

# Professional Language Skills of Purposive Communications Students in Pangasinan State University

Reynald Dimalanta Gloria, Ailene A. Batang, Ph.D

Pangasinan State University - School of Advanced Studies  
*reynaldgloria27@yahoo.com, abatang@psu.edu.ph*

## *Abstract*

*Professional language plays a vital role in purposive communication especially in the field of technical writing. This descriptive study determined the professional language skills of purposive communication students of Pangasinan State University- San Carlos City Campus as influenced by their technical writing outputs particularly in politeness of expressions and accurate use of mechanics. The respondents in the study were 100 freshmen students who were selected using probability sampling design, specifically, simple random sampling. Survey questionnaire was utilized as the main instruments to support and further verify the information gathered. Frequency and percentage counts were utilized as statistical tools. Results revealed that majority of the respondents are female adolescent and are enrolled as Bachelor of Science in Office Administration. Further, the respondents are good with regards to their professional language skills in technical writing along politeness of expressions. Moreover, along accurate use of mechanics the respondents notched fair level of technical writing performance. Hence, the profile variable specifically on the sex of the respondents has a significant relation to the accurate use of mechanics in technical writing. It is humbly recommended that the Pangasinan State University – San Carlos Campus should include additional enhancement writing activities on the usage of politeness of expressions and accurate use of mechanics in writing of its Purposive Communication students in every program course. Further, providing support to strengthen the utilization of basic writing technique to help improve the knowledge and business communication writing skills of the students.*

**Keywords** – *Professional Language Skills, Purposive Communication, Politeness of Expressions, Grammar and Mechanics in Writing, Technical Writing*

## INTRODUCTION

As universally known, the world regards that linguistic and social picture of the world reflect professional thinking, which forms professional community's self-awareness and creates professional vision of the world which means that professional linguistic culture is the basis for developing professional culture [1].

English professional linguistic culture, as a rule, is not seen as a separate type. Scholars consider professional linguistic culture as a branch of general culture or as a subculture. Professional culture comprises such components as speech etiquette, traditions, customs etc. The above-mentioned components are a part of social norms of behavior.

Professional self-awareness recognizes the community of interests, forms the processes of social merging of groups and sustaining their stability. Professional self-awareness is linked with professional world-view and acts as an indicator for general ideology and a component of professional linguistic culture.

It is important to sustain professional linguistic culture most especially in colleges and universities because they have often had issues regarding the communication drawbacks of their students. The lack of materials and literatures regarding effective ways to guide their English students about this communication problem comes next as the issue. However, communication instructors and professors are critical to the trajectory of this stumbling block especially when students are underperforming.

Expectedly, instructors/professors have to think of ways for the holistic development of their college learners geared towards one of the 21st century curriculum exit standards: communication skills.

In the Philippines, the Commission on Higher Education (CHED) Technical Panel on General Education has set the college standards for General Education subjects.

And one of those is focusing on producing clear and concise career-oriented/technical writings such as memos, business letters, résumés, technical reports, and information analyses under the Purposive Communication subject.

Technical writing is one of the most challenging standards that college instructors/professors face because of the unsatisfactory outputs of most students. This challenge has to be addressed because poor writing might affect the probable employability of their students most especially the ones who perform communication in office management or administration [2].

The gravity of the difficulty in the communication strengths of students is so immense that most often than not their write-ups or essays are really entirely rehashed. This is so when learners' experiences are blocked.

When students' thoughts are blocked and they are not encouraged to go through their experiences, problems may occur [3].

Blocking experiences can be the crux of the matter as students are already in the level of

preparing for the course of life. They do tasks in classrooms that will orient them for their future careers.

As learners write their experiences and use their language, they already start to realize the importance of making use of proper lexical source of ideas and accurate grounding of their thoughts which can be in the form of the appropriateness of language.

From the lens of the functional and pragmatic points of view communicants' language behavior is an unconscious choice of lexical, syntactical, stylistic and prosodic means to verbalize business partners' ideas, intentions and expresses their national and cultural stereotypes of thinking. Thinking in writing are inseparable that it is necessary to always think about the appropriateness of one language when s/he writes [4].

A study explains by Lewis [5] entitled "Communication for Society" that the importance of the appropriateness words in the future workplace of students is about professional language that is manifested in the documents required for their future career tasks. This professional language is essential in a context wherein there are power asymmetries like the ranks and hierarchies in any workplace setting and workers.

The problem now emanates from the outputs exhibiting the professional language of students as language has a system of rules. There are requirements for identifying a means of communication as a language [5].

Having this in mind, the researcher will highly consider analyzing the professional language skills of the first year Office Administration students of Pangasinan State University-San Carlos City campus after their writing experiences as indicated in their course competencies.

The researcher has had the predicament of checking the quality of written outputs of his students who are expected to be adept in the use of professional language hence this desire to investigate on the skills of students after finishing their series of topics in professional language.

### **OBJECTIVES OF THE STUDY**

This study sought to analyze the Professional Language Skills of Purposive Communication students of Pangasinan State University-San Carlos City Campus, as manifested in their technical writing outputs for the S.Y. 2019-2020.

Specifically, it purported to answer (1) What is the profile of the students in terms of sex, GPA in English subject, awards in English activities competition in school, exposure to professional writing in their English subjects, monthly family income, academic scholarship.

(2) What is the performance of the students in their Purposive Communication subject particularly in their technical writing outputs in terms of politeness of expression and accurate use of mechanics. And number

(3) Is there a significant relationship between the performance of the students in their technical writing outputs and their profile variable?

## Research Hypothesis

The study presupposed this research hypothesis, tested at 0.05 level of significance.

There is a significant relationship between the performance of the students in their technical writing outputs and their profile variables. The degree of accuracy of the written outputs of students in business communication.

## MATERIALS AND METHODS

This academic pursuit is classified as a descriptive and correlational method of research on the basis of content analysis as it involves description, analysis of the written outputs of students.

Specifically, the research is a combination of descriptive-correlational design to characterize the profile the students and their performance in Purposive Communication subject particularly in technical writing outputs in terms of politeness of expressions and accurate use of mechanics. In addition to description, some evaluative judgments or analysis will be made.

Descriptive survey looks with intense accuracy at the phenomena of the moment and describes precisely what is being seen, observed, or perceived.

The common instrument used in recording data from observations or perceptions is the questionnaire, although this study employed a specialized content-validated analysis in order to gauge students' level of performance in professional language skills in Purposive Communication course subject particularly in their technical writing outputs in terms of politeness of expressions and accurate use of mechanics.

Correlational statistics is used to understand what kind of relationships naturally occurring variables have with one another. In simple terms, correlational research seeks to figure out if two or more variables are related and, if so, in what way [6].

Wherefore, content analysis is also used to identify patterns in recorded communication. Researchers use content analysis to find out about the purposes, messages, and effects of communication content.

They can also make inferences about the producers and audience of the texts they analyze. Thus, it can be used to quantify the occurrence of certain words, phrases, subjects or concepts in a set of historical or contemporary texts, as well as to make qualitative inferences by analyzing the meaning and semantic relationship of words and concepts. [6].

The data sets in this study are sourced from the self-reports of and the ratings obtained by a total of 100 student respondents. All respondents are enrolled as first year college under Bachelor of Science major in Office Administration in the School Year 2019-2020 the time the study was conducted.

The research population draws from the combined number freshmen students from two sections of Bachelor of Science major in Office Administration in Pangasinan State

University-San Carlos Campus.

The instrument used is rubric of analysis in determining the performance of students in Purposive Communication subjects specifically in their technical writing outputs in terms of politeness of expressions and accurate use of mechanics.

The rubric of analysis underwent validation that served as the basis in analyzing the written outputs of the students which are categorized as politeness of expressions and accurate use of mechanics.

Various modes of data treatment were used to analyze the different data sets corresponding to the requirements for each of the research questions. Descriptive-correlational statistics such as frequency, percentage and ranking were used.

Moreover, to derive valid and reliable results and interpretation of the data, the following statistical tools and method were employed.

Data set for research for question no. 1 concerning the profile of the Purposive Communication student along sex, GPA in English subject, awards in English activities and competition in school, exposure to professional writing in their English subjects, monthly family income, and academic scholarship were described using frequency counts percentages and ranks.

Data set for research question no.2 on the students' performance of in their Purposive Communication subject particularly in their technical writing outputs along professional language skills in English presupposed a dual data report on the politeness of expression and accurate use of mechanics in business writing.

The results in the politeness of expressions and accurate use of mechanics were described using frequency and percentage counts.

Data set for research question no.3 on the significant relationship between the performance of the students in their technical writing outputs and their profile variable was statistically processed and analyzed using SPSS software and the procedures were supervised by a professional statistician in Statistical Center of Pangasinan State University.

## **RESULTS AND DISCUSSION**

This section presents the analyses and interpretation of the data relative to the first research question. To facilitate presentation, the sets of data were tabulated for easy reference in their discussion.

Table 1, 2, 3, 4, 5 and 6 contain the variables pertaining to the students' socio-demographic profile, while Tables 7 and 8 present the students' performance in their technical writing in terms of politeness of expression and accurate use of mechanics and Table 9 presents the relationship between the performance of the students in their technical writing outputs and their profile variables.

Sex. There is slight imbalance in the distribution of the students in terms of sex, with a slight advantage in the number of female students (75 Or 75%) over the male (25 or 25%). If this finding is signified to the specific program course, i.e Bachelor of Science in Office Administration to which the students are enrolled, the data seem to point out a slightly greater interest among female than male students to pursue further education and careers parallel to the disciplines that relate to Office Administration. Such disciplines include "Vocational and Technical Fields, Office Technology and Secretarial Science (Chronicle of Higher Education. PH). The sex- aggregation reflected in the aforementioned findings concurs with the statistics examining gender enrolment [7] which reveals that: "[...] National and international studies indicate that the enrollment rate of women in administration and communication programs is much higher than that of men. Women constituted two-thirds of the students enrolled in bachelor's degree and master's degree secretarial science, administration and communications programs" [7].

Supplemental to the above, Muhammad's [8] survey on the gender ratio of teachers also reveal that that the rate of female over male teachers has significantly increased to 68% in 2014, with the population of female teachers in secondary schools (63%) and tertiary schools (82%) dominating the faculty roster. On the contrary, the study of Penrose [13] on "Women and the Choice to Study Vocational Fields" proved that there are lesser records of women who finish their vocational degree. These findings from the other studies show that Office Administration related Academic studies and career paths may not altogether be dominantly attractive to women, as some of them are also male dominated but the findings of this study may reinforce the association of the Office Administration programs to female enrolment.

The findings have shown that most of the students' enrolled in Bachelor of Science in Office Administration notched a grade point average (GPA) ranging from 86-90 that is 40% equivalent to an "excellently passed" grade point- descriptive average, followed by a thirty seven percentage (37%) ranging from 91 to 95 equivalent also to an "excellently passed" grade point- descriptive average, while there is a thirteen percent (13%) scoping from 81 to 85 equivalent to an "averagely passed" grade point- descriptive average, thus, an outstandingly passed grade point -descriptive average of 96 and above scored a six percent (6%) and lastly four percent (4%) niched the 80 and below grade point average equivalent to fairly passed.

The findings may also incur that the students were knowledgeable and performed eminently in their English subjects during their senior high school days considering that English is one of the most difficult subjects in school evidently published in a study entitled "Top Ten List of Difficult School Subjects in Education" (Top Tens.Com "averagely passed" grade point- descriptive average, thus, an outstandingly passed grade point -descriptive average of 96 and above scored a six percent (6%) and lastly four percent (4%) niched the 80 and below grade point average equivalent to fairly passed.

The findings may also incur that the students were knowledgeable and performed eminently in their English subjects during their senior high school days considering that English is one of the most difficult subjects in school evidently published in a study entitled "Top Ten List of Difficult School Subjects in Education" (Top Tens.Com wherein English subject notched the sixth spot as one of the most challenging subjects in schools [9], as cogitated on this documented finding: "[...] In ELA, you can be good at remembering concepts to use in your writing, like what is needed on a given test or paper, but you have to actually think about it yourself; there is no set principle in what you actually are writing, meaning you can be clueless as to what you actually are writing about." [9]

In spite of this goal, the overall expectations of learning and teaching English are not encouraging. Some students often answer questions by "yes" or "no" without understanding what is really said. And others admit they understand teacher's questions but they are not able to answer in English. Most fresh students are from different High Schools and with low backgrounds of English register for the first undergraduate training programme which is overcrowded

In addition, Faigley's [10] study on "Writing English: Composition and Cohesion" reveals that the overall expectations of learning and teaching English are not encouraging. Some students often answer questions by "yes" or "no" without understanding what is really said. And others surveyed that they understand teacher's questions but they are not able to answer in English. Most fresh students are from different High Schools and with low-backgrounds of English register for the first undergraduate training programs.

These findings from the other studies show that Office Administration related Academic studies and career paths in the different countries may vary from the quality of EEL (English Educational Literacy) in terms of the grade point average of the students but the findings of this study may reinforce that the Office Administration program in Pangasinan State University.

#### *Awards in English Activities or Competition in School*

Majority of the Purposive Communication students in this study registered a ninety four percent (94%) non-awardees with six percent (6%) awardees in English activities or competition in school. It is notable that most of the students don't have awards in English activities and competitions in school. This may imply that students lacks of confidence pervade them to notch awards. The findings may also incur that awards in English competitions specifically in students' senior high school years may or may not possibly determined that a student would excel or performed good in his/her professional language skills specifically in technical writing since the aforementioned skills are to be guided and pounded when students start in higher education [10].

"[...] Professional language skills encourage students to become more efficient learners. They give students the confidence to participate fully in English program courses and are invaluable outside of the classroom and after they graduate. These skills, which include critical thinking and business letter-writing, are also highly transferable, and therefore vital for success in any career. Students are expected to have a number of these skills when they start in higher education namely: professional discourse, professional text strategies, composition and comprehension skills." [10]. Thus, the study may only possibly account for characterizing the number of students accorded with awards in school relevant to English activities.

#### *Exposure to Professional Writing in their English Subject (Purposive Communication)*

In terms of the exposure or learning to professional writing in English subject, i.e., Purposive Communication, majority of the students responded that they are highly exposed to professional writing in their subject registering a ninety four percent (94%) with six percent (6%) no exposure. It is notable that most of the students were exposed or inclined in professional writing, i.e., business letter- writing in their subject. This may imply that students were active learners with the subject and few may not be active due to some personal- educational factors. The findings may also incur that the exposure to professional writing in their English subject (Purposive Communication) plays an important role in the professional learning development of students in producing fair output in technical writing as a significant part of professional language skills,[11].

"[...] The ability to write technical and academic outputs is a requirement that is frequently required within classrooms particularly in higher education and deficits in professional writing can cause students to struggle in school [11]. However, difficulties with professional writing do not end when students exit school. Specifically, poor professional writing skills may decrease the likelihood of college admittance [11] and subsequently decrease the chance of being hired, retained, and/or promoted when entering the workforce [11]. Thus, the success of any program to produce competent individuals like in higher education may always depends on the course subjects being offered especially in communications as a complex subject where professional language skills are being developed." [11]

Thus, the findings in this study revealed that professional writing process required the students to be able to identify content knowledge and organize their thoughts in a logical manner so as to meet the goals of the composition in business letter writing that scored ninety four percent.

#### *Monthly Family Income*

The students were profiled in terms of the status of their respective family



incomes, on a monthly income basis. The latter were further formulated based on frequency and percentage counts and based on the 2015 Philippine Economic Survey (Philippine Statistics Authority).

The findings in this study revealed that most of the respondents belong to families with monthly family income range of less than "P10,000.00 and below" registered sixty percent (60%) under "Very Low Income" followed by "P10,000.00 to less than P20,000.00 with twenty six percent (26%) under "Low Income" range, while there is nine percent (9%) registered students' family monthly income under "Average Income" range and five percent (5%) registered students' family monthly income under "Above Average".

The clearly higher incidence of poverty associated with the majority of the respondents may imply the respondents belonging to these families may not have optimal and maximum access to all educational amenities and professional language-learning resources, as these may be prohibitive of their living conditions. This phenomenon is also confirmed in an article "Why aren't Low Income Students Succeeding in School?"

In relation to the above findings, the 2016 Report of National Economic and Development Authority in the Philippine Daily Inquirer indicated a positive progress in the economic standing of Filipinos families at the outset of the current Government Administration, compared to the statistics in 2009, 2006, and 2012. However, the report still shows an alarming number of 26 million Filipinos who remain to be consigned to the poverty line, and where 12 million Filipinos live in extreme poverty. Thus, the above findings in this study partake in the nationwide statistics. Likewise, in this study's locale (i.e Pangasinan State University-San Carlos Campus) is set in Pangasinan that accounts for a large magnitude of poor population (more than half a million) compared to its neighboring provinces, La Union, Ilocos Norte, and Ilocos Sur.

### *Academic Scholarship*

The respondents were profiled with their academic scholarship educational reference. The latter were analyzed and formulated using frequency and percentage counts guided by the Pangasinan State University, Statistic Center.

The findings revealed that most of the respondents were not part of any academic scholarship grants or programs with eighty four percent (84%) registered as "No Scholarship". Meanwhile, there are respondents who answered that they are beneficiaries of Commission on Higher Education (CHED) scholarship program with registered seven percent (7%), while some are beneficiaries of Tertiary Education Subsidy

scholarship program (TES), four percent (4%) and San Carlenians of Pangasinan, USA Inc. scholarship program, four percent (4%) and lastly one percent (1%) registered as part of National Grid Corporation of the Philippines scholarship program implies that parents were not knowledgeable about scholarship grants for them to support the educational needs of their children.

Supplemental to the above findings, the 2018 Report of National Economic and Development Authority in the Philippine Daily Inquirer indicated a positive progress in the educational standing of Filipinos students at current government administration, compared to the statistics in 2008, 2010, and 2012. Furthermore, the clearly higher incidence of students who are not part or beneficiaries of any scholarship grants only showed that their families are capable of providing their needs in education especially in college.

The table shows that almost half of the research population register under "Fair level of performance along accurate use of mechanics" with thirty three percent (33%) followed by twenty three percent (23%) of an "Excellent level performance along accurate use of mechanics", meanwhile, seventeen percent (17%) for "Poor level of performance along accurate use of mechanics, fifteen percent (15%) "Very good level of performance along politeness of expressions and twelve percent (12%) "Good level of performance along accurate use of mechanics".

The above discussed findings unveiled that majority of the respondents registered "Fair level of performance along accurate use of mechanics in their technical writing outputs in terms of the margins, indentions, spellings capitalizations and punctuations. Withal, the clearly "fair performance level of students along use of mechanics" manifested that the students could always improve their writing outputs especially in business correspondence through mastery and familiarity. Supplemental to the to the presented findings

concur with study of Penrose [13]. The latter research attempted to identify factors that affect the learners' performance in technical writing by employing the mechanics in writing. The research induced data from a selected pool of respondents who are experiencing challenges with their writing performance. The researchers concluded that "unfamiliarity of mechanics in writing" ranks second among the factors that affect learners' performance in the use of proper punctuations, spellings, capitalizations, margins in writing business correspondence and indentions, the other of which include reading enrichment activities, motivation to speak, teacher's feedback during writing activities, confidence to write, pressure to perform well, vocabulary enrichment and time for preparation. Penrose [13] confirmed in their study that fair level of performance in technical writing with the use of mechanics particularly in spellings and punctuations is the second dominant factor observed in the foundation of good written outputs next to enhanced-based (professional) mastery of mechanics in writing in higher education.

## **RELATIONSHIP BETWEEN THE PERFORMANCE OF THE STUDENTS IN THEIR TECHNICAL WRITING OUTPUTS AND THEIR PROFILE VARIABLE**

Spearman's Rho Correlation was used to statistically determine the degree of relationship between the performance of the students in their technical writing outputs and their profile variable as the major indicators of their professional language skills in Purposive Communication. Level of significance is tested at 0.05. Findings show that there is only one among the variables found to be significantly related to each other particularly in the profile variable, i.e., sex of the respondents and accurate use of mechanics are significantly related with .004 value of probability. This means that either male or female respondents are highly motivated to write business letters along accurate use of mechanics namely the use of punctuations, spellings, capitalizations, margins and indentions.

The above stated findings can be signified to the findings of Penrose [13], investigation on "Influence of Gender on Writing Development." He stated that studies of the influence of gender on student writing have been motivated by competing concerns. Some researchers have highlighted the silencing of female voices and the privileging of masculine writing styles in peer audience and teacher feedback on students' classroom writing. In contrast, other researchers, concerned about gender disparities privileging girls in the scores of large-scale writing tests, have highlighted the ways in which students and teachers constructed masculine identities of resistance to authority and lack of writing competence. In all cases, researchers have perceived writing as one of the ways in which children learn the meanings of their culture, exploring and constructing their respective gender roles through and in their writing. As such, these researchers have viewed writing as a social practice that shapes and is shaped by gender. To study the influence of gender on writing development, many researchers have considered the local and the wider social and political contexts within which students were writing. They have examined the social meanings taken up by girls and boys in their construction of gender in their classroom writing, and have attempted to understand the ways in which classroom writing contributed to and challenged stereotypical gender dualities.

Research in the field of gender and writing development has clustered around several themes, which are used to organize this review: Much of the research has highlighted developmental gender patterns in characterization and in the themes and linguistic features of students' writing. Other studies have examined students' self-perceptions and teachers' views of girls' and boys' relative writing competencies. Research also examined the ideologies that shape girls' and boys' writing and writing behavior in terms of their use of writing for social purposes, and the dominance of singular gender models in classrooms.

Moreover, in terms of the politeness of expressions and the profile variables

namely: "sex, GPA in English subject, monthly family income, awards in English activities and competitions, exposure to professional writing and academic scholarship did not pass the threshold of the established level of significance at 0.05. It means that, in the case of these other variables, they do not significantly coincide with the students' level of performance along politeness of expressions. A study [14] believes that politeness, in Socio-demographic and Pragmatics, is a term that signifies linguistic features associated with norms of social behavior, in relation to notions like courtesy, rapport, deference and distance. Such features involve the usage of specific discourse markers (please), suitable tones of voice, and tolerable forms of address (e.g. The choice of intimate v. distant pronouns, or of first v. last names) [14]. clarifies that politeness, according to the Anglo-Saxon scientific tradition, is investigated from the pragmatic and socio- demographic perspective. It is agreed that theories of politeness are involved in what belongs to either of these linguistic subfields for politeness is specifically concerned with language use that is connected with pragmatics-and it is a phenomenon that represents a link between language and the social world [15] manifests that pragmatics represents the study of what people mean when they use language in normal social interaction; while socio-demographic refers to the study of why we say, what to whom, when, and where and how we behave.

This means that regardless of the socio- demographic profile of the students, politeness of expressions really varies from the professional language skills of the students and that politeness seems to be a phenomenon that is associated with the relationship between language and social reality [15].

## **CONCLUSION AND RECOMMENDATION**

This study analyzed the Professional Language Skills of Purposive Communication Students particularly in their technical writing outputs along politeness of expressions and accurate use of expressions. The students were also profiled along a set of socio-demographic learners' variables and professional language skills' variables, which eventually correlated to their level of performance in both politeness of expressions and accurate use of mechanics. The latter procedure was an attempt to determine whether or not certain variables innate to students are significantly associated with their professional language skills particularly in technical writing outputs.

The research population involved a total of one hundred (100) Office Administration students from Pangasinan State University, San Carlos Campus, San Carlos City, Pangasinan, and enrolled during the School Year 2019-2020. Data analyses employed descriptive correlational statistical tools. The research instruments are researcher-developed, although they are theory- informed and subjected to content validation by field experts.

The following provides a summary of the salient points in the research findings.

### *Profile of the Purposive Communication Students*

As with the research population, there is a slight advantage in the number of female students (75%) over the male (25%). In terms of students' GPA in English subject majority of them notched a grade point average (GPA) ranging from 86-90 that is 40% equivalent to an "excellently passed" grade point- descriptive average. Meanwhile, most of the Purposive Communication students in this study registered a ninety four percent (94%) non-awardees along English activities or competition in school. In terms of the exposure to professional writing in English subject, i.e., Purposive Communication, majority of the students responded that they are highly exposed to professional writing in their subject registering a ninety four percent (94%). Moreover, most of the respondents belong to families with monthly family income range of less than "P10,000.00 and below" registered sixty percent (60%) under "Very Low Income". In terms of academic scholarship, the findings revealed that most of the respondents were not part of any academic scholarship grants or programs with eighty four percent (84%).

### *Performance of Purposive Communication Students along Politeness of Expressions*

Almost half of the research population register under "Good level of performance along politeness of expressions" with thirty six percent (36%) followed by twenty four percent (24%) of "Fair level performance along politeness of expressions", fifteen percent (15%) for "Very good level of performance along politeness of expressions, fourteen percent (14%) "Poor level of performance along politeness of expressions and eleven percent (11%) "Excellent level of performance along politeness of expressions".

### *Performance of Purposive Communication Students in terms Accurate Use of Mechanics*

Almost half of the research population register under "Fair level of performance along accurate use of mechanics" with thirty three percent (33%) followed by twenty three percent (23%) of an "Excellent level performance along accurate use of mechanics", meanwhile, seventeen percent (17%) for "Poor level of performance along accurate use of mechanics, fifteen percent (15%) "Very good level of performance along politeness of expressions and twelve percent (12%) "Good level of performance along accurate use of mechanics".

### *Relationship between the Performance of the Students' Technical Writing Outputs and their Profile Variable*

There is only one among the variables found to be significantly related to each other particularly in the profile variable, i.e., sex of the respondents and accurate use of mechanics are significantly related with .004 value of probability. Results revealed the relationship between the performance of students' technical writing outputs is significantly related to their profile variable.

Moreover, in terms of the politeness of expressions and the profile variables namely: "sex, GPA in English subject, monthly family income, awards in English activities and competitions, exposure to professional writing and academic scholarship did not pass the threshold of the established level of significance at 0.05.

## **CONCLUSIONS**

Based on the merits of the findings, the following conclusions are drawn, firstly, the profile variables of students do not define their professional language skills particularly in their technical writing outputs along politeness of expressions and accurate use of mechanics. Secondly, the use of politeness of expressions and accurate use of mechanics are already inherent in writing business letters. Thus, students are well-equipped and well-versed on to use of basic writing in business communication.

## **RECOMMENDATIONS**

In the light of the conclusions the following recommendations are hereby advanced, firstly, the English Language teachers may utilize and disseminate the use of politeness of expressions and accurate use of mechanics in writing business communication to their students. Secondly, the administrators may provide support to strengthen the utilization of basic writing technique to help improve the knowledge and business communication writing skills and further research be undertaken in the areas of technical writing and professional writing skills

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