

Comparative Analysis of the Textual Resources in Academic Texts in Philippine and American Englishes from Systemic Functional Linguistic Perspective

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Abstract

Due to the rise of World Englishes, one of the principal challenges of teachers of English today is to keep paced with language variation (Crystal, 2013). Such variation influences their choices on the variety of English in instructional texts that they use in teaching ESL/EFL academic writing. Grounded in Systemic Functional Linguistics, this study compared the textual resources in academic texts in Philippine English vis-à-vis that of American English. Results showed that academic texts in the two English varieties contain textual resources: theme and rheme, nominalization, and cohesion. Each of these aspects of textual metafunction is discussed in the paper. It can be concluded that PhE texts written by Filipinos are at par with the quality of AmE texts produced by Americans. Pedagogical implications are underscored in the conclusion of the study.

Keywords: Textual resources, academic texts, Philippine and American Englishes, systemic functional linguistics

Introduction

As complexities arise on the pedagogical implications of World Englishes (WEs) in second language (L2) writing, using academic texts produced by non-native speakers of English has been treated with reservation by ESL (English as a Second Language) teachers. This qualm stems from the non-Inner Circle variety of English (Kachru, 2005, 1985) that is believed as substandard, deviating from the norms of standardized English. From his WEs paradigm, Concentric Circles of English, Kachru (2005, 1985) avers that English is divided into three circles. First is the Inner Circle where English is used as a Native Language (ENL) and traditionally regarded as standardized. The second and third (which are non-Inner Circle English varieties) are the Outer Circle where English is used as ESL and Expanding Circle where English is used as a Foreign Language (EFL), respectively.

Philippine English (PhE), an Outer Circle English, may be acceptable for Filipino English language faculty, and college students from top universities in

the Philippines (Bautista, 2001; Borlongan, 2009). However, it is still less understood by Filipinos who think that it is poor, colloquial, and broken. Bautista (2001, p. 31) noted that Filipinos might think that they use standardized American English (AmE) “when in fact they are not”. Relatively, many are not aware of new Englishes that non-Inner Circle English speakers themselves use (He, 2015). The lack of knowledge on the pedagogical use of PhE is evident in almost all academic writing courses that use Inner Circle written texts. Thus, academic texts in PhE written by educated Filipinos are hardly recognized by Filipino ESL writing teachers. This dearth covertly originates from the western norm that the Philippine educational system has set forth for its own English language curricula.

To treat this scarcity of using educated PhE academic texts into Philippine ESL academic writing, this study proposes an effort that may cause a positive impression towards academic texts in PhE. Such attempt is a systemic functional analysis (Halliday & Matthiessen, 2014; Halliday, 1994) of PhE academic texts in the hope that they can be verified possessive of academic writing standards at par with that of AmE academic texts. Specifically, the study compares the textual resources of academic texts in PhE and AmE through the lens of systemic functional linguistics.

Review of literature

Philippine English, American English, and ICE-PHI

Socio-culturally, varieties of English or WEs are real linguistic phenomena across the globe (Hernandez & Genuino, 2017) caused by the development of English as a language of worldwide communication (Sah & Upadhaya, 2016). According to Kirkpatrick (2007), WEs presupposes that variation on and between Englishes is normal and enduring. PhE and AmE differ as the former is an Outer Circle variety; thus, norm developing, while the latter is an Inner Circle; hence, norm providing. AmE is an Inner Circle variety brought by *Thomasites* (American soldiers and teachers) to the Philippines in 1901. Since then, it has maintained its status as the country’s institutionalized language. It was later on realized as not the English used by Filipinos, but Filipino English or PhE, the English variety that Filipinos speak and is acceptable in educated circles (Llamzon, 1969). However, PhE is not confined to educated Filipino circles because Martin (2014) claimed that PhE is actually the English spoken or used by Filipinos across circles of English in the Philippine context (i.e., Inner, Outer, and Expanding Circles of PhE). Inner circle of PhE includes educated Filipinos (e.g., Filipinos who earned academic degrees) that consider PhE as a legitimate variety. Outer circle of PhE involves Filipinos (e.g., Filipino English teachers) that are ambivalent of recognizing the language. Expanding circle of PhE covers a majority of Filipinos

(e.g., Janina San Miguel, 2008 Miss Philippines World) who face difficulty in using or accessing the language because of factors such as interlanguage barrier and economic status.

PhE's linguistic innovations compared to AmE have been well-investigated in terms of its lexicon and grammar in spoken and written modes. Bautista (2001) determined the standard grammatical features of PhE from subject-verb agreement to prepositions through the analysis of the Philippine component of International Corpus of English (ICE-PHI) (written mode). ICE-PHI is the first digital corpus of PhE compiled by Bautista, Lising, and Dayag (Bautista 2004, p. 9). It contains one million words of spoken and written English collected from 1990 to 2004 (Bautista, 2004). Designed for comparative studies, ICE-PHI consists of 500 texts where each spoken and written text contains 2000 words. While the spoken corpora are dialogues, and monologues (scripted or unscripted), the written are printed (non-academically and academically written texts in the humanities, social sciences, natural sciences, and technology (Nelson, 2006) and non-printed ones (student writing, and letters).

Academic texts

In the ICE-PHI, academic texts are conservative written genres (journal articles, book chapters, and magazine articles). They are contextualized in academic and professional settings, and classified according to *typification of rhetorical action, regularities of staged, goal-oriented social processes, and consistency of communicative purposes* (Bazerman, 1994; Berkenkotter & Huckin, 1995; Martin, 1993; Miller, 1984; Swales, 1990; Bhatia, 1993, as cited in Bhatia, Flowerdew & Jones, 2008). While academic texts in PhE and AmE are determined by text-external elements, they also contain lexico-grammatical features signaling *conventions and propensity for innovation* (Bhatia, 1993; Bhatia, 2006). Conventions refer to genres as static textual endeavor, while propensity for innovation is the production of innovative linguistic structures in a discourse (Bhatia, 2006).

Considering academic texts for writing instruction is important. Before neglecting written texts in non-Inner Circle Englishes for academic writing instruction, it is needed first to assess whether they possess deviations from the standard writing conventions so as not to divorce their potential for L2 pedagogy. In this respect, as Novianti (2017) argues, systemic functional linguistics (SFL) can aid in analyzing the lexico-grammatical features of texts.

Theoretical framework

Textual metafunction in systemic functional linguistics

SFL is a linguistic approach in analyzing a text's lexico-grammatical features with respect to its social context where the basic meanings of language can be realized and on which a text is analyzed (Halliday, 1994). Halliday (1994) points out the three types of language metafunction: (1) textual (message), (2) ideational (representation), and (3) interpersonal (exchange) meanings. Each corresponds to mode, field, and tenor as contexts (Table 1).

Table 1
Types of language metafunction

| | Language metafunctions | Language as... | Context of language |
|---|------------------------|----------------|---------------------|
| 1 | Textual | Message | Mode |
| 2 | Ideational | Representation | Field |
| 3 | Interpersonal | Exchange | Tenor |

Specifically, textual metafunction (mode) sets the language into coherent and substantial texts (Droga & Humphrey, 2002) represented by theme, nominalization, and cohesion. Theme is the element that gives the main information, while its remainder is the rheme that provides new information in a clause. For example, (Theme) The duke (Rheme) has given my aunt that teapot (Halliday & Matthiessen, 2014). Theme is essential in a clause for it displays the writer's main point, connects it to other sentences, and develops it in the whole text (Halliday, 1994; Schleppegrell, 2000). It can either be topical, interpersonal, or textual. Topical theme can be determined by premodification or postmodification of one of any structural elements: noun, adverbial group, and prepositional phrase. These also function as interpersonal and textual themes which precede or succeed the topical theme (Hasan & Fries, 1995).

Topical theme is demonstrated by (**premodification**) Yesterday and the other day, (**topical theme**) I went to the park. Interpersonal theme is illustrated by vocatives (Thank you (**vocative**) Craig so much for saying so), modal/comment adjunct (**modal adjunct**) Certainly, (**interpersonal theme**) you cannot store protein.), and finite verbal operators (**finite verbal operator**) Did you go to church today?). Textual theme is responsible for the tie of clauses (Hasan & Fries, 1995). It can be continuative (Oh, I have one every day.), paratactic and hypotactic conjunctions ((**paratactic**) Baby washes the dishes, and Mariel cooks food; (**hypotactic**) As he came to a thicket, he heard the faint rustling of leaves.), and conjunctive adjunct ((**conjunctive adjunct**) Furthermore, the

occurrence of strong depletion was a year-long phenomenon south of 60°s.) (Halliday & Matthiessen, 2014).

Forming a grammatical metaphor, nominalization is “used for embedding as much information into a few words as possible” (Jalilifar, Alipour, & Parsa, 2014, p. 25) as in “is impaired by alcohol” can be rewritten as “alcohol impairment”. Clause as a message concerns with textual cohesion that bonds related items within a text involving cohesive constituents and other linguistic items it refers to (Halliday & Hasan, 1976). It can be achieved through reference, substitution, ellipsis, conjunction, and lexicon. Referencing is anaphoric or cataphoric. Anaphoric referencing occurs when the author refers back to its antecedent (**this fish** – **it** swims...). Conversely, cataphoric referencing is referring forward (... widely held assumption was **this: man could understand** ...) (Halliday & Matthiessen, 2014, p. 625). Substitution happens when a word is substituted by a more general term (There’s **reefs** around bloody Australia, isn’t there? – Yeah; a **Great Barrier one**, I believe. – It’s a **big one**, I think.) (Halliday & Matthiessen, 2014, p. 640). Ellipsis operates when a writer drops words when they can be repeated (I’ll ask Jenny about laptops and find out whether we have got any [∅: laptops]). Conjunctions (and, but, for, and so on relate two clauses, and transitions (however, meanwhile, and so on) add cohesion in texts. Lexical cohesion occurs through repetition, synonymy, hyponymy, and meronymy. While the first two are typical, hyponymy (tree – oak, pine, elm) refers to the lexical relation in which the “first lexical class of a thing and the second either is a superclass, a subclass or another class at the same level of classification (Halliday & Matthiessen, 2014, p. 574). Meronymy (tree – trunk, branch, leaf) as the link between words is one part of the whole or whole of a part (Halliday & Matthiessen, 2014, p. 644). Table 2 gives the summary of the aspects of textual metafunction.

In the Philippine setting, none analyzed academic texts in PhE and AmE through the framework of SFL’s textual metafunctions. This directs the need for further SFL investigations that will describe the textual resources in new varieties of English (e.g. PhE).

Research questions

As academic texts written by non-Inner Circle users of English are being put into question, this paper hypothesizes that (1) Academic texts written by Filipinos less satisfy the use of textual resources in academic writing compared to those written by Americans; and (2) In terms of textual resources, Americans from the Inner Circle write better academic texts compared to Filipinos from the Outer Circle.

Table 2

Aspects of textual metafunction

| Aspects | Sub-types |
|------------------|--|
| 1 Theme | a. Topical b. Interpersonal c. Textual |
| 2 Nominalization | a. Reference b. Substitution c. Ellipsis d. Conjunction e. Lexicon |
| 3 Cohesion | a. Repetition b. Synonymy c. Hyponymy d. Meronymy |

These can be tested by answering the following questions.

1. What theme types are Filipinos and Americans using in writing academic texts?
2. What forms of nominalizations are they employing in writing academic texts?
3. How do these writers achieve cohesion in writing their academic texts?

Determining the textual resources of academic texts in PhE compared to that of AmE may give sound appraisals of the quality of writing in the two varieties of English. The academic writing qualities of the PhE variety may pave way for its advancing when it is discovered being at par with AmE in terms of textual resources. Importantly, this paper may inform the Philippine academics and stakeholders on PhE's potential in ESL academic writing instruction in the Philippines.

Methodology

The study qualitatively investigates the textual resources employed by Filipinos and Americans in writing academic texts.

Of the 80 texts, 10% of academic texts (i.e., journal articles, book chapters, and magazine articles) in PhE and AmE of the ICE were randomly selected. Ten percent of the total corpus is sufficient when linguistic items are ubiquitous in a text (S. N. Dita, personal communication, August 19, 2017). Supporting this is Bowker and Pearson's (2002) claim that a relatively small

corpus can be both reliable and representative when exploring domain-specific languages. So the length of corpora is not the most important element in a corpus (Fuster-Marquez, 2014).

The academic texts in the study were written by Filipino and American scholars who have advanced degrees. These texts came from four areas: Humanities, Social Sciences, Natural Sciences, and Technology. Each text was composed of 2000 words making a total of 16,000 running words. They were downloaded via <http://ice-corpora.net/ice/index.htm>. Since the corpora are password protected, the researcher obtained the passwords from Gerald Nelson, the ICE Project Leader, online. The researcher also sent the signed ICE License Agreement in using the corpora (see Appendix A for the ICE License Agreement). Having unlocked both components with their passwords, the researcher picked 80 academic texts and opened them one by one. Each of them was transferred to Text Document (.txt).

Auxiliary to SFL framework was UAM Corpus Tool (O'Donnell, 2016), and AntConc (Anthony, 2014) that were used to analyze the texts. The former strives for large corpora in which mood, transitivity, theme and rheme, modality, and tagging can be extracted (O'Donnell, 2016). Conversely, AntConc offers concordance plot, file view, clusters, collocates, wordlist, and key wordlist (Anthony, 2014). Through these, specific key words to draw clauses representing textual metafunctions were efficiently located in, and their frequency counts were easily calculated.

Results and discussion

Table 3 gives the physical description of academic texts in PhE and AmE. There is a small difference in terms of physical aspects, that is, tokens (single occurrence of a word form or parts of speech in a sentence or corpus), sentence length (total number of words in a sentence), and types (unique word forms or parts of speech in a sentence or corpus) (Brezina, Timperley, & McEnery, 2018) between the two English varieties.

Table 3
Physical description of academic texts in PhE and AmE

| | Physical Aspects | PhE | AmE |
|---|---|--------|--------|
| 1 | Average number of tokens per sentence in a corpus | 13.12 | 16.96 |
| 2 | Average sentence length per corpus | 22.11 | 24.73 |
| 3 | Total number of tokens per corpus | 90,059 | 85,972 |
| 4 | Total number of types per corpus | 12,012 | 11,860 |

On average number of tokens per sentence in a corpus, academic corpus in AmE is somewhat more complex as it contained 16.96 tokens than that of PhE (13.12). On average sentence length per corpus, academic corpus in AmE is slightly lengthier having 24.73 average sentence length than that of PhE (22.11). On total number of tokens per corpus, academic corpus in PhE is relatively lengthier as it contained 90,059 tokens than that of AmE (85,860). Similarly, academic corpus in PhE contained somewhat more types per corpus (12,012) than that of AmE (11,860). Themes, nominalizations, and cohesion were evident in academic texts in both varieties. Themes and rhemes are presented in Table 4.

Table 4
Theme and rheme in PhE and AmE

| Clause Component | PhE | | AmE | |
|------------------|----------|--------|----------|--------|
| | <i>F</i> | % | <i>F</i> | % |
| Theme | 786 | 48.71% | 814 | 50.49% |
| Rheme | 369 | 22.88% | 367 | 22.60% |

PhE had 48.71% (785 occurrences) which approximates the 50.49% (814 cases) in AmE. Likewise, rhemes in PhE had 22.88% (369 occurrences) which is so close to the 22.60% (367 cases) of rhemes in AmE.

Theme types: Topical, interpersonal, and textual themes

Filipinos and Americans used the three themes. The majority of themes in both varieties were frequently topical followed by textual, while the minority ones were interpersonal as summarized in Table 5. Topical themes in PhE (21.30% - 343) were relatively close to that of AmE (21.60% - 352). Subsequent was textual theme in PhE, that is, 17% (68) that was slightly different from that of AmE, 5.37% (80).

Table 5
Theme types in PhE and AmE

| Theme Types | PhE | | AmE | |
|---------------|----------|--------|----------|--------|
| | <i>F</i> | % | <i>F</i> | % |
| Topical | 343 | 21.30% | 352 | 21.60% |
| Interpersonal | 2 | 0.13% | 5 | 0.27% |
| Textual | 68 | 4.17% | 80 | 5.37% |

The premodification and postmodification in most topical themes of the two varieties could be attributed to the simple and terse nature of academic texts. They need not match descriptions and spatial imageries. In this respect, PhE

matches AmE. Evidences of topical themes from both varieties are explained below.

In PhE clause, the topical theme, **Net income** (nominal group), involves **Net** as noun premodifier introducing the main idea of the clause, **Net income** itself, while its rheme, **was derived by deducting production costs from gross returns**, gives message to it. Similarly, the AmE clause is headed by the topical theme, **Victor Hess** (nominal group). A new information about this topic is directly expressed by its rheme, **studied this phenomenon by taking electrometers onto lakes where there should have been less contamination (no change in leakage) and into caves (leakage disappeared)**.

More than these, both varieties involved multiple topical themes. Multiple themes are any complex phrases or groups that form one independent element within the clause (Halliday & Matthiessen, 2014). As can be seen in Extract 1, both multiple topical themes in PhE (**Perez and Juliano**) **reported that AC correlates positively with ...** and AmE (**Government and banks**) **were used to resolve this crisis; intervention eased ...** carry the conjunction **and** which ties the two topics into one entity.

Extract 1

| PhE | | AmE | |
|--------------------------|---|----------------------|--|
| Perez and Juliano (1988) | reported that AC correlates positively with puto height and hardness, ... | Government and banks | were used to resolve this crisis; intervention eased capital switching from primary to secondary circuits. |
| Topic Theme | Rheme | Topic Theme | Rheme |

Conversely, there were also other clauses that were locatable by postmodification through adverbial group. For instance, the adverbial, **though having its origin in highly industrialized nations**, modifies **This concern**, forming the topical theme, **This concern, though having its origin in highly industrialized nations**. Such complexity makes one whole constituent distinct from the rheme as evidenced in Extract 2.

Extract 2

| PhE | |
|--|--|
| This concern, though having its origin in highly industrialized nations, | has reached other areas of the globe as well, particularly those countries which, like the Philippines, have a plethora of natural resources in danger of depletion. |
| Topical Theme | Rheme |

Besides nominal and adverbial groups, themes also consist of prepositional phrase (sometimes complex) to form one structural element. A case in point was the PhE extract “The perception **of the magnitude and depth of impact on the world.**” The underlined part is a complex prepositional phrase. This is composed of three phrases: (1) “of the magnitude and depth”, (2) “of impact”, and (3) “on the world”. The same was present in AmE, for example, “The magnitude of predation” involves “of predation” that is one prepositional phrase. These sentences are labeled accordingly in Extract 3.

Extract 3

| PhE | | AmE | |
|--|---|----------------------------|-----------------------------------|
| The perception of the magnitude and depth of impact on the world | has led man to appreciate more keenly his relatedness to nature, and to become wary of his cumulative effect upon it. | The magnitude of predation | has been difficult to measure,... |
| Topical Theme | Rheme | Topical Theme | Rheme |

Importantly, these topical themes showed the Outer and Inner Circle writers’ important points that were developed in the rest of the texts. While most of the themes were found as topical in both corpora, textual themes are another.

Textual themes in PhE and AmE connected two or more topical themes to establish thematic development. Textual themes are continuative because they signal moves in discourse, and conjunctive as they relate clauses for expansion. They are also conjunctive adjuncts as they can be adverbial groups or prepositional phrases which link clauses (Halliday & Matthiessen, 2014). Conjunctions and conjunctive adjuncts were apparent in both varieties, while continuatives were absent.

Extract 4

| PhE | | |
|---------------|--------------------------------|---|
| Furthermore, | surveys conducted by the group | indicated that the infection was autochthonous or indigenous to the area. |
| Textual Theme | Topical Theme | Rheme |

Regarding the above sentence (Extract 4), it is important to note that through the textual theme in PhE that is [Textual theme] **Furthermore** (as the conjunctive adjunct), the writer was able to connect the meaning of the new topical theme, **surveys conducted by the group** with the topic of the previous clause, which is “In 1952, the World Health Organization fully funded a five-year research project (Santos 1976) which marked the beginning of the fight against schistosomiasis in the country”. The same purpose was examined with However in the succeeding example in the AmE corpus as can be seen in Extract 5. Used to make some projection of contrast, it (i.e. However) adds details in relation to the topic of the previous clause, i.e. “Predators were collected primarily with a boat electroshocker”.

Extract 5

| AmE | | |
|---------------|--|---|
| However, | a semiballoon bottom trawl (9-rn headrope) and multifilament bottom gill nets measuring 60 x 1.8 m with meshes (stretched measure) of 8.9, 10.2, 12.7, or 15.2cm | were used for 1-h sets at all stations except John Day forebay to collect walleyes and channel catfish. |
| Textual Theme | Topical Theme | Rheme |

Both varieties used conjunctions as illustrated in Extract 6. *But* is used to connect two different topical themes in PhE, *The creation of man...* (but) *this peculiar creation account...*, and AmE *The figure...* (but) *the details of the two...* It is also used to conjoin two different sets of clauses headed by the two topics. Hence, *but* in PhE is paratactic as that of AmE.

Extract 6

| PhE | | | | |
|---------------------|---|---------------|----------------------------------|--|
| The creation of man | thus appears in continuity with that of the rest of creatures; | but | this peculiar creation account | indicates that the human being cannot be considered... |
| Topical Theme | Rheme | Textual Theme | Topical Theme | Rheme |
| AmE | | | | |
| The figure | shows the general inverse correlation between solar activity and terrestrial cosmic rays, | but | the details of the two phenomena | have only partial relationships. |
| Topical Theme | Rheme | Textual Theme | Topical Theme | Rheme |

Moreover, both varieties used hypotactic resources as can be seen in Extract 7. For example, “If” (PhE) and “While” (AmE) make hypotactic connection between the topical themes they precede and the rhemes they succeed. “If” in PhE signals the condition, that is, “man is not peace with God”, secondary to the main clause, “neither will the world itself be at peace”. Similarly, “While” in AmE signals that the topical theme, “agents like builders, developers, realtors, and local governments relates with tenant groups, block clubs, and neighborhood associations work to create a livable and humane urban area” (main clause). These subordinate clauses introduced by “If” and “While” contained some lower degree of importance in the whole clause, but they still established a hypotactic bind with the two clauses.

Extract 7

| PhE | | | | |
|---------------|--|--------------------------|--|-----------------------------------|
| If | man | is not at peace with God | neither | will the world itself be at peace |
| Textual Theme | Topical Theme | Rheme | Topical Theme | Rheme |
| AmE | | | | |
| While | agents like builders, developers, realtors, and local governments seek | | tenant groups, block clubs, and neighborhood associations work | |

| | | | |
|---------------|---|---|------------------------|
| | to implement incentives conducive to investment, | | to create a livable... |
| | Theme | | |
| Textual Theme | agents like builders, developers, realtors, and local governments | seek to implement incentives conducive to investment, | Rheme |
| | Topical Theme | Rheme | |

By these textual elements, cohesion in both academic texts was achieved. More of paratactic and hypotactic conjunctions are presented in the section on cohesion of this paper. Conversely, interpersonal themes were also apparent in both varieties.

Modal/comment adjuncts were found in the texts as demonstrated in Extract 8. As for PhE, “perhaps” makes an interpersonal theme as it suggests probability of the meaning being communicated by the topical theme, “it” in relation to its rheme, “did begin in time, with a bang (or oscillates eternally between the states of nothingness and somethingness)”. Regarding AmE, “Often” signals the frequency of the fix provision of “a multidisciplinary approach” (topical theme) in connection to its rheme, “provides an easy fix because it does not demand the same degree of theoretical and methodological integration ...”.

Extract 8

| PhE | | | AmE | | |
|---------------------|---------------|---|---------------------|------------------------------|--|
| Perhaps | it | did begin in time, with a bang (or oscillates eternally between the states of nothingness and somethingness) ... | Often | a multidisciplinary approach | provides an easy fix because it does not demand... |
| Interpersonal Theme | Topical Theme | Rheme | Interpersonal Theme | Topical Theme | Rheme |

Vocatives and finite verbal operators in both texts were not found. This suggests that academic texts in PhE and AmE maintain academic register as there

is the absence of the two informal features typically used in spoken and informal discourse.

Nominalization: Nominal and pronominal groups

Relative with theme types is nominalization. Filipinos and Americans employed both nominal and pronominal groups. Table 6 shows all nominalizations in the texts.

Table 6
Nominalizations in PhE and AmE

| Nominalizations | PhE | | AmE | |
|---------------------|-------------|---------------|-------------|---------------|
| | <i>F</i> | % | <i>F</i> | % |
| Nominal Group | 2662 | 20.02% | 2481 | 18.79% |
| Complex Noun Phrase | 179 | 1.34% | 144 | 1.15% |
| Nouns | 2501 | 18.80% | 2355 | 17.78% |
| Pronominal Group | 65 | 0.50% | 74 | 0.60% |
| Total | <i>5407</i> | <i>40.66%</i> | <i>5054</i> | <i>38.32%</i> |

Both groups of nominalization were employed by Filipinos and Americans. The nominal group at 20.02% (2662) in PhE and at 18.79% (2481) in AmE occurred more frequently than the pronominal group at 0.50% (65) in PhE and at 0.60% (74) in AmE. These nominalizations in both varieties must be proportional to the amount of lexical density that is contained in written discourse (Lu, 2013). Academic texts in PhE had 40.66% (5407) nominalizations, while AmE had 38.32% (5054). These contrasts between the two showed a slight difference between PhE and AmE implying that both varieties displayed close proportion between their nominalizations. As nominal and pronominal groups are features existing in both Outer and Inner Circle academic texts, it can be affirmed that PhE academic texts are similar to that of AmE in terms of nominalization. Both varieties in their written form exhibit high nominalization level, a natural propensity of academic texts (Lu, 2013).

As shown in Extract 9, nominalizations in both varieties encoded different processes as in the case of “beginning” (In the beginning God created...) from “begin”, “restructuring” from “restructure” (...and distribution of local restructuring), “collection” (the frequency of snail collection may account) from “collect”, “speculation” from “speculate”, “contamination” (This leakage led to speculation about possible undiscovered...) from “contaminate”, “production”

(...from the seed production) from “produce”, and “distortion” (...creates a large “distortion” of the magnetic field...) from “distort”.

Extract 9

| PhE | Verb to Noun | AmE | Verb to Noun |
|---|--------------------------|--|--|
| In the beginning God created ... | begin - beginning | ...and distribution of local restructuring. | restructure- restructuring |
| as well as in the development of strategies ... | develop - development | Conflict over development in the political... | develop - development |
| the frequency of snail collection may account | collect - collection | This leakage led to speculation about possible undiscovered radioactive contamination ... | speculate - speculation; contaminate- contamination |
| ... from the seed production | produce - production | ...creates a large distortion of the magnetic field ... | distort - distortion |

The nominalized verbs ending with *-ing* such as *beginning*, and *structuring* are still in their verb forms; however, they functioned as nouns. *Development* from *develop* and other nominalized verbs through using *-tion* like *collection*, *speculation*, *production*, and *distortion* served as nouns as they mean “state or quality of” in relation to their original forms as action verbs. Instances are *development* as the state of developing, *collection* as the state of collecting, *speculation* as the state of *speculating*, and so on. It can be inferred that these nominalizations in both PhE and AmE academic texts denoted activities which were embedded in their nominalized forms. They contributed to the cohesion in both texts.

Cohesion: Conjunction, reference, ellipsis, substitution, and lexicon

Filipinos and Americans achieved cohesion by using conjunction, reference, substitution, lexicon, and ellipsis. These resources established connection among ideas in both PhE and AmE texts. Paratactic and hypotactic conjunctions are summarized in Table 7.

Table 7
Textual conjunctions in PhE and AmE

| Conjunctions | Paratactic | | | | Hypotactic | | | | | | | |
|--------------|------------|-------|----------|-------|------------|-------|----------|-------|-------|-------|-----|------|
| | PhE | | AmE | | PhE | | AmE | | Total | % | | |
| | <i>F</i> | % | <i>F</i> | % | <i>F</i> | % | <i>F</i> | % | | | | |
| and | 327 | 53.17 | 288 | 46.83 | 615 | 31.23 | | | | | | |
| or | 31 | 16.76 | 154 | 83.24 | 185 | 9.40 | | | | | | |
| nor | 3 | 75.00 | 1 | 25.00 | 4 | 0.20 | | | | | | |
| either | 5 | 50.00 | 5 | 50.00 | 10 | 0.51 | | | | | | |
| neither | 2 | 66.67 | 1 | 33.33 | 3 | 0.15 | | | | | | |
| but | 17 | 42.50 | 23 | 57.50 | 40 | 2.03 | | | | | | |
| so | 2 | 14.29 | 12 | 85.71 | 14 | 0.71 | | | | | | |
| for | 94 | 61.44 | 59 | 38.56 | 153 | 7.77 | | | | | | |
| when | | | | | | | 3 | 23.08 | 10 | 76.92 | 13 | 0.66 |
| while | | | | | | | 6 | 33.33 | 12 | 66.67 | 18 | 0.91 |
| before | | | | | | | 6 | 75.00 | 2 | 25.00 | 8 | 0.41 |
| because | | | | | | | 3 | 13.04 | 20 | 86.96 | 23 | 1.17 |
| since | | | | | | | 2 | 50.00 | 2 | 50.00 | 4 | 0.20 |
| that | | | | | | | 44 | 30.34 | 101 | 69.66 | 145 | 7.36 |
| Total | 481 | | 543 | | 1024 | 100 | 64 | | 147 | | 211 | 100 |

Regarding paratactic conjunctions, both texts had “and” (PhE – 53.17%; AmE – 46.83%), “for” (PhE – 61.44%; AmE – 38.56%), “or” (PhE – 16.76%; AmE – 83.24%), and “but” (PhE – 42.50%; AmE – 57.50%) as the most frequent. As for hypotactic conjunctions, both texts used “when” (PhE – 23.08%; AmE – 76.92%), “while” (PhE – 33.33%; AmE – 66.67%), “before”, (PhE – 25.00%; AmE – 38.46%), “since” (PhE – 50.00%; AmE – 50.00%) and “that” (PhE – 30.34%; AmE – 69.66%) as the most occurring, among others. As both varieties similarly used these conjunctions, it can be construed that both Filipinos and Americans use these resources in making ties between the important meanings in the texts they write. Equally importantly, both writers used those conjunctions in varying levels of frequencies. Americans used more paratactic (“or” and “but”) and hypotactic (“when”, “while”, and “before”) conjunctions. This can be attributed to the rhetorical modes of discourse such as exposition, description, and so on that call for using specific conjunctions. PhE academic texts, nonetheless, possessed similar conjunctive features of AmE texts as illustrated below (Extract 10).

Extract 10

| | PhE | | | AmE | | |
|---|---|-----|--|---|-----|--|
| 1 | The average monthly specific growth rate (SGR) (Fig. 1) of G. ... the yield ranged from 72 to 660 dwt g m | and | these were significantly different over time ... | ... the active sun greatly intensifies the solar wind, | and | the external particle flux increases, ... |
| 2 | Interviews with these people, ... the questionnaire prepared | for | the activity was no longer necessary. | Wolff puts some of the blame | for | this lack of real interdisciplinarity on the weight given scientific ... |
| 3 | The remaining 224 samples ... either showed no findings | or | had no information about age. | The energy density of cosmic rays is very high, more than 1 MeV/m^3 , ... | or | else the mass/energy balance of cosmology ... |
| 4 | Puto volume was higher | but | PSB Rc 12 had the | The figure shows the | but | the details of the two phenomena |

| | | | | | | |
|--|----------------------------|--|--------------------------|--|--|-----------------------|
| | for the high-AC PSB Rc 10, | | lower softness index ... | general inverse correlation ... cosmic rays, | | have only partial ... |
|--|----------------------------|--|--------------------------|--|--|-----------------------|

Both varieties used “and”, “for”, “or”, and “but” as the most occurring paratactic conjunctions to juxtapose two related independent clauses. The conjunction *and* (1, 2) in PhE and AmE combined two main clauses since both of them carry equally significant meanings. In other words, *and* in both texts hints that the second clause carries additional information that enriches the substance of the first. Regarding “for” (3, 4), both texts employed it for indicating causes of the happening being conveyed in the second clause with respect to the effect being carried by the first clause. “Or” (5, 6) denotes two alternative messages of the same importance in both clauses, while “but” (7, 8) signals contrast between the two conjoined related clauses. Conversely, hypotactic conjunctions used in both varieties are shown in Extract 11.

Extract 11

| | PhE | AmE |
|---|---|--|
| 1 | ... when <i>G. bailinae</i> was grown vertically at different depth levels ..., the seaweed demonstrated a much higher... | When this gap is most pronounced, investment flows back to ... |
| 2 | The average monthly specific growth rate (SGR) (Fig. 1) of <i>G. bailinae</i> expressed... while the yield ranged from 72 to 660 dwt g m ⁻² ... | Theoretical concepts of culture refer to..., while concrete studies of cultures refer to ... |
| 3 | Tempering the three milled rices at 16%, ... before dry-milling can improve PSI of the flour (Table 2). | The Northwest Power Planning Council (NPPC) adopted a ... before any dams were built (NPFC 1986); ... |
| 4 | The Eucheuma fixed-bottom long line technique of Doty ... because it is cost effective. | Because of this broad coverage ..., we pooled data or used averages across months, years, or stations to increase ... |
| 5 | It does not mean absolute dominion, since man is not the radical ... | This form of thinking outside the box ... since each new problem or question requires ... |
| 6 | Man has the mission of so ordering nature that it may fulfill its primordial function ... | ... these particle streams are usually of such low energy that they are not detected ... |

As paratactic conjunctions in PhE function in the same way as that of AmE, the above hypotactic conjunctions, “when”, “while”, “before”, “because”, “since”, and “that” in PhE texts, behave without discrepancy to that of AmE texts. Unlike the paratactic ones, these conjunctions conjoin the main clause containing the primary message, and the subordinate clause headed by any of the conjunctions that conveys secondary message. “When” (9, 10) signals time action as a cause prior to an occurrence related to the action. “While” (11, 12) makes a contrast between the two clauses that it conjoins. The first clause is less significant, while the other is more important. “Before” (13, 14) also means temporality on the clauses, while the main clauses on which it depends pose central points. “Because” (15 & 16) relays causal relationship between the more important clause and the one in which it is involved. “Since” (17, 18) links the existing condition communicated through the clause where it is used, and the main clause. “That” (19, 20) makes some justifications conversed through its clause in connection to the main clause that carries the main point of the sentence. Beyond these resources, cohesion in both PhE and AmE academic texts was attained by other elements as discussed in the next sections.

Both texts used anaphoric and cataphoric references to achieve textual cohesion and thematic progression. The former is illustrated in Extract 12 where the use of third person nouns, pronouns (it, they, them), relatives (which, that, whose), and demonstratives (this, these) manifested in the texts.

Extract 12

| PhE | AmE |
|--|---|
| Anaphora | Anaphora |
| The narrative of the creation of man and woman in the second chapter of Genesis ... It (i.e. referring to The narrative of the creation of man and woman) states that Yahweh ... | The following discussion illustrates the need to develop theory ... It (i.e. referring to The following discussion) documents the need to ... |
| Rough rice samples were obtained from the seed production ... After at least 6 months in storage (aging), they (i.e. referring to Rough rice samples) were dehulled by ... | ... northern squawfish are opportunistic feeders that prey both ... fishes (Eggers et al., 1978). They (i.e. referring to northern squawfish) feed primarily on the ... |
| The proponent had earlier proposed ... of the town folk, and the services provided to them (i.e. referring to the town folk) in terms ... | This does not mean breaking down the walls between the disciplines ... talking across them (i.e. referring to disciplines) to see how ... |

Cataphoric referencing in both English varieties was not always unidirectional but tended to be bidirectional as in the case of “this”, and “these”. For example, the relative pronoun “this” and “these” can be

understood as directing to either right or left direction of the clauses or both directions. These references are in all caps below.

Extract 13

| PhE | AmE |
|---|--|
| ... such tragedies often lie selfish motives and disordered interests, which give higher priority to economic or power ...[THIS] realistic picture, of man as sinner, ... | Each year more efforts are made to reconnect scientific and artistic knowledge through projects ... But [THIS] recent trend is often untheorized ... |
| in the area may be of a mixed species, <i>Ancylostoma duodenale</i> and <i>Necator americanus</i> ... [THESE] two human forms of ... | ... not differentiating clearly between conceptual and concrete meanings of culture can lead to a falsifying attempt to integrate [THESE] two definitions, ... |

Apart from these references, ellipses were also common. As shown in Extract 14, ellipsis in the two varieties economizes the clauses to maintain their grammaticality. The dropped elements in both Outer and Inner Circle English clauses are their topical themes that could have been either repeated with appropriate words, but were made elliptical to attain direct approximation between the themes and rhemes. The line in each extract represents the place for each omission, while the ones enclosed in parentheses are the possible elements.

Extract 14

| PhE | AmE |
|--|---|
| All things, ..., have been reconciled through Christ, __ (and) pacified with the blood of his Cross. | ...when a cultural historian asks what daily life was like in Romantic period London, and ____ (when he) draws on, ... |
| the Schistosomiasis Team in Digos conducted a survey ... in Demoloc and Kitalag, and ____ (they) found no ... | ..., the city provided construction subsidies in the form of tax abatements, ____ (and it) reduced land prices, and ... |
| Vegetative thalli of <i>Gracilariopsis bailinae</i> ...were tied... and ____ (they) were observed to grow at 30 d interval for 9 months. | Maule and Horton (1984) documented that walleyes eat young salmonids..., but ____ (they) concluded that the impact of... |
| ... batter mixed for 1 min. batter (40 g) was poured into ... aluminum pans...and ____ (it was) steamed for 30 min, ____ (it was) cooled ____ (for) 1 hr in the open, and ____ (it was) placed in ... | It includes all hadrons, and ____ (it) also has a significant contribution from muon capture processes (described later). |

The succeeding clauses (Extract 15) contain “one” (boldfaced) as the general word that substitutes the more specific words such as “concern”, “man”, “scholar”, and “culture” (italicized).

Extract 15

| PhE | AmE |
|--|--|
| <i>Concern</i> (more specific term) for ecology is one (more general term) of the signs of our times. | the <i>scholar</i> (more specific term) must be open to all ... allows for a flexible practice one (more general term) that resists the ... |
| ... the Christian faith from other ..., which count <i>man</i> (more specific term) as simply one (more general term) more animal ... | ... <i>culture</i> (more specific term) itself is a hotly debated one (more general term), its meaning ranging from ... |

Lexicons for cohesion were also found. In the study, they involved repetition, synonymy, hyponymy, and meronymy as shown in Extract 16.

Extract 16

| Types | PhE | AmE |
|------------|---|---|
| Repetition | ... yield were determined and a cost and return analysis of the <i>culture</i> system was made. ... seaweed was significantly different (P=0.05) over culture month... ... annual production cost of Php 5,860 were calculated from the <i>culture</i> system. | ... part of the confusion in how to define culture lies in the hazy distinctions often made between conceptual and concrete understandings of culture. Theoretical concepts of culture refer to broad..., while concrete studies of cultures refer to culture as practice, culture <quote> not [as] a... |
| Synonymy | Incorporating the <i>cosmos</i> in his own adoration and praise, man elevates it above itself and lets the <i>universe</i> render God... | ... various agents promote two processes, These <i>actors</i> are place entrepreneurs who strive for... |
| Hyponymy | Some environmental parameters like <i>water temperature</i> and <i>salinity</i> were monitored... | ..., various agents promote two processes, socioeconomic differentiation and subsidized tax base redevelopment. |
| Meronymy | Dry-milled and semidry-milled flour particles are fragments of <i>rice grains</i> and wet-milled flour particles are clusters of starch granules ... | Culture, politics, and individuals should be crucial components in any materialist model that purports to.... |

Repetition is the needed duplication of words to retain the thought which bonds the clauses as in the case of “culture” in both texts. Synonymy is using two or more words sharing the same semantics. This was demonstrated in PhE with words “cosmos” and “universe”, and AmE with “agents” and “actors”. Hyponymy, conversely, is the use of lexical items of which one is a general category, while the second is its specific. In PhE, “environmental parameters” is the general term, while its specifics are “water temperature” and “salinity”. As for AmE, “two processes” makes a general idea and its kinds are “socioeconomic differentiation” and “subsidized tax base redevelopment”. Relatively, meronymy is the relation between two words from whole to parts, or vice versa. In PhE, “Dry-milled” and “semidry-milled flour particles” are fragments of “rice grains” and “wet-milled flour particles” are “clusters of starch granules” [Parts to whole]. In AmE, “culture”, “politics”, and “individuals” should be crucial components in any “materialist model” [Parts to whole].

Conclusion

This study compared the textual resources in the academic texts in PhE and AmE from the SFL perspective. Having examined the two corpora, the study found that both varieties employed similar textual resources. It can be concluded that PhE academic texts are of equivalent textual quality as that of AmE academic texts. These findings do not support the two hypotheses. Filipinos write with the same textual resources of academic texts as that of Americans; thus, both writers satisfy the standards of academic writing. Generally, these seem to compete against Kirkpatrick’s (2007) argument that variation in WEs is regular and persistent. These points must be further affirmed in the following.

The notion that PhE is substandard is proved untrue at least in the case of PhE academic texts. In essence, no variety between PhE and AmE is superior or inferior; that there is no space for linguistic reservation. These claims further affirm the feasibility of investigating the text-internal resources particularly lexico-grammatical features of academic texts in PhE and AmE. At par with AmE academic texts, PhE academic texts were possessive of theme and rheme, nominalization, and cohesion resources. While textual and interpersonal themes both operated in the texts, topical ones were the most occurring that is natural in academic writing. Its dominance matched with the occurrence of usually verb-to-noun nominalizations proportional to the lexical density contained in both texts. Such nominalizations made productive and well-written PhE and AmE academic texts. Textual themes, contrariwise, established a link between clauses to achieve cohesion. Cohesion in both academic texts was maintained by paratactic and hypotactic conjunctions, anaphoric and cataphoric referencing, substitution, ellipsis, and lexicon. Lexical cohesion was proved evident through repetition, synonymy,

hyponymy, and meronymy. Due to these, PhE academic texts achieved thematic development and logical relationship as that of AmE texts.

By implication, the textual resources revealed here are principles of academic writing that are taught in ESL writing classes in the Philippines. These resources for teaching academic writing should be based on academic texts in PhE. As these are possessive of apt textual resources, a Filipino ESL writing teacher can employ them as models to illustrate or instill textual features that an exemplar academic written discourse must exhibit. Selecting these texts for ESL writing instruction deserves careful planning. An official and a strong language policy and planning, however, is necessary to meet this implication more than PhE's promulgation in Filipino ESL textbooks (Bernardo, 2013) and recommendation to be taught in Philippine ESL classes (Bautista, 2001). Neglecting academic texts in PhE as instructional materials would mean abandoning its textual features worthy of using and nurturing by Filipinos who are themselves native users of the variety. Using them may help increase the recognition of PhE in the country. It must be proclaimed that academic texts in PhE must be largely integrated into Philippine ESL academic writing. This may cause for the withdrawal of what Platt, Weber, and Ho (1984, as cited in Bautista 2001) noted as "the teachers' dilemma".

Similar to other studies, this paper had its limitations. First, academic texts in general were the ones scrutinized in the study. Hence, more particular and conservative written genres (e.g., research articles) from different disciplines should be cross-analyzed so that marked PhE textual resources from various fields may be realized. In addition, only two English varieties were analyzed. Comparing PhE with other English varieties (e.g., British, Singapore, and Korean Englishes) can make a more comprehensive comparative analysis. Also, textual resources in academic texts were examined in general in the study. Future studies can focus more specifically on uses of textual resources in academic textbooks in PhE and other varieties. Next, only mode was examined in the paper; thus, it is strongly recommended that field and tenor of academic texts in PhE be analyzed as well. Moreover, the quantity of academic texts examined in the study may be insufficient; therefore, larger corpus should be considered and analyzed so results can be more generalizable. Comparative studies such as this shall make doors more open and futures clearer in using PhE academic texts in ESL academic writing classes in the Philippines.

Conflict of Interest

The author declares no conflict of interest in the conduct of this research.

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Note on Contributor

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Appendix A

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