



THE ADJUSTMENTS IN THE MEDIUM OF INSTRUCTION USED BY THE SELECTED TEACHERS IN TEACHING MILLENNIALS

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ABSTRACT

This research was purposed to seek the adjustments used by teachers with at least 20 years of experience in teaching and in reaching the level of understanding of their millennial students. The researchers sought five (5) willing and qualified teachers who had acquired sufficient experiences in teaching from the Secondary Education Department of the College of Education in Central Luzon State University, Philippines. The major aim of this research was to find out how the said teachers adjusted and adapted to the changes seen from the generation which was obviously different from theirs. In the conducted interview, the respondents were asked four (4) questions which were related to the main objective. These were: 1. Did you adapt the new words used by your millennial students? 2. Did these adapted terms help you in reaching the level of understanding of your students? Were you being influenced by these words? 3. How did you adjust your way of communication in terms of using the words that your millennial students use? 4. For you, what would be the best language to use to reach the level of understanding of your students? They came up reconciling their ways of communication with their students by finding a common medium in which they could express and translate their thoughts. Also, to fill the gaps, they tended to conform to the new terminologies being used by their students living in a new generation that were different from theirs.

Keywords: *Medium of Instruction Experienced Teacher, Millennial Students.*

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I. INTRODUCTION

From various generations, transformations occurred. It was with these transformations that one differed from the others. Changes occurred gradually. Most, however, came from improving the previous into something fresh, new, and better. The world had seen that throughout the years, there had been a noticeable evolution in every aspect. We could easily distinguish the fashion, the songs, the dances, the things being used, terminologies and language spoken, or basically any other norms from each other because of the progress that was inevitably happening in our society in every shift of generation. The trends, however, which were very popular in a time, may be obsolete in another. For instance, we had different fashion trends all throughout. In the 20's, or the "Cloche and Flapper" decade, people wore cloche hats and flapper dresses. Fashion trends in the 50's varied and evolved. It was also in this same year that the teenage culture rose. Even conservative styles were slowly vanishing during these times (www.thepeoplehistory.com). Another aspect in which change was evident was in terms of the songs sung, and even the dances. Music and the dances, through time, had become wilder—from ballad into rock-and-roll. Because of the changes in the way of living of people throughout generations, the terminologies they used also changed. It readily went along with it. Also, at times, people who had lived in different timelines interact and they encountered differences provided to them by time.

The problem we were facing now was how we could understand each other and how we were going to reconcile ourselves in a common ground where everybody else, if not, then most of us, could agree upon. If people, coming from different kinds of generation, in their interaction with each other sometimes found it uneasy to translate the terms they were used to, so that they may be understood by the people they communicated to, it would indeed be an extra challenge for seasoned teachers to transfer the facts and knowledge needed by their much younger students. They must adapt to the language used by these students for them to better have a common ground and understand each other. At times, there was a need for them to translate and conform to the new standards used. It was somehow

interesting to know and be aware of how these teachers adjust in the medium of instruction they used for them to transfer learning to their younger students.

II. STATEMENT OF THE PROBLEM

Primarily, this study was focused to answer the central question: How did senior or experienced teachers in their field of specialization adjust the medium of instruction that they used to reach the level of understanding of their millennial students? To support this main question, the researchers asked sub-questions which asked them as regards their willingness to participate in the collection of data to further grasp the depth of the study:

1. Did he/she adapt the new words used by his/her millennial students?
2. Did these adapted terms help him/her in reaching the level of understanding of his/her millennial students? Was the teacher being influenced by these words?
3. How did he/she adjust his/her way of communication in terms of using the words that his/her millennial students used?
4. For him/her, what could be the best language to use to reach the level of understanding of his/her millennial students?

III. METHODOLOGY

This chapter discussed the research design, participants, data gathering procedures, and data analysis.

RESEARCH DESIGN

This study used qualitative descriptive design in identifying, analyzing, and interpreting the various aspects relative to the study.

To address the research question, the qualitative descriptive interview study formulated insightful information about the experienced teachers and their millennial students from the College of Education, Central Luzon State University, Science City of Muñoz, Nueva Ecija, Philippines.

PARTICIPANTS

The study was focused on how experienced teachers adapted to the changes in language and how they adjusted in reaching the level of understanding of their students. The questions



revolved on how they adapted the new words or terms used by their millennial students, how these adapted terms helped them in reaching the level of understanding of their students, how they were being influenced by the terms, and how did they adjust their way of communication in terms of using the words that their millennial students used. Further, the researchers wanted to find out what language was used the best in teaching their students. Teachers with at least twenty (20) years of experience served as respondents. They were members of the faculty from the Secondary Education Department of the College of Education, Central Luzon State University. Only five (5) willing participants were interviewed due to lack of time and resources. The age of the interviewed teachers was no longer mentioned because they refused to reveal their age. However, the years of experience in teaching was provided. Also, the researchers provided the exact transcription of words but included the main points given by the respondents.

DATA GATHERING PROCEDURES

The researchers collected the data with the use of related written works and by interviewing the experienced teachers in the College of Education, Central Luzon State University, Philippines.

METHODS OF DATA ANALYSIS

In this study, the data were gathered from the five willing respondents. Data were analyzed using the method of qualitative analysis, specifically the thematic content analysis wherein the theme gathered which was the same and/or unlike would be summarized.

IV. RESULTS AND DISCUSSION

This portion would present the transcribed interview which served as the resultsof this navigation.

TRANSCRIBED INTERVIEW

Prof.CleotildeM. Villanueva

34 years in the teaching profession

1. Do you adapt the new words used by your millennial students? (for example, char, charot, ate girl, kabog)

"Tinatanggap, oo.Ginagamit, hindi. Hindi bagay yon sa Teachers."

2. Do these adapted terms help you in reaching the level of understanding of your students? Are you being influenced by those words?

"Yes, I am being influenced by those words, but not really. As a teacher of future educators, I'm not against to those new words but I want them to be the model of the next generations. I prefer use of traditional language because it is more appropriate."

3. How do you adjust your way of speech in terms of using the words that your millennial students use?

"Tinatanggapkolangsiya, pinapayagankolangnagamitin, but I'm not saying na, "Oy wag mongginagamityungsalitana yon."

4. What is the best language to use in order to reach the level of understanding of your students?

"I want my future educator students to be formal in speaking, so I prefer English Language."

Engr. EufemioR. Calang Jr.

33 years in the teaching profession

1. Do you adapt the new words used by your millennial students? (ex: char, charot, ate girl, kabog)

"Akonaman, para mag kaintindihan kami, nakiki-char-char na din akoparalangmakapag-connect samgaestudyante."

2. Do these adapted terms help you in reaching the level of understanding of your students? Are you being influenced by those words?

"Oonaman, kung gagamitakongmga char char at nagkakaintindihan kami, at least lumiliityung gap. Siguronaaiinpluwensyahanakokasegumagamitna din akopagkausapkosila."

3. How do you adjust your way of speech in terms of using the words that your millennial students use?

"Gumagamitakongmga words na yon, saumpisa, mahirapgamitin. Pero later, madalilangnaman. Kasipagmadalasmongnaririnig."

4. For you, what is the best language to use in order to reach the level of understanding of your students?

"Yung language nanaiintindihanngparehas naming dalawa, kesa mag English-englishka don eh hindinamannilanaaintindihan. O kaya English taposhaluangntagalogsa Mathematics."

**Prof. Felomina Santiago**

25 years in the teaching profession

1. Do you adapt the new words used by your millennial students? (for example, char, charot, ate girl, kabog)

"No. Hindi koginagamit. Although I accept it, I'm not using it."

2. Do these adapted terms help you in reaching the level of understanding of your students? Are you being influenced by those words?

"Yes, I think nakakatulong yon, because I'm allowing my student to use it during explanation or discussion. So the class will never be boring. I think, I'm not being influenced by those words, because I'm not using it."

3. How do you adjust your way of speech in terms of using the words that your millennial students use?

"I'm not using those kinds of words, but I'm allowing them to use it in discussion, for the sake of energizing the class."

4. What is the best language to use in order to reach the level of understanding of your students?

"I'm allowing my students to use those new words but they need to translate it in English language, later on, for formality. Also, in terms of formal writing I will not be allowing my students to use it."

Prof. Ma. Catalina Cadiz

24 years in the teaching profession

1. Do you adapt the new words used by your millennial students? (ex: char, charot, ate girl, kabog)

"Nag aadaptakonung mga words and I'm using it too."

2. Do these adapted terms help you in reaching the level of understanding of your students? Are you being influenced by those words?

"Oo, perohindikopinapayagannagamitinsalooibng classroom at sapagtututo.Sa labaspwede."

3. How do you adjust your way of speech in terms of using the words that your millennial students use?

"Inaacceptkoparamakarelatesa students but not inside the classroom".

4. For you, what is the best language to use in order to reach the level of understanding of your students?

"Pag di namaintindihanyung English, tinatagalogkona but as much as possible, English dapat."

Dr. Regidor G. Gaboy

23 years in the teaching profession

1. Do you adapt the new words used by your millennial students? (ex: char, charot, ate girl, kabog)

"The establishment of language is an evolving process, kaya dapatina-adapt. But when it comes to formality, for example on writing, as long as the words are in the dictionary, that would be okay."

2. Do these adapted terms help you in reaching the level of understanding of your students? Are you being influenced by those words?

"Sometimes, I'm using those millennial words somehow to relate to the students. Otherwise, hindi kayo magkakaintindihan. I come to understand but not necessary influenced in whatever manner, which means, I'm not using those words every day. It always depends on the people I speak."

3. How do you adjust your way of speech in terms of using the words that your millennial students use?

"I'm using those words in speaking, but I still consider my audience or the people I'm talking with before I use that language. So, we can relate to each other, especially when I'm talking to my students."

4. For you, what is the best language to use in order to reach the level of understanding of your students?

"I do accept words. English words that come from dictionaries, but remember it also depends on what kind of dictionary to use."

DISCUSSIONS

This discussed the results by the comparison of each answer questions from the five interviewees. Afterwards, the data were analyzed and had provided a justifiable answer to the central question of this research.

QUESTION 1

Do you adapt the new words used by your millennial students?

Respondent 1:

She had learned to accept the new terminologies of the millennial students, but preferred to stick on the terms she was used to.

Respondent 2:

He adapted the new terms, welcomed and used them.

**Respondent 3:**

The same with Respondent one, the acceptance of the existence was there but not necessarily to the point of use.

Respondent 4:

Just like the second respondent, she adapted and used the new terminologies.

Respondent 5:

The last respondent adapted because of his belief that language was an evolving process, but still he had some reservations in terms of use.

QUESTION 2

Do these adapted terms help you in reaching the level of understanding of your students? Are you being influenced by those words?

Respondent 1:

She still did not deviate from the traditional words in teaching students. However, she was also influenced by those new terms although she denied the use of such.

Respondent 2:

He said that using millennial terms helped in bridging the gap with him and his students. He was also being influenced by the new terms because he begun using them.

Respondent 3:

She allowed the use of new millennial terminologies in classroom discussions because they served as an energizer to the class, but she denied that she was being influenced those terms.

Respondent 4:

Yes, she was being influenced by the new terminologies but she also did not allow it during classroom discussions.

Respondent 5:

He allowed the use of millennial terms to reach the level of understanding of his students in order to understand each other in a better sense.

QUESTION 3

How do you adjust your way of speech in terms of using the words that your millennial students use?

Respondent 1:

She simply accepted those terms but did not encourage students to use such.

Respondent 2:

He was open and used such.

Respondent 3:

She also accepted such and let the class used them during discussions.

Respondent 4:

She also accepted them but did not allow the use of any in the classroom.

Respondent 5:

He also accepted them and allowed its use in order for the students to relate to.

QUESTION 4

For you, what is the best language to use in order to reach the level of understanding of your students?

Respondent 1:

She wanted her students to use the English language.

Respondent 2:

He used a mixture of English and Tagalog so that he and his students may understand each other.

Respondent 3:

She allowed the use of new terminologies but she would later ask her students to translate such in English.

Respondent 4:

She allowed the use of mixed Filipino and English.

Respondent 5:

He accepted English and any other words as long as they were part of the official dictionary.

V. CONCLUSION AND RECOMMENDATIONS

The conclusion and recommendations of this study were discussed, and explained in this part.

CONCLUSION

As the world changed, there was a need for adaptation. This was the active process by which people, though they may come from different generations found a common language where they could understand and relate to each other. This then bridged the gap created by the social, cultural, and linguistic differences.

The results proved that even people from different generations were being influenced by the present one because of its dynamic nature. Also, this proved the language adaptation theory, (Coulmas, 1998).



Majority of the teachers adopted the new words used by their students. They still had some considerations as in using them in their daily conversations. However, all of them accepted the new words in the millennial generation.

Still, some teachers were not open to the idea of using new terminologies used by millennial students in formal discussions. However, they did believe that using these terms in the right place and the right time strengthen the bond between the teacher and the student.

They also believed firmly that accepting the new terminologies would help them relate to their students, but majority of them agreed that it should not be used in formal classroom discussions.

By having a common language where both the students and teachers understood, the level of understanding of the students would be met.

RECOMMENDATIONS

Although this research had only been done in a rather small scale because of the lack of time and resources, the researchers would suggest to those who would have a study related to this field that;

1. For future researchers, explore the experience of millennial students as how they learned from their seasoned or experienced teachers.
2. For curriculum experts, examine the effects of the experienced teachers' role, specifically, on the implementation of the curricular offerings.
3. For future experts in the field, wide knowledge and experience in the field is essential in the teaching -learning process and should be given attention to perform and demonstrate effectively and efficiently in their respective areas.

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