that covers it (Aini & Widodo, 2018). van Dijk proposed a schematic representation of the semantic macrostructure of a text to unveil the hierarchical connections of elements of information (Esfehani, 2013). In his model, he divided three levels of discourse structure; macrostructure, superstructure, and microstructure. The macrostructure, which includes selecting words, sentences, and style as applied in the text, is considered the global meaning

on a higher level. Macrostructures highlight topics, themes, gist, and upshot in which text base, propositions, macro-rules, and macro-propositions are included, which eventually make up discourse as a whole. Superstructures, on the other hand, deal with the text's schematic structure as it exhibits the arrangement of the text, such as introduction, content, and closing (Sobur, 2006). The microstructures look into the other elements such as semantic, syntax, stylistic, and rhetorical aspects are accounted (van Dijk, 1972). Therefore, Hamburger (1981) stated that in the interaction between macro and microstructure, both have to be chunked into logical units to view the overall frame of the text.

In exploring the English Biblical and Arabic Prophetic Hadiths using van Dijk's structure of text model, Al-Araji and Al-Azzawi (2016) strengthened the idea that the macro-level could expose the topic, the central theme, and the gist of each text. In contrast, the micro-level could investigate the selected texts' lexical, syntactic, and rhetorical aspects. Altman, Armon-Lotem, Fichman, and Walters in 2016 found the same findings in their analysis of retold narratives to bilingual children with Typical Language Development and with Specific Language Impairment in both L1 and L2. Similarly, Al-Rawafi (2016), in analyzing six texts collected from two newspapers, arrived with the same idea. In the Philippines, Amarles (2013) employed global macrostructure and local macrostructure in analyzing the linguistic and discourse features of selected Philippine Higher Education Institutions.

Ngai, Singh, and Koon (2018) reviewed 500 abstracts of scientific research articles published in 50 high-impact journals across five science disciplines for quantitative analysis of the move structure. Moreover, Hall-Mills (2010) conducted a similar text structure procedure in examining the eighty-nine children in grades 2, 3, and 4 in narrative and expository writing samples by looking at the multiple dimensions of their written language.

New discourse explores surface structure style, lexical choices, and sentence structures as characteristics of functionality. The notions of coherence, cohesion, topic, or theme-explicated, which are called 'macrostructures,' formally represent the global meaning of a text while adhering to the more significant parts of the discourse. The local meanings or local coherence device suitable for semantic language shows that-clauses and sentences are expressively and meaningfully connected. Correspondingly, superstructure discloses a more specific representation of conventionalized or established relations and categories. Superstructures that consist of hierarchical sequences of categories explain how parts of the text are arranged. Thus, superstructures assign sequences of macro propositions to schematic categories to organize the macrostructure of a text. Gonong (2007), in unveiling the image construction of a Developing Nation in Presidential Rhetoric, found that the SONAs follow the introduction-body-conclusion superstructure. At the same time, Besa (2016) found a linear organizational structure in the learners' composition writing.

Liu (2016) indicated that an opening statement usually introduces an inductive structural approach as a phase of the message structure. This opening statement could be in the form of greetings, usually pleasantries or good wishes that generally occur at the opening of an interaction. Greetings establish interpersonal relationships or fulfill a social obligation that can be found at the closing part as a signal marker. Searle (1969) stated that the linguistic behavior of greetings coupled with interaction represents culture. Goffman (1971) took greeting as "access rituals," while for Nemani and Nasekh (2013) and Jibreen (2010), the greeting was a repertoire of politeness and not mere linguistic routines. Similarly, Akindele (2007), as cited by Duranti, 2008 concluded that greetings function as attention-getting devices to establish a common ground of interaction.

B. Construction of Identity through Linguistic Features

Norton (2013) said that identity is established both within and through language. The use of linguistic features or different linguistic devices, according to Anigbogu (2015), serves as a manifestation of attitudes, activation of critical thinking, expression of opinions and ideas. Although researches in linguistic identity deal with the geographical and social origin, level of education, gender, and intelligence features (Bhat, 2010), many other studies ventured into the role of linguistic tools in constructing and negotiating identity. Javdan (2014), in her review, mentioned that some researches on linguistic features include the idea of voice through the use of lexical, syntactic, and rhetorical choices as a representation of the author's identity and presence. Simpson (2000), in the compilation of different studies, found that English writers are less interactional, less sentence-style but are more information-oriented style than Spanish writers (Lux & Grabe, 1991). As for Besa (2016), she found out that linguistic tools unveiled the L2 learners' active and sensitive nature.

Heng, Kashiha, and Tan, in 2014, investigated lexical bundles as used in group discussion of proficient nonnative university undergraduate students and found that such indicate dexterity and proficiency in language use. In the same manner, Hyland & Jing (2018) found that the use of lexical bundles characterizes efficiency in communication as they reduce processing time while displaying writers' solidarity with the readers.

Hyland & Tse (2004) stated that Metadiscourse markers are linguistic devices that expose the writers' attitude towards the content and the readers utilizing expression in their discourse. So far, several studies on metadiscourse markers in academic writing in different disciplines have been accounted such as those of Wei, Li, Zhou, and Gong in 2016, Hyland in 2004, and Hyland and Tse in 2004 on the comparison of doctoral and masters dissertation by

Hong Kong students, Aull and Lancaster in 2014 on linguistic expressions of stance in over 4000 argumentative essays. Fuertes-Olivera in 2001 explored metadiscourse devices used by copywriters in constructing their slogans and headlines. Thompson in 2003 uncovered the signaling roles of metadiscourse in the larger-scale organization of academic talks. Moreover, Illie in 2003 on metadiscourse used in parliamentary debate and Le (2004) on metadiscourse in the elite newspaper, *le Monde*.

Kuhi's (2011) findings disclosed that metadiscourse markers are essential resources and key players in the discursal construction of identity in academic writing. However, Matsuda (2015) and Hyland (2010) stated that not all elements could be assessed in a single study. Along with this thought, metadiscourse was teased out through the lenses of interactive and interactional metadiscourse. In the Interactive component, transitions and frame markers were explored. Vande Kopple (1985), as cited by Hyland in 2005, believed that textual or interactive metadiscourse shows the link that connects the writers' propositions for a cohesive and coherent text. While in Interactional metadiscourse, the writers' personalities and stand about the propositional content were unveiled. The interactional component included stance, which involves hedges, boosters, and self-mentions, while engagement included reader pronouns and rhetorical questions. Stance reflects writer-oriented functions. The writer's textual "voice" or stance is directed towards the writers' attitudes, personalities, ways, and presentation styles (Hyland, 2001). Boosters allow the writers to express certainty, claims, involvement, and even solidarity with readers. Hedges in forms of modality (Ivanic R., 1998) permit the writers to state their claims as assessed by Cameron in 2001.

Reader pronouns, personal asides, references, directives, and questions which contribute to the construction of linguistic identity are features of Engagement. First-person

pronouns, including possessive adjectives, are the so-called self-mentions that reveal the writers' presence in the text (Hyland K., 2001) while presenting their stand towards a proposition, discipline, and readers (Ivanic R., 1998). The use of the first-person perspective, such as 'I,' 'we,' and 'us,' relays a personal yet inclusive feel towards the readers, as disclosed by Hyland (2002). In comparison, Brown and Gilman (1960), as cited by Sterling (2000), arrived with the conclusion that the use of pronouns allowed both linguistic choices and a covariate relationship between the decoder and receiver.

Using personal pronouns like 'I,' 'we,' and 'us' allows the writer to express personal thoughts while being interactive. The writer's voice transmits an emphatic view towards the readers. While the use of the pronoun 'we' creates an impression of inclusiveness. Thus, making the readers involved in the discourse. Similarly, the use of 'you' establishes a direct and friendly tone. Lin (2004) argued that emerging writers are guided by the use of author pronouns in making meaning. Roux, Mora, and Trejo (2011) also agreed that the presence of personal pronouns demonstrates assertions, strong arguments, and stylistic choices while the use of comparative forms triggers the writers' sense of authoritativeness in the text. Similarly, Mora (2017) concluded that the writer's authorial self is attributed to the different linguistic resources, such as the use of first-person pronouns.

Another linguistic device used in the written composition is deixis. Deixis, which includes person such as I and you, a place like here and there and this and that, and time as in now and then, today, yesterday and tomorrow refers to the contextual information about the speaker, the addressee, the time and the place (Stapleton, 2019). Yang (2011) believed that deictics have direct, pragmatic implications in which the identity of the speaker and addressee, their locations, and the time are attached. Hence, the use of these pointing markers not only

brings the readers closer to the text but also enables the writers to project the image and idea they want to convey in the text through references (Williams, 2021).

Linguistic choices are part of many other stylistic choices a person makes. Style is not so much a thing as a practice – a process of making social meaning (Eckert & McConnell-Ginet, 2003). Style has always been regarded as an expression of the self. At some point, it becomes a strategic response to other communicators or simply an embellishing language. Hernandez-Campoy (2016) mentioned that the concept of 'style' and 'stylistic variation' in language means that content can be presented in different linguistic forms. Furthermore, various styles are appropriate for each identity situation (Stets & Burke, 2003).

Variation, as noted by Norquist (2019), pertained to various means of language use where linguistic variation is instinctively and constructively based on social membership. Bamberg, de Fina, and Schifffrin (2011) argued that stylistic choices and variations are rooted in personal and group identity. Since linguistic variations are tied with social meanings, they reflect social membership categories. Several studies unveiled that textual and stylistic features result from communally expressive forms and repertoires (Coupland, 2001; De Fina, 2007; Eckert & Rickford, 2001; Georgakopoulou & Goustos, 1997). Thus, the writers' choices of language vary according to the identity they want to project. The conscious choice of language is dependent on several factors. The use of long sentences, for example, is purposively used to create an idea or image in the reader's mind.

On the one hand, style-shifting is shifting language varieties as a responsive phenomenon or a response to a specific group of addressees (Schilling-Estes, 2002). Code-switching (CS) is an example of style-shifting. CS serves to project multiple identities to create a social relationship (Myers-Scotton, 2000). Thus, social interaction is the primary reason for

using code-switching (Nilep, 2006). For Cashman (2008), code-switching is a linguistic strategy to either establish solidarity or create distance in the linguistic community.

In the reviews conducted by Nilep and Hall (2015), code-switching was regarded as an artifact of different identities. Similarly, after reviewing Shin's papers in 2010, he concluded that code-switching functions as an identity marker (Fought, 2003; Sridher, 1996; Nishimura, 1995; Kroskrity, 1993; Woolard, 1989; Gumperz, 1982; and Iqbal, 2011).

Thus, CS could be traced in different forms: an 'insertion' where a lexical unit from another code is added within the sentence boundary or an 'alteration' where longer linguistic items are added outside the sentence boundaries through switching (Muysken, 2000). Poplack (1980), as cited by (Abu-Krooz, Al-Azzawi, & Saadoon, 2019), used the terms 'inter-sentential' to mean shifting of language at the end of the sentence while 'intra-sentential' code-switching occurs at the middle part of a sentence.

Social Constructionism in Connection to Linguistic Identity

As unveiled in most researches, linguistic identity is a by-product of human interaction. Social constructionism is both a movement and a theory that accounts for language as the prime medium in communication. Bhat (2010) mentioned that constructionists viewed identity as social construction via language. At the same time, Galbin (2014) commented that language is generated, sustained, and even abandoned in social interaction. Thus, language becomes a way of constructing and forming a social action.

Tajuddin and Zulkepli (2019) citing John, (2015), Noels (2014); and, Ngwenya (2011), added that language is viewed as an instrument of cultural integration and assimilation, which leads to social and collective identification. Social Constructionism proposed that linguistic

phenomena are social and that the language users interact according to the social practices available to them (Jamali and Sani, 2015). Ivanic (1998) noted that the linguistic choices in discourse are socially constructed. At the same time, Archakis & Tzanne (2009) stated that in the social constructionist paradigm, the speaker's strategic means are constituted by linguistic and conversational choices to construct identity dimensions. This means that through situated discourse and stylistic variation, identities emerged and were eventually constructed. Social Constructionists explore a socially shared set of practices and emphasize considering socially accepted discourse features in communication (Matsuuda, 2015). Thus, social constructionism is a more viable basis of the collective self, making knowledge production a collective process (Cerulo, 1997).

In general, it could be gleaned from the above-cited literature that with the numerous studies on identity in written discourse, there is still a vast space for exploring how the linguistic features contribute to the construction of identity. Thus, the assumption that the linguistic choices of the writers are socially constructed for communication purposes is thought of as social action and a key player in the construction of identity (Burr, 1995).

Research Problems

The language used in written messages is a rich data source that could enrich current studies on identity. This study was conducted to uncover the linguistic identity in the program messages in the international conferences held in the Philippines from 2013-2018.

Specifically, this study attempted to realize the following objectives:

1. Determine the structure of the conference program messages;
2. Examine the linguistic features that characterize a certain group of writers in terms of:

2.1. lexical bundles

2.2. metadiscourse

2.2.1. interactive features

2.2.2. interactional devices

2.3. linguistic styles

2.3.1. code-switching;

2.3.2. language of religion

2.3.3. polite expressions

2.3.4. positive tone

2.4. other linguistic elements; and,

3. Explain how identity gets constructed with the use of linguistic features

This study explored how language and discourse acted as social practices and a means of identity construction. Findings led to a broader understanding of written discourse processes constituted by regularities like rules, norms, and conventions, all of which imply some degree of institutionalization.

Since sociolinguistics is committed to advancing knowledge about social life and the role of language in it, the study also explored insights on how linguistic features were used in the expressions of identity. The data demonstrated how different linguistic categories created a link between context- the international conference messages and the formation of collective identity as unveiled in the written discourse.

Finally, findings and insights generated in the study aimed to provide some valuable contributions to sociolinguistic research, discourse analysis, and even in writing curriculum and pedagogy in which some implications for the English writing curriculum can be evaluated.

Conceptual Framework

Given the many ideas on discourse, researchers agree that it refers to either spoken or written text in a given social setting where people construct identities not just through language but by the use of language (Gee, 2005; Brown and Yule, 1983; Fairclough, 1995; van Dijk, 1997).

Therefore, in the attempt to shed light on the construction of linguistic identity in the conference program messages, the researcher grounded the study on the following bases:

Discourse analysis refers to the study of language as used in text and context (Norquist, 2013) to shape identity, interests, and social positions (Zeichner, 1985). Discourse analysis, both a theory and a method, was conceptualized by van Dijk in the study of the higher-level organization of sentences correlated to other linguistic units such as schematic forms, stylistic and rhetorical dimensions, and other linguistic tools to find the textual and contextual meaning of texts (Nurfadilah, 2017). Alsaawi (2016) mentioned that the scope of discourse analysis has shifted from single sentence analysis to the distribution of linguistic elements in extended texts and the link between texts and social situations.

In exploring how linguistic identity is constructed in the structure of conference program messages, the researcher utilized van Dijk's (1980) semantic macrostructures theory to systematize the themes in discourse explicitly. The text's macrostructure components of global meaning were analyzed through the notion of themes and topics while determining the structure of the messages. The themes which exemplified the gist or essential information of discourse were detailed through the use of superstructure, a vital tool in the strategic positioning of the structural identity of the messages such as introduction, content, and conclusion. On the other hand, the microstructure level, the local meaning from the text, which

was analyzed through word selection and modes of expression (Thorne, 1997), unveiled the writer's style in the discourse and the construction of language identity. The semantic and linguistic choices in terms of stylistic elements (Al-Saaidi, Pandian, & Shaker Al-Shaibani, 2016), namely, code-switching, the language of religion, positive tone, and polite expressions, were activated to uncover the distinctiveness of international conference messages.

In uncovering the linguistic identity, appropriate linguistic mechanisms or devices in linguistic features or elements that could highlight linguistic regularities or patterns, structures, and peculiarities were central in the discourse analysis. Thus, breaking down the text into minimal components and examining their relationships led to establishing language identity. Discourse analysis also infused the framework of Social Constructionism. Social Constructionism believes that people, through social interaction, work together to construct social practice (Galbin, 2014). In the communication process, discourse serves as social and discursive practice (Cap, 2019). Through linguistic analysis, the language of events, processes, and qualities are described. Social constructionism is also very sensitive in addressing and embracing changes in context that generate new forms of practices and behaviors (Galbin, 2014). To Luckmann (1984, 1996), as cited by Garcia in 2015, language is critical in social construction. Language is both a system and a carrier of knowledge and social action. The social group's use of language helps develop, construct, and define collective identity (van Dijk, 2014). Thus, Social constructionism through discourse analysis allowed the exploration of language features available in the conference program messages, which led to the construction of linguistic identity.

The figure illustrates the conceptual framework of the study.

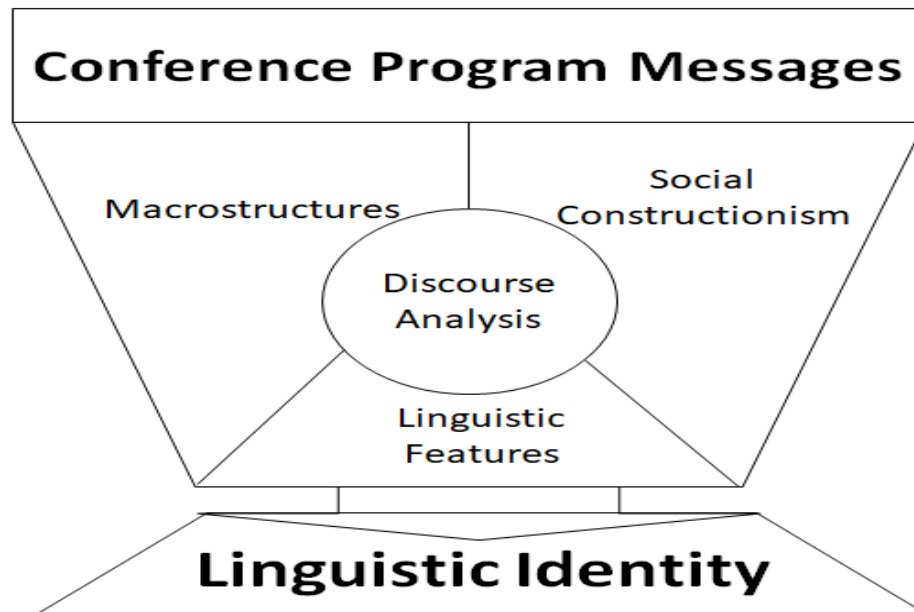


Figure 1: Conceptual Framework

Figure 1 shows the involvement of the major components in the analysis of the conference program messages: the activation of macrostructure, superstructure and, microstructure to evaluate the themes and organization of the content and to view the general scaffold or structure of the messages; The linguistic units which were tagged as linguistic features were assessed to explain their role in the construction of linguistic identity; Socio-constructionism theory was accounted for to illustrate how the linguistic features were used and socially constructed in expressing the messages. Discourse analysis was at the center since it played a pivotal role in analyzing the conference program messages. The interplay of these components resulted in the identification of linguistic identity in international conference program messages.

It could be gleaned that the framework reflects the conference messages as the source data. The 246 international conference program messages were analyzed by highlighting the

linguistic items tagged as the linguistic features essential in constructing and manifesting linguistic identity. The framework also specifies Macrostructures as an essential component in extracting the overall structure since it frames the themes and organization of the messages. The presence of Social Constructionism overlays the notion that identity is constructed based on shared social norms. At the center is discourse analysis as the overall mechanism in uncovering the linguistic identity of the conference messages. The final or endpoint of the analysis is the determination of linguistic identity as constructed through the presence of linguistic features.

Scope and Limitations

The study explored how linguistic identity was constructed in the discourse of international conference messages. The selected 246 messages from 100 international conference programs were from multidisciplinary disciplines and were intended for international readers or audiences. All the international conferences were held in the Philippines from 2013 to 2018 but were not limited to the organizations based or originated in the Philippines. Moreover, the messages included in the study were not limited to Filipino writers.

In the treatment of data, since the parameter covered the uncovering of collective linguistic identity in the conference messages, contrastive analysis was not conducted.

Definition of Terms

The following terms were operationally and conceptually defined to understand the concepts better as used in the study.

Code-switching is a kind of language alteration used to convey a specific purpose. Code-switching, or CS, uses two linguistic codes or a mixture of linguistic varieties in a statement. CS includes English and other languages such as Filipino, Thai, Korean, Mexican, and others in the study. Thus, the shifting of codes occurs either at the beginning of the sentence boundaries. Other CS are insertions of lexical units from one language to another language in the sentence.

Collective identity. As cited by Stekelenburg (2013), collective identity is a shared definition of the group's members who use similar linguistic features in writing. In this study, collective identity pertains to an established image constructed by certain language users, which is a product of social interaction and social practices. Thus, the shared linguistic features observable in the conference program messages constructed a collective identity of the conference program writers.

Construction means the process of building, creating, developing, or uncovering linguistic identity based on linguistic features.

A **discourse community** is a group of people that share the same social practices and form a community of social actions in which the language use is distinct from other speech communities. Thus, through their discourse, their language identity is reflected.

Discourse structure includes how the writers order or organize what they write; the overall structure of the kind of text through stages: the steps that language users go through as they carry out particular interactions. Thus, how interactions are organized at an overall textual level than how language is used in each of the stages of a text. In the conference messages, the introduction is the first paragraph that serves as the conference message's opening stage. Conference details generally follow the introduction, present information about the conference

and the organization, while the closing is the last part of the message structure where the writers offer a productive activity while assuming a positive outcome of the event.

International conferences are conferences consisting of participants coming from different parts of the world. Although these conferences are held in a specific venue, participants and speakers are not limited to local attendees.

Language practice/s refers to the norms, actions, and conventions observed in the written messages.

Linguistic features are characteristics or distinct properties of language which mark uniqueness as observed in the written discourse. Linguistic items such as lexical bundles, generic pronoun all, addition and reiterations, deictics, metadiscourse markers, and linguistic styles which are manifested or available in the texts serve as distinct characteristics or linguistic identity of the discourse community.

Linguistic identity. Linguistic identity or language identity means belonging to a particular language community. Linguistic identity can be observed or detected through the recurrent linguistic features in the texts, such as the use of lexical bundles, metadiscourse, linguistic styles, and other linguistic elements that serve as distinct markers of identity (Hozhabrossadat, 2015).

Linguistic items are the language units that were accounted as the raw data from the text based on their occurrences and represent specific categories coded to be marked as linguistic features.

Linguistic styles are a set of linguistic variants which serve as distinct choices, ways, or patterns of expression attributed to writers in conveying ideas.

Organization means the order, sequence, or flow of manifestation of the recurring themes arranged by stages.

Structure means the pattern, flow, and stages of discourse organization or flow of organization marked by themes of the paragraphs in the text. The structure presents how the paragraphs are linked or organized to unveil recurring patterns. Moreover, the structure is based on the patterns of themes and their order or sequence in the text, which make up the discourse organization.

Structural patterns show how the paragraphs are organized or staged, which reveals the flow of thoughts contributing to the development of communication. The structural pattern shows the patterns of sequencing of the theme.

Theme means the topic or subject which are extracted from the sentences in the message paragraphs. According to Thompson (2014), there is a crucial aspect of "how speakers construct their messages in a way which makes them fit smoothly into the unfolding language event." Thus, it unveils the points of departures of the texts.

CHAPTER 2

Methodology

Qualitative Design and Method

Given the nature of the study, descriptive qualitative design was activated. According to Adjei (2013), descriptive qualitative design is useful in exploring the negotiation and construction of meaning. It also demonstrates the production of discourse through language use (Ayoub, Awan, & Abbas, 2016) while considering the social actions in communicating within a socio-cultural context (van Dijk, 1997).

Identity is principally forged through discourse (Paltridge, 2012). As such, discourse analysis, which also serves as text analysis as van Dijk used the term (Baker & Ellece, 2011), was the method used in the study. It involves the analysis within a text and how writers who have social, cultural, and personal identities use language in social and cultural contexts. Discourse analysis was employed in analyzing language in use where the pattern of discourse structure was unveiled, shared linguistic features were characterized, and consequently, linguistic identity was constructed. In the method of discourse analysis, texts were accounted collectively. It was their interconnection that made discourse analysis valuable. Thus, referring to the concrete bodies of the text where discourses were produced, allowing the disclosure of the interplay between discourse, text, and identity as constructed built the focus of discourse analysis (van Dijk, 1997).

Research Locale

The study was conducted in the Philippine setting. The study included the analysis of 246 messages from the 100 international conference programs held in the Philippines from 2013-2018.

Source of Data

The messages were extracted from international conference programs (see Appendix for the list of conferences) from 2013 to 2018 in which nature was categorized into the following fields:

Table 1 shows the nature of conferences.

Table 1
Nature of Conferences

Nature of the Conferences
Multidisciplinary , Engineering, Science and Technology, Language, Literature and Language Education, Social Sciences and Philosophy, Teacher Education, Philippine and Asian Studies
Medicine , Biology/ Biodiversity, Nursing, Sexual Health and Rights, Health, Surgery and Therapy, Transplantation, Pharmacy, Ophthalmology
Economic , Business, Finance, Energy, Food Trades and Industry, Agriculture,
Tourism , Korean Studies and Cultural Studies
Governance , Urban Planning, Public Administration
Community Issues , Human Rights, Red Cross/ Humanitarian, Poverty and Sustainable Development, Environment, Children studies, Gender

The list shows that the nature/ field of the conference was diverse in the area. Multidisciplinary studies were the dominant areas in the conferences, while the rest were specializing fields. Note that majority of these conferences were sponsored or spearheaded by organizations within the academic institutions.

Table 2 shows the different regions where the data or the international conferences were held.

Table 2
Conference Locations

Region		Area
Luzon	National Capital Region (NCR)	Manila, Pasay, Mandaluyong, Makati, Pasig, Quezon City
	Central Luzon	Pampanga
	Ilocos Region	Bontoc, Mt. Province, Tuguegarao
	Southern Tagalog	Tagaytay, Batangas
Visayas	Bicol	Catanduanes, Legaspi, Naga, Samar
	Central Visayas	Cebu, Negros Oriental, Bohol
	Western Visayas	Iloilo
Mindanao	Northern Mindanao	Cagayan de Oro, Surigao del Norte, Dapitan
	Southern Mindanao	Davao

Table 2 reveals that the conferences were held in the Philippines' three (3) island groups: Luzon, Visayas, and Mindanao. NCR or the National Capital Region was the dominant location of the conferences in Luzon by which the specific areas were Manila, Pasay, Mandaluyong, Makati, Pasig, Quezon City. Pampanga was the conference area in Central Luzon, While Bontoc, Mt. Province, and Tuguegarao were the specific areas in the Ilocos region. Furthermore, Tagaytay and Batangas were the areas in Southern Tagalog.

In the Visayas, the Bicol region, which includes Catanduanes, Legaspi, Naga, and Samar, were the specific locations of the conferences. In the central Visayas, Cebu, Negros Oriental, and Bohol were the locations. Moreover, Iloilo was the specific location in the western part of the country.

In the Mindanao region, Cagayan de Oro, Surigao del Norte, and Dapitan were the chosen locations in the northern part. While in the South, Davao was the frequent location.

Data show that the international conferences mainly were held in the convention centers while others were conducted in different hotels, and the rest were facilitated in the conference halls of some academic institutions. Above all, the conference venues were dependent on the choice of the sponsoring agency.

Table 3 shows the summary of the writers' country of origin.

Table 3
Summary of Country Origin of the Writers

Summary of country origin of the writers	
Asia	Philippines, Brunei, Indonesia, Japan, South Korea, HongKong, India, Taiwan, China, Singapore, Vietnam, Cambodia
Middle East	Saudi Arabia, Turkey
Africa	Nigeria, South Africa
Europe	Romania, Spain, Slovakia, Switzerland
Americas	USA, Canada, Australia, Chile

Table 3 shows that the writers came from Asian, Middle East, African, European and American regions. Data reveal that most of the writers were from the Asian region, equivalent to 11 countries in which the dominant writers were from the Philippines.

Two (2) writers were from countries in the Middle East, while the other two (2) were from countries in Africa. Four (4) writers were from countries in Europe, and the other three (3) were from countries in the Americas.

Moreover, it could be gleaned that the writers were primarily political figures like the Presidents, Vice Presidents, Legislators, and other high-ranking officials, including Ambassadors and Cabinet Members. Some academic institution officials and organizing committee members, especially the Organization President and Program chairs, were included to avoid duplication of names.

Based on the data, one could surmise the language background of the writers as one of the considerations in the analysis of the text structure and linguistic features, specifically the style of writing, which revealed the linguistic identity in the conference program messages.

Selection Criteria

The selected 246 messages were from the 100 international conference programs held in the Philippines from 2013 to 2018. In the selection of conference program messages as the source data, the following criteria were considered:

1. The conference program messages were extracted from different international conferences held in the Philippines from the year 2013 to 2018;
2. Considering the diverse nature of the conferences, the selection of messages to be included in the analysis was not confined to a specific discipline.
3. To limit the number of messages to be included in the analysis, the messages were selected based on the hierarchy of positions of the personalities giving the messages. The messages of the highest-ranking officials were chosen as the corpus of the study. However, in instances of duplication of names, the officials next in rank were chosen as alternatives. Thus, the ranking of the officials was based on the general conception of the order of positions;
4. Although the conferences were held in the Philippines, the selection of messages was not limited to Filipino writers. Moreover, the selection of messages was not restricted to the diversity of ethnicity, professional and language backgrounds of the writers; and,

5. The messages were not restricted to a specific language such as English nor to the length of paragraphs.

Data Collection

The study was limited to available but different international conferences held in the Philippines from 2013-2018. To collect the required data, the researcher used snowball sampling. Snowball or chain referral sampling is mostly used in qualitative sociological research, which is used when referrals are made by people or informants who share the same characteristics (Biernacki & Waldorf, 1981). In this study, the researcher first identified a group of people who attended international conferences in the Philippines from 2013 to 2018, from whom she requested copies of the conference programs. Then, those identified individuals recommended people who provided the needed data (Naderifar, Geli, & Ghaljaei, 2017).

The other conference programs were requested directly from the conference committee through the suggestion and recommendation of those aware or participants of the other conferences held within the coverage period. In comparison, the rest of the other data were retrieved from public online archives, considered open-source data.

Table 4 shows the distribution of conference messages each year.

Table 4
Distribution of Conference Messages per year

Year	No. of Conferences	No. of messages	Percentage
2013	11	52	21.13
2014	13	54	21.951
2015	12	20	8.130
2016	12	22	8.94
2017	16	33	13.415
2018	36	65	26.423
Total	100	246	100

Table 4 shows that there were 52 messages from 11 conferences in 2013. There were 54 messages from 13 conferences in 2014. In 2015 there were 20 messages from 12 conferences. Twenty- two (22) messages from 12 conferences in 2016 were used as data. In 2017 and 2018 there were 33 messages from 16 conferences and 65 messages from 36 conferences were considered as data, respectively.

The table displays an unequal number of messages per year. It could be gleaned that the year 2018 had the most number of messages while 2015 had the least number of messages. This was because some conference program messages had more writers of the same/equal ranks but from different language backgrounds. They were included in the analysis since they were found to be a good source of data compared to some conferences, which contained only one (1) or two (2) messages. Moreover, the inclusion of more messages was based on the assumption that the nature of the writers may contribute to the construction of collective linguistic identity as manifested in the conference program messages.

Data Analysis

The researcher accomplished the following steps to realize the objectives of the study:

A. In the initial stage

1. Part of the preliminary activities included the collection of conference program books. After the conference programs were collected, the researcher consolidated then sorted the messages by year.
2. After the messages were sorted according to year; the researcher selected the messages to be included in the analysis by considering the criteria of selection of materials.

B. In uncovering the structure of the program messages

1. Extraction of themes

- 1.1. Following the semantic macrostructure (van Dijk, 1980) as a guide in determining the gist or themes of the messages, the researcher read and evaluated the paragraph's sentences;
- 1.2. From the sentences, topics were extracted;
- 1.3. The topics were categorized accordingly and eventually were coded;
- 1.4. Based on the coded topics, themes were generated.

2. Shaping of the paragraph stages

- 2.1. The researcher accounted for the number of paragraphs to determine the average number of paragraphs.
- 2.2. Themes in each paragraph were organized based on their sequence in the messages.
(This process was essential in establishing links between semantic macrostructures and schematic superstructures.)
- 2.3. After the researcher extracted the themes and outlined the stages, she organized the frame of the texts, using Kaplan's (1966) model of contrastive rhetoric and

Gylling's (2013) discourse structure as a reference to uncover the pattern of paragraphs stages and to arrive at the overall structure of the messages. Thus, stages or sequences were closely monitored through validation to check the patterns of text organization.

C. In analyzing the linguistic features

1. Through discourse analysis and following Hyland's (2005) Model of interactional metadiscourse, all the recurring linguistic items were accounted for using manual frequency count.
2. After the linguistic items were accounted for, they were tallied to check their frequency in the messages. Those which were found to be recurrent were coded and organized according to their classification. (Notice that the pre-determined linguistic devices guided the researcher in the data analysis, which was generic. On the other hand, linguistic items which emerged were also accounted). During the analysis, they were classified according to their types and categories.
3. Linguistic features, which included lexical bundles, metadiscourse markers, linguistic styles, and other linguistic elements, were examined by assessing how they characterized certain writers and, at the same time, constructed identity.
4. Using discourse analysis, the researcher established the contextual situation of the conference messages. She also devised meanings through careful analysis of the linguistic features and their characteristics, which led to linguistic identity construction.

D. In explaining how identity was constructed and what linguistic identity was constructed

The researcher examined the characteristics of the linguistic features which marked their distinction as international conference program messages from 2013-2018 held in the Philippines and connected it to the overall text structure. The interpretation of data involved the attachment of meaning to the linguistic features and the link of the structure to the features. This process was done by looking for relationships and linkages between linguistic features and linguistic identity. Eventually, linguistic identity was identified and described through the use of linguistic features.

Role of Researcher

Conducting discourse analysis means examining how language structure and features contribute to the construction of linguistic identity. Therefore, in the conduct of the study, after the researcher selected the data for analysis, she analyzed the texts' themes and stages or sequences to uncover the structure. The researcher also focused on analyzing the various linguistic features that laid the foundation for constructing linguistic identity (Frey, Botton, & Kreps, 1999; Faez, 2012; Bautista and Go, 1985).

A text is “not just a string of sentences” written at any length (Halliday and Hasan, 1976). It is a semantic unit whose “texture” is dedicated to interpreting a particular context or environment. By considering how language is used in social interactions, the researcher as a discourse analyst also looked at how language and social practices influenced the writing of conference program messages, distinguishing it from other kinds of texts.

Methods of Validation

In order to secure the validity of the data analysis, the researcher conducted a pilot analysis of the sample data to determine the overall picture of data analysis. (See appendix for

the sample analysis). Using the sample messages, the researcher manually accounted for the no. of words, sentences, and paragraphs to determine the average size of the messages. Then, topics were extracted from the paragraphs to determine the prevailing themes. The extracted topics were coded and classified, and eventually arranged according to their general appearance in the messages.

Similarly, the linguistic features were identified, accounted and classified according to their category. In doing so, thematic analysis was conducted to determine the structure of the paragraphs. Analysis of the texts was referred to through different literature reviews to secure the reliability of the analysis and uncover how the linguistic features constructed identity. Furthermore, the researcher was guided by Hyland's (2005) model of interactional metadiscourse to systematically and comprehensively provide an account in the research process (Patton, 2001).

In the process of the pilot study, the researcher was able to account both the presence of other linguistic features which were not primarily identified. On the other hand, the absence of some categories in the messages was also realized which consequently, helped the researcher in reshaping the linguistic features which contributed to the construction of linguistic identity.

To secure the validity of the analysis, the researcher sought the aid of some colleagues in the field to countercheck the frequency count, coding, and labeling of the linguistic elements, including the presence of some linguistic features. Using the traditional or manual verification of data, the validators who are experts in the field verified the extracted themes and rechecked the coding and labeling of data to ensure the accuracy, credibility, and objectivity of the analysis.

Potential Ethical Issues

This study affirmed that it solely dealt with the use of secondary data, which did not lead to identifiable information to ensure that the research carried out the ethical standards. The research data were based on publicly available sources and were handed out personally by the resource persons who owned the copies or were taken from public online archives. Hence, the research objectives were posed in a manner that ensured safety. The criteria in the selection of data were set. Moreover, since the primary source of data is the conference messages, the writers' names were withheld to protect privacy and confidentiality in the data analysis (BSA, 2004).

CHAPTER 3

Results and Discussion

This study intended to uncover the linguistic identity of international conference program messages held in the Philippines from 2013-2018. Specifically, this study aimed to determine the structure of the conference program messages, examine the linguistic features that characterize a certain group of writers in terms of the use of lexical bundles, metadiscourse markers linguistic styles such as code-switching, language of religion, polite expressions, positive tone, other linguistic items and, explain how identity gets constructed with the use of linguistic features.

1. Structure of the Conference Messages

As defined by Rowland (2021), a structure consists of hierarchical sequences of categories that include parts, properties, or aspects connected to function as a whole. Thus, a structure illustrates how writers organize what they write and how they present ideas as marked by the themes, and how these themes are organized into stages or sequences. Structure organizes the macrostructure of the texts by assigning a sequence of macropropositions to schematic categories. It also determines the formation of macrostructures in which they define which information is relevant.

In the macrostructure dimension of the conference program messages, the writers present themes, topics, or gist which point out the fragments that characterize the discourse. By analyzing each paragraph in the message, the following themes were extracted from the messages.

Themes

Table 5 shows the themes in the program messages.

Table 5
Themes in the Program Messages

Themes	2013	2014	2015	2016	2017	2018
Greetings	✓	✓	✓	✓	✓	✓
Welcome	✓	✓	✓	✓	✓	✓
Congratulations	✓	✓	✓	✓	✓	✓
Aspiration for positive outcome	✓	✓	✓	✓	✓	✓
Recognition/ Appreciation	✓	✓				
Commendation	✓	✓	✓	✓	✓	✓
Acknowledgement	✓	✓	✓	✓	✓	✓
About the theme	✓	✓	✓	✓	✓	✓
About the importance/research	✓	✓			✓	✓
Details about the conference	✓	✓	✓	✓	✓	✓
Significance / objectives of the conference	✓	✓	✓	✓	✓	✓
Background details	✓	✓	✓	✓	✓	✓
History of conference	✓	✓	✓			✓
Conference Overview	✓	✓	✓	✓	✓	✓

The table reveals 14 themes extracted from the data as follows: *greetings, welcome, recognitions/ appreciation, congratulations, commendations, acknowledgments, details about the conference, theme, significance, and objectives of the conference and research, history and background of the organization conference and aspiration/ hope for a positive outcome of the conference*. The table also shows that the themes are recurrent across years. However, it could be gleaned that *Recognition/ appreciation* was observed only in years 2013 and 2014. In contrast, information about the *importance of the conference/ research* was not observed in the years 2015 and 2016. Similarly, the *History of the conference* was not observed in the years 2016 and 2017.

Sequence of Theme Organization

Superstructure serves as a functional character that defines the overall structure of the text. It holds between whole sequences of propositions and between macropropositions. The data reveal the various stages or sequences of the themes as organized in the paragraphs.

Data also disclose that the program messages contain an average of 2 to 4 paragraphs. Out of these paragraphs, the order of presentation of the dominant themes in the program messages is categorized as follow:

Introduction

Table 6

Inclusions of the Introduction

Inclusions of the Introduction
Greetings, welcome, congratulations, recognition/appreciation.
Commendation, acknowledgement

Data show that the first stage or sequence of the messages is the **Introduction** which includes **greetings** marked as “*greetings*” and **welcome** displayed by “*welcome to...*” and the Filipino expression “*Mabuhay*” are reflected. The introductory part of the message in which a hospitable atmosphere was established stands for the opening phase in the text.

The **introductory** stage also includes the **recognition/ appreciation in** which the support and efforts of those who participated both as attendees and working Committee during the conference were accredited. Other forms of recognition in the introductory part included: **congratulatory phase** to the attendees and **acknowledgment and commendation** to those who supported and worked in the conduct of the conferences.

Figure 2
Forms of Recognition

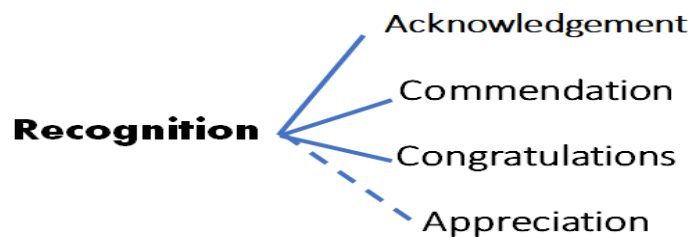


Figure 2 shows that acknowledgment, commendation, congratulations are categorized as forms of recognition. However, appreciation was least used among those mentioned above and was only observed in 2013 and 2014, while the rest were observed across years.

The figure indicates that there are various ways of expressing recognition. Writers used acknowledgment to give credit to all the participants, guests, working Committee, and sponsoring agency. The commendation was accounted as a form of recognition to those who extended their assistance and contributed to the facility of the event. Congratulations served as a recognition of the success of the event and those who are part of the conferences. In comparison, appreciation served as a citation of notable contributions of some individuals who made the events possible.

Conference Details

Table 7 shows the inclusions of conference details.

Table 7
Inclusions of the Conference Details

Conference Details
About the author, about the importance of research/ conference, details about the conferences, significance, objectives of the conferences, background details, history of the conferences/ organizations, conference overview

Conference Details is the section that provides information about the organizations and conferences. Conference details include information as follows: about the theme, the importance of research, details about the conference, significance/ objectives of the conference, background details, history of the conferences, and conference overview.

Findings disclose that among the information details, the most observed were the significance/ objectives of the conferences and about the theme, while the least observed was the history of the conferences. Data also show that the significance/ objectives of the conference, including the theme was highlighted in the conference program messages.

Closing

Table 8 shows the closing part of the conference program messages.

Table 8
Closing Sequence of the Conference Program Messages

Closing Themes
Aspiration for positive outcome, support to the conference and invitation to visit locality

Table 8 shows the closing part that included aspiration for a positive outcome, support to the Organizations, and invitation to visit and explore the locality of the venue.

Data show that in the closing section, the conference program messages observed the aspiration of a positive outcome of the conference while offering the attendees a fruitful and enjoyable activity.

Table 9 shows the summary of the sequence of the theme

Table 9
Summary of Sequence of Themes

Sequence	Function	Examples
Introduction	Is the introductory paragraph which acts as the opening stage in which greetings and welcome statements are generally apparent. The introductory part also serves as an avenue of recognition which was observed in the forms of appreciation, commendation, acknowledgement and congratulations for the participation, support and effort exerted by the mentioned individuals observed through the use of "congratulate/ congratulations", "commend", "thank you", etc.	<i>Warm greetings to the Polytechnic University of the Philippines (PUP) and congratulations for your 2013 International Research Conference in Higher Education with the theme, "Responding to the Challenge for Global Excellence through Multi-disciplinary Research"!</i> <i>Welcome to the 10th Annual Asian EFL Journal TESOL Asia Conference!</i> <i>First and foremost, I would like to take this opportunity to express my deepest appreciation and gratitude for inviting me to write a message. I would like to congratulate the International Association of Multidisciplinary Research (IAMURE) for hosting the World Research Festival 2014 from May 1-3, 2014 at the Radisson Blue Hotel, Cebu City, Philippines. The conference provides a good opportunity for academic institutions and industry professionals to present their science and technology innovation and creation that have significant contribution to the global world.</i> <i>Mahukay and welcome to the PCCP 17th Midyear convention</i> <i>Mahukay!</i> <i>I am honored to be part of the ASEAN Council of Japan Alumni and to be sharing a platform with such a distinguished group of former scholars from the ASEAN. To the Philippine Federation of Japan Alumni (PHILFEJA), congratulations and thanks you for organizing this year's conference.</i> <i>In behalf of the University of the Philippines (UP), I would like to extend my warm welcome and greetings to all of you delegates and participants to this International Conference. I also would like to commend and congratulate the organizers-the Department of History, the Third World Studies Program and the Asian Center for jointly convening our scholars who will discuss the various aspects of the dark period in our history.</i> <i>We would like to send our sincerest greetings and congratulations to the participants of the Kaka International conference (KakaCon) in the Philippines!</i>
Conference Details	provides information about the conference which include background of the organization and conference, details and/ or objectives/significance of the conference and research and insights about the theme	<i>As the only network of leading universities linking the Americas, Asia and Australasia, APRU is the voice of knowledge and innovation for the Asia-Pacific region. We bring together thought leaders, researchers, and policy-makers to exchange ideas and collaborate on effective solutions to the challenges of the 21st century. The APRU Global Health Program is a perfect illustration of this.</i> <i>Over the next three days, you will have the opportunity to network and collaborate with other global health experts to address existing and emerging health challenges in our region, including environmental exposures and cancer, among many other topics.</i> <i>This 14th year of PATEF-UPdMTE marks a milestone for the organization as it runs this 1st international conference this November 30 to December 2, 2017 at the Heritage Hotel Manila. Dubbed as 1st ICTE-PATEF-UPdMTE, its theme "Internationalization of Teacher Education: Outcome, delivery and Quality Assurance", has been thought of fit for this international conference and the organization's mission. The Commission on Higher Education (CHED) has been promoting internationalization in higher education defined as "the process of integrating international, intercultural, and global dimensions into the goals, functions (teaching, learning, research and service), and delivery of higher education (Article III, Section 4 of CMO No.55 S.2016). It has two pillars, which are closely linked and interdependent, home-based internationalization and cross-border internationalization (Article III Section 1 of CMO No.55 S.2016). It also encompasses transnational education which includes all types of higher education study programs, sets of courses of study, or educational services (including those of distance education) in which</i>

Table 9 Continued

Sequence	Function	Examples
		the Asia Pacific civil society organizations (CSOs) needed to come together with our development partners to regularly review IRHR issues, challenges and actions. CSOs in Thailand, Malaysia, India, China and Indonesia have successfully convened the subsequent conferences every two years. The PNGOC is again honored to host the 2014 APCRHR. This event promises to be a great opportunity to take stock of the Asia Pacific countries' many good practices, lessons, and challenges in meeting our commitments in the 1994 ICPD Program of Action (POA) and the IRHR-related MDGs. The PASUC/ICR Research Consortium deserves commendation for its scholarly resolve to bolster and promote the generation, production and dissemination of research-based knowledge through noteworthy initiatives such as the HIEAF 2011. The theme for this international gathering of committed educators and scholars, "Research in Higher Education: confronting the Now, Creating the Future", mirrors its absolute dedication to the advancement of research-driven instruction in the fields of Basic and Teacher Education, Engineering and technology, natural and applied Sciences and Communication, Governance and policy Studies, and Institutional Research and extension. Last year's theme-the unsung heroes described us, the important role we play in the healthcare industry. This year's theme "Beyond the call", embodies the ideals in which we Biomed work for, the greater and nobler reason behind every repair and calibration-the welfare and safety of our patients and healthcare providers. This convention, we brought in more experts from here and abroad to share with us their best practices and standards that we can use in our workplaces. Let us altogether thank them for sharing their time and resources with us. In line with our strategic Plan 2017-2021 and in support of the Philippine Government's 15-year long term vision to end poverty dubbed as "AmBisyon Natin 2040," it is our ardent goal to mitigate poverty incidence in the Province of Samar through quality and relevant higher education. The conduct of this conference on poverty and sustainable development is one of many avenues where We can answer the conference theme "What do we know? What should we do?" The conference highlights studies, issues and concerns along poverty alleviation and sustainable development. It also provides platform of information, best practices, poverty alleviation strategies, success stories on poverty eradication, and opportunities on research and extension programs. The confab underscores the many faces of poverty through the following themes: 1) Resources for Poverty Eradication, 2) Poverty Perspectives, 3) Environment, Risk and Risk Management, 4) Poverty Issues and Eradication Activities, and 5) Science and Technology for Sustainable Development.
Closing	primarily bids the participants fruitful activity while aspiring for positive outcome of the event and/ or extension of support including invitation for sightseeing/ exploration of the venue.	I look forward to seeing you all at these exciting events in the distinguished venues on this beautiful campus! All best wishes May God's love and wisdom reign in our minds and hearts to make these PASCHR Conference as most informative, productive, and transformative as it is for all the participants. And finally, I thank you, the delegates for enriching these annual conferences by your presence. We hope you will enjoy the conference, renew old friendships, make new friends, acquire new ideas, and above all have a good time. It is hoped that this annual forum will deliver an impeccable opportunity for both faculty and pariahers to interchange and possibly confer future alliances in the enroachment of research. I am one with you in your commitment to foster a research-oriented academic community... I will strongly support your efforts in ensuring collaboration... Rest assured that as partners, I would always support all the endeavors and activities... I also invite you to discover and enjoy the beautiful city of Davao...

Table 9 illustrates that the sequence includes the introduction or the first paragraph, which acts as the opening stage followed by the presentation of the conference details. The opening stage concerns information about the organizations, while the last part has the closing stage, where the writers express an assumption of positive outcomes of the conferences.

The sequence of the messages' organization includes the introduction or the first paragraph, which serves as the opening statements in which greetings and welcome statements are apparent. The introduction part also serves as an avenue of recognition for the participation, support, and effort exerted by the mentioned individuals observed through the use of "congratulate/ congratulations," commend," "thank you," and others. The conference details provide information about the conference, including the historical background of the organization and conference, objectives, and information about the theme. The closing bids the participants fruitful activity while aspiring for a positive outcome of the event.

Data shows that the themes are sequenced according to their dominant appearance in the paragraphs. However, it could also be viewed that in some messages, overlapping of themes, particularly in the introduction, occurs in such a way that some of the conference details are already incorporated in the introductory paragraph. Such include the basic information about the conference like date, venue, and theme. The presence of both introductory lines and conference details in the same paragraph in some messages happens when more than one theme is present in the paragraph. However, this implies that some basic information in the introductory phase serves as the precursor for the succeeding paragraphs. Hence, the whole discussion of the conference details can be found in the succeeding paragraphs.

Overall Structure of the Messages in the Conference Programs

Figure 3 presents the overall structure of the conference messages after the themes and sequences were unveiled:

Figure 3
Overall Structure of the Conference Program Messages

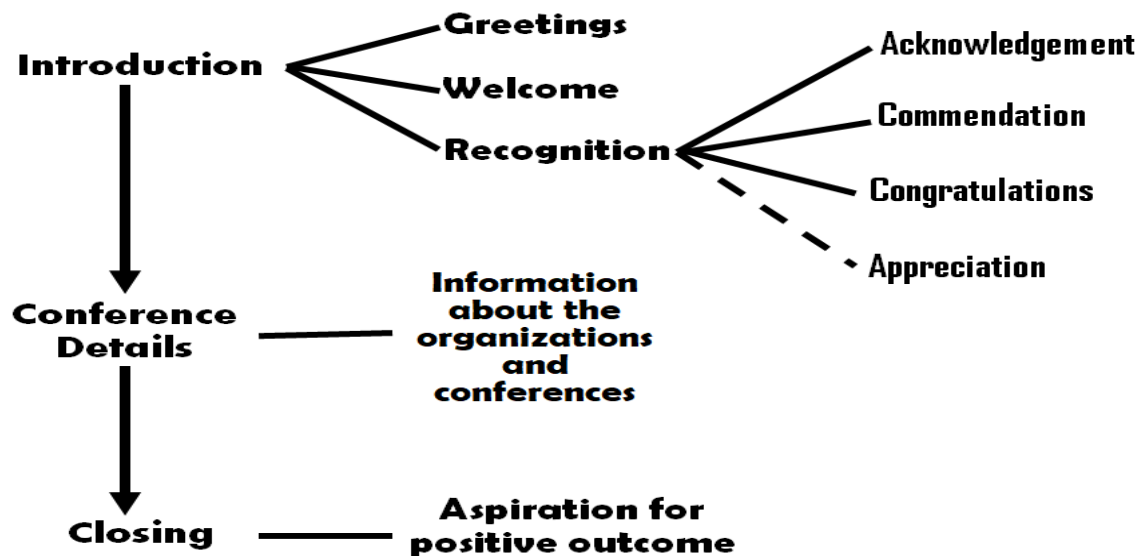


Figure 3 unveils the **introduction-conference details-closing** flow of messages, which resembles a **linear structure**. The linear structure of writing means that the first paragraph acts as the introductory or initial part. The introductory paragraph precedes the conference details, where most of the information about the conference is expressed. It is followed by the last paragraph, which is tagged as the closing part where the writers dominantly forward their positive aspiration of the outcome of the conferences.

In the given data, although there are instances that deviate from the standard components of the initial paragraph, the introduction part typically includes greeting, welcome, and recognition. The recognition part of the introduction is presented in the forms

of acknowledgment, commendation, congratulatory statements, and appreciation. The **greetings** express sincerity condition which establishes an interpersonal relationship between the writer and the audience. Thus, greetings are aimed at the courteous indication of the recognition of the audience. Moreover, greetings are classified as **topic initiation, verbal salute,** and **references** to the audience.

The data are also classified as **time-free greetings** as categorized by Halliday (1979) while expressing perfunctorily, if not genuinely, certain feelings of politeness toward the audience. The Welcome in the messages are symbolic installations that are testimonials about particular events (Adamus-Matuszynka & Dzik, 2019). **Commendation** expresses an act of commending, praising, or giving favorable representation in words that show a sense of affection or respect; compliment; and greeting, which is the ground of approbation or praise given in recognition. **Acknowledgment** displays an act of acknowledging or expressing gratitude (wikidiff.com) equivalent to **Thank you**, which expresses sincerity where the writers want to enhance the harmonious atmosphere to some degree equivalent to “how are you,” “Good luck” (Jung, 1994).

The **conference details** section of the program messages contains detailed presentations or information about the conferences and organizations, while the closing part generally comprises the aspiration for a positive outcome.

The overall structure of the program messages shows a **linear flow of presentation of information**; a typical writing pattern acted about what is expected in an essentially local context motivated by social norms. Writers typically start the communication thread by giving the audience a sense of recognition and making them feel at ease through greetings and welcome remarks. Then, pieces of information will be presented. The last paragraph is usually

an expression of solidarity through an assumption of a positive outcome. Moreover, the linear pattern implies a direct expression of intention to send a positive atmosphere by welcoming, acknowledging, and thanking both the participants and Committee members while hoping for an insightful result.

In sum, it could be gleaned that the themes in each paragraph, which is based on van Dijk's Macrostructures and the sequence of the themes which illustrates the structure of the conference program messages, followed the typical textual progression posited by Kaplan (1966), stating that English text was a characteristically linear and hierarchical textual pattern. Thus, the structure helped create emphasis and build the frame of the conference program messages.

2. Linguistic Features that Characterize Certain Group of Writers

2.1. Lexical Bundles

Lexical items are sequences of words that reveal formulaic expressions and certain language patterns. These formulaic sequences or language often have pragmatic and discourse functions used and recognized within a certain context (Chen & Baker, 2010). According to Biber and Barbieri in 2007, lexical bundles refer to the most frequent recurrent expressions of more than two words, often bridge structural units and serve as a valuable tool in improving understanding of lexical patterns in different genres and disciplines. Thus, in the expression of new information, lexical bundles function as discourse frames. Dontcheva-Navratilova (2012), highlighting the work of Hyland (2008), cited that in differentiating written texts, lexical bundles offer an essential means and facilitates discourse processing through the organization of discourse in a lesser number of larger meaningful units. In addition, in

facilitating accurate understanding and ease fluent discourse, lexical bundles act as discourse signals.

The messages unveil several samples of lexical bundles such as:

Table 10
List of Lexical Bundles

Lexical Bundles
<i>We/ I [warmly]welcome [to the]/ welcoming to the, warm/ warmest greetings [to all]/ of salutation/felicitation, on behalf/ in behalf, I congratulate/ My congratulations, Thank you, I/we thank [you very much], I commend/ acknowledge My felicitation/appreciation, To all the delegates, I want to extend my..., great pleasure/ my pleasure to..., like to express my/ our gratitude... please allow... I am/we are honored/ privilege I hope/ hopefully, I/we wish/wishing you all/ best wishes, Mabuhay/ po tayong/ kayong lahat (May you/we live long) ...look forward...</i>

Table 10 shows that there are 18 lexical bundles present in the conference program messages. Data unveil that out of these 18 lexical bundles, *Thank you/ I /we thank you [very much], I hope/ hopefully, We/I[warmly] welcome [to the]/ welcoming to the..., I congratulate/ My congratulations, and I wish/ wishing you all/best wishes* are dominantly used in messages. While *warm/warmest greetings [to all]/of salutation/ felicitation, on behalf/ in behalf, I commend/acknowledge, My felicitation/ appreciation, to all the delegates, I want to extend, my...great pleasure/pleasure to..., ...like to express my/ our gratitude...please allow...I am/ we are honored/ privilege, ...look forward..., Sincerely yours and Mabuhay/ po tayong/ kayong lahat (May you/ we live long)* are also found to be used in the messages but at the minimal level. It could be detected that the minimal use of lexical bundles may be due to the

shared meanings with other lexical bundles. However, despite the variation of expression, findings reveal that these lexical bundles express the writers' stance or attitude about the proposition and enable the convenience of processing and producing due to familiarity. These attitudinal expressions are discourse functions that indicate evaluative judgments and a degree of commitment to the claims by engaging the readers in dialogue. In addition, because interpersonal meanings are conveyed, one could decipher the attitude attached to the lexical bundles. Take, for instance: on behalf/ in behalf. Behalf means speaking or acting for someone. On behalf means an agent of, in place of or on the part of or "as representing someone or something or speaking for someone. While in behalf is used when the meaning is in the interest of someone else. Whether it is *in behalf* or *on behalf*, both are used in the paragraph to express the *inclusiveness* of the entire jurisdiction. Thus, *in behalf/ on behalf* were used to include the entire committee in the message.

I want to extend my..., Please allow, I am/we are honored/privilege, great pleasure indicate a sense of humility by asking permission before the idea to be presented and the pride to be involved in the conference which are manifestations of politeness.

While *Thank you/ I/we thank [you very much]* are a direct manifestation of politeness. Thank you, and thanks are forms of functional perspective as either politeness markers or/and discourse markers with organizing function. They are expressive functions because they express the writers' gratitude or appreciation towards a state of affairs or a person (Searle, 1976 as cited by Cehan, 2002). These lexical bundles induce a sense of affiliation (Percival & Pulford, 2019) where the writers express their appreciation while enhancing rapport towards the readers.

It could also be gleaned that all the lexical bundles share the same pattern- the inclusion of the pronouns I, my, we/ us (*tayo*), which reveals the inclusion of the actor/ agent and not only the action. The use of lexical bundles demonstrates the writer's membership in a given community. Moreover, these formulaic expressions are relation-acknowledging devices that show specific linguistic forms at a conventional level of politeness.

As observed in the messages, the lexical bundles functioned not only as introductions, closing, leave-taking, and offering of positive reinforcement (Jung, 1994), but they also unveiled the writers' stance, which implicates both linguistic form and social norms concerning social factors to enhance rapport or solidarity.

The lexical bundle *To all the delegates* summons the attention of the participants. While *We/ I [warmly]welcome, warm/ warmest greetings [to all]/ of salutation/felicitation, Mabuhay/ po tayong/ kayong lahat (May you/we live long)* express positive regard to the participation of the audience. Welcoming and cheering all participants and recognizing the effort is a positive attitude address to the participants. In addition, *I congratulate/ My congratulations, My felicitation/appreciation, like to express my/ our gratitude..., I commend/ acknowledge* are the ethos of the discipline; those considered appropriate methodology and relevant objectives by the community (Bondi M., 2010) and are generally categorized as compliments. Compliments are essential speech acts because they are used to praise, congratulate (Holmes, 1986), appreciate, and judge others' works while reflecting cultural values (Nelson, Al-Batal, & Echols, 1996). Levinson in 1983 states that compliments that involve praise are a reflection of social aspects of cultures. At the same time, Herbert (1986) argues that they strengthen connections regarding positive judgments to the recipients (Fraser, 1990).

The use of compliments helped sustain a harmonious relationship with the audience by establishing social protocols to maintain social ties. Similarly, Holmes, J., and Brown, D. F. (1987) discovered that in establishing solidarity and strengthening social ties, compliments boost the positive aspect of individuals. Consequently, compliments aid in performing certain social functions such as showing respect and deference, intimacy, and solidarity.

On the one hand, the lexical bundles *I hope, I/we wish/wishing you all, ...look forward* designate a positive assumption of the outcome of the event. These lexical bundles divulge that language is highly patterned (Romer, 2010). The 'ready to use' chunks or the pre-fabricated units enable the **authors' convenience of processing and producing**, which at the same time saves the readers' processing effort. (Nattinger & DeCarrico, 1992). According to Hoey (2005), as cited by Navarro- Gil & Martinez-Caro (2019), these lexical items are strategically placed at certain positions to help achieve rhetorical discourse moves. Lexical bundle *To all the delegates* is normally placed at the beginning part of the messages to articulate. *Mabuhay/ po tayong/ kayong lahat (May you/we live long)* can be found both at the beginning as an introductory greeting or the end as the closing salutation.

Considering the socio-cultural expectations in the discursive practice in the conference program messages, one could note that lexical bundles serve as the best alternatives in articulating the correct impressions. Thus, these available expressions are the so-called socio-culturally appropriate language that provides the writers the power to express ideas and the chance to establish solidarity among the readers (Pang, 2010).

2.1. Metadiscourse

Metadiscourse unveils how the writers present their arguments in their writing while projecting their attitudes and commitments to their readers. Furthermore, metadiscourse enables the writers to judge on certain propositions as they convince the audience about the significance of their position in the discourse (Khedri, Heng, & Ebrahimi, 2013). As such, metadiscourse markers signal opinions and commitments. Hence, they facilitate communication by showing the writers' position in the text while establishing connections with the readers. Metadiscourse serves as a tool in creating a reader-friendly text by supplying cues on how the different parts of the text are linked. Also, it guides the readers on how the text should be evaluated and interpreted while at the same time capturing their attention (Hyland, 2005).

In this study, two metadiscourse features were accounted for: **Interactive** and **Interactional**. Interactive and Interactional metadiscourse were patterned after Hyland's (2005) Interpersonal Model of Metadiscourse where the dimensions of interactions were adopted for functionally oriented perspective devices by which the authors could use 'to refer to the text, the writer or the reader'.

2.1.1. Interactive Metadiscourse

Interactive metadiscourse reflects the writer's **awareness of the audience**. Under interactive resources, *transitions* and *frame markers* guide the readers throughout the text and facilitate the writer's management of information flow, thus:

Transitions

Transitions or the so-called signal words are words and phrases placed at key locations which guide the readers through the sentences and paragraphs. The use of transitions provides the readers a link that connects ideas, sentences, and paragraphs and makes the writing flow better.

Table 11 shows the transitions used as interactive metadiscourse.

Table 11
Transitions as Interactive Metadiscourse

Indicators	Corpus
Addition	<i>and, furthermore, moreover, more so, thus, as such, hence, in addition, likewise</i>
Sequence	<i>first, finally, lastly, first and foremost</i>
Cause and Effect	<i>because, consequently, therefore</i>
Contrasts or contradiction	<i>but, nevertheless, however, yet, meanwhile</i>

The table shows that 22 transitions are used in the messages. Data show that the most used transition is *and* followed by *but* while the least used transition across years is *moreso*, *as such*, *likewise*, *lastly*, *first and foremost*, *consequently*, *therefore* and *nevertheless*.

It could be gleaned from the table that the most number of transitions include addition signals. *Addition* signals that more information is presented to support the ideas, which adds to the production of writing. The use of addition markers discloses an expansion of the ideas which the writers want to convey. The other indicators include *sequence* markers which present order or structure of the flow of ideas, *cause and effect* markers that disclose reason and outcome, while *contrasts* or *contradiction* unveil the difference and possible impact of the discussion of the theme to the audience.

Transitions connect one idea to another within a sentence or paragraph. Thus, it is noticeable that the transitional markers used were mostly between words such as the addition and while others are between sentences.

The devices connected the areas the writers are trying to build. Through the use of transitions, readers could follow through with ideas clearly while allowing them to have a sense of movement. (Using Transitions Effectively, n.d.). Hence, the use of transition markers allows the readers to make connections between stages in discourse development (Khedri, Heng, & Ebrahimi, 2013) and leads the readers to the ideas clearly to understand the writers' purpose and message. Consequently, findings imply that the use of addition markers clarifies and expounds the messages by providing additional information or ideas.

Frame Markers

Frame markers are an essential component of written discourse because they provide framing information about the boundaries or elements of texts and text structure (Hyland & Tse, 2004). Hence, they are the best representatives to signal explicit structuring of discourse acts and text stages (Hempel & Degard, 2006).

The table shows the frame markers used in the conference program messages with their corresponding functions.

Table 12
Frame Markers as Interactive Metadiscourse

FM functions	Corpus
Sequencing	<i>First of all, second, finally, first and foremost, prior to it, recently</i>
Labelling text stage	<i>Through the years, to this end, today, once in a while, in the end, a decade ago, over the course of history, over the last twelve years, since/ ever since, with this, to date, looking back, in the last few years, during the last/ next...days, earlier this year, from the turn of the century, by early...last year</i>
Announcing	<i>At this event, at the end of the day, this conference, at this juncture, for/ this year</i>

It could be seen in the table that 27 frame markers are used as interactive metadiscourse. These frame markers are categorized to function as sequencing, labeling text stage, and announcing cues. Thus, **labeling**, **sequencing**, and **announcing** frame markers are used to clarify the arguments for the readers. *First of all, second, finally, first and foremost, before it, recently* are used as **sequencing markers**. *Through the years, to this end, today, once in a while, in the end, a decade ago, over the course of history, over the last twelve years, since/ ever since, with this, to date, looking back, in the last few years, during the last/ next...days, earlier this year, from the turn of the century, by early...last year* are dominantly used as **labeling markers** while *At this event, at the end of the day, this conference, at this juncture, for/ this year* are used as **announcing markers** project the goals or purposes of the writers.

Data reveal that frame markers are used to show the text stages or organization or the discourse shifts. Furthermore, findings reveal that frame markers present a clear picture of the flow of information. **Sequencing** shows the order of [chunks] of information that leads to the next ideas. **Labeling** illustrates the time duration or the background of ideas while **announcing** markers declares the objectives or purposes of the ideas.

However, it could be gleaned that although 27 frame markers are accounted for, they are sparingly used in the messages. Although both transitions and frame markers outline the flow of ideas, data suggest that transitions, specifically the use of addition ‘and’ indicators are more apparent in the messages. It could be assessed that transitions appear both in the paragraphs and sentences while frame markers are mostly found at the beginning of each paragraph. Hence, the limitation of the number of paragraphs caused the minimal usage of frame markers.

One could conclude that the use of transitions and frame markers as interactive metadiscourse reveals the writers’ consideration of the audience by providing them cues on the organization of ideas in the messages.

2.2.2. Interactional resources are directed towards the writers where they express their stance towards what they write while trying to engage their audience into the text (Hyland, 2005). These interactional metadiscourse resources are categorized as *stance* and *engagement*.

2.2.2.1. Stance

Stance refers to the ways the writers introduce themselves in their writing. According to Hyland (2008), the writer’s attitude, textual voice, and personality are evident in his/her writing. *Hedges*, *boosters*, and *self- mentions* are the features of stance observable in the conference program messages.

Hedges

Hedges are features of stance which are employed to soften interpersonal imposition. These devices allow the writers to modify their statements by presenting appropriate, accurate, and cautious statements while giving the readers room for interpretation (Hyland, 1998).

Hedges have essential linguistic functions. Content- oriented categories helps the writer in presenting precise claim while reader-oriented hedges provide the readers the respect and recognition as they situate themselves in the written discourse (Kim & Lim, 2015). The most common form of hedging used in the study includes modal expressions. The use of modal words or expressions, called **Modals** or **Modality**, relates to the writers' expression of ability, permission, certainty, necessity, possibility, obligation, and willingness. Thus, modals provide information about the degree of doubt and certainty of the statements made by writers.

Table 13 presents the use of modals and their functions as used in the conference program messages.

Table 13
Modals used in the Conference Program messages

Modals
should, must, will, can, shall, may, would, and might

It could be seen in the table that the modal verbs used in the conference messages include **should, must, will, can, shall, may, would, and might**. Data show that the eight (8) modal verbs appeared in the conference messages in which modal *will* is the dominantly used while *might* is the least used.

Table 14 shows the functions of each modal verbs.

Table 14
Functions of Modals

Modals	Function	Sample Sentences
Will	To form future tenses; To complete conditional sentences, to express likelihood in the immediate present or to issue command Willingness or ability Request or offer	<i>We will have...</i> <i>You will enjoy...</i> <i>...will inspire...</i> <i>The X will hopefully generate the same enthusiasm...</i> <i>...which will be discussed...</i> <i>This will truly be an interesting learning experience for us all</i> <i>...will accomplish this task.</i> <i>...which will be held on ...</i> <i>In the end, I will leave you with...</i> <i>The conference will likewise serve as...</i> <i>Your outputs will inspire...</i> <i>This momentous event will shed light...</i> <i>We will help mankind and society...</i> <i>X will hold the WRF...</i> <i>...will be done on current issues ...</i> <i>We will have a nation...</i> <i>Together we will make a difference</i> <i>If I may be allowed to add...</i> <i>...so that they may continue...</i> <i>May our partnership...</i> <i>May this intellectual pursuit...</i> <i>May all participants/ of you...</i> <i>May the book of abstract...</i> <i>We may also find meaning...</i> <i>This conference can enormously...</i> <i>A comprehensive research can be created...</i> <i>This event can be...</i> <i>...which we hope can help detect...</i> <i>...we can find ways...</i> <i>...that varsity players can be both athletes and scholars</i> <i>...and entrepreneurs that can define...</i> <i>The roots of LAWE can be traced...</i> <i>...that we can expand...</i> <i>...we can arm ourselves...</i> <i>We can foresee a brighter future...</i> <i>I would like to ...</i> <i>which would impeccably...</i> <i>...that would not only raise...</i> <i>We would like to thank...</i> <i>His international conference would stimulate...</i> <i>Initiatives that would benefit ...</i> <i>...and would allow our experts...</i>
May	Possibility; permission; request; Acts as positive assumption towards an endeavor	
Can	Ability (physical, skill, availability) Permission; request	
Would	Permission; request hypothetical event or state (with or without a conditional structure) a future intention expressed in the past (past tense of will) a habitual or characteristic behavior, especially one that occurred in the past (Biber, et al., 1999) politeness or tentativeness common with requests and offers (Quirk et al., 1985)	
Must	Requirement; strong possibility Obligation Logical deduction	<i>...our individual achievement must likewise contribute</i> <i>...as well as the spirit of sacrifice, must become a part of</i> <i>...we still must underscore...</i> <i>We all must seek to replace...</i> <i>We must stand firm...</i> <i>Higher education institutions must discover...</i> <i>However, caution must be taken in...</i> <i>We must stand firm...</i> <i>Higher education institutions must discover...</i> <i>However, caution must be taken in...</i> <i>...innovation must therefore...</i> <i>...that the countries must respond...</i> <i>...the conference must have been tremendous</i> <i>...we must look beyond...</i> <i>...respect must be accorded...</i> <i>The new friendship shall result in ...</i> <i>X shall always endeavor...</i> <i>...we shall again sending out advisories...</i> <i>...should play a leading role</i> <i>...should be proud of...</i> <i>...a solid body that should redound...</i> <i>A researcher should always think...</i> <i>It might give rise to arguments ...</i>
Shall	Determination	
Should	Something right Acts as a form of imperative	
Might	Possibility	

Data reveal that among the modal verbs accounted in the messages, *will* is mostly used.

Will is used to forming future tenses, which expresses an immediate present, willingness, or ability to request or offer a complete conditional sentence. On the other hand, modal *may* is

used to point for a *possibility* or assumption of a successful conference outcome, which is generally seen at the latter part of the messages. It is also used as a form of a *request* to participate and enjoy the conference.

With the given samples, one could surmise that the writers did not only withhold but projected a total commitment to a proposition, though, indirectly. Modals showcase a humble attitude by attracting a possibility and request for a better connection with the readers. One could surmise that hedges act as an interpersonal strategy that put forward the writers' position in the discourse while building a relationship with the readers and securing acceptability in the writing community (Development). Moreover, the use of hedges reflects social interactions rather than the probability of statements, a strategy that enables the writers to acknowledge possible flaws in their claims (Munalim & Gonong, 2019).

Boosters

Boosters are devices that challenge alternatives with forceful voice by allowing the writer to signal certainty. In the context of the study, the researcher was able to account *for amplifiers* and *emphatics* as categories of boosters.

Table 15 presents the kinds of boosters used in the conference program messages.

Table 15
Boosters used in the Conference Program Messages

Boosters	
Amplifiers	<i>very, many, most, much, more, always, outmost, ultimately, too</i>
Emphatics	<i>indeed, especially, surely, of course, clearly, great, , certainly, really, so</i>

Table 15 shows 15 samples of amplifiers that include *very, many, most, much, more, always, outmost, ultimately, too, no doubt, definitely, very much, almost, and never*. At the

same time, 11 samples of emphatics are *indeed, especially, surely, of course, clearly, great, really, so, truly, surely, and deeply* used as boosters in the conference program messages.

The succeeding table presents the sample boosters as used in the messages.

Table 16
Sample Boosters as Used in the Conference program Messages

	Boosters	Examples
Amplifiers	<i>very, many, most, much, more, always, outmost, ultimately, too</i>	...that you have a very successful and productive annual conference ...we are very proud... This conference is very prestigious He is also very concern... I am very much delighted... X is again very much honored It gives me much pride... Thank you very much ...and support very much welcome ...a very encouraging number of countries... ...that dictates the collaboration of the mostincluding many outcomes... ...address the many imaginative ways... are all the more pronounce ...the need for more technological degrees... ...and ultimately in the world... Many thanks too to the local government...
Emphatics	<i>indeed, especially, surely, of course, clearly, great, certainly, really, so</i>	...ever more clearly... Clearly, there is a need for discussion... But especially thanks to our Key Speakers most especially for our paper presenters Surely, this momentous event... Will surely be of great help... This conference is indeed a good avenue... Indeed, I am deeply honored... Certainly, not in this respect I really understand... I greatly appreciate... —of different nations are greatly educated... It is a great honor... ...which is always demand... I have always been... ...which are always practical... Is so aptly as it is ...

Amplifiers or Amplification add further information to embellish a sentence or statement. The use of amplifiers increases the sentences or statements' readability and worth. The devices describe and repeat statements or ideas by making structural additions and giving other meanings. Thus, through the use of amplifiers, readers' intensity to read and attention is

brought back to the idea presented in the text (literarydevices.net.). While **emphatics** purposely specify the writer's strong emphasis on the arguments by incrementing the degree of certainty and increasing or strengthening the truth value of what is being emphasized (Bondi, 2008).

The use of **boosters** provides an allowance to close down alternatives where information can be shared, and group membership leads to a possibility of being accepted. Thus, the expression of writers' certainty and the readers' involvement with the topic, which eventually lead to solidarity, are exposed through the use of boosters (Fa-gen, 2012). Paltridge (2012) confirms that boosters emphasize certainty to convince people in the communication process. Moreover, boosters underline the writers' convictions in an argument where they emphasize certainty or close dialogue.

Self- mentions

Hyland in 2001 referred to self- mentions as the use of first-person pronouns and possessive adjectives in the presentation of propositional, affective, and interpersonal information of the author in the text. Self-mentions project authorial identity and adopt a particular stance to decide on the absence or presence of reference (Hyland, 2005).

Table 17 shows the self- mentions used in the conference program messages.

Table 17
Self-mentions as Forms of Stance Markers

Self-mentions	Sample phrases
I	<i>I look forward..., I welcome all..., I congratulate..., I salute! I do hope</i>
My	<i>My warmest greetings..., My personal respect...,</i>
Iam	<i>Iam so delighted..., ...how grateful Iam to all..., Iam pleased to share..., Iam sure..., Iam so grateful...</i>
Us	<i>Let us...for us...</i>
We	<i>We would..., we expect..., we hope...we are...</i>
Our	<i>Our event..., our venue..., our goal...,</i>

Data show that the accounted self-mentions include using first-person pronouns **'I', 'I am', 'me', 'my', 'us', 'we',** and **'our'**. It could be gleaned that these linguistic items which are associated with voice show the positioning of the writers in the texts. It could be gleaned that the dominant use of 'we', 'our', and 'us' suggest an invitation for inclusiveness and solidarity. On the other hand, the use of **'I', 'I am', 'me',** and **'my'** expresses the presence of the writers as authorities in the text.

The data disclose that through self-mentions, the writers enable to establish their presence in the messages. Hyland (2001), in his study, proved that the use of the first-person pronoun shows a broader range of self-mentioning and self-citations. At the same time, Stapleton (2002) believes that the first-person pronoun is an essential element in establishing self-identity. In addition, personal pronouns guide the readers in the message where the authors act as players in the discourse community (Fazilatfar & Naseri, 2014) while making personal involvement (Hyland, 2001; Tang and John, 1999).

Since writing is an expression of oneself, self-mentioning, the writers reflect an impression of the self, values, beliefs, and worldviews and make a stand about arguments, discipline, and readers are constructed. The use of self-mention allows the writers to project an authorial voice that encircles an accomplished sense of worth (Javran, 2014).

Fu (2012), in related studies, indicates that self-mentions are used to self-promote while reader-inclusive pronouns appeal to the reader's emotions. In addition, Almerfors (2018) concludes that the pronoun I communicate the writers' desire to do something instead of merely establishing a connection with the readers.

In sum, data reveal that through the use of hedges in the form of modals, boosters, and self-mentions, the expression of personal and professional attitudes while being cautious of

the degree of self-projection into the text was achieved. By establishing an appropriate attitude towards the readers and arguments, the writers successfully present their judgments, opinions, and commitments (Guinda & Hyland, 2012). The use of stance gives them the room to understand the readers' background, knowledge, personal traits, processing constraints which eventually allows them to interact with the audience. Thus, through the use of stance, the writers successfully acknowledge, negotiate, and construct social relations by helping the readers to a particular interpretation.

Furthermore, *stance* allows the writers to construct a textual persona. Pho (2013), as cited by Bahrami, Dowlatabadi, Yazdani, & Amerian (2018), indicates that writers project authorial presence and identity through stance. Their taking a stand is shaped by cultural options and socio-determined value positions in society (Bruce, 2016).

2.2.2.2. Engagement Markers

Engagement is a strategy used to involve the readers in the discourse as participants by acknowledging, recognizing, and focusing their attention while guiding them to interpretation (McCarthy, 1991). Notice that the engagement markers used in the conference program messages are classified as **reader pronouns** and **rhetorical questions**.

Reader Pronouns

Table 18 presents the use of reader pronouns as engagement markers.

Table 18
Reader Pronouns

Reader Pronouns	
second person pronouns	<i>you, your</i>
first person plural pronouns	<i>we, our</i>

The table shows two categories of reader pronouns used in the conference program messages: **first-person plural pronouns**, ‘we’ and ‘our’; and **second-person pronouns**, ‘you,’ ‘your,’ and yours.’

Data show that the first-person pronoun ‘we’ and second person pronoun ‘you are the commonly used reader pronouns in the messages.

Table 19 shows the presence of sample reader pronouns in the conference program messages.

Table 19
Reader Pronouns

Reader Pronouns	Samples
You/ your	<i>I wish you...</i> <i>I hope you...</i> <i>You are coming as ...</i> <i>You came from different regions...</i> <i>...we encourage you...</i> <i>If you see anything...</i> <i>...as you examine...</i> <i>...and wish you an enjoyable...</i> <i>...to all of you...</i> <i>...you are doing...</i> <i>I wish you...</i> <i>Since many of you...</i> <i>Some of you might...</i> <i>We appreciate your presence</i> <i>... congratulations for your...</i> <i>Enjoy your time...</i> <i>I look forward to your attendance...</i> <i>Your goal to bring...</i> <i>I hope that your animated discussions...</i> <i>... all of your delegates...</i> <i>Please support your fellow...</i> <i>Your choice of the venue...</i> <i>... with your efforts/ kindness...</i> <i>I wish you all in your success panels...</i> <i>We do hope that your participation...</i> <i>... to make your experience...</i> <i>... in your X journey</i>
We	<i>We are...</i> <i>We have...</i> <i>We are determined/ proud/ grateful...</i> <i>We now have...</i> <i>We can recollect...</i> <i>We have chosen the theme...</i> <i>We enjoy ...</i> <i>We will hear...</i> <i>We have to maintain our self respect...</i> <i>We must never forget...</i> <i>...as we come together...</i> <i>We can discover our</i> <i>We all know...</i> <i>We are also grateful...</i> <i>We expect that...</i>
Our	<i>We look forward...</i> <i>...for our main jobs.</i> <i>Our researches...</i> <i>It is our distinct privilege...</i> <i>Let us do our best</i> <i>May grace fill our hearts...</i> <i>Many of our students...</i> <i>...our sports community...</i> <i>Our students themselves...</i> <i>We would like to send our...</i> <i>...for our country's sake...</i> <i>...who continuously support us and our events.</i> <i>Our Institution has vision...</i>

It could be detected that the writers used the first-person plural pronouns **we** and **our**. The use of 'we' and 'our' aimed to interact and involve the audience in the discourse and express inclusiveness. Hyland, in 2001 reasoned that through the use of this form, readers may identify themselves as participants who share similarities with the writer as members of the same discipline. The use of '**we**' suggests a similar status between the writer and the reader (Hyland, 2005) and expresses peer solidarity by presuming mutual understanding and anticipating readers' potential points of view about the argument.

Data also show that the **second person pronoun** 'you,' including 'your' possessive form, was dominantly used. The second-person pronouns provide the cue that the writers seek interaction with the audience. Hence, second-person pronouns could be viewed as the most observable ways of bringing readers into a discourse. In the study conducted by Fu (2012), **you**, which usually occur at the initial position of clauses as the subject of the clause, implies that journals take a "you-attitude" in setting out their guidelines for authors, "which is an effective means of persuasion."

It could also be assessed that **you**, **your**, **we** and **our** come together in the same message most of the time. While a few contains both the first and second person points of view at the same time, thus:

*I wish **you** all the best and thank **you** for allowing us to host this important conference, where **we** all....*

This means that the point of view in the program messages could either be in the first-person point of view [using **we** and **our**] or the second-person point of view [using **you** and **your**]. The use of these points of view discloses the involvement of the writers in the messages and the engagement of the audience by affiliating them through the interactive (you) pronoun. Hence, reducing the gap between writer and reader.

Rhetorical Questions

A rhetorical question is a strategy used in engaging readers in the arguments. The following excerpts are samples of rhetorical **questions** reflected in the program messages:

Why is it that many people around the world, despite the economic progress, are becoming less humane, unhappy, more aggressive?

Why the focus on online child protection in the campaign against cybercrime?

What is that the X (ATIEE, Inc.) cannot do?

Is it just Science and Technology? What is the role of creativity? How much depend on culture, History or attitudes of various individuals and population?

What are the necessary and important roles of government, academe, industry, the technical community, and the ecosystem of entrepreneurs and investors? Can these roles be defined with clarity on the boundaries? Do we understand global markets? Do we have the technology solutions for global market product demands?

...How can we secure the sustainable growth of our sector without compromising the natural and cultural resources of our planet?

Hyland (2002) states that **rhetorical questions** serve as a critical approach in involving, inviting, encouraging curiosity, and guiding readers towards their viewpoints. In the given samples, questions function as an invitation to the readers to interact with the writers. Since the readers are considered to have similar interests in the issues raised, the writers could exhibit an authoritative impact by trying to trigger the critical minds of the audience.

Rhetorical question forms are techniques or language used to convey a point or convince an audience without anticipating responses. Question forms are an illocutionary force of insertion that acts as a persuasive form of asserting a point implicitly by insinuating a point, triggering an opposite but implied response, and even encouraging a reflection of the answers to the questions (Han, 2002). On the other hand, one could detect that the questions were asked not only to solicit answers but also to evoke participation, stimulate the discussion, and eventually challenge the readers to engage in the discourse fully. It could be gleaned that

the questions were semantically/ functionally used as a statement or a claim to tell the readers the answer or that the question is already known, or that nobody, not even them, knows the answer (Abioye, 2011). Thus, question form functions as a challenge or eye-opener to the audience, suggesting an interaction between the writer and readers.

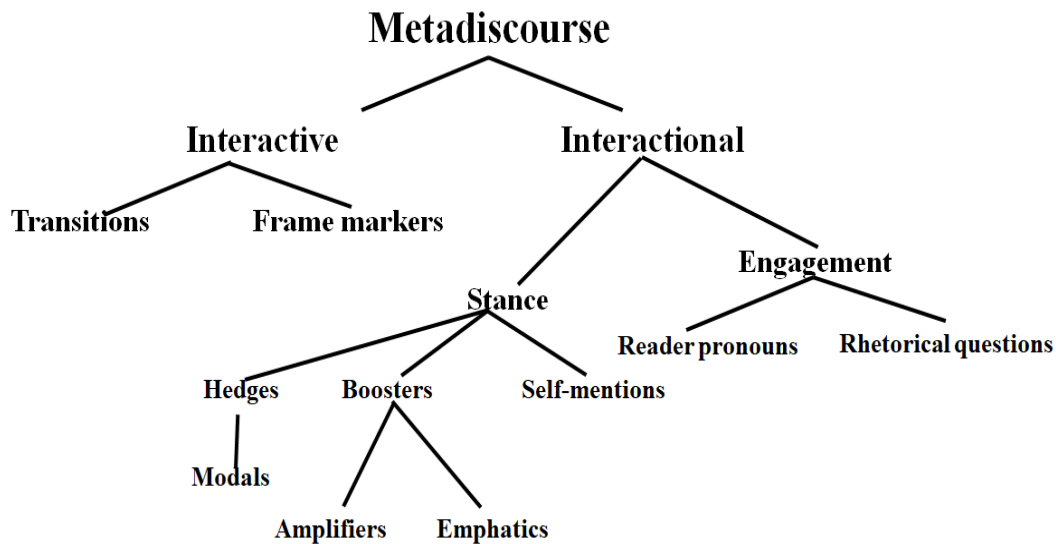
As much as question forms act as engagement resources to solicit interaction and create rapport, rhetorical questions also tend to shape common ground such as looking at things, interests, attitudes, values, experiences, and perceptions. Hence, collective identities or identification are being established.

In sum, findings expose that engagement markers allow the meeting of the readers' expectation of inclusion. Readers are guided and included in the discourse at critical points by pulling them along with their arguments, anticipating possible objections through questions and directives, and aligning the dimension by recognizing the presence of their readers using the engagement markers (Hyland 2001:2005). As Sahragard & Yazdanpanahi (2007), engagement markers are used to attract and engage more readers. Rhetorical patterns similar to readers' intuitions are produced to create a more personal and explicitly involved position.

The conference program messages reflect a sense of engagement by building connections with readers. The writers were able to position themselves in the discourse and stress solidarity by guiding the readers' thinking, anticipating possible objections, and predicting their possible reactions to the arguments (Hyland, 2001).

To summarize, Figure 4 shows the metadiscourse elements used in the study.

Figure 4
Metadiscourse Elements used in the Study



The figure shows that the metadiscourse elements used in the study are divided into two, namely, interactive and interactional. Interactive metadiscourse features include transitions and frame markers, while the Interactional features consist of two categories: stance and engagement. Stance includes hedges where modals belong, self-mentions, and boosters where amplifiers and emphatics are contained. Engagement involves reader pronouns and rhetorical questions.

In general, metadiscourse, as unveiled in the study, describes how ideas are organized and signaled writers' attitudes and assists the readers by negotiating and engaging them in the text (Anwardeen, Luyee, Gabriel, & Kalajahi, 2013). The interactive plane acted as the text constructor, which informed the reader of what was going on. Thus, interactive resources focus on cues that signal the arrangement of texts according to the reader's background (Hunston, 2000). On the other hand, interpersonal resources involved the audience in developing the text by shaping and constraining the texts (Fa-gen, 2012). A strong relationship and interaction

between the writers and readers are established in the conference program messages through the use of metadiscourse markers.

As Hyland (2010) states, through metadiscourse, relationships and social interaction between writers and readers are revealed. (Alyousef, 2015) in a related study, concluded that the use of these linguistic elements is vital in revealing how students engage with different texts while maximizing their learning experience.

2.3. Linguistic Styles Used in the Program Messages

Style of writing varies accordingly. Different kinds of writing are characterized based on the linguistic styles employed in the texts by which identities are established (Pennebaker & King, 1999).

According to Tannen (1995), linguistic style means writing patterns that include several features. The writing style is articulated through various linguistic elements, also characterized as linguistic features and influenced by several factors (Schwartz et al., 2017). In the same manner, Haqqo (2016), citing Romane (1994), mentioned that styles are not only linguistic features but also exhibit social correlations in such a way that writing styles are dependent on situation and context.

In the analysis of the linguistic styles, the manifestation of the following is extracted in the conference messages:

2.3.1. Code-switching

Code-switching (CS) is a variety of language styles where the language used in the text shifts from one code to another for various purposes (Hall & Nilep, 2015).

The overall conference program copies were undeniably written in the English language. Thus, English is the language of international conference programs. However, that switching of codes is visible in the texts:

The following samples are the accounted ‘codes’ used in the messages other than English:

Mabuhay!
Mabuhay kayong lahat! Mabuhay ang UP!
Mabuhay po tayong/ kayong lahat!
Mabuhay IAMURE Multidisciplinary Research

Marami po ng salamat
Maraming salamat po at mabuhay tayong lahat!
Maraming salamat at magkita-kita po tayo.

Ako para sa Bata (Iam for Children)

**Mabuhay means long live*

**Maraming salamat means many thanks*

**po is an enclitic equivalent to politeness*

**tayo/ tayong lahat means all of us*

The Filipino language is evident in most of the messages aside from the dominant English language. Most could be found at the end of the message structures, while some are placed at the beginning as a form of greeting.

While other Filipino codes are inserted within the sentences like in the following samples:

Again, congratulations and **mabuhay!**
 Congratulations and **Mabuhay!**
 Good luck to all the participants at **mabuhay po kayo**
 Goodluck and **Mabuhay!**
 Thank you and **mabuhay!**
 To all the delegates, welcome and **mabuhay!**
Mabuhay and cheers!

It could be gleaned that code-switching includes the use of English and Philippine regional languages in some program messages.

Damo nga Salamat (Many thanks, Waray)
Daghang Salamat (Many thanks Davao)
Sapay Koma ken Kabunian, ta matagotago tako am-in! (Nothing is impossible to God, God bless us and our beloved homeland, Kankana-ey, Mt. Province)
Maayong pag-abot sa Sugbo! Welcome to the festive Queen City of the South (Welcome to Cebu, Cebu)
Maayong pag-abot sa Cebu/ Davao
Madayaw! (Move forward, Davao)
 By the grace of the almighty God, “**Gawis ay Mountain Province**”. (Goodness is in Mt. Province, Mt. Province)

Furthermore, data reveal that some code-switched languages involve English and other countries first languages, thus:

Alegria de vivir (joy of living, Spanish)
Calidad Humana (Human compassion, Spanish)
Mistad Civica (Civic Friendship, Spanish)
 -Chile Ambassador
Gamsahamnida! (I am thankful, South Korean)
 -South Korean Ambassador
Finally, I would like to greet you all a warm Thai greeting, sawasdee krab! (hi/hello)
Khop kun! (Thank you) Thank you! (Thai)
 -ICPD President, Thailand
Om Shant, Shant, Shant Om (an invocation of peace, Buddhist/Hindu chant)
 -University President, Bali Indonesia

Some messages include using of native or official languages of certain countries like Mexico, Korea, Thailand, and Indonesia as evidence of the writers' national identity.

On the other hand, the use of other codes or code-switching is used in academic institutions as tag lines or trademark expressions such as:

<i>Animo La Salle! (Spirit, La Salle)</i> <i>Mabuhay ang mga guro para sa bayan! Padayon UP! (Let's move forward, UP)</i>
--

Animo La Salle is a Latin term used by La Salle University as its trademark expression. In the case of *padayon*, it is a term used in several Visayan languages to mean "move on." The UP President Pascual adopted the term as a kind of clarion call for UP. He often ends his speeches "*Padayon, UP!*" to mean "Let us move forward, UP!" Accordingly, it generates meanings and reflects the institutions standard established as a norm in society, changing over time and opening new vistas and insights into people's lives (Tan, 2016).

Code-switching is used as a linguistic tool to reinforce and negotiate social factors such as identity, social positions, ethnic identity, level of education, interpersonal relationship, and solidarity (Kieswetter, 1995 as cited by Rose, Suzanne, 2006). The use of CS allows the unpacking of social identity, which eventually unravels ethnic identity (Garcia-Sanchez, 2010) to represent this affiliation while claiming identity.

Structurally speaking, data show that most of the code-switched samples occur either at the beginning of the sentence boundaries as forms of greetings and thanks. This kind of code-switching is called intersentential code-switching. However, there are some which could be found in the middle of the text, such as:

*...but less human enrichment and less “**alegría de vivir**”
I am talking about a human, objective attitude, what we call in Spanish “**Calidad Humana**”, roughly translated in English as Human Compassion, Humaneness, Human Tone
...it is not possible to have what we in Spanish call “**Amistad Cívica**”, “Civic Friendship... (2013)*

This kind of code-switching is called extra-sentential or Tag switching, where tag phrases or words from one language are used and inserted in the second (Hassan, Abubakr, & Muhedeen, 2019). According to Muysken (2000), the insertion of a lexical unit from one language to another language in the sentence functions to highlight the locality of the writer to provide emphasis about something, to repeat or to clarify, or a way to create links between writers’ identities. Insertion serves as a negotiation strategy, a re-accommodation or construction of multiple identities to represent individual identity construction, which for some is already constructed, but for others, it is in the process of construction (Velasquez M. C., 2010).

Notice that using other languages reinforces a shared ethnic identity and signals an in-group identity or the so-called ‘we’ code. The presence of a regional or native language that marks a simple/automatic membership, empathy, and solidarity projects an identification to a particular ethnic group, a ‘they’ code associated with an out-group identity. The exemplified in-group and out-group kinds of CS lead to identifying belongingness to the same and different ethnic groups while trying to extend an affiliation.

The data reveal that the utilization of CS patterns (re) constructs and negotiates individual and interactional aspects of identities. CS allows the positioning of the writers in the text. The different CS patterns exhibited multifaceted identities and became a means for

identity expression and belonging signalization (Tung, 2013), which emphasizes self-identity and marks group membership and solidarity. According to Meyerhof (2006), “speakers drive their style shifts to an addressee from the characteristics that they associate with the speech of the group as a whole. The use or inclusion of code-switch language manifests a feeling of solidarity where the writers situate themselves in the locality of the conference. The use of local language provides the audience the idea of identification and solidarity.

Based on the sample data, it can be viewed that CS is displayed in social practices as linguistic styles which serve as a key element in building and negotiating collective identity. De Fina (2007) mentioned that CS is regarded as an interactional achievement built in an existing social context in expanding the social constructionist perspective.

2.3. 2. Language of Religion

One unique characteristic of the messages in the programs is the inclusion and acknowledgment of an external force, a supreme power as an intervening action as reflected in the language use. Observe the following statements:

*May/ God bless us all
Stay blessed
Have a blessed time...
...We continuously ask for guidance and wisdom from our Heavenly Father...
I pray that our Almighty God shall provide...
Godspeed
By the grace of the Almighty God...
To God is the Glory
It is my prayer...
I pray for your fruitful conference
Sapay Koma ken Kabunian, ta matagotago tako am-in! (Nothing is impossible to God,
God bless us and our beloved homeland, Kankana-ey, Mt. Province)*

The citation of "God" and "blessing" reveals a culture of religiosity. The Philippines is a Christian society. Hence, it could be detected from the messages the invocation of divine guidance for the conference's success. The inclusion of the lines "*God bless us all*", "*...from our Heavenly father...*" indicate the acknowledgment of a supreme being who '*shall provide*,' '*bless us all*' and could grant a '*fruitful conference*.'

Batara (2015) citing Abad (2001); Clemente et al. (2008) and Enriquez (1978) said that Filipinos are generally religious. He added that the value of *maka-Diyos* being central to Filipino lives is present in *pakikipagkapwa* and translated into their social behavior and activities. Their religiosity, which is perceived to provide armor against anguish and a key towards a flourishing life, may somehow reflect Southeast Asian culture, which is evident in the conference messages, a common practice among religious countries such as the Philippines.

2.3.3. Polite Expressions

Politeness as a linguistic feature is an essential aspect of social interaction, customarily associated with social norms and is culturally decided. Mansoor (2018), in her consolidation of the idea of politeness, accounted that politeness aims to establish rapport and good relation by showing awareness and considerations of the readers (Crystal, 1997; Eelen, 2001; Scovel, 1998, Watts, 2003; Leech, 1983; Yule, 1996; Gleason and Ratner, 1998; Lakoff, 1990; Brown and Levinson, 1978). Such in:

My salute to all researcher-participants of this noble and laudable undertaking.
I/we would like to thank/ special thanks to...
I am humbled. I shall be forever grateful to them.
We also appreciate the support...
Many thanks too...
Thank you for deciding to be part of...
We are also grateful...

*I/we thank you/the organizers
I would like to take this opportunity to express my sincere thanks...
Please take advantage of the breaks to meet and discuss with your fellow researchers...
Please explore the website...
Please make the best of this annual meeting and enjoy the camaraderie
Greetings!
Dear/ colleagues....
Sincerely/yours... / yours truly*

One could detect that the conference program messages hint at traces of **politeness**. The introduction, which contains greetings, acknowledgment, and commendation, presents a culture of positive politeness. The concept of **approbation**, the strategic use of praise, acceptance, commonalities, and understanding, manages threats to other people's faces. In addition, the formulaic greetings, which are apparent through the use of lexical bundles, reflect a highly ritualistic interaction of taking on a face (Redmond, 2015). To expound, these strategies articulated as "conversational routines," "politeness formulas," and "compliment formulas" serve as avenues for initiating ... maintaining ... and terminating conversation" (Janney & Ardnt, 1992).

Furthermore, the use of metadiscourse which seems to be culturally induced, functions as politeness strategies (Larsson, 2017). The use of interactional elements such as stance and engagement implicitly demonstrate polite manners by down-toning or indirectly stating facts and acknowledging the presence of the readers. They operate as mitigators (Karimkhanlooie & Vaezi, 2007; AlAfnan, 2014) and exhibit politeness strategy (Hollinger, 2005), which contributes to shaping polite communication.

Politeness and **indirectness** are also demonstrated through hedging as the writers indirectly build their arguments in the messages. These are parallel to the findings revealed in Munalim & Gonong's (2019) study, where hedges make indirect and polite statements.

Data show that politeness is an essential component of stance (Almerfors, 2018). The messages reveal an active connection between the writers and readers [through the use of us] by engaging them in the communication. Similarly, engagement markers serve as a vehicle for politeness in written texts. One could sense that the authors tried to bond with the readers instead of directly asserting themselves (Myers, 1989). As such, **politeness** becomes a vital aspect of the engagement. Brown and Levinson (2006) concluded that despite differences in culture, the concept of a face or the mutual knowledge of members' public self-image is universal in interaction.

The influence of culture and rhetorical structures in the L1 on L2 writing is also a viable approach to how engagement is used by non-native speakers (Almerfors, 2018). The use of deixis, which implies the speaker's social position to the hearer, also exhibits politeness (Sadeghogli, H & Niroomand, 2016). Cupach and Imahori (1993) state that CS is also associated with being polite/ indirect aspects of social identity. In addition, CS as a directive and integrative function is used as greetings, conventional modes of address, imperatives, exclamations as an interactive structure to ensure cooperation and maintain face (Yankova & Vassileva, 2013).

Crystal (1995) and Mansoor (2018) believe that politeness reveals a connection between language and the norms of social behavior such as courtesy, rapport, and the like. Politeness is a universal concept (Sadeghogli & Niroomand, 2016). Thus, it could be gleaned that the instigation of politeness can be accounted as a norm imposed by social conventions (Huang, 2008).

2.3.4. Positive Tone

Tone refers to the writer's attitude expressed through the words used in the text. It is a stylistic approach to expressing an attitude towards the subject. Similarly, **positive language** uses phrases to express a **positive** and **supportive tone** to establish a good relationship (Carlaw, 2010).

The use of *I wish I hope, I'm looking forward, May the...* pertain to a positive tone.

These phrases exhibited an optimistic assumption of the outcome of the events, which unveils a positive identity. As cited by (Morgan & Creary, 2011), positive identity is a product of infused qualities associated with people of good character. This positive identity holds the writer's personal, relational, and social identities. In their study on Filipino psychology, Bernardo, Datu & King (2018) concluded that the use of these phrases reflects the writers' role-identity by aligning the writers' messages with the expectations of the audience. Through group identification, writers tried to categorize themselves as part of the social group and associated themselves as members, sharing the same emotional and social involvement with the other group members (Bernardo, Datu, & King, 2018).

2. 4. Others Linguistic Elements

2.4.1. Deictics

Deictic expressions are words or phrases that point out the different meanings the words have in various situations. Deixis is a lexical element that serves as a speech function through the use of points. Since deictics involve the relationship between the structure of languages and the contexts in which they are used, they serve in realizing what is close to the writer and what is not. Deixis defines the author's 'situatedness' in the rhetorical space

(Zupnik, 1994) by showing the interconnectedness between the text and its visual representation (Aijmer & Stentrom, 2004).

Table 20 shows the deictics dominantly appeared in the program messages:

Table 20
Deictics

Category	Example
Spatial Deixis	this, here
Time Deixis	Now, today

The table shows that there are four (4) deictics used in the messages. Such include *this*, *here*, *now*, and *today* which were used in 91 conference program messages. Findings show that deixis *this* is mainly used. It is followed by *here* and *now*, while *today* is the least used deixis.

The following table shows the category in which they are classified.

Table 21
Categories of Deictics

Category	Example	Excerpts
Spatial Deixis	this, here	<i>This conference /event/ festival...</i> <i>Naturally, this has resulted...</i> <i>Putting this conference together...</i> <i>This year's theme...</i> <i>Brought by this event...</i> <i>With this, X is ...</i> <i>An apt theme for this,</i> <i>The theme of this year's conference...</i> <i>This brings to mind...</i> <i>to this day where academicians...</i> <i>This conference...</i> <i>This is the first time...</i> <i>I wish this gathering...</i> <i>We continue to champion this cause</i> <i>The X is now hosting esteemed speakers...</i> <i>,there are now...</i> <i>It is now ever more import</i> <i>Now, this...</i> <i>We are now witnessing...</i> <i>As for now,</i> <i>We now have 16 international journals...</i> <i>You can now verify...</i>
Time Deixis	Now, today	Wishing you all a wonderful stay here in Clark <i>...and the experiences we got here...</i> <i>By gathering here, we accept...</i> <i>...training that is carried out here...</i> <i>...and the experiences we got here...</i> <i>...that it will be held here in the Philippines...</i> <i>...we are here on earth not in paradise</i>

Space or place deictics express tangible objects and locations. Place deixis expresses fundamental significance in which demonstratives such as *this* always express some sense of proximity. *Here* functions as a pronoun, a determiner, and an adverb and as a reference to location. (Diessel, 2012) concluded that *here* establishes joint attention in communication and a basis in organizing interaction. Thus, *here* refers to something relatively precise in the local setting (Aijmer & Stentrom, 2004)

It could be viewed that through the use of demonstratives, *this* and *here*, the readers' attentions are focused on the discourse contexts, which serve as a spatial reference frame. On the other hand, *now*, as temporal (or time) *deixis* refers to the very moment of the speech event, the period which concerns the time of encoding and decoding (Simpson, 1993) and reflects both tense marking and temporal adverbs (Williams, 2019). *Now* deixis is a time marker that aims to 'locate' an event relative to the moment of the writing, which is often realized by spatial terms.

Deictic expressions are communicative devices used to establish links to a shared domain- in space and time with the audience (Misra, 2012). By presenting the spatio-temporal background, the audience is invited to participate in the discourse. Thus, the use of deictics conditions the audience of the idea presented and take part in it. Furthermore, the use of deictics positions the audience in the discourse (Verdonk, 2010).

2.4.2. Generic pronoun '*all*'

Pronouns are linguistic items that project social relevance because they indicate social distance or proximity between the writers and the readers. **All** can be considered as a determiner (quantifier), pre-determiner, a pronoun, or an adverb (macmillamdictionary.com)

which could be counted either as singular or plural depending on how it is used in the sentence. However, more than the grammatical function, it is also evident that pronoun **all** manifests a pragmatic function of **inclusiveness**. Data suggest that the pronoun all involves and includes the audience in the message. Thus, the unconscious claim for **solidarity** is apparent [by conjoining the audience], which indirectly symbolizes social relation as evident in the following samples:

All of you
*May we **all** learn/ find...*
*I/We wish you **all**...*
*...thank **all** who are...*
*...we **all** need to be relevant...*
*My salute to **all**...*
*Greetings to **all** participants...*
*...honored to welcome **all** of you...*
*...in which we could **all** excel.*
*I thank **all**...*
*I invite you **all**...*
*I look forward to welcoming **all** of you..*
*I am delighted to have you **all**...*
*Let us **all** have...*
*See you **all** on top*

2.4.3. Addition and Reiterations

Also, **Again** and **Once again** are forms of additions and reiterations. **Also** is an adverb normally used as a transition to connect sentences and paragraphs. Data shows that the conference programs used **also** as a device in supplementing information. While the use of *again* and *once again* indicates reiterations. In the given samples:

*I **also** invite you...*
*Let me **also** take this opportunity...*
*We are **also** grateful...*
*I would **also** like...*
*...that we may **also** find meaning ...*
*We will **also** provide teacher represented workshops...*
*Please extend **also** my gratitude to...*
*It can **also** change...*
*X will **also** ensure...*
*We **also** welcome you...*
*Let me **also** welcome...*
*We **also** wish...*

It could be gleaned that **also** functions as a clarificatory signal or reminder of the idea presented. In the same manner, the adverb **again** and the phrase **once again**, meaning once more, were used as transitional markers and used to **repeat** or **reiterate** an idea.

Once/Again, congratulations
Once/ Again, thank you very much
*Congratulations **again** to X...*
***Once again**, X is hosting...*
*X is **again** very much honored*
***Once again**, thank you...*
***Again**, thank you for deciding to be part...*
*We shall **again** be sending...*
*Seeing you all **again**...*
*I am delighted that I am **again**...*
*Binging the X congress **once again** to its home...*

Data disclose that using these linguistic items establishes a sense of clarity by consciously conveying important points to the audience. Thus, the use of *also* again and once again highlights ideas by alerting the audience through **reminder** or **reiteration**. The use of these linguistic items reveals that the messages consciously try to stress something previously said to achieve **clarity** of information or idea. Thus, strengthening the identity of clarity and inclusiveness

3. Construction of Linguistic Identity Through the Use of Linguistic Features

Features of language mark a certain linguistic identity, according to Lynggard (2019). Through discourse analysis, the study tried to account for how the linguistic identity of conference program messages was constructed through linguistic features. These features of language marked specific discourse group-program messages in international conferences.

Findings reveal that the presence or use of selected linguistic features- *lexical bundles*, *metadiscourse elements*, *linguistic styles*, and *other linguistic items* such as deictics, generic

pronoun all, and addition and reiterations enable the construction of identity of the conference program messages. Data divulge that linguistic features in the conference program messages exhibit identity while negotiating meaning in the texts. Bucholtz and Hall (2005) mentioned that through linguistic structures, labels, stances, and styles, identities may be linguistically indexed. Thus, it could be sensed that linguistic features play a pivotal role in constructing linguistic identity.

The conference program messages are identified to have negotiated a common ground in expressing information: The use of transitions and frame markers facilitated the shifting of ideas and a smooth flow of information. Notice that the presentation of themes and sequence of paragraph organization disclose a **linear** and **clear** presentation of ideas.

Moreover, findings reveal that the conference program messages create an **interactional** and **inclusive environment**. Through the aid of lexical bundles, additions, and reiterations, deictics, and boosters, the readers are provided with ease in deciphering the purpose of the messages. The use of generic pronoun all, including the use of engagement markers like reader pronouns and rhetorical questions, creates an interactional atmosphere and establishes **inclusiveness** between and among all the participants in the discourse. As such, the messages are identified to exhibit an **interactive** and **engaging** atmosphere because the writers tried to interact with the audience through the use of the pronouns you, we, and our and rhetorical questions [as forms of engagement]. Moreover, it could be detected that the writers' involvement of the audience in the discourse (Fa-gen, 2012) strengthens the **identity of solidarity**.

In the development of well-structured messages, the use of hedging redirects impact while boosting amplifies the arguments. The linguistic features also reveal that the conference

messages, despite the nature of the activities- research conferences mark a welcoming atmosphere as Hyland accounted that soft field articles use more hedges and boosters to make arguments.

On the one hand, it could be gleaned that linguistic features unveil a sense of authority while being interactive. The use of self-mentions gives the writers a sense of **authority**, while the lexical bundle *in/on behalf* of illustrates **representation**. These stance elements provided the writers the textual voice. As such, the use of metadiscourse unveils a space for the writer's stance (Sahragard & Yazdanpanahi, 2017) and audience participation (Alyousef, 2015) which implies social interaction (Hyland, 2000).

The different linguistic styles visibly create a sense of linguistic identity. Code-switching is closely associated with identity expression. Various codes could be viewed as an automatic indicator of membership in a particular ethnic or socioeconomic group. The switching of codes also expresses either **empathy** or **solidarity** as a form of identity. Thus, CS allows the expression of identities, which creates a sense of closeness both to culture and family (Lo, 2007; Fine, 2009; Velasquez, 2010).

Furthermore, since CS is cultural, it is socially motivated (Al Abdely, 2016). The use of CS allows the “negotiation of change in the social distance” (Hassan, Abubakr, & Muhedeen, 2019). The study of Nafa (2013), which focused on the conventions of Social Constructionism, states that individuals have some agency to subjectively (re)create their reality. As to Georgakopoulou and Finnis (2009), CS triggers creating a desirable persona for different stances and making sense of the experiences. Thus, when writers change their codes, they take a stance in communication, a momentary or enduring attitude towards their content

of writing (Sert, 2005) which is identified as a **self-representation attitude** (Munoz & Mora, 2006).

The presence/ inclusion of religious phrases also contributes to the linguistic identity of messages. Despite the scientific and technical nature of the conferences, the writers demonstrate a **religious identity**, a characteristic typical to Christian nations like the Philippines.

The linguistic features used in the messages depict an image of **politeness**. Politeness is a sociocultural phenomenon. Politeness plays an essential role in making interactions more fluid and harmonious. Social identities are negotiated in interaction events between participants through the so-called “politeness strategies,” which is considered a key concept in social interaction situations (Garin).

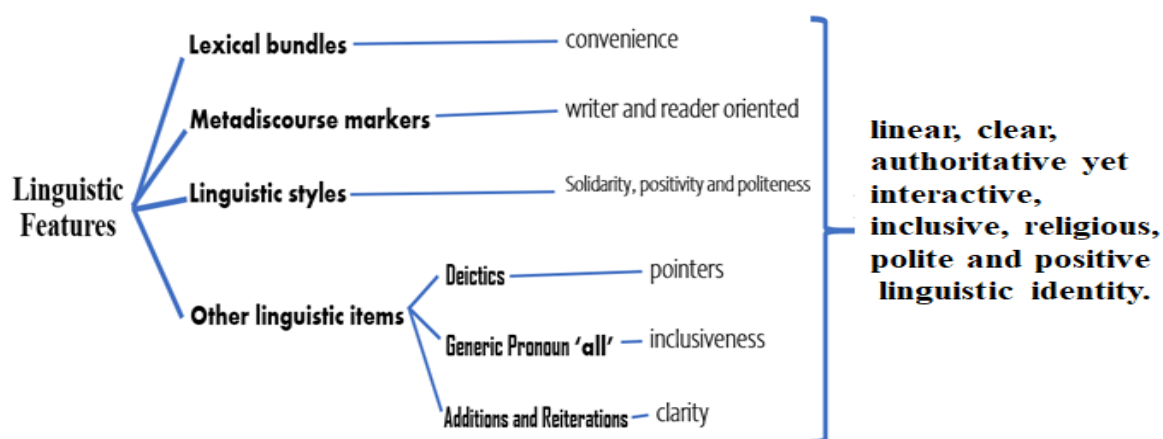
It could be seen that the tone of the messages shows pieces of evidence of a **positive attitude**. In the closing part of the messages, the writers utilized lexical bundles such as *I hope*, *I wish*, and *I am looking forward*, which suggest a positive outlook towards the outcomes of the conferences.

Therefore, it could be surmised that linguistic features manifest a social construction of **linguistic identity**. The way linguistic features were used in writing the program messages displays a collective linguistic identity (Paltridge, 2012). Data illustrate that the manifestations of linguistic features such as lexical bundles, the universal pronoun ‘all,’ addition and reiteration, deixis and metadiscourse, and linguistic styles show the construction of a **linear, clear, authoritative yet interactive, inclusive, religious, polite, and positive linguistic identity** of the conference program messages. The shared linguistic features of the messages, despite the diversity of the writers’ background and the nature of the conferences, manifest a

collective linear, clear, authoritative yet interactive, inclusive, religious, polite, and positive linguistic identity. This collective identity in written discourse emerged from social practices in the discourse community (Zhang & Huxham, 2019). Considering that writing is a social practice, writers' identity is constructed, negotiated, and created through social practice (Kuhi & Rahimivand, 2011).

Figure 5 shows how linguistic features in the messages constructed linguistic identity:

Figure 5.
Linguistic Identity of conference program messages as constructed through the use of Linguistic Features



The figure illustrates the manifestations of linguistic features such as lexical bundles, metadiscourse elements, linguistic styles, and other linguistic elements such as deictics, the generic pronoun 'all,' and addition and reiteration, which are embedded in the structure construct the identity of the conference program messages. The conference program messages are characterized by convenience or ease in reading, directed towards writers' authority and readers' engagement which shows a sense of solidarity, positivity, and politeness and reflects

inclusiveness and clarity. Therefore, the conference program messages show linear, clear, authoritative yet interactive, inclusive, religious, polite, and positive linguistic identity.

CHAPTER 4

Summary, Conclusion and Recommendations

Summary of the Study

This study titled Linguistic Identity of Conference Messages in the Philippines was conducted to uncover the linguistic identity of international conference program messages held in the Philippines from 2013-2018.

Specifically, this study tried to realize the following objectives:

1. Determine the structure of the conference program messages;
2. Examine the linguistic features that characterize a certain group of writers in terms of:
 - 2.1. lexical bundles
 - 2.2. metadiscourse
 - 2.2.1. interactive features
 - 2.2.2. interactional devices
 - 2.3. Linguistic styles
 - 2.3.1. Code-switching;
 - 2.3.2. Language of religion
 - 2.3.3. Polite expressions
 - 2.3.4. Positive tone
 - 2.4. Other linguistic elements; and,
3. Explain how identity gets constructed with the use of linguistic features

In exploring how linguistic identity got constructed in the discourse of international conference messages, 246 messages from 100 conference programs were selected from

different international multidisciplinary conferences. All the conferences were held in the Philippines from the year 2013 to 2018.

To gather data, the researcher utilized the snowball technique and qualitative discourse analysis to evaluate the data and establish the construction of linguistic identity. After thorough scrutiny of the data, findings were analyzed, interpreted, and presented.

Summary of Results

Based on the gathered data, the following findings are summarized:

1. The messages are generally composed of 4-5 paragraphs. These paragraphs include **an introduction, conference details, and closing** components present in the messages.

The structure details that the **introduction** part generally contains expressions that signal *greetings, welcome, and recognition*. These three main components of introduction are found to be recurrent in the conference program messages. On the other hand, some basic information could also be found in the introductory paragraph of some messages.

Data show that the messages contain *congratulations, commendation, acknowledgment, and appreciation* as forms of recognition. It is also noticeable that *acknowledgment, commendation, and congratulations* are frequently used among these forms of recognition, while *appreciation* is the least observable form of recognition due to associated meaning.

The **conference details** expound information about the organizations and conferences by citing and discussing either the *details about the conferences or conference overview, about the theme objectives, significance of the events, and the background details/ history of the conferences, including the importance of research*. However, data

show that among the contents of the conference details importance of research is of minimal use. This detail entails that since the conferences are about research presentations, the writers, instead, highlighted the conferences and organizations' details and objectives.

The **closing part** contains either the *writers' positive outlook towards the outcome of the conferences or the extension of support and invitation to visit the locality of the venue*. It is noticeable that the *writers' expression of positive outlook towards the outcome of the conferences*, which suggests unified purpose is more evident than the *support of the conference and invitation to visit the locality*, which is seldom displayed in the messages.

2. Data show that the use of certain linguistic features in the conference program messages characterize the conference program writers in a manner that:

2.1. The use of **lexical bundles** expresses the writers' stance or attitude about the proposition. At the same time, it enables the convenience of processing and producing through recognizable patterns, which provide immediate clues on the ideas presented in the messages. Out of the 18 lexical bundles accounted in the conference program messages, *Thank you/ I /we thank you [very much], I hope/ hopefully, We/I[warmly] welcome [to the]/ welcoming to the..., I congratulate/ My congratulations, and I wish/ wishing you all/best wishes* are dominantly used in messages. While *warm/warmest greetings [to all]/of salutation/ felicitation, on behalf/ in behalf, I commend/acknowledge, My felicitation/ appreciation, to all the delegates, I want to extend, my...great pleasure/pleasure to...like to express my/ our gratitude...please allow...I am/ we are honored/ privilege,...look forward..., Sincerely yours and Mabuhay/ po tayong/ kayong lahat (May you/ we live long)* are

also found to be used in the messages but at the minimal level since they are options expressing similar meanings.

2.2. **Metadiscourse markers** are heavily used in the conference program messages, which expose how the writers' ideas are organized and unveil their attitudes in writing- their way of negotiating and engaging readers in the text. Specifically:

2.2.1. In terms of **interactive markers**, which reflect the writers' awareness of the audience, **transitions** reveal *addition, sequence, cause and effect*, and *contrasts or contradiction* indicators. Among the accounted transition markers, addition 'and,' used to link ideas and make the writing flow better is found to be heavily used while the rest of the indicators are optional. Thus, the dominant use of '*and*' discloses an expansion and clarification of the ideas which the writers want to convey.

Frame markers divided into three functions: *sequencing, labeling*, and *announcing*, are used sparingly. However, despite the limited use, the 27 accounted frame markers are used to signal discourse structure and text stages.

Data also reveal that transitions are more recurrent in the messages than frame markers because transitions appear between sentences and paragraphs while the latter mostly appear at the beginning of the paragraphs.

2.2.2. In terms of **interactional devices**, the writers' expression of stance while engaging the readers. The following compositions are accounted for:

2.2.2.1. **Stance markers** that illustrate the writers' textual voice and personality are classified to include:

Hedges that aim to modify the writers' statements by presenting appropriate, accurate, and cautious statements while giving the readers room for interpretation are accounted in the form of modals. **Modals** indicate a commitment to a proposition in an indirect way. Data show that among the eight (8) accounted modals, 'will,' which expresses an immediate present, is mostly used followed by 'may,' which signals possibility and acts of positive assumption towards an endeavor.

Boosters which are divided into *amplifiers* and *emphatics*, are found to signal certainty. The use of 15 *amplifiers* increases the sentence or statement readability and worth. At the same time, the 11 *emphatics* specify strong emphasis on the arguments by incrementing the degree of certainty and increasing or strengthening the truth value of what is being emphasized. Among these boosters, the amplifier 'very,' which signifies a high degree of certainty, is found to be frequently used.

Self-mentions such as the use of *I*, 'I am', 'me,' 'my,' 'us', 'we' and 'our' indicate the author's positioning in the conference program messages. The writers' dominant use of 'we' and 'our' reflects an invitation of inclusiveness. Furthermore, the recurrence of the pronouns 'we' and 'our' discloses that the writers recognize the presence of the audience while soliciting solidarity. While the use of 'I', 'I am', 'me', and 'my' show authorial identity or the presence of the writers in the text.

2.2.2.2. **Engagement markers** that involve the readers in the discourse include:

Reader pronouns

First and second-person pronouns are accounted as forms of reader pronouns in which first-person pronouns 'we' is dominantly used. Thus, with second-person pronouns, 'you.' However, between 'we' and 'you,' the pronoun 'we' has greater frequency than 'you.' The use of the pronoun 'we' signals inclusiveness and interaction where the conference program writers highlight the involvement of the readers to achieve inclusiveness.

Rhetorical questions act as a strategy in engaging readers in the communication.

2.3. The **linguistic styles** in the form of:

- 2.3.1. **Code-switching** is a unique way of unpacking social identity by allowing the writers to unravel their affiliation and to claim their ethnic identity.
- 2.3.2. **Language of Religious** reflects the writers' observable religious identity.
- 2.3.3. **Polite expressions** are used as sociocultural strategies for making communication more fluid and harmonious while managing positive interactions among the participants.
- 2.3.4. **Positive tone** unveils how the writers' positive attitude produces connection and interpersonal interaction through words of encouragement, support, compliments, and the like.

2.4. **Other linguistic elements** such as:

- 2.4.1. **Deictics** which are categorized as spatial and time, serve as communicative devices to establish links to a shared domain- in space and time with the audience.

2.4.2. Generic pronoun ‘**all**’ is identified to establish inclusiveness.

2.4.3. **Addition and reiterations** are marked to serve as clarificatory signals, reminders, and restatements.

3. Findings reveal that the use of linguistic features, which include lexical bundles, metadiscourse markers, linguistic styles, and other linguistic elements, enable the construction of collective linguistic identity in the conference program messages. The use of 18 lexical bundles allows the writers to express their stance or attitude about the proposition. It also provides them the convenience of processing and producing through recognizable patterns, which at the same time provide the readers immediate clues on the ideas presented in the messages. The dominant use of metadiscourse markers in the form of interactive devices and interactional elements provides the chance to expose the unique way of presenting ideas and discloses writers’ attitudes in writing by showing how they negotiate and engage readers in the discourse. Interactive devices include 22 transitions and 27 frame markers. On the other hand, interactional elements are divided into stance and engagement markers. Under stance, there are eight (8) modals considered hedges, 26 boosters that include amplifiers and emphatics, and self-mentions where ‘we’ and ‘I’ are dominantly used. There are reader pronouns such as ‘we’ and ‘you’ and rhetorical strategies with engagement markers.

The use of linguistic styles such as the activation of code-switching reflects membership in a particular ethnic and socioeconomic group. It expresses solidarity with the audience. The inclusion of religious language displays religious affiliation. More so, the use of polite expressions and a positive tone encourage a sense of interaction. At the same time, the presence of other linguistic elements strengthens the call for inclusiveness

and clarity, which all contribute to the construction of linguistic identity in the conference program messages.

In sum, findings divulge that the use of linguistic features such as lexical choices, addition and reiteration, deixis and metacognition and linguistic styles implicit in the structure of the messages construct a linear, clear, authoritative yet interactive, inclusive, religious, polite, and positive linguistic identity of the conference program messages.

Limitations

The study aimed to explore how linguistic identity was constructed through linguistic features in the international conference messages. The data were analyzed qualitatively using discourse analysis. Thus, the study included only selected conference program messages from different fields of specializations available from the year 2013 to 2018.

This study was limited to written discourse and selected linguistic features such as lexical bundles, metadiscourse markers, linguistic styles, and other linguistic elements which were marked to contribute to the construction of linguistic identity. Contrastive analysis was not conducted since the ultimate goal of the study is to uncover the collective linguistic identity of the conference program messages.

Conclusion

Based on the results expressed in the findings of the study, the researcher concludes that the **introduction-conference details-closing structure**, which forms a linear pattern of writing, is observable in the conference program messages. However, it could be gleaned that while these three components are indispensable in the messages, some inclusions such as

appreciation as a form of recognition in the introduction part, the importance of research in the conference details part, and extension of support and invitation to visit the locality in the closing part are discretionary due to similarity of the intended message. On the other hand, data suggests that the occasional presence of some themes in the introductory paragraphs launches the complete discussion in the succeeding paragraphs.

The use of linguistic features characterizes the conference program messages in a way that the **lexical bundles** provide immediate clues, which serve as essential means in facilitating discourse processing and producing with ease. Metadiscourse **markers** empower the writers to express themselves as authorities while guiding the readers towards a clear, fluid, and engaging discourse. **Linguistic styles** such as *code-switching*, *religious language*, *polite expressions*, and *positive language* unveil the conference program writers' identities while exhibiting their distinct ways of expressing ideas and the other **linguistic elements**, including *deictics*, *the generic pronoun 'all'*, and *addition and reiterations*, strengthen clarity and inclusiveness in the discourse.

The study unveils that linguistic features are instrumental in the construction of identity in the conference program messages. Linguistic features construct conference program messages' clear, interactive, inclusive, religious, polite, and positive linguistic identity. Moreover, the writers being clear, engaging, and interactive manifests a collective and shared social writing practice, as evident in the linguistic features used in the conference messages.

Recommendations

Based on the conclusions drawn from the findings of the study, the following recommendations are therefore forwarded:

1. Language is an essential aspect of identity construction. Thus, language choice leads to the construction of identity. In the extensive analysis of linguistic features, linguists may also look into the other linguistic elements present in the texts, unveiling how writers voice their identity. Writers are representatives of collective identity. Through the use of language, writers communicate messages and negotiate a sense of themselves. Linguists may investigate the social practices in using linguistic features, which may contribute to the further analysis of linguistic identity in writing.
2. The writer's flow of thought could be traced through writing. Thus, awareness of the different text structures paves the way to understanding the writer's mindset, which eventually reveals his/her identity. This study recommends that a thorough study on the writer's structuring of texts and how the writers' schema impacts the presentation of the texts, which may contribute to the disclosure of identity, be conducted.
3. Linguistic items such as lexical bundles, transitions, pronouns, and others should not be regarded only through grammatical or structural functions. Writing teachers should expose the students to the possibility of their pragmatic implications, which could unveil identity. Similarly, since some of these lexical items are difficult to distinguish and master, teachers should lead the students in determining their presence in the text through presentation and discussion. On the other hand, the limited use of some markers may lead to a weak tie and cause boredom on the

readers. Therefore, other and different forms of interactive devices should be introduced to students in writing classes.

4. A similar study may be conducted utilizing local conferences as sources of data. In comparison, other variables such as the profile of the participants and other forms of communication such as oral interactions during the event may be considered to understand the concept of linguistic identity in conferences fully.
5. To further the study, contrastive analysis is also recommended to uncover how social practices vary according to discipline.
6. The new normal setup creates and leads to innovative and various means of communication. In connection, other forms of conferences like webinars are recommended to be used as a source of data in exploring linguistic identity in different communication contexts.

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APPENDICES

Total Numbers of Conferences

Conference Date	No. of Conferences	Percentage
2013	11	11%
2014	13	13%
2015	12	12%
2016	12	12%
2017	16	16%
2018	36	36%
Total	100	100%

Summary of Conferences Year 2013

Date	Title	Venue	Nature	Speakers
February 6-8, 2013	1 st International Conference and 7 th Annual Meeting (Trends in New Born Care)	Mandaluyong City	Medicine	Health Secretary President, Philippine Medical Association President, Philippine Pediatric Society, Inc. Overall Chair
April 4-5, 2013	ASEAN Corporate Sustainability Summit 2013 (Shifting Gears. Mainstreaming Sustainability.)	Manila	Economic	Chairman Country Manager
May 1-4, 2013	World Research Festival	Davao City, Mindanao	Multidisciplinary	University President of Nigeria President of Organization Representative King Saud University Representative Indonesia President, Holy Cross of Davao College, Inc. President of University of immaculate Conception University President of Surigao del Sur State University Acting President, Central Mindanao University SUC President of Cebu Normal University President of University of Mindanao Representative, Universiti Brunei Darussalam Representative of University of South Africa Representative of John B. Lacson Foundation Maritime University

Date	Title	Venue	Nature	Speakers
October 1-4, 2013	The Fourth ASEAN Heritage Parks Conference (Integrating Global Challenges for Sustainable Development and Effective management of ASEAN Heritage Parks	Tagaytay City	Biodiversity	Executive Director Secretary General- Association of Southeast Asian Nations Secretary of Department of Tourism
October 3-4, 2013	International Research Conference in Higher Education (Responding to Global Challenges through Multi-disciplinary Research	Manila	Multi-disciplinary	Chairperson of Senate Committee on Education Chairman of House Committee on Higher and Technical Education CHED Chairperson President PUP Conference Chair NCRP President Philippine President (Aquino)
October 16, 2013	International Forum on Local Governance and Accountability in Environmental Protection, Disaster Risk Reduction Management and Sustainable Development	Catanduanes	Governance	
October 28-29, 2013	South East Asian Conference on Institutional Research (Institutional Research as Scientific Solution to Organizational Problems	Cagayan de Oro	Multidisciplinary	President, Misamis University SUC President Marinduque State Colleges
November 14-15, 2013	2013 International Conference on Smarter Cities	UP Diliman	Urban Planning	UP Chancellor UP Dean Ambassador of Chile in the Philippines Chairman, League of Cities in the Philippines SUC President
November 22, 2013	International Conference of Nurses (Responding to the 21 st Century Challenges in Nursing through Research	Cebu City	Nursing	

Date	Title	Venue	Nature	Speakers
November 26-28, 2013	Asian Conference on Multidisciplinary Research in Higher Education	Pasay City	Multidisciplinary	SUC President Agusan del Sur State College of Agriculture and Technology Representative, Benue State University, Makordi Nigeria Representative, Kingdom of Saudi Arabia
November 27-29, 2013	IRCIEST 2013	Batangas City	Engineering, Science and Technology	DOST Secretary Chairperson/ University President Member of International Advisory, California

Year 2014

Date	Title	Venue	Nature	Speakers
January 21-24, 2014	7 th Asia Pacific Conference on Reproductive and Sexual Health and Rights	Philippine International Convention Center	Reproductive and Sexual Health and Rights	Chairperson
January 30-31, 2014	Southeast Asian Conference on Graft and Corruption and Institutional Research	Cagayan de Oro City	Research	University President of Negros Oriental State University President of Pampanga Agricultural College Representative of Universidad de Guadalajara President of San Jose College President of La Consolacion College President and CEO of Davao Doctors College President of Holy Cross of Davao College, Inc. President of Colegio de San Juan de Letran President of Bukidnon State University University of Northern Philippines

Date	Title	Venue	Nature	Speakers
January 30- February 2, 2014	The Asian ELF Journal 10 th International TESOL Conference (Global Trends in language Learning and Teaching)	De La Salle University Manila	Language and Education	Founder of Asian EFL Journal Group City Councilor
February 6- 8, 2014	Asian Association for Public Administration 2014 Annual International Conference (The Study and Practices of Public Administration in Asia and the Rest of the World: Trends, Nuances, and Challenges	Cebu City	Public Administration	Acting President of Yonsei University, Korea Professor Emeritus of Tokyo, Japan President of PSPA Conference Chair
May 1-3, 2014	World Research Festival 2014	Cebu City	Multidisciplinary	Representative of Dongguk University in Gyeonggi, South Korea Representative from University of Malaya, Malaysia President of STILE Perbanas Surabaya, Indonesia Representative of University of KwaZulu- Natal, South Africa Representative from University of Urban Planning, Romania Representative, Kochi University of Technology Japan
August 6-7, 2014	17 th PCCP Mid-year Convention (State- of- the- Art Pulmonology: Convergence of Practice)	Crowne Plaza Manila	Medicine	President of PCCP President of Asian Pacific Society of Respirology Chair and Co-chair of Organization
September 18-19, 2014	ASEAN Teacher Education Conference 2014	Traders Hotel, Manila	Teacher Education	Senator

Date	Title	Venue	Nature	Speakers
	Finding ASEAN Common Ground in Teacher Education			
October 7- 10, 2014	The 14 th Annual SEAAIR Conference (Cross-cultural Education for AEC 2015)	Legaspi City	Multidisciplinary	SEAAIR President Rector and President Congressman
October 15- 17, 2014	44 th IAFEI World Congress (Global Recover Amidst Reforms)	Makati Shangri- La Manila	Finance	Vice President of the Philippines Secretary of Department of Finance Governor of Bangko Sentral ng Pilipinas Chair, SEC Chair, IAFEI President, Financial Executives of the Phils. Chair of Conference
October 16- 18, 2014	The 2014 International Conference on Applied Linguistics and Language Education	De La Salle University	Linguistics and Language Education	OIC President and Chancellor Dean Conference Director
October 21- 22, 2014	2014 International Higher Education Research Forum	Pasay City	Multi-disciplinary	CHED Chairperson President of PASUC President of PhilSCA
October 23- 24, 2014	International Scientific & Engineers Forum 2014 (Responsible Mining: Bridging the Gap for a Sustainable Ecosystem)	Surigao del Norte	Science and Engineering	Provincial Governor President Organization
November 28, 2014	ASEAN Training for Preventive Drug Education 35 th Foundation Anniversary (Thirty-Five Years and Beyond: Strengthening Collaboration for a Drug-Free ASEAN)	UP Diliman	Health	Dean Director
2014	The HALLYU Mosaic in the Philippines:	Ateneo de Manila University	Korean studies	Vice President of ADMU Korean Ambassador

Date	Title	Venue	Nature	Speakers
	Framing Perceptions and Practice			Head, Department of Communication

Year 2015

Date	Title	Venue	Nature	Speakers
May 26-30, 2015	International Conference in Nature Studies and Innovations for the Environment 2015 (Nature studies and innovations in an era of changing global climate and environment)	Pampanga	Environment	PSSN President Pangasinan State University President
August 2-6, 2015	23 rd International Conference on production Research	Manila	Production Research	Conference Chair
August 19-20, 2015	Higher education Research Forum 2015	Manila	Multidisciplinary	President PUP
August 21-23, 2015	14 th Annual International TESOL Conference	Clark Freeport Zone, Pampanga	Language and Language Education	Owner
September 3-5, 2015	An International Conference on the Pacific War in the Philippines (Occupation and Liberation)	UP Diliman	Social Sciences and Philosophy	University President of UP Dean
September 24-26, 2015	9 th Annual International Free Linguistic Conference	De La sale University	Language and Language Education	Founder President, LSP
October 2-4, 2015	ASEAN Council of Japan Alumni	Manila	Japan Alumni	Philippine Representative Minister of Education, Science, Technology and Sports (MEXT), Japan Philippine President
October 13, 2015	12 th APEC Energy Ministers' Meeting	Manila	APEC	
November 29-December 1, 2015	Ateneo de Naga University International Research Conference	Naga City	Multidisciplinary	CEO Disaster Reduction and Resilience Solutions, Ltd. HongKong
December 1-2, 2015	Ako para sa Bata The International Conference in Cebu	Cebu City	Children's Studies	Conference President Honorary Chair Conference Chair

Date	Title	Venue	Nature	Speakers
December 9-11, 2015	5 th Asian International Conference on Humanized Health care 2015 and International Conference of Nurses 2015	Cebu City	Health	Representative, UNICEF Philippines Governor Dean
December 15-17, 2015	The 7 th International Conference on Computer Science and its Applications (CSA 2015) and The 10 th KIPS International Conference on Ubiquitous Information Technologies and Applications (CUTE 2015)	Cebu	Computer and Technology	Program Chair

Year 2016

Date	Title	Venue	Nature	Speakers
January 12-13, 2016	EPDP Conference 2016 (Toward Inclusive and Sustainable Energy Development)	Makati	Energy	Secretary of Department of Energy USAID Philippines Mission Director Program Chair
February 18-20, 2016	Philippine College of Radiology 68 th Annual Convention in collaboration with International Visiting Professor Program (Women's Imaging)	Resorts World	Medicine	President of Philippine Medical Association President of Philippine College of Radiology Overall Chair
February 26-27, 2016	International Conference on Business Economic, Social Science & Humanities	Manila	Business Economic, Social Science & Humanities	Program Coordinator
March 31-April 2, 2016	14 th Annual EARCOS Teachers' Conference 2016	Manila	Teacher Education	Director

Date	Title	Venue	Nature	Speakers
April 6-9, 2016	11 th Igorot International Consultation	Bontoc, Mountain Province	Cultural	Congress Representative Governor Head of Organization
June 15-17, 2016	2016 IADI Asia-Pacific and Regional Committee 14 th Annual Meeting and International Conference (Raising Public Awareness on Depositor Protection)	Iloilo	Finance	President of PDIC
July 6-8, 2016	10 th International Conference on Philippine Studies (Re-Imagining Community-Scholarship-Citizenship)	Negros Oriental	Philippine Studies	Department Head
September 1-3, 2016	9 th International Conference on Teacher Education (Teacher Agency and Educational Reform: Articulations, Conditions, Possibilities)	Quezon City	Teacher Education	Dean Conference Chair
November 18-20, 2016	ICSPPHW International Conference on Sport Pedagogy, Health and Wellness (Retooling Education for Inclusion, Development and Competition)	Quezon City	Physical Education	Chairman of Philippine Sports Commission Chancellor Dean
November 21-23, 2016	The 3d AsiaEngage Regional Conference 2016	Pasay City	Community Issues	Vice Chancellor University Kebangsaan Malaysia Chairperson
December 1-2, 2016	Ako Para Sa Bata (Stressed? Coping, Recovery and Healing)	Pasay City	Children	Managing Director
December 6, 2016	9 th Global Congress & Conferment Ceremony	Manila	Governance	Executive Secretary Senate President Pro-Tempore

Date	Title	Venue	Nature	Speakers
	(Organisational Transparency: Bedrock of Good Governance)			

Year 2017

Date	Title	Venue	Nature	Speakers
March 8-10, 2017	2017 International Conference on International Studies	FEU Manila	International Studies	Organization President
April 20-22, 2017	ATIEE & MSU 2 nd International Multidisciplinary Research Conference (The Role of Multidisciplinary Research in Development towards Excellence & Globalization)	Dapitan City	Multidisciplinary	MSU President Organization President
May 25-27, 2017	Asian Conference on Institutional and Action Research	Cagayan de Oro	Research	President ASTR, India
May 31-June 1, 2017	Inclusive Innovation Conference	Manila	Trade and Industry	Chairman of Philippine Development Foundation
June 14-16, 2017	Science Council of Asia	Manila	Science and Technology	President of Organization
June 19-23, 2017	2017 KOHA International Conference	Makati City	Library/Information Services	Vice President of the Philippines Chairperson PRC National Library Director Organization President
June 21-24, 2017	6 th International Conference on Tourism Statistics (Measuring Sustainable Tourism)	Manila	Tourism	UNTWO Secretary General Tourism Secretary
August 23-25, 2017	International Higher Education Research Forum (Creating New Pathways through Research for Higher Education Competitiveness)	Manila	Multidisciplinary	Senator/Head on Senate Committee on Education, Arts and Culture City Mayor Conference Chair

Date	Title	Venue	Nature	Speakers
October 16-19, 2017	2017 APRU Global Health Program Conference	Quezon City	Health	APRU Secretary General Program Chair Secretary of Health University President
November 5-9, 2017	8 th International Conference on the Training of the Judiciary (Judicial 2025 Core Values and Future Innovations)	Manila	Judiciary	Chief Justice President of International Organization Chancellor
November 7-10, 2017	11 th APFSSH2017 and 7 th Congress of APFSHT	Cebu City	Surgery and Therapy	Congress President President of Organization, Taiwan Organizing Head
November 8-9, 2017	2017 DPGAA Biennial Convention (Capacitating S&T Leaders towards ASEAN Integration	Pampanga	Science and Technology	Governor Mayor DOST Secretary University President
November 12-17, 2017	25 th Southeast Asian Zoos & Aquariums Association Conference	Manila	Wildlife, Zoos and Aquarium	President of WAZA, Switzerland President of SEAZA, Vietnam President PhilZoos
November 21-23, 2017	16 th Asian University Presidents Forum	Manila	Academic	University President
November 27-30, 2017	15 th Congress of the Asian Society of Transplantation (CAST 2017)	Cebu City	Transplantation	Secretary General President of Society
November 30-December 2, 2017	1st PATEF-UPDATE International Conference (Internationalization of Teacher Education: Outcomes, Delivery and Quality Assurance)	Manila	Teacher Education	Organization President

Year 2018

Date	Title	Venue	Nature	Speakers
January 15-17, 2018	The 2018 Global Conference on Information Technology, Computing, and Applications (GlobalIT 2018)	Manila	Information Technology, Computing, and Applications	Program Chairs (Korea, Japan, Taiwan) General Chairs (Korea, USA)
January 16-18, 2018	7 th ASEAN Cooperative Business Forum (ACBF) (Coop-to-coop Partnerships with Family Farmers to Advance Prosperity for all)	Manila	Business	Secretary of Department of Energy and Natural Resources
January 24-26, 2018	Asian Federation of Psychiatric Association International Congress & Philippine Psychiatric Association 44 th Annual Convention (Advances, Impacts, & Future Directions of Psychiatry)	Manila	Health/ Psychiatry	Congress President and Director
February 27, 28-March 1, 2018	11 th Congress Asian Pacific Society of Atherosclerosis & Vascular Diseases (Addressing Regional Diversity in Atherosclerosis and Vascular Disease in the Asia-Pacific Region)	Iloilo	Health/ lipid	President of Organization President International Atherosclerosis Society Chair, Committee
March 22-24, 2018	17 th International Conference and Conferment Ceremony (Megatrends in Education, Business & Industry, and Public Administration in the	Pasay City	Education, Business & Industry, and Public Administration	UNESCO Commissioner and Presidential Consultant

Date	Title	Venue	Nature	Speakers
March 23-24, 2018	21 st Century and Beyond) 2 nd PHISO International Conference (Re-Thinking Regions in Global International Relations)	Davao City	International Studies	Organization President Conference Chair
April 9-11, 2018	Asian Conference on Sustainable and Regenerative Development 2018	Bohol	Teacher/research	Rector of Warmadewa University, Bali Indonesia
April 19-20, 2018	The 1 st International Conference on Applied Behavior Analysis (Learning towards promoting the establishment of Applied Behavior Analysis in the Philippines)	Manila	Multidisciplinary	Organizer
May 7-11, 2018	40 th Asia Pacific Dental Congress & 109 th Philippine Dental association Annual Convention	Pasay City	Dental Health	General Chairperson
May 31-June 2, 2018	23 rd Annual Conference of the International Association for World Englishes (World Englishes and Multilingual Realities: Evolutions, Interfaces, and Trajectories)	Quezon City	Linguistics	Conference Director Co-Editor, World Englishes President of International Association for World Englishes
June 19-20, 2018	International Research Conference on Entrepreneurship and Business Challenges	Manila	Entrepreneurship and Business	Conference Chair
July 5-7, 2018	4 th International PASCHR Conference (Highlighting the Filipino Cultural Heritage, Looking through the Lens of Religious Practices	Tuguegarao City	Culture, History and Religion	SPUP President Apayao State colleges President PASCHR President Cagayan State University SSEASR President, India

Date	Title	Venue	Nature	Speakers
August 1-3, 2018	4 th ABEM 2018 Conference (Inclusive Growth in developing Countries and Emerging Markets)	Manila	Business	Conference Chair, Canada Co-Chair, Slovakia Communications Chair, USA
August 2-4, 2018	International Conference on Psychology Counseling and Education	Quezon City	Psychology	Conference Chair Organization President University President
August 14-15, 2018	9 th Philippine SSON (Shared Services and BPO Week)	Manila	Business	Conference Director
August 22-24, 2018	International Higher Education Research Forum	Manila	Multidisciplinary	Officer-in-charge OIC PNU Conference Chair
August 23-25, 2018	10 th International Conference on Teacher education	Quezon City	Teacher Education	Conference Chair Dean University President
September 4, 2018	3 rd General Convention (Beyond the Call)	Pasay City	Biomedicine	Founding Chairman President of Organization
September 26-28, 2018	3 rd Asian Defense, Security & Crisis Management Exhibition & Conference	Manila	Defense, Security & Crisis Management	Lieutenant General
October 15-17, 2018	5 th International Conference on Human Rights and Peace and Conflict in southeast Asia (Making it Matter: Empowering Societies for Human Rights and Dignity in SEA)	Pasig City	Human Rights	Chairperson Director
October 16-18, 2018	1 st International Conference and Workshop o Technology and Strategic Classroom and Research Innovations (Educational Innovation and Technological	Mandaluyong City	Teacher Education	Conference Chair President of ICCEPD- Thailand

Date	Title	Venue	Nature	Speakers
October 16-20, 2018	Research towards Productive Learning Outcomes and the Current Trends The 27 th Philippine Biodiversity Symposium (Mainstreaming Biodiversity Conservation: Local, National and International Perspective)	Pampanga	Biology/ Biodiversity	President PSAU Organization President
October 18-19, 2018	3 rd International Graduate Students Multidisciplinary Research Conference (Generating Knowledge through Research Publication and Graduate Studies)	Quezon City	Multidisciplinary	Conference Chair University President
October 20, 2018	International Research Conference 2018 (Embracing the Challenges of Multidisciplinary Research, Innovation and Development)	Davao City	Multidisciplinary	Global Coordinator
October 18-21, 2018	6 th International Conference on Sustainable Agriculture, Food and Energy (Inclusive Agri-food Energy Production for Community Empowerment in a Changing Climate)	Manila	Agriculture, Food and Energy	Rector of Andalas University
October 24-27, 2018	The 27 th Federation of Asian Pharmaceutical Associations Congress (Pharmacists for the Global Goals: Creating Value Beyond Health)	Manila	Pharmacy	President, FAPA
November 11-14, 2018	10 th Asia Pacific Conference	Manila	Red Cross/ Humanitarian	Chairman, Philippine Red Cross

Date	Title	Venue	Nature	Speakers
				President, Red Cross China Regional Director, Middle East and Asia Pacific Dean
November 15-16, 2018	3 rd International Conference on Cooperatives (Cooperative Transformation in the Changing Global Economy)	Tagaytay City	Economics	
November 18-21, 2018	International Conference on Environment and Forest Conservation (Ecosystem Research and innovation for Sustainable	Dapitan City	Environment	Rector of Kastamonu University, Turkey
November 23-24, 2018	6 th International Liver and GI Conference	Manila	Health/ Medicine	President and Chief Executive Officer Overall Chair
November 26-30, 2018	26 th International Conference on Computers in Education (Towards a Technology-Enhanced Education Ecology for Inclusive Learning)	Manila	Computers and Education	Conference Chair- Singapore Conference Chair- Taiwan Co-Chair-Canada Local Organizers
November, 2018	International Conference on Language Endangerment	Manila	Language	Chairperson of Commission on Filipino Languages/ NCCA Senator
December 3-5, 2018	2 nd Asian Conference on Institutional and Action research	Pasay City	Research	Northwestern University President Director of Department of Scientific Research, Ministry of Education, Youth and Sports, Cambodia
December 4-7, 2018	2018 PAO Congress (Decyphering Dilemmas: Perspective in Decision Making)	Pasay City	Ophthalmology	Overall Chair

Date	Title	Venue	Nature	Speakers
December 10-12, 2018	Senior Officials Conference on Gender Mainstreaming in the ASEAN Economic Community Sectoral Bodies	Manila	Gender	Chairperson
	iPOVCon 2018 (What do we know? What should we do?)	Samar	Poverty Sustainable Development	University President

Frequency Distribution of Themes in the Introduction

Sequence	Themes	2013		2014		2015		2016		2017		2018		Total
		F	%	F	%	F	%	F	%	F	%	F	%	F
Introduction	Greetings	13	19.403	16	23.881	4	5.970	6	8.955	12	17.910	16	23.881	67
	Welcome	10	11.905	14	16.667	10	11.905	8	9.524	14	16.667	28	33.333	84
	Congratulations	13	27.660	19	40.426	2	4.255	1	2.128	3	6.383	9	19.149	47
	Recognition/ Appreciation	8	88.889	1	11.111	0	0.000	0	0.000	0	0.000	0	0.000	9
	Commendation	10	16.667	14	23.333	7	11.667	11	18.333	10	16.667	8	13.333	60
	Acknowledgement	6	8.571	13	18.571	7	10.000	10	14.286	7	10.000	27	38.571	70

Frequency Distribution of Themes in the Conference Details

Sequence	Themes	2013		2014		2015		2016		2017		2018		Total
		F	%	F	%	F	%	F	%	F	%	F	%	
Conference Details	About the theme	16	21.622	13	17.57	3	4.054	7	9.459	11	14.865	24	32.432	74
	About the importance/research	11	55.000	6	30.00	0	0.000	0	0.000	1	5.000	2	10.000	20
	Details about the conference	2	8.333	8	33.33	3	12.500	3	12.500	3	12.500	5	20.833	24
	Significance / objectives of the conference	17	22.078	16	20.78	5	6.494	8	10.390	14	18.182	17	22.078	77
	Background details	7	10.769	6	9.23	7	10.769	7	10.769	14	21.538	24	36.923	65
	History of conference	3	25.000	4	33.33	3	25.000	0	0.000	0	0.000	2	16.667	12
	Conference Overview	4	7.843	9	17.65	7	13.725	7	13.725	5	9.804	19	37.255	51

Frequency Distribution of Themes in the Closing Part

Sequence	Themes	2013		2014		2015		2016		2017		2018		Total
		F	%	F	%	F	%	F	%	F	%	F	%	
Closing	Aspiration for positive outcome	18	13.740	23	17.557	10	7.634	17	12.977	26	19.847	37	28.244	131
	Support	3	33.333	4	44.444	0	0.000	2	22.222	0	0.000	0	0.000	9
	Invitation	0	0.000	0	0.000	0	0.000	2	22.222	6	66.667	1	11.111	9

Frequency Distribution of Lexical Bundles

Lexical Bundles	2013		2014		2015		2016		2017		2018		Total
	F	%	F	%	F	%	F	%	F	%	F	%	
<i>We/ I [warmly]welcome [to the]/welcoming to the</i>	11	13.253	17	20.482	9	10.843	6	7.229	10	12.048	30	36.145	83
<i>warm/ warmest greetings [to all]/of salutation/felicitation</i>	5	8.929	14	25.000	11	19.643	7	12.500	10	17.857	9	16.071	56
<i>on behalf/ in behalf,</i>	4	11.765	6	17.647	3	8.824	2	5.882	7	20.588	12	35.294	34
<i>I congratulate/ My congratulations</i>	20	25.000	33	41.250	0	0.000	4	5.000	8	10.000	15	18.750	80
<i>Thank you, I/we thank [you very much]</i>	7	6.542	10	9.346	10	9.346	15	14.019	18	16.822	47	43.925	107
<i>I commend/ acknowledge</i>	0	0.000	2	100.000	0	0.000	0	0.000	0	0.000	0	0.000	2
<i>My felicitation/appreciation,</i>	3	11.111	9	33.333	1	3.704	1	3.704	2	7.407	11	40.741	27
<i>To all the delegates</i>	2	100.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	2
<i>I want to extend my...,</i>	0	0.000	0	0.000	0	0.000	11	91.667	0	0.000	1	8.333	12
<i>great pleasure/ my pleasure to...,</i>	2	8.696	0	0.000	0	0.000	0	0.000	5	21.739	16	69.565	23
<i>like to express my/ our gratitude...</i>	1	6.667	2	13.333	0	0.000	5	33.333	0	0.000	7	46.667	15
<i>please allow...</i>	3	60.000	1	20.000	0	0.000	1	20.000	0	0.000	0	0.000	5
<i>I am/we are honored/ privilege</i>	0	0.000	0	0.000	0	0.000	0	0.000	2	100.000	0	0.000	2
<i>I hope/ hopefully</i>	4	4.494	4	4.494	15	16.854	18	20.225	14	15.730	34	38.202	89
<i>I/we wish/wishing you all/ best wishes</i>	13	16.456	10	12.658	14	17.722	6	7.595	18	22.785	18	22.785	79
<i>Mabuhay/ po tayong/ kayong lahat (May you/we live long)</i>	0	0.000	2	11.111	4	22.222	12	66.667	0	0.000	0	0.000	18
<i>...look forward...</i>	0	0.000	11	25.000	0	0.000	11	25.000	11	25.000	11	25.000	44
<i>Sincerely yours</i>	3	25.000	0	0.000	1	8.333	0	0.000	0	0.000	8	66.667	12
Total	78	11.304	121	17.536	68	9.855	99	14.348	105	15.217	219	31.739	690

Frequency of Transitions

Transitions	2013		2014		2015		2016		2017		2018		Total
	F	%	F	%	F	%	F	%	F	%	F	%	
And	32	17.021	32	17.021	18	9.574	20	10.638	31	16.489	55	29.255	188
But	5	10.870	22	47.826	4	8.696	4	8.696	4	8.696	7	15.217	46
Yet	0	0.000	0	0.000	0	0.000	0	0.000	2	66.667	1	33.333	3
Furthermore	1	33.333	0	0.000	1	33.333	0	0.000	0	0.000	1	33.333	3
Moreover	1	25.000	0	0.000	0	0.000	1	25.000	1	25.000	1	25.000	4
Moreso	1	100.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	1
Thus	1	25.000	0	0.000	0	0.000	0	0.000	0	0.000	3	75.000	4
As such	1	100.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	1
Hence/ henceforth	0	0.000	1	25.000	0	0.000	0	0.000	1	25.000	2	50.000	4
In addition	0	0.000	1	25.000	0	0.000	0	0.000	0	0.000	3	75.000	4
Likewise	0	0.000	0	0.000	0	0.000	0	0.000	1	100.000	0	0.000	1
First	1	33.333	1	33.333	0	0.000	0	0.000	0	0.000	1	33.333	3
Finally	0	0.000	0	0.000	1	11.111	1	11.111	1	11.111	6	66.667	9
Lastly	1	100.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	1
First and foremost	1	100.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	1
Because	2	100.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	2
Consequently	1	100.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	1
Therefore	0	0.000	0	0.000	0	0.000	1	100.000	0	0.000	0	0.000	1
Nevertheless	1	100.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	1
However	3	60.000	0	0.000	0	0.000	0	0.000	0	0.000	2	40.000	5
Meanwhile	2	100.000	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	2
Second	0	0.000	0	0.000	1	50.000	0	0.000	0	0.000	1	50.000	2
Total	54	18.815	57	19.861	25	8.711	27	9.408	41	14.286	83	28.920	287

Frequency Distribution of Frame Markers

Frame Markers	2013		2014		2015		2016		2017		2018		Total
	F	%	F	%	F	%	F	%	F	%	F	%	
First of all	0	0	1	50	0	0	0	0	0	0	1	50	2
First and foremost	1	50	1	50	0	0	0	0	0	0	0	0	2
Through the to the years	1	100	0	0	0	0	0	0	0	0	0	0	1
To this end	1	100	0	0	0	0	0	0	0	0	0	0	1
Today	1	50	0	0	0	0	1	50	0	0	0	0	2
Once in a while	1	100	0	0	0	0	0	0	0	0	0	0	1
In the end	1	100	0	0	0	0	0	0	0	0	0	0	1
A decade ago	1	100	0	0	0	0	0	0	0	0	0	0	1
Over the course of history	1	100	0	0	0	0	0	0	0	0	0	0	1
Over the last twelve years	0	0	1	25	0	0	0	0	0	0	3	75	4
Since.../ever since	0	0	1	20	0	0	0	0	2	40	2	40	5
With this	0	0	0	0	0	0	0	0	1	100	0	0	1
To date	0	0	0	0	0	0	0	0	2	100	0	0	2
Looking back	0	0	0	0	0	0	0	0	1	100	0	0	1
In the last few /years	0	0	0	0	0	0	1	50	0	0	1	50	2
During the last/next three days	0	0	0	0	0	0	0	0	1	50	1	50	2
Earlier this year	0	0	0	0	0	0	0	0	1	100	0	0	1
At this event	0	0	0	0	0	0	0	0	0	0	1	100	1
At the end of the day	0	0	0	0	1	50	0	0	0	0	1	50	2
This conference	0	0	1	100	0	0	0	0	0	0	0	0	1
At this juncture/event	0	0	0	0	0	0	0	0	0	0	1	100	1
For/This year	2	25	1	12.5	1	12.5	2	25	1	12.5	1	12.5	8
Prior to it	0	0	1	100	0	0	0	0	0	0	0	0	1
Recently	0	0	1	100	0	0	0	0	0	0	0	0	1
From the turn of the century	0	0	0	0	1	100	0	0	0	0	0	0	1
By early...	0	0	0	0	0	0	0	0	0	0	1	100	1
Last year's ...	0	0	0	0	0	0	0	0	0	0	1	100	1
Total	10	16.949	8	13.559	5	8.475	5	8.475	10	16.949	21	35.593	59

Frequency Distribution of Modals

Modals	2013		2014		2015		2016		2017		2018		Total
	F	%	F	%	F	%	F	%	F	%	F	%	
Should	1	25.000	0	0.000	0	0.000	0	0.000	1	25.000	2	50.000	4
Must	1	6.250	2	12.500	1	6.250	1	6.250	3	18.750	8	50.000	16
Will	11	17.188	10	15.625	2	3.125	6	9.375	11	17.188	24	37.500	64
Can	1	4.167	4	16.667	1	4.167	5	20.833	1	4.167	12	50.000	24
Shall	2	50.000	0	0.000	0	0.000	1	25.000	0	0.000	1	25.000	4
May	7	22.581	5	16.129	5	16.129	3	9.677	5	16.129	6	19.355	31
Would	1	5.882	3	17.647	2	11.765	2	11.765	1	5.882	8	47.059	17
Might	0	0.000	0	0.000	0	0.000	0	0.000	0	0.000	2	100.000	2
Total	24	14.815	24	14.815	11	6.790	18	11.111	22	13.580	63	38.889	162

Frequency Distribution of Boosters

Boosters	Examples	2013		2014		2015		2016		2017		2018		Total
		F	%	F	%	F	%	F	%	F	%	F	%	
Amplifiers	Very	3	15.789	6	31.579	1	5.2632	1	5.263	2	10.526	6	31.579	19
	Many	1	6.667	4	26.667	1	6.6667	1	6.667	0	0.000	8	53.333	15
	Most	1	9.091	0	0.000	1	9.0909	1	9.091	1	9.091	7	63.636	11
	Much	1	7.692	0	0.000	3	23.0769	3	23.077	1	7.692	5	38.462	13
	More	1	16.667	2	33.333	0	0.0000	0	0.000	1	16.667	2	33.333	6
	Always	1	20.000	1	20.000	0	0.0000	0	0.000	0	0.000	3	60.000	5
	Outmost	1	100.000	0	0.000	0	0.0000	0	0.000	0	0.000	0	0.000	1
	ultimately	1	50.000	0	0.000	0	0.0000	1	50.000	0	0.000	0	0.000	2
	Too	1	33.333	0	0.000	1	33.3333	1	33.333	0	0.000	0	0.000	3
	No doubt	1	100.000	0	0.000	0	0.0000	0	0.000	0	0.000	0	0.000	1
	Definitely	1	100.000	0	0.000	0	0.0000	0	0.000	0	0.000	0	0.000	1
	Very much	0	0.000	1	50.000	0	0.0000	0	0.000	0	0.000	1	50.000	2
	Also	0	0.000	1	100.000	0	0.0000	0	0.000	0	0.000	0	0.000	1
	Almost	0	0.000	1	100.000	0	0.0000	0	0.000	0	0.000	0	0.000	1
	Never	0	0.000	0	0.000	1	50.0000	1	50.000	0	0.000	0	0.000	2
Emphatics	Indeed	5	62.500	1	12.500	0	0.0000	1	12.500	1	12.500	0	0.000	8
	Especially	1	20.000	1	20.000	1	20.0000	1	20.000	1	20.000	0	0.000	5
	Surely	1	50.000	1	50.000	0	0.0000	0	0.000	0	0.000	0	0.000	2
	Of course	1	50.000	0	0.000	0	0.0000	1	50.000	0	0.000	0	0.000	2
	Clearly	1	50.000	0	0.000	0	0.0000	0	0.000	0	0.000	1	50.000	2
	Great	1	100.000	0	0.000	0	0.0000	0	0.000	0	0.000	0	0.000	1
	Really	0	0.000	1	100.000	0	0.0000	0	0.000	0	0.000	0	0.000	1
	So	0	0.000	0	0.000	0	0.0000	1	100.000	0	0.000	0	0.000	1
	Truly	1	25.000	0	0.000	0	0.0000	0	0.000	0	0.000	3	75.000	4
	Surely	1	50.000	0	0.000	0	0.0000	1	50.000	0	0.000	0	0.000	2
	Deeply	0	0.000	0	0.000	1	100.0000	0	0.000	0	0.000	0	0.000	1

Frequency Distribution of Self- Mentions

Self- mentions	2013		2014		2015		2016		2017		2018		Total
	F	%	F	%	F	%	F	%	F	%	F	%	
I	11	20.370	10	18.519	4	7.407	5	9.259	7	12.963	17	31.481	54
Iam	4	16.667	1	4.167	2	8.333	4	16.667	6	25.000	7	29.167	24
Me	2	20.000	1	10.000	0	0.000	4	40.000	1	10.000	2	20.000	10
My	8	22.222	5	13.889	1	2.778	4	11.111	6	16.667	12	33.333	36
Us	1	8.333	1	8.333	2	16.667	3	25.000	3	25.000	2	16.667	12
We	7	7.609	6	6.522	10	10.870	10	10.870	14	15.217	45	48.913	92
Our	9	15.517	5	8.621	2	3.448	11	18.966	6	10.345	25	43.103	58
Total	42	14.685	29	10.140	21	7.343	41	14.336	43	15.035	110	38.462	286

Frequency Distribution of Reader Pronouns

Reader Pronoun	sample	2013		2014		2015		2016		2017		2018		Total
		F	%	F	%	F	%	F	%	F	%	F	%	
Second person pronouns	You	10	15.8730	6	9.5238	4	6.3492	6	9.524	12	19.048	25	39.683	63
	Your	3	11.1111	6	22.2222	1	3.7037	4	14.815	5	18.519	8	29.630	27
	Yours	0	0.0000	0	0.0000	0	0.0000	0	0.000	0	0.000	1	100.000	1
First person pronouns	We	7	7.6087	6	6.5217	10	10.8696	10	10.870	14	15.217	45	48.913	92
	Our	9	15.5172	5	8.6207	2	3.4483	11	18.966	6	10.345	25	43.103	58

Frequency Distribution of Deictics

Deixis	2013		2014		2015		2016		2017		2018		Total
	F	%	F	%	F	%	F	%	F	%	F	%	
<i>This</i>	5	6.944	6	8.333	8	11.111	7	9.722	6	8.333	40	55.556	72
<i>Here</i>	1	12.500	1	12.500	1	12.500	1	12.500	1	12.500	3	37.500	8
<i>Now</i>	0	0.000	0	0.000	0	0.000	1	14.286	1	14.286	5	71.429	7
<i>Today</i>	0	0.000	1	25.000	1	25.000	1	25.000	1	25.000	0	0.000	4
Total	6	6.593	8	8.791	10	10.989	10	10.989	9	9.890	48	52.747	91

Frequency Distribution of Generic Pronoun “All”

Generic Pronoun “all”	2013		2014		2015		2016		2017		2018		Total
	F	%	F	%	F	%	F	%	F	%	F	%	
All	7	10.606	5	7.576	3	4.545	3	4.545	10	15.152	38	57.576	66

Frequency Distribution of Addition and Reiterations

Addition and Reiterations	2013		2014		2015		2016		2017		2018		Total
	F	%	F	%	F	%	F	%	F	%	F	%	
<i>Also</i>	0	0.000	1	4.545	1	4.545	1	4.545	3	13.636	16	72.727	22
<i>Again</i>	1	10.000	3	30.000	0	0.000	3	30.000	0	0.000	3	30.000	10
<i>Once again</i>	0	0.000	1	16.667	1	16.667	0	0.000	2	33.333	2	33.333	6
Total	1	2.632	5	13.158	2	5.263	4	10.526	5	13.158	21	55.263	38

Pilot Analysis of Data

Sample Message 1	
LXB	I convey my warmest greetings to the officers and members of the Philippine Society of Newborn Medicine in celebration of the 7 th Annual Meeting and the holding of its 1 st International Conference entitled, “Trends in newborn Medicine.”
Pro	
FrM	Provision of quality neonatal care for newborn is crucial to the first hours of life and on most serious cases, it is lifesaving. Through the years, various newborn care modalities are being discovered, launched and used to attain quality neonatal care services. Thus, this year’s convention is a good avenue to share our medical advancements in newborn care to all fellow medical practitioners.
Trans	
M	The Department of health salutes your organization for your unwavering commitment in promoting healthcare that greatly affect endeavors to improve the quality of child health in our country. May your organization continuously seek innovation and advancements like newborn care to deliver quality, accessible, and affordable newborn care to Filipino infants.
	The Department of health is grateful to have your organization as our ally in improving the health status of our people. As we vitalize our efforts to achieve our sole vision of Universal health care, Kalusugan Pangkalahatan, we are counting on your continued support as partners. Your steadfast commitment will push us closer to our goal of healthier Philippines. Congratulations and Mabuhay!

Gr

Inf.Conf

Rel

ComdOrg

Rec

STY

Cong

Sample Message 2	
Warmest greetings!	
LXB	on behalf of the Medical Officers and the Board of Governors of the Philippine Medical Association (PMA), allow me to greet and to
Cong	congratulate the Officers and Members of the Philippine Society of Newborn Medicine, Inc (PSNbM) on your 7 th Annual Meeting and 1 st International Conference on February 6-8, 2013. Inf.Conf
	Care of the newborn is vital in the overall health of an individual. Growth and Development is a continuous process that started from the womb to adulthood. Active care however, starts with the newborn which will form the foundation for the child. Diseases peculiar to the newborn are quite difficult to diagnose and will require technology and expertise of the pediatricians. Rel
M	The theme of the Annual meeting “Trends in newborn Care” is a welcome development and should be updated from time to time. The exchanges and sharing of knowledge, ideas and advances in newborn care will improve further the knowledge of our pediatricians in the field. AbThm
	PMA joins you and wishes that you have a very successful and productive annual meeting and first international conference. B

Frequency Count of the Sample Linguistic Features

Linguistic Features	Frequency Count
Greetings	3
Information about the conference	2
Historical background	1
Recognition	2
Commendation to the organization	3
Introduction	1
Background or the importance of the agency	1
Relevance of the Theme	1
Importance of the Theme	1
I	2
Thus	5
Your	1
May	1

Through the years	1
This year	1
Congratulations	1
Mabuhay	1
Warmest greetings	1
In behalf of	1
Allow me to	1
Congratulate	1
However	1
Will	2
Should	1
Wishes	1
Congratulating	1
We	1
Must	1
All	1
My	1
Our	1

Coding system and classification

GR-	Greetings
Cong-	Congratulations
Inf.Conf-	Information about the conference
HB-	Historical background
Rec-	Recognition
ComdOrg-	Commendation to the organization
Intro-	Introduction
BGOrg-	Background or the importance of the agency
Rel-	Relevance of the theme
AbThm-	Importance of theme
Pro-	Pronouns
LXB-	Lexical bundles
SfM-	Self-mention
B-	Boosters
M-	Modals
STY-	Style
Egmt-	Engagement
FrM-	Frame markers
Trans-	Transitions
RdPro-	Reader Pronoun

Themes

Greetings
Information about the conference
Historical background
Recognition
Commendation to the organization
Introduction
Background or the importance of the
Organization
Relevance of the Theme
Importance of the Theme

GR

Rec

Intro-

ComdOrg

Rec

Cong

InfConf

HB

BGOrg

Rel

AbThm

Linguistic devices

I
Thus
Your
May
Through the years
This year
Congratulations
Mabuhay
Warmest greetings
In behalf of
Allow me to
Congratulate
However
Will
Should
Very
Congratulating
We
Must
All
My
Our

Pro

I

We

All

My

Your

our

SfM-

I

My

our

M

May

Will

Should

must

FmM

Through the years

This year

Egmt

we

Trans

Thus

However

RdPro

your

B

very

STY

Mabuhay

LXB

Through the years

This year

Warmest greetings

In behalf of

Allow me to

Themes	Codes
Greetings	GR
Recognition	Rec
Commendation to the organization	ComdOrg
Information about the conference	InfConf
Historical background	HB
Background or the importance of the Organization	Rel
Relevance of the Theme	Rel
Importance of the Theme	AbThm

Linguistic Devices	Codes
I	Pro/ SfM
Our	Pro
We	Pro
All	Pro
My	Pro / SfM
Your	Pro / RdPro
Through the years	FrM
This year	FrM
Warmest greetings	LXB
In behalf of	LXB
Allow me to	LXB
May	M
Will	M
Should	M
Must	M
Through the years	LXB / FrM
This year	LXB
Thus	Trans
However	Trans
Very	B
Mabuhay	STY

Validation Tool

Corrections	Data Analysis	Comments
	Sample Message 1 Pro LXB FrM Trans M I convey my warmest greetings to the officers and members of the Philippine Society of Newborn Medicine in celebration of the 7th Annual Meeting and the holding of its 1st International Conference entitled, "Trends in newborn Medicine." Provision of quality neonatal care for newborn is crucial to the first hours of life and on most serious cases, it is lifesaving. Through the years, various newborn care modalities are being discovered, launched and used to attain quality neonatal care services. Thus, this year's convention is a good avenue to share our medical advancements in newborn care to all fellow medical practitioners. The Department of health salutes your organization for your unwavering commitment in promoting healthcare that greatly affect endeavors to improve the quality of child health in our country. Like your organization continuously seek innovation and advancements like newborn care to deliver quality, accessible, and affordable newborn care to Filipino infants. The Department of health is grateful to have your organization as our ally in improving the health status of our people. As we vitalize our efforts to achieve our sole vision of Universal health care, Kalusugan Pangkalahatan, we are counting on your continued support as partners. Your steadfast commitment will push us closer to our goal of healthier Philippines. Congratulations and Mabuhay! Gr Inf.Conf Rel ComdOrg Rec STY Cong	

Validator

Validation Tool

Metadiscourse Markers	Category	Gathered Data	Comments	Corrections
Interactive <i>What are the linguistic markers that help guide the reader through the text?</i>	Transitions <i>What are the metadiscourse devices that express relations between main clauses?</i>			
	Frame markers <i>What are the metadiscourse items that refer to discourse acts, sequences, or stages?</i>			
Interactional <i>What are the linguistic markers that involve the reader in the text?</i>	Hedges <i>What are the metadiscourse markers that withhold commitment and open dialogue in the messages?</i>			
	Boosters <i>What are the metadiscourse markers that emphasize certainty and close dialogue?</i>			
	Attitude markers <i>What are the metadiscourse markers that express writers' attitude to the proposition?</i>			
	Self-mentions <i>What are the metadiscourse markers that show explicit reference to authors?</i>			
	Engagement markers <i>What are the metadiscourse markers that build a relationship with the reader?</i>			

Category	Gathered Data	Comments	Corrections
Lexical Bundles <i>What sequences of words reveal formulaic expressions?</i>			
Code-switching <i>What are the different/ other codes used in the messages?</i>			
Language of Religion <i>What are the linguistic items used as religious language?</i>			
Polite Expressions <i>What are linguistic items that establish rapport in the messages?</i>			
Positive tones <i>What are the linguistic items used to express a positive attitude</i>			
Other linguistic elements <i>What are the emerging/ available linguistic items which contribute to the projection of identity?</i>			

Validator

Pilot Data Analysis

Validator 1

Validator 1 is teaching both in the Senior High School and at the tertiary level. He is a candidate for Ph. D in Language Education. His is teaching English and related subjects for more than eight (8) years.

Validator 2

Validator 2 is currently assigned in the Junior High School. She has been teaching English subjects for more than 15 years and has a Master's degree unit in language instruction in the same University.

Curriculum Vitae

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Education

2010- present	Doctor of Philosophy in Linguistics Major in Applied Linguistics (candidate)	Philippine Normal University Taft, Manila, Phils.
2009 (April) Phils.	Masters of Arts in Education Rizal Major in Language Instruction	Technological University Boni Ave., Mandaluyong City,
2003 (May)	Bachelor of Secondary Education Major in English Cum Laude	Rizal Technological University Boni Avenue, Mandaluyong City
1999	High School Second Honors	Angeles City High School Angeles City, Pampanga, Phils.
1995	Elementary Second Honorable Mention	Banaba Elem. School Bamban, Tarlac, Phils.

Vocational Courses

2018	Events Management NC III/ TESDA Scholar	Excel Training Center TESDA Taguig City, Phils.
2010	Basic and Advance Dressmaking <i>Best in Dressmaking</i>	Rizal Technological University Mandaluyong City, Phils.
2005	Two- Year Basic Formation Program for Volunteer Catechist	Mary Cause of Our Joy Formation Center Makati City, Phils.
2001	Advance Computer	Manpower and Youth Development Training Center

		TESDA Mandaluyong City
2000	Basic Computer Development	Manpower and Youth Training Center TESDA Mandaluyong City

Work Experience

2018- present	Associate Professor III	Rizal Technological University Boni Ave., Mandaluyong City
2015-2018	Assistant Professor IV	Rizal Technological University Boni Ave., Mandaluyong City
2015-2015	Instructor III	Rizal Technological University Boni Ave., Mandaluyong City
2006- 2015	Instructor I	Rizal Technological University Laboratory High School (LHS) Boni Ave., Mandaluyong City
2004- 2006	Permanent High School Teacher	Bonifacio Javier National High School Barangka Drive, Mandaluyong City
2003- 2004	Elem. School Teacher	St. Therese Educational Private School Plainview, Mandaluyong City
2002- 2006	Pre-school, Elementary and High School Tutor	

Publications

(Co-authored) **Philippine Literature**. 2014. Jimczyville Publications: Malabon City.
 (Co-authored) **Study and Thinking Skills Towards English Proficiency**. 2014. Jimczyville Publications: Malabon City.

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