IJNRD.ORG ISSN : 2456-4184
INTERNATIONAL JOURNAL OF NOVEL RESEARCH AND DEVELOPMENT (IJNRD) | IJNRD.ORG
An International Open Access, Peer-reviewed, Refereed Journal

THE WRITTEN ENGLISH PROFICIENCY OF ELEMENTARY GRADE LEARNER-USERS OF CELLULAR PHONES

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Abstract :

This study assessed the proficiency in written English of elementary grade learner-users of cellular phones in Bayambang II District, Schools Division Offcie I Pangasinan during the school year 2025-2026. The study found out that there are more females cellular phone owner respondents than males. Most of the respondents use cell phone for text messaging for a short duration. They maintain only a small number of text mates. The cellular phone owners are generally low texters. They used combination of several languages or dialects in text messaging. They also used abbreviations in text messaging. They are also considered more proficient in spelling and less proficient in capitalization, punctuation, and sentence structure. The cellular phone users become more aware in the proper use of the language as they alternately break the rules and principles of correct usage in text messaging and then apply what is correct and proper in their written discourse in school. The researcher recommended that all cellular phone users regardless of age should maintain their awareness on the limitations of practices employed in text messaging and the inevitable use of standard English in formal written communication. There should be some integration lessons in language classes about the trends and practices in text messaging particularly in the use of the language to strengthen further the competencies of learners in written English. For example, teaching learners to use available standard abbreviations of words in text messaging. Teachers, language teachers in particular, should keep themselves updated with the demands, trends, and changes that go with or bring about by new inventions and modernization of technology like the use of cellular phones so that as facilitators of learning, they can effectively assist and guide learners to cope at the same time learn positively with these technological innovations. Learners should be encouraged to use cellular phone for text messaging since it is good stimulant to the mind.

Keywords: English, proficiency, cellular phones, elementary grade learners

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INTRODUCTION

The invention of cellular phone is considered as one of the breakthroughs in communication technology. Cellular phones were introduced in the Philippines in the latter half of the 1990s when the Ayalas had started Globe Telecom in 1995, but they had become remarkably popular only by around 1999 when the said network had introduced free text messaging service (Rivera, 2001).

Since making calls on mobile phones at that time cost 8 pesos a minute, the first rate imposed by the network, and sending text messaging was free, people quickly learned and preferred to send text messages using the alphanumeric keypad of the cellular phone. The craze for sending text messages has even become more popular when Globe also introduced the use of prepaid cards in the same year. Prepaid cards have become the more preferred phone line by most Filipino cell phone users, particularly the students, because these can be bought cheaply compared to the expensive long-term subscription. By the end of the year (1999), Globe was handling 18 million messages a day, roughly 26 per customer, more than all the messages sent in Germany, France,Italy and Britain, countries in Europe where text messaging, more popularly known as Short Messaging Service (SMS), was first introduced. Due to the immense number of messages sent every day, the Globe network ground to a halt a few times under the load. This occurrence has proven the rising popularity of text messaging in the Philippines. Consequently, the network instituted a charge of 1 peso-a message. This cut the average of messages per customer in half,but the number of Globe customers doubled. With the large population of people who are using text messaging, the term “Generation Text” which means people who send and receive text messages via the cellular phone, was born. (Valdez, 2005).

Text messaging becomes popular to the Filipinos especially to the youth because aside from its affordability, it also allows the texters more freedom. There are no prescribed language and styles; neither standardized body postures are required in sending text messages. Texters can move about anywhere, unmoored to anything except the technological limits of the medium. Moreover, text messaging cannot be destructed by noise unlike making a call. So one can text even in the noisy streets of the city and in the

very crowded places like markets and malls. Text messaging also provides people a way out of the very surroundings they find themselves in. People need not be present to communicate with other people. Even when they are part of a socially defined group-say commuters or bystanders-they are always someone and somewhere else, receiving and transmitting messages from beyond their physical location. In addition, the text messaging service provides the Filipinos a means of conveying what cannot be easily said in Asia's predominantly Catholic nation, like a girl saying "I love you" to a guy, or a boy wanting to ask a kiss from a girl. One can express himself freely in the text message. Thus, the Filipinos are given with an opportunity or a way of overcoming shame or "hiya," which is part of the Filipino culture.

Cell phones have indeed become ubiquitous in the Philippines. They have reached this widespread status because of several reasons. First, it is easier and more immediate to acquire cellular phones than landline phones in the Philippines. Seconds, cell phones cost far less than personal computers. They are also more accessible than computers and regular telephones. Third, the use of cellular phones allows users to reach beyond traffic-clogged streets and serve as a quicker alternative to slow and sometimes unreliable postal services.

The popularity of text messaging puts the Philippines at the forefront of wireless Internet usage. The country has become the most active messaging nation in the world. At the end of year 1999, the use of text messaging in the Philippines has already made it into the Guinness Book of Records when an outstanding 18 million messages were recorded every day.

Education Secretary Edilberto de Jesus has admitted the deterioration of English Proficiency among Filipinos. He added that it is not merely a language problem but an education problem because there is also an evident decline in the quality of Philippine education in general. But De Jesus also said that the government is exerting major efforts to deal with the problem. In fact, to arrest the said decline, the Education Department has embarked on a five-phase National English Proficiency Program which included the Self-Assessment Test administered to high school teachers of English, Science, and Math, and the Mentor Training Program (http://www.manilatimes.net/national/2003/oct/23/top stories/20031023top3.html).

While it is true that the invention of cellular phones has made communication easier and faster and its text messaging service has revolutionized the use of language, it can not also be denied that the use of Standard English remains a requirement in formal written communication.

Rojo-Laurilla's study (2011) showed that there are no significant differences in the grammar and spelling scores of both cellular phone owners and non-owners among the first- year college English students from the De La Salle University and from the University of the Philippine-Los Banos. It was implied in the study that the students' performance in terms of their language skills or competencies is independent or not related at all to the fact that they own cellular phones.

It was also found out in the same study that among cellular phone owners, their frequency of texting has no effect on their grammar and spelling scores. Therefore, it has been concluded that language skills or competencies are independent of the extent the owners use their technology.

Deopante (2009) conducted a study to analyze the Communication Arts (English) Skills of third year high school students at Philippine Union College, Nags View Campus during school year 2008 to 2009. She determined the skills of the students on the modes of communication, namely; listening, speaking, reading and writing.

Findings showed that their best performance in Communication Arts English was in listening skill. With only a slight difference, speaking skill is just slightly better than reading skill. Following the speaking skill is the writing skill, which is also slightly better than reading skills. The least performance that the students showed was in reading skills.

The students' perception about their skills was ranked. It was revealed that the students made listening skills with the highest rank followed by the speaking skills, then the reading skill, lastly the writing skills. It was showed that students believe they excel in listening skills while they lag in writing skills.

The relationship between the performances of the students on the modes of communication in English, their perceptions about their skills on the same subject is highly significant, therefore they were highly correlated.

Crisostomo (2007) determined the level of English Proficiency of the 515 fourth year male students of Cardinal Reyes High School in Bronx, New York. He also determined the significant differences of the level of proficiency in Written and Oral English of the subjects considering grade level, age and exposure to mass media; and the level of correlation between level of proficiency in Written English and level of proficiency in Oral English of the subjects.

The findings revealed that the level of proficiency in Written English of the fourth year male students along grammatical structure, vocabulary and written composition were moderately competent. It was also found out that there were no significant differences in the level of Written English Proficiency of the subjects in light of grade level, age and exposure to mass media. In the same vein, the level of proficiency of the subjects in Oral English along pronunciation, accentuation, oral composition and fluency were moderately competent. The findings also showed that there were no significant differences in the level of Oral English Proficiency of the subjects in light of grade level, age and exposure to mass media.

It was further revealed in the study of Crisostomo that a high level of correlation exists between the Written English Proficiency level and the Oral English Proficiency Level of students in Bronx, New York.

The findings of Crisostomo were shared by the investigation of Alsiyang which showed that variables of English Proficiency such as age, gender and exposure to mass media did not affect high school students' performance.

The study of Alsiyang (2008) conducted in Tabuc, Kalinga revealed that the high school students were moderately competent in Written English. The subjects were also moderately competent in Oral English Communication.

Alsiyang also pointed out that age, gender and exposure to mass media did not affect the English Proficiency of high school students. It was also disclosed in her study that there exists a high level of correlation between Written and Oral English Proficiency.

As-il (2007) conducted a study to determine the level of proficiency in English communication of the freshmen students of Saint Louis High School during the school year 2006-2007. The findings revealed that the level of proficiency of the subjects in Written English is moderately competent. Significant differences in the level of proficiency of the subjects in Written English taking into consideration the moderator variables of gender, exposure to mass media, dialect spoken and type of elementary school graduated from were not established. This showed that the level of proficiency was not affected by the given variants.

As-il's study likewise proved that the level of proficiency of the students in oral English is moderately competent. Considering the moderator variables mentioned, the level of proficiency of the high school students in Oral English is not significantly different.

Moderately degree of correlation existed between the level of proficiency in Written English and the level of proficiency in Oral English Communication among the freshmen high school students of Saint Louis High School in Pacdal, Baguio City.

Rimando's (2006) study dealt on the weaknesses in English skills of the fourth year students in the Calasiao Comprehensive National High School in Calasiao, Pangasinan during the school year 2005 to 2006. The 1,000 fourth year students were made as the subject of the study. Findings revealed that both the male and female students have an average performance in reading and grammar skills, while in listening and writing skills they performed above average.

Students believe that they engage too much in their home chores and outside works that seriously affected their performance and seldom participate actively in communication activities. They also reported that there was lack of parent-teacher dialogue on students performance in school. Likewise, students' attitudes and weaknesses towards the English skills have not been checked and detected, thus no remedial teaching instruction was made.

Rimando found out that there is a significant difference between the levels of performance of male and female in their listening skills although both are above average in their performance. In their grammar skills however, both the male and female performed on the average and the significant difference was rejected.

The listening and writing skills of the fourth year students of Calasiao Comprehensive High School was highly correlated. In the same manner, a high correlation was pointed out in their reading and grammar skills.

The study of Navarrosa (2007) determined the common errors in composition writing and using innovative strategies for freshmen high school students of Naga College Foundation in Naga City. The researcher made use of the descriptive experimental method. This was compounded by the analytic method. His findings revealed that most of the time, students' faulty English results from carelessness than ignorance.

According to Navarrosa's findings, the errors in components of structure, in grammar, in mechanics and organization were serious. The researcher also concluded that writing can not be separated from reading and so with the other forms of communication, that is, if the students fail to have a good performance in listening, speaking and reading, they do not perform well too in writing.

The same study was likewise conducted by Bautista (2005) on the motivations and English Proficiency of the students teachers in private teacher training institutions in the Cordillera Administrative Region. In her study, Bautista described the over-all profile of the student teachers' English Proficiency along the aspects of grammar, vocabulary, reading and writing. The findings showed that the students were very good in vocabulary and grammar; however, they were good in writing and fair in reading comprehension. The Over-all English Proficiency of the student teachers was good which showed much room for improve

Maranan (2005) conducted a study to investigate the level of proficiency in Written English of student teachers in State Colleges and Universities (SUC) of Region 2. The findings revealed that the subjects were good in capitalization and sentence structure. They are however fair in general vocabulary and punctuation and least proficient in grammar. Maranan's study disclosed that the over-all level of proficiency in Written English among student teachers of the SUC's in Region 2 was generally fair.

Soria's (2005) study pointed out those students in schools with school papers obtained a satisfactory level of performance in Communication Arts IV, while students in schools without school papers obtained a fair level of performance. It was also found out that students in schools with school paper obtained higher grade point average from first year to third year in Communication Arts (English I-III). The findings made the researcher conclude that the school paper is a contributory factor in the development of students along Communication Skills.

These related studies bore similarities to the present study basically on the subject under investigation, i.e. English Proficiency, which was otherwise referred to in the cited studies language competency and communication skills. However, most of the cited studies are different to the present study in terms of scope, research subjects, locale of the study, and some variables. The present study will investigate only the Written English Proficiency along spelling, capitalization, punctuation, and sentence structure, unlike many of the cited studies investigated on both Oral and Written English Proficiency and on four communication skills. The research subjects of the cited studies also ranged from first year high school to college students while the present study will include only the fourth-year high school students.

Bracewell (2002) has defined writing as essentially organizing information and communicating meaning. Generating ideas is a crucial element of the writing process. Ideas can be generated from the three kinds of memory store. First, is the episodic memory which is devoted to events, experiences and visual and auditory images. Semantic memory is devoted to the information, ideas, attitudes and values; and finally, from unconscious memory which includes emotions and feelings.

Cognitive psychologists have described writing as the most complex process and demanding all cognitive activities done by human beings because there are no clear cult rules. Dufflemeyer (2002) noted that writing is not an easy task. In fact, writers are considered free agents and as such they can choose to say what they want and how they want it.

Cunning (2002) suggests that students have to develop the habit and love of writing not only for self-expression and fulfillment but also an influential effort to communicate, share and influence others. Writing suggests meaningful ideas to solve problems and present an effort to orchestrate growth and development among the people, in the society and to the community.

Castillo (2003) cited that the present thrust in language teaching in English is the Communicative Language Teaching (CTL) approach which stresses the principle of learning to use language is to communicate by actually using language communicate. This implies that learners "learn to speak by speaking, learn to read by reading, learn to listen by listening and learn to write by writing.''

According to Harold (2006) teaching writing as a process is indeed a sensitizing activity or a way of giving students awareness and insights of what they are going to do. The students themselves are involved in the whole writing activity, that is, from the idea generating to the editing stage output.

Cadhain (2002) refers to the creative possibilities that teenagers may have with text message language. He talks about different devices that are used in order to abbreviate or create other effects in a message.

"Texters may also text advantage of different phonetic spellings in order to create different types of vervbal effects in their messages such as 'hehe' for laughter, perhaps 'muaha' to express a menacing laughter. Letters and numbers are also combined (or used alone) for the sake of brevity and convenience e.g. 'see you later' can be texted as 'c u l8r'. Over time, if text messaging shares similar properties to emailing, we could express these abbreviations to stabilize and become more widely known.

Cadhain's final comment in this citation comes from the research work of Grinter and Eldridge who surveyed teenagers about texting. It was their belief that the text message language would finally "stabilize" and texters would use a general glossary

of terms that would be universally understood. There is a website that attempts to achieve the goal and even has facility to convert anything that one writes into text message slang. The site also has the ability to translate the texting language back into English.

Teenagers are therefore being introduced to a medium that encourages them to explore and play about with the use of our language at a time when they are still learning about correct punctuation, grammar and the overall structure of their syntax.

Some may argue that this may mean that texting is bad for the development and understanding of their native tongue. John Sutherland, who is the professor of Modern English at University College London, comments on his views on the effect of what texting is doing to the English language.

"Educationalists will point out that it's a forgiving system: it masks dyslexia, poor spelling and mental laziness. Texting is penmanship for illiterates.. Texting is, believe, the only form of human communication which is all thumbs... Thumb centrism is our ape heritage. Tellingly, the universal icon of the texting generation.

There is a viewpoint that texting actually aids teenagers in the understanding of language and how words are constructed and put together since texting is a phonetic language that has no defining laws besides the restrictions of the medium. Teenagers can feel more comfortable and at ease experimenting with language by breaking words down into phonetic cues.

Teenagers are used to writing and reading text messages have little problems in breaking own words in order to understand or compose their abbreviated messages. They also have an embedded understanding of phonetic patterns and can make quite logical assumption of the correct spelling of most words.

A study conducted on the Filipino's texting habits found that an average of 200,000 text messages is sent daily in the country. And the bulk of these texts are jokes and quotes. Cellular phones users also waste money on ring tones, ring tunes, wallpapers and pictures that cost a least P15. It will do cellular phone users some good to spend at least P2.50 a day for a prayer, novena or a mass intention.

In the Philippines, the cellular phone industry widely caters to the young market. The study shows that most of the respondents aged 16 to 21, majority of them 17 to 18 years old have cellular phones. Most of them are prepaid phone uses, with an average spending profile of P400 to P500.

Texting is part of the youth's cellular phone use, but students are generally low frequency texters. Early to late evenings is the most preferred time of texting, owing perhaps to the fact that they are already out of school and use their time on leisurely activities, including texting.

Students admit to abbreviating citing convenience as the number one reason for doing so. Other reasons given: it is the "in" thing or fad, or that they do not know the spelling of the words. In terms of language use, the 150 respondents who participated in the actual texting prefer to use "texted English" or the abbreviated form of English if they send messages or reply to messages that take the form of "pure" or straight English and the texted or abbreviated English.

Fifty percent of the respondents did not respond to test sent to them via "pure" Filipino and Filipino/English pure or texted code switched forms. The rest of the respondents had mixed preferences for the language to be used whether in pure Filipino, pure English or pure Filipino/English code switched forms or their texted forms when responding to text sent to them via pure Filipino and English/Filipino pure or abbreviated code-switched forms.

Statement of the Problem

This study sought to assess the correlation between written English Proficiency and the profile of the elementary grade learner-users of cellular phone in Bayambang II District, Schools Division Office I Pangasinan during the School Year 2025-2026.

Specifically, it sought to answer the following sub-problems:

1. What is the profile of the elementary grade learner-users of cellular phones in terms of:
   a. Number of months/years of using cellphone for text messaging
   b. Number of regular text mates
   c. Number of text messages sent a day
   d. Language commonly used in text messaging
   e. Style used in text messaging
2. What is the level of written English proficiency of the elementary grade learner-users of cellular phones based on the analysis of their written composition?
3. Is there an association between the written English proficiency of the elementary grade learner-users of cellular phones and their profile?
4. Based on the findings, what action plan can be proposed to address the needs in written English of the identified elementary grade learner-users of cellular phones?

METHODOLOGY

This chapter discusses the research design, sources of data, instrumentation and data collection and the tools for data analysis.

Research Design

The study used descriptive method of research. It focused on the profile of the elementary grade learner-users of cellular phones in terms of number of months/years of using cell phone for text messaging, number of regular textmates, number of text messages sent a day, language commonly used in text messaging, and style used in text messaging; the level of written English proficiency of the elementary grade learner-users of cellular phones based on the analysis of their written composition.

Instrumentation and Data Collection

In pursuing the problems raised, the researcher used questionnaire-checklist as an instrument in gathering data. The questionnaire was based on the researcher's readings of related studies for the purpose of the study. In like manner, analysis of documents possessed by teachers like tests and test results were considered by the writer in order to have real picture of the practices traditionally done by teachers.

The first part of the questionnaire focused on the profile of the elementary grade learner-users of cellular phones in terms of number of months/years of using cell phone for text messaging, number of regular textmates, number of text messages sent a day, language commonly used in text messaging, and style used in text messaging.

The second part was on the level of written English proficiency of the elementary grade learner-users of cellular phones based on the analysis of their written composition.

The items in the questionnaire were formulated by the researcher and were validated by the members of Research Committee. Suggestions were incorporated in the final draft of the questionnaire.

A formal written permission to conduct the study and to float the questionnaire was secured from the Schools Division Superintendent of Schools Division Office I Pangasinan.

The researcher personally sought the assistance of the elementary grade teachers for the administration of the questionnaire. After one week, the researcher retrieved the questionnaire from the teachers.

Tools for Data Analysis

In this study, the researcher used the following statistical measures to analyze the data for the problems.

To answer sub-problem 1 on the profile of the elementary grade learner-owners and non-owners of cellular phones, frequencies and percentages were used using the formula below.

Frequency Count & Percentage

$$\text{Percentage} = \frac{F}{N} \times 100$$

Where:

F = Frequency

N = total number of respondents

To answer sub- problem 2, level of written English proficiency of the elementary grade learner-users of cellular phone based on the analysis of their composition writing, frequencies and percentages were used using the formula below.

Frequency Count & Percentage

$$\text{Percentage} = \frac{F}{N} \times 100$$

Where:

F = Frequency

N = total number of respondents

Point Value	Limits	Descriptive Equivalents
5	4.21 - 5.00	Excellent
4	3.41 - 4.20	Very Good
3	2.61 - 3.40	Good
2	1.81 - 2.60	Fair
1	1.00 - 1.80	Poor

To answer sub-problems 3, Chi-square was used.

$$X^2 = \frac{\sum(O-E)^2}{E}$$

Where:

X^2 = chi-square value

O = observed frequency

E = expected frequency

$$E = \frac{C \times R}{T}$$

Where:

C = column total

R = row total

T = Grand Total

RESULTS AND DISCUSSION

This chapter deals in the presentation, analysis and interpretation of the data gathered relative to sub-problems in the study.

Profile of the Elementary Grade Learner-Users of Cellular Phones

The profile of the elementary grade learner-users of cellular phones in terms of number of months/years of using cell phone for text messaging, number of regular textmates, number of text messages sent a day, language commonly used in text messaging, and style used in text messaging is presented in Table 1.

Table 1. Profile of the Elementary Grade Learner-Users of Cellular Phones

Variable	Categories	Frequency	Percentage
Number of months/years of using cell phone for text messaging	Short Duration (1-20 months)	138	41.82
	Average Duration (21-40 months)	134	40.61
	Long Duration (41-60 months)	58	17.57
	Total	**100**	**100**
Number of regular text mates	Small (1-15 textmates)	147	44.55
	Average (16-30 textmates)	116	35.15
	Large (31-45 textmates)	67	20.30
	Total	**100**	**100**
Number of text messages sent a day	Low (1-33 messages)	159	48.18
	Average (34-60 messages)	129	39.09
	High (61-100 messages)	42	12.73
	Total	**100**	**100**
Language commonly used in text messaging	English	18	5.45
	Filipino	108	32.73
	Combination of different dialects	59	17.88
	Total	145	43.94
		100	**100**
Style used in text messaging	Without abbreviation	32	9.70
	With abbreviation	67	20.30
	Combination	231	70
	Total	**100**	**100**

It could be seen in Table 1 that 41.82% of the respondents use cellular phone for text messaging for a short duration (1-20 months) with 138, 40.61% for average duration (21-40 months) with 134, and 17.57% for long duration (41-60 months) with 58. As further shown in the table, among the 330 respondents, 147 or 44.55% have small number of regular text mates (1-15 textmates), 116 or 35.15% with average text mates (16-30 textmates), and 67 or 20.30% with large textmates (31-45 textmates). These results confirmed one of the findings of Rojo-Laurilla (2001) that pupils are low frequency texters.

It can also be gleaned in the data that most of them have low number of text messages sent a day with 48.18% with 1-33 messages, only 39.09% with 34-60 messages sent a day are average, and 12.73% with 67-100 messages are high.

The common language used in texting is combination of two languages, sometimes English and Filipino, sometimes Filipino and other languages.

Regarding the style of language for text messaging, Table 1 reveals that 231 or 70% used combination of "without" and "with" abbreviation in sending text messages. Only 67 or 20.30% with abbreviation, and 32 or 9.70 without abbreviation. Again, the result confirmed the finding of Rojo-Laurilla's (2001) study that most of the students (92.4% of her respondents) used abbreviations in text messaging.

Level of Written English Proficiency of the Elementary Grade Learner-Users of Cellular Phones

It can be gleaned in Table 2 that most of the elementary grade learner-users of cellular phone are good in written English proficiency with 137 or 41.52%. It is also indicated in the table that there are 90 or 27.27% very good pupils. There are also 62 or 18.79% fair, 23 or 6.97% poor and 18 or 5.46 excellent in written composition. The results show that elementary Grade learners are moderately poor in terms of written composition maybe because of lack of training in writing. It is therefore imperative to the teachers to teach the pupils well in terms of writing compositions like joining them in campus journalism where their skill could be harnessed.

Table 2. Level of Written English Proficiency of the Elementary Grade Learner-Users of Cellular Phones

Level	Frequency	Percentage
Excellent	18	5.46
Very Good	90	27.27
Good	137	41.52
Fair	62	18.79
Poor	23	6.97
Total	**330**	**100**

Association between the Written English of the Elementary Grade Learner- Users of Cellular Phones and their Profile Variables

Table 3. Association between the Written English of the Elementary Grade Learner- Users of Cellular Phones and their Profile Variable in Terms of Number of Months/Years of using Cellphone for Text Messaging

Number of Months/Years of using Cellphone for Text Messaging	Excellent (5)		Very Good (4)		Good (3)		Fair (2)		Poor (1)		Total
	O	E	O	E	O	E	O	E	O	E	
Short Duration (1-20 months)	12	0.46	21	0.67	51	1.13	10	0.92	30	0.82	**124**
Average Duration (21-40 months)	13	2.54	27	3.67	25	6.21	26	5.08	21	4.51	**112**
Long Duration (41-60 months)	11	4.27	25	6.17	23	10.4	18	8.54	17	7.59	**94**
Total	**36**		**73**		**99**		**54**		**68**		**330**

Legend:

O= Observed Frequency
E= Expected
df = 8; .05 level of significance
x ²- tabular value = 26.80
Computed values = 21.03
Decision: Ho-Accepted

Since the computed x^2 of 21.03 is less than the critical\tabular value of 26.80 at the .05 level of significance with df=8; the Ho is accepted. Therefore, there is no association between the elementary grade learner-users of cellular phones and their profile variable in terms of number of months/years using cellphone for text messaging. This means that the number of months or years of using cellphone for text messaging does not affect the written English proficiency of the elementary grade learners.

Table 4. Association between the Written English of the Elementary Grade Learner- Users of Cellular Phones and their Profile Variable in Terms of Number of Regular Textmates

Number of Regular Textmate	Excellent (5)		Very Good (4)		Good (3)		Fair (2)		Poor (1)		Total
	O	E	O	E	O	E	O	E	O	E	
Small (1-15 textmates)	40	1.62	32	2.33	57	3.95	23	3.05	22	3.05	**174**
Average (16-30 textmates)	29	7.38	21	10.7	15	18.1	14	13.9	15	13.09	**94**
Large (31-45 textmates)	11	1.67	14	2.17	12	3.17	13	3	12	3	**62**
Total	**80**		**67**		**84**		**50**		**49**		**330**

Legend:

O= Observed Frequency
E= Expected
df = 4; .05 level of significance
x ²- tabular value = 9.488
Computed values = 5.34
Decision: Ho-Accepted

Since the computed x^2 of 5.34 is less than the critical\tabular value of 9.488 at the .05 level of significance with df=12; the Ho is accepted. Therefore, there is no association between the elementary grade learner users of cellular phones and their profile variable in terms of number of regular texmates. This means that the number of regular textmates does not affect the written English proficiency of the Grade 5 learners.

Table 5. Association between the Written English of the Grade 5 Learner-Users of Cellular Phones and their Profile Variable in Terms of Number of Text Messages Sent A Day

Number of Text Messages Sent A Day	Excellent (5)		Very Good (4)		Good (3)		Fair (2)		Poor (1)		Total
	O	E	O	E	O	E	O	E	O	E	
Low (1-33 messages)	5	2.31	4	3.33	81	5.13	43	4.87	27	4.36	**160**
Average (34-60 messages)	4	3.81	6	5.5	30	8.46	26	8.04	23	7.19	**89**
High (67-100 messages)	0	2.88	3	4.17	20	6.41	39	6.09	19	5.45	**81**
Total	**9**		**13**		**131**		**108**		**69**		**330**

Legend:

O= Observed Frequency
E= Expected
df = 4; .05 level of significance

x ²- tabular value = 9.488
Computed values = 5.34
Decision: Ho-Accepted

Since the computed x² of 5.34 is less than the critical\tabular value of 9.488 at the .05 level of significance with df=12; the Ho is accepted. Therefore,there is no association between the elementary grade learner-users of cellular phones and their profile variable in terms of number of text messages sent a day. This means that the number of text messages sent a day does not affect the written English proficiency of the elementary grade learners.

Since the computed x² of 7.95 is less than the critical\tabular value of 21.026 at the .05 level of significance with df=12; the Ho is accepted. Therefore, there is no association between the elementary grade learner-users of cellular phones and their profile variable in terms of language commonly used in text messaging. This means that the language commonly used in text messaging does not affect the written English proficiency of the elementary grade learners. **Table 6**

Association between the Written English of the Grade 5 Learner- Users of Cellular Phones and their Profile Variable in Terms of Language Commonly Used in Text Messaging

Language Commonly Used in Text Messaging	Excellent (5)		Very Good (4)		Good (3)		Fair (2)		Poor (1)		Total
	O	E	O	E	O	E	O	E	O	E	
Filipino	1	0.64	11	0.83	22	1.41	14	1.15	10	1.03	**58**
English	4	2.69	4	3.5	6	5.92	4	4.85	3	4.31	**21**
Other Dialects	4	6.03	7	7.83	10	13.3	5	10.8	13	9.64	**39**
Combination of English and Filipino	11	0.64	31	0.83	118	1.41	32	1.15	20	1.03	**212**
Total	**20**		**53**		**156**		**55**		**46**		**330**

Legend:
O= Observed Frequency
E= Expected
df = 12; .05 level of significance
x ²- tabular value = 21.026
Computed values =7.95
Decision: Ho-Accepted

Since the computed x² of 11.67 is less than the critical\tabular value of 18.168 at the .05 level of significance with df=12; the Ho is accepted. Therefore, there is no association between the elementary grade learner-users of cellular phones and their profile variable in terms of styles used in text messaging. This means that the language commonly used in text messaging does not affect the written English proficiency of the elementary grade learners.

Table 7. Association between the Written English of the Elementary Grade Learner- Users of Cellular Phones and their Profile Variable in Terms of Styles Used in Text Messaging

Styles Used in Text Messaging	Excellent (5)		Very Good (4)		Good (3)		Fair (2)		Poor (1)		Total
	O	E	O	E	O	E	O	E	O	E	
Without Abbreviation	1	2.31	4	3.33	5	5.13	4	4.87	2	4.36	16
With Abbreviation	2	3.81	16	5.5	30	8.46	36	8.04	27	7.19	111
Combination	12	2.88	23	4.17	105	6.41	35	6.09	28	5.45	203
Total	**15**		**43**		**140**		**75**		**57**		**330**

Legend:
O= Observed Frequency
E= Expected
df = 8; .05 level of significance
x ²- tabular value = 18.168
Computed values = 11.67
Decision: Ho-Accepted

Summary

The study used descriptive method of research. It focused on the profile of the elementary grade learner-users of cellular phones in terms of number of months/years of using cell phone for text messaging, number of regular textmates, number of text messages sent a day, language commonly used in text messaging, and style used in text messaging; the level of written English proficiency of the elementary grade learner-users of cellular phones based on the analysis of their written composition. It used 330 elementary grade learners from Bayambang II District, Schools Division Office I Pangasinan. Frequency and Percentages and weighted mean were used for descriptive analysis

Profile of the Elementary Grade Learner-Users of Cellular Phones

Most of the elementary grade learners use cellular phone for text messaging for a short duration (1-20 months) with 138 or 41.82%, have small number of regular textmates (1-15 textmates) with 147 or 44.55%. Most of them have low number of text messages sent a day with 48.18% with 1-33 messages, the common language used in texting is combination of two languages, sometimes English and Filipino. Regarding the style of language for text messaging, there are 231 or 70% used combination of "without" and "with" abbreviation in sending text messages.

Level of Written English Proficiency of the Elementary Grade Learner-Users of Cellular Phones

Most of the elementary grade learner-users of cellular phone are good in written English proficiency with 137 or 41.52%.

Association of Written English Proficiency of the Elementary Grade Learner-Users and Profile Variables

The written English proficiency of the elementary grade learners is not related to the profile variables of the pupils in terms of number of months/years of using cellphone for text messaging, number of regular textmates, number of text messages sent a day, language commonly used in text messaging and style used in ext messaging.

Conclusions

Based on the findings of this study, the following conclusions were made:

1. Most of the elementary grade learner-users used cellphone for a short period of time, maintain only a small number of text mates, low texters used combination of several languages or dialects in text messaging, used abbreviations in text messaging.
2. The elementary grade learner-users of cellular phone are good in written English proficiency such as in spelling capitalization, punctuation, and sentence structure.
3. The written English proficiency of the elementary grade learners is not associated with the profile variables of the learners in terms of number of months/years of using cellphone for text messaging, number of regular textmates, number of text messages sent a day, language commonly used in text messaging and style used in ext messaging.
4. The intervention measures were based on the identified needs in written English of the elementary grade learner-users of cellular phones.

Recommendations

On the basis of the findings of this study and the conclusions drawn, the following are hereby recommended:

1. All cellular phone users regardless of age and profession should maintain their awareness on the limitations of practices employed in text messaging and the inevitable use of standard English in formal written communication.
2. There should be some integration lessons in language classes about the trends and practices in text messaging particularly in the use of the language to strengthen further the competencies of learners in written English. For example, teaching pupils to use available standard abbreviations of words in text messaging.
3. Teachers, language teachers in particular, should keep themselves updated with the demands, trends, and changes that go with or bring about by new inventions and modernization of technology like the use of cellular phones so that as facilitators of learning, they can effectively assist and guide students to cope at the same time learn positively with these technological innovations.
4. Learners should be encouraged to use cellular phone for text messaging since it is good stimulant to the mind.
5. Similar study should be conducted in a wider scope to validate the findings of the present study.

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