
Developing Students' Research Writing Skills

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Abstract

This study chronicles the writing process of students as they write their research studies specifically in the introduction, theoretical and conceptual framework, literature review and methodology. The objectives of the present study includes (1) the input in the information-content and mechanics of research writing which are given to the students, (2) characteristics of their written output, and (3) difficulties experienced in their writing. Guiding students through these various sections is possible through the *moves* which are the information required and agreed-upon norms for what is acceptable in this area. From observation, students' written output reflects characteristics on cohesion, coherence, intentionality, acceptability, informativeness, situationality, and intertextuality. One of the difficulties they experienced is searching for the most accurate concepts that they could anchor their study on from the many concepts available.

Keywords: Research writing skills, genre, moves, process approach, product approach

Introduction

Many teachers say that the most difficult aspect to teach is writing. This is because when students write more time is given to it than in other macroskills. This is why written communication is challenging because expectations are much higher for formal written English. Writing takes a conscious effort on the part of the students because not only do they need knowledge of the structure of the English language but also the vocabulary. In addition, students have to organize their ideas into a coherent whole. Casanova (2002) points that learning how to write for academic purposes poses a clueless challenge because the rules are almost all implicit. This is the background of college students in Bukidnon State University where they are faced with unfamiliar writing tasks. They are faced with the challenge of how to organize and develop their ideas in an academically persuasive manner where they need to organize their ideas into logical and cohesive arguments. Almost always in the beginning their papers lack clear logical flow and unity.

One of the academic papers that college students make is a research paper, the genre which is the focus of this study. In research

writing, there is a style of writing shared by research writers. The content and styles of writing are obligatory, in that they characterize the way a certain section is written. Scientific discourse follows its own rhetorical genres. Kieva (2012) writes that scientific discourse uses a particular model or style of writing which is intended to accomplish a certain persuasive purpose. This genre has agreed-upon norms for what is acceptable within this area. There are rules about the format and what styles and terminology to use. There is also an intended audience for a particular purpose. Hence, the scientific writer is constrained in the use of rhetorical strategies.

In this study the genre used is the undergraduate research paper which is characterized by sections that discusses a specific topic. Genre has its own discourse community which from the definition of Swales (1990) is governed by rules of grammar, format, and style and serves a particular rhetorical purpose targeted for a particular audience.

In the undergraduate research paper being used for analysis, discourse is another concept that underpins this study. De Beaugrande (1981) characterized written discourse to

include (1) cohesion or the grammatical relationship between parts of a sentence essential for its interpretation, (2) coherence in the order of statements that relates to one another by sense, (3) intentionality which is the message that has to be conveyed deliberately and consciously, (4) acceptability which indicates that the communicative product needs to be satisfactory in that the audience approves of it, (5) informativeness where some new information has to be included in the discourse, (6) situationality which is the circumstances in which the remarks made are important, and (7) intertextuality which refers to the world outside the text or the interpreter's schemata.

Wisniewski (2006) stated that in written discourse, neat message organization, division to paragraphs, layout and other features are of vital importance to make comprehension easier to achieve. Another feature typical of writing is the organization of tables, formulas, or charts. There is another concept of formal discourse which is strict in that it requires the use of passive voice, (albeit in the American Psychological Association Manual it recommends to not use passive and to write in clear sentences which are short), lack of contracted forms together with impersonality, and complex sentence structure.

In this study the researcher analyzed the students' research writing output in which each section specified concrete tasks and instructions aimed at developing and organizing a successful academic research paper. It gave a description of how each section of the research paper was taught and how this is manifested in the students' written output.

Conceptual Framework

In the context of the present study being conducted, teaching research writing to second language learners is through a checklist of information that should be contained within each section of the paper, and chapter. Within this teaching-learning continuum is the concept of content and formal schemata. Content is the shared knowledge (the *move*/guidelines or information that is obligatory), and formal schemata, which is the knowledge of the structure and organization of the text. Nunan (1997) uses the term top-down processing which

starts with general features of a text which the researcher equates here as the features of the section, what information should be placed in the *Introduction, Theoretical and Conceptual Framework*, and into the other sections. McCarthy (1991) explains that patterns in the text contributes to coherence and it is because of patterns that writing is structured in a way that makes readers comprehend the text easily, that is, a general statement at the beginning of a paragraph might be followed by a specific statement and several more sentences and finally going back to the general idea. This is what McCarthy emphasizes as the fixed structure even if the number of sentences or paragraphs in a particular part of a given arrangement might vary.

How is research writing taught? There are several writing tools. Wiles (2006) uses Swales' four *moves* in making an *Introduction* which are *Move 1. Establish Field* by asserting centrality, stating current knowledge. *Move 2. Summarize previous research.* *Move 3. Prepare for the present research* by indicating a gap, and raising a question. *Move 4. Introduce the present research* by stating the purpose and outlining the present research. Dudley-Evans (1986) model of the moves are *Move 1: Introducing the field.* *Move 2: Introducing the general topic (within the field).* *Move 3: Introducing the particular topic (within the general topic).* *Move 4: Defining the scope of the particular topic by introducing research parameters and summarizing previous research.* *Move 5: Preparing for present research by indicating a gap in previous research and indicating a possible extension of previous research.* *Move 6: Introducing present research by stating the aim of the research or describing briefly the work carried out and justifying the research.*

There are other moves to the writing of the other sections of a research paper and the four moves of Swales exemplified how important it was to give these moves or guidelines to the students. In the present researcher's way of teaching what she does is *Move 1. Tell what the study is about* by giving a background of the topic to pave the way for the justification why this study is proposed by writing how important are information education campaign (IEC) materials in disseminating information (for Development Communication students)

or community issues (for Community Development students). *Move 2. Give the most important baseline information* by referring to the inside information taken from the agency in the needs assessment. *Move 3. Give the objectives of the proposed study* which tells the reader that this is what this study will be doing.

The teaching methodology used by this researcher is based on writing as both a product and a process. As defined by Nunan (1995), a product-oriented approach is the end result of the writing process; and the process approach is the various classroom activities conducted to develop the writing skills. Although Nunan used the term ‘oversimplistic division’ because the process approach “confines learners largely to narrative forms and thus represents a serious limitation for learners to master text types like reports, expositions and arguments’ (p.87), the latter forms factual writing necessary for critical thinking skills. Additionally, an argument against the product approach continues Nunan, is that the contemporary view of language learning is at the level of discourse and competent writers do not produce final texts at the first attempt but through a cycle of writing and revising continuously. In the genre approach, there is the presence of the discourse community (Swales, 1990) which has a broadly agreed set of common public goals and mechanisms for intercommunication among its members. Hyland (2004) defines genre as a term for grouping texts together representing how writers typically use language to respond to recurring situations. Bhatia (1999) mentions the term genre integrity where generic characteristics make it acceptable to the members of a particular genre community. It means the acceptable rhetorical structure popular in the discipline.

Whatever the views of language teaching and writing nowadays, I used these two approaches with the genre approach, in this case the genre being the different sections of a research paper. The present study used the schema where for each section, a set of information is given with model texts, and analysis of the parts being compared. In this way, the learning is partly imitation, understanding and consciously applying the rules. This product process genre approach is seen as cyclical because it is repeated in

all sections of the research writing. But it is seen in this research that the cycle does not only go forward in a cycle but at certain periods tends to go back. This happens when the student-writer follows the *moves* or guides but when the teacher checks the text there are still corrections due to incomplete information, weak sentence structure or lack of coherence. The student revises the section according to these observations. This is the pattern in most of these periods in the cycle unless the paper is written very well.

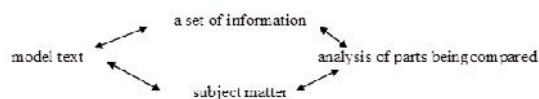


Figure 1. Schema of the product process genre approach used in the present study with the cyclical stages.

The above schema describes writing as involving knowledge about the language (product and genre approach), knowledge of the context in which writing happens especially the purpose of writing (genre approach) and skills in using language (process approach). Genre-based approach (Swales & Feak, 2004) is used to teach research writing. Its basis is that language is functional in that through language we get things done (Paltridge, 2004). In the present study students are given the guidelines or information that should be contained in a particular research section, then exposed to texts to discover functional language use. This is where the conventions are acquired (Johns, 1990).

Study Problems

1. What input in terms of *moves* in the information-content and mechanics of research writing are given to the students?
2. What are the characteristics of the written output of the students?
3. What difficulties did students experience in their research writing?

Teaching Context

This writer teaches research to students in two degree programs, e.g., development communication (DevComm) and community development (ComDev). These students have gone through many English courses from the elementary to college levels. In college they have finished earlier English courses like English 100 (English Language and Grammar Skills), English 101 (Study and Thinking Skills), English 102 (Writing for Academic Purposes), and English 103 (English and Oral Communication). Despite these courses, writing is still a difficult skill to master for these students. But research is a requirement of most degree programs in college and so for Bachelor of Science in Development Communication and Bachelor of Science in Community Development there are two semesters, one semester is for Communication Research I and the other for Communication Research II (for ComDev, it is still to be implemented)

For the first semester in Communication Research I, students need to write *Chapter I* which includes Introduction, Theoretical and/or Conceptual Framework, Statement of the Problem, Scope of the Study, Significance of the Study, and Definition of Terms; *Chapter II*, which is on Review of Literature, and *Chapter III* on Research Design, Research Locale, Subject Respondents, Sampling Procedure, Instrument, Scoring Procedure, and Statistical Treatment. A reference page is required to be attached at the end.

At the end of this semester, students need to present this research proposal to the thesis committee composed of teachers of the program. During this presentation, teachers will critique the proposal in the mechanics and contents; after which students will need to revise the paper to follow the suggestions and comments of the panel.

Review of Literature

Teachers in second language teaching can draw on a range of approaches in academic writing. There are process and product approaches, and genre approach by Swales, Tribble and Gee (Badger & White, 2000). In the *product approach* there are four stages:

familiarization, controlled writing, guided writing and free writing. Under familiarization, students become aware of certain features of a particular text. During controlled and guided writing, students practice the skills with increasing freedom until they can do free writing where they produce the genuine activity, in this study, the section or chapter of the research paper. In the *process approach* it identifies four stages: prewriting, composing/drafting, revising and editing (Badger & White). The authors describe prewriting as the stage where students brainstorm on a topic, composing/drafting is where they select the result of the brainstorming session which would become the first draft working individually or in groups. After discussion, the students might revise the first draft before editing or proofreading the text. In the *genre approach* it emphasizes that writing varies with the social context in which it is produced, that is, there is a range of kinds of writing, e.g., research articles (Badger & White). Different kinds of genres or writing have different purposes. Genres are also influenced by the subject matter, relationship between the writer and audience, and the pattern of organization. Dudley-Evans (1997, as cited by Badger and White) gives three approaches to writing: first, a model of a particular genre is introduced and analyzed, then students do exercises which manipulate relevant language forms, and finally produce a short text.

In the study conducted by Hayashi (2004), it presented the same problems in teaching writing in Japan as those found in Bukidnon State University. Some of the common causes are students' low level of motivation for writing, and inadequate instruction activity used to reinforce the teaching of grammatical structures or vocabulary. As a result most of the students have very limited experience and practice in writing academic papers. Additionally, students have problems with content, coherence, organization and development, word choice, grammar, academic style, mechanics, documentation, etc. Students have problems with developing their ideas in a logical and persuasive manner which will meet the expectations of the English-speaking academia. Fujioka and Shi (2000) in their quantitative research on private university students found that organization and structure

ranked the highest in the list of major problems. Other researches conducted in Japanese university setting report on problems with developing ideas (Era, 1999), and students not being able to write well because they do not have analytical and organizational skills (Hirayanagi, 1998). These research findings clearly support the importance of improving instruction aimed at developing students' abilities in organizing their ideas as well as helping them think logically and analytically, all within the boundary of a particular genre.

Significance of the Study

This study will be important to the teaching of writing in English not only for the department that handles this course but also for the College of Community Education and Industrial Technology where the BS Development Communication and BS Community Development programs are offered. It will help the dean and other faculty provide other means to enrich the academic writing of their students. This study is also important to the area of research writing because it takes the students through the actual writing of research which is also required in the graduate programs they might wish to pursue. Beginning teachers of research might also find this study helpful as the empirical findings can give further insights into their teaching-learning approach.

Subjects-Respondents

Students in my research classes were taken as participants. These are students taking up BS Development Communication and BS Community Development in their third year of college. They have finished English language courses in the first two years of college. Even in their Filipino courses they have academic writing which teaches the same writing skills as in the English course.

Methodology

This is a descriptive study that describes what transpires in a research writing class that includes the input of the teacher and students until the output which is the students' research paper. There were two programs involved in the

study with two sections, namely Development Communication and Community Development. A total of 54 hours or one semester was conducted in these classes composed of 79 students who worked in groups of four. During the conduct of the present research, after the students were taken through the initial stage of identifying their research topics and probable research problems as working title and objectives, they started with literature search for chapter 2 which is on Review of Literature. The purpose was to provide ideas so they can enrich their topics regarding theories and concepts, and methodologies. After they were able to write the review of literature, albeit weakly, they were then taken through to chapter 1 and the writing of the different sections, until finally the writing of chapter 3.

The choice of the written output of students as samples for this research was based on two criteria, papers which reflected the *moves* and those which were weak in that they were not able to give the information nor followed the agreed-upon norms.

For problem 1, it describes the *moves* which include the information-content and mechanics for research writing by section. For problem 2, it gives excerpts of students' drafts with an analysis of (1) cohesion which is the grammatical relationship between parts of a sentence essential for its interpretation, (2) coherence which is the order of statements that relates to one another by sense, (3) intentionality which is the message that has to be conveyed deliberately and consciously, (4) acceptability which indicates that the communicative product needs to be satisfactory in that the audience approves of it, (5) informativeness where some new information has to be included in the discourse, (6) situationality which is the circumstances in which the remark is made are important, and (7) intertextuality which is the reference to the world outside the text or the interpreter's schemata. In problem 3, it shows the difficulties that students have experienced in their research writing.

Focus group interview was conducted that asked the respondents what difficulties they had before the writing instruction, during and after the writing process, and what they had learned after the instruction was given.

Results and Discussion

Input in Terms of Moves in the Information-content and Mechanics of Research Writing in the Introduction Section

The research classes involved in this study were the B.S. Development Communication and B.S. Community Development. In both curricula Research I requires the completion of Chapter 1 (The Problem), Chapter 2 (Review of Literature), and Chapter 3 (Methodology). In each section the input is given by the teacher which means the *moves* (information-content), and the mechanics (i.e., italics, indentation, spacing, in-text citation, referencing, etc.) that should be contained within the specific section of the chapters.

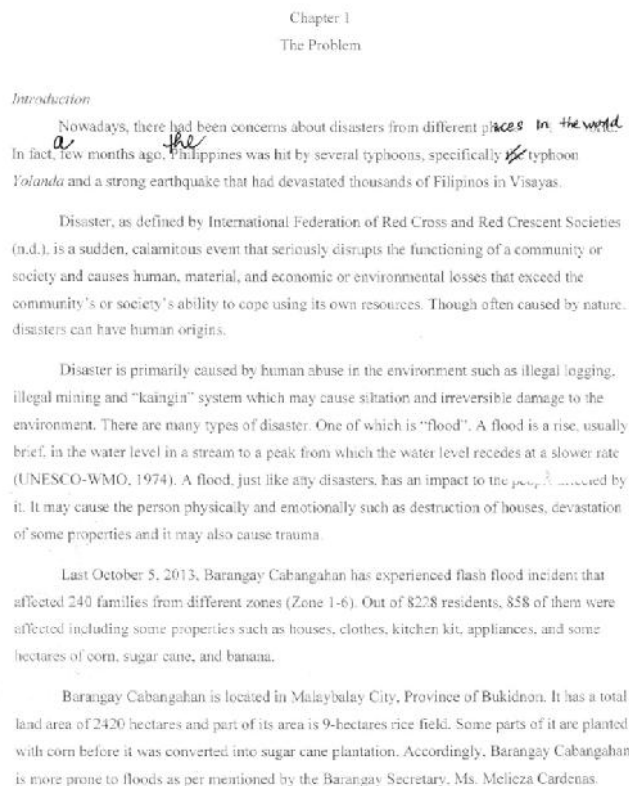
In the writing of the *Introduction*, students in both degree programs were taught that it must contain the following information: general statement of the problem, baseline information about the problem or topic which segues into the rationale, and purpose or objectives of

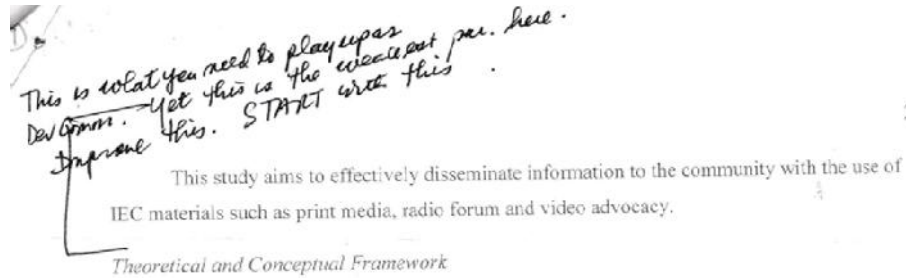
the study. It must be borne in mind that the students have little experience and practice in the writing of scientific papers so the specific information like those above is given to them. Henceforth this will be called *moves* (Swales' moves). There are also certain conventions in the writing of the *Introduction* (including all the other sections of each chapter) that are characteristics of scientific writing which are observed, like using italics in subheadings, use of indentation, in-text citation, and some statistical data to introduce the baseline information of the topic.

The following excerpts show the students' output in the *Introduction* section. Excerpt 1 is from the Development Communication class where students worked on information education communication (IEC) materials. Excerpt 2 shows sample output of the ComDev students who worked on social problems.

Excerpt 1 is able to exhibit the moves (information-content) required in the writing of the Introduction: general statement of the

Excerpt 1: Sample of DevComm students' output in the *Introduction*.





problem (in this case it introduces the topic on disasters specifically typhoons and floods that hit parts of the Philippines; baseline information of the problem or topic (causes of flood); statistical data on the issue (number of families affected by floods, properties and farm products destroyed, total area affected by floods) which provide the justification why the study is conducted; and objectives or purpose of the study (in this case the research and development of IEC materials). In terms of the conventions of research writing, this section showed the use of italics for the subheading, use of indentations for the beginning of paragraphs and citing primary and secondary sources for baseline information.

Characteristics of the Written Output of the Students in the Introduction Section

Regarding the use of cohesion, the paper manifests the writers' use of cohesive device "in fact" which is able to link what they said in the first sentence with that of the second sentence which emphasizes the presence of disasters with samples of a typhoon and earthquake. Coherence is also observed in this section of the first paragraph starting with the presence of disasters, the second paragraph defining a disaster, third paragraph giving the causes of floods, fourth paragraph showing the baseline information of the flood that inundated the research locale which affected its people, products and properties.

Intentionality is shown in the last paragraph which tells the reader what the purpose of this study is. In terms of acceptability this section follows the information-content required for an Introduction. Informativeness is shown in the information that the writers gathered from their primary and secondary sources. Situationality is revealed through the baseline information of the locale affected by floods. Finally, intertextuality is observed through the writers' use of reference of disasters occurring all over the world and the common definition of disaster by the Red Cross and the Red Crescent Societies.

In spite of these moves and the mechanics of research writing present in this section though, the most important comment of the research teacher is to put importance to the last paragraph. In fact, this research paper is a Development Communication paper and as such the importance of producing IEC materials should be emphasized instead of beginning with the disaster and sociological baseline information about the people and the locality affected by floods.

Excerpt 2 shows several samples of students' output in Community Development. The first two samples are able to follow the moves in the information-content required of the Introduction. But in terms of cohesion and coherence where grammatical relationship and order of statements are a problem, acceptability where the written output is satisfactory in that the audience approves of it is not achieved.

Excerpt 2. Samples of ComDev students' output in the Introduction.

Chapter 1

The Problem

Introduction

Petty crime is rampant in all places and mostly it occurs in urbanized places because they see it as progressive and ^{ideal} responsible for their motives, and Barangay 6 is not exempted ^{from petty crimes} because it is near ^{to} the city where many events ^{are held} in the Capitol Ground especially during the Kaamulan Festival. ^{and} Petty crimes ^{gradually} occur ^{and} during the ordinary days it is peaceful where it can be a perfect place for breaking into structures and graffiti ^{and} war. According to Barangay 6 Secretary Ms. Nelly Lim on November 12, 2013, she ^{has} told us about the petty crimes ^{around} ~~issues that were held~~ in Capitol Ground because it is part of their area. ^{the} Barangay officials are ~~the one who were~~ accountable for the said ^{situation}. Actually this problem affects the peace and order of the Barangay ^{because} these problems are established ^{by} the absence of the Barangay officials and the peace and order officers. Even in the societies where there is full force of the officials and with the police there were still incidents that happen. There are many reasons why people commit petty crime ^{few} of the reasons are poverty, desire and sometimes it is in their nature to commit such crime. ^{the} This study therefore ^{has} attempted to look into the efficacy of the ^{force} implementation of the peace and order in the community ^{with} the collaborative efforts of the officials and the people in the community. This study focused on identifying the causes of petty crime and how are we going to prevent ^{the} petty crimes ⁱⁿ ^{the} ^{area}. ^{at} there's CF here.

Chapter 2
The Problem

Introduction *Jillies*

In Barangay 4 there are some problems that the Barangay officials are facing ^{these are} the informal settlers, waste disposal, and people's non-participation ^{is based on their} Barangay secretary. Their major problem is people's non-participation whenever the Barangay officials call ^a meeting ^{or} assembly. ^{People don't participate}

People tend not to participate because sometimes they have work or they are busy ^{with} other things. Other reason why people don't participate is because whenever they give ideas it ^{is} rejected and ^{that} their feelings ^{will} be hurt and it will lead them not to participate anymore in assemblies and meetings in the Barangay.

People's non-participation is an important factor that can affect the community development because if people don't participate the Barangay officials would have difficulties in decision making of developing the Barangay. Citizen participation is an important factor for success ^{and} prosperity ^{of} the government, as well as their participation promotes the quality of good governance. Without community participation, there ^{is} obviously no accountability, no development, and no program ^{describe} community participation.

^A This study investigates ^{the} ^{causes} ^{and} ^{reasons} ^{to} ^{investigate} how individual citizens think about sustainable development in Barangay through participating in assembly ^{and} meetings and know the root cause of people's non-participation ^{and} ^{to} ^{solve} ^{this} ^{problem} in barangay activities.

Conceptual Framework *Jillies*
Don't include it
Insert your T/CF here

Theoretical and Conceptual Framework

Deci and Ryan Theory

Deci and Ryan's Self-determination theory (1985) ^{is} about motivation and personality that focuses on the three common, innate and psychological needs. Those needs are known as the 1) Competence which is known as the ability of the person to control an outcome and to practice mastery. 2) Autonomy which is known as the person's desire to be the agent of his/her own life and act in coordination with one's integrated self. And 3) Relatedness which is defined as the willingness of a person to interact and be connected.

This theory is important in making a printed material, producing a radio forum and a video production because it focuses in motivating the people. According to Deci and Ryan, there are two types of motivation. Those are the *intrinsic motivation* which is doing something because you enjoy in doing so and *extrinsic motivation* wherein a person will do an activity and will benefit from it after doing a certain activity.

In print media, this theory is relevant because it also speaks about meeting the three universal needs of a person (competence, relatedness, and autonomy). Through print media, they will be fed with information they need. They will also be informed that a certain activity will be conducted.

Excerpt 3. Sample of DevComm students' output in Theoretical and Conceptual Framework.

Theoretical and Conceptual Framework

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In producing a radio forum, our goal is to help our targeted audience to meet their needs. Those needs can be met by participating in the radio forum that we will be conducting. Through their participation, they will be determined in learning, growing and functioning optimally.

In video, this theory helps to come up with what kind of motivations and personality will be the mood of the video. This theory also addresses issues of extrinsic and intrinsic motivations. This means that after watching the video the audience will either take an action but only do it if it benefits them or they will really take an action to benefit them. More effects through this theory are the deeper learning activities, conceptual learning and higher persistence.

Elaboration Theory

Elaboration theory (1979) explains that learning should be gradual. It should start from simple to difficult order but at the same time, it should provide important context in which succeeding ideas can be incorporated. This theory aims to select and arrange the contents of a message that will help increase the fulfillment of the learning goals. Clearly, this theory follows a process.

In print media, the simple order of understanding begins when an audience looks at the material. A complex order will follow after looking at it, and comprehend what the material is trying to convey.

In a radio forum, it will start with letting the audience hear the forum. A discussion with an invited speaker will follow after the forum has been heard by the audience. The discussion with the speaker contains important and more complex information that weren't mentioned on

the forum. The knowledge of the people will also be enriched as radio forum requires discussion of the groups from what they had heard from the forum.

In video production, the message will be understood if the contents are arranged. Like for example, at the first portion of the video shows the title, followed by a bit of information related to the title, then more complex information like definitions and some clear explanations and then slideshow of some photos. Through the use of a video, learning will be elaborated because a video caters both hearing and seeing senses.

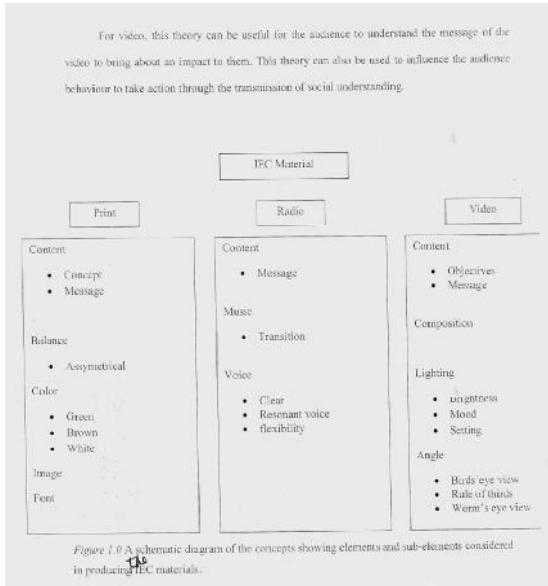
Activity Theory

Activity theory (1999) is more of a descriptive framework than a predictive theory. It considers whole activity system including teams, organizations, etc.

This theory brings impact by providing ways for the people to interrelate with reality and by influencing human's behavior and intellectual functioning.

This theory has to achieve certain goals, and this makes it relevant in producing a radio forum. In order to achieve that goal, a program must produce certain objects such as experience, understanding and physical products. It also provides a privilege for the people to interact with reality. Interaction occurs before, during and after the implementation of a radio forum.

This theory is also relevant to print material because a material can be a way for the people to be informed and it helps people to understand the message more. The audience will be motivated to do an action depending on the message on the material.



For video, this theory can be useful for the audience to understand the message of the video to bring about an impact to them. This theory can also be used to influence the audience behaviour to take action through the transmission of social understanding.

Elements of Poster

Content
 Content is the element that is common to the three IEC materials that we will produce (print material, radio and video). It refers to the subject matter, the curricular content, and other relevant materials that are translated into the central message or theme of the learning programme. It is the substance of what is to be learned. These are the ideas, concepts and values that trigger the learning process. The formulation and conceptualisation of the content is highly dependent on the needs and aspirations of the people in the community. The volume of the curriculum is also dependent on the needs and goals of the target clientele based on the results of the expert's research (Lucas, 1997). Message in a poster should also be understood by the viewer even in just one glance.

In this study, the authors would like to get the attention of the audience which in turn will create interest in our area of research. The contents of our poster such as the elements and the principles of design must be related to our research project.

Balance
 According to Desamba (2010), balance is one element to include in a design. It is an understanding of opposing forces in a composition that results in visual stability. There are two types of balance known as the 1) symmetrical balance and 2) asymmetrical balance. In this study, the authors will only use the asymmetrical balance. Asymmetrical balance occurs when the visual weight of design elements are not evenly distributed in the central axis of the page it is also more likely arouses emotions because the viewer's reader and the resulting visual tension. Tensions symmetric also referred to informal balance (Hrusak, 1995).

Color
 Colors, according to Soezan (2014), can be used as a non-verbal form of communication which is referred to "color symbolism." In creating a poster, choice of color should be

Some of the things that you can do as you go on

Do the things that you can do

could be used because every color symbolizes different meanings. Color also gives life to a message making it more attractive.

Using the color green in a poster will make it look fresh and pleasing to the eyes of the viewers. According to Argente (2008), color gives verbalities life, abundant in nature. It also signifies growth, renewal, health, and happiness. With fresh a meaning and feeling of life, the color green conveys balance, harmony, and stability. The use of color, white is also applicable because it is appealing to the eye color. Soezan (2014) said that it is the color of honesty, cold, clean and forgiveness. And the use of color brown symbolizes warmth, social, govt and endurance (Soezan, 2014).

Image
 Another element in design used in the poster is image. According to Vasile (2011), image is a picture made of abstract visual. Images are an important part of any materials we create. It is more a matter of taste than a matter of important principles, but creating with images should be something designers understand and apply better. We can use images in our poster for the audience easily get the importance of the information and also they can feel or when presenting a thing to poster.

Font
 Another important element in a poster is the font. According to McJannet (2017), fonts that are hard on the eye should not be used. It is imperative to use font as fonts in the poster is using too many can lead to confusion. Selzer (2011) also said that font size and many should be visible from far.

Elements of Radio Forum

Content
 Content, in general, refers to the substance of what is to be learned. It is the central theme. Important details that a reader must take to the message, called a "message". According to Cozart (2019), to select or interpret a message, the reader must have some kind of common prior understanding with the sender of the message.

Discuse how to use the green color

See

See

See

Follow the instructions

Angle

Angle provides perspective in a video (James, 2012). Shooting in eye level, top, side or bottom view is used to bore the viewers and give a clear message of the video. Handling the angling techniques properly gives different ways of presenting ideas of the video to the viewers. The Bird's-eye view shows a scene from directly overhead, a very unusual and strange angle. This shot puts the audience in a godlike position, looking down on the action. People can be made to look insignificant, anti-like, part of a wider scheme of things. (Wilson, 2009). The Worm's-eye view shows the distance of a subject letting it dissolve in the surroundings. It conveys a special attitude and a fresh view point because the usual connection with the viewer is changed. The audience will see the world in a different way with an upward trajectory. (Lilian, 2011). The rule of thirds is more pleasing to the eyes because it creates emotion in an image rather than placing the subject on the center.

Objectives of the study
 Generally, this study aimed to:

1. Assess the needs of the people in Barangay Cabangahan so that the topic and IEC materials will be determined.
2. Plan and design the print material, radio forum and video advocacy.
3. Validate the print material, radio forum and video advocacy as IEC materials.

Significance of the study
 The benefits of this study will be useful to the following:

Barangay Cabangahan. The residents of Barangay Cabangahan will benefit this study by learning how to create an effective IEC materials. They will be able to practice the topics presented to them.

City Disaster Risk Reduction and Management Council (CDRRMC)- Malaybalay City. In this study, the authors will tag CDRRMC as they have the knowledge about disaster. Through this, CDRRMC's office and programs will be promoted and the stakeholder's knowledge will be enriched.

Development Communication students. The Development Communication students can use this study as their basis to improve further studies of the IEC materials used in this study.

from Jony

18

Music
 Music gives life to any programs. It emphasizes the desired effect or attraction of what a program tries to convey. It also makes a listener imagine a scene. Transition breaks or leads one section or scene to the other.

Voice
 Voice is the sound humans produced. It is how people create sound. In producing a radio forum, the narrator should have clear, resonant and flexible voice. Voice clarity gives emphasis and supports every message you deliver. Voice resonance is also important because according to Zhai (2011), a non-resonant voice is thin and flat. Its power to engage, influence and inspire will not be effective. Voice flexibility creates different emotions. It conveys from one emotion to another.

Elements of Video

Content
 Content is the topic of the subject treated in a written work. (Merriam-Webster, 2012) In a video, the content comprises the objectives, which is the aim, goal or end of action of the video and the message, which is the underlying theme, or idea of the video. Before producing the video, take into consideration the content that determines the effectiveness of the video to the audience.

Composition
 Composition catches the attention of the viewers (James, 2012). How a video is composed sets it apart from other videos. With the proper use of materials like editing techniques makes it a good video.

Lighting
 Lighting brings life to a video (James, 2012). Through using light, the amount of brightness can be used as effects for the video. Brightness is the attribute of light-source colors by which the emitted light is colored continuously from light to dark in correlation with its intensity. (Merriam-Webster, 2012) The lightness or darkness in a video determines what the setting or the time, place and circumstances in which something occurs whether be it on daylight or night time, in a garden where the sun shines or in a very dark alley. Lighting also controls the video's mood and setting.

These moves are present in the above sample. The writers gave the sources first with the year of publication and followed by the theory. The ideas under this theory are also given. Then there is a paragraph dedicated to an explanation of its relevance to the three IEC materials that the researchers will be making: print, educational video and radio forum.

But the writing of the conceptual framework is weak. Even if the researchers are able to give the concept and explain what it is including citing the source, their explanation of the importance of the concept to their study is not strong. In the other concepts they have mentioned there is even no relevance given.

Characteristics of the Written Output of the Students in the Conceptual and Theoretical Framework Section

From observation, there is coherence and cohesion because there is grammatical relationship between the parts of the sentences and it seems that the sentences relate to one another by sense. There is also a deliberate intention to

relate the theory and concept to the study being conducted (even if there were only two concepts where the relevance was given). Because of the relevance being cited, the readers will be able to see its significance. The matter of informativeness, situationality and intertextuality is weak because there are information, explanation and reference to other ideas that need to be presented.

In the output of the ComDev students (see Excerpt 4), the same moves are required. The first sample follows the information-content in that the theory with the source is given. Then it explains what the theory is about. The most important information here is the explanation of the significance of this theory to the research topic.

The first written sample went so far as to introduce the five concepts in a paragraph. Then in the next paragraph the first concept was given with its explanation. The in-text citation was also present. The researchers also gave the relevance of the concept to the research topic. These moves were followed in the five concepts that the researchers gave.

Excerpt 4. Sample of ComDev students' output on Theoretical and Conceptual Framework.

Theoretical and Conceptual Framework *J. Valdez*

Inadequate economy argues that the introduction of urban trade, income and class differences is spatially translated into residential discrimination and social exclusion (Huchzermeyer, 2002). This theory explains the existence of informal settlers or squatting on land which is not owned by the person. Informal settlers are very commonly seen in most areas especially in urban places. Many people live in areas which are not owned by them and though there are programs implemented by the government still they cannot cater to the demands of land ownership. Many residents decide to leave and go to other places in which they feel they cannot be discriminated or experience social exclusion.

There are five concepts that anchor this study: regularization of informal settlements, local people and regeneration, changing populations, changing families, poverty and growing inequality and social polarization.

The first important concept is regularization of informal settlements. In large Latin American cities the number of dwelling of informal settlements ranges from one-tenth to one-third of urban residences. These informal settlements are caused by low income, unrealistic urban planning, and lack of services, lack of social housing and a dysfunctional legal system. (Halesio, 2011)

Informal settlers don't meet their daily needs because of unstable job, low income, and not owning their own land. So they tend to transfer from one place to another place.

The second important concept is local people and regeneration. Most people living in disadvantaged neighborhoods tend to feel they have very little influence over what happens to their estate or area. They believe that even when the chance to participate in meetings and

consultations is offered within regeneration initiatives, they will not be listened to (Power 2007).

Local people are those people who are living in squatter's area. They are not willing to cooperate in any discussion with the government because they think that even if they cooperate the government will not listen to them.

The third important concept is changing populations and changing families. With job losses come population movements. Those that could afford to move out often do. Inner city areas lost population from the 1960's onwards. A significant number of people moved into new estates on the periphery of cities, others out of the suburbs. With people out of this neighborhood and there being problems around finding local works, they become even less attractive with those with a lensi some money and choice. The result was that those moving in were likely to be poor and were open migrants from other countries. There are strong ethnic patterns with regards to poverty with people living in 'Pakistani' or 'Bangladeshi' households. They are more than twice more likely to be living in poverty than average (58 percent compared with 22 percent) (Dunnell, 2008).

There are people who migrate to the other places just to meet the needs of their family, but still the poor remains poor. They could not easily find work and still they remain to live as informal settlers. Their family situation will change. The woman becomes independent living far from her children. Most husbands are staying in the home and the population will change if women are far from their husband, because if husband and wife are far from each other there is a big chance that their family will not increase.

The fourth important concept is poverty and growing inequality. Social and economic policy in Britain has, over the last thirty years, lead to a widening gap between rich and poor. (Dunnell, 2008). The National Statistician has reported that disadvantage has persisted among

Theoretical and Conceptual framework

Explain? How will it cause unemployment

~~The problem of Unemployment in Barangay 1 and its people response~~

Effective demand theory (Veblen, 1904) state that in part by actual increase of demand and in part through a lively anticipation of an advancement demand, aggressive business enterprise extend its venture. In connection with this to the present study, theory of effective demand shows that if the people are optimistic and have commitment in the things that they do they can extend their ventures.

The first concept that is important to this study is insufficiency of effective demand (Davidson, 1998). This concept is instability of exchange rates, and international mobility of finances ~~which~~ create uncertainty that weakens entrepreneurial and workers' confidence. This relates to the barangay because they rely on the government. Explain why well.

The second concept that is important to this study is deficiency aggregate demand (Mouhammed 2010). The companies now are hiring workers ~~that~~ ^{do not} competent ⁱⁿ their skills and ~~willing to invest to produce good products~~. In barangay 1 most of the people are not competent ~~at~~ their skill. Explain very well.

The third concept that is important to this study is better quality of labor (Davidson, 1998). This concept refer to the background of workers their education, health, and training. The significance of this ~~for~~ ⁱⁿ barangay 1 the people are less ~~of~~ ⁱⁿ train and education ~~that~~ ^{is being not meet} ~~the~~ companies' qualifications. Explain more.

minority ethnic groups, disabled people and the residents of deprived areas. She comments, "On average in UK we are richer, but there is evidence that inequality in income has increased over the last two decades".

Poverty and inequality are still the common problems facing some people living in informal settlements nowadays. There is a big difference between rich and poor. The poor still live in poverty and the rich become richer. They have a great influence in our society.

The fifth important concept is social polarization which can be understood as the widening gap between groups of people in terms of their economic and social circumstances and opportunities (Darling & Woodward, 1996).

The groups of people who live in informal settlers don't have an opportunity to earn high income and build their own house. There is a wide gap between the informal settlers group and the group of people who can afford what they want, because in groups of people there are rich and poor and the poor don't have an opportunity to live in a well comfortable place.

Very good return

The fourth concept that is important to this study is that the average level of unemployment was invariant to the monetary-policy rule (Friedman, 1968). This concept explains that the average level was the same natural rate, no matter how much monetary policy tried to stimulate the economy. This relates in the barangay, which the authority in the area are plan actions but the question is, is this intervention will sustain.

NOT clear I can't see the meaning and the importance to unemployment

In the second sample of the students written output for the Theoretical and Conceptual Framework, the first paragraph shows the moves where the theory with the source is given, then the statement of the whole theory and the relevance to the topic. It is only in the concepts where the weakness is seen. The moves on giving the concept with the source and the explanation of the concept are present. But in the relevance the explanation is so short and it was not able to give the significance to the topic. This finding is seen in all the paragraphs that deal on the concept. In the last paragraph, it has even gone weaker because the concept chosen, its explanation and relevance cannot be linked to the concept.

Input in Terms of Moves in the Information-content and Mechanics of Research Writing in the Review of Literature Section

Excerpt 5. Sample of DevCom students' output in Review of Literature.

The image shows two pages of a student's review of literature. The left page is titled "Chapter 2 Review of Literature" and contains two paragraphs. The first paragraph discusses a study by Rowe (2009) on academic poster presentation. The second paragraph discusses a study by Seibold and Meyers (1983) on the effectiveness of a newsletter. The right page continues the review, discussing a study by Michielutte, Bahnson, Dignan & Schroeder (1992) on health education brochures and a study by Davis, Bocchini, Fredrickson, Arnold, Mayeux, Murphy, Jackson, Hanna & Paterson (1996) on parent comprehension of polio vaccine information pamphlets. Handwritten annotations in blue and red ink are present throughout the text, including circles around specific words and phrases, and lines connecting related terms across pages.

Chapter 2
Review of Literature

This chapter deals with the literature on print, radio and video

Print

This study on the impact of posters on academic knowledge transfer is a direct survey on author attitudes and experiences conducted by Rowe (2009). It aimed to discover how academic poster presentation is being perceived, together with its strengths and weaknesses as an effective instrument for academic knowledge transfer. The study used descriptive statistics on the responses of 88 delegates who presented academic posters at two Release and Enterprise Potential conferences in June 2007 and June 2008 at Bournemouth University. This survey talked attitude and opinion items, together with their overall experiences of presenting posters. Findings show that the medium lies heavily on visual appeal and direct author interaction, and it requires greater flexibility in their design to promote effective knowledge transfer. This study is important to our study because of its recommendations on how to make a poster more effective and comprehensive in transferring knowledge. In that sense, the recommendations serve as my guide to create a poster. In our study, we will use the same research design which is the descriptive method while the difference of our study from this is that we will apply this on research and development.

The study on the effectiveness of a newsletter conducted by Seibold, Meyers and Willhnganz in 1983 is on the review of health information campaign issues and research on the efficacy of selected communication channels using a health information newsletter as a specific medium. This study also includes how much of its recipients read their newsletter and how much they perceived it as the source of health information, and how the information could affect their health practices. They based it on the email survey sent to 887 recipients. Findings show that the newsletter is read and utilized by most recipients and serves for many as a major source of health information. However, the effectiveness of the newsletter varied significantly with sex and health professional status of recipients. This study is important to us in terms of determining the target readers of the newsletter because according to study, the gender and status of the recipients could affect the effectiveness of the medium. The difference of this study to ours is that instead

of sending the questionnaires through emails, we will apply the face-to-face approach and we will not use it in the medical field.

Another study is on the use of illustrations and narrative text style to improve readability of a health education brochure conducted by Michielutte, Bahnson, Dignan & Schroeder in the year 1992. It aimed to test the value of illustrations and a narrative text style as means of improving the readability of a brochure designed to provide information on cervical cancer and condyloms. They have presented two types of brochures with different layouts, one that had only text presented as simple sentences in a bullet-type format and a second version that had somewhat more difficult text formatted in a narrative style together with drawings designed to complement the text. The study applied quantitative statistics. Findings show that the brochure with illustrations and narrative text was given a significantly higher overall rating than the one with bullet-type text and no illustrations while no difference was found in perceived ease of reading. Among poor readers, comprehension was significantly greater for women who read the brochure with illustrations and narrative text, with no difference in comprehension of the two brochures for better readers. This study is important to us because it shows that in making brochures, illustrations and narrative text are the things that we have to consider in making brochures. We have to use illustrations and narrative text to create a more appealing brochure. What we will do the same as this study is that we will use the same technique wherein they let their readers identify if the type of brochure is likely to be read by the majority of the people. In our study, we will use different target readers and we will not use it in the medical field.

This study on the parent comprehension of polio vaccine information pamphlets conducted by Davis, Bocchini, Fredrickson, Arnold, Mayeux, Murphy, Jackson, Hanna & Paterson in the year 1996, aimed to determine whether a simple pamphlet prepared at a low reading level using qualitative and adult education techniques would be preferable to the available CDC polio vaccine information pamphlet. The study used an integrated qualitative-quantitative study measuring the parents' reading time, comprehension, and attitude toward the pamphlet. Findings show that a short, simply written pamphlet with instructional graphics was preferred by high- and low- income parents seen in private and public clinics. This study is important because of its recommendation which says that pamphlets should be short, simple written, and with instructional graphics in order to be effective and preferable by the readers. In

our study, we will use this information, but the difference is we will use it in the research and development study, and we will have a different target audience

In the year 1999 the study on manipulating the text and graphics on nutrition brochures to maximize recall was conducted by Clark, AbuSabbia, Von Eye & Achterberg. It examined how altering text and graphics of a nutrition brochure could affect the ability to remember the content of the message. The study used two theoretical models to guide alterations: dual-coding theory and the communications model. Three brochure formats were tested: the original brochure containing abstract text and abstract graphics, a modified brochure with relatively concrete text and abstract graphics, and a relatively concrete text brochure with concrete graphics tested to different audiences in different age brackets. The research results were compared using analysis of covariance to test differences by age and brochure types. Findings show that more concrete nutrition education print materials enhanced recall of information presented immediately after reading the material; however, this effect was transient and lasted less than 30 days after a one-time reading. This study is important to us because its results gave us the idea that the alteration of the text and graphics in producing brochures are very important in maximizing retention of the readers. In our study, we will use the same technique wherein the researchers have shown their material to the different readers grouped according to their age brackets, but what we will be doing differently is that we will test our materials with gender as the variable and not the ages of the readers.

No. You were not do this

In 1976, Purnasari & Griffins conducted a study on Farm Radio Forum project in Thailand. This project aimed in strengthening the active agricultural service and to achieve qualitative data on the assessment of radio farm forums in helping communication among the farmer listeners and the extension service. They used the quantitative method wherein they gather the data namely "weekly Radio Farm Forum reports and attendance records; follow-up visits to villages; observation notes; surveys of Radio Farm Forum leaders and members; survey of Provincial Level committee members; post-project seminar with group leaders and final presentation to DOAE (Department of Agricultural Extension)" (p. 6). This program includes interviews with the discussions of expert from listening groups, broadcast and answering questions from the groups. Findings show that the interaction between the farmer and the extension workers had improved in terms of gaining information and knowledge retention.

This study is important to us because it will provide us with ideas on how to interact more with our audience to meet their needs and help them to increase their knowledge.

In 1969, Jain conducted a study on the effect of rural radio forums in India. He used the quantitative method wherein he divided the number of villages and formed a group. The group listen a radio forum that tackles about current rural interest. This forum lasted for 25 minutes. After the forum, some had their discussion and decision making while other group were only passive. Findings show that the group who proceeded with a discussion after listening the forum had more effective and influential in changing beliefs and attitudes on the way to development.

Characteristics of the Written Output of the Students in the Review of Literature Section

It is observed that in the first three pages in the Review of Literature above, cohesion and coherence are seen. There is also intentionality. However, regarding acceptability, the written output needs further improvement in that the "relatedness" has to be strengthened. The writers have to discuss clearly why the study was chosen to be cited, and how it can help the present research, how different or similar is any of the idea to the study they are currently conducting. When this move is very well discussed then the matter of situationality and intertextuality will be accomplished. When these details are present within this discussion, then informativeness will be solved. They have also given an information ("...test our materials with gender as the variable...") which is wrong because this is beyond the scope of their study.

In the last page, it is observed that the relatedness aspect is weak because not all information-content are given specifically the similarity and/or difference. In terms of grammar and research writing conventions, these pages show that the researchers had weakness in the correct use of ampersand, and referring to the group using the singular possessive pronoun (a group of three students).

In terms of the written output of the Review of Literature of the ComDev in Excerpt 6, the moves on in-text citation, what the study is about, procedures used in the conduct of the study, and findings are observed in the first page. Cohesion and coherence are observed as present with some grammar errors. Intentionality is affected because there are information which are not being asked for, e.g., "The main problem of this study...the same as permanent staff." The writers in this case thought the move which is to give the research problem is similar to the causes of the problem of unemployment.

Excerpt 6. Sample of ComDev students' output in the Review of Literature

The study of Tremlett and Debbie Collins (April 1999) on Temporary Employment in Great Britain. This study conducted a survey of temporary workers to find out why they have taken temporary work, its costs and benefits to those employees and whether the nature of temporary work has changed during their time in the labour market. The main problem of this study is that temporary work lack 'security' of not knowing when the next job would come along. Another is lack of benefits, such as sick or holiday pay, uncertain wages and not being treated the same as permanent staff. The procedure that was used in this study is telephone survey of temporary workers. In addition, four group discussions with people working in temporary jobs prior to the survey taking place. The findings of this study was most commonly cited benefit of temporary work was 'flexibility' of when to work and the hours worked compared to the permanent employee is that they need to follow their standard time known as the office hours. Another benefit of the temporary work is that they have freedom, choose the type of work, financial benefits including better pay than permanent work, the use of temporary work as a 'stepping stone' to other jobs and the 'variety of work' which means not being tied to one job. The importance of this is that we gain more idea on employment and related to seasonal employment. The difference of this study is that temporary workers are being employed at the offices not like on seasonal employment in barangay lagunitas that they are engaged in farming and labouring.

Chapter 2
Review of Literature

This chapter contains literature on the problem of Schistosomiasis in Barangay Can-ayan and the Community's Response.

This study on Parasitic Diseases and Urban Development by Mott, Desjeux, Moncayo, Ranque and Raadt (1990) was conducted because social phenomena such as rural-to-urban migration and job opportunities, urban infrastructure, and economic factors are among the determinants shaping the epidemiological pattern of parasitic diseases in urban and pre urban settings. The research problem is mainly focused on finding the epidemiological determinants of parasites. The recommendations here include environmental measures like underground sewage disposal and treatment systems for large cities; in small towns and villages, environmental control through the use of individual sanitary disposal systems which is feasible and also desirable as it will control other water-related diseases as well. This study is important because it relates to the problem of schistosomiasis that exists in both rural and urban areas. This helps us in giving insights on what is happening with the diseases that live in our surroundings and how we can help the community. The difference of this study from ours is that we focus on Barangay Can-ayan, which is a rural area while in this study, it is about the migrants from rural to the urban that brought diseases to the community.

There was a study conducted on Effects of Snail Density on Growth, Reproduction and Survival of *Biomphalaria alexandrina* exposed to schistosomiasis by Mangal, Paterson and Fenton (2010). The density of conspecific individuals in the environment is a critical ecological factor that can affect the growth, survivorship, and the consequent dynamics of population. The study focuses on the impact of high density on snail growth fecundity and their survival. The techniques they use is by making laboratory experiment to the impact of high density on snail. It shows that the rate of egg-laying followed a negative exponential distribution with increasing density and this was significantly affected by exposure to parasitic infection. We include this research in our literature because it gives us information in how schistosomiasis survived in the fresh water where the barangay Can-ayan gets the disease. The big difference in our study from this is that our study was centered to people and their demographic area and how DOH solves the problem.

Because of this finding, acceptability is affected in this sample. The reader in this case the research-teacher will not give the score that it is supposed to be given because there are information which are not necessary to be given in this output. Situationality is also weak because in this output the researchers have not explained very well the significance of this study which is the most important discussion. In addition, even the similarity and/or difference has not been fully explained.

In the second page (above) which is on parasitic disease, the required moves are present which shows the information-content like the title of the study with the source, the information telling the reader what the study is about, the research problem and recommendation in place of the finding. The relevance is also succinctly given because it is able to relate the problem of schistosomiasis into the research locale of the present group of researchers and it also presents the difference in the research setting which is rural and the literature's set-

ting which is the urban areas. In the second paragraph, the research teacher did not accept the literature because it is too scientific in that it presented a laboratory experiment.

In terms of cohesion and coherence, even with a few grammar errors, these qualities are present because the writers are able to weave in the information with correct grammar use, except that when the sentence reached the recommendation portion, the writers were not able to make the phrase complete. This output also manifests intentionality because the writers are able to deliberately and consciously give the required information. So the matter of informativeness is exhibited. In terms of situationality, the writers were not able to adequately discuss the relevance of this literature with what is supposed to happen in their research locale. This latter observation affects the matter of intertextuality where a thorough discussion on the relatedness of this literature to the present study is needed. Hence, acceptability as a literature review is not achieved very well.

~~According to Carrera (2010) on the Impact of the Seasonal Employment of Third-Country Nationals on Local and Regional Authorities (LRAs) and the Committee of the Regions (CoR) of the progressive Europeanization in the design and implementation of policies for the seasonal employment of third-country nationals (TCNs). It is similar to our study because, when the people in barangay casing engaged with this matter it will affect our economic problem and in our society.~~

~~The study of Dixon (2009) on a profile of temporary workers and their employment outcomes focused on the characteristics, jobs, employment patterns and employment outcomes of temporary workers, using data collected in Statistics New Zealand's Survey of Working Life 2008. Tertiary educated employees had a higher rate of employment in fixed-term jobs than those with lower levels of education. Employees with low levels of educational attainment were more likely to be employed in casual or seasonal jobs. Similarly in our study, person who has a problem in their education were employed in casual or temporary work.~~

~~The study of Kahn (2009) On Temporary Jobs and Job Search Effort in Europe focus on using longitudinal data on individuals from the European Community Household Panel (ECHP) for eight countries during 1995-2001, investigated the temporary job contract duration and job search effort. Temporary jobs are known to pay less, offer less training, and be less satisfying than regular jobs (Booth, Francesconi, and Frank 2002; Kahn 2007b). Similarly, our study it focused on the temporary job contracts.~~

~~The study on Job Related Attitudes and Behaviors in a Temporary Staffing Agency: A Comparison of Permanent and Contingent Employees by Bourne (2002) tested a conceptual model based on Social Identity Theory (Tajfel & Turner, 1986). The relationship between employee work status (contingent or permanent) and perceived organizational support (POS) was~~

The above written output exemplifies a literature which does not relate to the study. Although the idea is on seasonal employment but the sub-ideas within it are not relevant. The next paragraphs are short versions of how the researchers are able to condense the information they have gathered in the literature. The *moves* required in the Review of Literature are present and these are on the in-text citation with a brief idea on what the literature is about. Finally the ending of each paragraph is a statement of the similarity between the literature and the study being conducted. In terms of cohesion, these paragraphs have many errors in grammar. In spite of its brevity there is a semblance of coherence. But coherence is affected because these sentences would have been better written with more discussion so that the first sentence flows onto the next sentence very well. With this quality intentionality of the information is seen because the information is intentionally given. With weak discussion informativeness, situationality and intertextuality are also affected.

Input in Terms of Moves in the Information-content and Mechanics of Research Writing in the Methodology Section

In terms of Methodology Excerpt 7 shows the written output of the DevComm researchers. The moves required in this chapter include the following information-content: research locale, subject-respondents, stages of development, sampling procedure, scoring procedure, treatment of data and statistical treatment. In page 1, the researchers introduced the chapter by giving an introductory sentence where the research design is given. They also interchanged the sub-headings with the Stages of the Development occurring first. In the sub-heading Pre-development, it shows in the first paragraph that the researchers have already identified what they want to produce and these are newsletter, video and radio documentary. The second paragraph shows the person they had contact with and the information education communication materials he wanted the researchers to produce. The last paragraph shows

what he wanted the IEC materials to contain, and the purpose for these materials.

In the Development stage, the moves required include a description of the theories and concepts that helped in the development of the IEC materials. In here the researchers are able to discuss the importance of these concepts to the IEC that will be produced. In the Post Development stage, the required move is to discuss the result of the validation of the IEC materials by the subject-respondents.

Characteristics of the Written Output of the Students in the Review of Literature Section

The required moves in this section include a description of the needs analysis the students have done in order to develop the chosen IEC materials. But this section has shown a result of the miscommunication that happened here. In the first paragraph they have already made their decision on the choice of IEC materials. The choice of IEC should have been the decision of the person/coordinator of an agency which

needs help in disseminating information and not the student-researchers. The third paragraph shows the agency head's choice of IEC which is video documentary. Based on their talk, the students are able to suggest that they could help the agency make a newsletter and radio documentary. This is not what is supposed to be done because the needs analysis will determine what the agency coordinator would like to be produced. It also shows another result which is a warning to all DevComm students and it is being made to make IEC materials that promote a person's accomplishments, a self-serving purpose at the expense of the students.

There is cohesion and coherence in the first three pages but errors in grammar are present to a certain extent. Intentionality is also present. But informativeness and situationality are weak because there are many information which are needed and not given and these information include a section on *Instrument* and how the students came up with the items. The section on *Subject-respondents* also needs to give a description such as age, gender, experience, trainings, etc.

Excerpt 7. Sample of the DevComm students' output on Methodology.

Chapter 3
Methodology

This is a Research and Development study that assesses the needs of clientele, plans and designs the Information Education Communication materials and evaluates them.

Stages of development

Pre-development

The procedures are set in this chapter. The planned IEC materials that we will be making are newsletter which is a publication that contains recent activities and developments in our agency, video documentary which will be used as a tool of promoting our agency in audio-visual presentation and radio documentary which will give information about our agency and will be broadcast on air.

We went to the Bureau of Jail Management and Penology Malayhatay office and we met City Jail Chief Inspector Jayson Guy Reyes. We discussed to him the different IEC materials that we can produce to help them in any matter they would like us to help in.

He straightly asked us if we can provide him a video documentary showing the development in their office since he started as a City jail warden on May 16, 1997.

We introduced the two IEC's which are the newsletter and radio documentary. We explained that these materials will focus on the promotion of their office. Jail Chief Inspector Jayson Guy Reyes suggested the possible contents of our IEC's and he added that he wanted us to provide materials that would promote their office to other nearby city jails in Bukidnon. He even persuaded us to produce better outputs so that he can send it to the ABS-CBN Regional Network Group to recognize our efforts in promoting their office.

Development

In our study we will apply three theories which are the information theory, information-integration theory and knowledge gap theory. Information theory is the application of reducing the uncertainty of the audience by identifying how messages can be transmitted effectively

(Shannon & Weaver, 1949). Applying this theory in designing the newsletter, video documentary and radio documentary, we must come about with a result wherein it should contain that will lessen the ambiguity of the audience.

The information-integration theory is the method of the evaluation of the content of the messages is based upon the audience's attitude (Fishbein, n.d.). With the relevance of this in our IEC materials' design, our product should come up with contents that would encourage our target audience and move them into action.

The knowledge gap theory is the gap between the lower and higher socio-economic level of the people in the society (Tichenor, Donohue & Olien, 1970). Relating this theory to our study, our contents should minimize the gap between the knowledge of the different classes in our society.

We will also use different concepts as a framework of this study. These concepts involved the elements that could affect it.

The concepts of our IEC materials will help the layout content to be more effective, comprehensive and relevant to our target audience. It will also benefit the agency as well because it will serve as the basis of making an appropriate design for our IEC materials.

In making our newsletter, we considered two variables which are the making of the layout and the principles of design. The layout covers the legibility and readability of the material. These two terms are commonly confused but they are different from each other. Readability refers to the total interactions of all the elements presented and it is affected by the font, paragraph, line length, grouping, graphic, color and white space while legibility is affected by typefaces to be used such as serif, sans serif and decorative and it allows individual letters or characters be distinguished from one another.

Another attribute is the principles of design which consist of contrast, repetition, alignment and proximity.

These concepts are used to organize the particular elements in our developed IEC in order to fulfill our goal which is to promote our chosen agency. These concepts will aid us to know the things we need to consider upon creating our newsletter.

In radio, there are two concepts which are the Community radio that comprises these elements; Access to maintain the feedback system between us and our target audience, active participation of the agency during the planning and implementation stage to give their ideas and suggestion in making our radio documentary, self-management and community mandate to manage and improve their city jail and accountability for being answerable to the audience. Another concept is educational broadcasting which includes three domains; cognitive, psychomotor and affective domain which affects the knowledge, skills and emotion of human. These concepts will help in making our radio documentary to make it more effective to our target audience.

In video documentary, it has three concepts namely; field of view, camera angle, and camera lens. We will use this in one of our chosen IEC materials to serve as a guideline in making the appropriate camera angles, scenes, and camera focus in our video documentary. We will also use this to come up with a video documentary not just for creativity but with the accurate outline that is reliable for a video production.

Post development

The developed IEC materials will be further edited by our Devcom instructors, to the head of the office and to our Devcom classmates to adapt suggestions on how to make it better. The recommendations given by our evaluators will be applied in our IEC materials.

Research Locale

This study will be conducted in Zone 4, Pal-ing, Patpat, Malaybalay City, Bukidnon particularly in Bureau of Jail Management and Penology (BJMP). This study involved one city jail officer and 27 non-commission officers of the BJMP Malaybalay.

The BJMP Malaybalay had received recognitions from the different levels. In 2009, they won as the Best City jail regional level with City Jail Chief Inspector Jayson Guy Reyes as the best city jail warden. In 2010, they were awarded as the Best City jail regional level and the best city jail warden in the national level. In 2011, their office won as the Best Community Relation Service (4thquarter). In 2012, they were pronounced as the Best City jail regional level with City Jail Chief Inspector Jayson Guy Reyes as the best city jail warden and in 2013, they were

In terms of the first two pages of the output on Methodology by ComDev students in Excerpt 7, there are many moves required but are lacking in the chapter. For example, in the *Research Locale*, it identified Purok 3 of Barangay 7 as the research setting. Information that would lend to a better description of the purok such as the demographic profile of the residents is lacking. In *Subject-respondents* a description of the respondents demographic profile, and total number of respondents are needed so that the readers will have a better understanding of the study. In the *Development of the Instrument* there is a need to describe how the instrument to gather the data was developed.

The third page is an improved output because other information is present. For example, in the *Research Locale* it described the percentage of business establishments and households located in the area. It also gave a brief description of the people's means of income. The *Subject-respondents* section is weak because more information is needed. In the section on *Instrument*, there are descriptions of its purpose, who made it, and a description of how the researchers made it. In the *Administration of the Instrument*, it described what they did by

branded as the Best provincial office of the year and have the Best Provincial Jail Officer of the year.

Subject Respondents

The subject respondents of this study were the 28 officer and non-commission officers at the BJMP Malaybalay office. We will also involve the detainees who become trustees in the community. We will get their profile containing their name, age, gender, length of service and position in the office.

Sampling Procedure

Simple Random Sampling will be used in this study to let the individuals have the equal chance of being part of the sample. We will have a complete list of the population and we will randomly select individuals from our list to be included in our sample.

Scoring Procedure

The researcher set a range of scores with the corresponding qualitative description as basis for interpreting the responses in the different criteria given. The range of scores is reflected below.

Scale	Qualitative Description	Interpretation
4.21-5.00	Strongly Agree	The features are satisfied very adequately.
3.40-4.20	Agree	The features are satisfied adequately.
2.60-3.39	Disagree	The features are slightly satisfied.
1.90-2.59	Strongly Disagree	The features are not satisfied.
1.00-1.80	Not Applicable	The features are not present.

Treatment of the data

The data gathered from the respondents will be summarized using the mean and standard deviation to verify whether the elements used were present in the IEC materials.

writing a letter of permission to the barangay captain, what they did with the respondents and how they retrieved the questionnaire. In the *Treatment of Data* they gave the information on how they treated the data.

There are many grammar errors found in these pages, hence cohesion is affected. But there is a semblance of coherence because the characteristics of a scientific paper which contain a description of the information-content needed for the sections are presented briefly. Hence there is intentionality in that the required information is given. To a certain extent informativeness, situationality and intertextuality are present because some information are discussed. So the matter of acceptability exists because of this reason.

Difficulties Students Experienced in Their Research Writing

The focus group interview asked the student-researchers the following questions: what difficulties did they meet before, during and after writing the sections of the research paper? and how has the *moves/guidelines* helped them?

Excerpt 8. Sample of ComDev students' output on Methodology.

Chapter 3
Methodology

This section contains the steps to obtain the data in this study

Research Locale

This study was conducted in Barangay 5, located in the southern part of Malaybalay City, Bukidnon. Barangay 5 consists of 2 puroks. Barangay 5 is led by Hon. Rimmel Custal together with his seven kagawads.

According to the Barangay Council, Barangay 5 has a 90% of commercial business and 10% of households. The people in Barangay 5 are through business, and others are working for the government.

Subject Respondent

The ^{respondents} subject of this study that provide the information are the adults in the household. They must have 18 years old and above, male or female and must have a bonified residence of Barangay 5.

Instrument

The survey instrument contained ^{open} 10 questions about garbage problem and ^{the} Barangay's response to the community problem. The main tool used in gathering the data for this study was a questionnaire that was formulated by the researchers to suit the study.

Before the preparation of the questionnaire, we formulated some samples of questions that may fit to our study. After the formulation, the researchers submitted it to the ^{research teacher} adviser and sought for the approval.

Chapter 3
Methodology

This Chapter presents the methods used ⁱⁿ the conduct of the study. This is a qualitative study to obtain the causes and solutions on the problem of malnutrition in Barangay 7.

Research Locale

The study was conducted in Barangay 7 which is located in the poblacion proper of Malaybalay City, ^{and} district of Bukidnon. It has 1,034 households and 3,474 total population. (Barangay Development Plan). This study ~~will be~~ conducted in ^{the} purok 3 in Barangay 7.

Subject Respondents

The ^{respondents} subject of this study who provide the information are the Mother, father or any adult in the household. They must ^{be} 18 years old and above, ~~male or female~~ and must have a bonified residence ⁱⁿ of Barangay 7.

Sampling Procedure

The researcher used the Slovic's formula to determine the number of respondents. Since there are only 136 household in ^{Zone 3} Barangay 7, 20% of the people is taken as respondents so there are 26 subject respondents.

Development of the Instrument

The researcher made a sample survey questionnaire whose items are open ended. There ~~items were~~ choice ^{according to the research problems}.

Administration of the Instrument

The researcher distributed the questionnaire to the respondent by giving it to them personally and help them ^{if they have} some questions that they ~~do not~~ understand.

Treatment Data

Frequency count and rank ^{will be} used to summarize the result of the questionnaires.

Administration

A letter of permission was given to the Barangay Captain of Barangay 5, Hon. Rimmel ~~Custal~~. When this was approved, the researchers approach ^{ed the} identified respondents and gave the questionnaire. This was immediately retrieved by the researchers.

Treatment of Data

Frequency count and rank will be used to summarize the result of the questionnaires.

Frame 1. Students' difficulties before the actual writing of the different sections.

1. *Introduction*: Interviewing the agency coordinator to get information on the topic and statistical data so that whatever information gathered can be placed in the *Introduction*. The rationale or the justification why the topic is such and why the barangay is chosen as the research locale is based on the information.
2. *Theoretical and Conceptual Framework*: It is very difficult to look for theories because what was researched at first were general theories. But the teacher wanted specific theories.
Finding the right concepts that would fit the study is very hard to do. It is difficult to look for accurate concepts that would fit the study. What happened was there were so many concepts but out from these, only a few can be applied to the study.
3. *Review of Literature*: It is difficult to look for sources because there is literature but if there is no author which is required then it will be discarded.
The literature obtained is too general, e.g., about radio. But there is limited literature on radio forum or none at all.
4. Other sections: *Definition of Terms*: There is difficulty in making operational definitions because there is a need to relate the definition to the topic like how it is actually used.
It is difficult to choose what terms to define because it started with defining the topic but later on it is really defining the DevComm aspect which is on IEC materials.
Subject-respondents: It is difficult to identify what information is placed in this section.
Sampling Procedure: The *moves* were given but the information is interchanged.
It is also difficult to decide the choice of sampling procedure, like should it be percentage, Slovin's formula or purposive sampling because their respondents who will evaluate their IECs have to be chosen, from DevComm students, agency coordinator and/or residents of the barangay.
Instrument: It is so difficult to decide what items to put in each variable.
It is difficult to weave the concepts from the conceptual framework into the questionnaire.
I find it difficult to decide what item to place in the questionnaire because there are items which are technical and other items which are general. This will make it difficult to identify the evaluators: experts or the residents.

Frame 2. Students' difficulties during the actual writing of the different sections.

1. *Introduction*: Organizing the ideas is difficult. I started with writing about the topic but it is not correct after all because I have to get the perspective of DevComm which is to talk about IEC materials.
There is difficulty in using an article as basis for the conduct of the study. This means looking for an article that would help in the justification of the conduct of the study.
2. *Theoretical and Conceptual Framework*: There is difficulty in relating the theories and concepts to the study.
Explaining how each concept will be used in the study.
There are many theories that I researched but only a few are relevant in my study.
It is difficult in finding articles that could help us in designing the IEC materials.
Difficulty in discussing each variable.
The anti-plagiarism software used identified the lines which had issues on plagiarism. But it is difficult to revise so that these plagiarism issues will be lessened or avoided.
It is also difficult to improve the sentences to correct grammar issues identified by the Grammarly software.
I have a problem with rephrasing because Grammarly pointed the grammar issue but when I rephrased the percentage of issues increased.
3. *Review of Literature*: It is difficult to relate the literature which I gathered to my study.
Difficulty in finding relevant Review of Literature.
Some of the RL were not related to our study.
Difficulty in explaining the relevance of the literature to our study.
Difficulty in using correct grammar in elaborating the relevance of the article into my study.

Frame 3. Students' difficulties after the actual writing of the different sections

1. *Introduction*: Difficulty in editing and revising the draft based on the comment of the teacher.
Changing the way of introducing the topic.
Difficulty in gathering new data.
Difficulties in replacing the irrelevant ideas.
2. *Conceptual Framework*: Scrapping the theories and looking for another set.
Changing the elements of the conceptual framework.
Difficulty in finalizing our variables
3. *Related Literature*: Difficulty in adding more studies that could help us in our study.
Difficulty in looking for accurate researches and articles.
Reconstructing the paragraphs based on the comments of the teacher.
4. *Other sections*: Revising the section based on the comment of the teacher.

Summing up the difficulties that students experience before, during and after the moves/guidelines have been given, they need to be guided in weaving their ideas from the literature review. The literature helps them get ideas on the concepts and variables that they can use in the theoretical and conceptual framework. They have to be reminded that in the theoretical and conceptual framework it is their own plan or design of the whole research and what variables they want to be placed therein. From here they also get ideas on what other studies have been done elsewhere in the world and so they can get information in what to do within their own study.

Organizing ideas in each section is also another difficulty even if the moves are given. In stating the relevance the students have to understand the idea and relate it to their own study. They need organization skills in explaining themselves so that it is clear to the readers. The difficulty is they may have many ideas but putting them all together coherently is another matter. Clear logical flow is indeed a problem for almost all of these student-writers. Yet another difficulty is because the writing is being checked by the teacher the process does not end after they have passed their papers. Revision has to be done based on the comments of the teacher. So certain lines or sections have to be recast to fit the moves and overall understanding.

Frame 4 shows how the students have been helped by the *moves*. Basically the *moves* are given so that they will know what information is contained in each section until they finish a chapter of their study.

Conclusion

Developing research writing skills of students is helped through guiding them in the *moves* which contain the needed information that each section of the research paper requires. Furthermore, a research paper is another genre of academic writing that has its own mechanics or conventions which are required because they are the characteristics of a section. Teaching students to weave these characteristics of content and mechanics together is possible through the process-product approach of teaching research writing. Hence, grammar, format and style are possible with the use of the process-product approach. All these reflect neat message organization, from sections into paragraphs and onto chapters, layout and other rhetorical genres that make the writing of a research paper possible through imitation, understanding and consciously applying the moves. Although grammar and mechanics of writing are important in the genre of scientific writing, the skills of content and organization are more important because these contain the information of the study, whereas grammar can be corrected, changed and accounted for during editing. In spite of the limited number of samples used in the present study, if moves for information content and agreed-upon norms are given and students are taken through each of the sections carefully, they will be able to write their research papers.

Recommendation

Based on the difficulties that students have experienced in these research classes, an

Frame 4. Students' responses on how the *moves*/guides helped them in their writing.

1. It helped us with what information to include in the sections.
2. It helped us on how to organize our ideas.
3. It provided us with an outline on how we should make each section.
4. The sample texts provide us with ideas/insights.
5. It helped us in a way that we were guided on how to develop the chapters of the study.

instructional material for research writing can be made distinguishing the *moves* and the required information-content which is placed there. The *moves* can guide the students in the writing of each section of the chapters that compose the research paper. Writing mechanics will also be placed there to contain correct spacing, terms to be used, sentence structure required, in-text citation, referencing, preliminary sections and the appendix.

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