Pragmatic Analysis of Written Directives in English Examinations

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ARTICLE INFO	ABSTRACT
	The study analyzed the directives in the English major examinations collated from Batangas State University. It covered the instructors extent of use of examination types. At the end of the study, a set of guidelines in the construction of directions was proposed. The descriptive method of research was utilized with the questionnaire as the main data gathering instrument. To get the pragmatic implications, the qualitative method was employed in analyzing the forms of directives under the lenses of Searle's Speech Acts, Hyland's Classification of Directives, indices of power, and directness. The results revealed that there were 97 forms of directives embedded in the tests with *write, read,* and *identify* as the top three most frequently used. In terms of power and directness, most directives were deemed firm and moderately direct. Using Hyland's classification, the majority of the directives fell under cognitive acts, followed by the physical acts.

1.INTRODUCTION

Teachers engage in different writing activities for continued communication remains. Teachers pen various outputs such as researches, reports on students, and letters either social or business. Added to this list are the written examinations which are administered to undergraduate students. These are in the forms of quizzes and major exams such as preliminary, midterms, semi-finals, and finals. These examinations are given every two months of the 54-hour class in a six-month semester. In Batangas State University teachers give these exams on specific timetables prescribed in the school calendar.

In many colleges of BatStateU Main Campus I, instructors teaching the same academic load follow the university's recommendation of having one and only test. This implies that the person who did not construct the test will have to utilize the exam arranged or prepared by an associate. This test is called a departmentalized exam. Having one test will ensure that the same contents are given to different classes. In a way, this makes it fair for the students. Another plus of having one test is that only one teacher will construct the test items thereby giving extra time for the colleague to attend to other matters. Further, this practice helps in building trust among peers since the others would have to rely on one individual to accomplish the task of finishing the exam before the given schedule.

Directions are authored by teachers. Of Searle's Speech Acts, teachers use directives in their test directions. A directive utterance is one communicating an obligation on the reader either to do or not to accomplish something. Directives are classified into three types such as textual acts which direct readers to another part of the selection or another text, the physical acts or those that instruct readers to perform a research process or a real world action and the cognitive acts which refer to rhetorical purposes. Directives incorporate requests, invitations, and offers. In a test, directives may appear as any of those forms.

Directives are instructions. These are importance words but nonetheless often overlooked and misinterpreted by students during examinations. Williams (2016) believes that students have difficulty in answering tests because they are not able to understand the key words in directions. This, thus, leads students to botch tests. The vocabulary of test directions and how students perceive to answer them are crucial in the success of the examinees. Academic vocabulary means a lot to different academicians but it is largely and essentially used to mean as the term representing the vocabulary of test directions.

The idea of paying attention to the most commonly used words in directing students to think and perform in various ways is a vital one. Burke (2014) states that

teachers cannot expect students to succeed on tests if they do not understand the directions. When responding to an exam question, it is easy for examinees to mistake what is being asked and merely write it in the wrong way. While failure in tests can be attributed to the students' intellectual capacity, it may also be a consequence of poorly written exams, specifically test directions. Additionally, some terminologies in the directives may be too hifalutin for the students which accordingly would make them fail. It is apparent that having unclear directions surely will make students confused and frustrated of the tests.

Test directions are supposed to help the examinees in answering the test questions correctly. They are written as guides and catalysts for the students' success in the tests. If students do not understand the directions, they may answer incorrectly and lose many points in the process. It is thus important to study test directions in the context of the students using the lens of pragmatics.

Pragmatics is a branch of Applied Linguistics that studies the ways in which context contributes to meaning. It encompasses the fields of speech act theory and conversational implicature. It is social language use. Studying how the test directions are transmitted to the test takers calls not only for grammar and lexicon or structure and linguistic knowledge of the test writer but also the inferred intent of the teachers through their directions. In this respect, pragmatics plays a crucial role in how students are able to comprehend what they are expected to do in the examination.

Through pragmatics, directions may be classified into direct or clear and indirect or ambiguous. Moreover, pragmatics can also identify whether the directions have indices of too imposing or very tame tones. These are vital concepts because directions have the tendency to be too bossy and excessively unclear.

It is on this note that the study examined the application of pragmatics in the educational setup with written directives in English exams given a core interest. Investigating these directives based on form and function may unveil pragmatic implications that may shed light as to how students, in their context, view test directives. Consequently, this research proposed guidelines which instructors may use when constructing and designing their tests.

1.1 Statement of the Problem
This study analyzed the directives in different types of English examinations with the end goal of proposing a set of guidelines for the writing of test directions.

Specifically, this study answered the following questions:

1. To what extent do the teachers use the following examination types?
    1.1 objective type
    1.2 essays and short answers
    1.3 performance-based assessments
2. How may the directives used in the aforementioned exam types be described in terms of the following?
    2.1 number of occurrences
    2.2 index of power and authority
    2.3 directness or indirectness and
    2.4 Hyland's classification of directive
3. Based on the analysis, what guidelines in the construction of written directives for English examinations may be proposed?

2. LITERATURE REVIEW
2.1 Pragmatic Analysis of Test Directions.

Pragmatic analysis is the study of what is intended by a writer and how it is or should be interpreted by the teacher. Pragmatics concentrates on the denotations behind the words since people may say one thing but may actually mean another. People typically write things in particular ways depending with whom they are writing to. The context may be the reason the speaker cloaks his meaning with written words. However, it may also cause the reader to conclude an unintended meaning.

In linguistic correspondence, these parts of language are only means. The teachers utilizes these to express and create meaning. Creating meaning and comprehending the meaning that is created is crucial to language use. There are three recognized types of relationship required in signs: 1) the connections between semantic structures; 2) the connections between language structures and elements; 3) the connections between language forms and the clients of those structures. The last type of connections is the topic of pragmatics.

In spite of the fact that valuable in comprehension the refinement between pragmatics in connection to semantics and grammar, the speculation of connections between linguistics and the users or the writers and the readers may eclipse the unpredictability of language use. The implications imparted through language are routine implications and deliberate implications. The previous is concentrated on in semantics and the last in pragmatics.

Pragmatic investigation of meaning is above all else

focused on the examination of what is imparted by an author and deciphered by a reader. It concentrates on what individuals mean by their articulations as opposed to what the words, expressions and sentences mean without anyone else's input.

Examination of intentional meaning essentially includes the understanding of what individuals do through language in a specific context. At the point when individuals speak with each other, they need to satisfy their motivations. Keeping in mind the end goal to accomplish their objectives they settle on decisions from the phonetic framework as per who are conversed with, and where, when and under what circumstances. The elucidation of the proposed meaning is likewise reliant on context or the situation. In this case, pragmatic analysis is concerned with contextual meaning.

Intended meaning may or may not possibly be unequivocally communicated. Pragmatic analysis additionally investigates how audience readers make derivations about what is conveyed. A lot of meaning in discussions is inferred. Therefore, pragmatics additionally explores undetectable significance. Creating or understanding expected implications in specific situations fundamentally brings up the issue of what determines the decision of whether to say or not to say, what to say and how to say it. There are standards basic conversations. Pragmatics in the previous three decades has investigated standards and regularities of discussions.

The pragmatic analysis of test directives in this research is confined within the variables of the number of occurrences of the directives, index of power and authority, directness, and Hyland's classification of directive. Identifying the frequency of the written directives lends a hand to the researcher in zeroing in on the directives which are most important to the study. Since different teachers construct tests and use a lot of words to instruct students, the frequency deduces the words which will be studied in this research.

Van Dijk (1997) identified special groups which have special access to directives. One of these groups is the teacher. Ken Hyland observed that in bald on-record strategies, test makers or the teachers, claim greater authority over the examinees. With regard to index of power and authority, a four-point scale is utilized to determine whether the directives, as inserted in the directions, have commanding tones or docile ones. Knowing if there is an index of too much power and authority or too less of it embedded in the directions aids the researcher in writing the output of this paper.

Speech acts such as Searle's directives may be classified into their directness of indirectness. By this, the pragmatic politeness theory dictates that an increase in social distance requires more indirectness. Therefore, directness can be defined as matching a speech act with the grammatical structure an act naturally has. As an opposite, indirectness refers to a concept in the politeness theory in which utterances, written or oral, are geared towards socially distant situations.

In the case of this study, the variable directness or indirectness is measured not in politeness but rather in its most literal definition i.e. straightforwardness. Additionally, directness also pertains to the clarity of the directions and the togetherness of the focus and the thoughts. Directness or indirectness of the test directions is examined under the pragmatic lenses of whether the directions are understood and therefore conducted in the way the directions are stated or the directions are too difficult or too confusing to be understood. To measure directness, a four-point scale is utilized in this research. The scale of four is verbally interpreted as direct and the scale of three is translated as moderately indirect. The last two scales, two and one, are translated as indirect and very ambiguous respectively.

The pragmatic analysis of this paper also borrows from the classification of directives by Hyland (2002) who realized during his analysis of rhetorical contexts that directives may be categorized into the forms of activity they point the readers. These principal forms of activity are divided into three types such as the textual, physical, and cognitive acts. Those acts that refer the readers to a part of a text are called the textual acts. Examples of which are *see the rubric guide below* and *refer to the example above.*

Hyland also identified the physical acts as those instruct readers. These acts expect the readers to do real world actions such as *ask, say,* and *inform.* The last, cognitive acts, are those that steer the readers into a new domain of argument or those acts that occur in their minds. Two examples of the cognitive acts are *suppose* and *consider.*

Almaden (2007) investigated the form and functions of directives in military correspondences using Searle's idea of Speech Acts. In her study, she utilized 40 randomly selected military letters written by either subordinate and superior military officers who were stationed in different camps in Metro Manila. The letters, called in Almaden's study as administrative letters, were written from 2003 to 2005. Prior to the actual analysis of the letters, permission

was sought by the researcher and was granted by the writers on the condition that they remained anonymous. Directives employed in the letters were identified and the frequencies of the directive use were tallied. The type of directive was identified based on intended meaning regardless of likeness or similarity of form.

Finally, the forms and functions of the directives most frequently used by the superior and subordinate officers were established in order to gain insights on the extent of their use and their pragmatic implications in written interactions. Almaden's study revealed that there was a total of 25 forms of directives employed in the 40 military letters analyzed which had an average of 0.65 directive per letter. 19 of the directives appeared in the bodies of the letters while the other 6 appeared in closing statements; the most frequently used type of directive were the requests which had 33 instances, for favorable consideration which had 29 instances.

The directive form, request, appeared to function in four manners such as to request for funds; to ask for logistical supplies; to ask superior officers to make representations to higher authorities; and to request for personnel from other units for various tasks.

The military group from which the letters originated was a seaborne operational group which was always in need of engine or parts replacement. Thus, the group requested for money to purchase the needed parts or supplies.

Almaden's study also revealed that superior officers utilized various directives in writing to their subordinates. Some of these are the words *provide, perform, intensify, find, gather, send,* and *conduct*. The directives used by the superior officers convey their full power and authority since, as noted by the researcher, the letters were written in a direct and clear manner. Additionally, Almaden mentioned that the letters were writers-oriented and that the directives were imposing on the reader to do what was stated. Hence, the directives pragmatically mark and construct the rank and status of the superior officers.

In contrast to the superior officers' letters, the ones penned by the subordinates used directives which were deemed necessary and indispensable. The study focused on the directives found in military letters and their pragmatic implications, with regard to power, authority, and politeness. It was established that written directives, like spoken ones, pragmatically mark and create social relationships. The directives utilized by military officers transfer and express

symbols of self as writers and readers in terms of rank and status in the profession.

Even with the differences in the choice of directives, it was stated by the researcher that mutual understanding was still effected through the acceptance of commands and proper action on requests as a result of a common ground which military personnel adhere to.

Another study similar to the present was conducted by Hyland (2002). His research borrowed the term directive which denotes a general category. For his paper, however, he said that the directive force as having requirements i.e. a presence of an imperative; a modal of obligation for the reader; or a predicative adjective. In his paper, Hyland examined the use of directives through an analysis of a 2.5-million-word corpus of published articles, textbooks, and second language student essays, and through interviews with insider informants on their perceptions and practices.

The study revealed that directives are used for very unlike planned purposes and indicated significant variants in the means they were used across genres and disciplines. The weight of imposition carried by directives critically depends on these purposes and participants' perceptions of rhetorical context.

Hyland stated that while these devices might convey different degrees of emphasis, they bring the writer's authority in specifying how the reader should participate in the text or perform some action outside it. He also said that the forms could be utilized to express various meanings. Therefore, modals of obligation are usually writer-oriented as they signal what the writer believes is essential or appropriate. He explained that modals only function as directives when they refer to the actions the writer wishes to be carried out by the reader. For adjectival predicates with the words necessary, important, or essential appear to guide the reader fairly directly to the action stated in the extraposed *to*-clause. As cited by Hyland, directives are seen as a way in which status differences are both marked and constructed in interaction, with choices depending on an assessment of social relationships along the dimensions of social distance and relative power.

For Hyland, directives may be grouped into three types i.e. textual, physical, and cognitive. He argued that directives allow academic writers to guide readers to some textual acts like referring them to another part of the text. In addition, they are also used to direct readers to do a physical act which could involve research processes or real world action. Third, directives can

make readers do cognitive acts in which readers are initiated into a new domain of argument.

3. METHODOLOGY

The researcher penned a letter addressed to the dean or associate deans of the College of Teacher Education in the different campuses. In the letter was the researcher's request for the dean's permission to borrow copies of written exams constructed by the instructors handling English subjects. The letter also contained the request for the distribution of the questionnaire to the English instructors.

Once allowed, the researcher administered the questionnaire to the teachers. The questionnaire asked for the teachers' profile in terms of the extent of their usage of the different tests like objective exams, essay, and performance-based assessments. Upon completion, the respondents were asked to return the questionnaire. In terms of the responses of the teachers, the researcher tallied the answers. Then, the data were subjected to statistical treatment.

Next thing was to gather the sample tests from the different teacher education campuses. Because data in the tests were in the form of written text, the data were analyzed and described descriptively. This research was aimed at describing the directions on the English exams, thereby examining the directive utterances based on illocutionary acts. The data were directions in the tests containing directives. The researcher used the documentation method by reading, classifying the data, and coding. Moreover, documentary analysis was employed. This means that the researcher analyzed the data based on the language forms, the frequency of occurrence of the performative verbs in the directives.

In organizing the data from the gathered exams, the researcher grouped the test directions into test types. Next, she grouped the performative verbs into three such as textual acts, cognitive acts, and physical acts. Next, she tallied each verb that fell under the performative verbs in order to get the number of instances that the verb is used in the test directions.

After organizing and tallying the data, the researcher did a pragmatic analysis of the directions. The pragmatic analysis in this study was done by looking into the frequency of occurrences of a directive, index of power and authority, and directness and indirectness. Finally, an unstructured interview with students was conducted in order to get their views regarding the test directions in the sample exams.

3.1 Research Design

This paper utilized the descriptive type of research. Calmorin and Calmorin (2007) said that this research has nine kinds. One of these is the descriptive-survey in which a researcher uses a questionnaire as his measuring instrument in data collection. This type is the most appropriate for the present study since it is for the purpose of getting the present conditions which might help the researcher. To add, the study also employed the qualitative research design which is a research method used to study human behavior and habits.

The study employed an analysis of the test directions from the gathered English major examinations.

3.2 Subjects and Materials of the Study

The respondents of this study were instructors of English courses in all College of Teacher Education-BatStateU campuses. Also, the researcher generated data from tests since the directions were the heart of the study. A total of 96 sample English tests were collected and analyzed.

4. RESULTS AND DISCUSSION

This part of the study determined the extent of utilization of the varied test types. Specifically, English instructors assessed their extent of use of the objective type tests, essays, and performance-based assessments.

Extent of use of the different examination types

1. Objective type. This kind of test is designed so that no scorers can make personal judgements when marking the answers. The questionnaire used in this study enumerated the different exams that fall under the objective type. These are the multiple choice questions, gap fill, matching type, true or false, and error correction. Table 1 presents the data.

Based on the given data, teachers use the multiple choice tests to a very great extent. With a weighted mean of 3.53, it ranked first among the items. The next most frequently used tests are the gap fill and matching type which tied at rank 2.5 with a weighted mean of 3.00. Teachers utilize these tests to a great extent. The last two items are the true or false test and error correction which got a weighted mean of 2.60 and 2.40 ranks 3 and 4 respectively.

Table 1: Extent of Utilization of Objective Test Types

Kind of Exam	Wtd Mean	Verbal Interpretation	Rank
Multiple choice questions (MCQ)	3.53	TVGE	1
Completion or Gap Fill	3.00	TGE	2.5
Matching Type	3.00	TGE	2.5
True or False (T/F format)	2.60	TGE	3
Error Correction/ Identifying Errors	2.40	TSE	4
Composite Mean		2.91	TGE

Legend: TVGE – To a Very Great Extent
TGE – To a Great Extent   TSE – To Some Extent

The data reveal the teachers' preference of utilizing the multiple choice task type in tests. MCQ's are difficult to set but easy to score since ideally they have one answer for every item. Thus, they make marking exams less laborious. Some participants whom the researcher had the chance to engage in conversation with expressed that they favor multiple choice tests because MCQ's are their way of helping their students in preparing for the licensure examination for teachers since the said national board exam uses multiple choice test. By using MCQ's, the teachers condition their students how to think fast and how to do deductive reasoning in order to get the correct answers.

Supply type test or gap fill and matching type test are tied at second place. In gap fill tests, the examinee has to fill in the blank or the gap in order to complete the thought of the sentence. They typically test grammar and vocabulary. Like the MCQ's, gap fills are easy to score as well as relatively easy to prepare. However, teachers who want to use this test should bear in mind that there may be more than one possible correct answer. Because of this risk, the teachers or the test writers must exercise prudence when constructing this type of test.

Matching type test is also commonly used by teachers. With this test type, the examinee is tasked to link the items under the first column to the items under the second column. These could be words, definitions, etc. Teachers like the matching type test because it is easy to score. Still, there is a disadvantage to this type of test. Students can just do guesswork. To remedy this, the test writers must have more options than the given items.

On the other hand, for true or false test, the students must decide whether a statement is true or false. Like the previous two objective exams, the true or false test is also easy to mark. However, guessing may be a result of this task type. To counteract this, teachers may have as many items for this type of test as possible.

With a verbal interpretation of to some extent, the least preferred type of test is the error correction or identifying errors examination. This type of test usually appears in National Achievement Tests taken by students in grades 6, 10, and now included, 12. Also, it appears in college entrance examinations. This task type tests the students' ability to detect errors in sentences. The errors can be verb tenses, spelling, or word choice. However useful it is when testing grammar and vocabulary, teachers like this the least because error correction exams may be corrected in more than one way. Consequently, this makes it difficult to score, especially if in one class there are 40 to 50 students. In totality, the first type of tests gathered a composite mean of 2.91 which translate to a great extent. Consequently, this can only mean that the objective tests are viewed positively by the teachers since they use them frequently.

2 **Essay or brief answer type.** This kind of exams are intended to test the examinee's capacity to orchestrate data and to arrange his musings on paper. The questionnaire used in this study enumerated the different exams that fall under the essay or brief answer type. These are the informal essay, formal essay, short answers, picture prompts, and article or technical response.

Table 2 presents the data. With a weighted mean of 3.00, formal essay is used to a great extent. Following this is the teachers' preference in using short answer tests to a great extent. On third rank is the informal essay which is utilized to some extent. The last two items i.e. picture prompts and articles or technical response are tied at rank 4.5 with a weighted mean of 2.13. This is means that teachers use them to some extent.

With the yielded data, it is safe to say that the teachers usually set formal essays in their exams. This can be because the teachers want their students to practice writing well, to form a well written composition with an introduction, a body, and a powerful conclusion, and by so doing, create sentences that form part of good arguments in driving home their points regarding a specific topic.

Table 2: Extent of Utilization of Essay or Brief Answer Test Types

Kind of Exam	Wtd Mean	Verbal Interpretation	Rank
Informal essay	2.46	TSE	3
Formal essay	3.00	TGE	1
Short answer	2.60	TGE	2
Picture prompts	2.13	TSE	4.5
Articles/Technical Response	2.13	TSE	4.5
Composite Mean	**2.46**		**TSE**

Legend: TGE – To a Great Extent
TSE – To   Some Extent

According to the respondents, most essays they set in the exams mostly call for opinions from the students since they do not have enough time to research the topics. However, the formal essays they give are usually answered in an informal manner, and thus, becomes informal essays instead.

Ranked second is the short answer. The teachers said that they like this task type since it usually just involves a 3 to 5 sentence explanation or answer to the test. The least preferred are the picture prompts and articles or technical response. These two are not usually used by teachers. It is a given that there is a dwindling interest in writing technical reports or articles because they require a different set of vocabulary as opposed to just writing essays. With regard to picture prompts, teachers may have rated this low because students might not be all too familiar with the personalities or the events depicted in the photos and thus may not be able to construct a good response.

Essay type tests are used because they help students organize their thoughts. However, if compared to the objective types, the essay tests fall behind as evidenced in the composite mean of 2.46 or translated as to some extent. This means that teachers do not view essays the way they do objective type tests and this may be because of the marking of these tests which are deemed much more demanding compared to the objective ones.

However, Alderson et al. (2005) addresses this concern by saying that focus is important because most teachers forget that they are grading content and instead go through the scoring process by catching grammar errors in the students' manuscripts. He

further suggests the use of rubrics to make grading go faster.

3. Performance-based assessments. The study also looked into the extent of use of the performance based assessments. These oblige the learners to demonstrate knowledge and skills. They are alternative to the traditional testing given by teachers. In the questionnaire, they are projects, speech choir, monologue or individual speech, dance or music interpretation, and play either classroom-based or performed on a stage. Table 3 summarizes the data yielded from the responses of the participants.

Table 3: Extent of Utilization of Performance-based Assessments

Kind of Exam	Wtd Mean	Verbal Interpretation	Rank
Projects (e.g. portfolios, diorama)	2.73	TGE	2
Speech choir	2.13	TSE	4.5
Individual speech or monologue	2.26	TSE	3
Dance or music presentation	2.13	TSE	4.5
Classroom play or Stage play	3.00	TGE	1
Composite Mean	**2.45**		**TSE**

Legend: TGE – To a Great Extent
TSE – To Some Extent

Classroom play or stage play ranks first having gathered a weighted mean of 3.00. Teachers use this test to a great extent. This means that teachers usually use this form of assessment. Plays are seen as a good test to measure the students' understanding of a text taken and discussed in class. Having ranked plays first, the respondents view them as memorable and therefore easy for the students to learn something. Not only do students learn their parts, they also discover the rich language of the text. They discover how to apply the language they learned from the play in real life context.

At rank 2 with a weighted mean of 2.73, projects are used to a great extent. Projects assigned to the students include portfolios, exhibits, and book reports. When asked, the respondents state that they give projects to make learning more interesting. Projects allow the students to unleash their creativity while, of course,

obeying the guidelines set by the instructors. Moreover, projects also make the instructors see the lesson in a new light i.e. through the eyes of the students.

Teachers utilize individual speech or monologue to some extent as revealed by the weighted mean f 2.26. Some respondents give this test in order to measure the speaking ability of the student and, as in the case of a monologue, to measure the student's ability to interpret a speech. Usually, teachers who give this test are those who teach the courses Speech and Stage Arts, Oral Communication, as well as Teaching of Speaking. The subjects are designed by the teaches to make students speak. This is not to say that the other courses are not intended for speaking. It just so happens that the three mentioned courses primarily target speaking per se. Nevertheless, it still ranks lower compared to the first two performance based tests possibly due to the fact that there are only three English courses that are chiefly intended for such.

Least used and tied at rank 4.5 are dance and music interpretation and speech choir with a weighted mean of 2.13 which means to some extent. One possibility why teachers do not usually use dance and music interpretation is the lack of related material that they can use. While there are literatures available for teaching, new materials for the dance and music interpretation are too limited. There aren't enough songs that have been considered as part of literary studies, though songs are considered forms of lyric poetries. Also, English subjects mostly include lessons in grammar and teaching principles and these make it quite difficult to integrate the said task.

With regard to speech choir, teacher-respondents explain that they do not usually utilize this form of assessment because of lack of time. Sometimes, there are still too many topics to be covered and examination week is just around the corner, the teachers then resort to written tests.
Except for projects, the performance-based assessment tests require the students to either act or deliver lines and give life to the words they read. They may do so by delivering a speech, performing a song and dance interpretation of a literary piece, and speech choir.

Overall, the performance-based tests gathered a composite mean of 2.45. This is verbally interpreted as to a least extent. Shown on Table 6 is the summary of the extent of use of the objective tests, essay, and performance-based assessment.

Clearly, the most preferred type of testing is the

objective test. It can be gleaned that most teachers still prefer to use the paper-and-pencil or the traditional method in measuring how much the students have learned despite the difficulty of coming up with good test questions. This is probably due to the general ease of scoring.

Essay tests come in second. Though demanding to mark, essay examinations are still utilized by teachers because they are easy to set. Also, it cannot be refuted that essays do help students think critically which is why teachers still do give them.

Next, the least preferred is the performance-based assessment which is just slightly lower than the essay tests. This is quite surprising for the researcher of this study because of the test's continued popularity due to the implementation of the K-12 Curriculum. As such, it can be gleaned that while the English teachers give performance tests, they give objective types more.

Descriptions of Directives in the English exams
The researcher looked into the number of occurrences of the performative verb, index of power and authority, directness or indirectness, and finally Hyland's classification of directives. This part is reliant on descriptive quali-research.

1. Number of occurrences. This pertains to the frequency of the directives in the tests gathered from the different campuses of BatStateU. The researcher found that there was a total of 97 forms of directives employed in the English tests analyzed i.e. an average of 1.03 directive per English test. Shown on Table 4 are the top 50 directives and their frequencies.

The Searlean belief upholds that directives are one of the five basic speech acts. Directives encompass a wide range of action verbs such as commands, requests, pleads, invites, and permits among others. They attempt to direct people to do things. Since the tests are all written, it is natural that the most common directive is *write*. After all, writing is the only way that the students get to answer the test.

The most frequently used form of directives in the tests were *write* with 269 instances, *read* with 110 instances, and *identify* with 96 instances.
The directive *write* appears to function in three manners. First, the said directive is used to order the examinees to write the letter of their answers on the space provided before the given. The direction reads as:

Write only the letter of the correct answer.

The second function of the directive *write* is to inform students on how to answer. Teachers who designed the tests inform their examinees not to use pencils when answering the exams. This is likely due to the teachers' initiative to prevent the possibility of changing the answers during the checking phase of the test. The direction below shows how *write* informs examinees how to answer.

Do not use a pencil in answering.
As a result of the unstructured interview, it was revealed that some of the respondents trust that ink loans a more professional appearance to a paper. This belief prompted pens to be the standard in the corporate world. For some of the respondents, they require their students to use pens so that they can practice the value of carefulness when answering. Some of them even go beyond as to prohibit the students from having any erasures in their answers.

Another function of the directive *write* is to make the students correct the mistakes in a given item by writing the correct concepts such as words or phrases that will make the statement correct. Students do such in modified true or false tests. This appears below as:

Write T if the statement is TRUE and if the statement is FALSE underline the incorrect word/s or phrase then write the correct answer.

Writing is the act of composing. It is also a skill. In this study, *write* is a directive commonly used by teachers to make students put their answers on the tests which are timed, adding pressure to the students. Usually, examinees get an hour or an hour and a half at the most to finish the test. Some, however, do not finish on time, and so the participants of the study said that to rectify the situation, students can practice answering past exams. This will help students get used to the test questions and will also get used to the way they should answer the test.

The second most used directive is *read*. It has 110 instances. This directive has one main function. As would be expected of any written material, tests need to be read so students will know their content. Once they get a glimpse of what is inside the exam, the students will be able to determine what answer to write. They will also know the manner by which the teacher wants the test answered.

The directive read appears as the following in the collected tests:

1. *Read the directions carefully before answering the test.*
2. *Read each question carefully.* and
3. *Read the following statements carefully.*

Coming in third is the directive *identify* with 96 occurrences. Identify is defined denotatively as a verb that means establish or indicate who or what. In the exams, this is exactly what its function is. Examples of the use of this directions are:

1. *Identify the words/terms the following statements/sentences are referring to.*
2. *Identify the word/s being described in the following sentences.* and
3. *Identify the figures of speech used in the following excerpts from famous literary pieces.*

Both directives, *read* and *identify*, are often followed by the directive *write*. This makes *write* the most frequently used directive. Obviously, since the material calls for a writing activity, it is but natural that *write* is commonly utilized as a performative verb in the directions.

Taking another look at Table 4, one can notice that almost all the verbs listed are positive verbs. This means that in the test directions, the verbs are not preceded by the adverb *not* and thus, are called positive verbs. However, in the list, there are seven negative verbs i.e. *cheat, copy, talk, tamper, use, allow, write*. These verbs have the hyphen symbol (-) before them to symbolize that in the actual directions, they appear with the modifier *not*. Except for *use, allow, talk,* and *write*, the other three *directives, cheat, copy, tamper* are already perceived as negative actions even without the negative adverb. They are negative in the sense that when students cheat, copy from their classmates, or tamper the test, people have this notion that what they did during the test is displeasing.

Cheat actually means to break a rule or law to gain an advantage at something and copy means to use someone else's word and write it down as one's own. These verbs are observably bad actions because they are the same as lying and stealing. Moreover, to tamper a test is to alter its structure or composition unauthorized. While tamper is also a negative action, it remains a mystery to the researcher on how the students will be able to do this given that the test is already printed and photocopied before given to the examinees and thereby making the students incapable of changing the test.

Going back to the negative directives, all of them are accompanied by the single word negative adverb not. The way that they actually appear on the tests are shown below:

1. *No talking during the test*
2. *Do not tamper this test.*
3. *No cheating*

With 2 instances, one of the least used directive is *pray*. This seemed odd for the researcher as she did not expect to see the said verb in the general directions of two examinations. To pray is to address a solemn request or give an expression of thanks to a deity or other object of worship. Among the 97 directives found by the researcher, *pray* has the most soothing effect. This probably has to do with the belief that when one prays fervently, positive consequences shall follow. However, this idea cannot be proven by the researcher primarily because in the test, the word pray is not accompanied by any other words. It stands as a one-word sentence.

Nevertheless, since grammar lessons dictate that single-word sentences actually have an understood subject i.e. *you*. This makes *pray* as it appears in the test as an imperative sentence. It is then safe to assume that the reader of the command should execute the action before taking the test. Now, this is in stark contrast with the manner that the directive *pray* appears in the test. Examination number 8 has the following directives in its general directions:

General Directions:
1. Skim the whole examination before you answer;
2. Read every directions/item/selection carefully;
3. Follow "No Erasures" Policy'
4. Observe "Be Honest" system;
5. PRAY.

The researcher took the initiative to copy the directions from examination number 8 verbatim. Notice that the directive *pray* appears last. This implies that the last thing that students should do after skimming the test, reading the instructions, following the no erasure policy, and observing the honesty system, the students should pray.
The researcher recognizes the fact that it is good to pray but putting the action verb in the test itself and at the latter part of the general directions, meaning that the students should pray after the test, is both unwise and inappropriate. In the view of the context of an interviewed student, putting the directive *pray* last may mean that the student should pray so that he could pass the test. Further, students felt that the teacher is threatening them through the use of a positive verb and may take offense in the teacher for lack of trust.

What would be better, instead, is to follow routines before the actual conduct of the test. Teachers or the class president should lead the prayer first. There is nothing wrong with putting the verb *pray* in a test but caution should be observed if one intends to include it

in the directions especially on how the directions are arranged.

Of the many forms of directives gathered from the tests, test makers have to be aware of their functions too as well as their lexical meanings to avoid using an academic vocabulary that is not suited for the task that they expect students to perform. The verb *analyze*, for example, does not really

need the adverb *carefully* since the word itself entails that the students need to break the test items into parts and study them well. Same is true with the verb *describe*. The function of *describe* in the directions *Describe Emily Grierson's reaction when her father passed away* is to make the students give details in order to paint a picture in the teachers' mind. However, due care is necessary when using *describe* since some students may answer the question lengthily or briefly. It is thus better to attach a quantity in directions, for instance, *Describe Emily Grierson's reaction when her father passed away in five sentences.*

Students also sometimes confuse the verbs *compare* and *contrast* by using them interchangeably. On this note, it is better if the directions use *compare* if they contain items, objects, or even people with common characteristics. On the other hand, *contrast* is a verb that the test makers may utilize if they want students to put emphasis on the differences.

2. Index of power and authority. Power and authority are independent yet related ideas. A chief in an association has power on the off chance that he has the privilege to coordinate the exercises of others and anticipate that people will react with proper activities to accomplish hierarchical purposes. Authority frequently originates from the obligations and duties designated to a position holder in a bureaucratic structure. For example, an organization president can arrange an item change or a cop has the authority to capture a guilty party of the law.

Power is the ownership of authority, control, or influence by which a man impacts the activities of others, either by direct power or by some other, more immaterial means. In the study, however, power and authority are words that pertain to the same thing i.e. power as revealed in the directives in the tests constructed by the teachers.

Table 4: Top Fifty Directives in the English Tests
(-) means not

Directive	*f*	Directive	*f*
Write	269	Complete	9
Read	110	Explain	9
Identify	96	(-) use	8
Choose	49	Take	7
Analyze	39	Supply	7
Encircle	37	Complete	66
Answer	33	(-) Allowed	55
Underline	28	Rewrite	5
Comprehend	27	Classify	5
Determine	24	Study	5
Provide	22	Limit	5
Give	19	(-) write	4
Follow	17	Name	4
Use	17	Select	4
Fill in	15	Repeat	3
Adhere	15	Think	3
Match	14	Mark	3
(-) Cheat	14	Change	3
(-) copy	14	Justify	3
invalidate	14	Make	3
(-) talk	14	Capitalize	3
Minimize	14	Skim	2
(-) tamper	14	Observe	2
Enumerate	12	Pray	2
Refer	10	Minimize	2

Since this part of the study was answered qualitatively, the answers are based on the perception of the researcher. Nevertheless, in order to eliminate bias, the researcher thought it best to utilize a rubric guide although this statement of the problem can be answered descriptively. She used the 4-point scale in determining the manifestation of the teachers' power embedded in the directions. Unquestionably, by nature, all directives are imperatives in themselves. But not all imperatives are imposing. Some imperatives do not appear at all as commands. Some are polite but not too polite like the directive *request*. Identifying the index of power and authority means that the researcher had to look at the test directions as one unit and not as one word directive.

Referring to the scoring guide for index of power, there are four points in this scale. The highest scale is 4 which is verbally translated as *commanding*. For a directive to be considered commanding, it has to be developed with an exceptionally strong power and authority. Imperatives are present. Borrowing the concept of another branch of Applied Linguistics, stylistics, the directions under scale 4 are written in capital letters and/or in bold font face which impose a commanding tone pragmatically.

Rubric Scoring Guide for Index of Power

(4) Commanding	(3) Firm	(2) Gentle	(1) Docile
Directive is developed with an exceptionally strong power and authority. Imperatives are present.	Directive is developed with a generally solid power and authority. Some imperatives are present.	Directive is developed with somewhat a dense indication of power and authority. Words in the directive could have been stronger.	Directive is weak as evidenced in the use of please and may.

On the other hand, scale 3 which is translated to *firm* needs the directives to have been developed with a generally solid power and authority and there is also some presence of imperatives. The next scale, 2 is verbally translated as *gentle*. To be considered a 2, a directive has to be developed with somewhat a dense indication of power and authority. Words in the directive could have been stronger. the last scale is 1 and it has *docile* as its verbal interpretation. To be a 1, the directive must be weak as evidenced in the use of request words *please* and *may*.

Before analysis, the researcher counted the directives in the gathered tests. There is a total of 475 directions with 97 forms of directives employed in the sample exams. The total of all the frequencies of the 97 identified directives is 1112. Now, since it has already been established earlier in this chapter that there are 8 respondents or 53.33percent who have been in the profession of teaching for 9 years or more, and that there are 5 teachers or 33.33percent who have been teaching for 6-8 years, it is high time to discover whether the directions are too commanding or not. The answer to this question determines whether years in the field of teaching can be associated with the kind of directions that appear in the tests.

After adding all the scores for scales 4,3,2, and 1, it was found that there are 125 directions which are commanding, falling under scale 4. Next, there are 229 firm directions which fall under the scale of 3. Next, scale 2 i.e. gentle has gathered 108 directives while the last scale, docile, has only 2 directives that fall in it. Table 5 summarizes the data.

It can be noted that the majority of the directions is under scale 3, firm. Based on the table, this gathered a percentage of 48.21. What follows is the highest scale, commanding with 26.32 percent. The last two are scales 2 i.e. gentle and 1 i.e. docile with 22.74 percent and .42 percent respectively. As computed and as

presented on the table, there is only a total of 464 directions with 97.69 percent. This happened because there are 11 test parts which did not have even a single-word directive. Thus, the reason for the missing 11 which has a percentage of 2.31, completing the hundred percent.

Table 5: Distribution of the Test Directions based on Power and Authority

Scale	*f*	percent	Rank
(4) Commanding	125	26.32	2
(3) Firm	229	48.21	1
(2) Gentle	108	22.74	3
(1) Docile	2	.42	5
No Directions	11	2.31	4
TOTAL:	**464**	**100**	
Weighted Mean: 2.95		**VI: Firm**	

Further, the table also shows another data. The weighted average is 2.95 and this corresponds to *firm*. This suggests that the directives employed by the teachers, in general, carry a solid power and authority of the test makers. It could also be said that the examinations are writer-oriented, and the directives are all imposing on the reader to perform real world actions that the teachers deem necessary and indispensable.

Match the characters/symbols with their descriptions by writing the letters before the number. Answers may be repeated but no number shall have two answers.

The directions above are taken from an actual test. There are four directives on the sample and these are *match, writing, may be repeated,* s *shall have*. This is given a score of three or firm because the directions carry the power and authority of the teacher to tell the test taker what to do. It is clear that there is a manifestation of power but the directions are softened up a bit with the addition of the request modal *may*.

May is a word that is used to ask someone for permission. It is also used to express a possibility or a probability such as in the sentence *You may repeat some answers.* It can also be word that is used to function as an auxiliary in order to express a desire or a wish such as in prayers, benedictions, or even imprecations. In the directions, however, *may* is used there to substitute for another modal which is deemed a harder word than may. The modal which *may* replaced is *can*.

Another example of a directive which is scored 3 or firm is presented as: *Read the given items below then choose the option that will answer the question. Write the letter of your choice on the space before the number.*

The sample directions show three directives i.e. *read, choose,* and *write*. They are all commands. Accordingly, it is clear that the author of the test wants the readers to follow the instructions. The directions could have been scored 4 but the presence of the possessive pronoun *your* made the researcher mark them 3. The use of *your* lessens the commanding tone of the directives and transforms it into a much gregarious one.

Obviously, a friendlier tone is much better than a super dominating one. There are 125 directions or 26.32 percent that are scored 4 or commanding. One of these is presented below:

1. *Follow **No Erasure** Policy.*
2. *Observe **Be Honest** system.*
3. ***PRAY***

The directions above exhibit three directives which are all command imperatives. However, as the reader approaches the last directive, the index of power and authority shifts from the teacher to that of a supernatural being or a deity. It is as if another being with a higher supremacy is asking the test takers to do the real world action of the word. This is due to the third directive's graphology. One can immediately notice that the four letter word is stylistically written in capital letters with a bold font face. This indicates the superior importance of the fifth directive compared to the first and second directions which also have some words in bold face. One-hundred eight or 22.74 percent of the directives fall in the scale of 2 which is given the verbal translation of gentle. The least used directives are those that fall in the scale of 1 or docile. The direction below is deemed as gentle because of the presence of the word *please.*

1. *Please write your answers at the back of this page.*

The directives, since they generally are firm i.e. scale 3, pragmatically mark and construct the position of the teachers with commands through tests directions because it is their way to communicate to the students their instructions regarding what they want done in the entirety of the test.

1. *Read the sentences below. Identify the word/s being asked for each item.*
2. *Write only the letter of your answer on the space provided before each number.*
3. *Design your own communication model.*

As the examples above show, the teachers tended to use one-word directives in each sentence.

There were only a few instances when teachers made use of a directive with the modals, *may* and *shall*:

> *Match the characters or symbols with their descriptions by writing the letters before the numbers. Answers may be repeated but no number shall have no two answers.*

The directives used by the teachers capture the writers' attempts to sound polite but not overly so. The directives coupled with the modals *may* and *shall* lessened the amount of imposition. These kinds of directives do pragmatically construct the reduced distance between the teacher and the students.

Familiarity breeds contempt. To prevent such, some teachers in the past were strict. They tended not to smile in class, looking all stern and scary while keeping their distance even during a test. The teacher-respondents, however, believe that teachers should ignore the adage. They purport that they can still levy authority and power in the classrooms while at the same time be someone whom the students can easily discuss matters with, especially matters during examinations when students have questions.

Pragmatically, it is the teacher's right to impose the so-called teacher authority. It is the privilege of the teacher to ask others to do their bidding. Teachers ask students to do many things every day. On the basis of pragmatics, they need to make their imperatives on the basis of authority. The test directives seem to agree with the respondents' belief. Given that majority of the tests are in the firm category, this means that the test makers were neither too tough nor too easy-going. After careful analysis, it is found that the teachers do exercise their power and authority even on paper but their soft side still manages to manifest. The teachers' utilization of the directives renders a pragmatic mark on their profession as well as the kind of relationship they have with their students.

In summary, embedded in the directives utilized by teachers are indices of their power and authority. The directives are performative verbs carrying second person reference, most of the time with an understood *you* as subject and sometimes with the physical presence of the pronouns you and your, that plainly lead the students into performing acts and thinking in ways desired by the teachers. The directions are basically composed to give instructions to both the body and the mind. The directives likewise obviously summon confident, authoritative, and powerful teachers who, as of account of this study have been teaching for quite some time, are in full domination and control of the material. Most of the directives, save for some like *pray, count,* and *compute*, are for the

utilization of the English teachers who hold the power vested in them by convention and law, and the authority accorded them in line with the undertaking of their service to the students, the school, and the society at large.

On the other hand, it also has to be noted that there are directives which are accompanied by polite modals. These directives invoke less power, and authority on the part of the teachers. Because of this reflection, it can be inferred that these directives are not at par with the others in terms of evidence of power and authority. Nevertheless, it can also be said that the courteous directives are equal to the other directives, this time in terms of their capacity to make the students perform the action the teachers intended for them to conduct.

3. Directness or Indirectness. The two terms are included in this study. The researcher examined whether the directions are direct or indirect. In disciplines that include conversation analysis, communication studies, and the speech act theory, directness refers to the quality of being straightforward. This means that in order for a directive to be considered direct it should state a main point early and clearly without embellishments or digressions.

Rubric Scoring Guide for
Index of Directness or Indirectness

To be considered indirect, the directive should convey a message through hints, insinuations, questions, gestures, or circumlocutions i.e. the use of

4) Direct	(3) Moderately Direct	(2) Indirect	(1) Very Ambiguous
Directive is understandable in every way; nothing is confusing or unexplained; there is no room for misinterpretation; The focus and thoughts are put together.	Directive is understandable; obvious efforts are made to prevent misinterpretation or misunderstanding; Reader can easily discern the main thought of the article without sifting through extra information; the directive directly correlates to the content	Most directive is understandable; sometimes the reader has to ask questions to figure out the meaning; there is still room for misinterpretation in some places; Directive has discernable focus but the reader struggles to find it early on	Directive is difficult to understand; even by asking questions, the reader cannot figure out the meaning; Directive is vague, there is unclear and disjointed thought process throughout

unnecessarily wordy and indirect language thus resulting to a much tougher time getting to the point.

This part of the study, just like the previous variable, calls for the researcher's perception regarding the directions on the tests. In order to lessen subjectivity, the researcher opted to utilize a self-constructed rubric scoring guide. Also, the researcher conducted an unstructured interview to students. She asked them to rate the directions. The scoring guide for directness shows that the highest score is 4 which translates to direct. This is followed by scale 3 which is moderately direct. The last two scales are 2 and 1 which are indirect and very ambiguous respectively.

To be considered a 4, the directions must exhibit clarity. This means that everything is understandable and therefore leaves no room for misinterpretation. The students can clearly understand the ideas which the test makers wish to convey. One the other hand, scale 3 means that the directive can be understood. There is a palpable effort that needs to be exerted so as to avoid misinterpretation. The reader does not need to sift through more information just to follow the directive.

To be a 2, though mostly understandable, the directive would still require additional efforts of asking the instructors of what to do. There is a focal point in the directions but the reader has obvious struggle in finding it. Finally, scale 1 directives are those difficult to understand even though the students have already asked questions.

After analysis, it was found that there are 130 or 28.01 percent direct directives. These are found to be very easy to understand. Once read, the students instantly know what to do to get scores in the test.

One of those scored 4 is the following set of directives:
        GENERAL DIRECTIONS: USE ONLY BLACK INK. BE VERY CAREFUL IN ANSWERING BECAUSE ERASURES OF ANY KIND ARE NOT ALLOWED. CHEATING IS PROHIBITED. REMEMBER, GOD SEES EVERYTHING.

Looking at the directions above, it can be noticed that there are four directives given. All the sentences use the command function of imperatives. The directions are very direct. What is peculiar about the sample set are the presence of the intensifier *very*, the verbs *prohibited* and *cheating*, as well as the noun *God*. These make the tone of the directions scary. It sounds as if the teacher is frightening the students while trying to prevent them from cheating. Moreover, there is the stylistic use of all capital letters which adds to the

terrifying tone of the directions. All of these indicate that the directions are controlling and domineering.

Another example of directions given the score of 4 is taken from a preliminary examination. Below is how it was written:

GENERAL DIRECTIONS: *You have sixty minutes to take this test. All answers should be written on this test paper. DO NOT use a pencil in writing your answers. Read all instructions carefully and follow them. Take a deep breath and GOOD LUCK!*

The directions above are very easy to understand. They give the important things students must know before the actual test. The teacher also included the amount of time allotted for the test which is important for the students. There are only very few test papers which contain the time element and all of which are made by the same teacher. If compared to the previous directive that was also marked 4, this directive also utilizes the command function of imperatives. What makes them different is the appearance of the pronouns *you* and *your*. While the first sample has an understood subject, the physical presence of the two pronouns makes the directions less intimidating. Moreover, the general directions do not sound scary at all.

Taking all these in context, it only implies that the directions are well-constructed and direct while maintaining a friendly tone. Thus, it can be concluded that there is no need to utilize heavy words that may reverberate pressure and terror to the students.

Table 6: Distribution of the Test Directions based on Directness

Scale	*f*	percent	Rank
(4) Direct	130	28.01	2
(3) Moderately Direct	265	57.11	1
(2) Indirect	56	12.06	3
(1) Very Ambiguous	2	.43	5
No directions	11	2.31	4
TOTAL:	**464**	**100**	
	Weighted	**VI: Moderately Direct**	
Mean: 3.07			

Table 6 shows that there are 265 or 57.11 percent test directions that fall under the scale of 3. Being the majority, it gets the first rank. These directives were considered moderately direct because of three reasons. First, teachers did not state whether the students should answer in complete sentences or phrases in an identification type of test. This is confusing, even for the researcher, because there is a chunk of space after every item. Next, the tests, most of them, did not state

where the students should answer. Because of this, the researcher saw that there were tests which had spaces before the numbers but the students answered after the stem itself. Also, the teachers did not state how they wanted the examinees to answer i.e. lower case, all capital letters, print, or script.

An example of a directive marked as 3 is *Answers must be complete.* At first glance, the directive looks easy enough to follow. However, it becomes a little unclear when the researcher saw the entirety of the examination because there were too few spaces to have the answers in complete sentences. Probably, the researcher thinks, the directive means that the students must not leave any item unanswered.

Another direction states *Always provide the best answer.* The whole general directions from which the aforementioned directive is taken consist of four sentences. Unless the students and the teachers who made the tests have an agreed best answer, then the direction is a tad perplexing since what may be best for the student, say option A, may not be the best for the teacher, say the answer is option B. Again, this direction is scored three because the other three are clear.

There is also a test that says True of False. The directions given, however, are for a Modified True or False type of exam since examinees were instructed to change a word or a phrase in the sentence to make the item correct. Since there was no sentence that states how many points each number will be marked, the students may just put T if the sentence is true and not put anything at all on the blank. This means that the students can still get a score even though they did not modify anything in the items. The examinees can just argue that the type of test is a true or false type and nothing states that each item will be weighted more than one.

There are also test directions which were scored 2 or indirect. There are essay exams that do not have anything regarding how the student will be scored. No holistic nor analytic rubric guide was given. There are also the incidences of wrong words used in the directions such as *Analyze the statements carefully...* but the items under are for simple recall, thus, no need for analysis. Moreover, the addition of the adverb *carefully* in the directive makes it redundant because the verb *analyze* already entails a careful examination of something.

Looking at Table 6 once more, one can also notice that the total is 453 instead of 464. The discrepancy is due to the fact that there are 11 tests which did not contain

any directions. Only the type of examination is given. For instance, *Identification*: and then the test items follow. Asked about their opinion on this matter, some of the respondents said that it might be a result of sometimes assuming that the students already know what to do. Given that the incident occurred in different tests, it means that the students knew what to do. Nevertheless, the ideal case should have been that there are directions for every test.

In summary, the directness of the teachers in writing can also be attributed to the common assumption that teachers do give directives all the time. Teachers belong to the group identified by Van Dijk (1997) that have special access to directives. Aside from written discourse, teachers also have other power resources, such as positions, access to force, and the authority derives from those mentioned. This therefore suggests that in the teaching profession, written discourse is not the only medium of enforcement of power but is, itself, a power resource, hence, there is the prevalence of directives. Pragmatically speaking, this prevalence characterizes the teachers' power and authority.

4. Hyland's Classification of Directives. Ken Hyland's analysis of rhetorical contexts made him classify directives according to the principal form of activity the directives instruct readers to engage in. These are the textual act, the physical act, and the cognitive act. Textual acts refer readers to another part of a text or another text. The second type, the physical act, makes the readers do real world action. The last is the cognitive act which initiate readers into new domains of argument and direct them to understand a point.

The study also delves into Hyland's classification. As earlier stated in this chapter, there are a total of 97 performative verbs i.e. directives found in the tests.

Table 7 presents the distribution of the directives according to Ken Hyland. As shown, rank 1 with a total of 46 occurrences of 47.42percent are the cognitive acts. As applied in the study, these cognitive acts are those acts which mainly occur in the mind. From the etymology *cognitivus* which literally means known, these acts have to do with how the examinees understand the world and act in it.

Table 7 Distribution of Directives based on Hyland's Classification

Type of Directive	*f*	percent	Rank
Physical	40	41.24	2
Cognitive	46	47.42	1
Textual	3	3.1	4
Combination	8	8.24	3
TOTAL:	**97**	100	

Listed on Table 7 and arranged alphabetically are the partial list of verbs under Hyland's classification. Under the cognitive acts category are verbs considered as brain-based which means they occur as mental acts. Some of these verbs are *accomplish, add, adhere* and *analyze. Accomplish* means achieve or complete successfully and it is synonymous to the verbs *fulfill, realize,* and *perform.* It is evident that it is a mental act since a person cannot accomplish something without actually doing something. For example, if the teacher says *Accomplish this evaluation form*, the students are expected to execute another action, in this case, *write* which, according to Hyland's types of directives, is a physical act.

The verb *add* means *join* or *put together.* It appears in the test as *Add the headline units.* This is another mental act unless the examinees do an actual counting of the letters or symbols in the given headlines. *Adhere* is clearly a cognitive act. It means *believe in* and *follow*. In the direction *Adhere to the standards of compositions in writing your essay*, it can only evident that the students followed the standards if their essays stick with the rules of grammar and sentence construction, punctuations, etc. The other directives geared towards cognitive acts wherein the examinees were tasked to *examine, situate, adhere*, etc are also included.

There are abstract verbs which can be acted physically if the students, for example *Match Column A with Column B by writing the letter of the answer*, do something other than match the types. In this case, in one direction there are two directives i.e. *match*, which is a cognitive act, and *writing* which is the physical act.

Following the categories of directives proposed by Hyland (2002), these directives could be said to have functioned mainly in two categories which are to direct the examinees to perform physical and cognitive acts.

Most of the directives touched on real world focus, wherein the readers were directed to conduct physical activities, were *copyread*, *capitalize*, *draw*, *rewrite*, etc. it has to be noted that all these directives were conveyed by the teachers to their students.

Table 8: Partial List of Directives as Classified by Hyland

Cognitive	Physical	Textual	Combination
(-) Allowed	Arrange	Read	(-) tamper
(-) Explain	compose	Refer	(-) Cheat
(-) tamper	Circle	Skim	(-) copy
(-) tolerate	State		(-) talk
(-) use	Compute		Cite
(-) write	Count		
Accomplish	Capitalize		
Add	Work		
Adhere	Elaborate		
Analyze	Encircle		
Answer	Encode		
Assume	Combine		
Be guided	Copyread		
Change	(-) Repeat		
Choose	Enumerate		
Classify	Count		
Complete	Create		
Comprehend	Fill in		
Convert	Label		
Correct	Mark		
Decide	Observe		
	Pick out		

Copyread means *read* and *edit* and it in itself is a physical act since the students are tasked to read and edit an article. *Capitalize* is also a physical activity. This means that the students are expected to write a letter in the upper case. With the verb *draw*, the examinees are tasked to illustrate either a significant event from a story or their interpretation of the text they read. These verbs under physical acts require body movements that make the students' muscles work.

There were also directives which refer to textual acts such as the directives *Read the sentences below*, *Refer to the rubric scoring guide*, and *skim the contents of the test*. *Refer* is a verb that means *mention* or *allude to*. It is a textual act that makes the examinees look at another part of the test. Likewise, the verb *skim* also has the same function since it literally means go or move quickly and lightly. As a noun, *skim* still means the same thing i.e. an act of reading something quickly.

3. 5. Guidelines in Writing Test Directions.

After analysis, the output of the study is a set of guidelines to aid teachers when they draft their tests. It is a document containing the test types which came out highest in terms of the frequency of utilization of the teachers. Moreover, the document has directions lifted from actual examinations. It is an attempt to improve test writing skills of teachers who share the researcher's desire of administering well-written tests.

Additionally, the chief aim of the document is to provide a set of guidelines that teachers may utilize when preparing tests, specifically in writing the

directions. The document is meant to be readily available not only to English teachers but also to other subject teachers. It is divided into three parts: the definition of the test, a sample of the test items, and the guidelines.

5. CONCLUSION

1. Objective type tests are the most preferred as assessed by the respondents. These are followed by the essays and performance-based assessments accordingly.

2. The most used directives are *write*, followed by *read* and the performative *identify*. In terms of power and authority, most of the directions are found to be firm. Majority of the directions are perceived as moderately direct. Most of the directives, when examined under the lens of Hyland's classification, were found to be cognitive acts.

3. The proposed guidelines may aid teachers in the construction of the test directions based on the area of pragmatics.

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