Original Research Article

Students' Proficiency and Challenges in Filipino-to-English Translation: The Case of Filipino Senior High School Students in a Private Institution

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ARTICLE INFO	ABSTRACT
	Translation has been considered an important linguistic skill for ESL students and is used as a remedy to repair linguistic barriers. This study is interested in exploring the proficiency and challenges encountered by Filipino students in Filipino-to-English translation. A class of twenty-seven (27) senior high school students in the Science, Technology, Engineering and Mathematics (STEM) strand participated in this study. Employing sequential explanatory design, the researchers first administered a Filipino-to-English translation proficiency test, followed by a content analysis of their translations. Quantitative data showed that participants' quality of translations was evaluated as poor, which is attributable to their lack mastery of both Filipino and English. This encapsulates their difficulty in achieving equivalency. Qualitative analyses revealed that the students encountered lexical-semantic, cultural, pragmatic, and grammatical challenges in translating. In particular, translation errors were mostly in grammar, specifically in pluralization, capitalization, inflections, tenses, subject-verb agreement, demonstrative pronoun use, and fragments. This study emphasizes the importance of effective language teaching practices especially in the Philippines where students are expected to possess proficiency in Filipino (the national language) and English, both official languages of the country.

Introduction

Language as the core of communication is deemed vital across all levels of human endeavors. However, in a community where diversity of languages is prevalent, goals of communication cannot be achieved easily. This creates problems in the communication process and impedes various standards of progress. Thus, the need for a remedy, specifically translation, arises to be able to converse and grasp mutual understanding amidst differences in medium.

Napu and Hasan (2019) describes translation as the process of conveying the precise meaning of a particular text expressed in the source language to the target language. This process is quite difficult since translation is influenced not only by linguistic competence in source and target languages (Benfoughal, 2010), but also by socio-cultural and ideological aspects, though not directly suggested (Dweik and Suleiman, 2013; Aljubayri, 2016; Simanjuntak, 2019). Despite opposition from many, translation is still deemed effective in language teaching. For instance, Pan and Pan (2012) pointed out that translation can facilitate effective reading comprehension and can develop students' proficiency in both source and target languages.

This study is grounded on Eugene Nida's formal equivalence and functional equivalence theories. On one hand, formal equivalence, also referred to as structural correspondence, "focuses on the form and the message of the message itself" (Nida, 1964). "It conceptualizes the relationship as "purely formal" replacement of words or phrases from the target text to the source text" (Hao, 2017). The idea is to remain close to the translated text without adding any information into the translation. Hence, it points to word-for-word view of translation—the more literal the translation, the lesser the probability to distort the original message (Shakernia, 2013).

On the other hand, functional equivalence, previously known as dynamic equivalence, focuses on the certain natural equivalent relationship between the source language and the target language (Nida, 1969). Rather than "word-for-word" as in formal equivalence, the original language is translated "thought-for-thought". The emphasis is that the message from the source text is rendered into a form in the target language that tells the same meaning, but does not necessarily use the exact phrasing or idioms of the original. The idea is to enhance readability by altering constructions that could cause confusions when translated literally. Functional equivalence tends to sacrifice the original text for readability to achieve more natural translation (Shakernia, 2013; Hao, 2017; Gao, 2018).

In the Philippines where 181 languages are used (Roxas, 2007), translation helps fill the gaps in the interaction among Filipinos to promote interstate and cross-cultural communication. However, one can already expect the presence of communication barriers. As said, the greater the linguistic diversity, the more the communication challenges. To shed light on this matter, this study aims to determine the challenges encountered by senior high school students in Filipino-to-English translation. For one, this investigation is interesting since Filipino is the country's national language and Filipino and English are official languages as provided in the 1987 Philippine Constitution (Magbanua, 2016). In addition, the quality of translation must be described as well in terms of equivalency between the translation and the translated. This does not delve on the students' proficiency in English and Filipino nor their academic status. The approaches to translation used by students are also beside the point of this study.

Literature Review

Challenges to Translation
Translation is both a process and a product (Simanjuntak, 2019) and as mentioned, it is an important skill that can break linguistic barriers. More than a linguistic matter, translation includes "cultural, aesthetic, ethical, social, scientific and metaphysical dimensions of source language and target language" (Bharathi, 2014). However, challenges in translation are inevitable.

Dweik and Suleiman (2013), employing mixed methods to investigate problems in translation, asked 60 Jordanian graduate students to take a self-made Arabic-to-English translation test which consists of 20 statements. Each statement contains a culture-bound expression based on Newmark's categorization of cultural terms. Interviews with experts in translation were also conducted to gather more detailed information. Aside from the errors in translation and factors that cause them, they found that translation problems are mostly related to unfamiliarity with cultural expressions, failure to achieve the equivalence in the second language, ambiguity of some cultural expressions, and lack of knowledge of translations techniques and translation strategies.

This study is further supported by Bharathi (2014). He conducted an empirical study to examine English novels and short stories translated to Telugu, an Indian language. Consequently, most English terminologies were not accurately expressed in Telugu due to the absence of equivalent expressions. The problems were more on the aesthetics and emotions than purely linguistic. Hence, the translator should have a command in the languages involved.

Moreover, Napu and Hasan (2019) carried out a qualitative study to examine the academic essay translation of five beginning translator students from Indonesian to English. They observed that most of the participants translate in a word-for-word manner resulting in the ineffective relay of information. They reported that translation problems are categorized into four: word choices, rhetorical, pragmatic, and grammatical. Lastly,

insufficient mastery in both source and target languages causes major issues in the translation of the supposed meaning of the source text to the target language.

Lexical-Semantical Challenges

Each language has a unique way of expressing world relations and this diversity can be conveyed by its lexical-semantic aspect, which "takes the meaning of the word as its central level" (Wang, 2010 as cited by Hao, 2017). The challenge comes with the dilemma in citing a particular lexical item's equivalent in other language because of ambiguity or because it is not lexicalized in the source language. To elucidate a specific meaning, context and collocation of words should be taken into account; thus, translation will not be monotonously perceived (Benfoughal, 2010; Napu and Hasan (2019). For example, the Filipino adjective *matalino* can be signified as *bright, intelligent, wise, clever*, or *smart* in English.

Grammatical Challenges

When meaning cannot be fully served in the lexical level, explanations should be made in grammatical level (Hao, 2017). However, problem arises because languages have different grammatical structures. With this, translators tend to adjust the grammatical structure of the material in the target language without altering the purpose implied by the source language to capture the same meaning (Napu and Hasan, 2019). Furthermore, according to Roxas (2007), one of the major challenges in the Filipino language is its free-word order in sentence formation, wherein one sentence in English can be translated to various sentences in Filipino. For example, the sentence "*The man bought an umbrella from the store*" can be translated to Filipino using different sentence structures while maintaining the meaning.

> *Ang lalaki ay bumili ng payong sa tindahan.*
> *Bumili ang lalaki ng payong sa tindahan.*
> *Bumili ng payong sa tindahan ang lalaki.*

Further, the sentence construction depends on the focus of the sentence. For the same sentence above, some of the possible translations in Filipino with varying foci would be as follows:
> *Bumili ang lalaki ng payong sa tindahan.*
> *Binili ng lalaki ang payong sa tindahan.*
> *Binilhan ng lalaki ng payong ang tindahan*.

The foci in these sentences are *the man*, *the umbrella,* and *the store*, respectively. Because of this free-word order phenomenon in Filipino sentences, grammar representation and translation mapping from English to Filipino and vice versa exhibit problems in several levels.

Rhetorical Challenges

Napu and Hasan (2019) explicates that rhetorical challenges happen when, for example, one does not understand a figurative expression in the source text resulting in a poor translation. Absence of equivalence can cause rhetorical issues too. For instance, the Filipino idiom "*nagsusunog ng kilay*" cannot be translated literally in English as "*to burn eyebrows,*" but it has an English equivalent "*to burn the midnight oil*", which conveys the same meaning "*to study well*". On the other hand, "namamangka sa dalawang ilog" which means "*to have a romantic relationship with two persons simultaneously"* simply does not have an equivalent in English idiom.

Pragmatic Challenges

Pragmatics studies the use and user of language in a given communicative context. It involves not only the meaning making of a particular expression, but also, more importantly, its untold meaning. Hence, in pragmatics, listeners or readers are actively involved to comprehend the intended meaning, along with its goals and purpose,

by the speaker or writer (Siddiqui, 2018). For example, in the remark "*pray to the judge,*" the verb "pray" is used in a legal context, not in the usual religious application.

Cultural Challenges

Culture refers to the way of life and the gateway to a society's heart and identity. The transmission of culture is made possible by language, hence, the integral nexus between language and culture. Language may carry culture-specific expressions that reflect ideologies, values, customs, traditions, beliefs, behaviors, social habits, symbols, etc. exclusive to a certain group. This notion makes translation difficult because when translating cultures, linguistic elements should be related to the cultural context they belong to. Therefore, in translating text with cultural terms, translators have to formulate solution in adjusting the meaning or the purpose of the source text into the target text. For instance, to provide better understanding about the expression "as white as snow" for countries that have no snow like the Philippines, the term "as white as cotton" can be used instead. With this, translators are required to be proficient linguistically and culturally to ensure quality translation product (Benfhougal, 2010; Napu and Hasan (2019). Further, Aljubayri (2016) states that "a competent translator is not only bilingual, but also bicultural".

Methodology

Research Design

This research employed mixed methods, specifically the sequential explanatory design in which quantitative data are gathered first and then supported by qualitative data (Creswell, 2009). The collection of quantitative data was done through a Filipino-to-English writing translation test, which was later evaluated with the aid of an analytic scoring rubric. To supply explanations to the students' translation test result, the researchers conducted content analysis of the students' translations to determine the challenges they encounter.

Research Participants

This study was conducted in Philippine Engineering and Agro-Industrial College, Inc. (PEACI), one of the private schools in Marawi City, Philippines, during the second semester of the school year 2019-2020. The participants of the study were an intact section of twenty-seven (27) Grade 11 students under the Science, Technology, Engineering and Mathematics (STEM) strand. The participants speak Meranaw as their mother tongue, which means Filipino and English are their second languages.

Research Instruments

The Filipino-to-English translation test used passages lifted from the Filipino worktext *Filipino sa Piling Larangan (Akademik)*, a module-type instructional material for senior high school students. The test comprised three (3) Filipino texts that students must translate to English and their outputs were evaluated using an analytic scoring rubric adopted from King's College London (shorturl.at/noWX2).

Results and Discussion

Quality of Translation

Table 1: Participants' Translation Test Performance

Participants	Paragraph 1	Paragraph 2	Paragraph 3	Mean Scores
1	20.3	18.1	Discarded	19.2
2	19.8	17.8	Discarded	18.8
3	20.7	18.3	20	19.67
4	24	Discarded	Discarded	24
5	18.8	Discarded	Discarded	18.8
6	18	Discarded	Discarded	18

7	17.9	Discarded	Discarded	17.9
8	18.8	21	21	20.27
9	23	21.5	23	22.5
10	17.5	17.1	Discarded	17.3
11	17	17.8	Discarded	17.4
12	19	Discarded	21	20
13	17	Discarded	Discarded	17
14	18.1	18	18.1	18.07
15	17.1	17.2	17	17.1
16	17	17	16.5	16.83
17	16.8	Discarded	Discarded	16.8
18	17.4	Discarded	Discarded	17.4
19	17	16	Discarded	16.5
20	17.1	17.5	17	17.2
21	16.9	16.2	Discarded	16.55
22	17	19	19.2	18.4
23	17.2	Discarded	Discarded	17.2
24	19.2	16.2	Discarded	17.7
25	17.7	Discarded	19.7	18.7
26	18	20	18	18.67
27	18.7	Discarded	20	19.35
Overall Score				**19.72 (Failed)**

Table 1 shows the participants' translation test performance. Some outputs were discarded because the participants did not finish the translations. As can be seen, the overall mean score 19.72 means that they performed poorly in the test. This suggests that all participants displayed an inaccurate translation, which implies limited knowledge and understanding of both Filipino as source language and English as target language. The same result emerged in the study of Napu and Hasan (2019) where their participants who were beginning translator students had relatively low scores in the test. In addition, Hao (2017), Bharathi (2014), Dweik and Suleiman (2013), and Benfoughal (2010) claim that mastery of the linguistics components such as morphology, syntax, semantics, pragmatics, culture, etc. of both source and target languages affects the quality of translation rendered.

Students' Challenges in Filipino-to-English Translation
Grammatical Challenges
Translation demands the showcase of uniqueness of syntactic structure of a language. As Hao (2017) noted, lack of familiarity with grammatical functions and inconsistency in parts of speech would lead to ineffective translation. Several grammatical challenges were repeatedly found in the participants' output: noun pluralization, capitalization, word inflections, tenses, subject-verb agreement, use of demonstrative pronoun, and fragments.

Pluralization
Pluralization in linguistics simply determines whether a noun or a pronoun is singular or plural (Napu and Hasan, 2019). When a word refers to one entity, it is singular in number; when it refers to more than one, it is plural. Examples are shown below:

ST: "…Sa sistemang ito, **ang mga *cell*** na bumubuo ng isang murang *embrion*…"

TT: (P1) "…In this system, all the **cell** that made an early embrion…"
   (P2) "…In this system, The **cell** that processing an early embryo…"
   (P7) "…In this case, the **cell** is formed in oneearly embrion…"

ST: "…**Ang mga pangyayari** sa tinatawag na telecommunication revolution…"

TT: (P11) "…This **happening** in telecommunication revolution…"
   (P15) "…The **happening** in the so called Telecommunication revolution…"

ST: "…Ang mga tuklas na ito ang nagbunsod sa iba't ibang **modipikasyon** at pagbabago…"

TT: (P9) "…These discoveries initiate the different **modification** and changes…"
   (P14) "…This findings initiate the **modification** and changes…"
   (P16) "…This idea start to introduce in different **modification** and changes…"

The translated sentences stated only one *cell*, one *happening*, and one *modification*; however, the Filipino text clearly mentions more than one entity. The determiner "*mga*" in Filipino indicates plurality. On the other hand, the determiner "*iba't ibang*" which means "various" demands a plural subject. To convey the same thought with the source text, such nouns should be pluralized, hence, *cells*, *happenings* and *modifications*.

Capitalization
In writing, capitalization of a word's initial letter (for proper nouns and proper adjectives) and the first word in a sentence is a rule of thumb. However, some students did not follow such a rule as shown in the examples below:

ST: "Taong 1960 nang magkaroon ng telecommunication satellite na isang balloon."

TT: (P15) "**i**n the year 1960 when telecommunication satellite developed"
   (P11) "**y**ear 1960 when they have a telecommunication satellite of one ballon."

ST: "Batay sa kasalukuyang **k**aalaman, **m**ay dalawang paraan ng pag-clone ng mga mammal."

TT: (P14) "According to the current **K**nowledge, **T**here are two ways on how to clone the mammal."

   (P18) "Base on today's **K**nowledge, they have two way's on cloning mammals."
The participants' translations of the first sample sentence apparently show that capitalization at the beginning of the sentence is not applied. On the other hand, in the second set of translation, the common noun "*kaalaman*" which means "*knowledge*" and the expletive "there" that replaces "*may*" in the middle of the sentence are unnecessarily capitalized.

Word Inflections
Napu and Hassan (2019) mention that word inflections are the different ways a word can exist in the context of a language. With prefixes and/or suffixes being added to it, a word, along with its meaning and function, can change from noun to adjective, verb, or adverb. For example, the noun *beauty* can be inflected to the adjective *beautiful*, the verb *beautify,* or the adverb *beautifully*. In line with this, examples below show error in taking the appropriate inflection:

ST: "…may dalawang paraan ng **pag-clone** ng mga mammal…"

TT: (P1) "…there are two way of mammal **clone**…"

(P12) "…There is two ways of **clone** mammal…"
(P24) "…there are two ways of **clone** mammal…"

The word "*pag-clone*" (prefix *pag-* + borrowed word *clone*) pertains to the "*act of cloning*", thus a noun. The inflection used by the participants is also a noun but refers to the duplicated mammal, not the act itself. This means that their inflection does not convey the exact meaning of the source text. Therefore, instead of "*clone*", "*cloning*" is appropriate.

Verb Tenses
Tenses identify the time of occurrence of an event or an action. There are four types of tenses: the simple tenses, which refer to actions that occur at a single moment in time; the perfect tenses, which deal with actions that spanned a period of time; the progressive tenses, which emphasize that the action of the verb is in progress at a particular moment in time; and the perfect progressive tenses, which describe actions that occur at a particular period and still continuing until a specific point in time.

ST: "Ang mga pangyayari sa tinatawag na telecommunication revolution ay **nagdulot** ng malaking impak sa teknolohiya ng komunikasyon mula nang maipakilala ang *telegraph* noong dekada 40 ng siglo 19."

TT: (P9) "The events called telecommunication revolution **can cause** a major impact in technology of Communication since telegraph has been known on 1940's."

(P14) "The event that was happen, that is called telecommunication revolution **can cause** a big impact for the technology of communication. when they introduce the telegraph on 40 decade in 19 century."

(P16) "The event happened in what we called telecommunication revolution **is cause** of big impact in technological komunikasyon start to introduce the telegraph on 40 years of 19 century."

ST: "…**ginagamit** niya rin ito sa pang-araw-araw na pakikipagtalastasan"

TT: (P8) "…he/she still **using** it everyday in communicating other …"

(P15) "…It **was use** daily in communication …"

In the first example, the action "*nagdulot*", which means "caused", started in the past and is still continuing until the present. Thus, the present perfect progressive form "*have been causing*" should be used instead. In the second example which bears the verb "*ginagamit*" (root word *gamit* meaning use) in English indicates a habitual action. Thus, the simple present form "*uses*" must be used.

Subject-Verb Agreement
Verbs in Filipino do not necessarily agree with their subjects. This means that the subject, either singular or plural, takes the same verb. For example, in the sentences "*Ang bata ay naglalaro*" (The child is playing) and "*Ang mga bata ay naglalaro*" (The children are playing), the subjects differ in number but take the same verb.

On the other hand, subject-verb agreement is different in English. In order for a sentence and for a clause to be correct, the verb must agree in number with the subject. This means that a singular subject must be paired with a singular verb and a plural subject with a plural verb.

ST: "…**nagsasagawa** ng teknolohikal na interbensiyon **ang mga siyentista**…"

TT: (P13)   "…the **scientist conduct** a technological intervention…"
        (P25)   "…**scientist conduct** of technology that intervention…"

ST: "…**may dalawang paraan** ng pag-clone ng mga mammal…"

TS: (P1)   "…**there are two way** of mammal clone…"
        (P5)   "…**there is a two ways** of cloning mammal…"
        (P8)   "…**there is a two way** of clone in mammal…"
        (P12)   "…**There is two ways** of clone mammal…"

Referring to the first example, "*ang mga siyentista*" suggests a plural subject due to the determiner "*mga*", requiring a verb in plural form as well. Both participants use a singular subject "*scientist*", instead of "*scientists*" and the plural verb "conduct". The second example suggests a plural subject "*dalawang paraan*", which is equivalent to "*two ways*" in English. "*May*" on the other hand is equivalent to the expletive "*there*". The verb of the sentence introduced by the expletive "there" agrees with the subject found after the verb. Therefore, it should be "*there are two ways of mammal cloning*".

Demonstrative Pronoun
Demonstrative pronouns point out definite persons, places or things. There are only four demonstrative pronouns: *this* and its plural *these*, and *that* with its plural *those*.

TS: "Sa **ganitong proseso**, kinakailangan munang maganap ang fertilisayon na resulta ng union ng tamod at itlog."

SS: (P16)   "In these process, first is need to produce fertilization that result of union of the eggs."

In the sample above, the singular subject "proseso" or "process" in English requires a singular demonstrative pronoun "this".

Fragments
A fragment is any group of words that does not communicate a complete thought and cannot stand alone as a grammatically complete sentence. It lacks one or both of the essential elements of a sentence, the subject and the predicate.

TS: "Kaagapay nito ang pagsulong ng Morse Code noong 1844."

SS: (P11)   "together with the progress of Morse Code in 1844"
        (P19)   "The Morse Code since 1844"

The sentence in Filipino consists of the simple subject "*ang pagsulong*" and the simple predicate "*kaagapay*", but the translations provided by two participants cannot be considered complete sentences because both translations have no verbs. Hence, the source text "*Kaagapay nito ang pagsulong ng Morse Code noong 1844*" could be translated as "*Parallel to this was the advancement of Morse Code in 1844*".

Lexical-Semantic Challenge
Lexical-semantical challenge comes when one word in the source language may be expressed in multiple ways or does not have an accurate equivalent to fully grasp its meaning in the source text. This may be the reason of misunderstanding and failure of translation (Benfhougal, 2010; Napu and Hasan (2019). In addition, more errors

would be apparent when one does not have a wide vocabulary repertoire in the source and target languages. Notice the example below:

TS: "Batay sa **kasalukuyang kaalaman**"

SS: (P5) "Based on the **current thoughts**…"
(P10) "According to **reality knowledge**…"

The Filipino adjective "*kasalukuyan*" is equated to the adjective "*current*" or "*present*" in English, but "*reality*", which means "*the true situation that exists*" is obviously not synonymous to "present." On the other hand, the noun "*kaalaman*" or "*knowledge*" is different from the noun "*thought*."

Pragmatic Challenge
As previously defined, pragmatics deals with the meaning of utterances based on context. To illustrate, implications, presuppositions, and even connotations are considered relevant to understand an individual's statements (Siddiqui, 2018; Hao, 2017). In this regard, according to Napu and Hasan (2019), because of the ambiguity of word meanings in addition to the communicative environment, challenges occur in this aspect when intended meaning is not delivered or understood properly. See the example below:

TS: "…ang mga cell na bumubuo ng isang **murang** embrion…"

SS: (P9) "…the cells are composed of **cheap** embrion…"

The Filipino adjective "*mura*" was translated as "*cheap*" by the participant, which means "*of low quality*". However, the English equivalent "*cheap*" is only one of its several acceptable translations because "*mura*" could mean "*immature*" or "*young*". In the context of the Filipino text, "murang embrion" means the early stage of growth or development, hence, "*young*". The inappropriate word choice of the participant affects the meaning of the source language text when translated to English.

Cultural Challenge
Akan et al. (2019) purport that translation is part of contrastive linguistics because it deals with two or more languages and cultures. Culture and language are always intertwined and constantly affect each other in many ways. People from different cultures who speak different languages may have different interpretations of concepts based on their experiences, attitudes, values, and worldview. These differences become the source of translation challenges (Benfhougal, 2010). In addition, when one language is loaded with cultural terms and expressions, it becomes even more difficult to translate because both language and culture are needed to be studied and examined (Aljubayri, 2016).

TS: "Nakakabahala para sa mga magulang kung ***Jejemon*** ang isang anak…"

SS: (P9) "It is worrisome for the parents if their one child is *Jejemon*…"

"*Jejemon*" is a Filipino term used to refer to people who regularly use unnecessary extra characters and symbols when texting through phones and social media. This word has no English equivalent for such is an exclusive colloquial term coined by Filipinos. Definitely, the participant could only retain the term in his translation.

Conclusion

This study determined the performance of senior high school students in Filipino-to-English translation and explored the challenges they had in translating based on their errors. The findings revealed that the participants, who learn Filipino and English as second languages, lack familiarity and mastery of skills in both, which signifies that they are still beginners. The translation errors they committed identified the various challenges they had when translating from Filipino to English, namely grammatical, lexical-semantical, pragmatic, and cultural. Among these categories, grammatical challenges were the most recurring, specifically errors in pluralization, capitalization, word inflections, tenses, subject-verb agreement, demonstrative pronoun use, and fragments. These clearly reflect the difficulties of students in achieving equivalency in their translation, which is attributable to their low level of proficiency in Filipino as source language and English as target language.

The results have significant implications regarding the status of Filipino and English language teaching in the Philippines. For one, the country's language curriculum aims to develop students who possess communicative competence in Filipino and English, but the findings of this study show otherwise. Despite efforts by the government, such as strengthening the education system by implementing the enhanced K-12 curriculum, wide gaps in its effectiveness are still left unfilled and these include the insufficiently developed language skills of students. This issue becomes more alarming because the participants of this study are in senior high school already who are supposedly prepared for higher education and employment.

Further studies about the translation proficiency of students are encouraged to enrich the discussion regarding this matter. Researchers may also explore translation approaches and strategies used by students and determine how these can affect their translation performance. Factors such as socio-cultural and academic background may also have a significant influence on students' translation cognition and performance.

Acknowledgement

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APPENDICES:
Appendix A: Instrument

Paragraph 1
Batay sa kasalukuyang kaalaman, may dalawang paraan ng pag-*clone* ng mga *mammal*. Ang unang pamamaraan ay maituturing na artipisyal na pagkakambal. Sa sistemang ito, ang mga *cell* na bumubuo ng isang murang *embrion* ay pinaghihiwalay upang maging dalawa o higit pang indibidwal. Sa ganitong proseso, kinakailangan munang maganap ang fertitilisasyon na resulta ng unyon ng tamod at itlog. Kapag naganap na ang fertitilisasyon, nagsasagawa ng teknolohikal na interbensiyon ang mga siyentista upang gawing kambal (o higit pa) ang nabuong *embrion*. Ang proseso ay walang ipinagkaiba sa pagkabuo ng kambal na natural na nagyayari sa kaso ng *identical twins*. Kaya lamang gumagamit ang tao ng ganitong uri ng cloning ng interbensiyong teknolohikal ay upang mapuwersa ang pagkakambal.

Mula sa: "Cloning: Paglikha ng kopya, Pagkopya ng Nilikha" ni Leonardo O. De Castro, (1998)

Paragraph 2
Ang mga pangyayari sa tinatawag na *telecommunication revolution* ay nagdulot ng malaking impak sa teknolohiya ng komunikasyon mula nang maipakilala ang *telegraph* noong dekada 40 ng siglo 19. Kaagapay nito ay ang pagsulong ng *Morse Code* noong 1844 (*Search Unified Communication*). Ang mga tuklas na ito ang nagbunsod sa iba't ibang modipikasyon at pagbabago sa teknolohiya ng komunikasyon. Taong 1960 nang magkaroon *ng telecommunication satellite* na isang *balloon*. Naging sunod-sunod na ang lalo pang pag-unlad ng teknolohiya hanggang sa makapaglagay ng unang satellite sa kalawakan, ang *Telstar*, na naging dahilan upang maging posible ang komunikasyon ng tao sa bawat panig ng mundo (Harasim, 1993:5).

Mary Anne S. Sandoval, "Wika sa Komnet, Isang Bagong Rehistro ng Wikang Filipino" *Salindaw,* (2012)

Paragraph 3
Nakakabahala para sa mga magulang kung Jejemon ang isang anak dahil nakikita nilang nakakasama ito para sa kanilang mga anak. Kadalasan, kung talagang nahumaling na ang isang tao sa paggamit ng wikang Jejemon, ginagamit niya rin io sa pang-araw-araw na pakikipagtalastasan. Kung hindi naiintindihan ng mga magulang ang Jejemon, magkakaroon ng isang harang sa pagitan ng magulang at anak sa komunikasyon. Dahil dito, maaaring mapalayo ang loob ng anak sa kaniyang magulang.

Vivocencio M. Talegon, "Kultura at Sistemang Jejemon: Pag-aaral sa Varayti at Baryasyon ng Filipino Slang" *Salindaw,* 2012

Appendix B: Possible Translation

Paragraph 1
Based on the current knowledge, there are two ways of mammal cloning. The first way is considered as artificial twinning. In this system, the cells which compose a young embryo are split into two or more individuals. In this process, fertilization as a result of the union of sperm cell and egg cell must occur first. Once fertilization has taken place, scientists conduct a technological intervention to make the embryo a twin (or more). The process is

no different from the twin formation, which naturally happens in the case of identical twins. People make use of such technologically intervened cloning to force the twinning.

Paragraph 2

The happenings in the called telecommunication revolution have been causing a big impact to communications technology since the introduction of the telegraph in 1940. Parallel to this was the advancement of Morse Code in 1844 (Search Unified Communication). These discoveries provoked different modifications and changes in communication technology. It was in 1960 when a balloon telecommunication satellite was created. The development of technology had become even more rapid until the launch of the first satellite in space, the Telstar, which has served as the reason for human communication possible around the world.

Paragraph 3

It is a concern for parents if their child is a Jejemon because they see as harmful for their children. Often, when a person is really used of using Jejemon language, he or she tends to use it in his or her daily conversation. If parents cannot understand the Jejemon, a communication barrier between the parent and the child will occur. Because of this, the child may become distant from his parents.