

**Differences between Filipino and Filipino-American's written outputs:
A contrastive rhetoric of professional discourse**

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Abstract

The study examined the emails of a Filipino and a Filipino-American personnel sent to the company's email bank in order to see differences in hyper codification and contextual differences of the text structures. These sample emails were then presented to other Filipino personnel of the company in order to identify their subjective impressions, in terms of effectiveness, appropriateness, and clarity. The result indicated that the Filipino personnel's emails, which contain the mission/vision of the company, contain more vivacity, dynamism, life, and contextual features. Yet, though these may be taken as wordy or circular by native speakers, other Filipino personnel find the emails and the mission/vision more distinct, more understandable and more direct to the point as compared to the emails and the mission/vision of the Filipino-American personnel.

Keywords: hyper codification; interactionist; ethno methodology; professional writing; contextual differences

Introduction

Contrastive rhetoric has been one of the methods to measure cross-cultural inquiry in linguistics. This field is divided into two groups: those who argue for rhetorical/cultural correspondences among writers and cultures and those who argue that these correspondences are far more complex (Thatcher, 2000). The original work of Kaplan

(1966) entitled ‘Cultural thought patterns in intercultural education’ was “premised on the insight that different cultures have different rhetorical tendencies” (in Connor, 2002, p. 494). It also claimed that native language patterns of rhetorical organization may be negatively transferred to English compositions (Kaplan, in Hinds, 1983). These statements are negatively viewed by several linguists (Scollon, 1997; Spack, 1997, Zamel, 1997, all cited in Connor, 2002, p. 493); saying that Kaplan was insensitive to cultural differences. Connor on the other hand, may not be as skeptical of the pioneering work of Kaplan, but she is open to the possibility of “surveying some new directions, particularly in view of some of its criticisms (p. 494).” She also mentioned that “the codes of writing, which includes rhetoric and conventions of academic disciplines, need to be learned. These conventions vary from language to language and, therefore, often need to be learned in L2. She is open for expansion of Kaplan’s original view of contrastive rhetoric, articulating a variety of methodologies and approaches to the Sapir Whorf hypothesis” (Connor, 2002, p. 494).

Another advocate of Kaplan’s work is Bander (1978, cited in Hinds, 1983) who stated that, “In following a direct line of development, an English paragraph is very different for instance, from an Oriental paragraph, which tends to follow a circular line of development (p.184).” On the other hand, there are also those who counter the principles of the first group. Leki (1991), among the many, stated that the danger in accepting the traditional contrastive-rhetoric explanations for writing differences or cross-cultural explanations for behavioral differences is that, such explanations risk turning ESL students into superficial and insubstantial characters whose behavior is simply

determined by these cultural norms and who have no individual differences or subtleties obscured by these behaviors. Part of the overgeneralization comes from a methodology that traditionally emphasized written texts as finished products. Because of lack of understanding of how writers dealt with the process of making those texts, researchers failed to distinguish developmental factors in student writing from factors related to students' native cultures. Thus, it is well-understood that “people in different cultures do not only write in contrasting styles, as has been adequately demonstrated in numerous contrastive rhetoric studies, but they also develop other methods of writing because of the difference in world view” (Dumanig, Esteban, Lee, & Gan, 2009, p.63) .

As the study of culture and written discourse has entered the 1990s, contrastive rhetorical researchers have found it necessary to broaden their interests to include not only the texts that students are writing, but processes that students go through as they work on their writing and the social and cultural contexts in which those processes are situated (Benda, 2005).

Previous studies in this area have reported some differences in the organizational patterns of English and Arabic texts (Mohamed & Omer, 2000), English and Filipino news lead (Gustilo, 2002), American and Japanese English essays (Kamimura & Oi, 1998), English, American, and Singaporean English letters (Gonzales, 2002), English and Arabic Prose (Ostler, 1987), Filipino and English advice columns (Rojo-Laurilla, 2002), Philippine and American criminal appeal cases (Brylko, 2002) Japanese and English rhetorical organization (Hinds, 1983), and American and British persuasive writing (Connor & Lauer, 1985). But none has so far compared texts using the modern genre of

communication, which are emails and how this new genre supports individual writing style as influenced by different backgrounds and educational exposure. Thus, the challenge of Connor (1996) is to conduct more studies in the area of CR for “despite the enhanced research activity on genre-specific writing cross-culturally, only a few isolated studies have examined each genre” (as cited in Dita, 2009, p.95).

From these conflicting ideas, this study was conceptualized, not to test a theory but to simply affirm the argument that culture may in fact, greatly influence one’s way of writing. Simply put, correspondences may exhibit rhetorical/cultural differences among writers and cultures. Thus, this paper is aimed at investigating the differences in the electronic mails (emails) writing styles of two people from two different backgrounds/cultures.

From this point, the researcher believes that emails may be argued as different from professional writing (a type of writing used in the professional context), yet according to section 3: Notice of meetings, of the by-laws of the target company where emails of the personnel were taken:

Whenever a board member is required or permitted to take action (such as, but not limited to, voting or discussion) at a meeting, a written notice of the meeting shall be communicated to each member personally by fax or email ten (10) days prior to such meeting, or by Philippine mail postmarked at least ten (10) days prior to such meeting.

This section of the by-laws signifies the formality of emails and acceptance of emails as a professional medium of writing in doing written transactions for and in the company.

Research Design

This study employed the interactionist and ethnomethodological designs of Thatcher (2000, p.45). The interactionist and ethnomethodological designs incorporate four data gathering techniques used at or during key stages of the two cases:

- (1) Collections of all key documents in the discourse project.
- (2) Observations and logs of social interactions such as formal and informal meetings and negotiations.
- (3) Interviews of the board members about their key processes and professional writings in the emails.
- (4) A contrastive rhetoric preference survey, asking the rest of the board members to choose between different rhetoric of the secretary and the treasurer's emails in terms of clarity and effectiveness.

The survey had five different short writings from the eight different email entries of the secretary alongside the treasurer's. The participants in the survey indicated what rhetoric they preferred according to clarity, appropriateness, and effectiveness (See Appendix A for survey questions).

An open-ended interview with the respondents was also conducted after the analysis of the data. This is to merely ask their perspectives on their own versions of the mission/vision. The questions in the interview were unstructured; merely asking why their mission/vision was worded/structured/composed the way they were.

Respondents

The emails were taken, with the consent of the respondents, from a seminar and tutorial services company, that provided English tutorials and self-enhancing seminars. Since the company is fairly new in the market, the board of directors comprised only five members. Two of the personnel who were chosen to be a part of the study are the treasurer and the secretary. The elected treasurer of the company was from the US and had most of his education there beginning with a high school diploma from Middlesex County College in Edison New Jersey, ending with a Civil Engineering degree from New Jersey Institute of Technology in Newark, New Jersey. Upon graduation, he went to the Philippines to manage the family business and eventually became a part of the group which created the company. The other participant was a Filipino secretary who was educated and raised in the Philippines who agreed to have her writings included in the study. The secretary graduated from Colegio de San Agustin in Makati and completed her Bachelor of Secondary Education from Assumption College Manila. The background of the two chosen respondents shows the kind of culture they grew up in and kind of educational setting they were exposed to.

Data

The professional writings that were explored in this research are the emails and the mission/vision sent by these two personnel to the yahoo group of the organization. Also, as mentioned previously, the company was just starting, and as a requirement, it needed

to have its own mission/vision. The treasurer and the secretary both gave their own versions for deliberation, and these too, were analysed. Although the researcher wants to take up other forms of professional writing (minutes of the meeting, etc.), it would be impossible at this point since the organization is extremely new and there is not much documentation available for study. Moreover, the company is still generating income for infrastructure, making the company decide to communicate through email for any concerns that may arise before the next scheduled meeting. All the emails that were retrieved from the start of the study were included. The topics of the emails vary from, reminders, summary of reports, and designation of assignments. It is from the emails that the mission/vision was retrieved.

Units of Analysis

The units of analysis of the emails sent are from rhetoric of the Filipino and the US bred personnel, specifically in the areas of vivacity, dynamism, and life. The unit of analysis on the other hand for the mission/vision is the use of contextual information. The units of analysis assessed both the Filipino and the American rhetoric according to what they perceive as appropriate rhetoric for the all board members, highlighting not only the differences in rhetorical patterns, but also what these patterns are meant to accomplish in the rhetorical situations.

Rodriguez-Castelo's (1988, in Thatcher, 2000) standards of ideal writing in Thatcher's research are the foundation for the analysis of hyper codification in the emails of the two personnel. According to this South American journalist, there are three great

qualities in writing. One is clarity, two is concision and the third is vivacity, originality, dynamism, and life. The third quality, except for originality, is the basis for distinguishing hypercodification in the emails of the treasurer and the secretary. Originality was not included because the data for the study were not translations from the L1 of the participants. But before the discussion, it would be better to give the definition of vivacity, dynamism, and life.

- **Vivacity** is synonymous to energy and exuberance;
- **Dynamism** and **life** are also energy with vigor and vitality.

In order to see if these three aspects are present in a text, one has to search for 1) Sensorial values such as color: "to give color to the text means to give life to the context of the exposition; 2) Emotive values, which grab the reader in the gut. "The emotive values come in journalistic texts when there is dramatic tension, emotional weight, and interior impulsiveness;" and 3) Intellectual values such as "curiosity and play [which] realize the great compromise between intelligence and interest" (Rodriguez-Castelo, 1988, as cited in Thatcher, 2000, p. 55). Figure 1 shows the framework used in the study

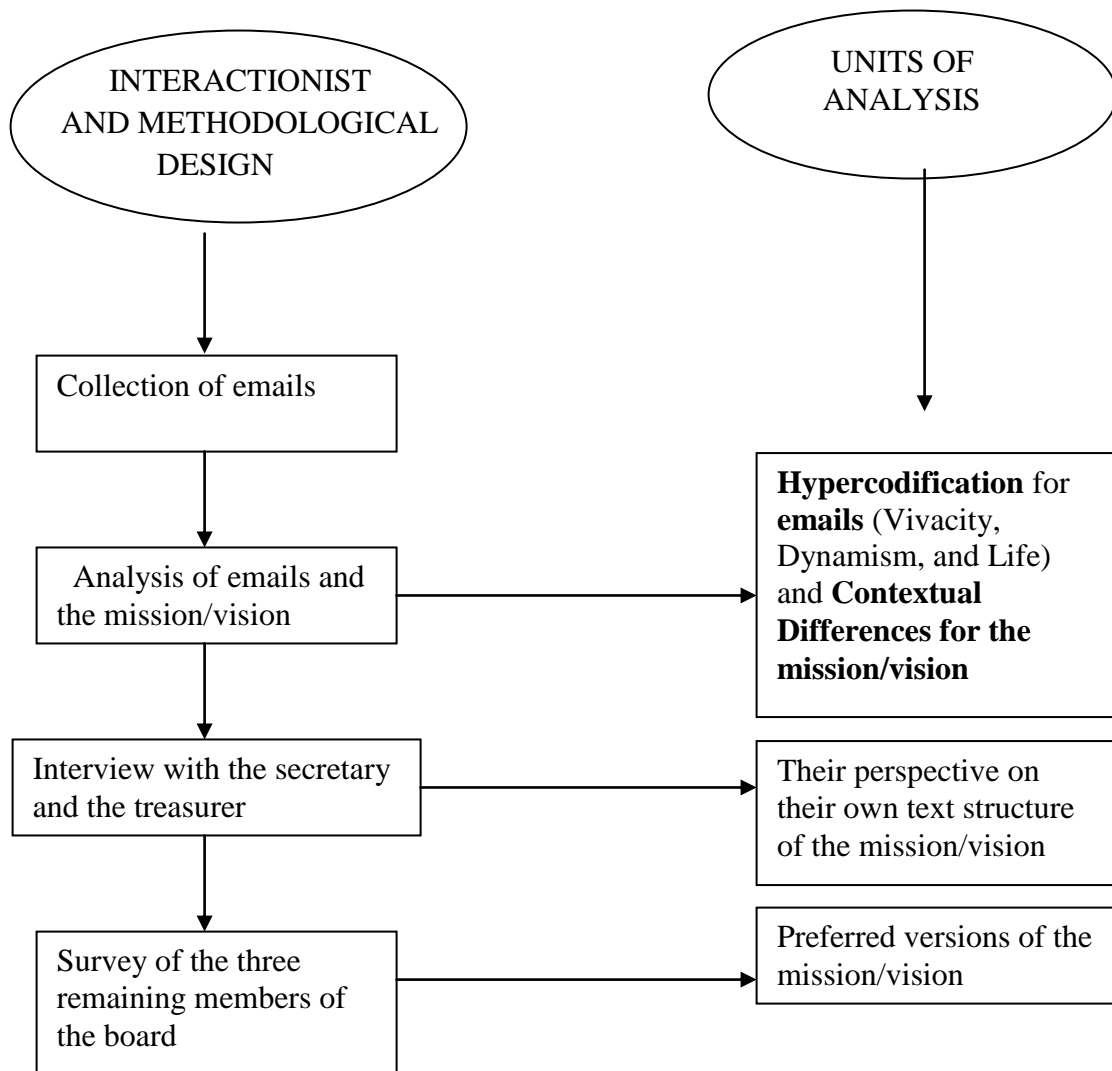


Figure 1. Conceptual Framework of the study

Findings and Discussion

Generally, the emails of the two personnel retrieved by the researcher show differences in hypercodification, in the same way, their different versions of the mission/vision exhibit contextual differences.

Hypercodification

Though an email is considered informal in many occasions, the treasurer still maintained an impersonal stand and was distant in the choice of words. Given the fact that the board of directors is composed of close friends, the treasurer coming from a different culture is seen to address only issues that need to be tackled. There were neither side comments nor personal comments on things not related to work as compared to the emails of the secretary, which are filled with unrelated comments. Aside from the comments, the secretary's emails are filled with graphics, thus giving vivacity, dynamism, and life to the otherwise plain reminders (*Parang icing on the cake yung brochure, Don't make me read long essays on what you think, kasi i'll just get duling. Hehe 🤪* [The brochure is like icing on the cake, Don't make me read long essays on what you think, because I'll be crossed-eyes]). The closings were also personal in tone (*Roselle, who is Ashley ba[enclitic]? Where did that name come from ??/ Cheerio! Mich 🥰*), as compared to that of the treasurer (*i'll see you all tomorrow*).

In addition, emails sent by the secretary depict the same personal tone that is missing from the email of the treasurer since the emails are again filled with side comments (*galing ng resume mo!!! Shucks. Parang ayoko mag-submit ng akin Hahahaha! [your resume is so good!!! Shucks[interjection]. I feel like not submitting mine [laughter]]/ Thanks again! Happy Valentine's Day!!!*). Although the emails contain work-related information, they are still fashioned in an informal way (*See you Saturday (2pm? same resto right? - someone, please confirm the time and place?/We can*

coordinate on-line. We can assign tasks like who will compute for this and that [e.g. _____ already computed the cost for MAAP souvenirs, teacher's fee, snacks, lodging, etc. Ciao! Mich]. Another email from the secretary shows that she is doing her job, but then again the email is personal in tone despite the length (Wait, i can't remember anymore. (Haven't i sent this out already? Eh?) Anyway....Enjoy! Mich).

Table 1 illustrates the differences between the emails of the two personnel in terms of vivacity, dynamism, and life.

Table 1 Difference in the Two Personnel's Emails in terms of Vivacity, Dynamism, and Life

Topic	Treasurer	Hypercodification Involved	Secretary
Brochure	try to get them things uploaded here or sent to my email today so i can start the brochure layouts.	Emotive Value	Sure thing. Give me a sec to figure out the wording. 🇵🇭
Resume	anyway, my printer is still busted, so i can't print out the files i uploaded. and i'm not sure which version would print better, word or excel. i'll see you all tomorrow.	Sensorial Value	And galing ng resume mo!!! 😞 Shucks. Parang ayoko mag-submit ng akin. Hahahaha! <i>[your resume is so good!!!</i> <i>Shucks(interjection).</i> <i>I feel like not submitting mine</i>

<p>Company Logo</p>	<p>i'll be uploading the revised logo by tonight.. i'll entitle and describe which is which (for letterhead, biz card, etc.) - font proportions need manipulation for each purpose.</p>	<p>Intellectual Value</p>	<p><i>(laughter)]</i></p> <p>Btw, please include the word "Center" in our logo. Pansin ko wala kasi eh. Hello Ros, overlooked? Diba it needs to be exactly as stated in our Articles of Incorporation? Diba diba?</p> <p><i>[Btw(abbrev.), please include the word "Center" in our logo. I have noticed that there is none. Hello Ros, overlooked? It needs to be exactly as stated in our Articles of Incorporation right? Right right?]</i></p>
<p>Upcoming activities</p>	<p>i haven't found how to allow attachments to be stored in the egroup archives. thus, i haven't seen an</p>	<p>Intellectual Value</p>	<p>I'd like to do:</p> <p>1. strengths and goals exercise (personal direction, personal</p>

	<p>attachment since the new yahoo group was put up. so i haven't been able to pick an activity.</p>		<p>strengths, goal steps, goals, measures)</p> <p>And since that is so short, i will also do</p> <p>2. career review and planning exercise (personal direction, career path, career counselling)</p> <p>Gosh, this seems like so much fun ya'!!!</p> <p>Mich 🍌</p>
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As mentioned previously, hyper codification should contain Sensorial, Emotive, and Intellectual values and the table identified these three aspects in the sample, chosen emails of the personnel. The emails of the secretary with regards to the brochure are filled with symbols showing the emotive value because of the inclusion of an emoticon, a symbol that is used in order to give life to a text, despite the seriousness of the topic. The emails of the secretary with regards to the resume are also filled with words and symbols exhibiting the sensorial value, which is all about dramatic tension, emotional weight, and impulsiveness. This was seen in the use of three exclamation points, emoticons, interjection (*shucks*), and unnecessary comments and exclamation points (*hahahaha!*). Lastly, emails regarding the company logo and upcoming activities exhibit intellectual

value due to the use of curiosity and play that compromise intelligence and interest. This is seen in the secretary's use of abbreviation (*BTW*), slang (*ya'll*), and interjection (*Gosh, Hello*). This is not to disregard the fact that the emails of the secretary make use of different font colors and sizes as compared to the normal black-colored font of the treasurer.

Interpreting Hypercodification

It may be far-fetched to tackle history of rhetoric as far as the time of Confucius, but in the research of Thatcher, justification of the writing style was traced as far as the origin of the Latin American culture. This leads to the researcher's same attempt to explain the writing style of the two personnel in terms of influence.

The Philippines places great emphasis on interconnectedness and social networks that is far greater than the Americans (Steinberg, 1990, as cited in Vasquez, Keltner, Edenbach, & Bansaszynski, 2001). This importance placed on harmony is easily translated in terms of Filipino's way of *pakikisama* (smooth interpersonal relationships). This virtue of *pakikisama* is easily identified in the secretary's use of emoticons, interjections, and unnecessary comments in the form of laughter. By doing this, the secretary can give her commands without being too pushy or aggressive. Similarly, central values placed on proper behavior regulated by in-group norms demonstrate that the Philippines can be classified as a collectivist society (Triandis et al., 1990, as cited in Vasquez, Keltner, Edenbach, & Bansaszynski, 2001) and thus, emphasize harmonious relationship within the community. Americans on the other hand, are more autonomous

in thought and upbringing. These two contrasting conventions could have been the reason why the rhetorical styles of writing of the two countries greatly differ.

In the United States rhetorical traditions including composition studies are perceived to have been influenced by the historical development of the early Greek period. Thus, the academic discipline of rhetoric and composition in the United States is irrefutably based on the Aristotelian rhetorical traditions. Choo (1999) added that, the single-ordered view was first established to understand and analyze complex reality and this view required and adopted causal thinking.

Going back to the data, the differences in terms of writing influence on the two cultures explain the words and tone in the emails of the two personnel. Words such as *shucks*, *wow* and *yipes* from the email of the secretary give off a wordier, more impersonal tone even if the topic is formal. As mentioned previously, the Filipino writers tend to be verbose while the native American writers are more concise. Again, this may be attributed to the western culture with its inclination towards being direct (Dumanig, Esteban, Lee, & Gan, 2009, p. 70-71).

The tone of the secretary becomes impersonal even if the intention is to remind or to emphasize. In addition, the constant language shift from English to Filipino and vice versa and side comments inside an open and close parenthesis from the secretary were also indication of a friendly chat. The directness of the language of the treasurer on the other hand, may be explained through the Aristotelian rhetorical traditions, and that is, a single-ordered view should be first established to understand and analyze complex reality (Choo, 1999).

Contextual Feature

In the business manual and auditing reports of Thatcher's research, the US personnel's re-working of the Ecuadorian writing was reducing or eliminating historical and contextual information. Most of this information comprised dates, places, people involved and concrete citations of laws (Thatcher, 2000). In this research, only the contextual feature is discussed for the same reason given in hypercodification, and that is, the materials used in this study are not the original and translated versions of written accounts but simply the emails written by the two personnel.

The type of contextual references used in the emails, which characterized the rhetoric of the US and the Filipino personnel is seen in the variables used. In an interview with the secretary, it was revealed that the contextual references, (inclusion of dates) and details (repetition of words, added category [financial]), make the vision/mission clearer to those who are interested to know about the company, yet has limited or no schema of what it does. Yet, an interview with the treasurer shows that his own version of mission/vision is shorter with many flowery and grandiose adjectives deleted to make it more factual, more direct to the point, more realistic, more professional sounding and thus less tiring to read. Table 2 shows examples of decontextualization as exhibited by the treasurer and secretary's mission/vision.

Table 2 A Comparison of the Mission/Vision of the Treasurer and the Secretary

<u>Filipino personnel's mission/vision</u>	<u>US personnel's mission/vision</u>
<p>We aim to provide skills training to professionals in terms of:</p> <ul style="list-style-type: none"> - inter and intra personal skills - necessary communicative skills for a successful professional career. <p>(Financial) To elevate the financial well-being of all Filipinos</p> <p>Our objective is to become fully national by May 2006.</p> <p>We will do everything in our power to ensure our customers, consultants and affiliates are provided outstanding levels of support from all of the PROJECT, INC team.</p> <p>We will aspire to produce income levels for our marketing team that have never been attained before.</p> <p>By preserving with our mission, we will expand PROJECT, INC. into a nationally recognized icon of our industry.</p>	<p>We aim to (instill/cultivate/enhance?) inter and intra personal communication skills which will prove useful in one's personal and professional life.</p> <p>-----</p> <p>Our objective is to become fully national after a year of operation.</p> <p>To ensure that customers, consultants and affiliates are provided with outstanding levels of support from the entire PROJECT , INC. team.</p> <p>To generate income for our marketing team for future expansion.</p> <p>By preserving with our mission, the company hopes to become a national name in providing quality seminars, tutorials and consultations.</p>

As seen in Table 2, the secretary's version involves more words and even exceeds a category as compared to that of the treasurer. The treasurer does not have a category for the financial aspect as he revealed in the interview that it is already self-explanatory in the established objective of the company. This is similar with the trimming and adding category of Thatcher (2000) in his research. The reason why this category of Thatcher is

applied is because the treasurer composed his mission/vision out of the initial version of the secretary. To specify, in the objective section of the mission/vision, the secretary included an actual date for the full operation of the company while this has been trimmed by the treasurer. Secondly, the secretary's last portion of the mission/vision includes the name of the company, where it was trimmed in the version of the treasurer. Again, the treasurer responded in the interview that there is no need to repeatedly mention the name of the company.

This preference for more detailed information was not just an individual choice of the secretary. Results of the survey with the other board members, which included eight portions of the emails (as shown in Table 2), reveal that the three remaining stockholders would definitely choose the Filipino personnel's version of the mission/vision. This shows that the words used by the secretary in the mission/vision were not intentionally fashioned to make it more melodramatic or literary, but to attain the purpose at hand, and that it, according to the secretary herself, makes people who do not have schema of the nature of the business understand the mission/vision. Results of the survey in terms of clarity, effectiveness, and appropriateness are shown in Figure 2.

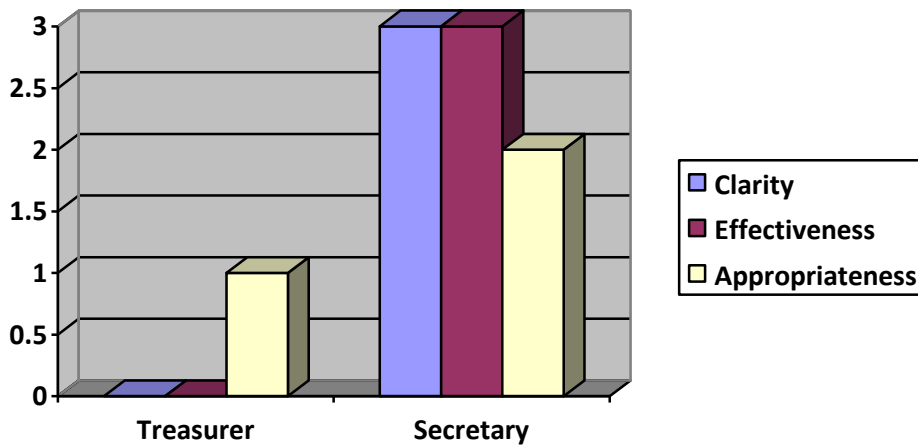


Figure 2. Filipino personnel’s choice between the Secretary’s rhetoric as opposed to the Treasurer’s in the mission/vision

Interpreting the Differences in Contextual Features

Similar to the interpretation of hyper codification, the use of too many details by the secretary can also be attributed to Filipino values, which makes them metaphorical language rather than frank terms. This was supported by Gloria-Pinzon (2009) who claimed that the Filipino’s penchant for the elaborate and the ornate finds its way in both speech and writing. Thus, even if the Philippine educational system has been western in approach, Filipinos are still different, and to some extent, have some similarities with its neighboring Asian countries. Thus, “despite intensive and prolonged training and conditioning to always get to the point quickly and without much digression, it is never truly Filipino to be point blank” (Gloria-Pinzon, 2009, p. 5). Westerners on the other hand, avoid digression and use direct, concise vocabulary as much as possible. This, in part, explains the difference in language use by the two personnel in the mission/vision of

the company. Hyperbolic language is evident in the rhetoric of the secretary (as seen in table 1), since more extravagant noun phrases (e.g. *We will strive to provide the best quality services at the most economical rates available.*), adjectives (e.g. *We will expand PROJECT, INC into a nationally recognized icon of our industry.*) and verb phrases (e.g. *We will not accept second-class service and do not expect our family to either*) were used. These sentences are completely different from their counterpart sections in the mission/vision of the treasurer who used noun phrases (e.g. *To provide top quality services at the most economical rates available.*), adjectives (e.g. *we will become a national name in providing...*) and verb phrases (e.g. *to develop, to contribute, to provide*) which are simpler and more realistic.

Implications of the study

This study shows how individual writing styles can greatly differ if analyzed in terms of hypercodification and contextual features. Seemingly, the words of the secretary are more wordy, elaborate, and impersonal when writing correspondence as compared to the treasurer. Although more respondents are needed in order to come up with a wider-scoped generalization of the issue, the data from the study can be a fitting jump-start. Also, though the researcher does not want to make a drastic conclusion of the writing style of the Filipinos, the results of survey shows that the great majority perceives the writing style of the secretary as normal and standard. These findings are supported by earlier claims posited that indeed, there are differences in the writing patterns across cultures. Thatcher (2000, p.63) concluded as well that “broad differences in rhetorical

patterns do exist across populations and languages and that these differences correspond to the cultural patterns of that population”. Thus, ESL teachers consider the cultural and linguistic background of the writer especially for the second language learners (Dumanig, Esteban, Lee, & Gan, 2009, p.64) and not just underscore writing styles, which are not patterned after the Western approach, “even if Filipino writers closely parallel their American counterpart” (Dumanig, Esteban, Lee, & Gan, 2009, p.71).

Despite the results obtained, the researcher does not underscore the fact that the secretary may still view emails as an informal means of communication, thus, her choice of language is more communicative than formal. In the same way, the researcher also believes that formality in the language is something required in different settings and the secretary may not have perceived this. Even if this is so, the other Filipino board members did not feel violated over the language of the secretary, thus, it may have been perceived as something appropriate. But this is not to discredit that her being a member of the board was also a factor as to why she can compose emails less informally compared to the treasurer. Perhaps, future studies in Philippine CR need to consider other forms of professional writing with respondents coming from different officers of a company, in order to see whether the language use of a subordinate is different from the language use of a superior.

Lastly, these differences are not taken as a comparison of effectiveness of the writing outputs. This study is to merely add to the growing literature that supports how culture greatly affects one’s way of writing. The researcher of this study also hopes to establish that differences in the rhetoric are just a reflection of how people from different

cultures organize their thoughts in the form of writing. Thus, this paper echoes the argument of ESL instructors that different students, particularly international students have different ways of looking at and expressing reality, making them write differently from native speakers of English of the country where they are studying (Choo, 1999). Yet, from the data, it now seems that how one is taught writing in school is how one will continue to write in one's professional life. The question now is on whether people around the writer find the style effective or not.

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APPENDIX A

Below are two of the submitted versions of the mission/vision of your company.

Tick the boxes provided below each section according to clarity,

<p>We aim to provide skills training to professionals in terms of:</p> <ul style="list-style-type: none"> - inter and intra personal skills - necessary communicative skills for a successful professional career. <p> <input type="checkbox"/> CLEAR <input type="checkbox"/> UNCLEAR <input type="checkbox"/> APPROPRIATE <input type="checkbox"/> INAPPROPRIATE <input type="checkbox"/> EFFECTIVE <input type="checkbox"/> INEFFECTIVE </p> <p>Our objective is to become fully national by May 2006.</p> <p> <input type="checkbox"/> CLEAR <input type="checkbox"/> UNCLEAR <input type="checkbox"/> APPROPRIATE <input type="checkbox"/> INAPPROPRIATE <input type="checkbox"/> EFFECTIVE <input type="checkbox"/> INEFFECTIVE </p> <p>We will do everything in our power to ensure our customers, consultants and affiliates are provided outstanding levels of support from all of the PROJECT, INC team.</p> <p> <input type="checkbox"/> CLEAR <input type="checkbox"/> UNCLEAR <input type="checkbox"/> APPROPRIATE <input type="checkbox"/> INAPPROPRIATE <input type="checkbox"/> EFFECTIVE <input type="checkbox"/> INEFFECTIVE </p>	<p>We aim to (instill/cultivate/enhance?) inter and intra personal communication skills which will prove useful in one's personal and professional life.</p> <p> <input type="checkbox"/> CLEAR <input type="checkbox"/> UNCLEAR <input type="checkbox"/> APPROPRIATE <input type="checkbox"/> INAPPROPRIATE <input type="checkbox"/> EFFECTIVE <input type="checkbox"/> INEFFECTIVE </p> <p>Our objective is to become fully national after a year of operation.</p> <p> <input type="checkbox"/> CLEAR <input type="checkbox"/> UNCLEAR <input type="checkbox"/> APPROPRIATE <input type="checkbox"/> INAPPROPRIATE <input type="checkbox"/> EFFECTIVE <input type="checkbox"/> INEFFECTIVE </p> <p>To ensure that customers, consultants and affiliates are provided with outstanding levels of support from the entire PROJECT , INC. team.</p> <p> <input type="checkbox"/> CLEAR <input type="checkbox"/> UNCLEAR <input type="checkbox"/> APPROPRIATE <input type="checkbox"/> INAPPROPRIATE <input type="checkbox"/> EFFECTIVE <input type="checkbox"/> INEFFECTIVE </p>
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We will aspire to produce income levels for our marketing team that have never been attained before.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> CLEAR | <input type="checkbox"/> UNCLEAR |
| <input type="checkbox"/> APPROPRIATE | <input type="checkbox"/> INAPPROPRIATE |
| <input type="checkbox"/> EFFECTIVE | <input type="checkbox"/> INEFFECTIVE |

By preserving with our mission, we will expand PROJECT, INC. into a nationally recognized icon of our industry.

- | | |
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| <input type="checkbox"/> CLEAR | <input type="checkbox"/> UNCLEAR |
| <input type="checkbox"/> APPROPRIATE | <input type="checkbox"/> INAPPROPRIATE |
| <input type="checkbox"/> EFFECTIVE | <input type="checkbox"/> INEFFECTIVE |

To generate income for our marketing team for future expansion.

- | | |
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| <input type="checkbox"/> CLEAR | <input type="checkbox"/> UNCLEAR |
| <input type="checkbox"/> APPROPRIATE | <input type="checkbox"/> INAPPROPRIATE |
| <input type="checkbox"/> EFFECTIVE | <input type="checkbox"/> INEFFECTIVE |

By preserving with our mission, the company hopes to become a national name in providing quality seminars, tutorials and consultations.

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| <input type="checkbox"/> CLEAR | <input type="checkbox"/> UNCLEAR |
| <input type="checkbox"/> APPROPRIATE | <input type="checkbox"/> INAPPROPRIATE |
| <input type="checkbox"/> EFFECTIVE | <input type="checkbox"/> INEFFECTIVE |