Dissertations Acknowledgements in Philippine English

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Abstract

This study examines acknowledgements in doctoral dissertations written in Philippine English, identifies the moves and/or steps that the acknowledgements consist of, and determines the effects of the nativization of in this genre in Philippine English, if at all present. Twenty dissertation acknowledgements in the arts and another 20 in the sciences written in Philippine English were collected and then coded on the basis of the move-step analysis of dissertation acknowledgements devised by Hyland (2003, 2004) and Hyland and Tse (2004). Based on the analysis, dissertation acknowledgements written in Philippine English are on its way to being nativized in many aspects, but most especially in terms of the use of an address system distinctive to Filipino and Philippine English, the introduction of the step thanking God, a step that is the most variable in placement, and the loss of several steps, but most especially the acceptance of responsibility. This reconstruction of the earlier proposed generic structure may yet be another further evidence to the alleged endonormative stabilization of Philippine English (Borlongan, 2016).

Keywords: Philippine English, dissertation acknowledgements, move-step analysis

Introduction

Among Filipinos' well-kept cultural traits is *utang na loob*, or debt of goodwill or debt of gratitude, as viable translations in English. Dancel (2005, p. 113) attempts to define what *utang na loob* is:

Utang na loob is no ordinary debt. It is a characteristically strong sense of gratefulness taken with extreme seriousness by Filipinos. *Utang na loob* is, in many ways, a debt incurred by the inner being of a person, a soul debt, which persists and endures, even after the original debt has been paid.

And in a society that "continues to have an abiding faith and hope in the efficacy of education for reformation and transformation" (Bago, 2008, p. 33), this indebtedness could be said to be even intensified in educational contexts in the Philippines. Needless to say, debts of goodwill incurred as one goes to school, college, and university definitely persist and endure. Debts of such kind may be incurred as a student writes his/her doctoral dissertation – considered as "a *rite de passage* into the targeted discourse community, or an exit qualification that enables the holder to leave the university world and enter another" (Swales, 1990, p. 87). It may then be interesting to see how this strong sense of gratefulness is reflected primarily in the acknowledgements accompanying doctoral dissertations written in Philippine English.

And so this study (1) examines acknowledgements in doctoral dissertations written in Philippine English, (2) identifies the moves and/or steps that the acknowledgements consist of, and (3) determines the effects of the nativization in this genre in Philippine English, if at all present.

Hyland (2003) considers dissertation acknowledgements as a "Cinderella genre" (p. 242) and he argues why:

Like the heroine in the childrens' fairly tale, acknowledgements are a-taken-for-granted part of the background, a practice of unrecognized and disregarded value deserving of greater attention. Neither strictly academic nor entirely personal, acknowledgements stand outside the research record but have a considerable socio-pragmatic relevance which makes them integral to it. They are central to the academic practice of reciprocal gift giving and for this reason are particularly important to students. Acknowledgements can act as a means of demonstrating academic credibility, recognising debts, and achieving a sense of closure at the end of a long and demanding research process. (p. 242)

Giannoni (2002), Hyland (2004), and Hyland and Tse (2004) traced the development of academic acknowledgements and this is what they found: It all started with a few personal testimonials to mentors, colleagues, and friends occasionally interspersed in the main text, losing its currency but resurfacing during the 1920s in a form more concerned with institutional loyalty than intellectual debt (Bazerman, 1988). Acknowledgements took its current form in the 1940s and became more common in published academic texts since the 1960s (Bazerman, 1988), gradually becoming both longer (Caesar, 1992; Cronin, 1995). Today, they are now included in perhaps half of all published research articles (Cronin, McKenzie, & Stiffler, 1992) and virtually all those in the sciences (McCain, 1991). Questionnaire research suggests that most academics generally read acknowledgements when scanning an article, often to make a preliminary assessment of its relevance, and that some of them even keep a formal record of acknowledgements to themselves for institutional evaluation (Cronin & Overfelt, 1994).

There is already a plethora of studies that have been done on academic acknowledgements; the more recent ones are those of Giannoni (2002), Hyland (2003, 2004), and Hyland and Tse (2004). Giannoni contrasted acknowledgments in English research articles with their counterparts in Italian. He randomly collected a hundred acknowledgement texts from the same number of articles, published in 50 Anglo-American and 19 Italian research journals between 1994 and 1999 and examined them in terms of socio-pragmatic construction and textualization from a genre-analytic perspective. He found in both languages the presence of a common rhetorical core – a term coined by Duszak (1997) – built around the Introductory Move (Framing) which outlines the articles genesis from earlier texts or events, followed by a Main Move (Credit mapping) crediting external help. While the former targets the public sphere of academic presentations and publications (at times with a clear-self-emotional flavor), the latter concerns the writer's private debts to mentors and financial supporters. Credit mapping is the main purpose of this part-genre, as confirmed by the – almost invariable – presence of Move 2 throughout the data. The move analysis (initially developed by Swales [1981, 1990] for research article introductions) of acknowledgments is illustrated below, a considerable improve-

ment from the one Giannoni proposed earlier in 1998:

Introductory Move (Framing) Step 1.1: Citing parent texts or events and/or Step 1.2: Acknowledging those involved and/or Step 1.3: Asserting commonality/authorship
Main Move (Crediting) Step 2.1: Acknowledging institutional support and/or Step 2.2: Acknowledging individual contributions and/or Step 2.3: Accepting responsibility

Figure 1: Two-tier Structure of Research Article Acknowledgements
(Giannoni, 2002, p. 10)

In the same study, Giannoni (2002) also identified features that varied considerably across disciplines. The humanities have more elaborate texts. Economics has a mean of three steps and only a little over one in mathematics. The sciences lack an Introductory move but are more likely to acknowledge institutional support. Disclaimers occurred in all but one in the humanities but most especially in economics. Honorifics were used very frequently in the sciences but rare in the humanities. Meanwhile, language variations include employment of higher number of impersonal constructions in Move 2 and stress to value (versus utility in English) for Italian. English, on the other hand, has a wider range and slightly higher portions of overt thanking expressions, crediting in terms of utility (in contrast with value in Italian), and frequency of ellipsis.

The focus of studies of Hyland (2003, 2004) including his collaboration with Tse (2004), on the other hand, has been on dissertation acknowledgements. They propose a generic structure that looks like this:

1. Reflecting Move
2. Thanking Move 2a: Presenting participants 2b: Thanking for academic assistance 2c: Thanking for resources 2d: Thanking for moral support
3. Announcing Move 3a: Accepting responsibility 3b: Dedicating the dissertation

Figure 2: Generic Structure of Dissertation Acknowledgements
(Hyland, 2003, 2004, p. 308; Hyland & Tse, 2004, p. 264)

The structure is primarily based on analyses of the acknowledgements accompanying 240 masters and Ph.D. dissertations in six disciplines written by graduate students of five Hong Kong universities, and on interviews with graduate students. The results confirm the importance of this genre, with around 90% of the dissertations subjected to analysis containing this section and some 1400 separate acts of acknowledgement. Genre patterns reveal a three-move structure sub-divided into a number of steps realized by a relatively restricted range of lexico-grammatical patterns. Their analyses also show that Ph.D. students, particularly those in the soft sciences, tended to construct generically more complex acknowledgements with a greater variety of patterns.

Nkemleke (2006), on the other hand, looked at how dissertation acknowledgements are nativized in Cameroon English. His analysis revealed that both text types show a greater degree of adaptation to the culture of community characteristic of traditional African lifestyle. For example, the general configuration of dissertation acknowledgements reflects the good manners of deference to elders and those who have played an important role in the writer's life and success. Other contextually determined features such as the transfer of native devices for personalizing

speech interaction are frequent in dissertation acknowledgements.

As can be seen from this brief survey of studies on acknowledgements, no study has actually looked into the nativization of the generic structure of dissertation acknowledgements to a specific English. This study hopes to contribute to the growing number studies on academic acknowledgements through an investigation of the nativization of the generic structure of dissertation acknowledgements in Philippine English.

Method

The source of acknowledgements for this study was the dissertations written in partial fulfillment of the requirements for doctoral degrees conferred by a prestigious private Catholic university located in Manila, the Philippines run by a religious order. The university has already lived for more than a hundred years and is one of the those universities to earn the levels of highest accreditation granted by the Philippine Accrediting Association of Schools, Colleges, and Universities. The university is on the threshold of becoming a leading research university in the Asia-Pacific region.

It then goes without saying that dissertations – and the significant contributions of these dissertations in the field they were written – are highly-valued in the university as dissertations are among those that could definitely help the university in realizing its goal of becoming a leading research university in the Asia-Pacific region. This makes the university a viable source of data for the analysis of dissertation acknowledgements that was made. The acknowledgements were obtained from the archives of the university where most of the digital copies of the dissertations are stored. Retrieving these copies – as well as their accompanying acknowledgments – could easily be done; acquiring at least 20 acknowledgments from dissertation in the arts and another 20 in the sciences was what was difficult: There were not a lot of dissertations written in the sciences at the university. In fact, collecting 20 acknowledgements in the sciences almost meant collecting all the acknowledgments in the sciences as dissertations in the sciences should not be more than 40–50. The 20 acknowledgements in the arts were a lot easier to collect, as most

of the dissertations in the university are in the disciplines of educational leadership and management, literature, English and applied linguistics, and theology and religious and values education. A listing of the dissertations used in this study identified by the degree they were earned for as well as the year they were written appear in the appendices.

The collected acknowledgements were then coded on the basis of the move-step analysis of dissertation acknowledgements devised by Hyland (2003, 2004) and Hyland and Tse (2004). On the structure of the so-called Cinderella genre, here are samples of each move, as provided by Hyland (2004):

Table 1: Samples of the Moves of the Generic Structure of Dissertation Acknowledgements

Move	Sample
1	I feel I have learnt a lot from writing this thesis searching for the truth of science and life. This is the great treasure I will cherish not only in my future academic career but in my whole life.
2a	I would like to take this opportunity to express my immense gratitude to all those persons who have given their invaluable support and assistance
2b	I would like to express my utmost gratitude to my research supervisor, Dr. Sze Fong Mark Yau, for his sincere and selfless support, prompt and useful advice during my research. He gives me a lifetime unforgettable memory of his benevolence, patience, intelligence, diligence and erudition.
2c	The research for this thesis was financially supported by a postgraduate studentship from the University of Hong Kong, The Hong Kong and China Gas Company Postgraduate Scholarship, Epson Foundation Scholarship, two University of Hong Kong CRGG grants and an RCG grant.
2d	Last, but definitely not the least, I am greatly indebted to my family. It was my parents' unconditional love, care, and tolerance which made the hardship of writing the thesis worthwhile… Without their support, I do not think that I could overcome the difficulties during these years.

3a	However, while I am grateful to them, I bear the sole responsibilities for all the mistakes made in the thesis.
3b	I would like to dedicate this dissertation especially to my late grandpa and auntie Lo for both of them have taught me the meaning of life and its significance.

Findings

Hyland (2004) and Hyland and Tse (2004) presented a generic structure consisting of three moves and seven steps, with the first move consisting of only one step, the second four, and the third two. The distribution of the moves and steps are now presented in Table 2:

Table 2: Moves and Steps of Dissertation Acknowledgements in Philippine English

Move/Step	Arts		Sciences	
	f	*%*	*f*	*%*
1: Reflective Move	2	10	0	0
2a: Presenting participants	17	85	16	80
2b: Thanking for academic assistance	20	100	20	100
2c: Thanking for resources	14	70	20	100
2d: Thanking for moral support	18	90	16	80
3a: Accepting responsibility	0	0	0	0
3b: Dedicating the dissertation	1	5	2	10
* Thanking God	10	50	11	55

As can be seen from Table 3, acknowledgements written in Philippine English (either from the arts or the sciences) do not seem to perfectly conform to the generic structure proposed earlier by Hyland (2004) and Hyland and Tse (2004); there are variations or innovations from the supposed norm proposed. There could actually be moves and steps that could be considered optional – and even non-existent at all – in dissertation acknowledgements written in Philippine English. Included in these seemingly optional moves and steps are the reflecting move and the step that formally dedicates the dissertation to an individual

or groups of individuals. However, there is an emerging move that appears to be a feature of acknowledgements in Philippine English – thanking God.

It could also be inferred from Table 3 that all the thanking moves are obligatory. Understandably, this move performs the primary function of this genre, and that is to recognize individuals who and institutions that have been of help to the student in the writing of the dissertation, but also sometimes in the completion of the entire doctoral degree itself, as can be clearly seen in this example:

1. The foremost person I would like to express gratitude is my dissertation adviser, Dr. Flordeliza C. Reyes. I have been in her classes since 2000 when I took my Philosophy, Theories, and Models of Research in Educational Management. During these years I have known Dr. Reyes as a kind-hearted and intelligent educator. Her enthusiasm and integral view on research and her mission for providing 'only high-quality work and not less', has brought about a profound impression on me. I appreciate her for having me shown this manner of research. She could not even realize how much knowledge I gained from her. Besides being an excellent mentor, Dr. Reyes was as intimate as a relative and a good friend to me. I am sincerely thankful that I have come to know Dr. Flordeliza C. Reyes in my life. <Educational Management, 2004>

In this example, the student not only expresses gratitude to Dr. Flordeliza C. Reyes as dissertation adviser but also as instructor in courses taken under the professor since 2000. This excerpt also exemplifies the step of thanking for academic assistance. In all of the acknowledgements analyzed, thanking for academic assistance in general and thanking the adviser in particular were present. Needless to say, this is an obligatory step in acknowledgements in Philippine English as this step appeared in virtually all the acknowledgements in the data. Here are two more examples of thanking for academic assistance, this time thanking the panel members and even educational institutions from which the student got all the necessary background in the com-

pletion of his/her coursework and dissertation:

2. To the panel of reviewers of my dissertation. For all the constructive comments <Computer Science, 2002>
3. to two distinguished institutions which played a dual role in helping the researcher realize her goal – The Philippine Women's University, for providing the researcher the initial motivation and exposures that led to the investigation of the areas studied, and De La Salle University, for expanding those exposures and translating them into the language of a sociolinguist, thus enabling her to contribute something of relevance to Philippine Sociolinguistics; <Applied Linguistics, 1999>

Also obligatory in the sciences but not as much in the arts is thanking for resources, perhaps because relevant resources such as materials and access to laboratories are definitely important in the completion of the dissertations in the sciences, which made all of the students who wrote dissertations in the sciences obliged to thank those that allowed them to do so. Here are some of examples of this move:

4. To our foreign research collaborator, Dr. Ian van Altena from the University of Newcastle, Australia for performing the spectral analyses; without him no structures would have been elucidated. <Chemistry, 2002>
5. The Department of Science and Technology-Engineering and Science Education Program (DOST-ESEP) for the scholarship grant which contributed much to the success of this research. <Chemistry, 2003>

The presentation of the acknowledgees was also very common in the arts and the sciences. However, this step was more elaborate – melodramatic, even – in the arts than in the sciences. Compare these two from the arts:

6. This book has been more than a year in preparation, in the course of which has run far from smooth and has brought me into a stage of completion that I could never have reached without the help of many people. I have

accumulated a deep vein of gratitude to many for much goes far beyond the normal range of professional or personal courtesies. It is a measure of the spirit in which so much was shared with me, that I have accumulated a debt of gratitude. <Applied Linguistics, 2003>

7. God's love and care gifted me with this accomplishment, its is therefore with deepest gratitude and heart-felt love for Him that I acknowledge the following significant people whose invaluable contributions paved the way for the completion of this research: <Counseling Psychology, 2000>

With these two from the sciences:

8. I would like to express my sincere appreciation for all the assistance and support extended to me by the following persons and organizations: <Physics, 2002>
9. This work would not have been possible if not for the support of the many – TO THEM LET ME SAY MY SINCEREST THANKS! <Chemistry, 2002>

It can be noticed in the last example from the arts that presenting the participants somehow included an acknowledgement addressed to God. This seems to be an emerging feature in Philippine English which will be discussed further later (as another step relating to this is introduced). The presentation of the acknowledgees, as can be seen in the first example from the arts, may also even include the reflective move. These examples from the arts only show how intricate the moves and steps are woven in the arts compared to the categorical way of acknowledging in the sciences, where the moves and steps could easily be distinguished from one another.

Another step that also appears to be obligatory in Philippine English is thanking for moral support. Filipinos, known to be family-oriented, would always remember thanking their family in life-changing events such as the writing of a dissertation and eventually the earning of the degree, even though they are not actually directly related in such events, as in these examples:

10. and to her family – brothers and sisters, nephews, nieces

and coursins, but most especially to her beloved mother and the latter's favorite sister, to whom this dissertation is dedicated, for the love and all-out support they gave to make this paper achieve its completion. <Applied Linguistics, 1999>

11. His father and Mother for having faith in him, for the love and for inspiring him to reach for more; <Biology, 2001>

And usually in this step, references to acknowledgees become less and less formal, as can be seen by the way of addressing the acknowledgees in this example:

12. Ate Angie, Ninang Soly, Tita Paz, Ate Cris, Ate Jo, RJ, and Joy for their encouragement and inspiration throughout the course of this research work <Science Education, 2000>

This way of addressing is already part of Standard (or educated) Philippine English, as suggested by Borlongan in 2007. Therefore, this may not be seen as too informal in dissertations, most especially in the very personal section – acknowledgements, that is. This is one aspect of dissertation acknowledgments in Philippine English that is being nativized because of the influence and – perhaps – the pressure of culture. It should also be noted here that this is similar to the deference strategies observed by Nkemleke (2006) in Cameroon English dissertation acknowledgements.

As Hyland (2004) and Hyland and Tse (2004) describe, thanking moves are often recurring (and the distinction sometimes blurring), and this also occurred in the data. Take for example:

13. The Informants, whose untold wisdom, strength of spirit, and lovable tales of old are the invisible thread running through and binding the research;
The six Critics of the study, for time and patience in reading through the dictionary and giving comments;
The three Validators of the research instrument and the three Experts in the field, for their skill, professionalism

and expertise in giving reviews and comments on the dictionary;

Mr. Constatntino Ballena, Chair of Department of Languages, De La Salle University-Dasmariñas, for insights and suggestions that formed the preliminary ideas of the study;

Staff of the Aklatang Emilio Aguinaldo of De La Salle University-Dasmariñas, Ms. Maribeth Aguila (Director) and Ms. Ludy Cambay, for assisting in the periodicals and the internet; <Language and Literature, 2004>

The first step in the above example is thanking for resources, thanking the informants of the dictionary being compiled. It then moves to thanking the critics of the study and this could definitely be considered as thanking for academic assistance. The next acknowledgees who were thanked were those who validated the research instrument. At this point, the blur starts to show up as those who validate the instrument could simply be aids in the technicalities of the study but the student later on adds "for their skill, professionalism and expertise in giving reviews and comments on the dictionary". This only shows that acknowledges need not only contribute one single aspect of the study but in many aspects as well. This was also very obvious with acknowledgements directed to dissertation advisers who did not only give intellectual support but even moral support in the writing of the dissertation. The last two steps shown in the example are thanking for intellectual support and thanking for resources respectively again. With this example, the steps in the thanking move could be said to recur in dissertation acknowledgements in Philippine English.

Thanking God was considered by Hyland (2004) and Hyland and Tse (2004) as step 2d or thanking for moral support; however, an analysis of the Philippine English data suggests that it may be necessary to give the step which thanks God a separate step (or even a move) because it has significant characteristics that differentiate it from the other thanking steps. A case in point is the earlier example that makes use of "God's love and care" as a prelude to introducing those to be thanked, and that example is reproduced once again here:

14. God's love and care gifted me with this accomplishment, its is therefore with deepest gratitude and heart-felt love for Him that I acknowledge the following significant people whose invaluable contributions paved the way for the completion of this research: <Counseling Psychology, 2000>

This differentiation could also be seen in the formatting of the acknowledgements, as shown by this example:

15. The accomplishment made by a person could not be possible without the help of God and the people around him. This project is no exception to this rule, it was realized through

> the patience and assistance of […]
> the support of […]
> the constructive suggestions of […]
> the help of […]
> the love and prayers coming from […]

Thank you GOD, for your blessings. May this research bring glory to your name and may it benefit mankind. <Mechanical Engineering, 2004>

In the example above, while the acknowledgees other than God are introduced by step 2a or the presentation of acknowledgees, the acknowledgement of God seems not to be. In fact, it appears to be different even in terms of sentence construction and even its pragmatic function which already somehow dedicates the dissertation to God (but this cannot be considered as a formal dedication or step 3b). Also, notice that the acknowledgement to God is not indented, compared to the other steps of the thanking move. The placement of this step is the most invariable of all the steps, as it could be intertwined with other moves or steps, as with the earlier example, it could be among the first steps, as in:

16. Foremost, I would like to thank God for this precious gift. <Business Administration, 1999>

Or the last:

> 17. Finally, to GOD who made all things possible. <Chemistry, 2002>

It should be noted here, however, that 15 out of the 21 acknowledgements to God were positioned at the bottom of the section. Ultimately, the emergence of yet another step in Philippine English dissertation acknowledgements only reflects the religiosity commonly associated with Filipinos who are devout Catholics. This is another clear example of the nativization of dissertation acknowledgements written in Philippine English and of the influence of culture in the writing patterns of students in their dissertations.

Reflecting move or move 1 was not very common, and it did not even appear at all in the sciences. Here is an example of its two occurrences from the arts, this one is positioned in the end of the acknowledgement:

> 18. In my view, carrying out an Ed.D. is a sacred undertaking and this was undeniably one of the best decisions in my life. <Educational Management, 2004>

The utilization of a reflective move may once again suggest the elaborateness of acknowledgements in the arts.

Dedications were not common too, as it could be said that it is a practice in the Philippines which is given a different page, and not included in the acknowledgement. This one is an almost implicit dedication of the work to God, through exaltation:

> 19. ALL THESE I OFFER TO HIS HOLY NAME! TO GOD, BE THE GLORY! <Chemical Engineering, 2004>

There were no instances at all of acceptance of responsibility of the students to the contents of their dissertations. This was also not common in the data of Hyland (2004) and Hyland and Tse (2004) but Filipinos in general and Filipino students in particular may perhaps be threatened by the acceptance of responsibility of any of the shortcomings of the dissertation in the same way that they are afraid of claiming the dissertation as wholly

their own, another manifestation of their cultural trait of pre-
serving their high self-esteem.

Conclusion

This study analyzed 20 dissertation acknowledgements from the
arts and 20 from the sciences written in Philippine English and,
based on the analysis, dissertation acknowledgements written in
Philippine English are on its way to being nativized in many
aspects, but most especially in terms of the use of an address sys-
tem distinctive to Filipino and Philippine English, the introduc-
tion of the step thanking God, a step that is the most variable in
placement, and the loss of several steps, but most especially the
acceptance of responsibility. The analysis of dissertation
acknowledgements provides yet another evidence that "Filipino
speakers of English are able to fully communicate Philippine
realities in a language not genetically-native to them" (Borlon-
gan, 2007, p. 32) and they are also able to reflect, too, their cul-
tural values through the reconstruction of purported patterns in
the structure of dissertation acknowledgements. It should be
highlighted here that the reconstruction of the generic structure
earlier proposed by Hyland (2004) and Hyland and Tse (2004)
are not mistakes, but innovations in the use of English in the
Philippines. To cite Bautista (2000, p. 20):

> Philippine English is not English that falls short of the
> norms of Standard American English; it is not badly learned
> English as a second language; its distinctive features are not
> errors committed by users who have not mastered the
> American standard. Instead, it is a nativized variety of Eng-
> lish that has features which differentiates it from Standard
> American English because of the influence of the first lan-
> guage (specifically in pronunciation […] but occasionally in
> grammar), *because of the different culture in which the language
> is embedded (expressed in lexicon and in discourse conventions),*
> and because of a restructuring of some grammar rules
> (manifested in the grammar). [emphasis added]

And this reconstruction of the generic structure of Hyland and
Hyland and Tse may yet be another further evidence to the

alleged endonormative stabilization of Philippine English (Borlongan, 2016).

While this study has already yielded interesting findings, there remains a lot to be explored as to the nature of dissertation acknowledgements in Philippine English. First of all, the finding that acknowledgements in the arts are more elaborate than those in the sciences should still be expressed in more quantitative terms. Also, it is interesting to really know why Filipino students writing their dissertations structure their acknowledgements in the way described above. This information could be obtained by going back to students themselves and asking them the right questions, as exemplified by Hyland (2003, 2004) and Hyland and Tse (2004). It might also be productive to look into dissertation acknowledgments written in Filipino to see how similar or different they are compared to those in Philippine English, but it might be even more problematic to gather sufficient number of acknowledgements in this language as it is not popular to write a dissertation in Filipino in the Philippines, as education remains to be among the domains controlled by (Philippine) English. Comparisons with the exonormative standard – American English, that is – may also yield interesting insights. And aside from the fact that there has been no study yet on dissertation acknowledgements in American English (or any other Inner Circle English, for that matter), such comparisons may be able to eventually "measure" how influential the substrate language and the superstrate variety is to Philippine English.

As to the implications of this study for English language teaching and the teaching of writing in particular, it is important that teachers of academic and research writing in the college and university level, particularly in the graduate level, should implement a writing instruction that will inform their students of the expected norms in their targeted discourse community. Definitely, this kind of instruction will include how to write acknowledgements in dissertations. Though sometimes thought of as the only section in the dissertation where one can be more intimate, compared to the main sections of the dissertation, the teacher should nevertheless teach appropriateness in this section which offer "insights into the persona of the writer, the patterns of engagement that define collaboration and interdependence among scholars, and the practices of expectation and etiquette"

(Hyland, 2003, p. 243) and provide "a valuable space for writers to encode both a representation of themselves and of those they wish to publicly recognize as influencing the project" (p. 244). It is also important to explicitly orient dissertation advisers about these norms in dissertation writing. For most of the time, final drafts of dissertations never go on being scrutinized by teachers of English for academic and specific purposes and it is important that instructors who go on advising students in what was considered as "a *rite de passage* into the targeted discourse community, or an exit qualification that enables the holder to leave the university world and enter another" (Swales, 1990, p. 87) to make sure that these students pass through this purported rite de passage or exit with grace, through adherence to the expected norms of the targeted discourse community, as this may well be among one of the many considerations in the student's acceptance or rejection in the said community. It is likewise important that the writing teacher points out the differences of the dissertation acknowledgements in particular and academic and research writing in general across Englishes. These instances in classroom allow the students not only to develop their linguistic competence but also their sociolinguistic awareness (Bautista, 2003).

Notes

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Appendix A

Table 3: Art Dissertations Included in the Study

Degree Earned For	Year of Writing
Philosophy	1997
Applied Linguistics	2002
Applied Linguistics	2003
Educational Management	2004
Religious and Values Education	2004
Applied Linguistics	1999
Science Education	2000
Business Administration	1999
Educational Management	2001
Philosophy	2003
Language and Literature	1998
Educational Management	1988
Applied Linguistics	1999
Language and Literature	1990
Religious and Values Education	2000
Counseling Psychology	2000
Counseling Psychology	2003
Language and Literature	2004
Business Administration	2003
Educational Management	2001

Appendix B

Table 4: Science Dissertations Included in the Study

Degree Earned For	Year of Writing
Chemical Engineering	2004
Computer Science	2002
Mechanical Engineering	2002
Mechanical Engineering	2000
Mathematics	2000

Chemical Engineering	1999
Computer Science	1999
Chemical Engineering	2001
Chemistry	1995
Biology	1994
Biology	1993
Physics	2002
Biology	2002
Chemistry	2002
Chemical Engineering	2003
Chemistry	2003
Biology	2001
Chemistry	2002
Chemical Engineering	2001
Mathematics	1999